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OXFORD Business English

INTERNATIONAL EXPRESS



WORKING



TRAVELLING



SOCIALIZING

Teacher's Resource Book Upper-Intermediate

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OXFORD

Course overview

Introduction

Learner needs

International Express Upper-Intermediate is a course for adult professional learners. These learners

- need English as a language of international communication in both professional and social contexts
- need to review and build on the grammar they have already covered
- need to develop fluency and accuracy
- need to extend and develop their active and passive vocabulary
- have limited time available for study
- can develop strategies to enable them to take control of their own learning.

Course aims

International Express provides

- clear learning aims, targeted to learners' needs
- the grammar, vocabulary, and functions necessary for learners to become operational in a range of professional and social situations
- a new approach to grammar which guides learners to work out rules of meaning and usage, supported by clear, easily accessible grammar summaries and reference material
- strategies for effective vocabulary learning
- materials adapted from authentic sources, to reflect learners' needs and expectations.

Rationale

Syllabus and approach

The grammatical, lexical, and functional content of the course is targeted specifically to meet those needs which adult professional learners have in common. The choice of items, and the order in which they are introduced, is determined by frequency, and usefulness to the learners' operational needs.

Grammar items are presented in realistic contexts, chosen to reflect both meaning and use. Learners analyse data and examples from listening or reading texts, and are then guided to work out rules. The accompanying Pocket Book is used in class, to verify conclusions, and is also a reference source.

Vocabulary development

Vocabulary development is especially important for learners at this level. Each unit has a topic which provides a natural context for the grammar, vocabulary, and functions introduced. Topics are chosen for their interest and usefulness, and develop the learners' range of key vocabulary. In addition, the Wordpower section of each unit presents effective strategies for organizing and learning vocabulary.

Focus on functions

Key functional exponents, selected for their high frequency and usefulness for common professional and social situations, are presented, to enable learners to increase their confidence in dealing with those situations. The focus is on interaction, on both initiation and response.

The exponents present a separate situational syllabus, linked by theme and topic to other sections of the unit.

Teacher's Resource Book

The Teacher's Resource Book has two main sections:

- Teaching notes
- Resource file

Teaching notes

The teaching notes have been written with both the experienced and the less experienced teacher in mind. The detailed, step-by-step guide to teaching each unit is designed for the less experienced teacher in particular. The experienced teacher may also find the other material in the teaching notes useful.

The notes include some background information about topics; key vocabulary needed for each activity; suggestions for extra practice.

Answers to the exercises in the Student's Book are incorporated, and a full listening script is on pp.165–175.

Resource file

The **Resource file** is a source of photocopiable material which can be used either as extension or consolidation material, or for revision. The detailed teaching notes indicate the point at which a piece of material can be suitably used.

Materials in the Resource file are organized into files: **Wordpower**, with material for regular and systematic reviews of the key vocabulary in each unit; and **Focus on functions**, with activities to review the functional language from the **Focus on functions** sections.

There are also five tests, which can be used after Units 2, 4, 6, 8, and 10.

The **Resource file** has brief instructions for activities where these are necessary, and a photocopiable answer key.

Teacher's Resource Book: contents

Course overview

Introduction p.2

Student's Book contents p.5

Approaches p.6

Teaching notes pp.8–99

Review units

Introduction and answers pp.100–102

Resource file

Introduction pp.103

Photocopiable materials pp.104–141

Monitor sheet p.142

Tests A–E pp.143–153

Answer key pp.154–164

Listening scripts pp.165–175

Student's Book: unit structure

Each unit has four sections. The sections are linked by topic, and are designed to follow on from one another. **Wordpower** and **Focus on functions** have their own developmental syllabus, to enable them to be followed as a separate strand, if necessary.

Language focus presents and practises the target grammar in a context related to the general topic of the unit. It has four stages:

- 1 An introductory activity which sets the scene for the presentation topic. This activity aims to stimulate interest, to find out what learners already know about the topic, and to introduce and check vocabulary. It is also a brief discussion stimulus – questions, photos, or extracts which give vocabulary and background information to the topic. It is designed as a whole class activity.
- 2 Presentation of the target grammar in a realistic context, a listening or reading text related to the topic of the unit. Comprehension is checked by questions or a transfer task.
- 3 Grammar analysis, which focuses on examples of the target grammar from the presentation text, and guides learners towards formulating rules. Learners are then referred to the grammar summaries and reference material in the Pocket Book.
- 4 Practice. This provides a series of activities, moving from controlled to freer practice, designed to enable learners to gain fluency and confidence in using the target grammar. There is a variety of individual, pairwork, and group work activities, which maximize opportunity for intensive practice. This stage ends with a group activity which provides an opportunity for freer communicative practice, followed by a feedback activity such as a mini-presentation.

Wordpower presents and activates a lexical set or semantic field related to the topic of the unit. At the same time it introduces a variety of strategies for organizing and learning vocabulary effectively, which learners can use independently. It has two stages:

- 1 Introduction of topic-related vocabulary, demonstrating a particular vocabulary learning strategy.
- 2 A follow-up practice activity, to activate the vocabulary introduced.

Skills focus has longer listening and reading texts, adapted from authentic sources, which provide further exposure to the target grammar of the unit and develop listening, speaking, and reading skills. It has three stages:

- 1 A preview to introduce and stimulate interest in the topic, through a quiz, discussion, short text, or questionnaire.
- 2 A task or tasks to complete while reading or listening. This might involve finding the answers to the preview quiz, completing a chart, or preparing questions for other students.
- 3 Follow-up. These are pairwork and group work communicative activities such as discussions, writing tasks or presentations, designed to activate new vocabulary and to build confidence.

Focus on functions presents and practises basic key phrases which adult professionals need for socializing and telephoning. To provide continuity, and a clear context, the **Focus on functions** dialogues develop a scenario involving a number of characters. There are two main stages:

- 1 A range of possible exponents is presented. Students then identify the exponents being used in a recorded dialogue.
- 2 Controlled, then freer role-play. This provides the opportunity to build fluency and confidence.

Student's Book Contents

	Language focus	Wordpower	Skills focus	Focus on functions
Unit 1 p.6 Achievement	Tense review	Achievement vocabulary Prefixes 1	Levels of formality	Making and discussing initial suggestions on the phone
Unit 2 p.16 Motivation	Talking about the past: Present Perfect Simple Present Perfect Continuous Past Simple Past Perfect	Motivation vocabulary Word building 1	Sentence stress Signalling	Starting a working relationship Communicating with a different department by email; phoning potential contacts
Review Unit A p.26				
Unit 3 p.28 Communication	Articles: <i>a, an, the</i> , – Talking about the present: Present Simple Present Continuous	Verbs of communication	Linking words	A phone conference Turn-giving and turn-taking
Unit 4 p.38 The Future	Talking about the future: <i>be going to</i> + infinitive <i>will</i> + infinitive Future Perfect Future Continuous Present Simple	Prediction words and phrases	Auxiliary verbs Word stress	Offering, accepting, and declining
Review Unit B p.48				
Unit 5 p.50 Challenges	Narrative tenses: Past Simple Past Continuous Past Perfect Simple Past Perfect Continuous	Challenge vocabulary Prefixes 2 <i>Heart</i> idioms	Being concise	Chairing a meeting
Unit 6 p.60 Psychology	Modal verbs: obligation, necessity, and permission Modal verbs: speculating, expressing certainty and possibility	Psychological and emotional traits Word building 2	Discriminating sounds Active listening	Making arrangements
Review Unit C p.70				
Unit 7 p.72 Creativity	Conditionals: Zero, 1st, 2nd Functions using <i>if</i>	Creative thinking Phrasal verbs 1	Building a relationship Being less direct	Clarifying
Unit 8 p.82 Image	Past modals 3rd Conditional and Mixed Conditionals	Images and brands Compound adjectives	Connected speech	Giving and reacting to bad news Proposing solutions
Review Unit D p.92				
Unit 9 p.94 Responsibility	Defining and non-defining relative clauses Relative clauses and quantifiers <i>I wish / If only ...</i>	Verbs of permission and prohibition Verbs + infinitive, verb + <i>ing</i>	Structuring Presenting key information	Invitations Expressing appreciation and disapproval
Unit 10 p.104 Security	Passives	Easily confused words Phrasal verbs 2	Note taking	Wrapping up and reviewing a project Congratulating
Review Unit E p.114				
Information files p.116				
Listening scripts p.121				
Answer key p.132				

The adult learner

Adult learners have experience, knowledge, skills, and abilities which can be put to good use in the language learning situation. The tasks and activities in *International Express* require learners to take responsibility, to initiate, to make decisions. Handing over responsibility, whether for working out a rule, for deciding on effective learning strategies, or for running a group activity, can have a very positive effect on learners' confidence, and is an essential part of enabling learners to become operational. Effective learning is guided by the teacher, but the learner is encouraged at all times to be independent.

Grammar

The approach taken encourages learners to think about meaning, analyse examples, and complete rules in order to discover the concepts and use of different grammar structures. Learners are guided to use language as data from which they can work out rules and concepts for themselves.

Your students may be unfamiliar with this approach to grammar, so at the beginning of the course, work with them as they complete the rules in the grammar section, questioning and prompting them so they understand how they can use data to work out rules of meaning and usage. The teaching notes give suggestions for using examples of the target structure in the **Language focus** listening and reading texts to guide students, and of the questions you might ask in the early stages.

At the end of each grammar section, use the grammar summaries and tables in the Pocket Book to check and confirm with your students the hypotheses they made. Encourage them to use the Pocket Book regularly.

Group activities

The group work tasks in *International Express* are designed to be done as 'students in charge' activities. As a general rule, put students in charge of group activities as often as possible, so they get used to leading this part of the lesson. Make sure they understand their role and responsibilities first, then hand control over to them. In group discussions, for example, appoint a student as chairperson in charge of the discussion, instead of leading the discussion yourself.

All learners need to understand very clearly what they have to do in group activities. Explain the task clearly and set a time limit where appropriate. During the preparation stage, walk round and check progress, helping where necessary, but let the students take control of the activity whenever possible. This can be very motivating as it increases involvement in learning and enables the learners to make use of their own skills and experience.

There are many opportunities in *International Express* for students to make presentations, present results, or give feedback at the end of a group task. If an overhead projector is available, give students transparencies so they can prepare a presentation.

When the students are in control, take a back seat so students no longer focus on you as the person in charge. Monitor students' use of language and do remedial work on mistakes later. Remember also to give positive feedback. Praise students for what they did well, both in terms of their use of language and the way in which they carried out the task.

Feedback and correction

Students need feedback on the language they produce, but the amount of correction, and the techniques used, depend on the stage of the lesson and the learners' needs. It is important that your students know when you will correct them, and you may want to spend time at the beginning of the course agreeing with them when and how they can expect correction and feedback. Always give the student who made a mistake the opportunity to self-correct, then invite correction from other students. If no one can correct the mistake, give the correction, check students understand it, and get them to repeat the correct version.

In whole class activities in the **Language focus** and **Practice** stages of the lesson where you are working on the target structure in a controlled exercise, correct on the spot. In group work and freer practice activities, on-the-spot correction may interfere. Intervene in such activities only when help is needed or when communication breaks down. Use the Monitor sheet in the Teacher's Resource Book (p.142) to make a note of the most important mistakes, and do remedial work on the mistakes later. Write the mistakes on the whiteboard, or give students photocopies of the Monitor sheet. Students then work in pairs or groups and try to correct the mistakes. You may also like to give each student a blank Monitor sheet where they can note down corrections.

Vocabulary

Wordpower presents and practises a variety of strategies for organizing and remembering vocabulary. Encourage your students to experiment with different strategies, and allocate time in class to discuss how effective they find them. Encourage learners to decide what is the most efficient strategy for them. They are provided with a range of strategies and techniques to choose from.

The teaching notes for each lesson suggest the vocabulary which needs to be checked at a particular point. Depending on your students' needs, decide whether you want to teach the vocabulary for active use, or for passive understanding. For active use, elicit or explain the meaning, and ask check questions to make sure students have understood. Then provide practice contexts in which students can use the new vocabulary and practise the pronunciation. Encourage your students always to record active vocabulary. Some vocabulary needs only to be checked in order that it does not interfere with understanding.

Review vocabulary regularly. There are vocabulary sections in both the Review Units and the Tests, and regular vocabulary reviews in the Teacher's Book Resource file.

Organizing group work and pairwork

There is a variety of individual, pairwork, and group work activities in *International Express*. In very small classes you may prefer to do some of these activities as whole class activities, rather than divide students into pairs or groups. It is important for the stages of a lesson to have a variety of both activity and interaction patterns, however, and putting students into pairs or groups gives them more opportunity to speak. It also encourages students to work with each other and creates a classroom atmosphere in which learners expect to learn from each other as well as from the teacher.

Some pairwork activities are in two stages, to maximize the communicative value of the task, and to give students the opportunity to work with a number of people. Students first work together as AA, BB pairs, for example, to prepare questions for a survey. They then change partners and form AB pairs for the second stage of the activity, in this case to carry out the survey.

Role-play activities, whether done in pairs or in groups, can often benefit from being done in three stages. In the first stage, the students prepare what they are going to say, and practise while the teacher monitors. There is then a feedback stage, where students discuss any problems and the teacher gives advice and suggests alternatives. In the final stage, students carry out the role-play.

Pronunciation

The approach to pronunciation is designed to raise awareness of particular elements, and to encourage learners to identify patterns and work out rules for themselves.

One-to-one courses

International Express can be used for one-to-one courses with very little adaptation. All the pairwork activities can be done if the teacher takes the role of the other person in the pair. Many of the group activities which come at the end of **Practice** and **Skills focus**, for example, discussions, presentations, and interviews, are appropriate in one-to-one teaching situations.

UNIT 1

Language focus

- 1 **Lead-in:** Write the name *Steve Chen* on the board. Ask students if they know what he is famous for.

Steve Chen: One of co-founders of YouTube.com, a popular free video-sharing website which lets users upload, view, and share video clips. In 2006 it was bought by Google.

- Students look at the photos and try to match the faces of the five achievers with their names. Prompt students to say what they know about each one. Use the information below to give **brief** prompts to the students to say what each person has achieved. Do not give too much information, as the students will listen afterwards to find out more.

Sergey Brin: (b. 1973, Russia) President of Technology at Google and one of the richest men in the world.

Tim Berners-Lee: (b. 1955, UK) Director of the World Wide Web Consortium, which oversees the development of the www, and Senior Researcher at MIT. While at Oxford University, he was caught hacking with a friend, and as a result was banned from using the university's computer.

Jane Tomlinson: (b. 1964, UK) Diagnosed with breast cancer in 1990 and with terminal cancer in 2000, she has completed the London Marathon three times, was awarded the MBE by the Queen in 2003, and completed a 4,200 mile bike ride across the USA in just over 2 months in 2006, raising £1.25 million for charity.

Zhang Ziyi: (b. 1979, China) Rose to fame in *Crouching Tiger, Hidden Dragon* (2000), starred in *Hero* (2002), and played the lead role of Sayuri in *Memoirs of a Geisha* (2005) produced by Steven Spielberg.

Wangari Maathai: (b. 1940, Kenya) Former Kenyan Environment Minister, and first African woman to win the Nobel Prize in 2004, she was awarded the French Légion d'Honneur in 2006.

1.1

- Play the recording. Students check their answers.

Key

- a Sergey Brin (Google co-founder)
- b Tim Berners-Lee (inventor of the World Wide Web)
- c Jane Tomlinson (cancer patient who has taken part in a number of marathons and other sporting events)
- d Zhang Ziyi (China's most successful actress)
- e Wangari Maathai (environmental campaigner and Nobel Prize winner)
- After listening, check students understand:
 - an Ironman* – 4km swim, 180km bike ride and full marathon to be done inside 17 hours
 - endurance* – sustaining difficult effort over time
 - feat* – achievement
 - erosion* – to wear away through wind, water or ice.
- Which person do they admire the most? Why?
- Ask students to work in pairs to think of five other people who have achieved something significant. With a mixed nationality class, try to encourage them to come up with an achiever from their own country.

Extension: In pairs, students think of people, and make notes of their achievements. Then they read out the achievements. The other students have to try to guess who the person is.

- 2 Focus students on the words. What other words can they think of? (For example *brave, courageous, determined, a risk-taker, entrepreneurial, skilled/skilful, optimistic, positive.*) You could ask them to write all the words on different slips of paper, and then group together words with similar meanings.

- Which words do they associate with each of the five people in the photos? Which words do they associate with the other achievers they thought of?

3 **Lead in:** Focus students on the photos. Ask what they think the person achieved. Prompt with the following questions: What's her job? Is she an astronaut? Do you think she went to space? Why?

1.2 

- Tell students they are going to listen to a recording about a businesswoman and space explorer. Ask students to read the questions. Play the recording. Play the recording again if necessary.

- Key**
- 1 Iran
 - 2 French, Farsi, and English
 - 3 She set up Telecom Technologies.
 - 4 She signed up through Space Adventures.
 - 5 Six months
 - 6 Two crew members, one Russian and one American.

Extension: If students are interested, they can read more about Anousheh on her website, www.anoushehansari.com. The page is headed 'imagine, inspire, be the change'. Anousheh is said to quote Gandhi, one of her personal heroes who stated, 'If you want to change the world, you must be the change you want to see in the world.'

Tense review

Students read the sentences, and decide which tenses are used.

Key

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

- 1 'is travelling' refers to an action at the time of speaking; 'travels' refers to a fact or regular activity.
- 2 'has trained' relates a past event to the present; 'trained' refers to a past action.
- 3 'I'll spend' refers to a definite future situation; 'she hopes she will' refers to a possible future situation.
- 4 'had been scheduled' refers to a past event in relation to a later past event; 'was scheduled' refers to an event in the past.



Refer students to Pocket Book pp.5, 11–18.

Practice 1 Students work individually to put the verb in the correct tense. Then check in pairs.

Key

- 1 She is travelling with two crew members.
- 2 She said she has had this dream since childhood.
- 3 Anousheh is from Iran.
- 4 She hopes that she will inspire a new generation of women.
- 5 Just as Vostok was due to dock with Soyuz, radio contact was lost.
- 6 After she sold her business, Anousheh gave \$10 million to the X Prize Foundation, an organization which encourages advances in human spaceflight.
- 7 Some women and girls do not have the same opportunities as men.
- 8 There were five Vostok missions before the first female astronaut went into space in 1963.
- 9 Yuri Gagarin went into space in Vostok 1, the first time anyone had ever journeyed beyond the Earth's atmosphere and the first time anyone had gone into orbit.
- 10 NASA is planning further shuttle and rocket missions next year.

- ② Students work in pairs, and add to the list. Other qualities could include: *optimism, enthusiasm, determination, flexibility, patience, able to cope in a difficult situation.*
- Students ask and answer the questions. What other questions can they ask? Encourage students to give examples to demonstrate the qualities and skills they have.
 - Whole class feedback.

- ③ **Lead-in:** Focus students on the photo, and ask questions to encourage them to speculate about the man:
What sort of person do you think he is? Where is he? What do you think he is doing?

- Before reading, check students understand:
weather balloon – a balloon usually used for carrying instruments to record atmospheric data
patio chair – a type of garden chair, probably made of plastic
pellet gun – a type of air gun.
- Students read the text, and then answer the questions that follow.

- Key**
- | | |
|--|------------------------------|
| 1 He took off from his backyard. | 3 He went up to 16,000 feet. |
| 2 It was made from a patio chair, 45 balloons, and cushions. | 4 He shot the balloons. |
| | 5 He was arrested. |

- Initiate a class discussion on which achievement students admire most, and which they would most like to try. What are their reasons?

- ④ Ask students to read the text quickly and answer the following questions: What different jobs has Mae Jemison had? What order did she do them in? (Career in medicine/physician, teacher, astronaut, business woman.) As a child, what inspired her to be an astronaut? (A TV science-fiction series, *Star Trek*, and the character Lieutenant Uhuru in particular.)

- Then ask students to read the text again, and work individually to put the verbs in the correct form. Students check their answers with a partner.

- Key**
- | | |
|-----------------------|-----------------|
| 1 has been | 6 is happening |
| 2 has been working | 7 had had |
| 3 helps | 8 was growing |
| 4 has been developing | 9 was |
| 5 gives | 10 were working |

Extension: Ask students if they would like to be a space tourist. Why/why not? Mae Jemison explains that she was inspired by a character in *Star Trek*. Are there any famous people/TV personalities who have had an influence on the students? In what ways?

- ⑤ Ask students to work in pairs to discuss their own achievements. Ask them also to think about what they would like to achieve in the next five, and in the next ten years. Encourage them to give reasons for their answers.
- ⑥ Focus students on the categories. Elicit specific issues for them to consider in each case, as in the following examples:
lifestyles and the standard of living – Is most entertainment inside or outside the home? Are people health-conscious? Are they concerned about eating well and keeping fit? Do people travel abroad often? Where? Do people mostly work in offices, or from home? Full- or part-time work?
the economy – What is the current rate of inflation? What is the rate of unemployment? What is the current interest rate? What is the exchange rate relative to the dollar/euro/pound sterling? How have these exchange rates changed over the last few years?
the government – Is the government stable? How well are elections organized? How often do policies within a party change?
relations with other countries – Which countries do they most often do business with? Does good transport play a key role, or are personal contacts more important?

- For same-nationality groups, divide the class into four groups, and give one or two categories to each group to discuss. After a given time limit, e.g. 10 minutes, ask them to pair up with someone from another group and ask and answer questions about their topic(s).
- For mixed nationality groups, you could take one category and ask them to note down information on the various countries represented in the class, or instead, ask students to work in pairs, or threes, focusing on two categories for one country. As far as possible, ensure they are talking about their own country. Students then pair up with someone from another group to discuss their findings.
- You could set this exercise for homework. Ask students to research these categories on the Internet for discussion in the next class.

Extension: A balloon debate. A balloon debate is where a number of speakers try to win the approval of an audience. The audience is invited to imagine that the speakers are flying in a hot-air balloon which is rapidly sinking: one person must be thrown out if everyone is not to die.

- Ask the students to work in groups of four. Each person in the group should choose an achiever they admire; it could be someone mentioned in this unit, or someone else they know. They should prepare reasons for why they should not be thrown out of the balloon. Give them 5 minutes' preparation time, and then ask them to speak for 1–2 minutes each. When each group finishes, the other students in the group should vote on one person who should be thrown out, i.e. who does not have strong enough arguments to stay in the balloon.
- When they have finished, you could ask students to choose one person from each group to join a final balloon, and to repeat the activity with those students while the remaining students vote.

Wordpower

Achievement vocabulary. Prefixes 1

- 1 **Lead-in:** Ask students what the last book they bought was. How did they decide to buy it? To what extent does the cover influence them? What other features help them decide (first/last pages, an extract from the middle, the blurb on the back, recommendation from a friend, a book review, etc.)?
 - Ask students to look at the book cover and decide if they would buy it. Why/why not? What do they think the book is about?
- 2 Students read the questions, and then read the review to answer them.
 - Pre-teach:
counterintuitive – contrary to what common sense suggests.

Key 1 positive

2 **(Possible answers)**

the way failure is handled
knowing when to stop working and start playing
avoiding goal-setting
high level of self-assurance and confidence
dwelling on what we do well
stress
taking risks

- Encourage students to decide if they agree or disagree with each bullet point, and to give their reasons.
- Ask them if they have changed their mind about buying the book!
- After reading, check students understand the following words. Ask them to try to guess the meaning in each case, before you help or before they check the words in a monolingual dictionary:
sustained – continuing at the same level or rate for a long time
vigorous – full of energy, enthusiasm, or determination
dwelling on something – to spend a lot of time thinking or talking about something
a wimp – someone who is not brave, strong, or confident.

- 3 Ask students to find and underline the words in the text.
- Students work individually to match each word with its appropriate prefix, and then check their answers in pairs.
 - Whole class feedback.

Key New word

indirect	disprove
unemployed	irrelevant
non-event	misunderstand
countermeasure	anticlimax
impolite	

Learner training: Ask students to think of one extra word for each prefix, e.g. *antisocial, counterattack, disagree, impersonal, inappropriate, irregular, misfortune, non-fiction, unacceptable*. They may use their dictionaries.

Extension: Point out that there are no hard and fast rules as to which prefix to use. However, the following information about spelling may help:

words beginning with 'r' often take *ir*

words beginning with 'm' or 'p' often take *im*.

- You could give students some of the more common words + prefixes:

anti antibody, anticlimax, anticlockwise, antiviral

counter act, balance, measure, sign

dis ability, advantage, agree, allow

im patient, personal, polite, practical

in accurate, appropriate, audible, capable

ir regular, relevant, resistible, reversible

mis behaviour, fortune, lead, understand

non essential, existent, governmental, stop

un able, acceptable, certain, fortunate

- Highlight that the prefix *ante* means before, and that *non-* is hyphenated.
- Explain that the prefix is *dis-* when describing how a person feels; the prefix is *un-* when describing the item/event/cause:
I'm dissatisfied with ...
She expressed dissatisfaction with ...
It's unsatisfying.
It's unsatisfactory.
- Point out other words which can take more than one prefix:
inability (not able for some reason); *disability* (a physical problem)
uncomfortable (adj); *discomfort* (n).

Note: Tell students to be careful with *dis-*: many words are not opposites (e.g. *discuss, disturb*), and some are misleading (e.g. *disappoint* is not the opposite of *appoint*).

- 4 Focus students on the examples. Look at the text for examples with *achiever*. Elicit an example sentence for *overkill*, e.g. *I thought the three-hour presentation was overkill – it was far too long.*

- Students work individually to decide which words can be used with *over* and which with *under*, and then check their answers in pairs.
- Whole class feedback.

Key

Over	Under
capacity	capacity
–	mine
staffed	staffed
–	cut
–	perform
statement	statement
estimate	estimate
produce	produce
worked	worked
reaction	–

- 5 Students work individually to match the two parts of the phrases, and then check their answers in pairs.
- Whole class feedback.

Extension: Ask students to work in small groups. Give them 5 minutes to think how they could use the words from 2, 4 and 5 to talk about their own working situation and/or current projects. You could put the words on separate slips of paper, and give each group a set of 4–6 words. Then, calling on each group in turn, ask them to use one of the words in a sentence. This could be competitive, with each group trying to use as many of the words as possible.

Key make a success (of something)	improve your performance
develop a talent	think positively
have a sense of achievement	make an effort
keep your eye on the goal	set a target
meet short and long-term goals	

- 5 Ask them to read the questions, and check they understand:
- appraisal* – a report, usually written by your boss, evaluating your performance, usually over a year.
- Ask them to work individually, and write notes to answer the questions. Then put them in groups to ask, answer, and discuss the questions. Encourage them to use the vocabulary from 4 and 5.
 - For students in employment, it might help to ask them to think about the questions and compare their current and last place of work.
 - Whole class feedback.

Extension: Ask students who are in employment to brainstorm changes that they would like to implement in their company to improve the environment, staffing, and appraisal systems.



Resource file 1.1

Skills focus

Levels of formality

Note: Ask students to bring to class three or four emails they have written or received.

- 1 **Lead-in:** Ask students to look at the emails they have brought to class. Ask them to decide if each email is formal, or informal. They could also read each other's emails. Elicit rules which differentiate formal and informal emails. Do not spend time discussing this, as it will be discussed at length later.
- Ask students to read through the two lists, and try to fill in the spaces.
 - Tell students they are going to listen to a discussion about formal and informal language. Play the recording for students to check their answers.

1.3

Key rectify a problem, consider, Coffee? See you tomorrow, I'll be in touch soon, loads, How do you do, All, Hi Philip, Bye

Extension: Ask students to make a note of rules for formal language, and rules for informal language.

Formal: Single verbs, older people use more formal language, full questions and phrases, no contractions, more specific language, *Dear .../With best regards.*

Informal: Verbs + prepositions (phrasal verbs), younger people use less formal language, shorter questions and phrases, contractions, generalisations, *Hi .../Bye for now.*

- 2 Ask students to read the letter, and decide whether it should be more, or less formal. Then ask them to work individually to underline the most appropriate expressions (formal). Check in pairs.
- Whole class feedback.

Key I hope all is well with you.
I am writing to ask
participating
conducting
six months' worth
I would be grateful for your comments.
Pleased find attached the questionnaire.
I look forward to hearing from you.
With best regards,
Sandra March

Extension: Ask students to look again at their own emails, and find examples of formal, and informal language. Are their emails consistent, i.e. do they follow the formal and informal rules? Ask them to make suggestions to improve them. If they agree, you could ask them to swap emails and correct each other's. They can do this for homework if they haven't brought emails to class.

3 Lead-in: Find out what features students have on their mobile phones. Then ask them in pairs to compare their phone's three most important features with each other. Which student has the most modern phone?

- Ask students what new features they might expect to find on mobile phones in five years' time.
- Are their phones owned by their company? If so, do they know how that particular model of phone was chosen?
- Focus students on the features of the Aikon 007. Check they understand the vocabulary. Do the students' phones have any of these features?

1, 2

Ask students to read the beginning of both the report and the email, and to compare them. What aspects of each make them informal or formal?

- Ask students to read the beginning of the report again, and to work individually to complete it in a formal style.

Key (Possible answer)

In relation to the request to upgrade the company mobile phones, ten phones were selected and tested. The Aikon 007 showed the best performance to price trade-off. It is a flip phone, and includes a large number of useful features. These include a camera and MP3 and MP4 player.

The camera has 1.3 Megapixels, and autofocus. It also has a 20x digital zoom, a 176x200 resolution screen, and stores photos. The Aikon is bluetooth, so can be used easily with other IT equipment. It can send and receive emails. The MP3 player is for music, but also includes a radio. The MP4 is for playing videos.

The Aikon 077 will work in most of Europe and the USA, so is an ideal phone for our staff who travel extensively in these areas.

I would be grateful if you could give your approval for us to proceed with purchasing these phones for our staff.

- Ask students to read the beginning of the email again, and to complete it in an informal style.

Key (Possible answer)

Hi,

Just wanted to tell you about the great new mobile we'll be getting. I tested about ten of them and finally chose the Aikon. It's a flip phone, but it does loads of other things -- like taking photos. You can also use it for emailing, and it's got an MP3 and MP4 too. The camera's fantastic -- 20x digital zoom, and the screen on the back is huge! Apparently it'll work in most parts of Europe and the USA too. I guess everyone will be watching their favourite films, instead of working!

Anyway, hope you'll like it. Bye for now.

Variation: Divide the class in half. Ask one half to write the report to their boss, and the other half the email to their colleague. Give them a time limit. Then ask them to swap papers, and suggest improvements to each other's work.

- Whole class discussion and feedback. Alternatively, you could do one of the tasks in class, and ask the students to do the other for homework.

Focus on functions

Making and discussing initial suggestions on the phone

- 1 **Lead-in:** Use the photos and text to prompt discussion about the sort of events IntEx organise.
- Students work individually to match the first part with the response. Check answers with a partner.
 - Then ask them to decide if the phrases would be used at the start or end of a phone call. Ask them to work together to complete the table, putting the phrases and responses in the correct columns.

Key

Start of a phone call	Response	End of a phone call	Response
How are things over there at the moment?	Quite busy.	Nice to talk to you.	And you.
I don't want to keep you too long.	Don't worry, that's fine.	Say hi to Diego for me.	Will do.
Aleks speaking. How can I help?	Hello, Aleks. This is Tao Pei Lin.	Give my regards to Bob.	OK.
Good to talk to you at last.	You too.		
I don't think we've actually spoken before.	No, I don't think we have.		

- 1.4 2 Play the recording for students to check their answers.

- 1.4 • Then ask them to read the questions, and play the recording again.
- Whole class feedback.
 - Point out that *in principle* is used for saying something is possible in theory, but has not been tried yet.
 - Explain that there can be other responses to the phrases in 1, but that the answers above are the ones they'll hear in the recording. *Say hi to Diego for me* and *Give my regards to Bob* could both be answered with *OK* or *Will do*. Similarly, *Nice to talk to you* and *Good to talk to you at last* could both be answered with *You too* or *And you*.

- Key**
- Pei Lin is phoning Aleks.
 - A tour of Latin American music in Asia.
 - Because of the cost and funding.

- 3 Before playing the recording again, ask students to read the sentences and see if they can fill the gaps.

- 1.4 • Then play the recording, pausing if necessary for students to fill the gaps.

- Key**
- see what you thought
 - what we want to do, do you think
 - interesting, me more
 - the plan is to
 - it's a question of
 - thought it had potential, definitely
 - principle, it'll work, Without doubt.
 - might be a possibility, Any thoughts, not really sure

- 4 Students work individually to complete the table with expressions from 3, and then check in pairs.

- Whole class feedback.

Key a Putting forward and explaining a proposal

Diego and I have been working on a project that *we wanted to discuss with you* – and Bob – *to see what you thought*.

Basically, what we want to do is put together a tour of Latin American music. ... *the plan is* to have a range of music.

Now *it's a question of* thinking about locations, dates, and funding.

b Asking for a response

What do you think?

I just wanted to see if you thought it had potential.

... *in principle you think it's a good idea* – *it'll work?*

c Giving a positive response

Sounds interesting. Tell me more.

Oh definitely.

Without doubt.

d Giving a negative response

I'm not really sure about that.



Refer students to Pocket Book p.27.

- 5 Students work individually, and then check their answers in pairs.

- Whole class feedback.

Key a, d, c, b

- Ask students if they know any other expressions that they could use, e.g.:

Putting forward and explaining a proposal

The idea is to ...; Our plan is to ...; You see, what we'd like to do is ...

Asking for a response

What are your thoughts? Any comments?

Giving a positive response

Good idea. Not a bad idea! I'd go along with that.

Giving a negative response

Well, actually ...

- 5 Divide the class in half, Student As and Student Bs. Ask Student As to look at Information File 1, and Student Bs to look at Information File 10. Check that they understand the phone conversations on the role card. Ask them to work in their groups to help each other decide which phrases from the previous exercises they can use to have the conversation. What questions will they ask? Suggest they make notes of useful phrases.

- Then ask the students to work in pairs, Student A and Student B, to do the role-play. Monitor, and help out if necessary.
- When they have finished, ask them how they got on. Did they finally agree on which countries to tour in? Have they made plans about funding and local contacts? Did they also manage to use some of the key phrases from the Focus on functions section?

- 7 Ask students to make new pairs. This time they will be planning their own event. Ask them to choose which situation they will each focus on. Give them planning time, and tell them to think about the details of the event, e.g. the location, who will attend, how many people, what sort of entertainment there will be, what food and drink will be provided, how much it will cost, the budget that is available, etc.

- Suggest they sit back-to-back during the phone call. Monitor their conversations, and help out if necessary.
- After the pairwork, find out about the events each pair has organised. Which event would each student like to take part in most? Give feedback on language, and their use of the key phrases.



Resource file 1.2

UNIT 2

Language focus

- 1 **Lead-in:** Ask students to write down three things that motivate them about their jobs. They compare their answers with the person next to them, then with another pair to see if they have similar answers.
 - Write ideas on the board.
 - Students then focus on the list and compare it with their own.
 - Check students understand:
 - take pride in* – have a feeling of pleasure or satisfaction when you or people who are connected to you do something well
 - fat cat* – a person who earns, or who has, a lot of money.
 - Students match the comments with the ideas.
 - Focus on the photos and discuss briefly if there are any other motivating factors represented that they had not considered. You could refer students to findings of a survey by Kaisen consulting group on what really motivates people at work (see www.kaisen.co.uk) where the top three motivators were: *achievement, working with others, recognition*.
- 2 Focus students on the rice harvest photo. Ask what the workers are doing and how they might be feeling.
 - Tell students they are going to read a short story about some rice workers. Ask them to look at the questions, then give them two minutes to read the text to find the answers.
 - Whole class feedback.

Key (Possible answers)

- 1 A farm in India.
- 2 Telling jokes and stories.
- 3 Working hard.
- 4 He was surprised and suggested that his uncle talk to the man.

- 3 Ask students for their opinions and experiences. (Possible answers: The uncle employed the man in the blue shirt to help improve staff morale. Implications for modern companies could be the importance of collective output over individual output, and the value of humour in the workplace.)
 - You could ask students if they receive jokes by email, and what they think of this practice.
- 4 Ask students to look at the list of things in an office that might help or hinder motivation. Ask them to compare opinions from a manager's and an employee's point of view. You could pre-teach the following vocabulary: *prank, gambling, gaming* ready for recording 2.1.
- 5 Tell students they are going to listen to an employee talking about some of the areas from 4.
 - Play the recording. Which areas does she mention?
 - Play the recording again and answer the questions.
 - Whole class feedback.

2.1 
2.1 

Key

- a 20 years b casual c staff should take responsibility
- The last speaker (the manager) talks about telling people when they have done a job well. Ask students to give their opinions on the importance of praise in the workplace as a motivating factor.

Extension: If you are teaching in a company, divide the class into groups of three. Each group makes a list of five things that need to be improved in their workplace, e.g. poor office layout, bad communication and any points previously discussed. When each group has completed their list, students pair up with a member of another group. Student A plays the role of a consultant, listens to Student B and gives advice on how to deal with the areas that need to be improved.

- After the role-play students discuss the best and worst places where they have worked and say why. Was motivation a factor?
- 6 Ask students to read the comments and compare them with their own opinions.

Talking about the past

Tell students they are going to focus on the tenses used in the story in 2. In pairs they match the sentences to the correct tense and then finish the descriptions.

Key 1c 2a 3a 4b 5d

We use the Present Perfect Simple in 'He hasn't done anything' to focus on the end result.

We use the Present Perfect Simple in 'Have you noticed the man in the blue shirt?' to refer to action in the past that is relevant to the present.

We use the Present Perfect Continuous in 'He's just been telling jokes' to focus on the action.

We use the Past Simple to refer to action in the past.

We use the Past Perfect Simple to refer to an action which happened before the action described in the Past Simple.



Refer students to Pocket Book pp.12, 13, 15, 17.

Practice 1 In pairs, students complete the sentences with the appropriate past tense. Go round, indicating where there is a mistake if necessary, but encourage students to correct themselves.

- Key**
- 1 had been using
 - 2 had left
 - 3 've only done
 - 4 've just started
 - 5 Has the meeting finished? it finished
 - 6 had, was
 - 7 had taken
 - 8 've had

2 Students put the verbs in brackets into an appropriate form. They then ask and answer the questions in pairs. Monitor, correcting if necessary.

- Focus on the pronunciation of the weak forms of *have* /əv/ and *been* /bɪn/.

- Key**
- 1 How long have you been learning English?
 - 2 When did you have your first English lesson?
 - 3 How long have you been in your present job?
 - 4 When did you start your present job?
 - 5 What have you been working on so far today?
 - 6 What have been your main achievements at work this year?
 - 7 When was the last time you laughed at work?
 - 8 Have you ever thought about changing your job?

Learner training: You could suggest ways students can record information about past tenses.

- Translate the sentences from 2 into their own language so they can compare. (French students in particular have problems with the Present Perfect Continuous because they do not have an equivalent.)
- Draw timelines on the board to help visualise different tenses.
- Draw a word map with *Present Perfect Simple* in the centre and words that go with it written at the end of each 'leg': *yet, already, never, ever, etc.*
- Ask students to note down reminders:
 - We often use the Continuous form with *how long?*
 - We often use the Simple form with *how much? how many? how many times?.*

- ③ Students work in pairs to find the mistakes. Point out they are all mistakes in tense. To speed things up, or with a weak class, tell them there are eleven mistakes.

- Whole class feedback.
- This could also be done as a homework activity.

Key Dear Mr Munroe

I would like to apply for the position of Leisure Services Coordinator as advertised on your website. I **have attached** my CV.

You will see that I **have worked/have been working** as PA to the Leisure Services Manager at Global Entertainment since January this year. I **have done** many different things since I **have been** there. For example, I **have helped** organize four one-day training seminars, including one on 'Having fun in the workplace', and I **have accompanied** the Leisure Services Manager on several trips. On the trip last August I **organized** all the meetings and travel arrangements.

I **have** recently **moved** to Manchester and **have been looking** for jobs in the local area. I **have heard** a lot about your company and I **think** it would be an excellent place to work.

I am available for interview at any time. I look forward to hearing from you.

Yours sincerely

Jane Wright

- ④ 1–3

Put students into groups of three or four. Depending on time the groups could discuss all the case studies, or just one or two. Go round and note any interesting comments or mistakes to discuss at the end of the lesson or at a later date. Students may need help with Conditionals.

Wordpower

Motivation vocabulary. Word building 1

Note: If you have a small number of students, you could bring some Lego to class for one of the extension activities in ③. At the end of the lesson you could also refer students to the Lego website (www.lego.com) to learn more about the company.

- ① **Lead-in:** Show the class some Lego bricks if you have them. Ask students why they think Lego is so popular.
- Write *team building* on the board. Ask what type of activities are used in companies/universities to create effective teams. Focus students on the photo showing an example of a team-building activity.
 - Students then work in pairs and answer questions 1–4.
 - Whole class feedback. You could discuss why team-building activities might not be successful, e.g. a boss may lose face because he has to climb a cliff and is terrified of heights, etc.

Key (Possible answers)

- 1 problem solving, orienteering, simulations, sports activities
- 2 help people work together more effectively
- 3 –
- 4 help people to be creative

- ③ Students do the exercise in pairs.

- Whole class feedback.

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

- ③ Students read the questions first. Then give students 3 minutes to read the article and answer the questions. Students discuss the answers with a partner.
- Whole class feedback. Ask students if they would like to take part in the Lego Serious Play workshops described in ③.

- Key**
- 1 It helps them to explore corporate identity and mission, to abandon established ways of thinking, and to find a common understanding.
 - 2 Nokia, Orange, Varta
 - 3 A car missing a wheel (= organization can't move forward fast because of a weakness). A pen full of animals all facing different directions (= individual employees not united). An octopus (= multi-tasker), wearing a hard hat (= protection from sales quotas), holding a skeleton (= problems from the past). A model of self in black bricks with a door to a tiny red heart (= a tough dark exterior but with a loving heart).

Extension:

- a If you have a small class and enough Lego bricks, ask students work in pairs and build very simple models of how they see themselves in their company.
- b Students work in groups of three or four. Give students 20 minutes to plan a weekend activity for their group or for a small group of employees from a chosen company in order to improve communication/teamwork, etc. (Ideas could include an assault course/orienteering/sailing/treasure hunt.) Establish a budget. Then ask groups to present their ideas and the reasons for their choice. Finally, the class votes for the best idea.

- ④ Students match the two parts of the collocations. Note there are no hard and fast rules in English for compound words. Students will need to learn them on a case-by-case basis. You might like to do some work on word stress. Students decide if the stress is on the first or second word. Again, there are no hard and fast rules.

Key team player, teamwork, team building
mission statement
corporate bonding, corporate identity, corporate strategy, corporate ethos
morale-boosting
job satisfaction

Extension: You could extend this activity to include words that collocate with *work*, *job* and *business*. Either write the following words on separate cards or jumble them on the board. In pairs, students then match the words to *work*, *job*, or *business* to make compound words.

partner, model, park, suit (to collocate with *business*)
colleague, placement, place, load, environment, ethic, clothes (to collocate with *work*)

satisfaction, interest, offer, description (to collocate with *job*).

- ⑤ Students think of as many questions as possible to ask their partners using the collocations in ④. They answer from their own experience. If you have students with no work experience you could write a list of companies (e.g. Nike, Sony, etc.) on the board and ask them to imagine what the answers might be from someone working in those companies.



Resource file 2.1

Skills focus

Sentence stress. Signalling

- ① **Lead-in:** Elicit what makes a job 'good' or 'bad'. Write criteria on the board. Then write *lumberjack* and *biologist* on the board and brainstorm what might be 'good' or 'bad' about these jobs.
- In preparation for recording 2.2, students in pairs discuss all the jobs and make a list of the five best and five worst.
 - Whole class feedback. Ask the class to vote for the best and worst jobs.
 - Students listen and check their answers.

2.2

- Key**
- | | |
|----------------------------|---|
| 1 Biologist | 5 Accountant |
| 2 Actuary | 6–9 Cowboy, Seaman, Ironworker,
and Commercial fisherman |
| 3 Financial planner | 10 Lumberjack |
| 4 Computer systems analyst | |

2 1

Students fill in the blanks individually or in pairs.

- Tell students to imagine they are news readers and they have to read the text with good intonation as if they were presenting it on tonight's news.
- Put the first sentence of text on the board without any punctuation. Work together to punctuate the sentence. Elicit the pauses, the key words, and mark the stress. Point out that key words are stressed, non-key words are not stressed, and that parenthetical phrases tend to be said more quickly. Elicit the correct intonation or model if necessary and have students repeat. Mark intonation with arrows going up or down.
- Then ask students to work in pairs to mark the key words.

2.2 

- Students listen and compare their answers with the recording. If necessary, pause after each sentence, or chunks of meaning, for students to repeat.

Key

Biologist, Lumberjack, Biologist, financial planner, Actuaries, Computer systems analysts, accountants, Lumberjack, commercial fishermen, cowboys, ironworkers, seamen

2

In small groups or as a class, students discuss the 'best' and 'worst' jobs in their country.

Extension: Stress and intonation. Some students have difficulty recognizing stressed words and may also have poor intonation. You could do a series of short, fun activities over several lessons to sensitize students to stress and intonation, and to help them relax.

- Write some false statements on the board, e.g. *England makes the best wine in the world!* Ask the students to contradict the statement: *No, England doesn't make the best wine, France makes the best wine!*
- Write the following sentence on the board: *I'm meeting John on Friday at 10 o'clock in Reception.* Elicit 'checking' questions to get key information: *Who are you meeting? What day are you meeting him? What time are you meeting him?*, etc. or *Who did you say? What time did you say?*, etc.
- Bring in some short jokes for students to tell. Jokes rely a lot on good intonation, pauses and stress and are easy to find on the Internet, e.g. at www.thejokeyard.com/short_funny_jokes.

Extension: Listening. Even at this level students get frustrated when they do not understand every word when listening. Explain that it is not important, nor possible, to focus on every word as students do not do this in their own language. You could do short exercises to sensitize them to this.

- Write some sentences on the board and ask students to reduce them to the minimum number of words so their meaning can still be understood, e.g. *I've lost my credit card. Please can you send me some money. (Lost credit card. Send money.)* Elicit the key and therefore stressed words: main verbs, nouns, adjectives, adverbs, negative auxiliaries. Elicit the unstressed words: pronouns, prepositions, articles, auxiliary verbs, linking words.
- Dictate some sentences and ask students to write down the number of words they hear, e.g. *Where have you been? Where are you going? How long have you been working here?* Then reconstruct the sentences, focusing on the stressed words that are easy to hear and helping students with unstressed words.

3

Whereas it is common in the UK, a gap year might seem very strange to students from other countries, e.g. France. Discuss with the whole class the advantages to the student and company of going on a work placement.

2.3 

- Students listen to the story about Ade Sodeinde and answer the questions.

Key

- | | |
|---------------|---|
| 1 Nigeria | 4 The trains were running late |
| 2 Engineering | 5 She found that the tracks in the depot needed |
| 3 No | upgrading |

- Discuss with the class what motivated her. (She was obviously self-motivated and interested in finding a solution to a problem.)

2.3  4 Students listen again and answer the questions. Then ask students to say the words aloud, with good intonation.

Key	React	Introduce
	Really	Well
	Mmm	Apparently
	Absolutely	Anyway
	Wow	So basically

Extension: In a future lesson you could give each student a card with the eight words written on them. The aim is to try to say all the words in the lesson. They tick off the words as they say them.

2 Tell students they are going to listen to a report on what keeps employees happy. Tell them they must note down key points so that they can reconstruct the report in the next exercise.

2.4  • Play the recording. (Possible answers: people live longer, have better health, not happier than 50 years ago; people earning enough to feed and house themselves happier than homeless, those earning \$50,000 plus only slightly happier than those earning less than \$15,000; happiness = respected member of respected group in respected company; trust of group indispensable component of happiness and engagement; companies should hesitate before forming new groups or outsourcing jobs, customers probably suffer when make new links.)

2 Students write the report in groups. Monitor, helping with vocabulary and grammar. If a group finishes quickly, ask them to mark the stress on key words and practise reading the report aloud. When everyone has finished, each group chooses one group member to read their version of the report aloud. The class then votes for the presentation which has the best content, stress and intonation.

Focus on functions

Starting a working relationship

Communicating with a different department by email

- 1 **Lead-in:** Recap on the Focus on functions section in Unit 1. What is IntEx proposing to organize? (A tour of Latin American music in Asia.)
 - Remind students who Pei Lin is (the Cultural Coordinator, Event and Exhibition Organizer for IntEx), and focus on her need to recruit a Tour Manager.
 - In pairs, students discuss and rank the importance of the criteria listed for the position of Tour Manager for the Latin American Asia Tour. Note any incorrect language and discuss the correct language for giving opinions/agreeing/disagreeing/justifying later or in another lesson. Do not feed back on students' answers as they will read about Pei Lin's criteria in 2.
- 2 Students read the emails to find out Pei Lin's criteria and compare then with their own opinions from 2.

Key knowledge of Latin American music **b**
 previous experience of working with IntEx **c**
 experience of managing tours in general **a**
 experience of managing music tours **b**
 ability to speak Asian languages **b**
 ability to speak Spanish and/or Portuguese **a**
 willingness to work on a limited budget **not mentioned**
 experience of travelling in Asia **not mentioned**

- 3 This focuses on language used for requesting and offering help in emails between colleagues who do not know each other. In pairs, students answer the questions.
- You could also ask about the general style of the emails. Point out that they are informal with the use of simple/direct language, phrasal verbs (*get back to me, let you know* rather than *contact me, inform you*), and contractions (*I'll/it'll*).

- Key**
- This is Pei Lin from Cultural Events.
 - Let me introduce myself: my name's Rachel. (More formal and she doesn't know Pei Lin, who is in a superior position to her in the company.)
 - Could you ...?
 - I'll ...
 - Thanks, Regards



Refer students to Pocket Book p.28.

- 4 Give students 15 minutes to work individually and write emails to a colleague from another department.
- Monitor, checking for accurate use of target language.
 - In a one-one class, teacher and student can swap emails.

Note: This exercise can create timing problems with some students finishing more quickly than others. You could bring a previously written email to class that needs a reply and give it to students who complete the exercise ahead of everyone else.

Variation: Give this exercise for homework. As a lead-in to the section 'Phoning potential contacts', students could exchange emails with a partner in the next lesson and reply by phone.

Phoning potential contacts

- 1 **Lead in:** Choose two strong students to come to the front of the class. Put them back-to-back to simulate a phone call. Give them the following instructions.

Student A: You work for a company that produces a business magazine. You are based in London. You are looking for somebody to write an article about motivation in the workplace. Student B is a freelance writer. You think his name is Elton Stefan. He lives in Spain. Phone him to find out if he's interested. If he is, get his email address so that you can send him all the details.

Student B: Your name is Elton Stephan. You live in Spain. You are a freelance writer. Somebody phones you with an interesting offer, but you obviously need more information about it before you can decide. Your email address is e.stephan@gmail.es.

- Ask the rest of the class to listen and note down how the students ask questions, and any important details. When the conversation is finished, the rest of the class checks details with the two students.
- Then tell students that IntEx are looking for regional organisers.
- Play the recording. Students listen and complete the table, then discuss answers in pairs. If necessary, play the recording again and pause for students to complete the table.
- Write answers on the board.

2.5

Key	Phone call 1	Phone call 2	Phone call 3
Who called who?	Bob Miller called Pamela Wang.	Bob called Hana Fujimoto.	Aleks called Nguyen Khanh The.
Reaction to offer?	Positive	–	Not available but knows other people who might be interested.
Action points?	Bob to send project outline, remuneration rates, etc. Pamela to send her CV.	Left message to contact with names/details of people who might be interested.	Nguyen Khanh The will send details of people who might be interested.
Contact details?	Bob: bobmiller@intex.co.au Pamela: pwang@internet.tw	Hana: hfujimoto@ajee.co.au	Aleks: alekssyska@intex.co.au

2 Students match halves of sentences from the phone conversations.

2.5 

- Play the recording again. Students check their answers.

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



Refer students to Pocket Book p.29.

2 Whole class feedback.

Key My name's Aleks Syska and I work for an organisation called IntEx. You don't know me, but I was given your name by a contact of mine. I'm phoning to see if you can help with another project.

4 Set a time limit for preparation. Remind students to look back at 2 and use the sentences in their conversations. If you are not in a language lab for this exercise, organise students back-to-back to simulate a phone call. Monitor pairs and give help where necessary, but save general feedback until after 5.

- In a one-to-one class, play the role of one of the colleagues.
- If your students all work for different companies, you might like to contextualize the role-play by asking students to imagine that they all work for the same company. Elicit different companies, different towns/countries the company or its subsidiaries are situated in, the different departments in the company and some ideas for projects, and write them on the board. Pairs then choose a company and do the role-play.

5 Mingle with students and note down any mistakes.

- Whole group feedback of any important mistakes found in 4 and 5.
- For homework students could write to a colleague in the same company in an effort to recruit him or her to work on a project for a year in another country. They should briefly describe the project, outline criteria needed to work on project, and request names of other colleagues who might be interested.

Review Unit A



Resource file 2.2, Test A

UNIT 3

Language focus 1

1 1

Check students understand what a blog is (it is short for weblog, and is like a diary on the Internet for anyone to read and respond to). Ask students if they have their own blog, or whether they have ever read other blogs. What sort of content would they expect to find on a blog?

- Point out that the person who writes a blog is a blogger and that blogging can be an effective tool for communicating in small groups. Blogs can basically be used for anything, but are most frequently used as alternative news coverage, or for giving opinions on social or political issues. They can also serve to bring together like-minded groups in support of, or against something. They are sometimes used over a short period to report on a specific event, rather like a running commentary, either for people unable to attend, or for those wanting a different viewpoint.

2

Ask the students to read the text, and find out what they think the blogger's main aim was (probably to complain in public and to win support).

- Ask students for their thoughts on the blog. Do they think this sort of approach can be successful? Why/why not? What other ways are there of complaining? Are they more or less effective? Would they ever use a blog to make a complaint? In what circumstances? Brief whole class discussion.
- Ask students to try to guess what *shoddy* means (cheap and of inferior quality). What clues in the blog helped them?

2

Before students listen to the story behind the blog, ask students to guess what they think happened to the blogger who complained about his computer.

- Then check they understand the following. You might like to write them on the board:

to recall – when a manufacturer requests that a defective product is banned from sale, and returned. It can also be used for foodstuffs when something harmful has been found.

libellous – using harmful and often untrue statements with the intention of causing harm

a restraining order – an order which is issued by the court, forbidding someone from doing something.

3.1 

- Then ask them to read sentences 1–4, and listen to the recording about blogging to decide if they are true or false. Play the recording. If the sentences are false, what is the correct information?

Key Possible answers

- 1 False (a lot of people have problems)
- 2 True (until Jarvis phoned the Chief Marketing Officer)
- 3 False (they put pressure on the companies)
- 4 True

Extension: If students are interested, or want further background information, they could use a search engine (e.g. Google) and type in 'blog libel' or similar. It could be a task for them to find out information before the next lesson, when students could compare their findings.

2

Before students read the text, ask them in pairs to think about the advantages and disadvantages of blogs for businesses, and elicit one or two examples.

Advantages: they can find out what people are saying about their products/services; they can respond to the comments

Disadvantages: customers communicate with each other about bad products; bad news can spread very fast.

- Ask students to read the text, and then answer the questions that follow.
- Whole class feedback.

Key (Possible answers)

- 1 It allows people to communicate with each other very quickly and in any country.
 - 2 It is changing the way they communicate with customers and other people and organizations connected to their business.
 - 3 They can provide better products, services, and save money.
- Are the students surprised by any of the answers?
 - Does their company use a blog? If so, what for? If not, what uses might a blog have in the future?
 - Check students understand the following in context:
to wrestle something from someone – to struggle to take something away from someone
tipping point – the point at which the number of small changes over a period of time reaches a level where a further small change has a sudden and very great effect on a system, or leads to an idea suddenly spreading quickly among a large number of people
constituency – a group of people which a programme or group addresses and intends to serve
to dump – a slang term meaning to stop using.

Articles

Ask the students to look at the extracts from the text, and in pairs to discuss and decide why *a* and *the* are used in each case.

- Whole class feedback.

Key

'A' is used when a subject is first introduced, in this case 'communication revolution'. 'The' is used from then on.

'A' is used with 'blog' and 'tool' because it is referring to a single, non-particular blog and tool among many. 'The' is used with 'blogosphere' because there is only one.

1 – no article

2 – takes 'the'

There are some special cases, for example, we might say 'the city of London'; 'a supermarket' is possible if we are not referring to the supermarket as the place where we usually shop; we say 'Europe' but 'the European Union'. When we refer to public institutions in general we do not use an article. When we refer to one specific institution we may use 'the'.



Refer students to Pocket Book p.1–2.

Practice 1

Students read and answer the questions in pairs. Brief open class discussion.

2

3.2

Students close their books. Play the recording and let them listen to the text. Ask them to listen to see if any of the same aspects about using mobile phones are discussed. Students compare their answers with a partner. Finally, ask them to read the text, and, working individually, try to find the mistakes in the use of the definite and indefinite articles. Ask them to check their answers with a partner.

3.2

- Finally, ask them to listen to the text, read, and correct it at the same time.
- Whole class feedback.

Key

There are as yet no agreed rules of etiquette about the use of ~~the~~ mobile phones during ~~the~~ business meetings in the UK. Do you switch ~~the~~ your phone off, discreetly, before entering ~~the a~~ meeting? Or do you take your phone out and make ~~the a~~ big ostentatious show of switching it off, as ~~the a~~ flattering gesture conveying the message 'See how important you are: I am switching off my mobile phone for you'? Then do you place your switched-off phone on the table as ~~the a~~ reminder of your courtesy and your client's or your colleague's status? If you keep it switched on, do you do so overtly or leave it in your briefcase? Do you take ~~the~~ calls during the meeting?

Then what about ~~the~~ lunch? Is it acceptable to switch your phone back on during ~~the a~~ business lunch? Do you need to give ~~the a~~ reason? Apologize? My initial observations and ~~the~~ interviews suggest that ~~the~~ more insecure people tend to take and even sometimes make ~~the~~ calls during ~~the a~~ business lunch – often apologizing and giving ~~the~~ reasons, but in such a self-important ‘I’m so busy and indispensable’ manner that their apology is really ~~the a~~ disguised boast. Their higher ranking, more secure colleagues either leave their phones switched off, or, if they absolutely must keep them on for some reason, apologize in ~~the a~~ genuine and often embarrassed, self-deprecating manner.

- Check students understand the following in context:
discreetly – in a way that no one else really notices (highlight the spelling: not to be confused with *discrete* – separate and distinct)
ostentatious – very showy, the opposite of *discreet*
indispensable – something you cannot do/live without, essential
self-deprecating – aware of your faults.

Extension:

- Go through the text with the students, highlighting the main points, i.e.:
 What rules, unspoken or formal, do they know of for using mobile phones at work (in their companies, other companies)?
 In what situations do they use their phone during a meeting?
 What type of behaviour have they noticed in their colleagues’/clients’ use of mobiles?
 Are the rules different in meetings, and over a business lunch? Why?
- Ask the students to discuss the issues in pairs or small groups.
 - Brief whole class feedback.
 - As a follow-up, you could then ask students, in small groups, to devise a set of rules for using mobile phones in a working environment. Allow students to compare their results with other groups.
 - You could also compare this with acceptable behaviour in public, or at home, e.g. not to use a mobile during meals, not to speak loudly in the same room as someone working/watching TV, to remember to switch the phone off at bedtime.
 - For a one-to-one situation, choose two of the situations (at work/in public/at home), and draft a list of rules together for the use of mobile phones: each write one of the situations at the top of an A4 sheet, and in turn add a rule as a bullet point, exchanging papers after each point.
- Put the students into two groups. On the basis that mobile phones have transformed our lives, ask each group to make a list of all the useful and/or inventive ways in which mobile phones can be used, e.g. phoning from a plane just before you take off to let someone know how late you will be/your expected arrival time.

- Ask the students to work in pairs to complete the table. Do the first category with the class, but discuss exceptions only at the end, once students have finished.

Key (Possible answers)

Category	Examples	a, an, the, –
Countries	France, Korea	–
States or group of regions	USA, EU, north-east, Middle East	the (exception: Central America)
Mountains	Mount Kilimanjaro	–
Mountain ranges	Andes	the
Rivers, seas, and oceans	Ganges, Black, Indian	the
Sports and activities	football, karate	– (exception: musical instruments, e.g. to play <i>the piano</i>)
Types of entertainment	pop music	–

Places of entertainment	cinema	the
Languages	Spanish	–
Nationalities	Japanese	the (to refer to the nation as a whole)
Jobs and job titles	Joiner, Manager	a, the (exceptions: jobs used as someone's title with their name, e.g. <i>Dr Evans, Professor Schulz</i>)
Places where we shop	post office	the

Extension: You could point out the following categories:

Lakes – no *the*, e.g. *Lake Garda, Lake Titicaca*

Public institutions – no *the* when we refer to public institutions being used for their usual purpose: *hospital, church, university, school, college, prison, court* (of law): *Tom's been in hospital for over a week now. She's at church every Sunday morning without fail. The suspect is appearing in court on Tuesday morning.*

However, when we refer to public institutions for a different purpose, we do use the article: *They've checked the architectural plans for the hospital, and it looks like it's going ahead. They want to film the scene in the church to make it more atmospheric. I'm going to the court to pick up some paperwork from the clerk.*

Language focus 2

- 1 Ask the students to read the questions and discuss them with a partner.
 - Brief whole class feedback.
- 2 Then ask students to read the report, and answer the questions that follow.
 - Brief whole class feedback.

- Key**
- 1 Convenience
 - 2 Tesco
 - 3 Sainsbury's customers
 - 4 Sainsbury's
 - 5 Almost £1 billion

Extension: Ask students whether they can imagine doing more of their supermarket shopping online in the future. Why/why not? What do they think are the advantages/disadvantages?

Talking about the present

Ask students to work in pairs to read and answer the grammar questions.

- Whole class feedback.

- Key** 1 a *is growing* b Tesco *has* a 31.5% share c Tesco *is winning* the online supermarket war d Sainsbury's internet customers *spend* more per order
2 1 b, d 2 a, c

I think it's a great idea. – We use the Present Simple to give an opinion.

I'm thinking about your idea. – We use the Present Continuous to refer to the mental process.

It feels soft. – We use the Present Simple to describe an object using one of the five senses.

I'm feeling great. – We use the Present Continuous to describe our physical condition.

I'm having trouble with this report. – We use the Present Continuous to refer to the current situation.

I have an idea. – We use the Present Simple to refer to mental states.

They both refer to states that continue up to the present.



Refer students to Pocket Book pp.14, 18.

Practice 1 Ask students to work in pairs to put the verb in the correct tense in each sentence. Do the first one with the class.

- Key**
- 1 The online supermarket business is booming.
 - 2 Most customers spend less than £100 per order.
 - 3 I've always turned off my mobile phone, except once during a live tennis match.
 - 4 Blogging is becoming an important way for businesses to communicate with customers.
 - 5 Recently a lot of supermarkets have been trying to attract more customers to shop online by offering lower delivery charges.
 - 6 The number of local shops has fallen drastically in the last ten years.
 - 7 Aston Martin makes luxury sports cars.
 - 8 Bloggers have been/were successful in getting three computer firms, Sony, Dell, and Apple, to withdraw their faulty computers.
 - 9 Mobile phones get smaller each time a new model comes out.
 - 10 People communicate more these days, but less communication is face-to-face.

2 Before students do the task, ask them to read the profile quickly to find the answers to the following questions:

Why is the supermarket called 'Migros'? (to give the impression that it is halfway between a regular supermarket and a wholesale business)

What are the main products and services of Migros? (food and catering)

What makes Migros different from other supermarkets? (It doesn't sell alcohol or tobacco, it also runs leisure and sports centres, and six public golf courses.)

- Then ask students to read the profile again and, individually, to choose the correct form of the verb. They should check their answers in pairs.
- Whole class feedback.

- Key**
- 1 comes
 - 2 suggests
 - 3 has
 - 4 is growing
 - 5 run
 - 6 supports
 - 7 represent
 - 8 is becoming
 - 9 is always looking
 - 10 comprises

3 Ask students to work in small groups. Each group should choose a supermarket they all know well. Ask them to consider location, size, product range, convenience, price, etc. They should make notes, and be ready to tell the other groups about the supermarket chain they have chosen. It might be a good idea to ask each group to discuss a different supermarket. Give them 4–6 minutes.

- Then, in turn, ask each group to report on their supermarket. Ask the other students to listen out for similarities. Finally, decide which supermarket is best, and for what reasons.

Wordpower

Verbs of communication

- 1** **Lead-in:** Ask students to work individually and write down the names of the last four or five people they spoke to before class. What were the conversations about? (For example a phone call to a colleague to check the time of a meeting/the delivery date, chatting over a coffee with a colleague, a call from a client about ..., a message to a friend to)
- Then ask them to decide if, in each case, they can describe the conversation using any of the verbs listed in the table. Ask them to compare their ideas with a partner.
 - Ask students to fill in the table, and then complete the sentences with a verb or preposition. Do the first sentence with the class.

Key speak	to	(somebody)	about	(something)
	with	(somebody)	about	(something)
	–	–	–	(a language)
tell	–	(somebody)	(about)	(something)
	–	(somebody)	that	(something)
	–	–	–	(jokes, stories)
talk	to	(somebody)	about	(something)
say	–	(something)	to	(somebody)
discuss	–	(something)	with	(somebody)
argue	with	(somebody)	about	(something)
chat	with	(somebody)	about	(something)
answer	–	(somebody)	about	(something)

- 1 I talked to the team yesterday about the new project.
- 2 He isn't going to tell his boss that he's quitting.
- 3 She doesn't say anything!
- 4 All he talks about is work.
- 5 Is Leo there? Speaking.
- 6 He tells very funny stories.
- 7 She speaks four languages.
- 8 Could you tell me your name, please?
- 9 Can I speak to Mr Cooper?
He's on another line at the moment. Would you like to hold?
- 10 What's going on? I can't say.

2

Students think of verbs for the expressions. Do the first one with the class.

Key get	in touch with somebody
contact	somebody
make	contact with somebody
call	somebody
phone	somebody
be/talk	on the phone to somebody
put	somebody through to somebody
get	through to somebody
hang	up on somebody
send	somebody an email
get/receive	an email from somebody
reply	to somebody
get	back to somebody

2

Ask the students to finish the sentences using verbs from question 1 above.

3.3

- Then listen to the recording to check answers.

Key phoned/called, was on the phone/was talking, sent, call/contact/phone, reply, phoned/called, got/received, called/phoned, put her through, hang up

3

Lead-in: Write *gossip* (*n, u/c*) = _____ on the board, and with students working in pairs, see which pair can come up with the best definition, e.g.:

- informal talk or stories about other people's private lives, that may be unkind or not true
- a conversation about other people and their private lives
- a person who enjoys talking about other people's private lives.

- Ask students to read the statements and, with a partner, discuss whether they think they are true or false.

- Before students listen, check they understand:

fur – the hairy coat of an animal (mammal)

bonding – the process of developing emotional attachments.

3.4

- Play the recording. Students check their answers. Play it again if necessary.
- Whole class feedback and discussion.

Key 1 F 2 F 3 T 4 T 5 T

- 4 Ask students to work in groups of three. They should interview each other about how they feel about the various ways of communicating in English at work, and make notes in the table. Which ways are easier/more difficult? Why? Give them about 10 minutes.
- When they have finished, ask each group to report back to the class. Were there any similar answers within their group? How do the answers of the whole class compare?



Resource file 3.1

Skills focus

Linking words

- 1 Ask students to discuss the questions.

Key The second sentence contrasts with the first.
However

- 2 Ask students to read the pairs of sentences for each question, first deciding on the relationship between them, and then choosing an appropriate word or phrase to fill the gap.

- Check students understand:
to make do – to deal successfully with.

Key 1 In the meantime 4 Unless
2 However 5 As
3 Consequently 6 Alternatively

- If you have a monolingual class, you could discuss what words and phrases the students have in their own language for these functions.

- 3 **Lead-in:** Write the words and phrases from 2 on the board. Elicit other words which can be used to describe the same or similar functions, e.g.:
consequently (cause/result) – *as a result, so, therefore*
however (contrast) – *nevertheless, even so, despite, in spite of, even though, although*
in the meantime (during this time) – *meanwhile*
unless (condition) – *if ... not, otherwise*
as (result) – *due to, due to the fact that, because (of)*
alternatively (a different option) – *instead (of)*.

- You could also elicit words for these functions and write them on the board:
addition – *and, also, furthermore, in addition*
comparison – *in comparison, compared to/with*.

- Now divide the class in half, Student As and Student Bs. Ask Student As to work in pairs with each other, and Student Bs to do the same. Tell the students to look at the Information Files. First give them time to read their five sentences individually, and to think about the relationship between the sentences/phrases. Ask them to discuss this with their partner. Then ask them to work together to decide on the best missing linking word.
- Then ask them to work in pairs, Student A and Student B. They should read their sentences to each other in turn once or twice, eliciting the relationship between the sentences/phrases to help their partner guess what linking word is missing.

Key Information File 2, Student A

- 1 The computer analyst is going to explain the office network system. He's also going to show the staff how to use it.
- 2 Although the economic situation is improving, the company is going ahead with its downsizing programme.
- 3 We could replace the item he bought. Alternatively we could offer him a refund.
- 4 As everyone has been delayed by the flooding, let's postpone the meeting till tomorrow.
- 5 The product launch wasn't a big success despite a big sales campaign.

Information File 9, Student B

- 1 The computers were recalled due to batteries catching fire.
- 2 Sainsbury's delivery costs are lower. Even so, more people shop online with Tesco.
- 3 You could write to the sales manager instead of wasting your time with a call centre.
- 4 In comparison with other companies in this sector, Global Services has a more multinational staff.
- 5 The company will have to offer an attractive salary, otherwise graduates will go elsewhere.

④ In this exercise *so* has four meanings, illustrated twice in the eight pairs of sentences. Ask the students to work with a partner to match the examples of the same use of *so*. Do the first one with the class.

- Key**
- | | |
|---------|---|
| 1 and 5 | <i>So</i> replaces the previous clause. |
| 2 and 6 | <i>So</i> suggests an approximation. |
| 3 and 7 | <i>So</i> indicates a reason. |
| 4 and 8 | <i>So</i> is used to start an exchange. |

- You might like to ask students what word/phrase they would use in their own language for *so* in the sentences to help them differentiate the meanings.

3.5  ⑤ 1 Ask students to read the questions, and then play the recording. Students check their answers with a partner.

- Key**
- a To defend their national language, as a form of censorship, and because of illiteracy.
 - b Smaller countries (Scandinavian countries, Holland, Greece, Portugal).
 - c A voiceover, i.e using the same actor for every part.
 - d Subtitling was originally elitist.
 - e Denmark and France, in 1929.

2
The adverbs in column A are taken from the listening script. Ask students to think back to the context in which they were used. Then ask them to match the adverbs with the phrases in B.

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

3.5  ③ Play the recording again. Students list the adverbs in order.

- Key** Apparently, Actually, Incidentally, Essentially, Personally, Interestingly

⑥ 1–3
Write *dubbing* and *subtitles* on the board, and draw two columns under each heading, labelled *advantages* and *disadvantages*. Elicit from the students one or two advantages and disadvantages of each.

- Then divide the class in half, allocating 'dubbing' to one group, and 'subtitles' to the other. Give them a time limit to make a list of both advantages and disadvantages.
- Ask each group to link two of their ideas together, e.g. *Subtitled films attract an audience who can speak one of two languages, although some people find they listen and read at the same time, which can be tiring. Dubbing is expensive; furthermore, sometimes it is annoying to watch people's lips move in a different way.*
- Now divide the class into three groups, giving each group one of the remaining topics. Ask them to write two or three questions relating to their topic.
- Give each person in the group a letter, Student A, Student B, etc., and then ask them to regroup into all As, all Bs, etc.
- Each student in turn asks his or her questions to the other members of their new group, making a note of the answers. Then ask students to go back to their original groups and compare data.

- Then ask students to put the information they have collected into sections with a logical order, and to write a short report, e.g.:
Introduction/Background
Research (= survey outline)
Results/Findings
(Options)
Recommendations and Conclusion
- They could write the report together, or allocate a section to each person in the group. Remind them to use appropriate linking words and to check their work.
- Finally, ask them to read a report from one of the other groups and then write a second report comparing and/or integrating the other group's findings with their own.
- With a small class, choose just one of the topics, but again ask the students to interview each other. The report could be written up for homework.
- In a one-to-one class, it may not be appropriate to carry out a survey. Instead, you could ask your student to choose one of the topics. Discuss it in class at length, and then ask your student to write a mini-report saying what he or she feel is best or most appropriate in terms of the chosen topic for his or her environment/culture/context.

Variation: Debate. You could debate these topics with each half of the class representing one side of the argument. The first topic could be particularly appropriate for students of different nationalities. Give the students preparation time to come up with their ideas, and then set up a debate. Follow the debate guidelines below.

Debate guidelines: A debate is basically an argument with strict rules!

- First, you need to decide on a topic, *This class believes that ... + clause*, e.g. *This class believes that all foreign films should be subtitled, not dubbed*, or *This class believes that minimal fees should be paid for all downloads from the Internet*.
- The team that agrees with the topic is called the Affirmative, and the team that disagrees with the topic is called the Negative. Each team should be made up of the same number of people (three or four).
- The first speaker from the Affirmative team starts, and should define the topic clearly. This needs to be accepted by the Negative team before the debate continues. In case of disagreement, the topic should be reworded, or a new topic and statement chosen.
- The speaker from the Affirmative team should continue by introducing the team, and outlining the first part of their case.
- The first speaker from the Negative team must now present the negative team members, and first rebut a few of the main points of the first affirmative speaker. He or she should then present the first half of the Negative team's case.
- The debate continues, with a speaker from each team in turn first rebutting what the other team said, and then presenting a further argument to support their case.
- Finally, a whole-class vote should be taken on the topic of the debate. It often happens that voters change their minds during the debate based on the persuasiveness of the speakers. It is therefore interesting to take a vote before, as well as after the debate!

Focus on functions

A phone conference. Turn-giving and turn-taking

- 1 **Lead-in:** Recap on the Focus on functions section in Unit 2. Who does Pei Lin need to recruit? (A Tour Manager.)
 - Ask students if they have ever participated in a phone conference. What is their experience? Can they do this easily at their office? How does it work? What purposes are phone conferences useful for? (For example interviewing people from abroad.)

2

Students match a–d with i–iv.

Key a iv b iii c i d ii

Extension: Pronunciation. Ask students what words in each of these phrases are stressed, i.e.

Tell us about the Tour Manager appointment. (i.e. verb + subject)

Do you want to tell them about the shortlist? (i.e. verb + subject)

What do the rest of you think? (i.e. the other people)

What are your thoughts about that? (i.e. the other person/people)

7 Check students understand:

high-pitched – using high sounds and voices

speaker-phone – a telephone with a microphone and loudspeaker, which can be used without picking up the handset, so that several people can participate in a call at the same time.

3.9 

- Students read the questions, and then listen to the recording to find the answers. Students check with a partner. Whole class feedback.

Key 1 China, South Korea
 2 contact her cousin in Hong Kong
 3 training – via email, briefing – a meeting in Hong Kong
 4 Diego

3.9 

8 1

Ask students to read the sentences and work with a partner try to fill the gaps. Then play the recording again.

- Whole class feedback.

Key 1 move on
 2 like to tell us
 3 Hold on, I'm losing you
 4 on speaker-phone
 5 the receiver
 6 that's better
 7 were you saying
 8 finishes it
 9 anything they want to add
 10 minutes
 11 if you could send
 12 did you want
 13 thanks for your time

2

Ask students to look back at the text to find the phrases.

Key Aleks, would you like to tell us about ...?
 Sorry Aleks, what were you saying?
 Pei Lin, did you want to say anything?

9 Ask students to read Information File 3, and then put them into groups of four. Give them time to come up with ideas. The chairperson will need to look back at the useful phrases for conducting a meeting, and asking people their opinions. If you have an odd number of students, one group could work without a chairperson, or one person could take on two of the agenda items.

- In a one-to-one context, one of you can chair the meeting and deal with one agenda item, while the other person has the other two items. Many of the same phrases and expressions can be used between two people, especially if the phone line is bad. To help promote this situation, sit back-to-back, and put some music or a radio on at the same time to make it difficult to hear each other well!

Variation:

- If students are from the same company, you might like to try a phone conference between offices.
- You could ask students to note down which phrases they would particularly like to try to use. When they are ready, they start the meeting, and tick off the phrases as they use them.



Resource file 3.2

UNIT 4

Language focus

- 1 3** **Lead-in:** Have ready a map showing India, China, their capital cities and borders. Divide the class into two groups, A and B. Tell Group A that they will be focussing initially on India, Group B on China. Start by asking each group to decide on the shape of 'their' country, where the capital city is, and where the shared borders between the two countries are. Then ask one person from each group to draw their country on the board, marking the capital city and shared borders. Compare students' drawings with a map.
- Ask Group A to look at **1** questions 1–6, and Group B to look at **3** questions 1–5. Give each group 3–4 minutes only to answer their questions, and to make sure they agree. When they are ready, go through each question. Encourage the other group to help out. At this point, do not tell them the correct answers.
 - When you have been through all the questions, give students the correct answers. Which group got most right?
 - If you are working with just one student, work through each exercise separately.

Key

1

- | | |
|---------------------------------|-------------------|
| 1 second | 4 growing rapidly |
| 2 fourth | 5 agriculture |
| 3 a Lake Palace Hotel | 6 T |
| b Palace of the Winds in Jaipur | |
| c Taj Mahal | |
| d Varanasi on the Ganges | |
| e Jaisalmer Fort | |

2

- | | |
|---------------------------------|------------|
| 1 biggest | 4 72 years |
| 2 second biggest | 5 \$1,700 |
| 3 a The Forbidden City | |
| b Yangtze River | |
| c Xian | |
| d Shanghai Oriental Pearl Tower | |
| e The Great Wall | |

- 2 1** Before playing recordings 4.1 and 4.2, ask the students what prospects they think young people in India and China have. Ask them to consider issues such as study opportunities, being able to afford one's own apartment or a car, being able to travel, etc.

4.1 

- Play recording 4.1. Ask students to make notes on the three issues, and then compare notes with a partner.

4.2 

- Play recording 4.2. Ask students to make notes on the three issues, and then compare notes with a partner.

Key

2

her career: She's going to work for a BPO (Business Process Outsourcing) company, i.e. a call centre.

her salary: At the beginning she'll be earning £2,000 a year.

what she'll do with her money: She wants to buy a car, spend lots of money on clothes, go out to clubs, and buy an apartment.

1

his job: He works on a construction site.

his family: He sends £20 home each month to his family. He hopes they'll visit him in Shanghai next year.

his future: He could move out of the dormitory and save up for a motorbike when he earns more as a welder, but he won't be able to afford a car or apartment for a long time. He hopes eventually to become a project manager.

Extension:

- a Discuss with students how the information in the recordings related to their previous guesses about India and China.
 - b Give students 5 minutes to make notes of the similarities and differences between their generation, and their parents' generation in terms of career prospects. Prompt them with your own information, or ask them to consider some of the following areas: study opportunities, the cost of living, living at home, changes in the economy, industries, globalisation, etc.
- Ask them to compare notes in pairs, or groups of three.
 - Brief whole class feedback.

Talking about the future

1

Before doing this exercise, ask students to look at the listening scripts for recordings 4.1 and 4.2, and to underline verbs/expressions which relate to a point in the future.

- Then ask them to look at sentences 1–8, and to match each one to tenses a–h. Students check with a partner.

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

2

Ask students to decide which forms are used in each case.

Key

1	future plans	d
2	speculation about the future	a, c
3	predictions about the future	e, f, g, h
4	a scheduled event	b



Refer students to Pocket Book pp.5–7, 18.

Practice 1 Students work in pairs to fill the gaps.

Key (Possible answers)

- | | |
|---|--------------------------------|
| 1 will you do, 'm going to spend time with | 5 'll be, work as a freelancer |
| 2 would you like to work for | 6 is expected, will have |
| 3 'll earn a good salary, 'm 25 I should have | 7 is, is |
| 4 are, 'm going to be | 8 should |

Extension: Ask students to think about what differences there will be with the next generation regarding future prospects in their own county.

- Encourage them to express their ideas using the appropriate tense.
- Brief class discussion.

2 **Lead-in:** Ask students to work in pairs or small groups. Ask them to imagine they have the chance to set up a world campaign, or global initiative. They would have access to expertise from world leaders, and also funds. Ask them to think about what would they like to achieve in the next 10–20 years. You could give Live 8 as an example of one initiative. Give students 4–5 minutes to discuss their ideas, and then share each group's ideas with the rest of the class. Which initiative do they like best?

- Brief class discussion.
- If you are working with just one student, brainstorm a possible campaign. Try to come up with ideas that relate to the student's own work.
- Check students understand:
 - non-partisan* – not supporting or controlled by a (political) group or a cause
 - pre-eminent* – leading, of greatest importance.
- Ask them to read the text. Whole class feedback. Were any of their own ideas for a world campaign or global initiative mentioned?

- 3 Ask students to work again in pairs or small groups, read the five initiatives, and to choose one. Try to ensure each group chooses a different initiative. Make sure they understand the nature of each initiative.
 - Check students understand:
woodlot – an area of farmland set aside for the growth and management of trees.
 - When students are clear about the initiative they are working on, ask them first to note down their aims, e.g. who are the people, and how many would be involved, what (in specific numbers) do they want to achieve, and by when, etc., and then to think about how to go about planning their projects, e.g. where would the projects take place, when would they take place, what preparations would be necessary, etc.
 - Monitor and help them as they work. Encourage them to be realistic in their planning.
 - Once they have a comprehensive list of ideas, ask them to think of the tenses they will use to express them. Finally, ask each group to present their ideas to the rest of the class.
- 4 Give students 10 minutes to work in pairs to discuss the list of plans and predictions, and to write down three ideas for each one.
 - When they have finished, ask them to present their ideas to the class.
 - Encourage others to agree/disagree and discuss how realistic they think the ideas are.

Wordpower

Prediction words and phrases

- 1 Ask students to work in pairs, and to look at the phrases, matching them with their meanings. You could ask them to put them in order, according to which is going to happen soonest.

Key 1c 2a 3c 4b 5c

- Then ask students to read the sentences, and decide if they think they are true.
- Brief class discussion.

- 2 1

Write *is certain (to)* on the far right of the board. Then ask students to look at the adverbs, and decide, with a partner, how certain the others are. Elicit their answers and write them in the correct order on the board.

Key is certain (to), is bound (to)
is expected (to)
is likely (to)
is unlikely (to)
is certain not (to)

Note: Point out that *it's certain not to happen* means it will not happen. Changing the word order to *it's not certain to happen* would make the action more likely.

- Before asking the students to work in pairs, suggest they make notes about themselves, relating to events in the future, in five columns under the headings *Certain to/Bound to, Expected to, Likely to, Unlikely to, Certain not to*.
- Then ask them to share their ideas with a partner.

Variation: You could ask students to work individually and write six sentences, using one of the adverbs in each sentence. Two of the sentences should be false predictions, e.g. *I'm bound to become chairman of this company in two years' time. I'm likely to retire at 40*. The other students, or a partner, should listen to the sentences, and decide which are the two false predictions.

2

Students answer the question and then order the qualifiers.

Key absolutely, very, pretty, quite

Note: *Quite* and *pretty* significantly weaken the adverb if they are stressed, but if the adverb is stressed, they strengthen it. Compare:

I'm quite likely to get promoted this year. (But it is by no means sure.)

I'm quite likely to get promoted this year. (There's a good chance this will happen.)

- Ask students to add suitable qualifiers to the sentences about their own future. Read them to a partner.

3

Ask students to complete the table in pairs. Some of the vocabulary is taken from recording 4.3.

Key	Verb	Noun	Participle
	<u>expect</u>	expectation	expected
	<u>predict</u>	prediction	predicted
	<u>anticipate</u>	anticipation	anticipated
	<u>foresee</u>	foresight	foreseen
	<u>forecast</u>	forecast	forecasted
	<u>project</u>	projection	projected

- Make sure students are clear about the word stress in each case.

Note: The noun *project* relates to a specific task and plan, and not to a calculation about how something will change in the future.

4.3  4 Students listen, and tick the words in the table they hear.

Key projections, prediction, forecast, anticipation, foresee, expect

- Then ask them to read the questions, and play the recording again.

Key

- 1 It is going down.
- 2 Because they do not want to lose their careers.
- 3 Introducing incentives such as tax credits for producing children.
- 4 A reduction in the workforce. A slowdown in the economy. More foreign workers. Women taking a more prominent role in business.

- Promote discussion of reversing the birth rate trend.
- Brief class discussion.

5 Students discuss the questions in groups of three or four. Encourage them to rationalise their answers.

- Whole class feedback.

6 Ask students to look at the figures in the chart, and discuss in pairs what the problems might be, e.g. higher demand for schooling, increased government funding on social services, unemployment, housing shortages, etc.

- Brief class discussion.



Resource file 4.1

Skills focus

Auxiliary verbs. Word stress

1 Give students 5–6 minutes to work in pairs to look through the five questions and discuss the answers. Encourage them to say the words aloud to help with the pronunciation.

- Whole class feedback/discussion.

- Key**
- 1 'am not I' is not possible
the 'o' sound changes from /u:/ in 'do' to /əʊ/ in 'don't'
'willn't' is not possible
the 'a' sound changes from /æ/ in 'can' to /ɑ:/ in 'can't'
'mayn't' is not possible
the 't' sound disappears in 'mustn't'
 - 2 When *have* is used to express certainty.
 - 3 /kæn/ and /kən/; /hæv/ and /həv/
 - 4 *you* /ju/ changes to /jɔ:/; *we* /wi/ changes to /weə/; *they* /ðei/ changes to /ðeə/
 - 5 /ɒ/ changes to /ə/: /wɒz/ changes to /wəz/

- 2** **Lead-in:** Ask students how far north or south they have been, or would like to visit. Why? What kind of changes are taking place in the Arctic region as a result of global warming? What effects are these changes having? Are they all negative? What positive effects can students think of?

1, 2

Learner training: Ask students to use their dictionaries to check the meanings of the words in the box, and to decide if they will be used as nouns, or verbs, or both. Ask them also to check the pronunciation, and the stress on each word. Then, using the words for prompts, give students 5–6 minutes to work in groups of three or four, and to brainstorm the positive consequences of global warming. Tell them to try to use the words to talk about their ideas.

- Feedback by eliciting ideas from the students.

border – n: the line that divides two countries or areas, vb: to share a border with another country or area

drill – n: a tool for making holes, vb: to make a hole in something

environment – n: the natural world in which we live

geologist – n: a scientist who studies geology (the scientific study of the earth)

glacier – n: a large mass of ice, formed by snow on mountains, that moves very slowly down a valley

iceberg – n: an extremely large mass of ice floating in the sea

melt – vb: to become liquid as a result of heating

resource – n: (BrE *resource* AmE *resource*; often used in the plural) a supply of money/minerals, etc. used to increase a person's or country's wealth, vb: *resource* – to provide something with the money/equipment needed

ship – n and vb

species – n: a group into which animals, plants, etc. are divided.

tourism – n.

- 3** Ask students to work with a partner to decide if they think the sentences are true or false. They will check their answers in **4**.

- 4** Before playing the recording, make sure students understand:

to fragment – to break up into small pieces

crab – a shellfish animal with a flat body, four pairs of legs, and a pair of grasping claws that walks sideways

counteract – outweigh, outbalance.

4.4 

- Play the recording. Students check their answers. Are they surprised at any of the answers? Why?

Key 1 T 2 F 3 T 4 F 5 F 6 T 7 F

- 5** Ask students to look at the pairs of words, and to underline the syllable which is stressed. Check with a partner.

4.5 

- Play the recording. Students check their answers.

Key

1 <u>industry</u> , <u>industrialized</u>	6 <u>very</u> , <u>discovery</u>
2 <u>certain</u> , <u>maintain</u>	7 <u>problems</u> , <u>produce</u>
3 <u>permanent</u> , <u>percentage</u>	8 <u>stable</u> , <u>stability</u>
4 <u>supply</u> , <u>supplemented</u>	9 <u>economy</u> , <u>economic</u>
5 <u>environment</u> , <u>environmental</u>	10 <u>quarter</u> , <u>terrible</u>

- 6 Students work first individually, then in pairs to complete the text. Ask them to read the text to each other, focusing on the word stress.

- Brief class feedback.

Key	economic	financial
	environmental	dependent
	economy	investment
	environment	dependence/dependency
	industry	invest
	finance	environmental
	industrial	

- 7 Ask students to work in groups of three or four. Ask them to consider the climate in their country now, and compare it with that of ten years ago, making notes. What noticeable changes are there? You could then ask half the groups to focus on short-term effects, and the other half on long-term effects of these changes.

- Whole class discussion.

Focus on functions

Offering, accepting, and declining

- 1 **Lead-in:** Recap on the Focus on functions section in Unit 3. What was being discussed in a phone conference? (Appointing a Tour Manager, funding issues, regional organisers and training for regional organisers.)

- Ask students if they have ever participated in an e-learning course. What differences are there with face-to-face study? Prompt the students by asking them to consider study times, interaction with other participants, motivation, etc.
- Ask students to read questions 1–4. Pre-teach:
to pull out – (here) to stop being involved
uploaded - transferring information from a computer to a website.
- Then play the recording. Students check their answers in pairs.

4.6 

Key	1 Events Management
	2 cultural awareness
	3 the coordinator has pulled out
	4 He suggests someone who may be able to help.

- 2 Ask the students if they can remember any phrases from the recording for making, accepting or rejecting an offer. Then ask them to work individually, read the phrases, and indicate what the function of each one is.

- Students check their answers with a partner.

Key	Would you like to coordinate the session on cultural awareness? a
	It's yours if you want it. a
	It's very nice of you to ask, but it's not really my thing. c
	I could give her a call, if you want. a
	That'd be great. b
	Shall I give you her email as well? a
	Please. b
	I don't think I need that right now, thanks. c
	I'll buy you a drink some time. a
	OK, I'll hold you to that. b

4.6 

Extension: Pronunciation. Ask students to underline which words in each phrase are stressed, e.g. *Would you like to coordinate the session on cultural awareness?* You may like to play the recording again.

- 3 **Lead-in:** To elicit key vocabulary from the recording, elicit from the students the usual process of offering someone a job, e.g. advertise the post, read CVs, shortlist candidates, interview potential candidates, follow up references, make a provisional offer.

- Ask the students to read the questions. Pre-teach *to be stuck*, *a formality*, *referee* (for a job), *provisional offer*, *subject to* (interview).

4.7 

- Then play the recording. Students check their answers in pairs.

Key

- 1 He's using Naomi Clayton, the friend of Lars Richter. He still needs to interview her.
- 2 Aleks wants her to go out to Australia to check out venues, but she's done a lot of travelling recently. She will go anyway but she will take Frits the Tour Manager as well.

4

Focus on the table. It lists six subjects that are discussed. Before listening again, ask the students to work in pairs and try to complete the table with phrases from the recording, and decide if the offer was accepted or rejected.

4.7 

- Play the recording again. Students listen and check their answers.

Key

Subject: seminar
 Offer: I could do it if you're really stuck.
 Response: No, it's all right.
 Accept/Reject: reject

Subject: interview
 Offer: I can sit in on the interview if you want.
 Response: That would be really good.
 Accept/Reject: accept

Subject: CV
 Offer: Shall I email her CV to you?
 Response: No, don't bother.
 Accept/Reject: reject

Subject: Australia
 Offer: Do you want me to go out for you?
 Response: That's kind, but no.
 Accept/Reject: reject

Subject: Frits
 Offer: I'll ask him about his availability if you want.
 Response: Could you? Thanks, Diego.
 Accept/Reject: reject

5

1, 2
 Focus students on the extracts from emails and letters. (Remind students that emails are usually less formal than letters and resemble spoken English.) Ask students to read them and decide if each extract is formal or informal. Then ask them to match each extract to its description. Students check their answers with a partner.

Key

Diego provisionally offering the e-training job to Naomi **c informal**
 Naomi expressing she wants to accept the offer **e informal**
 Diego officially offering the e-training job **a formal**
 Naomi officially accepting the job **g formal**
 Pei Lin offering Frits the chance to come out to Australia and Asia **d formal**
 Frits rejecting the offer **b informal**
 Pei Lin making a revised offer **f informal**
 Frits accepting the revised offer **h informal**

3

Ask the students to read the extracts again, and to underline phrases used to make, accept and reject offers.

Key

Making offers

I am writing to offer you the position of ...
 I'd like to offer you the job of ...
 I'd like to offer you the opportunity to ...
 Shall I come in to visit you?
 We'll ... if that's any help.

Rejecting offers

Thanks for the offer ... but I think
 I'm going to have to say no.

Accepting offers

I'm definitely keen on the position.
 I am pleased to accept ...
 OK ... I'm up for it.

- One phrase refers to making a revised offer. Which one? (*if that's any help in We'll make all the travel arrangements for you, if that's any help.*)

Extension: Ask students what other formal (F) or informal (I) phrases they know for these functions:

Making offers

How about ...ing ...? (I) Would you be interested in ...ing ...? (F)

Accepting offers

That'd be great. Thanks! (I) I'd be delighted to accept. (F)

Rejecting offers

Sorry, but I'm afraid I can't. (I) I'm sorry to inform you that I won't be able to ... (F)



Refer students to Pocket Book p.28.

6 1, 2

Ask students to think of offers they might make to colleagues. Students look at the list, and add any ideas of their own. Then ask them to think about how they would make the offer both formally and informally.

- Then ask them to think of phrases they could use for rejecting the offers, as well as accepting them, with suitable reasons. They should come up with both formal and informal examples.
- Before moving on, make sure each student has added two offers to the list, and has ready some suitable excuses.

3

Ask the students to work in pairs. In turn, each student should make an offer. Their partner accepts or rejects the offer, adding a suitable reason in either case. Encourage the person offering to comment on his or her partner's response, e.g.:

Help with a technical computer problem accepted – *OK, let me show you ...*

Rejected – *Well, if you're sure you can manage. Ring me later if you can't fix it.*

- To add a game element to the role-play, give each pair six small pieces of paper (5 cm x 5 cm). They should write a cross (X) on two pieces, a tick (✓) on two pieces, and a question mark (?) on two pieces. Ask them to mix up the papers, and place them face-down. Before answering the offer, the student should take a piece of paper, and proceed as instructed, i.e. X = reject, ✓ = accept, and ? means they can decide.

Extension:

- Write eight offers (including any the students have thought of) on cards, face-down. Working in pairs and in turn, each student takes a card, and uses an appropriate phrase to make the offer to their partner. If they make an offer formally, it should be responded to formally, and vice versa. Their partners should accept or reject the offer; if they reject it, they should give a valid excuse! If the offer is rejected, it can be revised and offered again. Each student should try to accept two offers, and reject two offers.
- Ask students to choose an offer each. They should write a formal email or letter to a colleague, making the offer, and elaborating on the situation. They then swap offers, and should write an email/letter in response. They should then swap back. If the offer is rejected, it can be further revised, and offered again. If it is accepted, more information can be given.
 - Instead of working in pairs, students can pass their emails/letters round the class clockwise, so that they see and respond to new situations each time. Stop after 3–4 exchanges.

Review Unit B



Resource file 4.2, Test B

UNIT 5

Language focus

- 1 **Lead-in:** Ask students if they have ever done something particularly impressive, or broken a record (personal, family, school, etc.).
- Check students understand:
gear – the equipment you need to do a sport
to scale (a mountain) – to climb.
 - Ask the students to read the five feats of human endurance. Which one do they think is the most impressive? Why?
 - Brief whole class discussion.

Extension: Why do they think people do these things? If students had the opportunity, which feat, or similar feat, would they most like to try/least like to try? Why? Brief whole class discussion.

- 2 Focus the students on feat c in 1. Ask them how they think Sir Ranulph Fiennes prepared for the seven marathons and what he found most difficult. Then ask them to read the four questions, and first try to identify the places on the map.
- Check students understand:
humidity – wetness in the air
chicken masala – a spicy Indian chicken dish
veteran – experienced in a particular area
defibrillator – an electronic device used to establish a normal heartbeat.
 - Students read the text and answer the questions, checking their answers with a partner.

- Key**
- 1 Santiago (Chile) 2 Falkland Islands 3 Sydney
 - 4 Singapore 5 London 6 Cairo 7 New York
 - 2 Singapore
 - 3 A defibrillator because of his heart condition.
 - 4 To raise money for the British Heart Foundation.

Extension: Ask students if they think Fiennes was wise to run so far in such a short time with his heart condition. What else could he have done to raise money for the Foundation?

- 3 Students read the article again and work with a partner to write questions. Note that there may be more than one correct question for each answer.
- Whole class feedback.

Key (Possible answers)

- 1 How many miles did he run in a week?
- 2 How long did he take to run the New York Marathon?
- 3 Where had they already completed runs before New York?
- 4 Who was he raising money for?
- 5 What had he fought back from?
- 6 How much money do they hope to raise?

- 4 Focus students on the photos, and elicit information about what they think Jimmy Chin does.

- Students read the questions, and try to guess the answers. Pre-teach: *roll* (of film), *catch* (a hidden difficulty or disadvantage), *eligible*.
- Then play the recording. Students check their answers with a partner.

5.1 

Key (Possible answers)

- 1 Photojournalist and adventure sports photographer.
- 2 Almost by accident – he took a photo of his climbing partner which he then sold.
- 3 In 2002 when he went to Tibet with *National Geographic*.
- 4 *National Geographic, Outside, People*
- 5 To show human potential and the fact that people can do extraordinary things.

Note: Point out the different uses of *break*.

Fiennes: *to break someone* – cause the failure or ruin of someone
to stretch someone to breaking point – to push someone so far that they almost break down, and cannot do more

Chin: *to get a big break* – to become successful from a particular event.

- 5 Ask students to read the seven events in Chin's career. Before playing the recording again, ask them to work in pairs and try to put the events in order.

5.1 

- Then play the recording again.

Key a b f g e c d

Narrative tenses: Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous

Before focusing on the task, write the following on the board, and ask students to complete the sentence with the correct tense: *Chin joined the expedition to Tibet because another photographer ... (drop out)*.

- Elicit (if possible) why the Past Perfect Simple is used.
- Ask students to look at the sentences from the recording, and underline all the past tenses. Then, with a partner, ask them to decide what the name of each tense is, and to answer the other questions.
- Whole class feedback.

- Key**
- a The date was (*Past Simple*) 1999: he had already been (*Past Perfect Simple*) on a number of short climbs and expeditions and he was training (*Past Continuous*) in California's Yosemite Valley for an expedition to Pakistan's Karakoram Range.
 - b He took (*Past Simple*) a photo of Brady while he was sleeping (*Past Continuous*) in his bag next to all the gear they had left (*Past Perfect Simple*) lying around their camp the previous night.
 - c Before that point he had only been taking (*Past Perfect Continuous*) photographs almost as a hobby, although he had made (*Past Perfect Simple*) a bit of money out of it.
 - d On the plane over while everyone else was reading (*Past Continuous*) their novels, Chin was frantically reading (*Past Continuous*) the instruction manual to the XL1 camera.
 - 1 Past Continuous
 - 2 Past Perfect Simple
 - 3 Past Perfect Continuous

The same tense is used in d because both activities were happening at the same time.

Adverbs are usually placed after the first auxiliary verb.



Refer students to Pocket Book pp.11–13.

- Practice**
- 1 **Lead-in:** Ask students to work in pairs. Give them 1 minute to write down as many professions/jobs as possible. Which pair has the longest list?
 - If you are working with just one student, brainstorm a list of jobs together, taking it in turns to add a job to the list.
 - Ask students to go through the list of jobs, and tick those which involve extreme challenges. Ask students to read out those professions. What sorts of challenges to those people face? Can they think of any other jobs that involve extreme challenges?
 - 2 **Lead-in:** Ask students if they would like to be a photojournalist. Why/why not? Would it be exciting, frightening, risky, interesting, difficult, etc.?
Ask students to read the introduction about Warren Faidley.

- Check students understand:
flash flood – a flood that rises and falls quite rapidly with little or no warning
collapse – break down, literally or metaphorically
windshield – the front glass window of a vehicle
debris – the remains of something that has been destroyed.

1

Ask students to work with a partner, and try to reconstruct Warren Faidley's notes into complete sentences.

2

5.2 

Then play the recording and ask students to compare their version with the recording. Check their use of tenses.

Extension: Ask students to relate any stories they have about extreme weather conditions.

- 3 Ask students to imagine what it is like working in a hospital. What hospital jobs would they like/not like? Why? Under what conditions do doctors in their country work? Are they expected to work long hours?
- Ask students to read the diary entry. Ask students to work individually, and to put the verbs in the correct tense. Do the first one together with the class. Ask them to check their answers with a partner.
 - Whole class feedback.

Key	1 was	6 needed	11 were coming in
	2 was doing	7 worked	12 had finished/was finishing
	3 had been working	8 was walking	13 started
	4 went off	9 was cleaning	14 had been
	5 had only had	10 was doing	

4 1

Students read about the five working situations, and decide which is the most extreme. Which would they most/least like to do? Why?

2

Ask students to discuss these questions with a partner, or in small groups.

- Whole class discussion.

5 Choose one of the jobs with extreme challenges that the students listed in 1. Discuss the extreme conditions (weather, physical conditions, tasks, etc.).

- Then ask students to work in pairs, and choose another job. Give them a time limit, and ask them to brainstorm together the extreme conditions. Monitor and help where necessary. Ask them to be ready to talk to another pair about their extreme job story.
- Pair the students up with another pair, and ask them to exchange extreme job stories. They should then decide whose situation is the most extreme. Finally decide which pair in the class has the job story with the most extreme challenges.
- If you are working with just one student, choose two jobs each, and write notes about the challenges of each one. Then tell each other about the challenges. Finally discuss and decide together which job is the most challenging. Which job would either of you most/least like to do? Why?

Extension: Ask students to work in two groups and write a short diary entry similar to the one written by the 'A&E' doctor. Group A write a diary entry for Sir Ranulph Fiennes, and Group B for Jimmy Chin. Each group should decide at what point they wish to make the diary entry, e.g. Fiennes: just before the last marathon in New York; Chin: just after he sold the photograph of his partner. In their group, the students should first brainstorm all the things that the personality would be thinking about. Then, working in pairs, ask them to write a short diary entry of 5–8 lines. Give them a time limit (e.g. 10 minutes), monitor and help. When they have finished, they can either swap diary entries with a pair from their group, or with a pair from the other group.

- Ask students to read each other's diary entries, first commenting on the content, and then checking that the correct tenses have been used.
- If you are working with just one student, decide together which part of Ranulph Fiennes marathon, or Jimmy Chin's career you will write about, and discuss the important events and stages. Then write the diary entry. When you have finished, read each other's entry. Think about how you can make it sound more exciting and challenging!
- You could ask students to write a diary entry for their extreme job story in **5** for homework.

Wordpower

Challenge vocabulary. Prefixes 2. *Heart* idioms

1 1

Focus on the photos. What is each sport pictured?

ice-diving – a type of penetration or 'no clear surface' diving where you dive under ice

bungee jumping – jumping off something with an elastic rope attached to your feet/ankles

street lugging – a sport similar to skateboarding, but where you lie horizontal on the board.

You can also refer the students to the photo on p.57 and ask which sport is pictured.

BASE jumping – a sport where you parachute jump from one of four types of fixed objects: a Building, Antenna, Span (of a bridge, arch or dome), or Earth (a cliff, or other natural formation).

- Then look at the questions. Students work in pairs to answer them.

2

What other adventure or extreme sports do students know? Ask them to work in pairs, and give them 2 minutes to list as many other adventure or extreme sports as possible. When they have finished ask the pair with the longest list to read it out. What are the potential dangers of each sport?

- If you are working with one student, spend a few minutes looking at the photos of sports, and discussing them. Then, in turn, choose one of them (or another extreme sport you have discussed), and describe it without naming it (what gear you need, what you do, what training you need, etc.), and see if the other person can guess which extreme sport it is.

2 1

Ask students to look at the text about bungee jumping, and read it quickly to find out how many people have bungee jumped since it started (450,000), and who developed the sport (the Oxford Dangerous Sports Club).

- Check students understand:
fertility – the ability to produce babies, young animals, fruit or new plants
rite – religious ceremony.
- Then ask students to complete the text with the missing words or phrases. Students compare their answers with a partner.
- Then play the recording for them to check.

5.3

Key

- | | |
|-----------------|------------------|
| 1 fearless | 5 dangerous |
| 2 frighten | 6 risks |
| 3 adventure | 7 fear factor |
| 4 faint-hearted | 8 heart-stopping |

2

Ask students to read and correct sentences a–e.

Key

- a ~~More than~~ Just under/Nearly/Almost half a million bungee jumps have taken place since the first one in 1988.
- b Bungee jumping is ~~more~~ less dangerous than it looks.
- c In the business of extreme sports it is important to be ~~traditional~~ innovative.
- d Bungee jumping started as a ~~sports activity~~ fertility rite.
- e The business of bungee jumping has made ~~very little~~ a lot of money/ mega-bucks.

- 3 Focus students on the dictionary entry. Is *hype* used as a noun or verb in *Despite all the hype about danger ...*? (A noun.)
- Ask students to discuss with a partner the meanings of *hyper-*, *super-*, and *mega-*.

Key They all extend the meaning of the original adjective.

- Ask students to decide which words in the box these prefixes can be used with, and to complete the table, adding the word type and a definition.

Key	Collocate	Word type	Definition
Hyper-	active	adjective	more active than normal
	tension	noun	higher than normal blood pressure
	market	noun	a very large shop located outside a town
	sensitive	adjective	very easily offended
	ventilate	verb	breathe too quickly
Super-	human	adjective	having extraordinary power
	power	noun	country with great military or economic power
	market	noun	large shop selling food and goods
	hero	noun	film or comic character with extraordinary powers
Mega-	sonic	adjective	faster than the speed of sound
	phone	noun	an instrument used to make your voice louder
	byte	noun	a unit of computer memory
	bucks	noun	a very large sum of money

- 4 **Lead-in:** Ask students how they would feel if they were on a work team-building event, and had to participate in one of the extreme sports in five minutes' time. Would they find it easy? Why/why not?

- Then ask them to work individually and look at the *heart* idioms and phrases, matching each one with a definition. Students check their answers with a partner.

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

Note: *Heart attack* can also be used metaphorically, e.g. *I nearly had a heart attack when Mum arrived unexpectedly from Australia last Christmas!*

- 5 Ask students to read the sentences, and work in pairs to complete them with the correct expression.

Key

1 heart attack	4 faint-hearted	7 by heart
2 heart surgery	5 heartbroken	8 heart-stopping
3 misses a beat	6 set her heart	



Resource file 5.1

Skills focus

Being concise

- 1 **Lead-in:** Write the following sentence on the board, keeping the space at the beginning and between the words:

bungee jumping is safe

- Ask the students to work in pairs, and add as many new words as they can between each word/phrase. They cannot add a full stop or semi-colon, i.e. the sentence must remain one full sentence. Encourage them to be creative. Their final sentence should be grammatically correct. Give students a time limit (e.g. 5 minutes). When everyone is ready, ask each pair to read out their sentence, e.g. *Apparently it's proved that bungee jumping from cliff tops is usually relatively safe, with due care.*
- Which pair has the longest sentence? Which sentence is the funniest?
- If you are working with just one student, take it in turns to add extra words between each word/phrase.

- Ask students to read the sentence in ❶, and try to summarize the extract in simple words.
- Brief group discussion.

❷ **Lead-in:** Ask students to decide what makes the sentence from the legal contract so long. What did they do when trying to simplify it?

1

Students read rules 1–8, and match them with example sentences a–j. Then ask them to note down how many words are saved in each sentence.

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

You might want to keep the passive when the focus is on the equipment.

2

Elicit different graph types from students: bar chart, pie (circle) chart, line graph. Then ask them which they would use to best illustrate the information.

Key a bar chart or line graph
a pie chart

❸ Give students 5 minutes to work with a partner and think of some more tips. Then elicit their suggestions.

Key (Possible answers)

Edit your first draft.

Rewrite.

Proofread – check for spelling mistakes, punctuation.

Check the layout (e.g. for a letter).

Final rewrite.

Final read through.

Practice ❶ Students work individually, and then check their answers in pairs.

- Brief class feedback.

Key (Possible answers)

1 Take care when preparing to bungee jump.

2 In figure 3 there are three lines which show ...

3 What are your plans?

4 The heartbeat can be measured ...

5 The police examined the accident area.

6 He jumped at random.

7 He could have done it.

8 The Oxford-based Oxford Stunt Factory started in the 1980s and organizes a variety of adrenaline sports.

9 Helping the reader to understand is important.

10 Writing precisely takes time.

Extension: In pairs, ask students to choose one of their answers to 1, 5, 6, 7, 9 or 10, and to write the concise sentence at the top of a small piece of paper (A6). Then ask them to close their books and pass the paper on to another pair of students. Pairs read the concise sentence and try to remember the original longer sentence, writing it underneath. When they have finished, ask them to fold over the top of the paper so that the concise sentence is hidden, and only the longer sentence is visible. Pairs pass the paper on again and write a concise sentence for the longer sentence. Pairs then open their books, open out their papers, and compare the sentences.

Focus on functions

Chairing a meeting

❶ **Lead-in:** Recap on the Focus on functions section in Unit 4. What was being discussed? (Diego was trying to organise the e-learning course, and find people to run sessions.)

- Focus students on the agenda for the meeting in Hong Kong with Pei Lin, Frits, Bob, and Aleks. Then ask them to read statements 1–6.

5.4  • Play the recording. Students decide if the sentences are true or false.

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

② 1

Ask students to match sentences 1–15 with their functions a–f. At this point, check only the matching answers.

Key a 6, 11 b 3, 5, 9, 13 c 1, 2 d 10, 12 e 8, 15 f 4, 7, 14

- Elicit from the students other phrases that have the same function, e.g.:
 - Let's start by ...ing ...; Let's begin. First let's ...
 - I think we can call it a day; Well, I think that (pretty much) covers everything.
- Ask students to look again at sentences 1–15. Can they remember, or guess what words are missing? Give them a few minutes to try to fill in the gaps.



Refer students to Pocket Book p.22.

2

Ask students to decide what order they think they will hear the phrases in. Suggest they renumber the expressions to do this. Help them by telling them that the first phrase they will hear is 11, and the last is 13.

5.4  ③ Play the recording again. Students check the missing words and the correct order.

Key 2 venues 6 finalizing 12 costs
3 sorted out 7 draft budget 14 accommodation, transport
4 concern me most 11 formally welcoming
The correct order is 11, 6, 8, 2, 12, 7, 4, 14, 15, 1, 10, 9, 3, 5, 13.

④ Ask the students to work in groups of three. Tell them they will be discussing the final dates for the itinerary, and the publicity leaflet (design, slogans). If you have a group of just two students, roles A and C could be combined. With a group of four, two people can take role B; alternatively, a fourth person can make notes of the phrases that the others use by ticking the expressions in ②. In a one-to-one situation, combine roles A and C, run the meeting twice, and take it in turns to play each role.

- Ask the students to read their roles in the Information File. Check they understand them by asking *What is your role? What are you concerned about?*, etc. If you have a class with some weaker students, ask all the student As, all the Bs, and all the Cs to work together first. They should read their roles, and check together that they fully understand the content, and what they should do. Then they should regroup, in ABC groups. Tell the students to be ready to give information from their role cards to the other people in their group.
- Before they start, ask them also to look at the draft of the publicity leaflet, and think about what aspects they like, and what suggestions they have for improving it. Ask them to consider the different font styles, the photos, and to think of a possible slogan for the leaflet.
- Help out during the planning as necessary. Remind them to use phrases from ② to discuss each point on the agenda. Monitor the discussions.
- For any group that finishes early, ask them if there are any other items (AOB) relating to the project that they think need discussing.
- When they have finished, ask the students to compare the various solutions each group came up with.

Extension: Ask students to feed back with each other on the success of their meetings in terms of content (reaching agreement), and use of language.



Resource file 5.2

UNIT 6

Language focus

- 1 **Lead-in:** Find out about students' shopping preferences. Ask the following questions:
When you do the food shopping, do you prefer a small corner shop, greengrocer's, or larger supermarket or hypermarket? Why?
What about non-food shopping? What specific types of shops do you like/not like? Do you prefer boutiques, or department stores? What about shopping malls? Why?
How often do you find yourselves leaving a shop with one or more items that you did not intend to buy when you went in? What persuaded you to buy the item(s)?

Variation: Fluency circle. 'Fluency circle' is an alternative way to set up a discussion activity. Write the questions from the lead-in above on an overhead transparency in a list, so that you can reveal them one by one.

- Ask the students to stand in two circles, the inner circle facing outwards, and the outer circle facing inwards, opposite a partner. (If you have fewer than ten students, ask the students to stand in two lines, facing each other.) Tell them they are going to be talking about different aspects of shopping with different partners for 2 minutes at a time. Reveal the first question. Ask students to discuss it for 2 minutes. Do not interfere. When time is up, ask the outer circle to move round one person clockwise. (If the students are standing in two lines, one person from one line goes to the other end of his or her line, and the people in that line move up a place.) Reveal the second question. Repeat the process until all the questions have been discussed.
- Ask the students to look at the photos, and try to match the names with the places. Have they ever been to any of these stores/plazas?
- Brief whole class discussion.

- Key**
- a Harrods, London
 - b Lafayette, Paris
 - c Mitsukoshi, Tokyo
 - d KLCC shopping plaza, Kuala Lumpur
 - e Macy's, New York

- 3 Ask students to work in pairs, and to think about the part of the shop where they would find the items listed, i.e. at the front/back, on the first floor, etc.
- Have a brief class discussion on how a department store decides what to put on each floor.

Key (Possible answers)

women's clothes – 1st and 2nd floors
restaurants – near the top of the store
cosmetics – ground floor, near entrance
furniture – near the top of the store
food hall – in the basement
famous brands – watches, jewellery, and bags – ground floor

- 3 Ask students to read the questions, and to discuss their answers with a partner.

- 4 Check students understand:
victim – a person harmed by a crime or action.

- Then ask them to read the article to find the answers to 3. How close were their own answers?

- Key**
- 1 right
 - 2 no, because people speed up as there's nothing to look at
 - 3 wide
 - 4 at the back
 - 5 Transition Zone: the area at the entrance of a store where customers are adjusting to the light and adjusting their speed
Invariant Right Rule: shoppers normally turn to the right when entering a store
Signature items: the store's famous brands
Butt Brush factor: the danger of being bumped into or being touched from behind

Extension: Vocabulary.

- a The article includes a number of words and phrases connected to movement. Dictate the following words and ask the students to list them under the headings *driving* or *walking*, or under both headings: *to cross a line of traffic, to drift, to keep to the right, a pace, pedestrian, to shift down the gears, to speed up, to stroll, to bump into somebody/something.*
 - b Ask students to try to guess the meaning of these words from the article:
 - an impulse buy* – something which you did not intend to buy, and bought with minimal thinking time
 - manipulate* – to influence or control somebody or something
 - perusal* – reading or looking at something carefully with the intention of remembering.
- 5 Students work in small groups to discuss their own shopping experiences.
- Brief whole class discussion.

Modal verbs: obligation, necessity, and permission

Ask students to look at the five sentence extracts from the text. What function does the modal verb in each sentence have? Ask them to match each sentence to one of the functions.

Key necessity, obligation (not to), necessity, necessity, permission

- Then ask students to look at the forms of the verbs, and discuss why some verbs are in italics.

Key The past forms in italics are all irregular.

- Students look at the two pairs of sentences, and decide on how the modal changes the meaning.

Key Generally *have to* refers to external obligations, whereas *must* refers to more internal, personal obligations.

Don't have to refers to a lack of obligation, whereas *mustn't* refers to an obligation not to.

- Give other examples to help clarify the difference:
 - I have to go on a diet.* (a doctor's suggestion)
 - I must go on a diet.* (own willpower/decision)
 - I don't have to go out tonight.* (I can stay at home if I prefer.)
 - I mustn't go out tonight.* (Because I'm ill.)
- Finally, ask students to look at the five sentences, and decide on the function of each.

Key Which sentences refer to: a – *obligation*, b – *necessity*, c – *obligation not to*, d – *no obligation*, or e – *permission*?

1e 2b 3a 4d 5c

- Remind students that in the present tense, the opposite of *must* is *mustn't*. In the future we use *will have to*. When expressing probability, the opposite of *must have* is *can't have*.
- Point out that the 't' of *must* is often not pronounced, e.g. *You mus(t)n't forget to ...; I mus(t) go.*



Refer students to Pocket Book p.7.

Practice 1 Students choose the correct phrase. Ask them to work individually, and then to check their answers in pairs.

Key	1 don't have to	6 should
	2 should	7 can, must
	3 should	8 should
	4 must	9 should
	5 mustn't	10 mustn't

Extension: Ask students to think of how they could use the five sentences in the grammar box (1 *Staff can take a five-minute break*, etc.) in their own work environment. What would the context be, i.e. who would be speaking, to whom, where, when, and what about?

- Then ask students to work in pairs, to write three similar sentences, e.g. *You need to be here on time* and to write down a context for each one, e.g. *boss to employee at work when employee arrives at desk half an hour late again*. They should then read the context to another pair, who should guess what the sentence is.

2 Before playing the recording, ask students if they have any experience of Japanese shopping centres. If you have Japanese students, ask them what are the differences between Japanese shopping centres and shopping centres in other countries.

- Then ask students to read the questions. What answers do they expect?
- Brief discussion with a partner.
- Play the recording. Students check their answers with a partner.

6.1 

Key	1 The store is very large.
	2 They are all on one floor. The shopper may be joking as there are 33 restaurants to choose from.
	3 No. The store is very safe.

Modal verbs: speculating, expressing certainty and possibility

Ask students to read the sentences, and answer the two questions.

Key	It (almost) certainly isn't one of the biggest shops in the world.
	Past – 4
	General – 2, 3, 6
	Future – 5, 7



Refer students to Pocket Book p.9.

1 Ask students to read the instructions and then discuss their thoughts with a partner. They could also consider their preferences for yoghurt or cheese. Then ask them to read the text and discuss the questions.

- Brief class feedback.
- Elicit other examples of changing a food colour. For example in Ancient Egypt and Ancient Rome white bread was eaten by wealthier people and brown bread was considered impure, so chalk was sometimes added to bread. Similarly, in Ireland during World War II chalk was added to brown bread to make it white. In many countries today people prefer brown bread, so caramel colouring is sometimes added to white bread to make it look healthier.

3 Ask students to work in pairs. Check they understand: *enhance* – to improve.

- Then ask students to read the statements, and discuss them.
- Brief class feedback.

- ❶ **Lead-in:** Focus students on the photo. Ask them to imagine what is going through the mind of the football manager. Encourage them to think about the mental and physical training that is required in sports. Which training do they think is more important? Why?

1–3

Ask students to work in pairs to discuss the three questions.

- Brief class discussion.

- ❷ Ask students to read the article to find answers to the questions in ❶. Students check their answers with a partner.

- Are they surprised at anything in the article?

- Key**
- 1 *Mind games* and *confidence* are probably more related to mental qualities, while *fitness* and *speed* are concerned with physical ability. *Skill* can be associated with both, although the article relates it to physical ability.
 - 2 Videos of players' role models winning, accompanied by inspirational music put on players' iPods, etc.
 - 3 Sports psychology is a science which is concerned with how to use your mind to control your body to give you top sporting performance.
- Ask students to guess the meaning of the following:
to laugh someone out of somewhere – to laugh so much at someone, that, because they are embarrassed, they eventually leave the room
a given – an assumption that is taken for granted
a gizmo – a gadget, device, appliance or control that is very useful for a particular job.

Extension: To what extent have students experienced psychology in sports? Are they aware of any training tactics that their national players use? Do they have 'mental tricks' of their own that they use, e.g. visualisation techniques?

- ❸ 1, 2

Ask students to work with a partner to change the form of the word, indicate the stress on both the noun and the adjective, and decide on the verb.

- Key** 1 psychological inspirational confident

Note: The nouns are stressed *psychology*, *inspiration*, *confident*, i.e. the stress shifts on *psychology* only.

- 2 inspire

- ❹ **Lead-in:** Ask students to give you a definition and example of *aggressive* and *assertive*. How are they different? Are they positive or negative? In what situations?

aggressive – behaving in a deliberately hostile and unfriendly way
assertive – expressing opinions or desires strongly and with confidence, so that people take notice.

- Ask the students to read the introduction, and discuss the question. Have they experienced or witnessed any examples recently of aggressive and anti-social behaviour in sports? Ask them to think back to a recent national or international event, e.g. the football World Cup, the Olympics, etc. How positive or negative is this behaviour?

- ❺ Tell the students to ignore the bold typeface in the sentences for this exercise. Focus students on the table, which shows the effects that aspects of sport have on individuals and the development of social skills. Do the first sentence in each box together as a whole class. Focus students on sentences a, e, i, and m. Ask students to decide which sentence goes in which section (a Individual negative effect, e Individual positive effect, i Social positive effect, m Social negative effect).

- Now divide the class into four groups: A, B, C and D. If you have a class of six students or fewer, ask half to look at Group A and B boxes, and half at Group C and D boxes.

- Check students understand:
self-esteem – a feeling of pride in oneself
delinquency – bad or criminal behaviour, usually of young people
perseverance – on-going determination (to do something), not giving up
accomplishment – the act of achieving something.
- Point out that each group has one sentence for each section in the table. Ask the students to write the corresponding letter for their three remaining sentences in the correct section. Monitor to check the students understand.
- When they have finished, feed back by asking each group to read out their three remaining sentences, and the sections they go in. Ask for comment from other groups.
- If you have just one student, it might be less intimidating to copy out and cut up the sixteen sentences. Then ask the student to group them into positive and negative effects first, before dividing them up into individual and social effects and putting them in the table.

Key Individual positive effects: c, e, k, p
 Individual negative effects: a, h, l, o
 Social positive effects: b, g, i, n
 Social negative effects: d, f, j, m

6 1, 2

Ask the students to focus on the nouns in bold in the boxes in **5**, and work with a partner to mark the word stress. Then ask them to write down the corresponding adjectives, again marking the stress. On which words does the stress shift?

Key

1 delinquent	7 cooperative
2 assertive	8 communicative
3 frustrated/frustrating	9 respectful, respected
4 violent	10 dedicated
5 competent	11 arrogant
6 aggressive	12 proud

Note: The stress shifts on *cooperation*, *cooperative*; *communication*, *communicative*; *dedication*, *dedicated*.

- Point out that the vowel changes in *pride*, *proud*.

Extension: What are the verbs from *assertiveness* (*assert*), *frustration* (*frustrate*), *cooperation* (*cooperate*), *communication* (*communicate*), *dedication* (*dedicate*), *respect* (*respect*)? Ask students to mark the stress.

7 1

Ask the students to look back at the boxes, and underline all the words prefixed with *self-*. Then ask them to match each word to a definition, a–e. Students check with a partner.

Key

- a self-esteem
- b self-awareness
- c self-reliance
- d self-discipline
- e self-absorption

Note: The verb and adjective forms of *self-absorption* are spelt with a ‘b’ (to *absorb*, *absorbed/absorbent*).

- Check the pronunciation of each word. The stress is always on the main word, not the prefix: *self-esteem*, *self-awareness*, *self-reliance*, *self-discipline*, *self-absorption*.

2

Ask the students to decide if these words are positive or negative. Can they think of example situations for each?

Key a, b, c, d

3

First try to elicit other *self-* words from the students. Then ask them to work in pairs with a dictionary, e.g. the *Oxford Advanced Learner's Dictionary* © Oxford University Press 2005. Ask them to look at the dictionary entries prefixed with *self-*, and choose three words which they can use to relate to themselves, e.g. *self-catering*. Give each pair six small pieces of paper, and ask them to write each word on one piece of paper, and the definition for each word on another piece. They should then pass their pieces of paper to another pair who should try to match the words and definition. You could then also ask the new group to use the words in a sentence, e.g. *Last summer I went on a self-catering holiday with friends, because it's too expensive to eat out every evening.*



Resource file 6.1

Skills focus

Discriminating sounds. Active listening

- 1 **Lead-in:** Ask students to take an A4 piece of paper, and draw the vertical and horizontal axes of a graph with the longer horizontal axis along the bottom of the paper. Label the horizontal axis with the hours of their working day, i.e. beginning with the time they arrive at work (e.g. 9 a.m.), and ending with the time they leave work (e.g. 6 p.m.). Label the vertical axis with their levels of concentration (zero, low, medium, high, highest) and ask them to plot a graph of their levels of concentration, i.e. if they concentrate best at 11 a.m. (e.g. after a coffee), then the highest point of the graph should be at 11 a.m. Most people's concentration is lower just before and just after lunch, and towards the end of the day. Ask students to compare their graphs in pairs. Are they similar? Different? Why?

- You could also ask them to do the same for an English class, where the horizontal line represents the length (e.g. 90 minutes) of the class. At what points is their concentration at its highest, and when is it not so good? You could extend this by asking students what activities they think work best when their concentration is high (e.g. grammar), and when it is low (e.g. speaking activities).

1

Ask the students to work in pairs to discuss the questions, and to come up with any possible solutions.

- Brief class discussion.

2

Pre-teach:

potential – something that may have a possibility of being or happening.

6.2

- Play the recording, and ask the students to listen for answers to the questions in 1.
- Check students understand:
inevitably – by necessity
intervene – (here) to interrupt.
- Then ask them students to think about their own problems with listening and pronunciation, and to discuss them with a partner. Do they have similar problems?

Extension: Problem-advice forum. Ask students to work together in pairs, and write on a Post-it® Note any questions or problems they have with listening or pronunciation. Collect them and number them from 1 onwards. Stick them on the board, flip chart, or on the walls round the room. Then ask the students to get up and look at the problems. Give them 3–5 minutes to read the problems, and think about possible answers (they may like to make notes). Then hold a class 'problem-advice forum', going through the problems one by one, and eliciting suggestions and advice.

2 1

This exercise focuses on the difference between the sounds /s/ and /z/. Ask the students to work with a partner and decide if the letters in bold in the two words are pronounced the same or differently. Do the first one together.

6.3 

- Then play the recording and ask students to check their answers.

Key Different: a, c, d, e, f, i

Same: b, g, h, j

Note: Point out that the /s/ sounds is very close to the /z/ sound. The only difference is that the /s/ is unvoiced, and the /z/ is voiced. Illustrate this by explaining that when you whisper, you produce only unvoiced sounds.

2

This exercise focuses on the difference between the sounds /i/ and /i:/, i.e. the short and long 'i'. Before playing the recording, ask the students to talk through the pairs of words, and decide in each case which word includes a short 'i', and which includes a long 'i'.

6.4 

- Then play the recording, and ask students to underline the word they hear. Students check answers with a partner.

Key a forty b thirty c sixty d live e chip f easy g slip h heat

3

Ask the students to work on their own. Ask them to look at listening script 6.4. Tell them to underline the words used in 2 question 2 (*forty*, etc.) and to add the alternative words (*fourteen*, etc.). Then tell them they are going to test their partner: ask them to decide which word they are going to read out in each sentence and to tick it. Then ask them to read out the sentences one by one, in turn. The other student should listen and decide which word their partner has read out. To check what their partner said, remind them that it is useful to spell the word, or enumerate the number, as they would over the phone.

4

Lead-in: This exercise is about an honesty survey. Ask students how they can demonstrate how honest they are. Who do they think is the most honest person in the class? Why?

1

Ask students to read the questions, and guess the percentages of people who answered *Yes* in the survey.

2

Then ask them what their answers to each question would be. Does this correspond to their guesses?

3

6.5 

Play the recording, and ask students to check their answers. Students compare with a partner. How close were they to the correct answers?

Key 1 c 2 b 3 a 4 a (UK), c (USA)

Extension: Are the students surprised by any of the answers? What examples are given of when some people lie to their boss? (Make up an excuse if they are late for work, or if they want a day off work.) What extra example of dishonesty is included? (People being able to buy a university degree without doing any work.)

- Ask the students if they are familiar with these practices. What do they think the answers would be if the survey on how honest people are at work was carried out in their country?
- Ask students to guess the meaning of *bogus* (false).

5

Ask the students to look at the sentences from the recording, and try to guess what words or phrases are missing.

6.6 

- Then play the recording. Students check their answers with a partner.

- Key**
- 1 **By 'sick' you mean** you were just feeling a bit tired?
 - 2 **Did** you say *forty – four zero*?
 - 3 Sorry you've **done what**?
 - 4 **So you're saying** that eighty per cent of Americans have lied on their CVs?
- It might help to ask students to listen again and mark the words that are stressed.

6

1 Students work in groups of three or four and discuss how they know if someone is lying. Brainstorm all the possible things a liar does.

- Brief whole class feedback.

2

Check students understand:

fidgety – moving restlessly

blinking – closing both eyes simultaneously very quickly

pitch – the level of your voice, e.g. high or low

pupil – the black centre of your eye.

6.7 

- Play the recording and first ask students to listen to how the psychology professor states you can tell if someone is lying. Compare the answers with students' own ideas.
- Then ask them to look at sentences a–e. Ask them to think of a sentence that could come before these, e.g. before sentence a, the person could have said something like, *The story they tell is difficult to follow*. Then play the recording again, pausing at the beeps, for the students to decide which sentence, a–e, fits. Ask them to write the letters in order on a piece of paper.
- Students check their answers in pairs. Whole class feedback.

Key

Beep 1 = c Beep 2 = e Beep 3 = a Beep 4 = b Beep 5 = d

According to the professor you can tell if people are not telling the truth when:

the pitch of their voice is higher than normal

their pupils get larger as they become more tense and try to concentrate more

they answer questions more quickly as they have planned and rehearsed their lie

they are more negative and complaining

they are less cooperative

their version of events tends to be less logical.

In written statements somebody lying is less likely to include extra details that may have nothing to do with the main story, and does not tend to self-correct spontaneously.

- At the end of the recording, the professor mentions the sort of people who make the best lie detectors. What sort of people are they? (People who may have had difficult or unusual childhoods.) Are students surprised?

7

1

Check students understand the following:

futures market – the buying and selling of futures: a 'future' is a contract to buy or sell a particular amount of something, e.g. raw material, currency, or shares, at a particular time in the future and for a particular price

resumé (AmE)/*CV* (BrE) – curriculum vitae

defect – fault

negligent – failing to give enough care or attention to somebody or something, especially when this has serious results.

- Ask the students to work in groups of three or four, and to read each story. In their group they should then rate the scandals from least serious to most serious.
- Whole class feedback: each group should summarize their discussion, and compare their ratings with the other groups. Did they agree? If not, why not?

2

Whole class discussion.

Making arrangements

1 **Lead-in:** Recap on the Focus on functions section in Unit 5. Can students remember any specific details? What were the organisers of the *Latin Goes East* tour planning? What were they discussing? (The itinerary and the publicity leaflet.)

- Ask students to look at the itinerary dated 10 April. If they were one of the musicians, how would they feel about it? Are there too many concerts? Would they want more or less time in each city?
- Tell the students they will hear a phone conversation between Frits and Pei Lin.
- Then play the recording, asking students to listen and make notes on changes to dates and events on the itinerary.
- Whole class feedback.

6.8 

Key (Corrected details in bold)

Itinerary: Latin Goes East (as at 10 April)

Date	Event
Thu 11 May	Fly to Tokyo; Concert 3 – Tokyo Welcome reception
Fri 12 May	Concert 4 – Tokyo
Sat 13 May	Journey to Osaka (train or air?) Osaka concert (Tokyo cancelled)
Sun 14 May	Free day (Tokyo or Osaka?)
Mon 22 May	Concert 10 – Shanghai
Tue 23 May	Fly to Bangkok; Concert 11 – Bangkok
Wed 24 May	Concert 12 – Bangkok
Thu 25 May	Extra lunchtime concert (Thai Royal Family)
Fri 26 May	Fly to Hanoi; Concert 13 – Hanoi
Sat 27 May	Concert 14 – Hanoi (And farewell party)

6.8  2 Tell the students they are going to listen to the second half of the conversation again. Tell them to listen for the four times in a–d.

Key a 3 p.m. b 5 p.m. c 6.30 p.m. d 7.30 p.m.

- After listening, ask students to look at listening script 6.8 and check the meanings of the following phrases with *get*: *to get myself together*, *have a get-together*, *a get-to-know-you meeting*.

3 1

Ask the students to look at the phrases and work with a partner, ticking the ones they remember hearing.

6.8 

- Then play the recording and ask them to check their answers.

Key

Could you manage 4.00 p.m.?

I'm not sure about 4.00, I'll need to check the flight time.

If it's OK with you, I think I'd prefer to make it 5.00 p.m.

OK, that sounds like a good idea.

Shall we say 7.00 for the drink?

Could we make it a little earlier? Say 6.30?

No problem.

2

This exercise focuses on tenses. Ask the students if they can remember what verbs and tenses were used.

6.8 

- Then play that part of the recording again.

Key So the flight to Hanoi **has changed** (*Present Perfect Simple*). We **were going to be** (*was/were going to*) flying on the 25th, but now **we're flying** (*Present Continuous*) on the 26th.

has changed (*Present Perfect Simple*) is used because this is 'news'.

were going to be (*was/were going to*) is used because it is a past fixed arrangement.

we're flying (*Present Continuous*) is used because it is a fixed arrangement.

6.8 

- You could ask students to listen again, and mark the sentence stress.

④ You might choose to copy the phrases onto separate cards and ask the students to group them. You can then use the cards for the next exercise (see variation below).

- Key**
- a Would Wednesday morning at nine o'clock suit you?
Could you manage 4.00 p.m.?
Shall we say 7.00 for the drink?
What about seven for the meeting?
- b If it's OK with you, I think I'd prefer to make it 5.00 p.m.
5.00 p.m. would be better for me.
Could we make it a little earlier? Say 6.30?
- c OK, that sounds like a good idea.
Yes, that's fine.
No problem.
- d I'm afraid 4.00 p.m. is going to be difficult.
I'm not sure about 4.00, I'll need to check the flight time.
I'm sorry I can't make it on Tuesday.
- e It looks as though I'm going to be busy all morning.
The problem is, I have to wait for someone at the airport.



Refer students to Pocket Book p.26–27.

⑤ Tell the students that they are going to be working in pairs to plan a one-week tour. Ask them to read the instructions, and decide on what the fact-finding tour is about, and which countries they will be visiting. Then ask them to agree on the itinerary/schedule, including flights to and from each country, dates and times of visits to important places, and perhaps one free day for sightseeing. Remind them to use the phrases from the categories in ④ and give them a time limit (5–8 minutes).

- Then ask them to exchange their itinerary/schedule with another pair, and to decide on three changes. Remind them not to write the changes on the itinerary/schedule, but just to remember them.
- Before talking through the changes with the other pair, you could write useful phrases for talking about changes on the board, e.g.:
The main change is that we've ...
We've cancelled the ...
Everything else is the same ...
Instead of ..., you're ...ing ...
- If you have time, ask students to swap their schedule again with another pair, and repeat the practice.

Variation:

- a Copy the phrases from the box in ③ onto cards and make two *No problem* cards. Give each pair a set, and ask them to take half each. When they are planning the schedule ask them to try to use each expression, placing it on the table when they have used it. See which student can use all their expressions.
- b You could refer students to Information File 5 and ask them to do the optional activity in place of, or as well as this exercise.

Review Unit C



Resource file 6.2, Test C

UNIT 7

Language focus 1

1 **Lead-in:** Ask students how they would define a good design for a chair (e.g. comfortable) and for a car (e.g. streamlined).

- Write the designers' names on the board. Ask if students know what they are famous for. Focus on the photos. Students try to match the designer to the designs. Ask them what they think of the designs.

Key a Arne Jacobsen (Egg Chair)
b Frank Lloyd Wright (Guggenheim Museum)
c Philippe Starck (Lemon squeezer)
d Alec Issigonis (Mini)
e Christian Dior (Women's fashion)

- You could bring other photos to class of buildings, everyday objects, works of art, clothes. Ask students to explain why they like or dislike the design.
- You could anticipate vocabulary that students might want to use and write words/phrases on the board, e.g. *ahead of its time, retro, angular, curved, unfussy, outrageous, frivolous, robust, flimsy*.

2 Focus students on ideas to help develop creativity and ask them to add to the list. You could tell them that the company 3M (see www.3m.com) allows its employees to spend fifteen per cent of their work time working on the development of ideas unrelated to their job.

2 Elicit advantages and disadvantages of sleeping at work and write them on the board. Focus on the photo of the Metropod. What do students think of it? Would they like one in their office? You could refer students to www.metronaps.com for more information.

7.1 

- Pre-teach: *nap, alert, reap the rewards, snooze*.
- Play the recording and ask for students' reaction to the findings about taking naps at work. Have their opinions changed?

Conditionals: Zero, 1st, 2nd

Point out that the three sentences are from recording 7.1.

- In pairs, students match the sentences with the type of conditional.

Key 1b 2c 3a

We use the zero conditional to refer to a general truth.

We use the first conditional to refer to a possible situation.

We use the second conditional to refer to a possible but less likely situation.

- Ask students for the difference between *you might not fulfil your potential* in sentence 1 and *you will not fulfil your potential* in sentence 2.

Key 2 is more definite than 1.



Refer students to Pocket Book p.3–4.

Practice 1 Students work in pairs to ask and answer questions. Model the correct opening question and write it on the board: *Do you think you'll get promoted in the next year?* Focus on the pronunciation of *Do you* /dʒə/ *think you'll* /jʊl/...?

- Then elicit follow-up questions. For example if the answer is *Yes: If you get promoted in the next year, what difference will it make to you?* and if the answer is *No: But if you got promoted, would you accept?* Focus on stress and intonation, and model the questions if necessary. Students may find the grammar quite easy, but have problems with connected speech, strong and weak forms.

- 2 Students work in pairs and ask and answer the questions. Monitor, helping with vocabulary or pronunciation where necessary.
- 3 Ask students to work individually and underline the best form to complete the questions only. Then check with another student.
 - Students then ask and answer the questions in pairs or small groups.

Note: Your students might not respond rapidly to the imagination needed for questions 2 and 3. To help them you could elicit the sort of image each example conjures up, e.g. question 2: snail – slow, plodding; eagle – high-flying, powerful; elephant – powerful but heavy, etc. Question 3: babyhood – something that has just started; childhood – something very new; adolescence – something with problems, etc.

- Key**
- 1 would, had
 - 2 were, would it be
 - 3 could be
 - 4 will, are
 - 5 were, would

Language focus 2

- 1 **Lead-in:** Find your partner. If you have a class of eight or more, play the 'Find your partner' game. Give each student a piece of paper. One student has a question or statement written on it, another has a suitable response (do not write the functions in brackets on the papers.), e.g.:
 (apology) Sorry I haven't managed to finish the report yet.
 Don't worry. There's no hurry.
 (request) Do you mind if I use the photocopier?
 Not at all.
 (advice) I'd have a word with him if I were you.
 I've already spoken to him about it.
 (offer) Would you like a hand with that?
 No thanks, I can manage.
 (suggestion) How about rearranging the office?
 Er, we've already rearranged it!
 (offer/future possibility) If you pay cash, we can give you a discount.
 How much?
 - They must not show what is on their paper to the others. Ask them to mingle with the other students, say their sentence, and pair up with the person who has the suitable 'other half'. Give an example and elicit the function: (apology) Sorry I'm late.
 Don't worry. We haven't started yet.
 - Pelmanism. If you have a very small or one-to-one class, play 'Pelmanism'. Prepare about six exchanges and write them on twelve cards of the same size. Turn the cards face-down on the table. Again, give an example and elicit the function, as above. Students pick up two cards at random. If the cards go together, they keep them, if not, they turn them face-down and continue until they have found all the correct exchanges.
- Play the recording. Students listen and match the exchange with the function.

7.2 

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

Functions using *if*

Students work in pairs to complete the sentences, then reverse the word order where possible.

- Key** grateful if (request), were you (advice), need (offer), OK if (permission), can (future possibility), if, could (reporting), have, could (suggestion)

In which of the sentences from listening script 7.2 can we reverse the word order?

- 1 2 3 (4) 5 7



Refer students to Pocket Book p.4.

Practice 1 Focus on the photos on p.74 and p.75 before doing the exercise. Ask if anyone has been to Vietnam, and if anyone recognises the photo of the pagoda (the Giac Lam Pagoda in Ho Chi Minh City). In pairs, students finish the exchanges.

- Whole class feedback.

Key

- if you could order a taxi for me
- I'd go to the noodle restaurant
- you need any information, just let me know
- I leave my bags here
- (would) like (to go) sightseeing, could go to/visit the Giac Lam Pagoda
- you go/went quickly, you can/will/could catch
- asked, knew

Note: Pho in exchange b is a Vietnamese beef noodle soup. In exchange e, the Giac Lam Pagoda, originally built in 1744 and remodelled in the early 1900s, is the oldest pagoda in Ho Chi Minh City (formerly Saigon). The pagoda's garden features the ornate tombs of venerated monks, as well as a rare bodhi tree.

Extension: Mini role-play. Student A is visiting Student B's company for the first time. It is Friday and Student A asks about things to do at the weekend. Student B gives advice. Tell students they must include the seven functions from 2 in their conversation.

- Before students do the role-play you could elicit a list of places to visit, eat, shop etc. in and around the town you are in and write them on the board. You could also bring in some photos or tourist information brochures.
- Students do the role-play. Then ask some pairs to act out the role-play for the class. The other students try to note down the seven functions included in the conversation.

2 1

Ask students if they have been on a holiday or business trip where there were problems. Write the heading *Business trip* and the things listed in question 1 (the weather, etc.) on the board. Elicit possible problems and write them next to each thing on the board. Students read the text and compare their answers.

2

Students work in pairs to make sentences. Focus on polite intonation for sentences a–d.

Key (Possible answers)

- I'd be grateful if you could get me on the next available flight.
- Is it OK if I take these as carry-on luggage?
- I'd be grateful if you could change my seat.
- I'd be grateful if you could change my room.
- He asked me if I could give my client a message.

Wordpower

Creative thinking. Phrasal verbs 1

1 **Lead in:** Tell students the lesson is going to be about creative thinking. Draw the nine dots from 2 Problem 2 on the board. Give them 3 minutes to work in pairs to try and solve the problem of connecting all the dots using four straight lines without taking their pens off the paper. Tell them they will be given a clue to the answer in the recording.

- Brainstorm what 'creative thinking' is. Do students work for companies which allow them to be creative? Can they give any examples they know of ways to solve problems through creative thinking? Ask them which item on the list is not directly related to creative thinking.

Key logical thinking

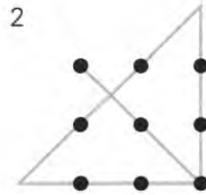
- 3 1 Ask students to work in small groups. Give them 10 minutes to try and solve Problems 1, 3 and 4. Make sure that different groups start with a different problem.

- Then ask groups to present their findings.

7.3 

- 2 Play the recording. Students check if their solutions are the same.

Key 1 The lawyer and engineer are women.



3 Push the cork into the bottle.

4 Karen is very young and isn't tall enough to reach the button in the lift.

Extension: There is a selection of puzzles similar to Problem 2 on the website www.spaceforideas.co.uk. You could give students one or two for homework. You could also ask if they know Edward de Bono, who is renowned for his work on lateral thinking. Students could find out about his work, in particular his 'Thinking hats' method for better meetings. Ask if they could apply this to their own workplace.

- 3 Before you do the exercise, focus students on *suggest a solution* and *put forward a solution*. Elicit what the difference is between *suggest* and *put forward* (*put forward* is a phrasal verb). When speaking we often favour phrasal verbs (verbs plus prepositions or adverbs which have meanings different from the original verb) over non-phrasal verbs.

- You can work on the grammar of phrasal verbs without making it too complicated:
Some verbs are separable, others inseparable, others are both, e.g. we can say *We have to put off the meeting* or *We have to put the meeting off*.
Some verbs are transitive (they are followed by a direct object).
Some are intransitive (they cannot be followed by a direct object).
Point out you must put the object between the verb and the preposition if the object is a pronoun, e.g. *We have to put it off* (not *We have to put off it*).
- Students do the matching exercise in pairs.
- In the feedback with the whole class, check which verbs are inseparable (1 *go about*, 2 *go through*, 3 *come up with*).

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

- 4 Students do the exercise in pairs.

Key 1 breaking down
2 work out
3 go into
4 goes into
5 breaks down
6 work out

- 3 These are phrasal verbs with *go*. You could do this as a homework exercise. Refer students to the appropriate pages in the *Oxford Advanced Learner's Dictionary* © Oxford University Press 2005. Alternatively, students can refer to the *OALD* online (www.oup.com/elt/oald) to complete the exercise if they have access to the Internet.

- Key**
- 1 through
 - 2 about
 - 3 into
 - 4 about
 - 5 through
 - 6 into
 - 7 into
 - 8 through

- To check meaning, you could put these equivalents of the phrasal verbs in **5** on the board. Students then match the phrasal verbs to their more formal/neutral meanings (they are listed below in their correct order):
1 follow procedures 2 continue to be busy 3 begin to do something
4 start working on 5 read, examine in some detail 6 to spend/invest
7 start a career 8 experience/suffer something.

Extension:

- a Splurch. Play the 'Splurch' game. Give students 3 minutes to write down as many different phrasal verbs as they can with *put*, e.g. *put on*, *put off*, *put by*, *put up with*, *put through*, etc. When they have made their list, they should work with a partner. Students take turns to include each phrasal verb in a sentence, saying *splurch* instead of the phrasal verb. Their partners then guess the phrasal verb. For example Student A has *put on* on his or her list and says to Student B:
A Before I go out in cold weather, I *splurch* my coat.
B The answer is *put on*.
A Yes! Your turn.
B I'm afraid I cannot come to the meeting tomorrow. Can we *splurch* the meeting to a later date?
A Can we *put off* the meeting?
B Yes! Your turn., etc.
 - Model the example and then ask students to play the game in pairs.
 - When they have finished, make a word map on the board. Write the word *PUT* in the centre with more formal equivalents around it: *postpone*, *tolerate*, *save*, *connect on the phone*, etc. Elicit the phrasal verbs for each more formal equivalent and write them underneath.
 - You can also do the 'Splurch' game with the other phrasal verbs studied in this part of the unit in future lessons. Make two lists of about six words you want students to recycle, one list for Student A and one for Student B.
 - b Pelmanism. The game of pelmanism (see p.62) can also be used for the revision of phrasal verbs and their more formal equivalents in future lessons.
- 6** Brainstorm solutions to one of the problems with the whole class and write up ideas, making a word map on the board. Students then work together in small groups. They choose a topic and discuss ways of resolving the problems.

Variation:

- a Give each group 20 minutes to make a word map of their ideas. Then display the work around the room. Students go round reading and adding to the ideas of the other groups.
- b Put students into groups of four and ask them to choose one topic. Students then work in pairs and discuss ways of resolving the problems. When they have finished their discussion, they present their ideas to the other pair and see which pair has the better solutions.



Resource file 7.1

- ① **Lead in:** Hand out copies of two emails which are inappropriate versions of the same message (see below). You could also write them on the board before class starts, or put them on an overhead projector. Ask students what they think of the style and content. (Both emails are inappropriate. The first is too chatty. The second is too direct. The request regarding explaining the budget needs to be more polite.) Do not ask students to come up with an improved version.

Email 1: Hi John, I had a very good weekend. Did you go to the match on Saturday? I did – our guys played brilliantly! That’s three wins in a row. I spent Sunday trying to fix the car, and couldn’t find the problem, so I came to work by bike. Anyway don’t forget the meeting this afternoon at 3.00. Can you explain our overspending of the budget to Tom Hutchinson? You’re good at that. Peter.

Email 2: John, Be ready to defend our overspending at the budget meeting this afternoon. You’ve been elected spokesperson. See you then. Peter.

1

Students discuss the questions in pairs.

2

Students listen and note down answers.

- Whole class discussion. Ask students if they agree with what the experts say in the recording. (Germans and Italians tend to be direct. In the UK and the USA the feeling is people work better if they know something about each other. You should put yourself in the recipient’s shoes when it comes to making requests, as your request may take up a lot of a person’s time. You should be very careful with criticism. In Japan you should only ever say something to a colleague in private.)

3

Whole class discussion.

Note: Answers to these questions will vary a lot depending on the nationality of your students. The English often begin with *I’m sorry but ...*, even when complaining, and if they say *No* to something, they find it important to say exactly why. For example, when declining an invitation they might say *I’m sorry but I’ve already arranged to go out with friends* and not just *I’m sorry I have another engagement*.

- Be sensitive to different cultures. Students may find the exercises in this unit difficult because they do not feel it is necessary to go into so much detail, or to be so indirect when dealing with sensitive issues.

② 1

Students complete the sentences with words in the box.

Key 1 getting, saved 5 wondering
 2 things 6 hope
 3 flexible 7 making
 4 bother

2

Students answer the questions and check with their partner.

Key a 1, 2, 6 b 1, 3, 7 c 4, 5

③ 1

Ask students to write two or three short sentences, not complete emails, for each situation. Go round checking and correcting if necessary.

Learner training: For corrections, just say, for example, *there are three spelling mistakes in the four sentences; there is one tense mistake; one of the expressions isn’t right*. Students can then check with a partner. If they can’t find the mistakes, you can then give more help to correct.

7.4 

7.5 

2

Play the recording. Students listen and match the sentences to the four situations in question 1.

- Key**
- a2 Congratulations on your new job.
 - b1 Welcome back.
 - c4 Is it a boy or a girl?
 - d1 Did you have a good time?
 - e4 How much did he/she weigh?
 - f2 Well done! You really deserve it.
 - g3 What part of town is it in?

4 Discuss the email with the whole class (it is not very effective, too direct, and OK and *quite* are not very positive sounding). The English teacher will feel unhappy because the student obviously is not happy with the lessons!

- If you have a strong class, you could ask students to write an improved version of the email for homework before looking at the email in **5**.

5 If students have written an improved version of the email in **4**, they can compare their version with this email. Alternatively just compare the email with the email in **4**. Students answer the questions.

- Key**
- 1 uses small talk/personalization
 - 2 about 50:50
 - 3 shows understanding about the recipient's busy schedule; the question is more polite and gives the final decision to the recipient

5 1, 2

Students focus on the meaning and position of *just*, *possibly*, *actually*, *please* and *sorry* in the email in **5**. They then complete the sentences in pairs.

- Elicit that here *just* means *only* or *simply*, and *actually* means *as a matter of fact*. *Actually* is used when we disagree with or want to challenge what someone has said.
- Point out that *just* and *possibly* come before the main verb and after *to have* or *to be* when they are the only verbs. *Actually* comes at the beginning, in the middle, or at the end of a sentence. *Please* can be used at the beginning, in the middle, or at the end of a sentence. *Sorry* can be used at the beginning or end of a sentence when it is not used as part of a set expression, e.g. *Sorry, I forgot* or *I forgot. Sorry!*
- Remind students about intonation when making a request with *Could you ...?* so that it does not sound like an order.

Key (Possible answers)

- 1 **Sorry** I forgot to send the attachment.
- 2 I **just** wanted to ask you a couple of things.
- 3 Could you **possibly** tell me how to get to your office?
- 4 Could you do this by tomorrow **please**?
- 5 I'm afraid I don't **actually** know the answer to that question.

7 Students work individually to incorporate the softening phrases into the direct or negative-sounding sentences. Students check in pairs. This could also be done for homework.

Key (Possible answers)

- 1 I need to change the time of the meeting to 10.30. Give me a ring if that's not convenient. Rgds. Pete
- 2 The document looks fine. However, there are some areas you might consider revising.
- 3 I was wondering whether you could give me some help with a translation. Could you please drop into my office around 11.00?
- 4 I saw your presentation on creativity tools yesterday. It was really useful – thank you. Could you please send me a copy of the handout?
- 5 It might be an idea to make some changes to your report. What do you think?

- 8 Elicit possible improvements needed in the students' work environment. Give students 15 minutes to write an email to their boss making suggestions for improvements, or set this as a homework task. In the same or next lesson, students should then compare their email with another pair, and check for content and style.

Variation: The softeners in this section can also be used in conversations between colleagues. Students could prepare 8 in pairs as a speaking task. Students work with their partners to draw up a list of suggestions. Students then work in new pairs and take it in turns to play the role of the boss. Focus on appropriate responses to suggestions, e.g. *That's a good idea, I'll think about it, We could consider it, That's out of the question*, etc. Students then write an email to their boss for homework.

Extension: Depending on the time available, or practice needed, students could work in pairs to act out the following exchange before or after 8. Again, focus on appropriate responses to suggestions/comments.

Student A

Make the suggestions/comments below more polite, then speak to your colleague, Student B. Don't forget to use polite intonation!

- 1 Your report is mediocre and needs a lot of changes.
 - 2 Your plans for reorganising the office are worse than the present organization.
 - 3 Help me with the budget calculations.
- When you have finished, respond to Student B's suggestions/comments about:
 - a a meeting
 - b the new assistant
 - c your presentation.

Student B

Student A is your colleague. Respond appropriately to his or her suggestions/comments about:

- 1 your report
 - 2 your plans for reorganising the office
 - 3 the budget.
- When you have finished, make the suggestions/comments below more polite, and speak to your colleague about them. Don't forget to use polite intonation!
 - a I need to talk to you now – come to my office.
 - b The new assistant is no good – we can't keep her.
 - c Your presentation was OK – send me the powerpoint slides.

Focus on functions

Clarifying

- 3 **Lead-in:** Recap on the Focus on functions section in Unit 6. What happened just before the tour started? (Aleks made some last-minute changes to the tour itinerary.) Ask students what sort of problems a tour organiser might encounter regarding the arrival of a group of musicians on tour in a foreign country.

1

Explain that the musicians and IntEx staff are about to arrive in Seoul at the start of the tour. Tell them Pei Ling has emailed the regional organizer Hyun-ji to express two main concerns. Give them 20 seconds to skim the four emails to find out what she is worried about. This encourages students to read quickly for specific information. Tell them to cover their books after 20 seconds. If no one has the answer, give them five more seconds.

- Key**
- a transfer arrangements and arrangements at the hotel
 - b arranged transport to meet all the flights

2

Ask students to focus more closely on the emails and answer question 2. They should note down the key expressions.

- Key**
- a I wonder if you could just clarify what you mean by 'all the arrangements'?
 - b To clarify ...
 - c I'm glad to hear everything is arranged.
Everything for the airport transfers is now clear.

2 1, 2

7.6 

Explain that Pei Lin and Frits are in Seoul dealing with the arrival of the tour party, but there is a problem with Aleks' arrival. Play the recording and ask students to answer questions one and two, noting down what the problem is and what Pei Lin is trying to find out.

3

Write the prompts on the board. Remind students that they have just heard the sentences. See if they can complete them, and write the answers on the board. You could play the recording again to check.

4

Refer students to the listening script if necessary.

- Key**
- 1 Her arrival has been delayed.
 - 2 When she's going to arrive.
 - 3 Could you **be more specific**?
What exactly **do you mean by 'some delays'**?
So, if I **understand you correctly** ...
Not **exactly**.
OK, I see **what you mean**.
So if I **phone again in a couple of hours you should be able to give me more information**.

7.7 

3

Ask students to listen to a second conversation about Aleks' arrival, this time between Pei Lin and Frits. Play the recording. Students answer questions 1 and 2 and check their answers in pairs.

- Whole class feedback.

- Key**
- 1 Whether Aleks is going to make the meeting and the opening concert. Pei Lin's room number.
 - 2 Whether Aleks will make the opening concert.

4 1

7.7 

Tell students that the conversation is the one they have just listened to, but with seven mistakes in it (vocabulary, word order, or missing words). In pairs they try to find the mistakes. Play the recording again if necessary, to check answers.

- Key**
- Frits It's a really bad line. Can you just run that **by** me again? Basically what **you're** saying is that Aleks is not going to make the meeting tonight?
- Pei Lin Exactly.
- Frits And, correct me **if** I'm wrong, she might not even make it for the opening concert?
- Pei Lin It's hard **to** say. I've asked Hyun-ji, the local rep, to go down to the airport because the airport **couldn't really** tell me. She should call me any moment now.
- Frits OK, I'd better get off the line. Before I go, I just wanted to **check** your room number, in case I need to call you.
- Pei Lin It's 623.
- Frits Did you **say** 6 – 2 – 3?
- Pei Lin That's right. I'll call you when I get more news.

2

Elicit this answer once the conversation in question 1 has been corrected. You could also elicit/give students other phrases for when you are unable to clarify, e.g. *I don't really know, Impossible to say, I couldn't tell you.*

Note: You might have to deal with the difference between *say* and *tell*. *Say* is more often used in direct speech because it can be used for any sort of speech.

Say is not normally followed by a direct object, but when it is, it must be followed by *to*: *She said to me that ...*

Tell is used to mean *instruct* or *inform* in direct speech.

Tell is normally followed by a direct object: *She told me that ...*

There are many common expressions with *tell*, e.g. *tell a joke/a story/a lie/the difference/the time*.

Key It's hard to say.

5 1

You could set this as a mini challenge. Ask students to write down as many expressions as they can remember from the listening exercises for:

- a asking for clarification (six expressions)
- b giving clarification (one expression)
- c responding to clarification (seven expressions)

7.6, 7.7 

- The first student to finish is the winner!
- Check answers with the class, play the recordings again, or refer students to listening scripts 7.6 and 7.7. Alternatively, you could ask them to check for homework.

Key

- a Could you be more specific?
What exactly do you mean by ...?
Can you just run that by me again?
Basically what you're saying is ...
Correct me if I'm wrong ...
Did you say ...?
- b I'll try to explain.
- c So, if I understand you correctly ...
So if I ... you should be able to ...
Not exactly.
OK, I see what you mean.
Precisely.
Exactly.
That's right.

2

Ask students to compare phrases from the recordings with the emails in **1** and note down which ones they would use more in written/spoken English. Bear in mind that emails often use informal language, very similar to spoken language. Go through the following possible answers with the class.

Spoken: Can you just run that by me again?, I'll try to explain, so ..., not exactly, precisely, exactly, that's right

Written: Is that correct?, I wonder if you could just clarify ...?, Could you ...?, To clarify:, For your further information, Please let me know if you require further clarification



Refer students to Pocket Book p.23.

- 6** Refer students to Information File 6. Check they understand what they have to do. In pairs they should decide on the subject of the conference, where it is, etc. and write the emails following the prompts. You might like to elicit the beginning of the email with the whole group to start students off. Go round, checking and correcting where necessary.



Resource file 7.2

UNIT 8

Language focus

- 1 **Lead-in:** Write the following luxury brand names on the board: Ferrari, Rolex. Ask students what the brands represent and what words they would use to describe them. Your students will probably have strong views about luxury products. They may love or hate them. What one will describe as the ultimate 'must-have' may be considered bad taste and flashy by another. Be sensitive to matters of personal taste and culture.

Ferrari – Italian sports car. Company started by Enzo Ferrari in 1945. Owned by Fiat since 1969. Headquarters in Modena. Ferrari's famous emblem is a black horse on a yellow background. Ferraris are traditionally red in colour. Possible word associations: ultimate status symbol, unique, flashy, loud, sleek.

Rolex – luxury watch. Company created in 1905 by Swiss watchmaker Hans Wilsdorf and British brother-in-law, Alfred Davis. Wilsdorf and Davis became Rolex in 1908. First company to invent the waterproof watch. Possible word associations: luxurious, expensive, excellent quality, stylish, unaffordable.

- Students look at the photos, match the words and phrases to them, and add any other words and phrases they come up with.
- Whole class discussion.

- 2 Students work in pairs to decide if the statements are true or false and then read the article to check their answers. Encourage students to read the article as quickly as possible by telling them they are going to have a race to be the first to find the answers.

- When someone has got all the answers, stop reading, get feedback, then get students to read again to check that the winner was right.

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

- 3 Ask students if they know anything about the Italian company DeCoro. Students discuss possible answers to the questions in pairs.

8.1

- Play the recording for students to check their answers.
- You could give students the following extra information:
DeCoro was founded in 1997 by Luca Ricci, an Italian businessman. The company has become the first producer of quality Italian leather upholstered furniture in China. DeCoro imported traditional Italian craftsmanship and combined this with skilled workforce in China to deliver exceptional products around the world. Its state-of-the-art factory was opened in 2003 and is the largest sofa factory in the world. Its biggest market is the USA followed by the UK, then the rest of Europe.

Key (Possible answers)

- 1 Because the leather and the techniques used to make the sofas are Italian.
- 2 To keep production costs, particularly labour costs, down.
- 3 They can preserve traditional Italian production methods.

- 4 Discuss the questions with the whole class. This will open up a lot of discussion about manufacturing in countries where it is cheaper to produce goods, the desire to buy quality products at cheaper prices, loss of jobs in other countries, etc.

- 5 Before listening to the extract from the presentation, model Mixed Conditionals. Write on the board: *You came to class at X o'clock* (insert the correct time), *you are here now*. *If I had not come/class/not/be here*.

- Elicit the correct sentence: *If I had not come to class, I would not be here*.
- Check by asking *Did you come to class at X o'clock (in the past)?* and *Are you here now?* to elicit the answers Yes.

8.2 

- Write on the board:
Mixed Conditional: *If + had + past participle + would + infinitive.*
- Then play the recording for students to complete the sentences. Students then check in pairs.
- Whole class feedback. Focus on the pronunciation of the weak forms, rising intonation for the first part of the sentence, and falling for the second in Mixed Conditionals.

Key	1 had set up	5 had happened
	2 would now be	6 wouldn't now be sitting
	3 hadn't gone	7 should they have described
	4 would have been lost for ever	

Past modals. 3rd Conditional and Mixed Conditionals

To revise modals and Conditionals, build up a picture on the board, and elicit what you are drawing step by step.

- Draw a road, a man about to cross the road between two parked cars, a zebra crossing further up the road, Car A behind Car B driving towards the parked cars. Elicit that near a zebra crossing is a no-overtaking area. Add arrows to show:
 - The man crossing the road between two parked cars
 - Car A overtaking Car B
 - The man lying on the road because he has been hit by Car A
 - The man standing with his arm in a sling.
- Elicit what happened. The man crossed the road between two parked cars and he didn't cross on the zebra crossing. Car A overtook Car B in a no-overtaking area. Car A hit the man and broke his arm.
- Ask how the situation could have been different to elicit the 3rd Conditional and Mixed Conditionals, e.g. *If Car A hadn't overtaken Car B, it wouldn't have hit the man. If it hadn't run over the man, he wouldn't have a broken arm now.*
- Then ask your students to criticize the man and the car to elicit: *The man shouldn't have crossed between two parked cars. Car A shouldn't have overtaken Car B.*
- Then elicit speculation by asking students *Did the man see Car A?* to elicit the answer *No, he can't/couldn't have seen Car A* or *He might not have seen Car A.*
- Write on the board:

Criticizing about the past
He shouldn't have crossed between two parked cars.

Speculating about the past
I'm sure he didn't see Car A. = He can't have seen Car A.
Perhaps he didn't see Car A. = He might not have seen Car A.
- Students then do the exercise on Past modals, the 3rd Conditional, and Mixed Conditionals. Alternatively, give this for homework.

Key Past modals

1 c 2 abd

Past modal sentences are formed by taking the **modal** verb (e.g. *must, could, should, can't, may*) and adding *have* and the **past participle**.

3rd Conditional and Mixed Conditionals

- They refer to the past.
They refer to an unreal situation.
- 3rd Conditional
If + had + past participle, would(n't) + have + past participle.
(definite consequence)
If + had + past participle, might/could (not) + have + past participle.
(possible consequence)
Mixed Conditional
If + had + past participle, would(n't) + infinitive. (present consequence)



Refer students to Pocket Book p.3.

Practice 1 Students do the exercise in pairs. Alternatively, give this for homework.

- Point out it is possible to begin all the sentences with the second half of the sentence, e.g. *He wouldn't have been able to open a shop in London if he hadn't invented gabardine.*

- Key**
- 1 If Thomas Burberry hadn't invented gabardine, he wouldn't have been able to open a shop in London.
 - 2 If the Burberry coat hadn't been worn by several famous Hollywood stars, it wouldn't have/might not have increased in popularity.
 - 3 If Burberry had not had a British image, it might not have been a success in Asia.
 - 4 If Rose Marie Bravo hadn't been brought in as CEO, the company might not have been turned around.
 - 5 If Rose Marie Bravo hadn't introduced new products and an advertising campaign, the company wouldn't now be worth over £2 billion.

Extension: Noughts and crosses. If you have a class with at least two students and maximum of eight, play a game of noughts and crosses to practice past modals and Mixed Conditionals.

- Draw two noughts and crosses grids on the board. Ask students if they know the game, and explain it if necessary. In the first grid, write a different modal/conditional in each of the nine squares, e.g.:
1 *couldn't be* 2 *hadn't gone* 3 *if + had not ...?* 4 *shouldn't have*
5 *would be ...?* 6 *might not be* 7 *couldn't have been* 8 *should have*
9 *wouldn't have been.*
- Divide the class into two teams, the noughts (O) and the crosses (X). In turns, ask students to choose a square in the second blank grid, e.g. 3 *if + had not ...?*, and make a sentence or ask a question using the prompts in the first grid. If the sentence is correct, write an O in the square for the noughts team or an X for the crosses team. Tell students they are not allowed to use sentences from this unit, nor are they allowed to only slightly change examples that have gone before. You can play the game several times and can also add prompts to the square, e.g. 3 *job* to elicit, e.g. *If you hadn't chosen your job, what would you be doing now?*

2 Do this exercise as a quick pronunciation drill. Focus on the weak form of *have* and the importance of the schwa in English: e.g. *should have* /ʃədəv/, *must have* /mʌstəv/, etc.

- Students work in pairs, Student A and Student B. Student A reads the sentence *I've lost my keys*. Student B replies using the prompt *You must have left them at home*. When they have finished, repeat the exercise with Student B reading the sentence.

- Key**
- 1 You must have left them at home.
 - 2 You can't have/should have locked your office door.
 - 3 You must have sent it to the wrong address.
 - 4 He can't have/should have read the memo.
 - 5 You shouldn't have told anyone your password.
 - 6 You should have made back-up files.

Extension:

- a For more controlled practice, ask students to work in pairs. Give each pair the following information about a company that has a lot of problems:
Your company makes food processors.
Your new product has not been selling well. You have just found out your competitor's product is very similar and about 20% cheaper!
A lot of your products were broken when they reached the customer.
Your supplier has not been respecting delivery dates, which has held up production on several occasions.
The sales department has vastly overspent their budget.
There have been complaints from customers about the new plastic cutters.
- Students discuss what went wrong, and what should or should not have been done.

- b Improvisation role-play to practise criticising, Conditionals, and responding to criticism. Depending on the numbers you have in your class, put students into groups of three or four (or pairs) to make an even number of groups. Each group works for a different company. Groups decide on the name of their company, age, location, number of employees, what they do, production or service industry, their jobs, and write the key information on a piece of paper.
- Each group works with another group. They swap information about their companies and imagine that they are consultants who have just visited the other group. They make a list of things they thought were good about the company and things they are not happy about.
 - They then take turns to challenge the other group about what they have observed, e.g. *We've noticed a lot of waste of energy in the factory. The lighting is very bright and lights are left on when there is nobody in a room.* The other group are put on the spot and have to respond appropriately, e.g. *The quality manager has been working on this and has drawn up an action plan.*
 - Remind students that this role-play gives further practice of greetings, and of being less direct when giving bad news.
- c Students write down four or five problems they are having in their own companies. They then form groups of three or four and discuss the problems. The others speculate on how the problems have arisen and offer advice on how to improve the situation.

③ Students do the exercise in pairs.

- Alternatively copy the first sentences on the board, with the second sentences in a different order. Students match them correctly, then put the verbs in the appropriate form.
- You could also give this for homework, or as a quick revision exercise in another lesson.

- Key**
- 1 He **can't attend** this meeting – he's on business in Birmingham.
 - 2 If we **had had** more time, we could have done a better job.
 - 3 Sorry, I **should have told** you – we finish at 4.30 on Fridays.
 - 4 If he **had asked** me, I could have told him what to do.
 - 5 If I **hadn't worked** so hard, I wouldn't be where I am now.

④ Before you start this exercise, brainstorm everything students can remember about Burberry. Elicit the difficulties Rose Marie Bravo faced when she took over the company (economic crisis, limited range of products, conservative image). Point out that *chav* is slang for a young person, often without a high level of education, who follows a particular fashion.

- Focus students on the photo of a Burberry baseball cap. Ask them if they think it is a genuine Burberry product (it is) or a *counterfeit* (imitation). Ask students to read the text quickly to find out the other challenges Rose Marie Bravo faced (controlling overseas markets, 'hijacking' of brand image, piracy and cheap counterfeit goods).
- Students then do the exercise in pairs.
- Alternatively, if your students have had enough practice of these tenses, set the task for homework.

- Key**
- | | |
|--------------------------------------|-------------------------------|
| 1 can't/couldn't have been | 6 might have worried |
| 2 hadn't renegotiated | 7 should have done |
| 3 could/might/would have lost | 8 hadn't been |
| 4 had gone/went | 9 might/would not have become |
| 5 might/would not have been admitted | 10 may have solved |

⑤ You could do this exercise as a role-play. Focus students on the headline and the extracts from the article. Check they understand the vocabulary. Elicit a name for the company, an image, what type of clothes they sell, what age group they sell to, etc.

- Divide the class into two groups. One group is the CEO of the company, the other group are journalists. Give the groups 10 minutes' preparation time. Journalists prepare their questions to interview the CEO after the fire. CEOs prepare possible explanations for the fire and reaction to what has happened.
- Students form journalist/CEO pairs and role-play the situation. Go round monitoring unobtrusively, noting down particularly good phrases, or mistakes for feedback afterwards.

1

Students then work together in pairs to answer the questions. (Possible answers: a They might not have realized the risk. They might not have had enough money to invest in better conditions. b They should have made computer back-ups. They should have had their electrics updated. c If the company hadn't gone out of business, 500 people wouldn't have lost their jobs. If the fire-fighters hadn't arrived so quickly, there would have been more damage.)

2

In pairs, students write the article. If they have access to a computer room, they could write the article on a computer. Go round, correcting if necessary, as they write.

- You could bring in short newspaper articles which show a mix of direct and indirect speech and ask students to incorporate this into their articles. Write different verbs that can be used for direct/indirect speech on the board: *He/She/They explained, exclaimed, regretted, denied*, etc.
- You might also like to write some linking words on the board to help improve the style of the article. Elicit or explain **why** you might use different linking words (for variety, impact, emphasis, comparison, signposting). Help with the grammar of the linking words and encourage students to make a note of them. Give students the following:
Synonyms for *and*: *not only ... but, furthermore, what's more, as well as*
Synonyms for *but*: *however, nevertheless*
Comparison: *whereas, even though, even if*
Signposting: *fortunately, unfortunately, theoretically, obviously, overall*.

Variation: You could write a selection of the linking words above on the board and ask each pair to include them in their article. Once the articles have been written, pin them up. Students then go round and decide which ones they like best and why.

Wordpower

Images and brands. Compound adjectives

Note: Before class begins, you could prepare an alternative approach to 1 question three. You will need card in two different colours (for example white and blue). Prepare enough cards for students to work in pairs. Each pair will need fourteen cards in total. Write *brand* on two white cards, *image* on two white cards, and *conscious, loyalty, name, marketing, recognition, corporate, own, famous, positive, negative* on ten blue cards.

1 1

Ask students what they think the difference between a brand and an image is before they match *brand* and *image* with the definitions.

Key a brand
b image

2

Students do the exercise individually. Whole class feedback.

Key a image b brand c brands d image e image, brand

3

If you have prepared cards, hand out a set of cards to each pair. Tell students they must make as many collocations as possible. Explain there are five words that go in front of the words *brand* and *image*, and five which go after. Students work in pairs to make the collocations.

- Alternatively, do the exercise using the tables in the Student's Book.

Key	image conscious	corporate image
	brand loyalty	own brand
	brand name	famous brand
	brand marketing	positive image
	brand recognition	negative image
		famous image

4

Students write four sentences using the collocations. (Possible answers: The fact that chavs started wearing Burberry products gave the company a negative image. There is no brand loyalty as people just buy the product that offers the best value for money. Brand recognition is one of the keys to marketing success. The corporate image was destroyed overnight as the CEO was accused of fraud.)

- 2 Focus on the bullet points and the photo of the Muji store on p.87. Ask students what they know about the company and its products.

- You could give students the following extra information:
Muji was established in Japan in 1980 and the company's basic principle is to develop new, simple products at reasonable prices by making the best use of materials while considering environmental issues. In the early 1990s Muji opened its first store in London and since then has expanded rapidly in the UK and throughout Western Europe.
- Students read the article and check their answers.
- You could point out that the three top designers listed in the first paragraph make a wide range of products, from lighting and tableware to furniture. Jasper Morrison is British, Enzo Mari is Italian, and Konstantin Grcic is German.

Key (Possible answers)

Design of products: simple, reducing everyday products to their essential form.

Use of materials: they use recycled goods, plain plastic, etc.

Signs and labels: signs are nearly invisible, there are no labels, just a price tag.

The people they use to design their goods: their identities are secret, and they must design to the Muji image.

- 3 You might like to do some work on compound adjectives first. Point out that they are made up of two or more words (adjective or adverbs plus a past participle are the most common), normally with hyphens between them.

- Explain that a dictionary will indicate whether the compound adjective should be hyphenated. However, you could tell students that the following are usually hyphenated:
Adjectives before nouns + *-ed*, e.g. *light-hearted*
Adjectives or adverbs before present participles, e.g. *far-reaching*
Numbers over twenty, e.g. *thirty-five*
High/Low before past participle, e.g. *high-priced*
- You could also do some work on stress. There are obviously other factors to be taken into consideration when considering stress, but as a general rule, the stress comes on the second part of the compound adjective, e.g. *far-reaching consequences*.
- Students work in pairs to list the compound adjectives in the article.

Key	<i>company-owned stores</i>
	<i>in-store signs</i>
	<i>breakthrough products</i>
	<i>big-name designers</i>

5 1, 2

Before students do questions 1 and 2, check the meaning of some of the compound adjectives. Some add up to the sum of their parts, e.g. *handmade*, *moneymaking*, but others do not:

hard-hitting – aggressively persuasive and direct

hard-nosed – uncompromising, hard

groundbreaking – making new discoveries, using new methods

life-enhancing – improve your life

light-hearted – something not to be taken seriously

self-made – achieve success by your own efforts.

- Key** 1 a light-hearted
b hard-hitting
c self-made
d hard-nosed
e handmade
f life-enhancing
g moneymaking
h groundbreaking

2 Because they have become established as adjectives in their own right, and dictionary entries will reflect this.

Note: Remind students of the teaching notes in 3 about hyphens.

5 Ask the class to stand up and read the advert aloud. Note the missing 'g' on the end of each compound adjective.

- This activity will provide fun pronunciation and intonation practice, especially for students with narrow intonation patterns.

Key Pepsi-Cola

- Before students prepare their slogan, ask them what image the advert conjures up of Pepsi-Cola. They should discuss the image of their chosen product before they make up a slogan, and also how they will get their message across (fast/slow pace, sophisticated/funny voice, etc.).
- Students prepare their slogans in pairs, or for homework. You could have a competition for the best slogan, and for the best pronunciation and intonation when students read out their slogans.



Resource file 8.1

Skills focus

Connected speech

1 1

Ask students to discuss the question in pairs. Then focus students on some simple linking, pronunciation and intonation points.

- Write the following words on the board with extra space between each word. Ask students to repeat them individually as you write so that each word is clearly enunciated, with no weak forms:

how are things what have you been doing today shelving and drawers are made from recycled paperboard.

- Then write the following sentences on the board without any spaces between the words: Howarethings? Whathaveyoubeendoingtoday? Shelvinganddrawersaremadefromrecycledpaperboard.
- Again students repeat the sentences. Mark the stress and highlight the weak forms, especially the use of the schwa in *are*, *have*, *today*, *and*. Remind students that not all syllables are given equal stress in English. Note the disappearance of the 'g' and 'd' in *shelving* and *recycled*, which will be dealt with in detail in 5.
- Write *Too often*, *So do I*, *Too easy*, and *Who else?* on the board. Ask students to say the words aloud and ask them which sound comes between the words (/w/). Point out that when your lips are rounded, a /w/ sound often comes between words ending and beginning with a vowel: *Too /w/ often*, *So do /w/ I*, *Too /w/ easy*, *Who /w/ else?*

- Write *The end* and *I am* on the board. Elicit the sound that comes between the words (/j/). Point out that when your lips are wide, a /j/ sound often comes between words ending and beginning with a vowel: *The /j/ end*, *I /j/ am*.
- Write *Yes I do* on the board. Invite students to say the sentence neutrally, enthusiastically, angrily, and finally with hesitation.

2

Before listening to the recording, have a whole class discussion.

8.3 

- Ask students what they do out of class to improve their listening, intonation or pronunciation. As in the lead-in above, you can help students by giving them short but frequent pronunciation and intonation exercises which are fun and give them confidence. Recording 8.3 suggests how students might improve their listening skills. For some students work on pronunciation is very important as it is difficult to understand them, but for those whose pronunciation is good, work on pronunciation helps with improving their listening comprehension.
- Another suggestion on how to improve listening comprehension could include singing along to songs, and reading the lyrics at the same time.
- Play the recording. Ask students to note down what the experts say. (It sounds strange for non-native speakers to use *gonna*, *wanna*, and to swear; three or four words can seem like one word; the letter 't' often disappears in rapid speech; you need to listen for the schwa and weak sounds; transcripts and DVDs with subtitles can help; you need to change your focus from listening for meaning to listening for real sounds.)
- Discuss the questions with the whole class and ask students to add to the experts' ideas.

- 2 Discuss the question with whole class. Be aware that the issues addressed could be sensitive. Ask students what dress code there is in their company. Do they feel comfortable with it? Do they think it is important to dress in a suit if you work in a bank or insurance company, or is this way of dressing old-fashioned now? What would they think of bank employees working in jeans? Is it OK to wear flip-flops in the summer? Is enforcing a smart dress code a way for managers to control employees? Do they think chances of promotion could be affected by the fact that someone might not be able to afford expensive smart clothing?

Note: You may need to feed in vocabulary such as: *sloppy*, *scruffy*, *casual*, *smart-casual*.

- 3 Students focus on the photos and match the names with the correct photo.

- Key**
- a stubble
 - b hairstyle
 - c height
 - d piercing
 - e tattoos
 - f smoker or non-smoker
 - g clothes

- 8.4  4 Play the recording of the news programme. Students answer the questions. Whole class feedback. Invite students' reactions to what is said.

- Key**
- 1 hairstyle, smoker or non-smoker, piercing, stubble, tattoos
 - 2 cosmetic surgery, dying grey hair, going on a diet

8.5a 

- 5 1 Play the recording, which gives students pronunciation practice of the voiced and unvoiced /t/ and /d/, and of the unvoiced /t/. Once they have compared their answers in pairs, they can read the sentences aloud to practise.

- Key** You don't hear the sounds in bold when they are followed by a consonant.
- Point out that you hear the /t/ and /d/ sounds at the beginning of the next word when they are followed by a vowel: *though **tit***, *An **dalmos** tas*.

- 2
8.5b  Play the recording. Students try to hear the different pronunciation of the American speaker. If it is appropriate, ask students to give examples of different forms of pronunciation from their country for you to copy. Students will enjoy seeing the teacher struggle with unfamiliar sounds!

Key /r/ is stronger in American English

- 3
8.6  Students listen and repeat. This gives them further practice of the unvoiced /t/ and /d/.

- 8.7  6 Refer students back to the teaching notes in 7. Students listen and repeat to further their awareness of linking sounds. You can remind them of the /w/ sound in phrases c and d.

Key When a final consonant comes before an initial vowel, for example, 'quarter of', and when a final vowel comes before an initial vowel, for example, 'do it'.

Note: You do not want to 'blind students with science', just to sensitize them to linking sounds. However, some students find rules useful.

- 7 This discussion would work equally well with a class of students from different countries and cultures as it would with students from the same country. Discuss the modern-day status symbols listed, but also the fact that different cultures have different values. Consider cultures where honour, or bravery may be status symbols. Do students think that status symbols have changed? (For example before the printing press, books were considered status symbols.) Do they consider status symbols to be good or bad taste? If you have students of different nationalities, they could prepare short presentations for the class.

Focus on functions

Giving and reacting to bad news. Proposing solutions

- 1 **Lead in:** Recap on the Focus on functions section in Unit 7. What problem did Pei Lin and Fritz have? (Aleks' arrival had been delayed.)

- Ask students if they have had any problems at work today/this week. Elicit one or two answers.
- Tell students that Pei Lin has a further problem. Give them 20 seconds to read through the e-mail just to find out the answers to questions 1 and 2 (what the problem is, and what solution she proposes).
- Then allow students to read through the email again, and find the answers to questions 3 and 4.

Key 1 Frits has to return home.
2 Seeing if the other applicant on the short-list is available to come out.
3 I'm sorry to have to tell you this.
I'm afraid we've got a problem.
4 She's not confident because she says: 'at the moment the only solution I can think of is ...'

- 2 Write the following on the board:

- a breaking bad news
- b reacting to bad news
- c giving good news
- d reacting to good news
- e proposing a solution.

- Ask students to note down as many phrases as possible which could be used in these situations. Give them 1 minute only for each category. When they have finished, write their expressions on the board. Feed back with the whole class on which are appropriate/correct/incorrect. In pairs, students then do the matching exercise.
- Whole class feedback.

Key I'm sorry to have to tell you this, but ... **a**
 Oh no, what now? **b**
 That's a terrific idea. **d**
 Here's something I think you might like. **c**
 I've thought of another solution. **e**
 The only solution I can think of is to ... **e**
 It sounds like you've got some real problems. **b**
 Wow, that is bad news. **b**
 It's terrible news about ... **b**
 That's great. **d**
 I'm afraid we've got a problem. **a**
 I don't know about how you'll feel about it, but how about if ... **e**
 I've got to tell you there's been some more bad news. **a**



Refer students to Pocket Book p.24.

8.8 **3** Before listening, elicit possible answers to questions 1–3. Play the recording for students to compare Diego's suggestions with their own. With a strong class, ask students to look at **4** and answer these questions at the same time.

Key 1 He comes out and takes over.
 2 They've had an argument and have split up.
 3 He'll talk to them and try to get them to stay on until he gets there on Monday.

Note: You may need to explain *split up* – break up, break a contract, and *par for the course* – usual, typical.

8.8 **4** Play the recording again if necessary. Give students time to write. Then check answers. Students should add the other phrases to their list in **2**.

Key 1 Oh no, what now?
 That's a terrific idea.
 Here's something I think you might like ...
 I've thought of another solution ...
 It sounds like you've got some real problems.
 Wow, that is bad news.
 It's terrible news about ...
 That's great.
 I don't know about how you'll feel about it, but how about if ...
 I've got to tell you there's been some more bad news.
 2 Look, I tell you what ...
 What I'll try to do is ...

5 In pairs, students prepare and then act out the dialogue. There are a lot of expressions to choose from, so each pair should be different. Monitor unobtrusively, noting down any errors for general feedback. If one pair finishes quickly they can swap roles. If you have access to a video camera, you could film the students, play the film back and they could give their own assessment of their performance (grammar, intonation, etc.).

Extension: In pairs, ask students to write down:

- a the name of two people (e.g. famous people, people they know)
- b a town and a place in the town (e.g. London, a bank)
- c a time.

- Each pair passes their sheet to another pair. Give them 10 minutes to work out a dialogue which takes place between the people in the location at the given time. They must incorporate the language of breaking bad news, giving good news, reacting to bad and good news and proposing a solution.

5 In groups of three, students refer to Information Files 11, 12, and 13. Give each student a few minutes to prepare, and set a time limit for the meeting.

Review Unit D



Resource file 8.2, Test D

UNIT 9

Language focus 1

- 1 **Lead-in:** Focus students on the photos. Ask the students if they know of any famous judges in their country. Are any of them particularly lenient or strict? Are any now quite old, with a long history of legal work? What about famous people who have had to go to court? What punishments have they received? Do the students think the punishments were reasonable? Why/why not?
- Ask the students to work in pairs, read the four offences and put them in order according to seriousness. Ask for their ranking, and their reasons. Then ask them to decide on a suitable punishment for each offence.
 - Focus students on the headline and first sentence of the text. Check students understand:
 - reputation* – known for some particular characteristic (can be positive or negative; if used on its own, e.g. *He has a bit of a reputation*, then it's always negative)
 - sentence* – the punishment given by a court
 - (jail) term* – a period of time in prison.
 - Ask students to read the text, and find the punishments for the four offences.
 - Then ask students to work in pairs to discuss whether they agree with the judge's sentences and overall approach.
 - Afterwards, ask the students to guess the meanings of the following words:
 - to dump* – throw away, as with rubbish
 - plain-speaking* – speaking in an honest and direct way
 - a crossing guard (AmE)/lollipop man/lady (BrE)* – someone who helps people (especially children) at a traffic crossing.

Note: Crossing guards are referred to as lollipop ladies/men in the UK because of the sign they carry into the middle of the road to warn drivers to stop, which looks like a lollipop.

Extension: What offences have been in the local, national or international news recently? Ask students to think of some similar offence-related punishments for these offences.

Defining and non-defining relative clauses

Write the first two example sentences on the board, without the comma after *dumped*. Tell the students that a comma is missing from one of the sentences. Ask them to decide which, giving their reasons. Then ask them to tell you which is a defining relative clause, and which is non-defining. Ask them to check with the definition in the Student's Book.

- Then ask them to look at the other four sentences, and decide which are defining, and which are non-defining.

Key Defining: 2, 5, 6
Non-defining: 1, 3, 4

Commas are used in non-defining relative clauses. In these clauses you can remove the part between commas without changing the essential meaning of the sentence.

That cannot be used in non-defining relative clauses.

That can replace *who* and *which* in defining relative clauses.

If there is a preposition in a relative clause, it generally comes at the end of the clause.

We use *whose* when we refer to something that belongs to the subject.

- Point out that we use *who* to refer to people, and *which* to refer to things. In defining relative clauses, *that* can be used in all cases.



Refer students to Pocket Book p.18.

Practice ? 1

Ask students to read the extracts, and fill the gaps. Check students understand:

obese – an abnormally high, unhealthy amount of body fat

to file (a) suit against somebody – bring a complaint to a court of law

flaw – an error, or omission.

- Students check their answers with a partner.

2

Ask the students to decide whether they can use *that* in any of the gaps.

Key

- 1 a who
b where
c which
d who
e who
f who
g which
h whose

2 *That* can't be used in any gaps, either because it is a non-defining relative clause (a, b, c, d, e, f) or because the relative pronoun is not *who* or *which* (b = *where*, c = *of which*).

? 2

Ask the students to read the four sentences. Check students understand:

to sue – to take legal proceedings against someone

humiliated – made to feel uncomfortable and embarrassed

negligence – not acting according to one's responsibilities.

- Are they surprised by any of the claims made? Ask the students to decide in each case whose responsibility they think it was. Then ask them to decide where to put commas.

Key

1 Insert commas before and after the clause in sentence 1 only.

Relative clauses and quantifiers

Focus students on the two sentences. Ask them to underline the quantifier in each of the non-defining relative clauses (*most*, *none*).



Refer students to Pocket Book p.19.

? 3

Ask students to match the two halves of the sentences in A and B. Students check their answers with a partner. Then ask them to choose a suitable quantifier and *of which/of whom* to link the sentences.

Key

- 1 The judge wanted the housewife to feel the same pain as the animals, many of which had died.
- 2 The judge has convicted a lot of people, few of whom have recommitted the same crime.
- 3 The company has received many complaints, the majority of which were from the public.
- 4 Sixteen paintings were stolen from the gallery in 1957, none of which were ever found.
- 5 The woman received €15,000, all of which she spent on a new car.

Extension: Ask students to find or bring in short news-in-brief stories from hard copy or online newspapers. Ideally they should be stories about petty crime. Ask them to underline examples of defining and non-defining relative clauses. Then ask them to write out the simple facts of the story in short sentences, one sentence under the other.

- Then ask them to swap stories, and work in pairs to reconstruct the story in as few sentences as possible, joining their ideas with relative clauses.
- You could demonstrate this first with all students working on the same story, and see which pair can rewrite the story in the fewest sentences.

- 1 **Lead-in:** Focus students on the photo, and ask them about their experiences of going on holiday abroad. What difficulties are there? (For example finding your way around, communicating in another language, etc.)
- Then ask the students to work in pairs to add to the list of things to find out about.
 - Other examples could include: public transport, the metro system (for big cities), where you will be staying, a local street map, special customs, national holidays, etc.

- 9.1  2 Ask students to listen to the recording, and make a note of what issues are discussed. Does the female speaker talk about any items on the students' own lists? Play the recording.

Key b, d, e, f

- After listening, ask students to guess the meaning of the following:
to bow /baʊ/ – to bend your body forwards to show respect to someone
cute – attractive, nice-looking
scorching – very hot, burning
bug – an infectious, but usually minor illness.
- What are the students own opinions of the topics discussed? Have they experienced the same thing?

I wish/If only ...

Ask students to read the four example sentences, all of which describe situations the speaker is not happy about. Which sentences refer to situations in the present, the past? Which sentences talk about situations that can be changed/cannot be changed?

- Then ask them to match each sentence with its structure.

Key 1 b, (ii) 2 c, (i) 3 b, (ii) 4 a, (i)

- Remind students that in these contexts the Past Simple refers to the present, and the Past Perfect Simple is used to refer the past.

Note: In each of the example sentences *If only* and *I wish* are interchangeable.



Refer students to Pocket Book p.7.

- Practice** 1 Ask students to work individually and read the sentences. Then ask them to combine the sentences in an *I wish ...* or *If only ...* sentence. Students check their answers with a partner.

- Key**
- 1 I wish I could visit Bhutan.
 - 2 I wish my partner would give up smoking.
 - 3 I wish I had paid more attention at school.
 - 4 I wish I didn't eat so much junk food.
 - 5 If only we'd gone to Italy instead of the USA.
 - 6 If only my friend had listened to me, he would have passed his exams.

Extension: Ask the students to refer back to their own experiences of being a traveller/tourist. Give them 2–3 minutes to make notes. Then ask them to tell you about them using sentences beginning with *I wish ...* or *If only ...*. Check they use the appropriate verb structure.

- 2 Students work on their own to complete the sentences, then check them with a partner by asking and answering the questions.

- Key**
- 1 What email messages do you wish you **had never sent** or **never opened**?
 - 2 What things do you wish you **had known** before you started your current job?
 - 3 What do you wish your boss/parents/friends **would do** and **wouldn't do**?
 - 4 What do you wish you **had** more time to do?
 - 5 What do you wish you **hadn't promised** your boss or partner that you would do?
 - 6 What do you wish you **didn't have to** do at work?

Variation: Ask students to decide which three questions they would like to ask their partner. Each student tells their partner which sentences they have chosen. Give students 3–4 minutes to prepare their answers, and then let them ask and answer the questions. Monitor for correct use of tenses.

- 3 Ask students to read the instructions, and to work in groups to discuss their jobs and careers.
 - Brief class feedback.

Wordpower

Verbs of permission and prohibition. Verbs + infinitive, verbs +ing

- 2 **Lead-in:** Ask the students to think back to the beginning of the unit. Do they think the Ohio judge's decisions will work in improving the community, and making it more responsible? What other changes can they imagine for improving where they live/work?
 - Ask students to read the question, and to make a note of five things they would like to ban, e.g. the use of mobile phones in public places, noisy iPods on public transport, parking on the pavement. Then ask them to pair up with a partner, and choose between them five items from their joint lists. Then ask two pairs to join together, and reduce their joint lists to just three ideas. Ask groups to tell the class their ideas. Which group has the best ideas?
- 2 Ask students to skim the text to answer the question. Elicit that *New Puritanicals* here refers to a number of people in the UK with very high/strict morals.
 - Check students understand:
 - four-wheel drive vehicle* = 4x4 – a vehicle whose mechanism powers all four wheels
 - indulge in something* – enjoy a lot
 - hit list* – a list of people, organizations, etc. against whom some unpleasant action is being planned.
 - Ask students to read the text again, and count the number of items mentioned on the New Puritanicals' hit list (smoking, chocolate vending machines, cigarettes, alcohol, sweets, chocolate, holidays, pregnant women smoking, limits on trips to beauty spots, 4x4s).
 - Then ask students to decide with a partner which things on the New Puritanicals' hit list they agree with.
 - After they have read the text, check students understand:
 - to coin* (a phrase) – to invent
 - hedonistic* – for pleasure only
 - vice* – a bad habit or behaviour
 - give somebody a caution* – to warn somebody.
 - Then ask the students to consider the question after the text. Would they add any of their own ideas to the hit list?
- 3 Ask students to look again at the text, and underline all the words relating to permission (*outlawed, banned, barred, restrictions, forbidden, strict limits, permitted*).
 - Then ask them to look at the table, and match the verbs with their synonyms and antonyms (opposites).

Key	ban	synonym: prohibit	antonym: allow
	outlaw	synonym: make illegal	antonym: legalize
	permit	synonym: let	antonym: prevent
	preserve	synonym: conserve	antonym: destroy
	restrict	synonym: limit	antonym: widen

- 4 Ask students to work individually to complete the sentences with a verb in the correct form, and then check their answers with a partner before discussing the questions.
 - Whole class feedback.

- Key**
- | | |
|---------------------|---|
| 1 legalized | 4 permitted/allowed, restricted/limited |
| 2 preserve/conserve | 5 banned/prohibited |
| 3 ban/prohibit | |

5 1

Before listening, ask students what they know about how Singapore was transformed from a developing country into an economically successful country.

9.2 

- Play the recording for students to check their ideas.
- Then ask them to choose the correct form of the verb to complete the questions. They should then ask and answer the questions in pairs.

2

9.2 

Finally, students listen again to check their answers.

- Key**
- 1 people to import – chewing gum
 - 2 to do – smile, be polite, not smoke, flush public toilets
 - 3 from happening – a drought
 - 4 to do – plant trees
 - 5 to avoid – yes
 - 6 to become – a first world country
 - 7 use – English
 - 8 from doing – feeding the pigeons

Extension: Ask the students to close their books, and see how many of the hit list items they can remember. They should use each item in a sentence with one of the permission or prohibition verbs, e.g. *chocolate vending machines: They want to ban chocolate vending machines in schools and hospitals.*

6 In small groups, ask students to work on their lists of things they would like to ban from the beginning of this section. Give them 3–4 minutes to think of and note down extra things they would like to encourage/educate people to do.

- Explain that they are going to imagine they can implement these new ideas. Ask them to formulate phrases/sentences to express what they would like to ban/put into practice. Refer them to the five bullet points, and ask them to try to think of two or three ideas for each one.
- Before students summarize their discussions in writing, elicit the different parts a report could include (see teaching notes p.33). Then ask them to take notes in each section before writing the report in full. Finally, pass the reports round the class, or put them on the wall, and encourage other groups to read and comment on them.
- Whole class discussion.

Extension: You could suggest each group presents their ideas in the form of a manifesto, and writes them up on A4 or A3 paper. When students have finished, they could put them on the walls, and each group could vote for the best manifesto.

Variation: You could suggest that one group is very puritanical, while another is, for example, very pro the environment. The students may be able to come up with their own preferred slant or bias on what they want to propose.

- If you are working with just one student, you could brainstorm together a number of things that could be banned or put into practice onto separate pieces of paper. Then decide on two different types of government, and discuss which ideas would belong best to which government. You could then ask your student to present the proposals for one ‘government’; you can do the same for the other ‘government’. Do not forget to encourage the student to use the verbs with the correct forms.



Resource file 9.1

- 1 **Lead-in:** Ask students to think about how emails are different from letters. What conventions are there? What do they like/not like about emails? What tips would they include for advising someone on how to write effective emails?

1

Ask the students to work in pairs to discuss the questions.

2

9.3 

Then play the recording. Students take notes about what the experts say.

- Elicit their comments about whether the experts' advice is true for emails in their own country/language. If you have a mixed nationality group, find out what similarities/differences there are with emails in their own countries. This may include conventions, how formal/informal they are, etc.
- What sort of emails do the students most typically write? Do they already use the advice they heard, or are their email styles different? How?

Key

- a the content of the email
b the main topic

Paragraphing is important. You can use numbers and bullets.

- 2 Work through the examples together.

- You could also write the example sentences as follows, again ensuring that the key information is near or at the beginning of the sentence: *The readability of our documents is shown in the report to be a significant problem. Apparently there is little interest in them/their doing the writing course.*
- Then ask students to work in pairs to rewrite sentences 1–10. Point out that they may have to use different words or change the form of some of the phrases.

Key (Possible answers)

- 1 This section provides examples of how to organize a document.
 - 2 There are a number of drawbacks to this approach, although it is useful.
 - 3 Headings are generally redundant in emails, though not in documents.
 - 4 It is not a good idea to use Latin terms in documents, in my opinion.
 - 5 Layout and sentence length are among the factors that influence whether people will understand your document.
 - 6 The most significant factors affecting readability are highlighted in Table 1.
 - 7 The written style in many documents is not very clear.
 - 8 A number of issues have been raised by the errors in this report.
 - 9 There is a very low rate for emails failing to meet their destination.
 - 10 Many emails are probably sent unnecessarily.
- Before moving on, ask the students to read sentences 3, 4, 5 and 10 again (either the original sentences, or their own rewritten ones). Which ideas for writing clear email messages do they most strongly agree with? Ask each pair to choose the two they consider to be most important, and to add two more ideas of their own for writing effective emails.

3

1 Ask students to read the email and underline the key information. Compare with a partner. How many items do they have?

- Then ask them to work in pairs to rewrite the email. Read through the bullet points together for suggestions on how to improve the email.

2

Ask students to check Information File 14 to see an example of a 'better email'. What aspects are similar to their own rewritten emails?

3

Ask students to work individually, and to make notes on the last two or three emails they have written, detailing the purpose of the email, what it was about, and who it was to. Ask them to describe each one to a partner, who should in turn suggest a suitable subject line.

- If you are working with just one student, you can do the activity in the same way, but the teacher joins in too, noting down recent emails, and then suggesting subject lines.
- 5 Divide the class in half, Group A and Group B. Group A students should work in pairs to write the email to the teacher, while Group B students should work in pairs to write the email to their colleagues. Tell them to use the notes in the box to construct the email. Give them a time limit of 5 minutes and remind them to include a suitable subject line. When they have finished, they should swap their email with a pair from the other group. Each pair should read the email they have received, first for information, and secondly, to check it is well structured, and has a suitable subject line. Encourage them to make appropriate changes, if necessary.
- If they would like to, they can write an email in reply, and ‘send’ it back.
- 6 Remind students of how to structure a report (see teaching notes p.33). Point out that a topic sentence states the main idea of the paragraph and that all other sentences in the paragraph are related to this topic sentence.
- Ask students to work in pairs to write the report, or to work individually and write it for homework.
 - When they have finished, ask them to swap reports with a partner/another pair. They should first check that everything has been included, and then check that the report is logically structured, and grammatically correct.

Focus on functions

Invitations. Expressing appreciation and disapproval

- 1 **Lead-in:** Recap on the Focus on functions section in Unit 8. The organisers were having problems. Can students remember any specific details? (The Tour Manager has had to go home, and one of the bands has split up.)
- Focus students on the invitation. Ask for their opinions about how suitable or attractive it is. Would they be encouraged to attend the event if they saw this invitation? Why/why not? How could they improve it?

1

Then ask students to look at sentence beginnings a–f. Which one do they think is most appropriate? Why? Students compare their ideas.

2, 3

Ask students to work in pairs to decide which phrases are more or less formal and which are therefore more suited to written or spoken invitations. Then ask them to decide which phrases could be used for the categories listed in question 3.

- Key**
- 1 d
 2 written: c, d
 spoken: a, b, e, f
 3 friend to friend: a, b, e, f
 colleague to colleague: b, e
 management to staff: c
 company official to VIP: d

- 1 Students read replies 1–6, and match them to a–f above.

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

- Ask students to work in pairs, and to choose two matched invitations and replies. They should decide on the event, and then role-play the invitation and reply, continuing the conversations as long as possible.
- Alternatively, or in addition, ask the students to think of two events they could invite somebody to. One could be work related, the other more personal/related to their home social life. Then ask them to choose the best invitation/response, and to role-play them with their partner.
- If you are working with just one student, you could ask him or her to write down two events which are coming up – work or social. Who is going to be invited to them? How will the invitation be formulated? Then role-play the inviting and the reply.

Extension: Give each student a small piece of paper (A6). Ask students to write on it an invitation to an event. This could be a note, or an email (if you want to practise email writing). They should include a blank space for the person who is being invited, i.e. _____, but sign their own name at the end.

- When they have finished, collect in the pieces of paper, and redistribute them. Each student should then write a reply to the invitation, either accepting or declining.

- 3 Before playing the recording, ask the students to imagine that the tour has just finished. The international organisers, and some of the local organisers are talking. What do you think they are talking about? (For example the good things that happened, things that went wrong, the difficulties, what to do next time, future plans, thanking people.)

1, 2

Ask the students to look at list a–d of the people talking in question 1. While listening to the recording, they should decide firstly who is talking, and then what the speakers are doing (list a–d in question 2).

- 9.4  • Play the recording. Ask students to listen and make notes. They should check their answers in pairs.

Key 1 1c 2d 3a 4b
2 a2 b3 c1 d4

- 4 Before listening, ask students to read the sentence halves, and try to match them.

- 9.4  • Then play the recording for students to check.

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



Refer students to Pocket Book p.26.

- 9.5  5 Before playing the recording, ask students to read the three questions. Then let them listen to find the answers.

Key 1 The band let the audience come up on the stage and the audience did some damage.
2 Yes.
3 Appreciation: Thanks to you too, Aleks.
Disapproval: he was a bit unhappy
I think he expected something more formal.

- 6 Ask students to look at the listening scripts. What would they say in these situations in their own country?

7 1

Ask students to look at the list of characteristics. Are they 'guilty' of any of these things? Are the things, in fact, wrong? Then ask them to think about people they know (people at work, people they know socially, have known in the past). Do any of them do any of the things on the list? They should discuss their ideas with a partner.

- Ask pairs to tell the class some of their ideas. Why do people do these things? Are they intentionally trying to be difficult or awkward?

2

Which things on the list can be connected to different cultural traditions? How far do differences in behaviour relate to national characteristics?

- Point out that many differences in behaviour are often a result of different characters (confident/shy, unwilling to face conflict, inexperienced, wanting to be approved of, etc.), rather than specific nationality traits.



Resource file 9.2

UNIT 10

Language focus

Note: The first part of this lesson deals with newspaper articles, and headlines in particular. Have one or two English newspapers to hand for the extension activity at the end of the Language focus section or ask students to find newspapers/articles in their own time after the lesson.

- 1 Focus students on the pictures, and then brainstorm a list of common computer problems. Write them on the board. Ask students to discuss in pairs which ones most typically occur to them. Do they know what causes the problems? When things go wrong, can they solve the problem themselves? If not, who solves it? How quickly can these problems be sorted?

- 2 Ask students to work in pairs to match the terms and definitions. Discuss difficult words (e.g. *breach*) only after they have attempted the task.

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

- Check students understand:
breach – a failure to perform something expected
proxy – somebody/something that acts for another, e.g. to vote by proxy.

- 2 1 Focus on the gapped headline, and ask students to guess which of the six options is missing.

2

Then ask them to read the first paragraph only to check the answer.

Key Human error

3

Students look at the percentages, and find out what they refer to.

- Alternatively, ask the students to work in pairs, with one person looking at just the first three percentages, and the other looking at the last three. They should write questions for each percentage, e.g. *How many/What percentage of businesses use firewalls and proxy servers?*
- When they have written questions for their three percentages, ask them to read the whole text. Then tell them to ask and answer the questions with their partner in turn. The person answering the question should not look at the text, but try to remember!

Key 91% the percentage of businesses that use firewalls and proxy servers
60% the percentage of information security breaches caused by people
96% the percentage of businesses that use antivirus software
29% the percentage of organizations that feel they need security training
40% the percentage of organizations that had experienced at least one security attack in the past year
36% the percentage of organizations that offer end-user security awareness training

- After students have finished, check they understand:
complacency – the feeling of being satisfied with oneself, too comfortable (usually negative)
intrusion (verb: *to intrude*) – entry without permission or welcome.

Extension: Class discussion. Are students surprised by any of the percentages? What is the situation at their own place of work? How are problems caused? How can they be prevented?

- 4 Before doing this task, check students understand:
sabotage – deliberate destruction or damage of property or operations with the intention of causing problems to others
fraud – the crime of deceiving somebody in order to get money or things illegally
bungle – embarrassing mistake.

- Discuss the first headline together, prompting with the questions *What could have happened? Who was involved? What are the consequences?*
- Then ask students to look at the other six headlines in small groups. Prompting with the same questions, ask them to guess the story for each headline, and make notes. Give them 10 minutes.
- When they have finished, elicit some feedback for each headline from some of the groups, but do not tell them yet what the real story is.

5 1

Ask students to work individually to read the two newspaper stories, A and B, and decide which headline belongs to each story. Give them just one minute! Ask them to check their answers with a partner.

Key A 2 B 6

2

Then give students time to read the stories again in more detail. This time give them 2–3 minutes for each story. When they have finished, ask them to discuss with a partner what differences there were between their own predictions in **5** and the real stories.

- Brief whole class feedback. Which group was closest to the real story in each case?

3

Students work in pairs. Ask each student to choose one of the stories, and read it again. When they are ready, they should close their books, and retell the story to their partner, who should check that everything is clear. The following language may be useful:

Clarifying

So what you're (really) saying is ...

In other words,

If I understand you correctly,

So you mean that ...

Correcting yourself

What I mean is ...

What I meant was ...

Let me put it another way.

What I'm saying is ...

What I'm trying to say is ...

6 1

Before playing the recording, remind students of the remaining five headlines from **4**. What stories did they predict? Tell them they will now hear two more of the news stories in **4**. Which ones?

10.1 

- Play the recording.

Key C 5 D 1

2

Ask them to discuss the differences between their guesses, and the real story. How close were they to the original?

3

Ask students to look briefly at the listening scripts, and to guess the meaning of the following:

sacked – someone who has been dismissed from a job (D, line 5)

disgruntled – feeling dissatisfied and unhappy (D, line 10).

- Then ask them to work in pairs. With books closed, each student should read one of the stories, and then retell it to their partner, who should check that everything is clear.

Extension: Ask students to find a short news article about IT/technology/the Internet/fraud/security and bring it to the next lesson. Each student should have read and understood their story. Then students work in pairs, and students tell their stories, without referring to the article, to their partners. The partners should listen, and check they understand.

- The activity can continue in one of two ways:
 - a students swap partners, and retell their story to a new partner (this will promote more accurate, fluent speech).
 - b students swap partners, but retell the story they have just heard (students will be motivated to listen more attentively, and check they have understood the story).

Note: It is a good idea to have two or three extra articles for students who forget. Articles can be found online by typing key words (e.g. IT, technology, internet, etc.) into the newspaper's search engine.

Passives

Ask students to look at the examples from the news stories, and decide whether the verbs are in the Passive or Active. Do the first one together.

- Key**
- a Passive: *is not being adequately addressed*.
 - b Active: *are also becoming common*.
 - c Passive: *have been charged*
 - d Passive: *were then recruited*
 - e Active: *have noticed*
 - f Passive: *will always be needed*
 - g Active: *announced, sent*
Passive: *had been targeted*
 - h Passive: *was being carried out*

- Elicit from students how the passive is formed.

Key To form the Passive we put the verb *to be* in the same tense as the active verb and add the past participle.

1, 2

Then ask students to try to change the passive sentences into active sentences. Which ones work? Which don't? Why? Why is the agent not mentioned?

- Key**
- 1 d, g, and h. Because the agent is mentioned. The others can also be changed, but an agent needs to be introduced, e.g. in sentence a: **Businesses** are not addressing the primary cause of security breaches adequately.
 - 2 In sentences a, c, and f the agent is either not important or unnecessary.



Refer students to Pocket Book p.10.

Practice 1 Ask the students to look at the headlines, and try to find two meanings. In each case, which word has two meanings?

Key (Possible answers)

- 1 Intended meaning: Police officers have found a safe hidden under a blanket.
Unintended meaning: Police officers have been found safe under a blanket.
- 2 Intended meaning: Rail passengers have been affected by the cancellation of trains.
Unintended meaning: Some passengers have been hit (run over) by trains that were cancelled.
- 3 Intended meaning: Bureaucratic 'red tape' is delaying the opening of a new bridge.
Unintended meaning: Pieces of red-coloured tape are supporting a new bridge.
- 4 Intended meaning: The police have shot a man who was carrying a knife.
Unintended meaning: The police have shot a man by using a knife.

- 2 Ask students to look back at the three headlines from 4 which were not used in 5 and 5, i.e. headlines 3, 4 and 7. Ask them to work in pairs and to choose one. They should write the news article corresponding to the headline (about 100 words). Encourage them to use a range of verb forms (Active and Passive). Monitor them as they work.

- When they are ready, ask them to pair up with another pair, and tell their stories without the headline! The pair listening should decide which headline the story refers to, and how real they think the story could be. If there is time, let each pair retell their story – either to another pair who listen for the same reasons, or to the same pair – who this time should count the number of active and passive verbs used.
- Alternatively, you could ask them to make notes only of the story, and then use their notes to tell the story. They could write the news report for homework. From this, you could check their use of active/passive verbs.

3 1

Ask students to read the sentences and try to put them into the Passive, changing the verbs in bold. Students check their answers in pairs. They should then decide which form of the sentence is better.

- Key**
- a Most bank robberies **are carried out** not with a gun and a mask, but with a computer and a keyboard.
 - b Our parents' generation **wasn't worried** by security concerns as much as we are.
 - c More and more sophisticated technology will be used to counter ID theft.
 - d In fifty years' time computer systems will be used that are completely secure.
 - e Always make certain that computer files **are backed up** on a separate and removable computer drive.
 - f Not possible in Passive.
 - g Concerns over security have been used by governments and others to increase their control over the public.
 - h Over the last few years more and more serious security measures have been introduced by governments.

2

Ask the students to work in pairs or groups of three. They should read each sentence again, and decide if they agree with each one.

- Before they start, you could elicit some useful phrases for agreeing/partly agreeing/disagreeing and write them on the board. Make sure you point out how formal or informal the expressions are! Alternatively, and if appropriate, you could give them some expressions they can use, e.g.:

Agreeing

I agree completely.

Absolutely./Definitely.

I couldn't agree more.

That's true.

Neither agreeing nor disagreeing

Well, I'm not sure about that one.

Maybe, but ...

Disagreeing

(I'm sorry, but) I don't really agree.

I'm afraid I can't agree with that.

No way!/Rubbish! (informal only)

- You could also give them these expressions on pieces of paper first, and ask them to group them according to their function.

Extension: Headline consequences. The game of 'Headline consequences' encourages students to read, write and interpret headlines. It focuses on headline vocabulary, and grammar (tenses, articles). It aims to help students understand headlines, and find newspaper articles more accessible. It is based on the well-known game of 'Consequences'.

- Ideally, you should have five pairs of students (or five students). If you have one or two English newspapers, hand out parts of them to pairs of students. Ask them to find some interesting short headlines, and to choose one they like. They need to make sure that they understand the meaning. If the headlines contain a lot of new words, write them to the board, and help clarify meaning so that all students understand them.

- Then hand out a piece of A5 paper to each pair of students. Ask them to fold the paper into five strips, horizontally, and to draw lines where the folds are. They should then write their own short headline in the first box. In the second box, they should write a full and grammatically correct sentence which ‘expands’ the headline, e.g.:

SUPERMARKET BOSS GETS THREE YEARS
A supermarket boss has been sentenced to three years in prison.

- Monitor and check the full sentence they have written.
- Then ask them to fold the paper over so that the original headline sentence cannot be seen, and only the full grammatically correct sentence is visible. Now ask them to pass the papers to a new pair. The new pair should try to write a short headline from the full sentence. They should then fold the paper over, so that only their new short headline is visible. They should then pass this on to the next pair. The next pair writes a full sentence, and folds over the paper so that only the full sentence is visible. They then pass this on to the final pair for students to write a short headline from the full sentence they read. Once the fifth pair has written the final headline, and everyone has finished, each pair should open up their paper to compare the headlines and full sentences. How close to the original is the last headline?
- If you have just one student, you can still play a version of this game. You both choose a headline each from a newspaper, and write it at the top of the page. Then ‘expand’ the headline on a new line, in a full sentence. Fold over the paper so that the original headline cannot be seen, and swap papers. Now read your partner’s full sentence, and try to write a new short headline from it. Finally, when you have both finished, open the papers and compare them with the original headlines.

Wordpower

Easily confused words. Phrasal verbs 2

- ① **Lead-in:** Read the following sentence to the class and ask students which word is incorrect: *If I go to the solarium two or three times before we go to the seaside, then my skin won't be so sensible to the sun.* Ask students to replace the word that is wrong (*sensible* – able to make good judgements based on reason and experience, rather than emotion) with the correct word (*sensitive* – reacting quickly or more than usual to something).

- Ask students to work in pairs or groups of three to come up with examples in each category.
- Brief whole class feedback.

② 1

Ask students to work individually to choose the correct word, and then to check their answers with a partner.

- Key**
- | | |
|--------------|--|
| a nervous | d surveillance, avoid, personal |
| b controlled | e hackers, occasions, currently, effective |
| c activities | |

Extension: Ask students to work in three groups, and to choose three of the words in italics from ②. Ask them to work together to write one sentence for each word. Two of the sentences should use the word correctly, while one should use the word incorrectly. Give them 5 minutes, and monitor what they write.

- Each group in turn should then read out the three sentences. The other groups have to decide which sentence uses the word incorrectly.

2

In pairs, ask students to write a sentence for three of the words not used. They could choose the words, or the teacher can allocate them. When they have finished, they should then pass their sentences on to another pair to check. Alternatively, if each pair writes an example for each word, then it will be useful to compare the different sentences.

- 3 Before reading the text, focus students on the headline. What do they think the story is about? (Elicit that the tube is the London underground system by referring to the photo.) Why did it shut down? Who was involved? Who was responsible? How long was it shut down for? What happened as a result?

1

Ask students to read the text to compare it with their own ideas.

Key A pensioner heard the passengers describe themselves as *terrorists* about to carry out a *hijack* – in fact the words were *tourists* and *hitch-hike*.

2

Ask the students to underline in the text the ‘confusing’ words they can find from 2. Why would the other word in the pair not be appropriate?

Key ... an increasingly *nervous* George ...
In a very *efficient* operation, ...
... on a video *surveillance* camera
When the police *inspected* them ...
... and *personal* stereos
... had *actually* been discussing how they didn’t want to be tourists

3

Now ask students to work individually to find eight phrasal verbs in the headline and article, and to circle them. Tell them that the verbs may have literal and/or idiomatic meanings. You could give them an example that is not in the article to help, e.g.:

to put on – a dress yourself in something b to pretend to have a particular feeling, quality, way of speaking, etc.

- Point out that two of the phrasal verbs are used as nouns.
- They should check their answers in pairs.

Key set off (2 different meanings) close off
get on (2 different meanings) take off
get off turn out (2 different meanings)
pick up tell off

4 1

Ask students to look back at the headline and article, and find *shutdown*, and *telling-off*. Point out that *a telling-off* means the act of speaking angrily to someone, especially a child, because they have done something bad. Can they rewrite the headline and sentence with the phrasal verb instead?

Key The tube system was shut down as a result of a false alarm.
My wife told me off.

2

Students work individually to choose the correct noun, then check in pairs. Tell students to ignore the bold for the time being.

Key a bystanders b breakthrough c cutbacks d upbringing

3

In these sentences, students need to rewrite the part including the verb with a noun derived from the phrasal verb. They may need to change other parts of the sentence. Again, they should ignore the bold for now.

Key a There have been a number of break-ins in houses in our street in recent weeks ...
b ... There was a traffic hold-up because of a security alert.
c Several passers-by just ignored the victim’s cries for help ...
d ... but after a tip-off, the police arrested them in a series of dawn raids.

4

Ask students to look at the phrasal verb nouns. What do they notice about the hyphens?

Key In question 2 there are no hyphens, but the ones in question 3 all have hyphens.

- 5 Now ask the students to look at the verbs in bold in questions 2 and 3 in 4, and to match each verb with one of the phrasal verbs listed in the box.

Key 4.2 a ... when the bomb went off.
b ... and will cut down online corporate fraud.
c ... whilst also dealing with government cutbacks.
d He put his life of crime down to his upbringing.
4.3 a ... but the police have refused to look into them.
b I'm sorry we got in so late ...
c ... and carried on as if nothing had happened.
d ... the gang thought they had got away with it ...

- 6 Give students 4–5 minutes to read through the questions on their own and make notes for their answers.

- Then ask them to work with a partner, and ask and answer the questions. Encourage the person asking the question to ask for more specific information, e.g. *How did it happen?/Where were you?/What was it like?/What happened next?/What did you do?*, etc.

Variation: Before the students discuss the questions and their answers, ask them to write down eight words (both phrasal verbs and confusing words) from this section, or give them a list. Their partner can tick off the words as they use them to talk about their experiences. How many words can they use?



Resource file 10.1

Skills focus

Note taking

- 1 **Lead-in:** Write the following abbreviations without the explanations in brackets on the board:

asap (as soon as possible) cf. (compare) etc. (etcetera)
e.g. (for example) info (information) = (equal to/the same as)
≠ (not equal to/not the same as) s.o. (someone) sth (something)
poss (possible) v (very) w/o (without) ∴ (because) ∴ (therefore)

- Ask the students to decide what they mean, and to give you some other abbreviations. Where is this sort of language used? (In note taking.)

Extension: Ask students to work individually, and to think back to a meeting they have recently taken part in, or a phone call they have had. Tell them that they need to pass on the information from the meeting or phone call to a colleague who is not in work today.

- Give students 5 minutes to write a note using as many abbreviations as possible to their colleague, giving a brief summary of what was discussed.
- When they have finished, ask them to swap notes with a partner, and read and check that they understand the messages. How many abbreviations were used?

1

Start by asking students what lectures or presentations they go to for work. How often are these events held in English? How easy and enjoyable do they find these occasions (the presentations, the socialising/networking, etc.)?

- Then ask students to look at the questions, and discuss them with a partner, sharing their experiences.
- Brief class feedback.

2

The students will hear experts discussing advice on note-taking during lectures. Ask them to listen and take notes on what they hear.

10.2 

- Then play the recording.
- Brief class feedback. Elicit the ideas the experts talk about: preparation, e.g. speak to the person giving the lecture beforehand, find out about the subject, prepare a list of key words, think of abbreviations; use symbols, diagrams, charts; take notes in English or your own language; be aware of phrases for moving on, listing, and summarising; notice changes in intonation/voice pitch; make notes under headings; record the speaker (if permitted); compare notes with other students; clarify points with other students/the speaker.
- How close are their own ideas to those of the experts? Which piece of advice is the most important?

3

Check the students understand *tuning in*: you can tune in to someone to get used to their voice in the same way as you regulate a radio to get the best sound for a programme.

- Then ask them to discuss in pairs techniques in their own language for note taking. Do they correspond with those of the experts? Are any of the skills transferable to English? What abbreviations in English do they use?
- Brief class discussion.

2

1

Focus students on the photos. What do they have in common? (Forms of security.)

- Then ask them to match each one with its name.

Key

- | | |
|------------------------------------|---------------------------|
| a iris identification | d fingerprinting |
| b CCTV (closed circuit television) | e phone tapping |
| c credit rating | f airport security checks |

- Check students understand:
phone tapping – a device attached to the telephone line that allows someone to hear or record phone calls
credit rating – this assesses the creditworthiness of an individual or company. It is calculated from financial history, and tells a lender or investor the probability of that person/company being able to pay back a loan.

Extension: Which forms of security have students experienced, and in what contexts? How would they rank the effectiveness of each type for being able to identify/evaluate someone?

2

Ask students to work with a partner to discuss the five questions.

- Give them about 3–4 minutes reading and preparation time to note down their ideas, and then a further 4–5 minutes to discuss them in small groups.
- Then open up the discussion to the class. Encourage all students to join in and contribute their ideas to the discussion.

3

Before listening to part of the lecture in 4, ask students to summarize what they think about limits on security, based on their discussions in 2. What 'rules' should be in force in public places? How should a person's identity be recorded? In what circumstances should people have access to the information?

3

Focus students on the two boxes. Ask them to discuss with a partner the meanings of *privacy* and *private information*. Do not give full definitions at this point, but elicit their ideas. Make sure that they have an idea that *privacy* is about the right to be private, while *private information* is the information that is only accessible to certain people, not the public.

- 10.3  1
Students listen to the lecture, and make notes under the two headings.
- 2
Ask the students to compare their notes with a partner. Do they have the same information? What abbreviations have they used? Can they give any note-taking advice to their partner?
- 10.3  3
Play the recording again for students to add to their notes.
- Now make sure they have a clear understanding of the two headings ('The definition of privacy', and 'What is private information?').
- Key** Definition of privacy:
The 'right to be left alone'
Under what circumstances third parties have the right to collect and use information about you.
What is private information?:
In Sweden, your income tax return can be read by anyone because it is considered to be information that the public has the right to know about. On the other hand, there is a European Union directive that says that any itemized telephone bills should not contain the last three digits of the person called.
- 4
Discuss with the students what sort of people they consider to be 'in the public eye' (people of interest to the public), e.g. celebrities (film stars, TV personalities, singers, actors), politicians, etc.
- Then ask them to list information that they consider should be kept private.
 - What information about themselves do they keep private? From whom? Why?
 - Give them a few minutes to make notes, and then open up a brief class discussion.
- 5 1
Before playing the recording, elicit from the students one of the other tips the experts talked about for being able to follow lectures/presentations effectively. (*Tuning in*, writing down key words, and abbreviations have already been discussed.) The experts also mentioned knowing some key expressions for moving on to another point, as well as being aware of changing intonation, e.g. using a higher pitch for emphasizing a point.
- 10.4  • Now ask students to listen, and to note down how many times the speaker's voice changes. They should check their answers in pairs. (See listening script 10.4: the pitch changes at the end of paragraphs and/or at the beginning of paragraphs.)
- 10.4  2
Then play the recording again, and this time ask the students to take notes (with appropriate abbreviations) on what they hear.
- Again, ask them to check and compare their notes with a partner. Then ask them to use their notes to write a summary.
 - When they have finished, ask them to check their summary against the listening script.
 - Check students understand:
biometric – a physical or behavioural characteristic which can be measured and used to identify someone.
- 6 Focus students on the photo. How many of them have read the book or seen the film *Nineteen Eighty-Four*? What do they remember as the key information? How was life controlled? (*Nineteen Eighty-Four* describes a world run by the Party and its leader Big Brother where everyone is monitored by telescreens.)
- Ask them to read the extract. How would they feel in that environment? When, if ever, do they think their own lives could become similar?

- 1 **Lead-in:** Recap on the Focus on functions section in Unit 9. What stage had the *Latin Goes East* project reached? (The last concert had taken place, and the tour had gone well overall. However, the venue manager was unhappy after the final concert as the audience had been allowed to come up onto the stage, and had caused some damage.)
- Before starting this section, ask students how they would follow up on a project of this sort. How would they thank organisers, help resolve problems (e.g. with venue managers), and review the whole project so that they can do a better job next time?
 - Then ask students to look at the agenda for the Review Meeting. Are any of their ideas included?
 - Ask students to read the questions, and find the answers in the email below.

Key 1 Yes, on a phone-conference link.
2 A number of small problems.
3 Very positive.

- Check students understand:
hiccup – (here) a small issue that causes a problem in the smooth flow of the workings of a procedure. (Usual meaning) to make a sound when your breathing is not regular, sometimes due to too much food and/or drink.

- 2 Then ask students to read the four questions before you play the recording.
- 10.5  • Play the recording. After listening, students answer the questions and then check their answers in pairs.

Key 1 No.
2 An eastern European arts project.
3 For coming out at short notice to take over the Tour Manager role, and for sorting out the problem with the angry venue manager.
4 Took him out for lunch to apologize.

- 3 Remind students of the meaning of *complacency* (from the article on information security on Student's Book p.105). Check they understand:
complacent – feeling satisfied with oneself, too comfortable (usually negative)
fire-fighting – (in business) allocating resources in an emergency to deal with an unexpected problem.

- 10.5  • Then ask students to try to fill the gaps in the extracts.
• Play the recording again for them to check.

Key 1 look back at
2 review it thoroughly
3 on the whole
4 reasonably satisfied
5 lessons to be learnt
6 feedback
7 come on to
8 wanted to start
9 at short notice
10 congratulations on
11 not only for coming out
12 but also for sorting out
13 Well done

Extension:

- a Ask students to make a note of the important things discussed during the review meeting: i the things that went well ii the things that didn't go so well iii what they should do next time, i.e. the lessons learnt.
b Ask students to try to categorize the phrases and decide which phrases relate to the following:
Thanking (10, 13)
Reviewing (1, 2, 5, 6)

- 4 Ask students to look at the ten phrases. Check they understand:
in a nutshell – a summary/in brief
the bottom line – the final result, the outcome
to bear something out – support with evidence or authority, make more certain or confirm.

10.6 

- Then ask them to listen to the recording, and number the phrases in the order they hear them.

Key	in a nutshell 1	taking all things into account 2
	well done! 10	the bottom line is 3
	going to leave us now 7	bear this out 5
	over-budget 4	to do with reviewing details 8
	take care 9	I'd like to congratulate 6

Extension: Before moving on to the role-play in 5, ask the students to look back at the expressions in 3 and 4. Can they remember how each phrase in 4 was used in context? Which phrases could they use to talk about one of their own projects?



Refer students to Pocket Book p.29.

- 5 Ask the students to work in groups of three or four.
- Ask them to think of a project related to their work. If students work for the same, or just a few companies, then suggest they choose a project in their group which they can all relate to. It could be a real project that has taken place.

1

Once they have an idea for the project, ask them to look at the notes, and give them 8–10 minutes to discuss the information in each case. Monitor them as they discuss.

2

When they are ready, ask them to draw up an agenda for their Project Review Meeting. They could use the *Latin Goes East* agenda as a guide. Ask them to allocate responsibility for each item on the agenda to someone in the group. They should also have one person as the chairperson, who should take responsibility for the first and last points on the agenda.

3

Finally, ask them to run the Project Review Meeting, with each person summarizing their information on the agenda, and inviting comment and contribution from the others. Encourage them to come up with suggestions for improving how the project was run for another time.

Variation: You could give the students, or each group, a list of the phrases from 3 and 4. As they use them, they could tick them off. Alternatively, you could put the phrases on separate pieces of paper, and suggest they turn them face-down when they use them. Which person can use the most phrases?

Extension: If you have several groups discussing a number of different projects, you could ask each group to summarise their Project Review Meeting at the end for the class: what went well, what did not go so well, and what are the lessons learnt.

- If you are working with just one student, then brainstorm together a project related to the student's work. Discuss the project in detail, making notes as in the teaching notes for question 1 above. Then draw up an agenda, and decide which points the student will discuss, and which points you will discuss. Run the Project Review Meeting. As in the variation above, it is a good idea to have a list of useful phrases from 3 and 4 to refer to, and to encourage their use whenever possible.

Review Unit E



Resource file 10.2, Test E

Review Units

Each Review Unit aims to review all the grammar and functional exponents from the previous two units. There is also an exercise designed to encourage students to check vocabulary. The Review Units are intended to be used in class; the Resource file has corresponding tests.

The review exercises are designed to be independent of each other. Encourage students to decide for themselves what they need to review further. Each unit has a variety of pairwork and group work exercises, and a standard format, so that students can work through the unit with minimum intervention from the teacher.

Method 1

- At the end of the previous class, tell students there will be a review session in the next lesson. Ask them to revise the work from the previous units.
- In class, students work through the Grammar exercises in pairs, following the instructions for each one. Encourage students to use the Pocket Book for reference, and to ask you for help, as they work through.
- Check answers, whole class.
- Students change pairs and work through *Focus on functions* exercises.
- Monitor students' work.
- Check answers, whole class.
- Give brief feedback session on any points that came up during monitoring.
- Students change pairs and practise *Focus on functions* exercises again, if necessary.
- Divide students into groups to prepare and do the Vocabulary test.
- Agree a time when students will do the corresponding test.

Method 2

- At the end of the previous class, tell students there will be a review session in the next lesson. Ask them to revise the work from the previous units.
- In class, ask students to read the headings for each Grammar exercise in the units, and to decide which they need to work on.
- Allocate students into pairs who want to practise similar areas.
- Students work through the Grammar exercises, following the instructions for each one. Monitor, and answer questions, etc.
- Follow the same procedure for the *Focus on functions* exercises.
- Divide students into groups to prepare and do the Vocabulary test.
- Agree a time when students will do the corresponding test.

REVIEW UNITS ANSWER KEY

Review Unit A p. 26

- 1 1
1 has taken 7 is planning 13 said
2 have been trying 8 has just accepted 14 is always trying
3 am still working 9 has been 15 will give
4 think 10 has organized 16 am going
5 have found 11 spoke 17 will keep
6 is currently working 12 sounded
- 2 a *I have been here for three months* refers to a situation that started in the past and continues up to the point of speaking. *I am here for three months* refers to a situation that continues into the future.
b Not possible
c Not possible
d *I have seen her twice this morning* refers to two events in the recent past and suggests that the event may happen again because it is still morning. *I saw her twice this morning* indicates that there is no further possibility of the event being repeated.
e *I have been working here today* refers to a situation that started in the past and continues up to the point of speaking. The meaning of *I am working here all day* depends on when it was spoken.
- f *I will go there tomorrow* gives the idea that the speaker made the decision at the moment of speaking
g Not possible
- 2 informal: 1, 2, 4, 8
formal: 3, 5, 6, 7
(Possible answers)
1 I look forward to seeing you next Monday. Regards, Pete.
2 I apologize for not having replied sooner.
3 Looking forward to meeting you. All the best.
4 Please find attached the file that you requested. Regards, Jo.
5 Since I last emailed you we have found out that ...
6 Could you send me the doc asap.
7 FYI – meeting scheduled for 14.30 / Just to let you know – meeting scheduled for 14.30
8 Please send my regards to Mike. Thank you, Sue
- 3 (a) Really? (c) Wow (e) Absolutely
(b) Well, apparently (d) So basically (f) Anyway
- 4 (Possible answers)
1 Adrian speaking. How can I help?
2 This is Bob James (from *name of company*).
3 You don't know me but I was given your number by *name*.
4 I'm calling you because ...
5 I don't want to keep you too long.

- 6 Of course. / That would be great. / Sounds great.
 7 I was wondering if you would be interested in ...
 8 Give my regards to *name*.
 9 Thanks for calling. / Nice to talk to you.
 10 Bye. / Goodbye.
- 5 1 P= terrific, amusing, motivated, team player, enthusiasm, bonding, edge, multi-tasker, boost
 N= overworked, misunderstand, counterproductive, shortcoming, anticlimax, overreaction, non-event
 O= quick fix, fan, feedback, morale, mission statement, job satisfaction, strategy, yield, bottom line
 2 terrific – terrible
 amusing – unamusing
 overworked – underworked
 quick fix – no antonym

Review Unit B p. 48

- 1 1 a 5 – 9 (the) 13 the
 2 the 6 – 10 a
 3 the 7 – 11 a
 4 the 8 the 12 –
- 2 1 not possible
 2 not possible
 3 *he won't be coming* means that he has another arrangement.
 4 *will you come* is an invitation. *are you coming* means have you decided whether to come to the party.
 5 *will let* would indicate a decision made now, which is unlikely. *I am going to let* would not greatly change the meaning.
 6 *I am going to tell* means I have already made up my mind to do this.
 7 not possible
 8 not possible

Review Unit C p. 70

- 1 1 were enjoying 9 taught
 2 asked 10 made
 3 was 11 was
 4 went 12 had thought / had been thinking
 5 had been looking 13 broke
 6 thought 14 asked
 7 was 15 turned
 8 had given 16 was
- 2 1 *cannot* = impossible, *may not* = I am not sure yet
 2 *could* in this case refers to a future possibility, *managed to* refers to a past ability
 3 *don't have to* = it is not necessary, *mustn't* = it is prohibited
 4 *have to be* = this is the rule and we normally respect it, *supposed to be* = we often ignore the rule and arrive later
 5 *he can wait* = he is in a position in which he is able to wait, *he may wait* = there is a possibility that he will wait but I am not sure if in reality he will wait
- 3 (Possible answers)
 a Ensure that the disk drive unit is switched on before inserting any disks.
 b Please bear the following in mind when dealing with communication problems.
 c Let's now define X.
 d P was different from Q because P has a higher value.

- misunderstand – understand
 motivated – demotivated, unmotivated
 counterproductive – productive
 team player – individualist
 shortcoming – advantage, strength
 enthusiasm – disappointment
- 3 (Possible answers)
 edge – slight advantage over someone or something
 yield – to provide a profit or amount after a certain amount of work or effort
 multi-tasker – someone who is capable of doing different things at the same time
 boost – improve significantly
 bottom line – final point, key issue

- 5 1 Actually 3 Although 5 Thus 7 However
 2 i.e. 4 e.g. 6 even if 8 Despite this
- 4 a picking up f come in
 b very faint g move on
 c This is h finishes
 d This is Bob again i anything they want to add
 e thoughts about that
- 5 3 I'll hold you to that. – I will remind you that you promised to do that.
 Cheers. – Thanks.
 Better still ... – I have a better idea ...
 It's not really my thing. – I am not really good at or interested in this kind of activity.
 I could do it if you're really stuck. – If you are having a lot of difficulty, then I could help you.
 He's pulled out. – He is no longer taking part.
- 6 1 answer sb about sth, argue with sb about sth, chat with sb about sth, discuss sth with sb, tell sb about sth, speak to sb about sth

- e This document analyses all the possible solutions.
 f The table shows the amounts regarding X, Y, and Z.
 g Our company bought the two cars last year.
 h Complete the form in black ink.
- 4 1 heart 2 heard 3 psychology 4 please
- 5 (Possible answers)
 a I'd like to start by ...
 b You've got a *document* in front of you, which I hope you've all had a chance to look at.
 c *name*, perhaps you could give a brief report on this.
 d So that deals with the question of ...
 e So moving on, the next item is ...
 f To sum up ...
 g I think we can bring things to a close.
- 6 1 (Possible answers)
 a shall b would c manage/make d have
 e make f looks g sounds h suit
- 7 1 competence, dedication
 3 P= courage, fearlessness, pride, sportsmanship, super-confidence
 N= cheating, failure, rule-breaking, stereotyping
 Fearlessness can be negative because sometimes being fearless can make you do foolish things.
 Super-confidence is negative when doing an action which is dangerous if you are not competent at it.
 Rule-breaking can be positive if you are in a situation where following the rules might lead to something terrible happening.

Review Unit D p. 92

- 1 1 would just like 6 had thought
2 would be really grateful 7 would have done
3 would be 8 goes
4 use 9 will have
5 would get
- 2 a can't = impossibility
 might not = there is a possibility that he didn't read my email
b Not possible
c should have = it would have been a good idea
 must have = it is certain that she warned him
d should have = it would have been a good idea
 would have = but we didn't for some other reason
e Not possible
f Not possible
- 3 1 (Possible answers)
 a Welcome back. Did you have a good time?
 b I hear you got the manager's job. Excellent news!
 c Do you like your new place? Have you settled in yet?
 d Too bad about United losing. You must be really upset.
2 (Possible answer)
 You did a great presentation – I think it was really useful and was exactly what many of the audience wanted. There were just a

Review Unit E p. 114

- 1 1 which 5 which
2 which 6 whom/which
3 that 7 whose
4 which 8 that
- 2 1 had started 3 didn't 5 would come
2 would rain 4 had told
- 3 1 It will be done tomorrow.
2 It is being worked on now.
3 It had already been built.
4 It has been studied all morning. (possible but unusual)
5 He was hired last year.
6 not possible
7 English is not spoken there.
- 4 (Possible answer)
 Subj: Congratulatory dinner Saturday 19th August
 Dear All
 Now the project has finished successfully I'd like to invite everyone to a dinner on Saturday 19th August to congratulate you for all your hard work. Please reply by Tuesday to say if you can come.

couple of things that you might want to address. First, there were quite a few technical people in the audience who may not have been interested in the first and second parts. It might be an idea to set up separate presentations when you've got diverse audiences. This would also enable you to make the presentation shorter. Also, I find it a good idea not to read the slides word for word – let the audience do that. You just need to focus on a key point using different words from those on the slide. By the way, did you know that Adrian Wallwork, our English teacher, is running a course on presentations? It starts next week and I was thinking of going – maybe see you there!

- 4 1 mean by 5 see
2 saying 6 correct me
3 exactly 7 just
4 did, say
- 6 1 mus①n't We②n③sday ans④wer⑤d int⑥rested gen⑦ral
 ev⑧rything bus⑨ness
2 P= light-hearted, groundbreaking, trendsetting
 N= hard-hitting, self-made, image-conscious

The project was a great success and I would just like to say well done. We succeeded without going over budget or having any other problems.

The results are announced on Friday and I am sure these will bear this out.

Thanks to everyone once again,

Simon

- 5 (Possible answers)
1 Sorry I'm afraid I've got to study tonight. Maybe some other time.
2 No problem. What exactly would you like me to cover?
3 I would be most honoured to accept your kind invitation.
4 I would be very pleased to accept your invitation to discuss the proposal. Might I suggest Tuesday at 15.00?
5 Thank you. That's very kind.
6 To be honest I didn't think much of them.
- 6 Vocabulary
1 permit - let, preserve - conserve (keep), restrict - limit, outlaw - make illegal
3 1c 2a 3b 4d

Resource file

Instructions	Information to enable students to carry out the tasks is given on the photocopiable sheet.
Wordpower file	The Wordpower file provides material for regular and systematic reviews of the key vocabulary in the Student's Book.
Focus on functions file	This file provides activities which review the functional language taught in the <i>Focus on functions</i> section of the Student's Book.
Tests	These can be used after Units 2, 4, 6, 8, and 10.
Answer key	This is photocopiable, to give students the opportunity to check their own work.

1.1 WORDPOWER FILE

Prefixes

- 1 Read comments 1–4 from a company spokesperson and comments 5–8 from a health care worker. Use a word from the box to replace the phrases in **bold**. Add *under* or *over* as appropriate, and any other words if necessary.

financed trained worked ambitious estimated reacted paid achieved staffed

- 1 Our production system is old and **does not have enough finance**. *underfinanced*
- 2 His boss **has too much** ambition and sets unrealistic goals for his staff.
- 3 The project failed because we **did not estimate well enough** the time we would need.
- 4 The sales department **has not achieved enough** in the last six months.
- 5 I think nurses **have too much work** and **don't receive enough money**.
- 6 My local hospital **doesn't have enough staff**.
- 7 The fact that there aren't enough doctors is irrelevant: the problem is that they **don't have enough training**.
- 8 I think the government **reacted too much** with its countermeasure to build larger hospitals outside city centres.

- 2 The underlined words *unrealistic*, *irrelevant* and *countermeasure* in sentences 2, 7, and 8 in 1 are all examples of how to make the opposite of a word by using a prefix. In pairs, follow the instructions and play the Prefix game.

Instructions

- 1 Put all the cards face-down on the table.
- 2 Take turns to turn over one prefix card and one word card. If they can be combined, give an example sentence.
- 3 If your partner thinks you are correct, you keep the pair. If not, you turn over the cards again, leaving them in their original position.
- 4 When all the cards have been paired, the person with the most pairs wins.

- 3 Complete the text using words from 1 and 2. Compare and discuss your answers with a partner.

A recent survey on public safety has shown that people are more worried about losing their jobs and becoming _____¹ than their safety. 64% think that the police force is _____² and that the government should attract more police officers, although 51% believe the government's plans to renew the police force are _____³ and would probably not be successful. 43% said that police salaries should be higher, because they are _____⁴ for the responsibility they have. Most agree that the police do not get the recognition they deserve and that their work is _____⁵ by the public in general. At a personal level, the police have been criticised for being _____⁶ (in several cases they have been accused of not showing enough respect), and because they _____⁷ in certain situations (for example they take people to the police station when just a warning would be sufficient). Many people believe this is because of the high targets for arrests recently introduced by the government, which mean that some police officers are _____⁸ and try to arrest too many people. 82% of those questioned also criticize the police for being too violent at demonstrations, when such violence is _____⁹ because the protest is peaceful. The police claim this is a direct result of the protestors' behaviour, something which is very difficult to _____¹⁰ as it is usually a question of the police officer's word against the protestors.

Prefix cards

Word cards

un- 1.1	un- 1.1	achiever 1.1	direct 1.1
im- 1.1	un- 1.1	appropriate 1.1	relevant 1.1
in- 1.1	un- 1.1	polite 1.1	appreciated 1.1
ir- 1.1	un- 1.1	employed 1.1	rational 1.1
dis- 1.1	in- 1.1	climax 1.1	event 1.1
anti- 1.1	ir- 1.1	motivated 1.1	intuitive 1.1
mis- 1.1	dis- 1.1	understand 1.1	prove 1.1
counter- 1.1	counter- 1.1	measure 1.1	certain 1.1
non- 1.1	non- 1.1	approval 1.1	realistic 1.1

1.2 FOCUS ON FUNCTIONS FILE

Making and discussing initial suggestions on the phone

- ① Correct these sentences. Which are initial phrases (I) and which are responses (R)?
- | | |
|---|---|
| 1 I don't want to retain you too long. | 11 Nice talk to you. |
| 2 Several thoughts? | 12 Sounds interested. |
| 3 You don't worry, that's fine. | 13 In principle, are you thinking it'll work? |
| 4 Give my blessing to Maria. | 14 What think you? |
| 5 Do will. | 15 Say me more. |
| 6 Hello Ute. I am Tomas Becker. | 16 The plan is have a party. |
| 7 How are things over there at moment? | 17 Ute speaking. How can I be helpful? |
| 8 Quite occupied. | 18 Without uncertainty. |
| 9 I don't think we actually spoke before. | 19 No, I think we haven't. |
| 10 I don't really sure about that. | 20 As well, you. |
- ② Work in pairs, Student A and Student B, and follow the instructions for the initiating and responding game.

Instructions

You need one set of initiating (I) and responding (R) cards.

- 1 Shuffle the cards and share them out between you. Look at your cards and discard any pairs you already have.
- 2 Look at Situation 1. The aim is to use all your cards during the telephone call. You can use other initial phrases and responses if necessary.
- 3 Sit back-to-back and make the phone call. Put down each card as you use it. The student who uses the most cards during the conversation wins.
- 4 At the end of the telephone call, reshuffle the cards and follow the same procedure for Situation 2. Continue until you have role-played all the situations.

Situation 1

A and B run different departments for the same company and know each other. A calls B to suggest their departments take part in an achievement seminar next month.

Situation 2

A and B have not met before. B calls A to ask if A's company would be interested in sponsoring a special marathon for cancer research.

Situation 3

A and B have not met before. A calls B to ask if B would be interested in being a space tourist on the flight to the moon next year.

Situation 4

A and B work in different companies but know each other. B calls A to suggest their two companies organise a seminar on how to do business with other countries.

- ③ Choose one of the phone calls from ②. Write an email or letter to follow up the conversation.
- ④ Work in pairs. Exchange your emails or letters from ③. Write a response to your partner's email or letter.

<p>I [Name] speaking. How can I ...?</p> <p>1.2</p>	<p>R Hello [name]. This ...</p> <p>1.2</p>	<p>I I don't think we've ...</p> <p>1.2</p>	<p>R No, I don't think ...</p> <p>1.2</p>
<p>I Good to ...</p> <p>1.2</p>	<p>R You too.</p> <p>1.2</p>	<p>I How are things ...?</p> <p>1.2</p>	<p>R Quite ..., actually.</p> <p>1.2</p>
<p>I I'm calling you because ... What ... think?</p> <p>1.2</p>	<p>R Sounds interesting.</p> <p>1.2</p>	<p>I The plan is ...</p> <p>1.2</p>	<p>R Tell me ...</p> <p>1.2</p>
<p>I I just wanted to see if you thought ...</p> <p>1.2</p>	<p>R Oh, definitely.</p> <p>1.2</p>	<p>I In principle, you think ...?</p> <p>1.2</p>	<p>R Without doubt.</p> <p>1.2</p>
<p>I One of the main issues is ... Any thoughts?</p> <p>1.2</p>	<p>R I'm not really sure ...</p> <p>1.2</p>	<p>I I'll talk to [names] and see what they think.</p> <p>1.2</p>	<p>R Great. Could you?</p> <p>1.2</p>
<p>I I don't want to ...</p> <p>1.2</p>	<p>R Don't worry, that's ...</p> <p>1.2</p>	<p>I Give my regards ...</p> <p>1.2</p>	<p>R Will do.</p> <p>1.2</p>
<p>I Say hi to ...</p> <p>1.2</p>	<p>R OK.</p> <p>1.2</p>	<p>I Nice to ...</p> <p>1.2</p>	<p>R And you.</p> <p>1.2</p>

2.1 WORDPOWER FILE

Motivation vocabulary. Word building 1

- ① Read the text. The same word can be put in every gap. Is it *motivation*, *corporate*, *team*, or *management*?

_____ -building and _____ work

_____ -building skills are critical if you are going to be an effective manager. However, a better understanding of _____ work can also make you a more effective employee.

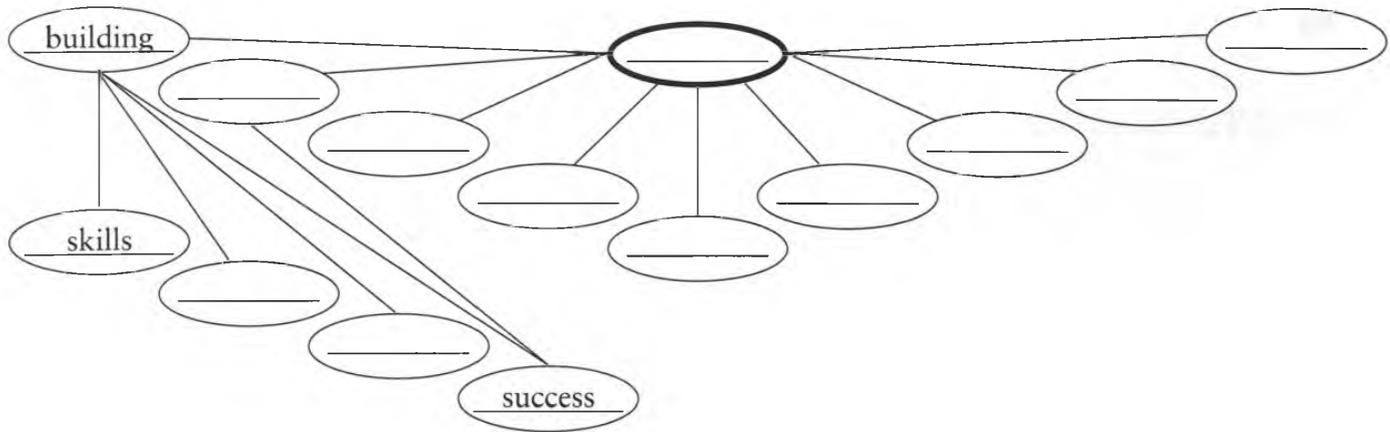
A _____ -building success is when your _____ can achieve something much bigger than a group of the same individuals working on their own. But there are two critical factors involved.

- 1 The first factor in _____ effectiveness is the diversity of skills and personalities. It's important for your team to have a strong group identity, but it should be made up of diverse individuals.
- 2 The other critical element of _____ work success is that all _____ effort should be directed towards the same clear goals, the _____ goals. Many companies invest a lot of time and money in their corporate identity to ensure employees relate to the firm and its goals, but group goals are equally important for success.

However, _____ work success rarely happens by itself, without focused _____ -building efforts. Even if the corporate goal of the company is accepted by everyone, there may be no _____ commitment to the group goal, which is vital for the _____ to succeed. Here are some additional _____ -building ideas you can try:

- Make sure that the goals are totally clear and accepted by each _____ member.
- When _____ consensus is very important, try to involve everyone in making decisions. For example, via group discussions of possible options.
- Even when members are spread over different locations, you can still maintain effective communication within the _____. Just have your meetings online.
- Don't miss opportunities to thank an individual _____ player for his or her work. It's essential for job satisfaction.

- 2 Add the word from 1 to the circle in bold. Then complete the word map with the phrases from the text which use this word.



- 3 Match the definitions with an underlined two-word phrase from the text in 1.

- 1 the personality or characteristics of a company, which the employees relate to
- 2 when several people get together and talk about a topic
- 3 a useful and efficient worker in a company
- 4 what several people try to achieve together
- 5 to transmit information successfully
- 6 what a company tries to achieve
- 7 the personality or characteristics of a team, which the members relate to
- 8 a useful and efficient boss

- 4 Complete the sentences with a two-word phrase from 3.

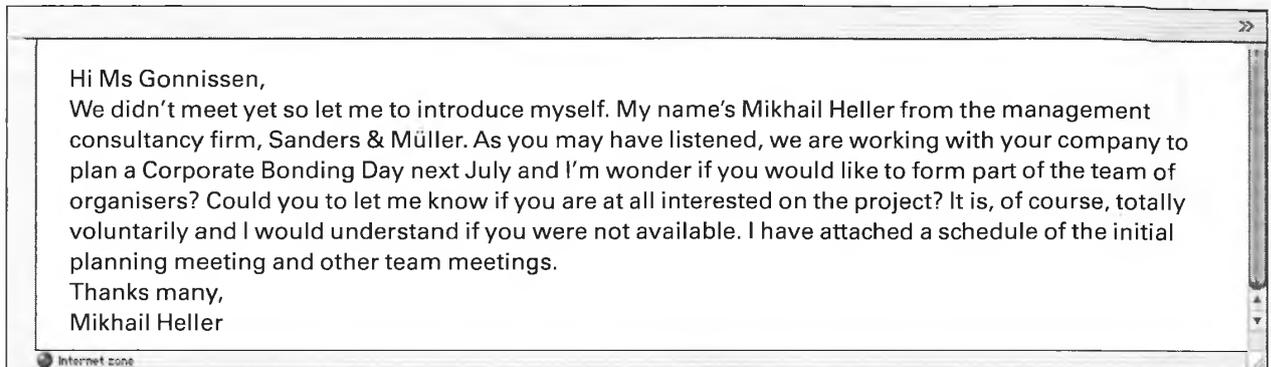
- 1 To be an _____ it is essential that you have team-building skills.
- 2 It's impossible to have _____ when your team members are located in different places as face-to-face meetings are essential.
- 3 _____ is important for a lot of companies and they want their employees to relate to the firm.
- 4 You don't need an understanding of teamwork to be an _____; it's only important for managers.
- 5 When people have a _____, they all feel part of the same team, like a family.
- 6 A _____ must include aims for the company, employees and investors.
- 7 A _____ can help all team members to be involved in making decisions.
- 8 A team does not need to be committed to the _____ in order to be successful; the company objectives are more important.

- 5 According to the text in 1, are the sentences in 4 true (✓), false (✗) or does the text not say (?).
- 6 In pairs, discuss whether you agree with the sentences in 4.

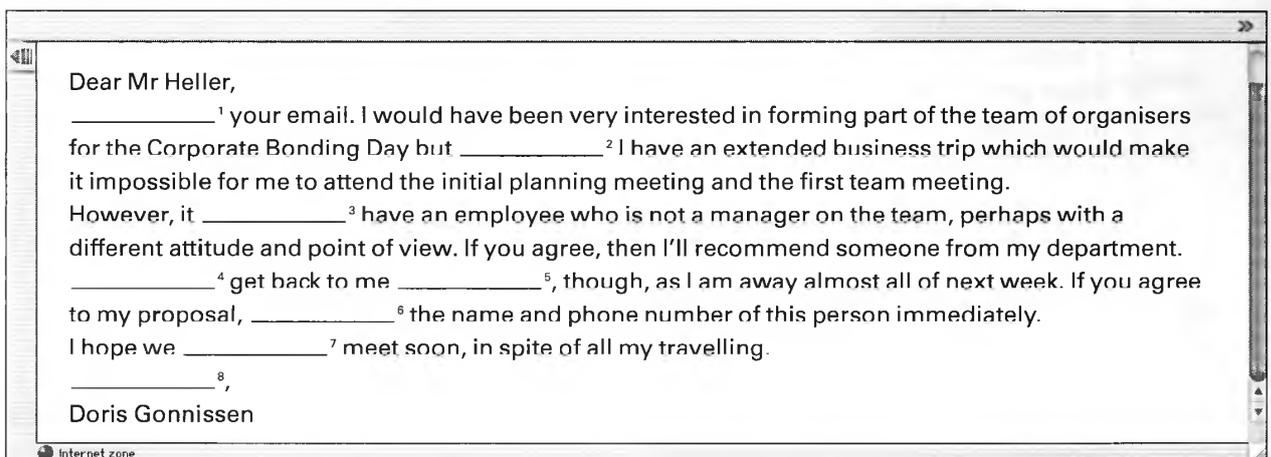
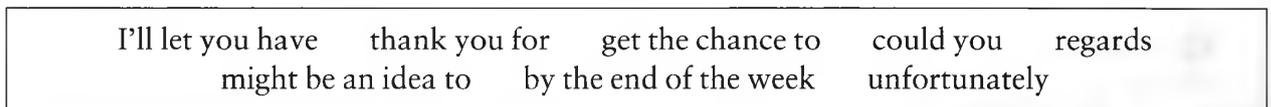
2.2 FOCUS ON FUNCTIONS FILE

Starting a working relationship. Communicating with a different department by email. Phoning potential contacts

- 1 Correct the seven mistakes in the email below.



- 2 Use the phrases in the box to complete the reply.



- 3 Mikhail calls the employee recommended by Doris to get more information and arrange a meeting. Which of the following phrases would be used by Mikhail (M) and which by the employee (E)?

- 1 You don't know me but I was given your name by Ms. Gonnissen.
- 2 Would you be interested in helping us?
- 3 When are you planning the Corporate Bonding Day for?
- 4 Do you think you'll be free then?
- 5 Could you give me your email address?
- 6 Yes, I think so. It depends on a few things obviously.
- 7 I'm phoning to see if you can help with the Corporate Bonding Day.
- 8 My name's Mikhail Heller, and I work for a consultancy firm called Sanders & Müller.
- 9 Have you got any information you can send me about what's involved?
- 10 Yes, it sounds good. I think I'm definitely interested.
- 11 I'll check, but I think so.
- 12 I was wondering if you'd be interested.
- 13 I tell you what: I know another person who might be interested.

4 In pairs, role-play both phone calls.

Conversation 1

Student A: You are an employee of Doris Gonnissen. You receive a call from Mikhail Heller.

Student B: You are Mikhail Heller. Call the employee recommended by Doris Gonnissen.

Student A: Employee

Answer the phone.

Ask how you can help.

Respond.

Respond positively. Ask for more information.

Give details.

Thank Student B.

Say goodbye.

Student B: Mikhail

Say who you are.

Explain why you are calling.

Explain the Corporate Bonding Day. Ask if Student B is interested in forming part of the team of organizers.

Ask for email details to send information.

Promise to send information.

Respond. Thank Student A for interest.

Say goodbye.

Conversation 2

Student A: You are Doris Gonnissen. Call Mikhail Heller to explain that your business trip has been cancelled and you are now available to help with the Corporate Bonding Day. Call Mikhail Heller and offer to form part of the team of organizers.

Student B: You are Mikhail Heller. You receive a call from Doris Gonnissen.

Student A: Doris

Say who you are.

Apologise for calling out of the blue. Explain the situation.

Check dates of planning and team meetings.

Check availability and confirm.

Confirm understanding and express interest in meeting.

Say goodbye.

Student B: Mikhail

Answer the phone.

Ask how you can help.

One of your team of organizers is no longer available. Thank Student A and respond.

Explain that date of initial planning meeting has changed.

Confirm date, time and location of meeting.

Respond. Thank Student A for interest.

Say goodbye.

3.1 WORDPOWER FILE

Verbs of communication

- 2 Choose the correct words or phrases 1–13 in the text.

I got in touch/contacted¹ with customer services and told/said² them about my problem. The member of staff told/said³ that someone would either call me back or send me/send to me⁴ an email to confirm the solution. Nothing happened for a week, so I phoned them again and asked why no one had made contact. They told/said⁵ me the same thing: that someone would get back/get through⁶ to me. I then got/obtained⁷ an email from the technical support service: 'Please call this number with your contract details and ask the person to put through to you/put you through to⁸ Ms Morenas'. The line was constantly busy but, when I finally put through/ got through⁹ to someone and asked to speak/say¹⁰ to Ms. Morenas, the person replied/got back¹¹ that he didn't know how to pass a message onto someone. I was so angry I was going to hang him up/hang up on him¹², but he said that I should wait. Then I was put on hold for nearly ten minutes while he asked someone how to take a message. I really believe no one knows what they're talking/speaking¹³ about in that company.

- 2 Complete the questionnaire. Use an underlined word or phrase from 1, changing the form if necessary. Sometimes there is more than one possible answer.

We are constantly trying to improve our customer service and your opinion is very important to us. Please take the time to answer these questions to help us improve.

When you call a customer service number ...

- Do you prefer to pre-select the department via recorded messages or to _____¹ to a real person immediately?
- If you are _____² because a lot of people are _____³ the service and the lines are _____⁴, do you normally wait or do you _____⁵ immediately?
- Is it difficult for you to _____⁶ to the right person?
- If the person you're talking to can't help you, should they _____⁷ and pass it on to the relevant person, who will _____⁸ to you later, or do you think you should be _____⁹ the customer services manager?
- If the customer service needs to _____¹⁰ with you to answer your query, do you prefer someone to _____ you _____¹¹ on your phone or to _____¹² to an address you have given them?

- 3 In pairs, ask your partner the questions from the questionnaire.

- 4 In pairs, discuss these complaints about customer services.

When you call a customer service nowadays you always spend the first ten minutes listening to recorded messages and pressing numbers.

It's getting more and more difficult to talk to someone from the actual company: all firms use call centres now.



Every time they put you through to a different person, you have to tell them all about your problem again – it drives me crazy!

I've called the same customer service about the same problem four times and every time they've told me something different.

3.2 FOCUS ON FUNCTIONS FILE

Phone conference. Turn-giving and turn-taking

1 Write these phrases in the correct column in the table.

OK, let's move on.	[Name] again.	I can't hear what you're saying.	Sorry about that.
[Name], you go first.	[Name], did you want to say anything?	Keeping busy, I hear?	What do the rest of you think?
[Name] here, by the way.	Is that any better?	[Name] speaking.	[Name]?
Hold on.	Right, I think that about finishes it.	Thanks for your time.	Has anyone else got anything they want to add?
Anyone got any suggestions?	OK, if I can just come in here.	That's better.	

Sorting out problems	Asking for a general response	Turn-giving	Identifying yourself
Is everyone picking up all right?	What are your thoughts about that?	OK, [name], do you want to start?	This is [name].
Interrupting	Being polite/Small talk	Moving on and concluding	
Can I just interrupt a moment?	How are things in [name of place]?	So it's decided.	

2 Work in groups of four, Students A, B, C and D. Read your role card for a phone conference and add one reason of your own.

3 Use the board for your phone conference and follow the instructions.

Instructions

You need a board, a coin, and a marker for each player.

- 1 In turns, toss a coin. Tails – move one square. Heads – move two squares.
- 2 Follow the instruction on each square.
- 3 When a player reaches Finish, the phone conference ends.

Role cards for phone conference

Student A

You work for a small supermarket that is thinking of introducing online shopping. You are against this idea for the following reasons:

- 1 The logistics are too complicated.
- 2 You would need to take on extra staff to process and deliver the orders.
- 3 *Your reason.*

3.2

Student B

You work for a small supermarket that is thinking of introducing online shopping. You are against this idea for the following reasons:

- 1 The website and software required would be very expensive.
- 2 Customers in your area prefer personal contact.
- 3 *Your reason.*

3.2

Student C

You work for a small supermarket that is thinking of introducing online shopping. You agree with this idea for the following reasons:

- 1 Your larger competitors already offer online shopping.
- 2 It would encourage customers to spend more.
- 3 *Your reason.*

3.2

Student D

You work for a small supermarket that is thinking of introducing online shopping. You agree with this idea for the following reasons:

- 1 More and more people are shopping online.
- 2 It gives the supermarket a modern image.
- 3 *Your reason.*

3.2

Phone conference board

START

Be polite to another player/Small talk 1	Sort out any procedural problems 2	Be polite to another player/Small talk 3	Identify yourself 4
Give the turn to another player 8	Interrupt 7	Identify yourself 6	Make a suggestion and ask the group for a response 5
Move on to another point 9	You have a technical problem 10	Give the turn to another player 11	Ask a player for a response to the last suggestion 12
You have a technical problem 16	Ask for a general response 15	Identify yourself 14	Interrupt 13
Make a suggestion and ask the group for a response 17	Give the turn to another player 18	Ask a player for a response to the last suggestion 19	Identify yourself 20
Be polite to another player/Small talk 24	Conclude 23	Ask for a general response 22	Move on to another point 21

FINISH

4.1 WORDPOWER FILE

Prediction words and phrases

- 1 Read the information in the table. Then correct sentences 1–10 if necessary.

Key findings	Confidence level
Fossil fuels will be the main energy source until at least 2020.	very likely
Higher CO ₂ concentrations this century will be mainly due to fossil fuel emissions.	almost certain
The global average surface temperature will rise by 1.8–4.0°C this century.	likely
The Arctic will be 8°C warmer by the end of the century.	possible
There will be catastrophic consequences to the rise in temperature.	possible
Plants will absorb less CO ₂ as the world warms.	very likely
Some regions will have much more intense rain and therefore floods.	very likely
The sea level will continue to rise after emissions have stabilised.	likely
Half of the alpine glaciers will disappear by 2100.	quite likely
Water availability will decrease in southern Europe.	certain

- 1 The sea is unlikely to stop rising even though CO₂ emissions are stabilised.
- 2 Fossil fuels are on the brink of disappearing as the main fuel source.
- 3 The Arctic is very likely to be 8°C hotter by the end of the century.
- 4 It's pretty certain that plants will absorb less CO₂ as the world warms.
- 5 All the glaciers in the Alps are on the point of melting.
- 6 The higher temperatures are not expected to cause catastrophic consequences.
- 7 Higher CO₂ emissions this century are almost bound to be a result of using fossil fuels.
- 8 More intense rain and therefore flooding is on the cards for some regions.
- 9 A global rise in the average temperature of around 3°C is on the horizon.
- 10 It's quite certain that there will be no water shortage in southern Europe.

- 2 Complete the text with the correct form of the word in brackets.

In Africa, coastal towns are _____ (expect) to be affected by rising sea levels, and it is also _____ (predict) that the area affected by infectious diseases will extend greatly. In Asia the _____ (forecast) is that energy demands will increase due to climate change and more extreme natural disasters are _____ (anticipate), such as floods, drought and forest fires. Experts also _____ (foresee) that water will be a key issue in Australia and New Zealand, while they _____ (project) that floods and droughts will become more frequent, depending on the area in question.

- 3 In pairs, Student A and Student B, study the information on your information card. Prepare two proposals to solve the environmental and related problems in your area: Latin America for Student A and North America for Student B, to be carried out over the next 20 years.
- 4 You and your partner form part of an Environmental Working Group for the continent of America. You have to propose two solutions to the problems related to global warming for your continent, to be carried out in the next 20 years. Discuss the possible proposals and agree on two for the continent as a whole.

Student A																													
<p>Temperature change worldwide</p> <table border="1"> <caption>Temperature change worldwide (°C)</caption> <thead> <tr> <th>Year</th> <th>Scenario 1</th> <th>Scenario 2</th> <th>Scenario 3</th> </tr> </thead> <tbody> <tr> <td>2000</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> <tr> <td>2020</td> <td>0.5</td> <td>0.5</td> <td>0.5</td> </tr> <tr> <td>2040</td> <td>1.5</td> <td>1.0</td> <td>1.0</td> </tr> <tr> <td>2060</td> <td>3.0</td> <td>2.0</td> <td>1.5</td> </tr> <tr> <td>2080</td> <td>4.5</td> <td>3.5</td> <td>2.0</td> </tr> <tr> <td>2100</td> <td>5.5</td> <td>4.5</td> <td>2.5</td> </tr> </tbody> </table>	Year	Scenario 1	Scenario 2	Scenario 3	2000	0.0	0.0	0.0	2020	0.5	0.5	0.5	2040	1.5	1.0	1.0	2060	3.0	2.0	1.5	2080	4.5	3.5	2.0	2100	5.5	4.5	2.5	<p>Scenario 1: Very fast global economic growth. Intensive use of fossil fuels.</p> <p>Scenario 2: Slower, more regional economic growth.</p> <p>Scenario 3: Fast change in economic structures. Emphasis on global solutions.</p>
Year	Scenario 1	Scenario 2	Scenario 3																										
2000	0.0	0.0	0.0																										
2020	0.5	0.5	0.5																										
2040	1.5	1.0	1.0																										
2060	3.0	2.0	1.5																										
2080	4.5	3.5	2.0																										
2100	5.5	4.5	2.5																										
Key finding	Confidence level																												
There will be more heat waves in most regions worldwide.	very likely																												
Cyclones will become more intense in some areas worldwide.	likely																												
Floods and droughts will become more frequent in Latin America in general.	very likely																												
Diseases such as malaria and cholera will increase in Latin America .	quite likely																												

Student B																													
<p>CO₂ emissions worldwide</p> <table border="1"> <caption>CO₂ emissions worldwide (Gt C/yr)</caption> <thead> <tr> <th>Year</th> <th>Scenario 1</th> <th>Scenario 2</th> <th>Scenario 3</th> </tr> </thead> <tbody> <tr> <td>2000</td> <td>8</td> <td>8</td> <td>8</td> </tr> <tr> <td>2020</td> <td>15</td> <td>12</td> <td>9</td> </tr> <tr> <td>2040</td> <td>22</td> <td>18</td> <td>10</td> </tr> <tr> <td>2060</td> <td>28</td> <td>22</td> <td>9</td> </tr> <tr> <td>2080</td> <td>30</td> <td>28</td> <td>7</td> </tr> <tr> <td>2100</td> <td>30</td> <td>28</td> <td>5</td> </tr> </tbody> </table>	Year	Scenario 1	Scenario 2	Scenario 3	2000	8	8	8	2020	15	12	9	2040	22	18	10	2060	28	22	9	2080	30	28	7	2100	30	28	5	<p>Scenario 1: Very fast global economic growth. Intensive use of fossil fuels.</p> <p>Scenario 2: Slower, more regional economic growth.</p> <p>Scenario 3: Fast change in economic structures. Emphasis on global solutions.</p>
Year	Scenario 1	Scenario 2	Scenario 3																										
2000	8	8	8																										
2020	15	12	9																										
2040	22	18	10																										
2060	28	22	9																										
2080	30	28	7																										
2100	30	28	5																										
Key finding	Confidence level																												
Drought will be much more frequent in mid-latitude inland areas.	likely																												
If emissions in developed countries fall by 30% below 1990 levels by 2020, global emissions will stabilise.	likely																												
Unique natural ecosystems in North America will be at risk.	quite likely																												
In North America , weather-related insurance claims will continue to increase.	very likely																												

Offering, accepting and declining

Offer cards

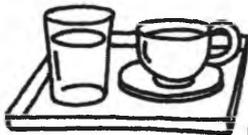
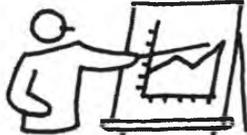
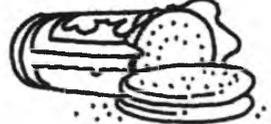
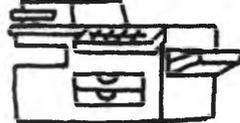
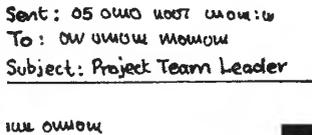
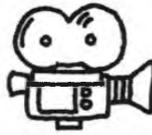
Would you like ...? 4.2	I can ..., if you want 4.2	I could ..., if you want. 4.2	I'd like to offer you ... 4.2
I am writing to offer ... 4.2	I'll ..., if you want. 4.2	How about if we ...? 4.2	We'll ..., if that's any help. 4.2
Would you like to ...? 4.2	Do you want me to ...? 4.2	Shall I ...? 4.2	I'll ... 4.2

Accept/Decline cards

Thanks ... (accept) 4.2	I am pleased ... (accept) 4.2	No, it's ... (decline) 4.2	That'd be ... (accept) 4.2
I don't think ..., thanks. (decline) 4.2	Thanks but ... (decline) 4.2	Could you ...? (accept) 4.2	It's very nice of you to ask, but ... (decline) 4.2
No, don't ... (decline) 4.2	Yes, I'm definitely ... (accept) 4.2	OK, I'll hold you ... (accept) 4.2	That's kind, but ... (decline) 4.2
Many thanks for ... (accept) 4.2	OK, but ... (decline) 4.2	Thanks for the offer to ..., but ... (decline) 4.2	Please. (accept) 4.2

Offering, accepting and declining board

START

 1	 2	 3	 4
 8	 7	 6	 5
 9	 PLACE THE CARDS HERE FACE-DOWN 		 10
 12			 11
 13	 14	 15	 16
 20	 19	 18	 17

FINISH

Instructions

You need a board, a set of Offer cards and a set of Accept/Decline cards for each group of 2–4 players.

- 1 Shuffle the Offer cards and the Accept/Decline cards and put them in two piles in the centre of the board.
- 2 In turns, toss a coin to move: Tails – move one square. Heads – move two.
- 3 On each square, the player takes an Offer card and makes an offer to the player on his or her left. The offer must use the prompt on the card and be related to the picture on the square. The group decides if the sentence is grammatically correct. If so, the player scores one point.
- 4 The other player takes an Accept/Decline card and accepts or declines the offer using the prompt on the card. The group decides if the sentence is grammatically correct. If so, the player scores one point.
- 5 Replace the cards at the bottom of the pile. When a player reaches Finish, the winner is the player with the highest score.

- 2 In pairs, Student A and Student B. Complete the 'heart' idioms or fill the gaps with the correct form of *compete*, *achieve*, *succeed* or *challenge* on your card. Then take turns to ask each other the questions.

Student A

- 1 In a potentially violent situation, would you be brave or _____-hearted?
- 2 What would you like your greatest _____ in life to be?
- 3 Are you a very _____ person who always has to be better than everyone else?
- 4 Were you ever heart _____ by something trivial as a child?
- 5 Would you know what to do if someone suddenly had a heart _____?

Student B

- 1 Do you normally get everything you _____ your heart on?
- 2 How would you measure your _____ in life?
By money, prestige, happiness ...?
- 3 Do you like your job to be _____ or do you prefer to work within your capabilities?
- 4 What is the most frightening and heart-_____ moment you have ever experienced?
- 5 Do you know most of your friends' and family's telephone numbers _____ heart?

- 3 In pairs, discuss these questions.

Which person from your country do you think:

- 1 is the most successful?
- 2 is the bravest?
- 3 has achieved the most?

5.2 FOCUS ON FUNCTIONS FILE

Chairing a meeting

- ① Look at the extracts from a meeting between Allan, Barbara, Carlos and Diana to discuss this year's Outstanding Achievement Award. Who do you think is speaking? Fill in the boxes with A, B, C or D.
- I'd like to start by formally welcoming Carlos. He's new to the company but has a lot of experience in managing adventure sports.
 - Thank you, Allan. And good morning to everyone.
 - Now, you've got a detailed agenda in front of you, which I hope you've all had a chance to look at. OK, if we could start by looking at the first item on the agenda: selecting the chairman for the meeting ...
 - OK, I think we're all agreed that Barbara should be the chairman today.
 - Thanks, Allan. I'm very conscious of time, so I want to move on to the next item on the agenda. I'd like to start by hearing everyone's proposals. Carlos?
 - Well, my proposal for the winner is ...
 - Diana, perhaps you could give us your thoughts on this?
 - Well, in my opinion, I think the prize should go to ...
 - Right, moving on. The next item is the prize. If you could just look at the examples in the agenda. Has anyone got any thoughts on what we could give the winner? Allan?
 - Well, why don't we give them ...?
 - Thanks Allan, that's very useful. Anyone else? ...
 - To sum up, we've decided on the winner and prize. Have I missed anything?
 - We have to decide on the ceremony as well.
 - Oh, yes, thanks Diana. You'll see that there are some examples given in the agenda ...
 - So that deals with the question of the ceremony. OK, let's leave it there. Unless anyone has any other business, I think we can bring things to a close. I have to say I think it's been a very useful meeting. Thank you all for your proposals. And thank you all for coming.
- ② Work in groups of four, students A, B, C and D. You all work for a company specialising in adventure sports. Every year your company gives an Outstanding Achievement Award to someone, from anywhere in the world, who has promoted adventure sports. You are going to have a formal internal meeting about this year's award. Look at the agenda and your role card, and prepare your proposal.

Agenda

- 1 Selection of chairman for meeting on this year's Outstanding Achievement Award.
- 2 Suggestions for candidates, reasons and final selection.
- 3 Definition of type of prize (car, cash, holiday, etc.): reasons and final selection.
- 4 Suggestions for prize-giving ceremony (location, etc.): reasons and final selection.
- 5 Any other business.

Student A**PROPOSALS**

Candidate: Joel Kingston, photographer.

For the last twenty years Joel has documented the heart and soul of extreme sports. He creates unique photographs that are not only impressive but also tell the true story. Before he became a photographer, he was a world-class mountaineer and had climbed the highest peaks on every continent. He is a very famous personality in the world of adventure sports and would promote the company and its aims.

Prize: A luxury car, in collaboration with a car company.

Ceremony: Outdoors, in summer, so that the car can be given to the winner in front of the audience.

Student B**PROPOSALS**

Candidate: The website team of Go4Adventure.com.

This internet portal has been designed by a team of adventure sports enthusiasts. They are from New Zealand and had previously run a successful adventure sports business in Auckland, but they wanted to create a community where people from around the globe could come together to exchange knowledge, stories and experiences. In just one year the portal has had over 1 million visitors and they could really help our company make adventure sports more popular all around the world.

Prize: 20,000 euros.

Ceremony: At the Hilton in Auckland, with extraordinary views across the harbour.

Student C**PROPOSALS**

Candidate: Shri Harbhajan Kumar, athlete.

Shri is the only athlete in history to have won 12 World Championship gold medals in canoeing and is generally recognised as the best ever white-water canoeist. Seven years ago he had been on the point of retiring after a very bad accident, but he decided get fit again and continue competing. He later won an Olympic gold medal to add to his World Championship golds. He is a remarkable example to all sports people.

Prize: Sponsor all the athlete's sports equipment and related expenses for the next three years.

Ceremony: At the new white-water canoeing complex in Cardiff, Wales, with a demonstration by the winner of his skills.

Student D**PROPOSALS**

Candidate: Annika Bergqvist, youth advisor.

Annika has spent the last 16 years helping young people to discover adventure sports. She visits schools and youth organisations to present the different adventure sports, gives advice on how and where to start a sport and also talks about job opportunities in the sector. She had originally been training as a sports teacher but decided to change her career when she attended a talk by another youth advisor. She is the perfect example of how our company can encourage positive attitudes and healthy living among young people.

Prize: A holiday for two in the Bahamas, in collaboration with a hotel or holiday company.

Ceremony: At the Bosön – Swedish National Sports Complex in Stockholm.

6.1 WORDPOWER FILE

Psychological and emotional traits. Word building 2

- 1 Complete the columns in the table.

Noun	Adjective	Verb
dedication		
	confident	
	assertive	
communication		
	frustrating/frustrated	
	inspirational	
cooperation		
pride		
	aggressive	
respect		
	arrogant	

- 2 In pairs, replace the underlined word or phrase in the statements on teamwork with a word from the table in 1.

- Being brutal and hostile inspires others to perform better.
- I don't admire people who cheat.
- I get irritated when others don't agree with me.
- A good team player must be talkative.
- Only winning can boost your self-belief.
- Conflict is an essential part of mutual aid.
- People who think they are totally self-reliant are big-headed.
- People don't need to be totally committed to their team.
- Only self-confident people are firm.
- I take a lot of motivation from what my team achieves.

- 3 In pairs, ask your partner if they agree (A), partly agree (P), or disagree (D) with the statements in 2 and fill in the boxes. With even statements (2, 4, etc.), score 2 for 'agree' and 0 for 'disagree'. With odd statements (1, 3, etc.), score 0 for 'agree' and 2 for 'disagree'. Always score 1 for 'partly agree'. Add up your partner's points.

- 4 Read the psychological profile for your partner's total score. Find and correct four mistakes.

Under 5: You have a lot of auto-doubt and are sure you will always failure. You may also lack a sense of purpose. Try to perseverance in everything you do and concentrate on improving your own perform, as it will boost your self-esteem.

6–13: You have good self-aware and are competence at teamwork. You believe in friendly and sportsmanship, and want everyone in your team to have a sense of accomplish. Well done!

14–20: You are self-disciplined and have good decide-making skills. However, you can be over-confidence and not very good at cooperative. Try to be less selfish, and respectful the efforts made by your fellow team members.

- 5 In pairs, compare your profiles. Discuss whether you agree with your profile.

6.2 FOCUS ON FUNCTIONS FILE

Making arrangements

- 1 Complete the conversation between Nabilah and Wasif by putting phrases a–l in the correct order. Fill in the boxes with 1–12.

NABILAH Wasif, we have to meet up to plan next week's schedule.

WASIF Yes, it certainly looks like a very busy week. Would Tuesday at four o'clock suit you?

- a But I'm afraid 4.00 p.m. is going to be difficult. In fact, it looks as though I'm going to be busy all afternoon. Could you manage the morning?
- b OK. So we're meeting next Wednesday at 8.30 a.m. Shall I order the breakfast from the restaurant?
- c Could we make it a bit earlier, then? Say 8.30?
- d Good idea. They always run out of croissants really early!
- e If it's OK with you, I think I'd prefer to make it Wednesday.
- f I'm not sure about Carine. I'll need to check first, though I expect a later meeting would be better for her.
- g No problem. I never have time to eat anything before I get in to work anyway!
- h OK, Wednesday's fine for me too.
- i As it's so early, shall we discuss the schedule over breakfast?
- j Sure, 8.30 is fine.
- k The problem is, I have a meeting at 11.00 with the transport company.
- l What about asking Carine to the meeting? Can she make it?

- 2 Work in groups of three, students A, B and C. You own a small family-run garden centre. A new member of staff is starting work next week, working from 10 a.m. to 6 p.m. You need to plan his schedule for next Monday to Friday to make sure everything is ready for one of your busiest weekends of the year. Look at your information card. Hold a meeting and fill in the new member of staff's schedule together.

New member of staff's schedule

	Mon 12 th	Tues 13 th	Wed 14 th	Thur 15 th	Fri 16 th
10.00					
11.00					
12.00					
13.00					
14.00					
15.00					
16.00					
17.00					

Information cards

Student A

Activity	Date	Duration	Considerations
Training	12 th	3 hours	Must be complete by the end of the 12 th .
Fire procedures – practice	any	1 hour	Must be done before the safety inspection.
Inventory of garden furniture in stock	12 th –13 th	3 hours	Any orders for more garden furniture must be made by the 14 th at the latest.
Carry out maintenance of ponds	any	2 hours	Watering for the day must be done before pond maintenance.
			Gardening expert has phoned to say she will arrive at 17.00 on the 15 th for rehearsal of talk.

Student B

Activity	Date	Duration	Considerations
Set up flower stall for Mother's Day	12 th –14 th	2 hours	Must be done by the end of the 14 th .
Rearrange the snack counter in the restaurant	any	2 hours	Must be done before lunches are served at 12.00.
Set up '2 for 1' promotion of flower and vegetable seeds	14 th	2 hours	Seed promotion to be set up in space used for garden furniture before it was moved to near the entrance.
Set up sound system for talk on 17 th by garden expert	any	1 hour	The lecture room needs to be cleared of old stock garden clothing.
			The safety inspector has phoned to say he will arrive at 14.00.

Student C

Activity	Date	Duration	Considerations
Move old stock garden clothing stored in lecture room and set up 50% off sale	any	3 hours	Set up display after delivery of discounted garden clothing.
Move the garden furniture section to near the entrance	any	3 hours	An inventory must be done before the garden furniture is moved.
Watering	12 th –16 th	1 hour	All plants must be watered daily.
Safety inspection	16 th	4 hours	The safety inspector needs to be accompanied by a member of staff at all times. This will have to be the new staff member.
			The new member of staff needs a one-hour lunch break to be taken between midday and 3 p.m.

Student D

Activity	Date	Duration	Considerations
Take delivery of fish	13 th	1 hour	Pond maintenance must be completed before delivery of fish at 13.00.
Take delivery of flowers for Mother's Day	14 th	1 hour	Delivery will take place between 12.00 and 14.00.
Take delivery of additional discounted garden clothing	15 th	1 hour	Delivery will take place between 10.00 and 12.00.
Rehearsal of talk with garden expert to test sound system	any	1 hour	The sound system needs to be set up before the rehearsal.
			Watering must be done at 10 a.m. every day if possible. Another member of staff will water with the new staff member at 10 a.m. on the 12 th .

Creative thinking. Phrasal verbs 1

- 1 Work in pairs. Student A read text A and Student B read text B. Complete your text using the phrasal verbs in the box. Sometimes more than one answer is possible.

break down	come up with
go through	figure out
put forward	go about
work out	go into

Text A

In 1968 Dr Spence Silver at 3M discovered an unusual but useless adhesive. It _____¹ into tiny spheres that were very sticky individually but together formed a very weak adhesive. Six years later, Art Fry, another 3M employee and choir singer, had _____² some problems with the bookmarks in his hymn book, which used to constantly fall out. So he _____³ finding a solution to his problem. He _____⁴ that he could apply some of the 'useless' adhesive to his bookmarks. They would remain in place but could then be removed afterwards, without marking the book. Fry _____⁵ his new product idea to his bosses at 3M but they were sceptical. However, in 1977, some 3M secretaries were given blocks of the new notes and told to do what they wanted with them. They _____⁶ more uses than anyone dreamed possible. By 1990, Post-it® Notes were one of the five top-selling office-supply products in the USA.

Text B

In the 1940's, Bette Nesmith was a single mother. She was _____¹ a difficult time financially and had to find a job. She started work as a secretary but was frustrated by the time spent correcting typing errors. Also a part-time painter, in 1951 she _____² the idea of using a small bottle of tempera paint to correct her errors. At first she just shared her discovery with the other secretaries at work. Then, in 1956, she _____³ how to improve the formula, changed its name to 'Liquid Paper', and _____⁴ patenting her product. She _____⁵ her new product idea to IBM, but they weren't interested. So Bette's own money _____⁶ the firm 'Liquid Paper Inc' and she started marketing the product on her own. Liquid Paper didn't make a profit for several years, but it was finally sold to the Gillette Corporation in 1979 for \$47.5 million.

- 2 Without looking at your text, explain the story to your partner. Include the five points listed below:
- Inventor and situation
 - Problem
 - Solution
 - Next steps
 - Conclusion
- 3 Answer the questions individually, then discuss your answers with your partner.
- 1 Which invention showed more originality: Post-it® Notes or Liquid Paper?
 - 2 Which invention has more of a future? Why?
 - 3 Which story is a better example of lateral thinking?
 - 4 What is the best way to test a new product?
 - 5 Do you think 3M and IBM were flexible in their thinking? Why/why not?
 - 6 Which is more successful in solving problems, logical thinking or lateral thinking?

7.2 FOCUS ON FUNCTIONS FILE

Clarifying

- 1 Match the beginnings and ends of the phrases.

- | | |
|-------------------|--------------------------------|
| 1 Correct me | a you mean. |
| 2 It's hard to | b to check ... |
| 3 Did you | c right. |
| 4 Basically, what | d run that by me again? |
| 5 I just wanted | e say ...? |
| 6 That's | f understand you correctly ... |
| 7 Can you just | g say. |
| 8 OK, I see what | h if I'm wrong, but ... |
| 9 So, if I | i you're saying is that ... |
| 10 Not | j exactly. |

- 2 Work in pairs, Student A and Student B. You are helping to arrange a company trip to the London Design Festival. Read your information. Call your partner. Complete any missing information, confirm any information marked with a question mark (?), and then finalise the schedule together.

- 3 Work in pairs. Complete the email with seven of the phrases in the box.

I am particularly concerned about ...	Could you give me some specific information ...?
I'm sorry, I'll try to explain.	For your further information, ...
To clarify:	Please let me know if you require further clarification.
Is that correct?	I wonder if you could just clarify what you mean by ...
I can also confirm that ...	I assume everything is arranged, but ...
I am writing to confirm ...	To put my mind at rest, could you ...?

Dear Jean Pope,

_____ ¹ the arrangements for the London trip. I have received your email with the dates of the festival and _____ ² I would like to check the details with you, just in case.

I think that we are leaving on September 19th. _____ ³? _____ ⁴ our festival schedule, as it is very important for us to attend all five events listed. _____ ⁵ send me the detailed schedule by email? _____ ⁶ on our hotel too please, such as its address, telephone number, etc.? Also, _____ ⁷ 'fully equipped'. I will need to do some work while I'm in London and therefore need a fast internet connection in my room.

Many thanks,
Peter Zetter

- 4 In pairs, write a reply to the email in 3. Use at least three of the five remaining phrases in the box in 3.

Student A	
Number of people on trip:	3?
Names:	?, Helmut Lindberg, Ingeborg Schiffer?
Festival dates:	20 th to 24 th September
Available outward flights:	?
Available inward flights:	24 th Sept 22.00 or 25 th Sept 08.45
Accommodation:	Clarence Hotel
Address:	117 Queens Gardens, Hyde Park
Telephone:	+44 20 7597 3356
Rooms:	3 doubles?
Facilities:	All rooms fully equipped (satellite TV, internet connection)
Events (in order of priority)	
Event 1:	23 rd – Darren Wheatty launch. All day.
Event 2:	?
Event 3:	21 st to 23 rd – True Design. All day.
Event 4:	24 th ? – Exteriorising Interiors. All day.
Event 5:	21 st and 22 nd – Focus 2008. Approx. 4–5 hours.
Other information	
Helmut Lindberg needs one evening free for dinner with a supplier.	
Peter Zetter has an important meeting on the 25 th , at 13.00.	

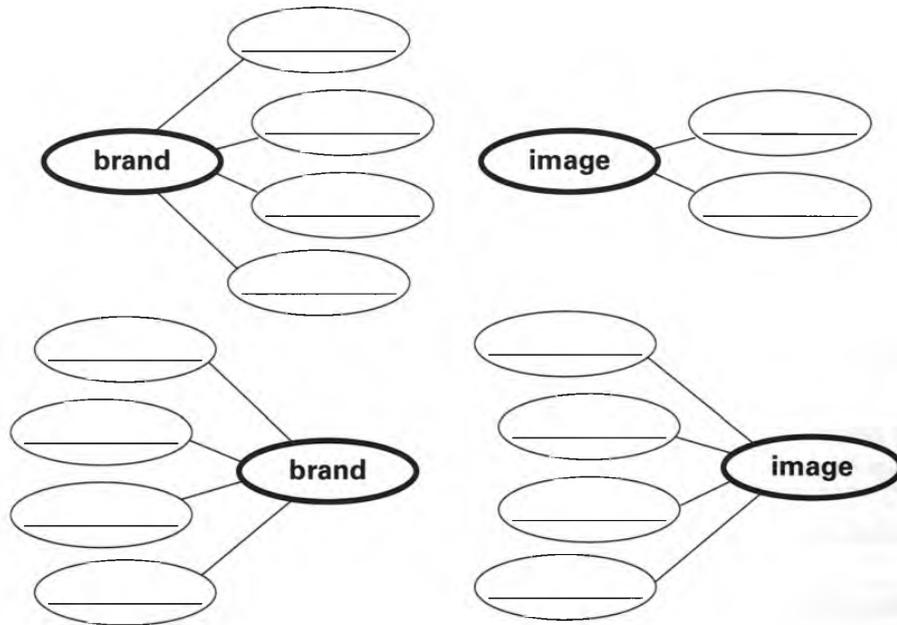
Student B	
Number of people on trip:	3
Names:	Peter Zetter, Helmut Lindberg, Ingeborg Springer
Festival dates:	20 th to 24 th September?
Available outward flights:	20 th Sept 11.15 or 16.35
Available inward flights:	? or 25 th Sept 08.45
Accommodation:	Clarence Hotel?
Address:	?
Telephone:	+44 20 7597 3358?
Rooms:	2 singles and 1 double room for Ingeborg Springer
Facilities:	?
Events (in order of priority)	
Event 1:	23 rd – Darren Wheatty launch. All day.
Event 2:	20 th to 24 th – Young Designers. Approx. 3 hours.
Event 3:	21 st to 23 rd – True Design. All day?
Event 4:	24 th – Exteriorising Interiors. All day.
Event 5:	?
Other information	
Ingeborg Springer is meeting up with her husband in London.	
We need to confirm the hotel booking asap as there is limited availability.	

8.1 WORDPOWER FILE

Images and brands. Compound adjectives

- ① Write the words in the box in the appropriate word map. Some words can fit into more than one map.

negative marketing global loyalty conscious recognition
 problem corporate positive name own famous



- ② Complete the book review using the adjectives in the box.

state-owned groundbreaking handmade hard-hitting hard-working
 life-enhancing light-hearted moneymaking self-made trendsetting hard-nosed

This book was not written for car lovers. First it describes the car industry, giving a surprisingly detailed account of both _____¹ firms run by governments, often seen as _____² schemes in the past but now usually a good way to waste public money, to companies run by tough, _____³ businessmen who are only interested in profit. And not forgetting the _____⁴ men like Ford, the classic story of a _____⁵ farm boy turned multi-millionaire. It is also an account of the _____⁶ designers who decide what we will all want to be driving, as well as the _____⁷ research into more ecological cars that might

never be applied, thanks to the pressure applied by big car companies. And then there's our relationship with cars, discussing questions such as why luxury car seats should always be leather and _____⁸, why many of us feel that, if only we could buy that expensive car, our lives would be better – in other words, the car as a _____⁹ experience. But this is not an amusing, _____¹⁰ look at cars. It is a brutal, _____¹¹ look at the world of the car and how it has influenced our thinking, habits and fashions – a story well worth reading!

- 3 Look at the examples of how compound adjectives can be formed, then put the adjectives from 2 into column A, B, C or D, according to their type.

A Noun + verb + <i>ing</i>	B Noun + past participle
trendsetting	state-owned
C Adverb + verb + <i>ing</i>	D Adjective + noun + <i>ed</i>
hard-working	hard-nosed

- 4 Look again at the examples of how compound adjectives can be formed in 3. Then complete sentences a–h with compound adjectives for the underlined concepts in sentences 1–8.

Concept

- This drink quenches your thirst.
- She is an individual who talks very fast.
- His time breaks the record.
- The note's pitch is very high.
- That car looks good.
- They called him a hippy with long hair.
- The firm's size is medium.
- This activity builds the team.

Compound adjective

- It is a _____ drink.
- She's a _____ individual.
- It's a _____ time.
- It's a very _____ note.
- It's a _____ car.
- They called him a _____ hippy.
- It's a _____ firm.
- It's a _____ activity.

- 5 Put the compound adjectives from sentences a–h in 4 in the correct columns in the table in 2.

- 6 Answer the questions. Then discuss your answers with a partner.

- Which make of car has the most reliable image?
- Which car firm has the top designers?
- What do you think is the best way to convey a specific image for a car?
- What do you think is the design philosophy behind the Ferrari brand?
- If you had to choose, which would you buy: a car with an exclusive image or a car with a very safe image? Why?

8.2 FOCUS ON FUNCTIONS FILE

Giving and reacting to bad news. Proposing solutions

1 Put these phrases in the correct column in the table, as in the example.

- 1 Here's something I think you might like ...
- 2 The only solution I can think of is to ...
- 3 I'm afraid we've got a problem.
- 4 I don't know about how you'll feel about it, but how about if ...
- 5 That's great.
- 6 I'm sorry to have to tell you this.
- 7 I've thought of another solution.
- 8 It sounds like you've got some real problems.
- 9 It's terrible news about ...
- 10 Look, I tell you what.
- 11 I've got to tell you there's been some more bad news.
- 12 Oh no, what now?
- 13 That's a terrific idea.
- 14 I'm sure I can sort something out.
- 15 Wow, that is bad news.

Giving bad news	Reacting to bad news
Reacting to good news	Proposing a solution
	1 Here's something I think you might like ...

2 Work in pairs, Student A and Student B. You both work for the marketing department of a designer handbag company. Read your information. Is each bullet point good news (G), bad news (B), or a solution (S)? Fill in the boxes. Write a solution for the bad news.

Student A

- The cost of high quality leather has risen 28% in the last month.
- A company in Buenos Aires is copying our best-selling design.
- A famous actress was photographed at the Oscars with one of our handbags.
- We could work on a brand new design to launch in time for Christmas.
- Sales of our classic design rose in the USA by 17% last quarter.

Solution to bad news:

Student B

- Sales of our classic design fell in Europe by 35% last quarter.
- A top Italian fashion designer has chosen to use our handbags for his next show.
- Our newest design has been voted 'Best Accessory of the Year' by *Vogue* magazine.
- A top fashion model has spoken out against leather products.
- We could interview celebrities who use our bags and print the interviews in popular magazines.

Solution to bad news:

3 In pairs, Student A and Student B. Role-play the telephone conversation. Then change roles and practise the conversation again.

Student A

Answer the phone.

React.

Agree or disagree with solution.

React.

Agree or disagree with solution.

React.

React.

Say goodbye.

Student B

Introduce yourself and give bad news.

Give possible solution.

Give more bad news.

Give possible solution.

Give good news.

Give more good news.

Wind up conversation.

Say goodbye.

9.1 WORDPOWER FILE

Verbs of permission and prohibition. Verbs + infinitive, verbs +ing

- ① Read the first part of the text and replace the underlined words using the antonym from the box, making any other necessary changes. Sometimes more than one answer is possible.

restrict make illegal limit permit ban

Should all mobile phones be legalized in cars? Should only hands-free phones be prevented or should they also be allowed? The figures are astonishing: drivers' reaction times are slower when talking on a hand-held mobile phone than when they are drunk, and they are nearly 50 per cent slower than under normal driving conditions. And

the problems are not widened to hand-held mobiles, as hands-free mobiles also affect drivers. In general, drivers who use mobile phones in their vehicle are four times more likely to have an accident. Consequently, different countries have introduced various kinds of legislation to widen the use of mobile phones.

- ② Now read the rest of the text and choose the correct form of the phrase.

The most common measure is to ban drivers *from using/to use*¹ hand-held mobiles, while some countries prohibit specific types of drivers *from using/to use*² mobile phones, such as school bus drivers. Sometimes drivers who only have a learner's licence are not allowed *using/to use*³ mobile phones. However, no one really knows if these

legislative measures actually prevent drivers *from having/to have*⁴ an accident, and it is very difficult to get people *not using/not to use*⁵ their phones. Legislation can be made much more effective if supported by publicity and also by educational campaigns in order to encourage people *using/to use*⁶ their mobiles responsibly.

- ③ Work in groups of four, Students A, B, C and D. Read the information on your card and prepare a short presentation for the rest of the group.
- ④ Hold a meeting to discuss what to do about the problem of mobile phones and driving. Follow the agenda.

Agenda

- 1 Presentation of current situation in different countries: Australia, New Zealand, the UK and Finland.
- 2 Discussion of possible proposals for each country:
 - Legislation (total ban, restrictions, penalties ...?)
 - Campaigns (media, main target ...?)
 - Research (additional information required, methods to gather data ...?)
- 3 Any other business.

Information cards

Student A					
Country	Hand-held phones banned?	Hands-free banned?	Typical penalty	Have used hand-held mobile while driving	Typical driver that uses hand-held mobile
Australia	Yes	No	\$182 (110 euros) and 3 points on licence	Almost 40%	Male, under 40, urban
New Zealand					
UK					
Finland					

Student B					
Country	Hand-held phones banned?	Hands-free banned?	Typical penalty	Have used hand-held mobile while driving	Typical driver that uses hand-held mobile
Australia					
New Zealand	No (currently under debate)	No	–	57.3%	Male, young, urban, new car, fast driver, less experienced
UK					
Finland					

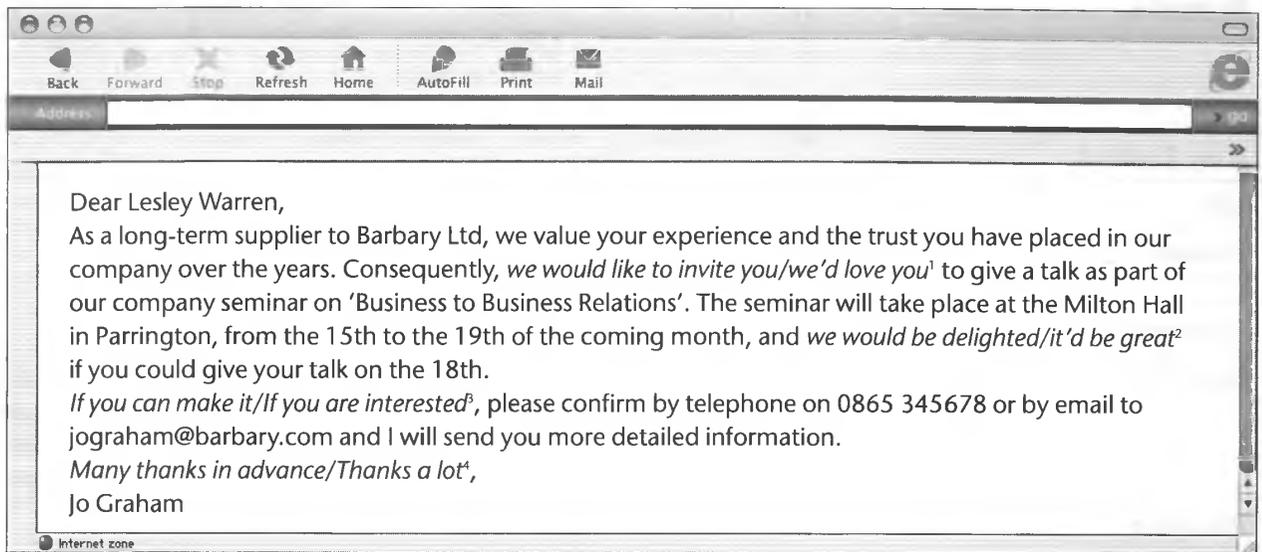
Student C					
Country	Hand-held phones banned?	Hands-free banned?	Typical penalty	Have used hand-held mobile while driving	Typical driver that uses hand-held mobile
Australia					
New Zealand					
UK	Yes	No	£60 (90 euros) and 3 points on licence	37%	Male, young, urban, high mileage
Finland					

Student D					
Country	Hand-held phones banned?	Hands-free banned?	Typical penalty	Have used hand-held mobile while driving	Typical driver that uses hand-held mobile
Australia					
New Zealand					
UK					
Finland	Yes	No	50 euros	81%	Male, young

9.2 FOCUS ON FUNCTIONS FILE

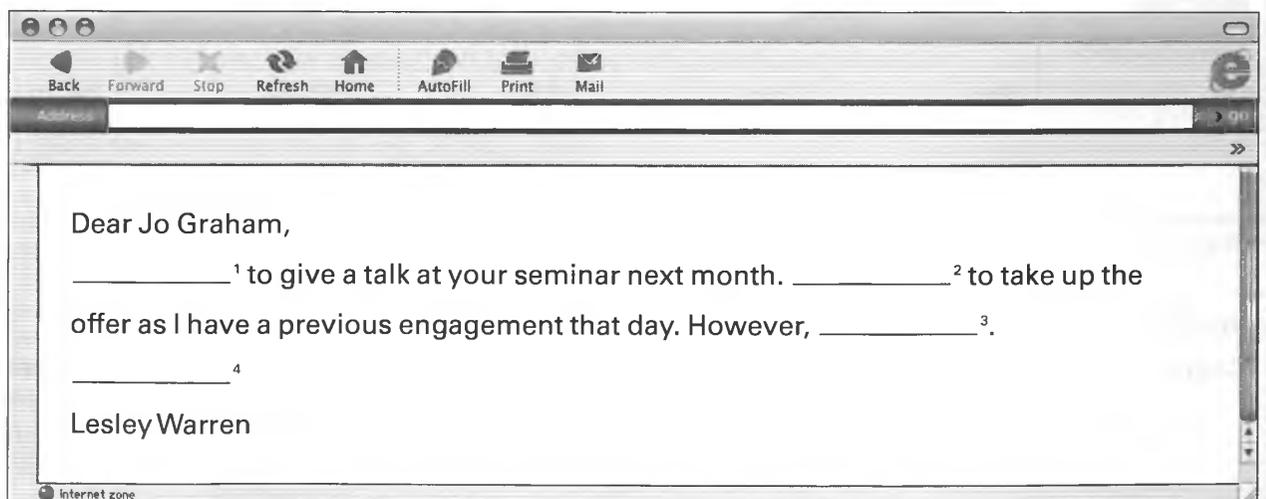
Invitations. Expressing appreciation and disapproval

- 1 Read the email and choose the correct phrase.



- 2 Complete the reply to the invitation in 1 using four of the phrases in the box.

all the best	sorry, I'm afraid I won't be able ...
if you're not busy, would you like to come to ...?	I hope to be able to help you in a future seminar
thanks but ...	unfortunately, I shall be unable ...
thank you for your kind invitation	fancy coming to ...?
are you free on ...?	no, I can't
best regards	thanks for the invite
yeah, that sounds good	that's very kind, I'd love to ...
maybe some other time	how about ...?



- 3 Work in pairs. Role-play the conversation between Jo Graham and Lesley Warren, using the prompts and at least three of the remaining phrases in the box in 2.

Jo Graham

Lesley Warren

Answer the phone.

Introduce yourself.

React. Ask reason for call.

Explain your plans have changed and you can now give the talk.

React. Invite Lesley to company dinner, after the talk.

Tell Jo you can't stay for the dinner. Explain why.

React. Invite Lesley to gala dinner the following night.

Accept the invitation and thank Jo.

React. Promise to send more information on event.

Thank Jo. Wind up the conversation.

Say goodbye.

Say goodbye.

4 Match the beginnings and ends of the phrases.

- | | |
|------------------------------|---|
| 1 What did you think | a problem |
| 2 I was a bit | b kind of you |
| 3 No | c think much of it |
| 4 I don't know why | d of the speakers? |
| 5 Thanks to | e for all your hard work |
| 6 Thank you, that's very | f the talks were a bit long |
| 7 I just wanted to thank you | g you, too |
| 8 I'd like to say it's been | h the sound quality was so bad |
| 9 Well, actually, I thought | i a pleasure working with you |
| 10 I really appreciate | j worried that it was too technical |
| 11 To be honest I didn't | k any dissatisfaction? |
| 12 Did you pick up on | l what you did to make the round table so interesting |

5 Work in groups of four, Students A, B, C and D. You all work for Barbary Ltd and had some connection with the company seminar. You meet in the bar after the gala dinner. Look at your information. Then role-play an informal conversation using the phrases from **4**.

<p>Student A: Assistant to Head of Public Relations</p> <p>You helped Student D to set up the seminar on 'Business to Business Relations'. You think the seminar was a success in general but are worried that it was difficult to hear some of the talks at the back of the hall. Think of a possible solution.</p>	<p>Student B: Purchasing Manager</p> <p>You attended the seminar on 'Business to Business Relations'. You think the talks were too long, but you found the round-table discussion very interesting. Overall, you think the seminar was a success and very well organized. Think of a suggestion for the next seminar.</p>
<p>Student C: Production Manager</p> <p>You attended the seminar on 'Business to Business Relations'. You think the talks were fascinating but the sound quality was poor. In general, you think the speakers were very good but the location could have been better. Think of a possible alternative.</p>	<p>Student D: Head of Public Relations</p> <p>Student A helped you to set up the seminar on 'Business to Business Relations'. You are worried that the talks were too technical and therefore a little boring, although you think the Student A's organization was very good. Think of a possible theme for the next seminar.</p>

6 In the same group of four, write an email to Lesley Warren, thanking the speaker for the talk.

Easily confused words. Phrasal verbs 2

Across

- 1 The police were looking _____ the murder.
- 6 In Barcelona, you have to stamp your ticket as soon as you get _____ a bus.
- 8 He wasn't involved in the fight – he was just a _____.
- 10 This system is faster and cheaper: it's much more _____.
- 11 The accident was _____ the speed camera. (3 words)
- 16 A lot of different _____ were held to celebrate the company's 100th anniversary.
- 18 The teacher won't just _____ you off if you don't do the homework: he'll give you a punishment as well.
- 19 The discovery of the vaccine was a real _____.
- 21 They'll realise who did it: you'll never get _____ with it.
- 23 The company organises all kinds of leisure _____, such as sports, open-air concerts and exhibitions.
- 25 I'm sorry I interrupted you: please _____. (2 words)
- 26 I can't _____ with that noise any longer. I'm going to complain. (2 words)
- 28 Security is our greatest concern: we'll need 24-hour _____ of the factory.
- 29 It's really difficult to give up smoking but I'd like to _____ down.
- 30 I put her success _____ to hard work and nothing else.

Down

- 2 Passengers will have to _____ off their shoes at the security barrier.
- 3 She was getting on _____: she was almost 90 years of age! (2 words)
- 4 Please remember to put on your seat belt as soon as you get _____ the taxi.
- 5 A lot of people had bought security systems because of the recent _____-ins.
- 6 When the body was discovered, the police closed _____ the area immediately.
- 7 A What time did they _____ their trip to Paris? B Early this morning. (3 words)
- 9 Don't worry: I'm sure everything will _____ out OK.
- 11 So there's no _____ of him going to university, with his bad results?
- 12 The immigration official _____ everyone's passports when we arrived.
- 13 Luckily, a _____ saw the fight from across the street and called the police.
- 14 I'm really _____ about driving on motorways: there are too many lorries.
- 15 In spite of the difficulties, in general I think airport staff _____ very well with the new security measures.
- 17 The _____ managed to get into the company's database and stole all the information.
- 20 The accident caused a huge _____ on the motorway and we took hours to get there.
- 22 Although most people don't realise it, the crime rate is _____ quite low here.
- 24 The company is losing money so there will have to be _____ in all departments.
- 27 Unless you take the train, there's no way to _____ the heavy traffic at rush hour.
- 28 The bank _____ up a new security system to protect its confidential data.

10.2 FOCUS ON FUNCTIONS FILE

Wrapping up and reviewing a project. Congratulating

- 1 Complete this speech by a company CEO with the correct words.

I thought the whole year went quite well and I'm sure the annual accounts will bear this ____¹. In particular, I'd like to look ____² at our results for the last quarter of last year. There were a few hiccups but, ____³ the whole, I think the last three months of the year were a success. One possible setback was our new contract with the government. In fact, we thought we'd lost the contract right ____⁴ to the last minute, but the project team managed to sort ____⁵ all the technical problems ____⁶ very short notice. I think the technicians coped especially well ____⁷ the very tight deadlines, so congratulations ____⁸ them. Taking all things ____⁹ account, such as the fast-changing market and new legislation, we can feel proud of what we achieved in the last quarter. Of course we still have several areas to improve but, ____¹⁰ a nutshell, we all did a good job under difficult circumstances. Well, that just about wraps ____¹¹ what I wanted to say about last year. Well done, everyone.

- 2 Use the words in the box to complete the CEO's memo. Use one of the words twice.

bottom outstanding lessons point success fire day job

From: CEO

To: Department Heads

Subject: Annual review

I know that some of you couldn't make the talk I gave yesterday so I'm sending you all this memo to make sure no one has been left out of my annual review.

I'd like to start by giving special thanks to the whole technical team and congratulate them on doing such a great ____¹ with the government contract. It looked like we would lose the contract and their work really saved the ____², so please pass on my congratulations to all involved. They all did a really fantastic ____³.

But the government contract won't be enough to guarantee ____⁴ this year. Although the last quarter was relatively strong, the ____⁵ line is that our profits are down and our client base is too small. I'm sure you remember our Financial Director, Armelle Robert, saying that we only survived the year thanks to how we coped with continuous financial problems or, as she put it, our ' ____⁶-fighting skills', and she has a fair ____⁷. There are some key ____⁸ to be learnt from last year, such as how to manage customers with ____⁹ debts. But I am sure we can all learn from our experience and improve.

- 3 Work in groups of four and follow the instructions for the Topic cards.

technical	sales	client	money
10.2	10.2	10.2	10.2
computer	contract	factory	figures
10.2	10.2	10.2	10.2
people	countries	environment	education
10.2	10.2	10.2	10.2
food	sport	construction	communications
10.2	10.2	10.2	10.2
health	idea	time	travel
10.2	10.2	10.2	10.2
workload	negotiation	science	telephone
10.2	10.2	10.2	10.2

Instructions

You need one set of Topic cards for each group of four players.

- 1 Put the Topic cards face-down in a pile.
- 2 In turns, pick a card and toss a coin. Tails – congratulate. Heads – wrap up. Using at least one underlined phrase from **1** or **2**, either congratulate another student on a subject related to the topic on the card or wrap up a subject related to the topic on the card.
- 3 The group decides if the sentence is grammatically correct. If so, the player scores one point.
- 4 Replace the cards at the bottom of the pile. The first student with five points is the winner.

MS MONITOR SHEET

Date:

Language problems:

KEY \ something missing \rightleftarrows word order / unnecessary mistake

Useful words/phrases:

Check the pronunciation of these words:

Test A UNITS 1-2 TIME LIMIT 1 HOUR

A Grammar

1 Verb tenses

Complete the text using the correct present, past or future form of the verb in brackets.

Most people _____¹ (think) that dishwashers are a modern invention. But by the time Josephine Cochrane _____² (invent) the first automatic dishwasher in 1886, the first patent for a dishwasher _____³ (be) around for 36 years, although the original manual machine _____⁴ (attract) much attention as it _____⁵ (not work) very well. As a wealthy woman, Mrs Cochrane _____⁶ (not wash up) herself, but she _____⁷ (want) a machine that _____⁸ (be able) do the job faster without damaging her fine china. No one _____⁹ (create) such a machine before, so she _____¹⁰ (build) one herself. People now _____¹¹ (say) that she _____¹² (exclaim), 'As nobody else _____¹³ (make) a dishwashing machine, _____¹⁴ (do) it myself!' Just over one hundred years later, dishwashers _____¹⁵ (grow) to be a necessity for most people. But companies _____¹⁶ (continuously, innovate) and _____¹⁷ (constantly, improve) on the basic dishwasher design, especially in the area of the environment, and dishwashers _____¹⁸ (become) increasingly energy and water efficient. In fact, students from an Australian university _____¹⁹ (even, design) a waterless dishwasher, a device which Electrolux _____²⁰ (develop) over the next few years and possibly market. So who knows what _____²¹ (happen) to Josephine Cochrane's humble dishwasher over the next 100 years. But a lot of people certainly hope that washing dishes by hand _____²² (become) a thing of the past!

1 mark per answer **Total 22**

2 Questions

Complete the questions about the text in **1** using the correct form of the verb in brackets.

- 1 When _____ (Josephine Cochrane, invent) the automatic dishwasher?
- 2 _____ (people, need) dishwashers nowadays?
- 3 How _____ (dishwashers, become) more environmentally friendly?
- 4 _____ (Mrs Cochrane, know) if anyone _____ (design) a dishwasher before her?
- 5 Why _____ (dishwashers, not remain) the same over the next 100 years?
- 6 What _____ (Australian students, design)?

- 7 Why _____ (Mrs Cochrane, not wash) her dishes herself?
- 8 Why _____ (dishwashers, not attract) much attention before Mrs Cochrane's invention?
- 9 What _____ (Electrolux, develop) over the next few years?

1 mark per answer **Total 10**

3 Talking about the past

Write the sentences using the prompts.

- 1 I/not/go/Austria/yet.
- 2 I/already/study/German/three years/before/I/go/Berlin.
- 3 I/not/live/my present house/for very long.
- 4 I/not visit/Germany/last year.
- 5 I/work/four different countries/so far.
- 6 I/go/university/between 1983 and 1986.
- 7 Recently/I/think/move/to Spain.
- 8 I/never/try/sauerkraut/before/I/go/Germany.
- 9 I/meet/a lot of interesting people/Spain/last year.
- 10 I/never/visit/Munich.

1 mark per correct past tense **Total 12**

4 Past tenses

Rewrite the sentences using the time phrases in brackets.

- 1 She visits Japan (five years ago).
- 2 I'm not feeling well (for the last two days).
- 3 She never goes abroad (in her life).
- 4 She's learning Japanese (for the last five years).
- 5 He doesn't drive to work (last week).
- 6 They are married (for twenty years).

1 mark per answer **Total 6**

B Functions

1 Starting and ending phone conversations

Complete the phone conversations with suitable words and phrases.

- 1 A Hello, Françoise Ducault _____¹. How can I help?
B Hello Françoise. _____² Chahaya.
A Oh, hi Chahaya. _____³ over there at the moment?
B Quite busy, actually. But, look, I don't want to _____⁴ too long.
A _____⁵, that's fine. I have some free time this morning. What's up?
- 2 A Good morning. My name's Mura Amari. I don't think _____⁶ but I'm the new Sales Manager in Tokyo.

B No, I don't _____⁷. Good to talk to you at last.

A _____⁸. The reason I'm calling is to ask you ...

3 A OK, so that's settled then. I'll let everyone know the new arrangements.

B Thanks very much. And, by the way, give _____⁹ to Trisha when you see her.

A _____¹⁰. _____¹¹ to you.

B _____¹². See you next month.

1 mark per answer **Total 12**

2 Making and responding to suggestions

Write the conversations using the prompts.

1 A So/principle/you think/good idea?

B Oh definitely. I/think/sound/interesting.

2 A I/want/see/if/you think/it work.

B Without doubt/but/not really sure/location.

3 A The plan/have/range/music. What/think?

B Well/question/funding. Tell/more.

1 mark per answer **Total 6**

3 Communicating by email

Complete the emails with suitable words or phrases.

Dear Ms Choukri,

We haven't met yet, so _____¹ introduce myself. My name's Miguel Fernández from the marketing department at our Madrid branch.

_____² heard, a group from our branch will be visiting your offices next month and I was

_____³ you could spare me some time to go over the new launch campaign together? I am enclosing our approximate schedule, which will be confirmed by next week. _____⁴ know if you are available?

Dear Mr Fernández,

_____⁵ for your email. I would be very interested in having a meeting with you but _____⁶ I am away during your visit.

However, it _____⁷ to have the meeting at your offices in Madrid, as I will be visiting your country next week. Perhaps we could meet on the morning of the 5th, before I fly back? Could you _____⁸ by the end of the week, though, as I will need to change my travel arrangements. In any case, _____⁹ find out the times of the morning flights to Madrid and pass them on to your secretary.

_____¹⁰ a chance to meet soon.

1 mark per answer **Total 10**

4 Phoning contacts

Complete the sentences with suitable phrases.

1 _____ me but I was given your name by Sally Jenkins.

2 Would _____ in helping us?

3 _____ give me your email address?

4 I'm phoning _____ you'd be available tomorrow.

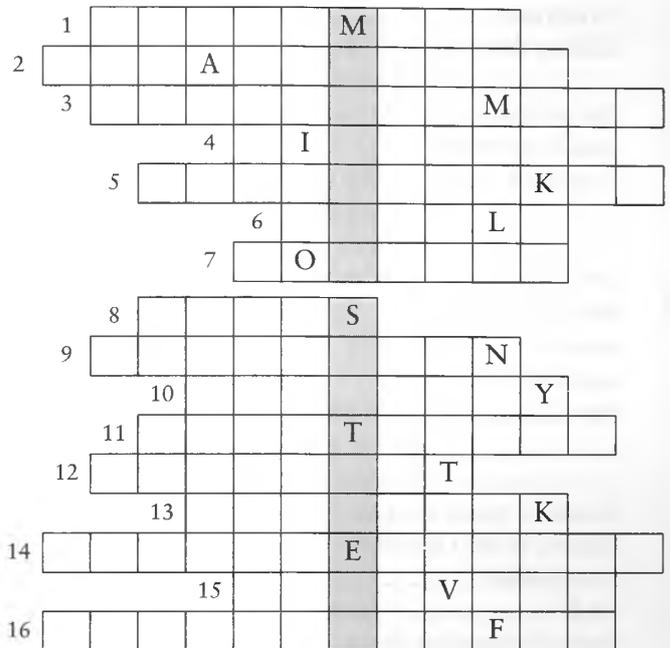
5 I'm sorry to call you out of _____ like this.

6 The meeting's at 3 p.m. Do you think _____ then or will you be busy?

1 mark per answer **Total 6**

C Vocabulary

Read the clues and complete the word puzzle.



Clues

- 1 to weaken something so that it probably fails
- 2 someone who does not achieve (hyphenated word)
- 3 to calculate or judge too highly
- 4 the opposite of *prove*
- 5 someone who can do a lot of different things at the same time (hyphenated word)
- 6 self-confidence, especially in a group of people
- 7 strengthening the relationship between members of a company or group
- 8 the culture or philosophy, especially of a company
- 9 the opposite of *certain*
- 10 a plan or policy
- 11 the opposite of *rational*
- 12 the opposite of *direct*
- 13 cooperation, collaboration between people
- 14 to get the wrong idea
- 15 an occurrence that was expected to be interesting but is actually a disappointment (hyphenated word)
- 16 having too few employees

(Down) a phrase that summarises the goals of a company (2 words)

1 mark per answer **Total 16**

TEST TOTAL 100

A Grammar

1 Articles

Complete the text using *a, an, the* or no article (-).
 _____¹ ultraviolet or UV light from _____² sun can be very dangerous, but _____³ weather forecasters can only provide _____⁴ estimate of _____⁵ following day's ultraviolet (UV) index. _____⁶ Philips is now patenting _____⁷ way for _____⁸ mobile phones to provide _____⁹ advice on _____¹⁰ safe exposure times for each specific location by means of _____¹¹ UV sensors distributed around _____¹² country. As _____¹³ existing mobile phone network always knows roughly where each phone is, it can send _____¹⁴ accurate UV index rating to each phone as _____¹⁵ text or voice message. And if you enter _____¹⁶ factor of your suntan lotion, it will display _____¹⁷ recommended safe exposure time. It could even act as _____¹⁸ alarm, beeping _____¹⁹ warning when _____²⁰ safe exposure time has expired.

1 mark per answer **Total 20**

2 Talking about the present

Complete the sentences using the correct present form of the verb in brackets.

- 1 Wireless technology _____ (become) more popular among home computer users.
- 2 I _____ (think) that people are too dependent on technology nowadays.
- 3 She often _____ (shop) online for birthday presents.
- 4 The new software _____ (have) a lot of success at this year's Techno fair.
- 5 I _____ (use) my laptop at the moment because my PC is broken.
- 6 People in the UK _____ (send) more emails than any other form of written communication.
- 7 The company _____ (think) of developing a wireless version of its product.
- 8 Most people in the developed world _____ (have) a mobile phone.
- 9 Mobile phones _____ (get) increasingly like PCs.
- 10 Companies currently _____ (employ) 1.4 million IT security professionals worldwide.

1 mark per answer **Total 10**

3 Present Perfect Simple and Present Perfect Continuous

Write the sentences using the prompts.

- 1 I/work/this presentation/hours/but/I/still/not finish/it.

- 2 She/look for/job/last six months/but/not find/anything/yet.
- 3 Where/you/be? I/try/contact/you/all morning.
- 4 He/study/Japanese/for years now. In fact/he/pass/advanced proficiency test.

2 marks per answer **Total 8**

4 Talking about the future

Complete the dialogues using the correct form of the verb in brackets.

- 1 A They say I _____¹ (get) a company car with my new job.
 B What sort of car _____ it _____² (be)?
 A Probably a BMW.
 B So you _____³ (not need) your old car, then.
 A Actually my husband's car is quite old. So he's decided he _____⁴ (use) mine.
- 2 A What time _____ the flight _____⁵ (leave)?
 B At 17.45. How _____ you _____⁶ (get) to the airport?
 A Oh, I _____⁷ (catch) probably the airport bus.
 B I _____⁸ (take) my car. Do you want a lift?
- 3 A He says his new business _____⁹ (made) a profit by the end of the year.
 B According to his accountants, it _____¹⁰ (lose) money for the first two years.
 A Yes, but he thinks that the company _____¹¹ (double) its number of clients by the summer.
 B Well, his sector _____¹² (continue) to expand rapidly over the next year or so.

1 mark per answer **Total 12**

B Functions

1 Turn-giving and turn-taking on the phone

Complete the conversation with suitable words or phrases.

- A Is everyone _____¹ up all right?
- B Hold on. I can't hear what you're saying.
- A Is that _____² better, Bert?
- B Yes, thanks. I _____³ now. Sorry about that.
- A OK. Let's _____⁴ on now. Can I just ask you to say your name when you speak? Charlotte, _____⁵ start?
- C Fine. _____⁶ Charlotte. Well, regarding the speakers, I think we need to invite a wide range of nationalities to the conference.

Test C UNITS 5–6 TIME LIMIT 1 HOUR

A Grammar

1 Narrative tenses: Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous

Complete the text using the correct form of the verb in brackets.

Shackleton's Antarctic expedition _____¹ (be) the first to leave England after the Norwegian, Amundsen, _____² (become) the first man to reach the South Pole in December 1911. Over the preceding decade, Britain _____ already _____³ (send) three expeditions to the South Pole and Shackleton, who _____⁴ (play) an important part in two out of the three trips, _____⁵ (make) a name for himself in Antarctic exploration. By 1914, Shackleton _____⁶ (raise) enough money to finance an expedition to carry the British flag across the whole of Antarctica, via the South Pole.

Shackleton's expedition ultimately _____⁷ (fail) but is still famous today for the heroic efforts of its leader to save his men. The ice _____⁸ (trap) and then _____⁹ (destroy) their ship thousands of miles from the nearest settlement and, although ships _____ already _____¹⁰ (use) wireless radio for some time, the expedition's remote location _____¹¹ (make) any such contact impossible. Also, a rescue mission was impossible because World War I _____¹² (go on) at that time. The men _____¹³ (endure) 22 months on Elephant Island, with temperatures of -37°C and few provisions, and six of them, including Shackleton, finally _____¹⁴ (sail) across the open ocean in a small, 7-metre boat to a remote whaling station 1,500 km away. Four months later in April 1916, Shackleton _____¹⁵ (manage) to rescue the men he _____ previously _____¹⁶ (leave) behind on Elephant Island.

While Shackleton and his team _____¹⁷ (struggle) with their ship trapped in ice, the expedition's supporting party _____¹⁸ (make) their way to the other side of Antarctica to leave food for the team. However, bad weather _____¹⁹ (blow) them off course. So, in December 1916, Shackleton _____²⁰ (have to) go on another rescue mission for the supporting party. Tragically, by the time he _____²¹ (arrive), three men _____ already _____²² (die).

1 mark per answer **Total 22**

2 Modal verbs: obligation, necessity, and permission

Rewrite the sentences using the correct verb in brackets in the correct form. Make the verb negative if necessary.

- Are dogs allowed to come in? (can/must)
- He wasn't required to give his name. (must/have to)
- It's important for me to call the client back tomorrow. (may/must)

- Parents are advised to notify the school of any absences. (must/should)
- It wasn't necessary to tell my boss because she already knew. (can/need)
- Wearing a uniform was obligatory at my school. (need/have to)
- We are not permitted to drink or eat at our computers. (be allowed to)
- You are not required to pay in advance. (should/have to)
- It's not necessary for you to bring a towel. (must/need)
- It was a bad idea for us to go by car. (should/need)
- Is it necessary for me to book a table? (need/can)
- We weren't allowed to make private calls at my last company. (may/can)
- He said it was possible for us to pay by credit card. (need/can)
- It was necessary to call before we visited them, but we forgot. (must/should)
- Is it not possible to get in if I'm not a member? (must/can)
- You are advised not to drive after taking this medicine. (must/should)
- Is it OK if I leave early today? (should/may)
- We were made to queue for an hour before we went in. (have to/should)
- Your security number is required when you pay by card on the Internet. (can/have to)
- Was it necessary for you to wait long? (should/need)

1 mark per answer **Total 20**

3 Modal verbs: expressing certainty and possibility

Respond to the sentences using the prompts.

- My company is one of the largest in the world. must/huge
- Is breaking into a new market very risky for a company? can/big problem
- We're having problems with our exports. might/easier/local distributor
- This design fault is very complicated. we/could/work/solution/months
- It's strange he hasn't called. might/sent/email
- I don't think anyone will buy it. you/would/surprised/people/buy
- He's taken the other option. could/make/mistake
- Our Managing Director's just had a heart attack. can/tough/at the top

1 mark per answer **Total 8**

A Grammar

1 Conditionals: Zero, 1st, 2nd

Complete these tips for being creative. Use the correct form of the verb in brackets.

- 1 Pretend you're interested in something you're not. No topic _____ (be) ever boring if you _____ (tackle) it enthusiastically.
- 2 Look after yourself. If you _____ (not sleep) enough, your creativity _____. (suffer)
- 3 Write up your life. If your life _____ (be) a script, _____ (can) you sell it to a film studio?
- 4 Create space. If you _____ (be) stuck for an idea, you _____ (might/get) inspiration with a change of scenery.
- 5 Do something childlike. If you _____ (be) a child, how _____ you _____ (view) the world?
- 6 Create some quiet time. If you _____ (not clear) your mind regularly, there _____ (not be) enough space for creativity.
- 7 Be curious about the world around you. If you _____ (be) a tourist in your home town, what new things _____ you _____ (notice)?
- 8 Take notes. If you always _____ (note down) your ideas, at least 10% _____ (be) good ones.
- 9 Have a specific 'creativity' room. If you _____ (have) a specific place, it _____ (can/help) to generate ideas.
- 10 Read a lot. You _____ (not need) input if you _____ (know) everything, but you don't!

1 mark per verb form **Total 20**

2 Functions using *if*

Write the sentences using the prompts and the phrases in brackets with *if*.

- 1 check/hotel booking/before/leave (if I were you)
- 2 look/my report/before/hand in (I'd be grateful if)
- 3 give/me/address/we/can/send/catalogue (if you)
- 4 call/me/have/further doubts (if you)
- 5 I/use/telephone? (is it OK)
- 6 get/one product/free/buy/two (if you)
- 7 let me/know/have/problems (if you)
- 8 she/ask/work/next Saturday (if I could)
- 9 get/ink/printer/way home? (if you have time)
- 10 take/laptop/in case/need/alter/report (if I were you)

1 mark per answer **Total 10**

3 Past modals

Rewrite the second sentence using the past form of the modal verb in brackets.

- 1 It's only 9 p.m. I don't think she's in bed. (can't)

- 2 I don't have my mobile. I'm almost certain I left it at home. (must)
- 3 It took ages by car. Unfortunately I didn't take the train. (should)
- 4 It was better to end the relationship. It was very likely to get worse. (could only)
- 5 Our top client has stopped ordering. Perhaps they've changed their supplier. (may)
- 6 They got lost. I'm pretty sure they didn't check the route beforehand. (mustn't)
- 7 It's strange he didn't answer. He probably didn't hear us. (couldn't)
- 8 His boss is angry. It was a bad idea for him to interrupt her. (shouldn't)
- 9 He's in a bad mood. Perhaps he didn't get the promotion. (might not)
- 10 She didn't know about the meeting. He very probably didn't tell her. (mustn't)

1 mark per answer **Total 10**

1 3rd Conditional and Mixed Conditionals

Rewrite the sentences so that they have a similar meaning, using *if* and the Past Perfect Simple.

- 1 I didn't study enough so I didn't go in to teaching.
- 2 She didn't have her children early and she isn't available for full-time work now.
- 3 His business is not a success because he wasted most of his profits.
- 4 We didn't agree to all our employees' demands last year, so we didn't make a loss.
- 5 I'm not working for my old company because I saw a job advert by chance.
- 6 They were going to fire her but she left the firm.
- 7 He hasn't retired by now because he didn't save enough for a pension.
- 8 I didn't know women could go into forestry, so I became a vet.
- 9 I emailed the angry client instead of calling him, so we probably lost the contract because of that.
- 10 We expanded abroad and that is probably why the company survived.

1 mark per answer **Total 10**

B Functions

1 Clarifying

Follow the instructions, using the word in brackets.

- 1 Explain that your answer is complex. (hard)
- 2 Check if the salesman said the meeting was on Tuesday. (say)

- 3 Summarise that he is saying the event was a success. (basically)
- 4 Check if he is coming by car or train. (wanted)
- 5 Confirm that he is correct. (right)
- 6 Ask for repetition. (run)
- 7 Clarify if he works for the competition. (correct)
- 8 Confirm that you understand. (mean)
- 9 Summarise that he is saying they have four new products. (correctly)
- 10 Reply that he is not 100% correct. (exactly)

1 mark per answer **Total 10**

2 Clarifying by email

Match the beginnings and ends of the phrases.

- | | |
|-----------------------|--|
| 1 I am particularly | a further information, I am enclosing a leaflet. |
| 2 I wonder if you | b confirm the travel arrangements for next week. |
| 3 Could you give me | c concerned about the sleeping arrangements. |
| 4 I am writing to | d could just clarify what you mean by 'all-inclusive'? |
| 5 I'm sorry. I'll try | e correct? |
| 6 To put my | f mind at rest, could you send me more details on the hotel? |
| 7 For your | g some specific information? |
| 8 Is that | h to explain. |

1 mark per answer **Total 8**

3 Giving and reacting to bad news. Proposing solutions.

Complete the dialogues with suitable words or phrases.

- 1 A I'm afraid _____¹ a problem.
B Oh no, what now?
A _____² to have to tell you this, but there are no flights available on Tuesday.
B Wow, _____³ news!
A The only solution I _____⁴ is to fly out on the Monday.
B I've _____⁵ another solution. We could all hire a car and drive there.
A Look, I _____⁶ what: _____⁷ me get all the information on the prices and then we can present the alternatives to the boss.
B That's _____⁸. I don't mind how we get there but I know he wants to keep the costs down.
- 2 A It's terrible _____⁹ about the strike, isn't it?
B I've got to tell you _____¹⁰ more bad news. Our new product is having difficulties in the test stage.
A It _____¹¹ we've got some real problems.
B Well, I'm sure we _____¹² out.
A I don't know _____¹³ feel about it, but _____¹⁴ we went back to the drawing board and totally redesigned it?

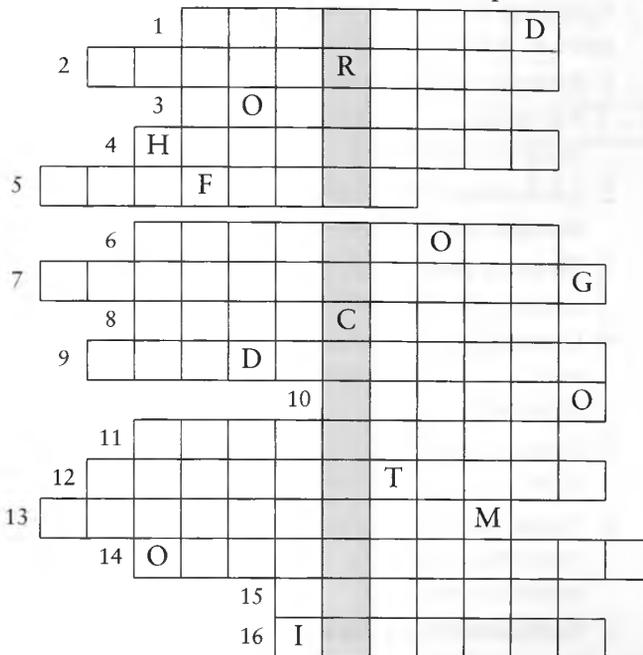
B Wait. _____¹⁵ you might like. We could ask the university to have a look at the design.

A Great! That's a _____¹⁶.

1 mark per answer **Total 16**

C Vocabulary

Read the clues and complete the word puzzle.



Clues

- 1 a type of product that has the label of the retailer, not the manufacturer (2 words)
 - 2 to propose (2 words)
 - 3 when you always use the same brand you have brand _____
 - 4 without pity, tough (hyphenated word)
 - 5 a rich man who started with no money and had no help is a _____ man (hyphenated word)
 - 6 to solve (2 words)
 - 7 describes a person who starts new fashions
 - 8 when you are very concerned about what you look like, you are image _____
 - 9 industrious (hyphenated word)
 - 10 to enter or to investigate (2 words)
 - 11 something that makes your life much better or richer is life-_____
 - 12 describes someone who is tough and very direct (hyphenated word)
 - 13 to propose as many ideas as possible in a group of people
 - 14 innovation, inventiveness
 - 15 when you are inspired, you _____ with an idea (2 words)
 - 16 to describe when something is in the shop, not outside it (hyphenated word)
- (Down) when everyone knows the name of your product, it has high _____ (2 words)

1 mark per answer **Total 16**

TEST TOTAL 100

A Grammar**1 Defining and non-defining relative clauses**

Mark the sentences ✓ or ✗, depending on whether they are correct or not, and correct any mistakes.

- 1 We've just had a package holiday that was the worst we've ever had.
- 2 Although it was 35°C, there was no air conditioning on the hotel bus that we were travelling in.
- 3 And when we got to our hotel, that was miles from the beach, we saw it was hardly finished.
- 4 Our friends, that were travelling with their 3-year-old son, were worried about the hotel's safety standards.
- 5 In fact, we didn't use the pool at all which was dirty and in very bad condition.
- 6 Finally our friends, who's son had been hurt by a cracked window, decided to change their hotel.
- 7 We spoke to the holiday representative who was only about 20 years old but she didn't do anything about our complaints.
- 8 So we tried to contact someone that would help us, but the travel company wasn't interested.
- 9 The staff at the British Consulate, who were the only people we could talk to, suggested we made a list of our complaints and took photos as proof.
- 10 The travel company, who's parent company is very well known, has now said it will refund our money.

1 mark per answer **Total 10**

2 Relative clauses and quantifiers

Join the two sentences into one using *several, all, a few, hardly any, many, none, some, most*, and *of which/of whom*.

- 1 Ten people went to the trade fair in Japan. 0% could speak Japanese.
- 2 There are 1.2 million small and medium-sized enterprises (SMEs) in the UK. 95% of SMEs are satisfied with their mobile phone services.
- 3 A lot of people use a computer every day. Only 15% prefer reading e-books to traditional books.
- 4 Around 30 million tonnes of road fuel are sold each year in the UK. 0.25% of all road fuel sold in the UK is biofuel.
- 5 New businesses are becoming more popular. 75% of all new businesses fail in their first year.
- 6 In the UK, around 150,000 people have taken at least one month off work due to stress. 30% of stressed people at work also have problems at home.

7 Eight university students were sponsored by the company. 100% joined the firm after they graduated.

8 There are 56 companies in the national association. 35 also belong to the international association.

1 mark per answer **Total 8**

3 I wish/If only ...

Write the sentences using the prompts.

- 1 If only/he/dress/more smartly. His boss/be/much happier.
- 2 If only/I/sell/shares/last month. I/be/much richer/now.
- 3 I wish/she/have/more free time. I/never/see/her/now.
- 4 I wish/we/can/get/bigger house/but/we/not/afford/to move.
- 5 If only/he/be/more polite. He/be/much more successful.
- 6 I/love/my new job. I wish/change/my career/years ago!

1 mark per answer **Total 6**

3 Passives

Complete the sentences, using the verb in brackets in the passive and the adverb, if given.

- 1 Teaching techniques may vary but good teachers _____. (always, need)
- 2 Visitors _____ (request) not to take their handbags into the exhibition. These _____ (must place) in the lockers provided.
- 3 The suspect _____ (take) to the local police station where he _____ (then, ask) to make a statement.
- 4 The building work _____ (complete) but the furniture _____. (yet, not deliver)
- 5 I doubt many watches _____ (sell) in the future: everyone uses their mobile phone.
- 6 By the time she was twenty, she _____ (already, arrest) eight times.
- 7 The factory is working under-capacity because one of the machines _____. (repair)
- 8 Halfway through the interview, he wondered why he _____ (ask) such difficult questions.
- 9 The man told me the second-hand computer _____ (thoroughly, check) before it _____. (sell)
- 10 After she finishes her degree, she _____ (probably, give) another grant to do a doctorate.

1 mark per answer **Total 14**

5 Passive or Active?

Write the sentences either in the Passive or Active using the prompts and the verbs in brackets.

- in Europe/most vegetables/at the supermarket. (buy)
- recent studies/up to 40%/non-organic fruit and vegetables/contain/pesticides. (find)
- up to twenty years ago/most organic vegetables/direct/the grower. (purchase)
- now/organic vegetables/increasingly popular. (become)
- shopkeepers/a lot more requests/organic food/recently. (get)
- at the moment/growing popularity/organic foods/some manufacturers/raise their prices. (use)
- in the UK/organic vegetables/usually/Soil Association. (certify)
- organic vegetables/healthier/non-organic vegetables. (not prove)
- by 2020/we/all/many more organically grown vegetables. (eat)
- last year/several measures/monitor/organic farming. (introduce)
- organic vegetables/in Scandinavia/a long time before/rest of Europe. (grow)
- all fruit and vegetables/before eating or cooking. (should wash)

1 mark per answer **Total 12**

B Functions

1 Invitations, accepting and declining

Which of these sentences are normally used when speaking (S), writing (W) or both (B)? Mark them accordingly.

- We would like to invite you to our next seminar.
- Yeah, that sounds great!
- Sorry, I'm afraid I won't be able to come to the party.
- We'd love you to come to our wedding.
- I would be delighted to speak at your conference.
- Fancy coming to lunch with us?
- It'd be great if you could come to the trade fair.
- Unfortunately, I shall be unable to attend the meeting next month.
- The Managers and Staff of Lidal Ltd wish to invite you to their open day next Saturday.
- That's very kind of you. I'd love to.
- Thank you for your kind invitation.
- If you're not busy, would you like to come to our barbecue this Saturday?
- Thanks, but I'm afraid I can't make it.
- Are you free on Tuesday morning? We're having a demo of the new software.

1 mark per answer **Total 14**

2 Expressing appreciation and disapproval. Congratulating.

Complete the dialogues with suitable words or phrases.

- A So, what did you think of our stand at the trade fair?
B To _____¹ I didn't think much of it. It didn't catch people's attention much.
A I agree. I told Jan I was _____² unhappy that it was so small and that we had expected something much more eye-catching, but she said we couldn't make it any bigger.
B Yes, we'll have to remember for next year. But I really appreciate all your hard work and everything you did to make it more interesting. Especially organising the multimedia presentation at _____³. That was a great idea. Well done!
A Thank you, _____⁴ of you.
B Oh, and please _____⁵ congratulations to the whole team. You all _____⁶ job under difficult circumstances.
- A _____⁷ on doing such a great job with the prize-giving ceremony. I thought it was a great success.
B Well, _____⁸, I thought the speeches a bit long. And I don't know how the caterers ran out of champagne so quickly. It's quite a mystery.
A But you _____⁹ the day by getting some more in very quickly. In fact, I think you coped very well and I'm sure no one noticed.
B Well, I _____¹⁰ to thank you for helping us get the special guests we wanted. It was an _____¹¹ to meet such famous people. We couldn't have done it without you.
A No problem. In fact, it's been _____¹² working with you and I look forward to the next time.

1 mark per answer **Total 12**

3 Wrapping up and reviewing a project

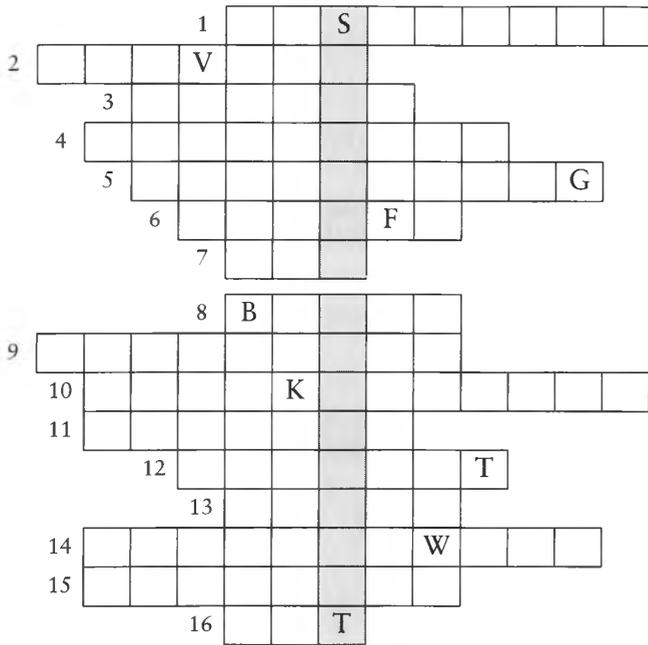
Match the beginnings and ends of the phrases.

- | | |
|--------------------------|---|
| 1 We came in | a up what I wanted to say. Any questions? |
| 2 First I'd like to look | b nutshell, we've improved on last year. |
| 3 In a | c hiccups along the way, but we survived. |
| 4 I'd like to start by | d everything we achieved. |
| 5 Taking all | e back at our sales over the last twelve months. |
| 6 We had a few | f giving special thanks to our new Sales Manager. |
| 7 We can be proud of | g things into account, it was a tough year. |
| 8 That just about wraps | h a little over-budget |

1 mark per answer **Total 8**

C Vocabulary

Read the clues and complete the word puzzle.



Clues

- 1 a person who sees something that is happening but is not involved
 - 2 to stop or impede
 - 3 to make illegal
 - 4 describing something that has a good result
 - 5 education or childhood
 - 6 information, usually given to the police (hyphenated word)
 - 7 a prohibition
 - 8 to hold somebody or something responsible, usually for something negative
 - 9 at the moment
 - 10 a big advance or innovation
 - 11 describing someone who is eager and animated
 - 12 a verb to describe the final result, e.g. *Don't worry, it will all _____ all right in the end* (2 words)
 - 13 to extend, amplify
 - 14 a verb to describe when somebody does something wrong but is not caught (3 words)
 - 15 to investigate, examine (2 words)
 - 16 to permit
- (Down) a person who helps people on the London Underground (2 words)

1 mark per answer **Total 16**

TEST TOTAL 100

RESOURCE FILE ANSWER KEY

1.1

1

- 1 Our production system is old and underfinanced.
- 2 His boss is overambitious ...
- 3 The project failed because we underestimated the time we would need.
- 4 The sales department has under-achieved in the last six months.
- 5 I think nurses are overworked and underpaid.
- 6 My local hospital is understaffed.
- 7 ... the problem is that they are undertrained.
- 8 I think the government overreacted ...

3

- | | |
|-----------------|-----------------|
| 1 unemployed | 6 impolite |
| 2 understaffed | 7 overreact |
| 3 unrealistic | 8 overambitious |
| 4 underpaid | 9 inappropriate |
| 5 unappreciated | 10 disprove |

1.2

1

- 1 I don't want to keep you too long. I
- 2 Any thoughts? I
- 3 Don't worry, that's fine. R
- 4 Give my regards to Maria. I
- 5 Will do. R
- 6 Hello Ute. This is Tomas Becker. I
- 7 How are things over there at the moment? I
- 8 Quite busy. R
- 9 I don't think we've actually spoken before. I
- 10 I'm not really sure about that. R
- 11 Nice talking to you. I
- 12 Sounds interesting. R
- 13 In principle, do you think it'll work? I
- 14 What do you think? I
- 15 Tell me more. R
- 16 The plan is to have a party I
- 17 Ute speaking. How can I help? I
- 18 Without doubt. R
- 19 No, I don't think so. R
- 20 You too. R

2.1

1 team

2



3

- 1 corporate identity
- 2 group discussions
- 3 effective employee
- 4 group goal
- 5 effective communication
- 6 corporate goal
- 7 group identity
- 8 effective manager

4

- 1 effective manager ✓
- 2 effective communication ✗
- 3 corporate identity ✓
- 4 effective employee ✗
- 5 group identity ?
- 6 corporate goal ?
- 7 group discussion ✓
- 8 group goal ✗

2.2

1

- 1 We haven't met yet ...
- 2 ... so let me introduce myself.
- 3 As you may have heard ...
- 4 ... I wonder if/I was wondering if ...
- 5 Could you let me know ...
- 6 ... at all interested in the project?
- 7 Many thanks,

2

- | | |
|-----------------------|--------------------------|
| 1 Thank you for | 5 by the end of the week |
| 2 unfortunately | 6 I'll let you have |
| 3 might be an idea to | 7 get the chance to |
| 4 Could you | 8 Regards |

3

- | | | | | | | |
|-----|-----|-----|-----|------|------|------|
| 1 M | 3 E | 5 M | 7 M | 9 E | 11 E | 13 E |
| 2 M | 4 M | 6 E | 8 M | 10 E | 12 M | |

3.1

1

- | | |
|----------------|----------------------|
| 1 got in touch | 8 put you through to |
| 2 told | 9 got through |
| 3 said | 10 speak |
| 4 send me | 11 replied |
| 5 told | 12 hang up on him |
| 6 get back | 13 talking |
| 7 got | |

2

- | | |
|---------------|------------------|
| 1 speak | 7 take a message |
| 2 put on hold | 8 get back |
| 3 phoning | 9 put through to |
| 4 busy | 10 make contact |
| 5 hang up | 11 call ... back |
| 6 get through | 12 send an email |

3.2

1

Sorting out problems

Hold on.

Is that any better?

I can't hear what you're saying.

That's better.

Asking for a general response

Anyone got any suggestions?

What do the rest of you think?

Has anyone else got anything they want to add?

Turn-giving

[Name], you go first.

[Name], did you want to say anything?

[Name]?

Identifying yourself

[Name] here, by the way.

[Name] again.

[Name] speaking.

Interrupting

OK, if I can just come in here.

Being polite/Small talk

Keeping busy, I hear?

Thanks for your time.

Sorry about that.

Moving on and concluding

OK, let's move on.

Right, I think that about finishes it.

4.1

1 (Possible answers)

- The sea is unlikely to stop rising even though CO₂ emissions are stabilised. ✓
- Fossil fuels are not on the brink of disappearing as the main fuel source.
- The Arctic might be 8°C warmer by the end of the century.
- It's very likely that plants will absorb less CO₂ as the world warms.
- Half of the glaciers in the Alps are quite likely to disappear by 2100.
- The higher temperatures might cause catastrophic consequences.
- Higher CO₂ emissions this century are almost certainly a result of using fossil fuel.
- More intense rain and therefore flooding is on the cards for some regions. ✓
- A global rise in the average temperature of around 3°C is on the horizon. ✓
- It's certain that there will be a water shortage in southern Europe.

2

expected, predicted, forecast, anticipated, foresee, project

5.1

1

Across

1 flash 4 stopping 6 fear 10 sensitive
11 up 14 extraordinary 16 tension 17 try
19 impressive 22 relish 23 close 24 by

Down

2 life 3 big 5 punishing 7 risk
8 endurance 9 set 12 potential 13 feat
15 active 18 sonic 20 phone 21 scary

2

Student A

1 faint 2 achievement 3 competitive
4 broken 5 attack

Student B

1 set 2 success 3 challenging 4 stopping
5 by

5.2

1

A, C, A A, B, C B, D B, A B B, D, B B

6.1

1

Noun

dedication

confidence

assertion

communication

frustration

inspiration

cooperation

pride

aggression

respect

arrogance

2

1 aggressive

2 respect

3 frustrated

4 communicative

5 confidence

Adjective

dedicated

confident

assertive

communicative

frustrating/
frustrated

inspirational

cooperative

proud

aggressive

respectful

arrogant

Verb

dedicate

–

assert

communicate

frustrate

inspire

cooperate

–

–

respect

–

6 cooperation

7 proud

8 dedicated

9 assertive

10 inspiration

4

Under 5: self-doubt, always fail, to persevere, your own performance

6–13: self-awareness, are competent, in friendship, sense of accomplishment

14–20: decision-making skills, over-confident, very good at cooperating, and respect

6.2

1

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

2 (Possible answer)

	Mon 12 th	Tues 13 th	Wed 14 th	Thur 15 th	Fri 16 th
10.00	water	water	water	water	water
11.00	training	pond maintenance	fire practice	garden clothing delivery	rearrange snack counter
12.00	training	pond maintenance	flowers delivery	lunch	rearrange snack counter
13.00	training	fish delivery	lunch	set up clothing sale	lunch
14.00	lunch	lunch	set up flower stall	set up clothing sale	safety inspection
15.00	garden furniture inventory	move garden furniture	set up flower stall	set up clothing sale	safety inspection
16.00	garden furniture inventory	move garden furniture	set up seed promotion	set up sound system	safety inspection
17.00	garden furniture inventory	move garden furniture	set up seed promotion	rehearsal for talk	safety inspection

7.1

1

Text A

1 broke down 2 gone through 3 went about
4 figured/worked out 5 put forward
6 came up with

Text B

1 going through 2 came up with
3 figured/worked out 4 went about
5 put forward 6 went into

7.2

1

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

2

Number of people on trip:	3
Names:	Peter Zetter, Helmut Lindberg, Ingeborg Springer
Festival dates:	20 th to 24 th September
Available outward flights:	20 th Sept 11.15 or 16.35
Available inward flights:	24 th Sept 22.00 or 25 th Sept 08.45
Accommodation:	Clarence Hotel
Address:	117 Queens Gardens, Hyde Park
Telephone:	+44 20 7597 3356
Rooms:	2 singles and 1 double room for Ingeborg Springer
Facilities:	All rooms fully equipped (satellite TV, internet connection)
Events (in order of priority)	
Event 1:	23 rd – Darren Wheatty launch. All day.
Event 2:	20 th to 24 th – Young Designers. Approx. 3 hours.
Event 3:	21 st to 23 rd – True Design. All day.
Event 4:	24 th – Exteriorising Interiors. All day.
Event 5:	21 st and 22 nd – Focus 2008. Approx. 4–5 hours.
Other information	
<p>Ingeborg Springer is meeting up with her husband in London. We need to confirm the hotel booking asap as there is limited availability. Helmut Lindberg needs one evening free for dinner with a supplier. Peter Zetter has an important meeting on the 25th, at 13.00.</p>	

3

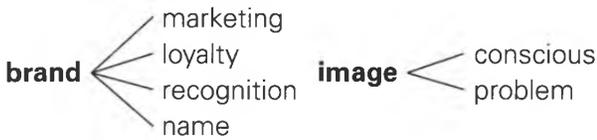
- 1 I am writing to confirm
- 2 I assume everything is arranged, but
- 3 Is that correct?
- 4 I am particularly concerned about
- 5 To put my mind at rest, could you
- 6 Could you give me some specific information
- 7 I wonder if you could just clarify what you mean by

4

- a thirst-quenching
- b fast-talking
- c record-breaking
- d high-pitched
- e good-looking
- f long-haired
- g medium-sized
- h team-building

8.1

1 (Possible answers)



2

- 1 state-owned
- 2 moneymaking
- 3 hard-nosed
- 4 self-made
- 5 hard-working
- 6 trendsetting
- 7 groundbreaking
- 8 handmade
- 9 life-enhancing
- 10 light-hearted
- 11 hard-hitting

3, 5

A

- groundbreaking
- life-enhancing
- moneymaking
- thirst-quenching*
- record-breaking*
- team-building*

B

- handmade
- self-made
- medium-sized*

C

- hard-hitting
- fast-talking*
- good-looking*

D

- light-hearted
- high-pitched*
- long-haired*

8.2

1

Giving bad news

- 3
- 6
- 11

Reacting to bad news

- 8
- 9
- 12
- 15

Reacting to good news

- 5
- 13

Proposing a solution

- 1
- 2
- 4
- 7
- 10
- 14

2

Student A

B, B, G, S, G

Student B

B, G, G, B, S

9.1

1 (Possible answers)

- banned
- permitted
- made illegal
- limited/restricted
- restrict/limit

2

- from using
- from using
- to use
- from having
- not to use
- to use

3

Country	Hand-held phones banned?	Hands-free banned?	Typical penalty	Have used hand-held mobile while driving	Typical driver that uses hand-held mobile
Australia	Yes	No	\$182 (110 euros) and 3 points on licence	Almost 40%	Male, under 40, urban
New Zealand	No (currently under debate)	No	–	57.3%	Male, young, urban, new car, fast driver, less experienced
UK	Yes	No	£60 (90 euros) and 3 points on licence	37%	Male, young, urban, high mileage
Finland	Yes	No	50 euros	81%	Male, young

9.2

1

- 1 we would like to invite you
- 2 we would be delighted
- 3 If you are interested
- 4 Many thanks in advance

2

- 1 Thank you for your kind invitation
- 2 Unfortunately, I shall be unable
- 3 I hope to be able to help you in a future seminar
- 4 Best regards

4

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

10.1

Across

1 into 6 on 8 bystander 10 efficient
 11 picked up on 16 events 18 tell
 19 breakthrough 21 away 23 activities
 25 carry on 26 put up 28 surveillance
 29 cut 30 down

Down

2 take 3 a bit 4 in 5 break 6 off
 7 set off on 9 turn 11 possibility 12 checked
 13 passer-by 14 nervous 15 deal 17 hackers
 20 hold-up 22 actually 24 cutbacks 27 avoid
 28 set

10.2

1

1 out 2 back 3 on 4 up 5 out 6 at
 7 with 8 to 9 into 10 in 11 up

2

1 job 2 day 3 job 4 success 5 bottom
 6 fire 7 point 8 lessons 9 outstanding

TESTS ANSWER KEY

Test A

A 1

- | | |
|--------------------|--------------------------------|
| 1 think | 12 exclaimed |
| 2 invented | 13 has made |
| 3 had been | 14 will do |
| 4 hadn't attracted | 15 have grown |
| 5 didn't work | 16 are continuously innovating |
| 6 didn't wash up | 17 are constantly improving |
| 7 wanted | 18 are becoming |
| 8 could | 19 have even designed |
| 9 had created | 20 will develop |
| 10 built | 21 will happen |
| 11 say | 22 will become |

A 2

- 1 did Josephine Cochrane invent
- 2 Do people need
- 3 have dishwashers become
- 4 Did Mrs Cochrane know, had designed
- 5 didn't dishwashers remain
- 6 have Australian students designed
- 7 didn't Mrs Cochrane wash
- 8 hadn't dishwashers attracted
- 9 will Electrolux develop

A 3

- 1 I haven't been to Austria yet.
- 2 I had already studied German for three years before I went to Berlin.
- 3 I haven't lived in my present house for very long.
- 4 I didn't visit Germany last year.
- 5 I have worked in four different countries so far.
- 6 I went to university between 1983 and 1986.
- 7 Recently I've been thinking of moving to Spain.
- 8 I had never tried sauerkraut before I went to Germany.
- 9 I met a lot of interesting people in Spain last year.
- 10 I have never visited Munich.

A 4

- 1 She visited Japan five years ago.
- 2 I haven't been feeling well for the last two days.
- 3 She has never been abroad in her life.
- 4 She's been learning Japanese for the last five years.
- 5 He didn't drive to work last week.
- 6 They've been married for twenty years.

B 1

(Possible answers)

- | | |
|--------------------------------|-----------------|
| 1 speaking | 7 think we have |
| 2 This is | 8 And you |
| 3 How are things | 9 my regards |
| 4 keep you | 10 Will do |
| 5 Don't worry | 11 Nice to talk |
| 6 we've actually spoken before | 12 You too |

B 2

- 1 A So, in principle you think it's a good idea?
B Oh, definitely. I think it sounds interesting.
- 2 A I wanted to see if you think it will work.
B Without doubt, but I'm not really sure about the location.
- 3 A The plan is to have a range of music. What do you think?
B Well, it's a question of funding. Tell me more.

B 3

(Possible answers)

- | | |
|--------------------|--------------------|
| 1 let me | 6 unfortunately |
| 2 As you may have | 7 might be an idea |
| 3 wondering if | 8 get back to me |
| 4 Could you let me | 9 I'll |
| 5 Thank you | 10 I hope we get |

B 4

(Possible answers)

- | | |
|---------------------|------------------|
| 1 You don't know | 4 to see if |
| 2 you be interested | 5 the blue |
| 3 Could you | 6 you'll be free |

C

- | | |
|----------------|------------------|
| 1 undermine | 9 uncertain |
| 2 non-achiever | 10 strategy |
| 3 overestimate | 11 irrational |
| 4 disprove | 12 indirect |
| 5 multi-tasker | 13 teamwork |
| 6 morale | 14 misunderstand |
| 7 bonding | 15 non-event |
| 8 ethos | 16 understaffed |

(Down) mission statement

Test B

A 1

- | | |
|--------|--------|
| 1 – | 11 – |
| 2 the | 12 the |
| 3 – | 13 the |
| 4 an | 14 an |
| 5 the | 15 a |
| 6 – | 16 the |
| 7 a | 17 the |
| 8 – | 18 an |
| 9 – | 19 a |
| 10 the | 20 the |

A 2

- | | |
|---------------|---------------|
| 1 is becoming | 6 send |
| 2 think | 7 is thinking |
| 3 shops | 8 have |
| 4 is having | 9 are getting |
| 5 am using | 10 employ |

A 3

- 1 I've been working on this presentation for hours, but I still haven't finished it.
- 2 She's been looking for a job for the last six months, but she hasn't found anything yet.
- 3 Where have you been? I've been trying to contact you all morning.
- 4 He's been studying Japanese for years now. In fact, he's passed his advanced proficiency test.

A 4

(Possible answers)

- | | |
|---------------------------|-------------------------|
| 1 'm going to get | 7 I'll (probably) catch |
| 2 will (it) be | 8 'm taking |
| 3 won't be needing | 9 will have made |
| 4 he will use | 10 will be losing |
| 5 does (the flight) leave | 11 will have doubled |
| 6 are (you) getting | 12 will continue |

B 1

(Possible answers)

- | | |
|------------------|-----------------|
| 1 picking | 7 speaking/here |
| 2 any | 8 Can I |
| 3 can hear you | 9 did you want |
| 4 move | 10 finishes |
| 5 do you want to | 11 anything |
| 6 This is | 12 thanks |

B 2

- 1 Would you like to go to the cinema with me next week?
- 2 Can I get you a coffee while I'm at the canteen?
- 3 I'd like to offer you the position of Sales Manager in our company.
- 4 I can help you with the report if you want.
- 5 We could confirm the arrangements with the rest of the speakers if it's any help.
- 6 How about if we hire a car together?
- 7 I'd like to offer you the opportunity to become a shareholder in our company.
- 8 Do you want me to help you with your presentation?
- 9 The job is yours if you want.
- 10 I can do it if you're really stuck.

B 3

(Possible answers)

- 1 Thanks (a lot).
- 2 I am pleased to accept your invitation.
- 3 I'm all right, thanks.
- 4 That'd be great.
- 5 I don't think I need that right now, thanks.
- 6 Please.
- 7 Could you?
- 8 It's very nice of you to ask, but it's not really my thing.
- 9 No, don't bother.
- 10 OK, I'll hold you to that.
- 11 That's kind, but he's coming with me.
- 12 That would be really good.

C

- | | |
|-------------------|----------------|
| 1 foresight | 9 hang up on |
| 2 unlikely | 10 expectation |
| 3 tell | 11 in touch |
| 4 on the point of | 12 forecast |
| 5 bound to | 13 horizon |
| 6 get back | 14 absolutely |
| 7 pretty | 15 get |
| 8 projected | 16 phone |

(Down) I'll put you through

Test C

A 1

- | | |
|-----------------------------|--------------------------|
| 1 was | 12 was going on |
| 2 had become | 13 endured |
| 3 had (already) sent | 14 sailed |
| 4 had played | 15 managed |
| 5 had made | 16 had (previously) left |
| 6 had raised | 17 were struggling |
| 7 failed | 18 was making |
| 8 trapped | 19 blew |
| 9 destroyed | 20 had to |
| 10 had (already) been using | 21 arrived |
| 11 made | 22 had (already) died |

A 2

- 1 Can dogs come in?
- 2 He didn't have to give his name.
- 3 I must call the client back tomorrow.
- 4 Parents should notify the school of any absences.
- 5 I didn't need to tell my boss because she already knew.
- 6 We had to wear a uniform at my school.
- 7 We are not allowed to drink or eat at our computers.
- 8 You don't have to pay in advance.
- 9 You don't need to bring a towel.
- 10 We shouldn't have gone by car.
- 11 Do I need to book a table?
- 12 We couldn't make private calls at my last company.
- 13 He said we can pay by credit card.
- 14 We should have called before we visited them, but we forgot.
- 15 Can I get in if I'm not a member?
- 16 You shouldn't drive after taking this medicine.
- 17 May I leave early today?
- 18 We had to queue for an hour before we went in.
- 19 You have to give your security number when you pay by card on the Internet.
- 20 Did you need to wait long?

A 3

- 1 It must be huge.
- 2 It can be a big problem.
- 3 It might be easier with a local distributor.
- 4 We could be working on the solution for months.
- 5 He might have sent an email.
- 6 You'd be surprised what people will buy.
- 7 He could be making a mistake.
- 8 It can be tough at the top.

B 1

(Possible answers)

- 1 formally welcoming Petra Hoppe
- 2 If we could start by
- 3 You'll see
- 4 If you could just look at
- 5 want to move on to the next point/item
- 6 George, perhaps you could give a brief report on this
- 7 let's leave it there
- 8 The next item
- 9 Has anyone got any thoughts
- 10 So that deals with
- 11 Have I missed anything
- 12 I think we can bring things to a close

B 2

(Possible answers)

- | | |
|-------------------|--------------------|
| 1 we say | 6 you manage |
| 2 can't make it | 7 we say |
| 3 suit you | 8 it's OK with you |
| 4 about | 9 like a good |
| 5 would be better | 10 problem |

C

- | | |
|---------------|----------------|
| 1 assertive | 9 respect |
| 2 fearless | 10 frustrating |
| 3 competent | 11 cooperative |
| 4 by heart | 12 self-esteem |
| 5 superpower | 13 arrogant |
| 6 delinquency | 14 inspire |
| 7 hyperactive | 15 skill |
| 8 selfishness | 16 megabyte |

(Down) set your heart on it

Test D

A 1

- 1 is, tackle
- 2 don't sleep, will suffer
- 3 were, could
- 4 are, might get
- 5 were, would (you) view
- 6 don't clear, won't be
- 7 were, would (you) notice
- 8 note down, will be
- 9 have, can help
- 10 wouldn't need, knew

A 2

- 1 If I were you, I'd check the hotel booking before you leave.
- 2 I'd be grateful if you could look at my report before I hand it in.
- 3 If you give me your address, we can send you a catalogue.
- 4 Call me if you have any further doubts.
- 5 Is it OK if I use your telephone?
- 6 You get one product free if you buy two.
- 7 Let me know if you have any problems.
- 8 She asked if I could work next Saturday.
- 9 If you have time, could you get some ink for the printer on your way home?
- 10 If I were you, I'd take the laptop in case you need to alter the report.

A 3

- 1 She can't be in bed.
- 2 I must have left it at home.
- 3 I should have taken the train.
- 4 It could only have got worse.
- 5 They may have changed their supplier.
- 6 They mustn't have checked the route beforehand.
- 7 He couldn't have heard us.
- 8 He shouldn't have interrupted her.
- 9 He might not have got the promotion.
- 10 He mustn't have told her.

A 4

- 1 If I'd studied enough, I would have gone into teaching.
- 2 If she'd had her children early, she would be available for full-time work now.
- 3 If he hadn't wasted most of his profits, his business would be a success.
- 4 If we had agreed to all our employees' demands last year, we would have made a loss.
- 5 If I hadn't seen a job advert by chance, I would (still) be working for my old company.
- 6 If she hadn't left the firm, they would have fired her.

- 7 If he had saved enough for a pension, he would have retired by now.
- 8 If I had known women could go into forestry, I wouldn't have become a vet.
- 9 If I had called the angry client instead of emailing him, we might not have lost the contract.
- 10 If we hadn't expanded abroad, the company might not have survived.

B 1

(Possible answers)

- 1 It's hard to say.
- 2 Did you say the meeting was on Tuesday?
- 3 Basically, what you're saying is that the event was a success.
- 4 I just wanted to check whether you were coming by car or train.
- 5 That's right.
- 6 Could you just run that past me again?
- 7 Correct me if I'm wrong, but don't you work for the competition?
- 8 I see what you mean.
- 9 So, if I understand you correctly, you have four new products.
- 10 Not exactly.

B 2

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

B 3

(Possible answers)

- | | |
|----------------|-----------------------|
| 1 we've got | 9 news |
| 2 I'm sorry | 10 there's been some |
| 3 that is bad | 11 sounds like |
| 4 can think of | 12 can sort something |
| 5 thought of | 13 about how you'll |
| 6 tell you | 14 how about if |
| 7 let | 15 Here's something |
| 8 great | 16 terrific idea |

C

- | | |
|----------------|-----------------|
| 1 own brand | 9 hard-working |
| 2 put forward | 10 go into |
| 3 loyalty | 11 enhancing |
| 4 hard-nosed | 12 hard-hitting |
| 5 self-made | 13 brainstorm |
| 6 figure out | 14 originality |
| 7 trendsetting | 15 come up |
| 8 conscious | 16 in-store |

(Down) brand recognition

Test E

A 1

- 1 ✓
- 2 ✓
- 3 ✗ And when we got back to our hotel, which was miles from the beach, we saw it was hardly finished.
- 4 ✗ Our friends, who were travelling with their 3-year-old son, were worried about the hotel's safety standards.
- 5 ✗ In fact, we didn't use the pool at all, which was dirty and in very bad condition.
- 6 ✗ Finally our friends, whose son had been hurt by a cracked window, decided to change their hotel.
- 7 ✗ We spoke to the holiday representative, who was only about 20 years old, but she didn't do anything about our complaints.
- 8 ✓
- 9 ✓
- 10 ✗ The travel company, whose parent company is very well known, has now said it will refund our money.

A 2

(Possible answers)

- 1 ... none of whom could speak Japanese.
- 2 ... most of whom are satisfied with their mobile phone services.
- 3 ... few of whom prefer reading e-books to traditional books.
- 4 ... hardly any of which is biofuel.
- 5 ... many of which fail in their first year.
- 6 ... some of whom also have problems at home.
- 7 ... all of whom joined the firm after they graduated.
- 8 ... several of which also belong to the international association.

A 3

- 1 If only he dressed more smartly, his boss would be much happier (with him).
- 2 If only I had sold my shares last month, I'd be much richer now.
- 3 I wish she had more free time. I never see her now.
- 4 I wish we could get a bigger house, but we can't afford to move.
- 5 If only he would be more polite, he'd be much more successful.
- 6 I love my new job. I wish I had changed my career years ago!

A 4

- 1 are always needed
- 2 are requested, must be placed
- 3 was taken, was then asked
- 4 has been completed, hasn't been delivered yet
- 5 will be sold
- 6 had already been arrested
- 7 is being repaired
- 8 he was being asked
- 9 had been thoroughly checked, was sold
- 10 will probably be given

A 5

(Possible answers)

- 1 In Europe, most vegetables are bought at the supermarket.
- 2 Recent studies have found that up to 40% of non-organic fruit and vegetables contain pesticides.
- 3 Up to twenty years ago, most organic vegetables were purchased direct from the grower.
- 4 Now organic vegetables are becoming increasingly popular.
- 5 Shopkeepers have been getting a lot more requests for organic food recently.
- 6 At the moment, the growing popularity of organic foods is being used by some manufacturers to raise their prices.
- 7 In the UK, organic vegetables are usually certified by the Soil Association.
- 8 It has not been proved/proven that organic vegetables are healthier than non-organic vegetables.
- 9 By 2020 we will all be eating many more organically grown vegetables.
- 10 Last year several measures were introduced to monitor organic farming.
- 11 Organic vegetables were being grown in Scandinavia a long time before the rest of Europe.
- 12 All fruit and vegetables should be washed before eating or cooking.

B 1

- | | |
|-----|------|
| 1 W | 8 W |
| 2 S | 9 W |
| 3 B | 10 S |
| 4 B | 11 W |
| 5 W | 12 B |
| 6 S | 13 S |
| 7 S | 14 S |

B 2**(Possible answers)**

- 1 be honest
- 2 a bit
- 3 such short notice
- 4 that's very kind
- 5 pass on my
- 6 did a (really) fantastic job
- 7 Congratulations
- 8 in fact
- 9 saved
- 10 just wanted
- 11 honour
- 12 a pleasure

B 3

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

C

- 1 bystander
 - 2 prevent
 - 3 outlaw
 - 4 effective
 - 5 upbringing
 - 6 tip-off
 - 7 ban
 - 8 blame
 - 9 currently
 - 10 breakthrough
 - 11 excited
 - 12 turn out
 - 13 widen
 - 14 get away with
 - 15 look into
 - 16 let
- (Down) station attendant

Listening scripts

UNIT 1

1.1

Sergey Brin is the co-founder of Google. He was born in 1973 in Moscow, Russia, and moved to the US when he was six. He began a research project with Larry Page in 1996, and launched Google in 1998, when he was 25. By 2006 his net worth had grown to an estimated \$12.9 billion, making him the 26th richest person in the world.

Jane Tomlinson has completed an Ironman (a 4km swim, a 180km bike ride and a full marathon – to be done inside 17 hours), has done the London Marathon three times, the New York Marathon, and three London Triathlons. On Thursday 29 June 2006, Jane set off on her biggest fundraising challenge yet – a gruelling 4,200-mile cycle ride across the United States, which was the greatest endurance feat ever to be attempted by someone with terminal cancer. Her aim is to raise over £1,250,000 (US\$2million) for UK- and American-based cancer and children's charities.

Zhang Ziyi originally trained in traditional Chinese folk dance. When she was 15 she decided to pursue a career in acting and enrolled in the Central Academy of Drama in Beijing. Her first major film, *A Road Home*, won the Jury Grand Prix Silver Bear at the 2000 Berlin Film Festival. She then starred in *Crouching Tiger, Hidden Dragon* which won four Academy Awards including best foreign film. Ziyi is also a successful model and is the ambassador to Asia for Christian Dior. She has also done work for Louis Vuitton, Visa (including their award winning commercial), and Tag Heuer.

Tim Berners-Lee built his first computer with bits of old televisions, soldering iron, and old microprocessors when he was at Oxford University. He then did various jobs as a software engineer. In 1984 he worked for CERN (the European Organization for Nuclear Research) where he developed a project that allowed people to work together by combining their knowledge in a web of hypertext documents. This became what we now know as the World Wide Web. In 1994, Tim founded the World Wide Web Consortium at the Massachusetts Institute of Technology. Since that time he has served as the Director of the World Wide Web Consortium which coordinates Web development worldwide.

Wangari Maathai was born in Kenya in 1940. She founded the Green Belt movement in Kenya in 1977, which has planted more than 10 million trees to prevent soil erosion and provide firewood for cooking fires. In December, 2002, Wangari Maathai was elected to Parliament, and was named as Kenyan Deputy Minister in the Ministry of Environment, Natural Resources and Wildlife in January, 2003. She received the Nobel Peace Prize in 2004.

1.2

A radio broadcast from Russia

We are here at Star City in Kazakhstan a few minutes before the launch of Vostok, the Russian Soyuz rocket carrying Anousheh Ansari who is the first female space tourist, or private space explorer as she prefers to be known. Anousheh is originally from Iran but moved to the United States when she was 16. At that time she only spoke French and Farsi. She set up Telecom Technologies in 1993 with her brother and husband. The start-up grew rapidly and employed 250 people. She sold the business for hundreds of millions of pounds. With the money in her bank account, she signed up as a passenger on a Russian space flight through

Space Adventures, a specialist space flight company. She had originally been scheduled to take part in a later launch but got a place on this flight when Daisuke Enomoto, a Japanese businessman, had to withdraw.

Mrs Ansari has trained for six months to prepare for this trip and will spend eight days in orbit. She is travelling with two crew members, the Russian Pavel Vinogradov and Jeffrey Williams of the USA.

She told the press before the launch that she hopes that she will inspire a new generation of women. 'This is a dream I've had since childhood,' she said as she climbed aboard the spacecraft.

1.3

Let's look first at verbs. Generally speaking, verb phrases which include a preposition are less formal than single verbs. So, for example, 'I'll sort it out' is less formal than 'I will rectify the problem' and 'He's considering handing in his resignation' is more formal than 'He's thinking about quitting'.

Different groups of users, for example, young people use different levels of formality. For example, a person over 50 would probably not say 'mega' and a person under 20 would not say 'enormous'. Similarly with 'brill' and 'excellent'.

Between friends and people we know well we tend to shorten sentences. For example, 'Coffee?' would be understood as 'Would you like a coffee?' and 'Door!' would be understood as 'Could you close the door, please?' 'I look forward to seeing you tomorrow' would be a simplified 'See you tomorrow.'

Auxiliary verbs 'be' and 'have', and 'will' and 'would' are often shortened in informal writing and speech to 'I'm', 'I've', 'I'll' and 'I'd', whereas in more formal communication they would be used in their full form. So 'I'll be in touch soon.' in a more formal situation would be 'I will contact you nearer the time.'

When we are exchanging information with someone, in more formal situations we would not normally use phrases like 'loads of' or 'masses of'. Instead we would try to give more precise details.

When we greet people we use phrases like 'Nice to meet you', or even more formally 'How do you do' rather than 'Hi' or 'Hiya'. 'How are you?' would be more formal than 'All right?' or 'How're things?'

When we write an email or letter, 'Dear' is more formal than 'Hi', whereas 'Bye for now' would be more informal than 'With best regards' or 'Yours sincerely'.

1.4

A=Aleks, PL=Pei Lin

A Hello, IntEx Melbourne. Aleks speaking. How can I help?

P Hello, Aleks. This is Tao Pei Lin from the London Office.

A Oh, hi.

P Hi there. I don't think we've actually spoken before.

A No, I don't think we have. I met Diego when he was over here last year, but I think we've just exchanged emails. Good to talk to you at last.

P You too. How are things over there at the moment?

A Quite busy. We've got a few projects happening.

P OK. Well, I'm calling you because Diego and I have been working on a project that we wanted to discuss with you – and Bob – to see what you thought. Basically, what we

want to do is put together a tour of Latin American music and take it to Asia. What do you think?

A Mmm. Sounds interesting. Tell me more.

P Well, it's very early stages, but the plan is to have a range of music from Brazil, Chile, and Peru. We've spoken to a number of bands and got quite a lot of interest. Now it's a question of thinking about locations, dates, and funding. But first I just wanted to see if you thought it had potential.

A Oh definitely.

P Obviously there's a lot to sort out, but in principle you think it's a good idea, it'll work?

A Without doubt.

P Good. One of the main issues is funding and I know Bob's going to be worried about that. We thought there might be a possibility of government funding from some of the host nations. Any thoughts?

A OK. I'm not really sure about that. We tried that with another project but didn't get much joy. But I'll talk to Bob and see what he thinks.

P Great. Could you?

A He's out at the moment, but I'll talk to him as soon as he's back. I've got to say it all sounds very exciting.

P Yes, we're excited here too. Well, look, I'd better be going, I don't want to keep you too long.

A No, that's fine.

P Give my regards to Bob, and tell him I'll call him when he's had a chance to think about it.

A Certainly, and say hi to Diego for me.

P OK. Nice to talk to you. Bye.

A And you. Bye.

UNIT 2

2.1

R=Reporter, L=Lynne, M=Manager

R How do you feel about working here, Lynne?

L I've been working here for twenty years and I've always done more than I have to. It's mainly because it's just a fun place to work. People tell jokes, play pranks now and again, but when there's a deadline to meet everyone gets on with their job.

R And how about the working environment? I noticed a lot of people wearing casual clothes, chatting in the coffee lounge.

L Yeah, I've never seen anyone in a suit in this part of the building. We're the creative end of the business.

R What about Internet access? Are there any limits on that?

L Only sensible ones like no pornography or gambling. Otherwise we can use it whenever we like.

R How about online gaming?

L Well, if you spend all your time playing games, you're not going to get much work done, but that's up to you.

2.2

Biologist is rated the nation's single best job in terms of low stress, high compensation, lots of autonomy, and tremendous hiring demand. Lumberjack was rated the worst job, according to *The Jobs Rated Almanac* by Les Krantz. Biologist displaces financial planner, which was ranked as the nation's best-rated job last year, but still makes a strong showing in the No. 3 spot this year. Actuaries, who work autonomously and with little stress helping insurance providers and others determine risk, rose to No. 2. Computer systems analysts and accountants round out the top five. Although the Monty Python comedy troupe made famous the song, 'I'm a Lumberjack and I'm OK', the life of professional lumberjacks couldn't be much rougher. In terms of work instability, poor pay, and pure danger, lumberjack ranks as one of the nation's worst jobs. Prospects aren't much better for commercial fishermen, cowboys, ironworkers, and seamen, who labour aboard commercial ships among pirates and hurricanes. The criteria to determine the most and least appealing career opportunities include environment, income, employment outlook, physical demands, security, and stress. Each occupation is ranked using data from such sources as the US Bureau of Labor Statistics and the US Census Bureau, as well as studies conducted by a wide range of trade associations and industry groups.

2.3

CT1=Central Trains employee 1, CT2 Central Trains employee 2

CT1 Have you seen the report on that Nigerian girl?

CT2 Who was that?

CT1 Well, her name is Ade Sodeinde. She was here on a year's placement before she went to Birmingham University to study engineering.

CT2 That must have been boring.

CT1 Apparently, it wasn't. She had a great time.

CT2 Really? I'd have thought she'd be making tea and doing the photocopying.

CT1 No. She was really keen and started working on the problem of trains running late.

CT2 Mmm. That would have kept her busy.

CT1 Absolutely. It seems that the trains were always delayed leaving the depot which meant that the drivers wasted time while the safety inspections happened and the trains were cleaned.

CT2 Sounds familiar.

CT1 So basically passengers were waiting on the platform while all this was happening. Anyway, she found out that the tracks in the depot needed upgrading. Once they'd been replaced, the trains got to their starting platforms quicker and everything ran on time.

CT2 Wow. She sounds pretty bright.

CT1 Well, she had the motivation. An experience like that will put her at the top of the job ladder.

2.4

Companies with the happiest and most engaged employees, such as Ms Sodeinde, have the most satisfied, highest-spending customers. The problem with trying to make employees engaged and happy, however, is that happiness is so elusive. In spite of enjoying increased longevity, better health, and unprecedented prosperity, most people in the developed world are no happier than they were 50 years ago. People with enough money to eat and house themselves are happier than the hungry and homeless. But, beyond that, more money does not make you happier.

The same applies at work. Americans earning more than \$50,000 a year are only slightly happier than those earning less than \$15,000. So how do you make employees more engaged and content? Companies need to look at the way people derive happiness from groups. What makes people content is being respected by members of groups they respect. Ms Sodeinde did not work alone, of course; she was part of a team. But people are happiest not only when they are respected members of a team they admire but when the team and the company are respected by the world outside. Being part of a trusted, honest group is an indispensable component of employee happiness and engagement. So is establishing ties with colleagues you respect. When groups appear to be performing, companies should hesitate before disrupting them. The vogue for forming new teams for each task may work in companies small enough for everyone to know each other. When people constantly have to establish new links of trust, customers will probably suffer. Companies should think hard, too, before they outsource the work of a functioning team. The company you outsource to may be a happy, engaged bunch, but I wouldn't count on it.

2.5

P=Pamela Wang, B=Bob Miller

P Hello. Pamela Wang speaking.

B Hello, this is Bob Miller from IntEx Melbourne. You don't know me, but I was given your name by a contact of mine, Joo Shin Lee, from Eastern Tours.

P Oh, yes.

B She said you might be able to help us. Have you heard of Intex?

P No, I haven't.

B Well, we organize cultural and educational programmes throughout the world, and at the moment we're planning a tour of various Asian countries by a group of South American musicians. It's called 'Latin Goes East'. We're looking for regional organizers to help us with the project. Would you be interested in helping us in Taiwan?

P Yes, I think so. It depends on a few things obviously ...

B Obviously ...

P When are you planning the tour for? I've got quite a few tours of my own coming up.

B Next spring, probably around May time. Do you think you'll be free then?

P I'll check, but I think so. Have you got any information you can send me about what's involved?

B Yes, of course. I'll send you the project outline, what we want the regional organizers to do, remuneration rates, and so on. Could you give me your email address?

P Yes, it's 'p-w-a-n-g', all lower case no punctuation, 'at internet dot tw'.

B Great. And do you think you could send me your CV, for our records?

P Sure. What's your email?

B 'bob miller at intex dot co dot au'. That's great.

P Yes, it sounds good. I think I'm definitely interested.

B Well, er, right, so bye for now then.

P OK. Thanks for calling. Bye.

2

H=Hana, B=Bob

H Hello. You have reached Hana Fujimoto of the Sydney office of Australia-Japan Exchange Enterprises. I'm afraid I'm not at my desk right now, but please leave a message and your number and I will get back to you as soon as possible. Alternatively, you can send an email to 'hfujimoto@ajee.co.au'. Thank you.

B Hello Hana. This is Bob from Intex Melbourne. I hope you're well. I'm phoning

to see if you can help with another project we're planning. We're looking for regional organizers in Japan to help with a South American music tour next year. I wondered if you had any names and contact details of people who might be interested. Give us a call when you get a moment - you've got the number. Or an email's fine. Thanks. Bye for now.

3

T=Nguyễn Khánh Thế, A=Aleks

T Nguyễn Khánh Thế.

A Hello. My name's Aleks Syska and I work for an organization called IntEx?

T OK.

A Have you heard of them?

T Yes, I have. In fact I was enrolled on one of your e-training programmes for event organizers a couple of years back. It was very good. I learnt a lot.

A That's good to hear. Oh yes, that's right, I should have realized - that's where I got your details from, of course! I'm sorry to call you out of the blue like this ...

T Hey, no problem.

A But we're looking for regional event organizers for a tour of South American music and culture that we're planning to take round Asia, including probably a couple of events in Vietnam. It's going to be next spring. I was wondering if you'd be interested?

T That sounds really interesting. Did you say next spring?

A Yes, are you available then?

T Ah, no. Sorry. I'm going to the States for six months in January, working for the Vietnamese Tourist Office in New York. That's a shame.

A Yes - but exciting for you.

T I tell you what: I know a couple of other guys who may be interested, and they've done that sort of thing before. Do you want their details?

A That would be great. I'll get a pen.

T I guess I could send an email, then I could give you a bit of background on them.

A Of course.

T What's your address?

A It's aleks syska spelt A-L-E-K-S-S-Y-S-K-A all one word at intex dot co dot au.

T OK I'll send that to you. Nice to talk to you. Good luck with the project - and thanks for thinking of me.

A That's fine. Thanks for the contacts - and good luck in New York.

T OK, goodbye.

A Bye.

UNIT 3

3.1

Does blogging work? It seems that it does. Jeff Jarvis started his blog in 1995, complaining about a Dell computer that he'd just bought. He wrote blogs every week describing the service that he received from Dell. He was very direct in his criticism and described all the conversations he had, the emails he sent, and the reactions he received. His blog started to become famous and more and more people started their own blogs complaining about Dell. At the time, if you Googled 'Dell service problems', you would get 2,950,000 hits. Finally, Jarvis wrote to the Chief Marketing Officer of Dell. It was only then that he received an apology and was offered a refund. Jarvis then went on to become one of the most famous bloggers with his 'BuzzMachine' blog. In a more recent case, Dell, Hewlett Packard and Sony recalled their computer batteries which were catching fire, after bloggers had brought the problem to the public's attention. They put pressure on the manufacturers to do something by helping the US Consumer Product Safety Commission (CPSC) conduct an investigation

into the burning batteries. However, bloggers should be careful about the comments they post. Companies can turn nasty if they think the comments are false or libellous. Take the Dutch Royal Shell Group, for example, when they obtained a restraining order on a former Shell employee who made claims against the company.

3.2

There are as yet no agreed rules of etiquette about the use of mobile phones during business meetings in the UK. Do you switch your phone off, discreetly, before entering a meeting? Or do you take your phone out and make a big ostentatious show of switching it off, as a flattering gesture conveying the message 'See how important you are: I am switching off my mobile phone for you'? Then do you place your switched-off phone on the table as a reminder of your courtesy and your client's or your colleague's status? If you keep it switched on, do you do so overtly or leave it in your briefcase? Do you take calls during the meeting? Then what about lunch? Is it acceptable to switch your phone back on during a business lunch? Do you need to give a reason? Apologize? My initial observations and interviews suggest that more insecure people tend to take and even sometimes make the calls during a business lunch – often apologizing and giving reasons, but in such a self-important 'I'm so busy and indispensable' manner that their apology is really a disguised boast. Their higher ranking, more secure colleagues either leave their phones switched off, or, if they absolutely must keep them on for some reason, apologize in a genuine and often embarrassed, self-deprecating manner.

3.3

I phoned Andrea from my office, but she was on the phone to someone. So I sent her an email and asked her to call me. She didn't reply, but she said she phoned me as soon as she got the email. When she called, reception put her through to someone else, so she didn't get through to me but a guy in another department. Apparently, she didn't hang up and they got chatting, and by the end of the phone call he'd asked her out on a date. And she said 'Yes'. I can't believe it.

3.4

I=Interviewer, D=Daniel

- I So, Daniel, you've been reading the article *Evolution, Alienation and Gossip* by Kate Fox, author of *Watching the English*. Could you summarize some of her thoughts for us? For example, how much time do we actually spend gossiping?
- D What Ms Fox says is that about two thirds of all conversation is gossip. It's our human equivalent to animals grooming each other. Animals will clean each other's fur for hours on end. It's a social thing among animals, often they are actually perfectly clean but the grooming takes place anyway.
- I Like a kind of social bonding.
- D Precisely. And mobile phones have allowed us to return to a pre-industrial age where people would sit around gossiping. They provide us with an antidote to the pressures and alienation of modern life.
- I We tend to associate women with gossiping but is that actually true?
- D Actually, a study conducted by Kate Fox showed that thirty three per cent of men indulge in mobile gossip almost every day compared to twenty six per cent of women.
- I But do men discuss the same subjects as women? Or are some topics just typical of men?
- D They do. But men tend to talk more about themselves, but they're not actually as proficient at gossiping as women.
- I What do you mean by 'proficient'?

- D Well, women provide much more detail and talk in more animated tones and they're very good at giving feedback. But funnily when investigating these differences, Ms Fox found although men do perhaps talk more about politics, work, art, and academic matters, they only do so when in front of women.
- I To impress the women, to show off their knowledge of particular things.
- D That's it, but when they are on their own they chat about the same things as women.
- I What about texting?
- D Well texting has helped a lot of teenagers overcome their shyness and they now communicate more frequently and with more people than they used to.
- I So who do we gossip about?
- D Friends, family, work colleagues, but even people who we've never actually met like soap opera stars and football players.

3.5

B=Brian, R=Rachel

- B I'm pretty sure that countries like Germany, Italy, and Spain originally used dubbing in the 1930s and 40s to defend their national language.
- R Apparently, they even used dubbing as a form of censorship to protect their regimes.
- B Actually, I think it was as much a problem of illiteracy as anything else. You know, in that period a lot of people wouldn't have even been able to read the subtitles.
- R As a general rule, I think it is the countries with smaller populations that opted for subtitles, you know, Scandinavian countries, and places like Holland, Greece, and Portugal.
- B Yeah, and these are the countries where at least the younger generation tend to speak the best English.
- R Yes, whereas larger countries with a much larger audience, can actually afford the costs of dubbing. In Italy, for example, it is a huge industry and they are so good at it that you hardly notice it has been dubbed at all. Even the actors who do the dubbing are quite famous and some do more than one actor, like the same guy does Robert de Niro and Sylvester Stallone.
- B So he just has to hope that these actors don't appear in the same film!
- R Incidentally, did you know that in Poland they used to use the same actor for every single part, male and female, of pretty much every single film? Essentially, it is just a voiceover rather than dubbing.
- B I think the attitudes of audiences are changing. For instance, in Spain it was mainly art films that used to be subtitled, so this meant subtitling became associated with something rather elitist. But nowadays the Spanish are getting used to seeing commercial films subtitled. It is seen as educational too. Personally, I prefer it.
- R There was a similar situation in France. I remember that the only place you could get to see a film in the original language was in Paris, but I think it is something like half of films are now subtitled, and they're shown all around the country.
- B And DVDs too are changing the way we watch films, since we can choose the language and the subtitles.
- R Interestingly, in Denmark, which was the first country to introduce subtitles along with France in 1929, quite recently they actually produced dubbed versions of films for home videos.

3.6

D=Diego, PL=Pei Lin, B=Bob, A=Aleks

- D Is everyone picking up all right? Pei Lin?
- PL Yes.

- D Bob?
- B I'm getting a bit of echo, and you sound very faint.
- D Is that any better, Bob?
- B Yes.
- D Aleks?
- A Yes.
- D OK. How are things in Melbourne? Keeping busy, I hear?
- B You could say that. You've given us a lot of work with this one!
- A But it's a great project.
- PL Did you get the audio files I sent you?
- A Yes, it's great music. Even Bob's been tapping his feet!
- D OK, well, I think you know the agenda. We'll start with Bob giving us some information on funding issues. Then Pei Lin's going to talk about where we are with the Tour Manager appointment. And finally Aleks will update us on the regional organizers. Can I just remind you all to say your name when you speak, so we know who's talking? OK Bob, do you want to start?

3.7

- B The first thing to say is ... oh, sorry, this is Bob ... The first thing to say is that I think funding is going to be a big issue on this project. There's a lot of expenditure involved in bringing the bands over – and I think we're looking at six bands at the moment, aren't we, Pei Lin?
- PL That's right, but it could drop to five. Also some of these bands have a lot of musicians, so air fares and accommodation are going to be high.
- B This is Bob again. Then there's the cost of venue hire, staffing, and so on. We've got to make sure the budget is tight and accurate, because we don't want to be draining money from other projects. Sponsorship is going to be a key part of bringing this in on budget, and I've been in touch with a lot of organizations – record companies mainly – and I've got a very positive response, so I'm optimistic.
- PL Bob, can I just interrupt for a moment? This is Pei Lin. What about government sponsorship from some of the countries we're bringing over?
- B Good point. I was just coming to that.
- PL Oh, sorry.
- B No, no problem. I'm not getting much joy at the moment, but I think it'll come. The problem is that a lot of organizations haven't set their budgets yet for next year. Some of the Asian government culture departments have already offered funding, so we're getting there.
- D OK, if I can just come in here. This is Diego. Great Bob. Thanks for that. So really it's just a question of getting some accurate figures together and ensuring it balances?
- B You make it sound so easy!

3.8

- D OK. Let's move on. Pei Lin, tell us about the Tour Manager appointment.
- PL Thanks, Diego. We've had a few problems finding someone to meet all the requirements we're looking for – experience of managing a tour is the main one, but we also want them to have a knowledge of Latin American music, and experience of working in Asia. Diego and I have narrowed it down to a shortlist of two, and we think we have a front-runner, but we wanted to get your advice. Diego, do you want to tell them about the short-list?
- D OK. This is Diego. Yeah, the second choice as far as we're concerned is a guy called Kit Pietersen. He's Danish, been a tour leader on a variety of trips – mainly tourism rather than cultural or educational – but he knows

his music. He's done a lot of work in the Far East, taking European groups to China, Japan, Vietnam, and so on. He speaks a little Chinese and Japanese, and even a few words of Vietnamese.

- B Sounds good ... Bob here, by the way ... What's the other person got that Kit hasn't?
- PL Pei Lin speaking. It's really experience of musicians. We thought it was more important to have someone who we could be sure could look after the musicians – you know what a temperamental bunch of people they can be! The other guy, Frits Hunsel, is from Suriname and he's worked with central and South American musicians and bands for 20 years, taking them on tour, mainly in Europe and the US. So he's got the tour manager experience, the music background, and the people management skills, but no real experience of Asia. What do the rest of you think?
- A Aleks here. Well, I think the regional organizers will help with the Asian side of things, and it won't be so important for the tour manager to speak the local language. I've been impressed with the quality of people we've been getting, and I think if we brief them and monitor them carefully, it'll be fine.
- D Yeah you're right... this is Diego, But I do worry a bit about Frits' lack of experience of Asian culture.
- A Diego – Aleks again – isn't there a session on the e-training events management course about cultural awareness and working with local people?
- D Yes, that's true.
- A Why can't we put Frits on the course? What are your thoughts about that?
- PL That's a good idea, Aleks.
- B So it's decided: we go for Frits.

3.9

- D OK, let's move on. Aleks, would you like to tell us about the regional organizers? You've already mentioned they're good quality.
- A That's right. I think we've got...
- B Hold on, I'm losing you Aleks. This is Bob. I can't hear what you're saying – there's a high-pitched noise going on.
- D Bob, have you got your phone on speaker-phone? Try taking it off, and just pick up the receiver.
- B Oh, that's better. Sorry about that. Sorry Aleks, what were you saying?
- A I was just saying that we've made definite appointments in four of our six countries: Vietnam, Thailand, Taiwan, and Japan. Excellent people, some of whom have worked with us before. They're already investigating local venues for us and putting together publicity proposals.
- PL And what about China and South Korea?
- A I'm having a few problems there. Anyone got any suggestions?
- PL I've got some old family contacts in Hong Kong. Is Hong Kong on the itinerary?
- D Yes, it is.
- PL In fact I think I've got a cousin who runs a theatre over there – she might know someone. I'll drop her a line.
- A Could you? That would be great. I'm sure we'll find someone in South Korea – there's plenty of time.
- D Thanks Aleks. Do you think you could send us out the names and profiles of the ones you've appointed? Is anything planned in the way of training and briefing?
- A Oh yes, I forgot. We're hoping to have a meeting with them all – in Hong Kong actually – in three months time. It's a sort of get-to-know-you group bonding thing, because then we will have done most of the training and organizing via email.
- D Right, I think that about finishes it. Has

anyone else got anything they want to add? ...No? OK. I'll get the minutes of this sent out to you. Bob, if you could send in the draft budget proposal.

- B Fine.
- D And Aleks, the regional organizers list.
- A OK.
- D I can send those out to you all at the same time. Pei Lin did you want to say anything?
- PL No, just thanks for your time – I know it must be the middle of the night in Melbourne.
- B Never mind – we don't have time to sleep!
- D So, yeah, bye everyone.

UNIT 4

4.1

CD=Chira Dhaliwal, I=Interviewer

- I Chira Dhaliwal is typical of the new generation in India – hard-working, ambitious, and has the potential to earn as much in a year as their parents did in a lifetime. I talked to Chira on the Mumbai University campus.
- I Have you thought much about what you are going to do after you graduate?
- CD Absolutely. I'm going to work for a BPO company.
- I BPO?
- CD Business Process Outsourcing. They're companies, like Intelnet, for instance, that deal with customers in the UK in insurance, banking, and so on.
- I Right, and what sort of salary would that be?
- CD At the beginning I'll be earning £2,000 a year. By the time I'm 25 I should have saved up enough to buy a car.
- I So you'll have a pretty good lifestyle.
- CD I hope so! I'm going to spend lots of money on clothes and go out to lots of clubs and parties.
- I You'll need to be up early the next morning though.
- CD That's true. I'll have to be a bit sensible (laughs).
- I What are your long-term plans?
- CD Basically to be able to live away from home and have more freedom. I'll have saved enough money to buy an apartment in about five years.
- I Over the next few years the BPO business is expected to continue expanding rapidly with growth of up to 50% a year. So there'll be plenty of jobs for people like Chira. I asked her what kind of preparation she'll have to do to stay ahead of the competition.
- CD Well, most people are likely to have some sort of training to get them ready. Accents are the first thing people usually work on. We need to be able to speak so that the typical customer can understand us. And we need to be able to understand them. So I'll probably be doing some training learning about British pubs and football and have to keep up with the latest soap dramas.
- I Sounds like a lot of work.
- CD Yes, but it'll be worth it. Sorry, I must dash. Exams start next week and I mustn't get behind!

4.2

CL=Chen Liu, I=Interviewer

- I Chen Liu is originally from Shanxi Province where his parents are farmers. He came to Shanghai when he was 15 and was given a job by his brother-in-law. He then got a job in the construction industry.
- CL This is my lunch break at the construction site. I'm having a bowl of fried rice and some tea. Today I'll finish at about 5.00 and get a bus back to my dormitory. I'll probably have supper with my brother-in-law's family. Tomorrow morning I'll be up at five-thirty.

I make about £60 a month and send about £20 home. I am studying to become a welder and my hope is to become a project manager. In the meantime, I haven't seen my parents for two years so I think I'll go home to see them soon. They have never been to Shanghai. So I'm hoping they'll come and visit next year.

- I Chen Liu's family is typical of the way the old and new generations are separating. By 2015 the number of urban dwellers is likely to exceed the rural population. The construction industry is booming. In Shanghai there are plans to build three skyscrapers in the next year, and new roads, highways, bridges, and tunnels are appearing every month. There will be 70,000 kilometres of highway by 2020 which will keep construction workers like Chen Liu going for some time yet.
- CL How does Chen Liu see the future?
- CL When I am a welder, my salary should be much better so I could move out of the dormitory and put some money away to buy a motorbike. But it'll be a long time before I can start thinking about a car or an apartment.
- I Workers like Chen Liu are willing to work hard and tough it out till they reap the rewards later on. However, this new attitude does mean a more stressful life and social problems developing from the growing inequalities between the countryside and the cities.

4.3

Japan has a population of 120 million and the highest proportion of over-60s in the world. Because of the very low birth rate, which currently stands at one point two five (1.25), some of the more extreme projections are that the population could fall to less than 50 million if the present trends continue. This is an alarming prediction that the Japanese government is taking seriously. Incentives such as tax credits for producing children are being considered to encourage women to have more children. The problem is that women with careers are unlikely to give up their independence and lifestyles to have a family. The traditional system of marriage where the wife automatically gives up her job when she has the first child is no longer the norm. With the situation as it stands, the forecast is for the number of workers between 15 and 24 to shrink from 8 million to 5.3 million by the year 2015. This is certain to put enormous pressure on the pension system and means that economic growth will be slow. In anticipation of this fall, companies have begun recruiting staff from countries such as India where there is a high level of education and experience particularly in the IT sector. However, for some more traditional employers this is bound to lead to cultural problems. Others see this as a positive influence which will help Japan out of its long-term recession. Some people foresee the day when women take a more prominent role in business. Relatively few women have careers compared to their Western counterparts. If the current generation of Japanese managers and politicians can persuade themselves that women are a vital part of the Japanese economy, and persuade would-be mothers to return to work after child-bearing, then we can expect to see a reversal in the current decline.

4.4

S1,2,3=Student 1, 2, 3, L=Lecturer

- S1 I've read that a quarter of the world's undiscovered oil and gas resources lie in the Arctic. Is this going to produce even more catastrophic environmental problems?
- L Well I think you could also look at the

economic benefits for industry of drilling for oil and gas. Those countries that border the Arctic will definitely have great opportunities. Norway is one of the main owners, so to speak, of the Arctic, and is already the third largest exporter of oil in the world. If they can increase, or at least maintain, their percentage share, then some might argue that this will lead to greater stability in terms of supply and possibly prices too.

S2 What about new shipping routes?

L Yeah, they're forecasting that when the ice melts back some of the existing towns, which are all pretty small and hardly industrialized at all, will actually become huge ports. Massive investments are being made in Churchill, for example, which at the moment only has one thousand one hundred inhabitants. The idea is that the routes will be much shorter than some currently used and revenues will also be supplemented by the certain increase in tourism too.

S2 But won't there be dangers from glaciers fragmenting into icebergs? I imagine there is going to be a lot more floating ice around.

L Well, that is actually another area of investment, I mean investment in very stable ships that can deal with icebergs and can cut their way through the somewhat softer ice. Shipbuilders in Helsinki are already developing special ships for this.

S1 But going back to my first question about the environment: aren't we going to be seeing fish move further north on a permanent basis?

L Yes, we are, and this means that the fish are likely to go from one national border to another. For example, there used to be a species of crab that was caught in Alaska and now it is being caught in a Russian controlled part of the Arctic.

S3 So are the national borders under the sea clearly defined? I mean do we know who is going to get what? It can make a huge difference to a country's economy.

L You're right, and as we speak there are Danish geologists trying to prove that an underwater mountain range in the Arctic Ocean leads directly into Greenland. If they can prove that, then maybe a big slice of the Arctic resources will be theirs. It's a new age of land discovery.

S1 OK, but I still think that the long-term negative impact on the environment will counteract any short-term profits for oil companies. It seems to me that the Arctic is in terrible danger. Don't you think that we

4.5

- 1 industry, industrialized
- 2 certain, maintain
- 3 permanent, percentage
- 4 supply, supplemented
- 5 environment, environmental
- 6 very, discovery
- 7 problems, produce
- 8 stable, stability
- 9 economy, economic
- 10 quarter, terrible

4.6

D=Diego, L=Lars Richter

L Hello.

D Hi, Lars?

L Yeah.

D This is Diego here, Diego Fernandez from IntEx.

L Hi, Diego. How are you?

D Fine, thanks. I was calling about something you might be interested in. You know you were asking if you could do some more sessions on the Events Management e-training course.

L Yeah.

D Well, something's come up and I wanted to offer it to you first. Would you like to coordinate the session on cultural awareness?

L Cultural awareness? I'm not sure ... I thought that was one of Ken's?

D Yes, it is. But he's pulled out, pressure of work or something. There's actually not a lot to do – all the sources are uploaded, the assignments are ready to be set. It's just working with the participants and sending out the assignments, collecting them in, and marking them. What do you think? It's yours if you want it.

L Mmm.

D To be honest, you'd be doing me a favour. It's quite an important session, because we've got the new Tour Manager for the Latin Goes East project on it, so we can't really delay it until Ken's available.

L Well, Diego. It's very nice of you to ask, but it's not really my thing.

D That's a pity.

L But I tell you what: do you know Naomi Clayton? She's done quite a lot of that, intercultural training and so on, especially working with Asian cultures, as it happens. I could give her a call if you want.

D That'd be great. Better still, can you give me her number, and I'll contact her myself?

L OK, I've got it right here – same code as me then 348 4996. Shall I give you her email as well?

D Please.

L It's naomi.clayton@go.internet.com. Her postal address is ... where is it now?

D Er... I don't think I need that right now, thanks.

L OK.

D Well, great. Thanks, Lars. I'll buy you a drink some time.

L OK, I'll hold you to that. Goodbye.

D Bye.

4.7

PL=Pei Lin, D=Diego

PL Would you like some milk?

D Thanks.

PL Did you sort out that problem with the cultural awareness session? Because I was thinking – I could do it if you're really stuck. But I'm pretty busy at the moment.

D No, it's all right. Thanks, but I think I've got someone.

PL Oh yeah, who's that?

D Someone called Naomi Clayton. She's a friend of Lars Richter's. Actually she's coming in this afternoon for a sort of interview. Although it's a formality really: I've talked to her on the phone and spoken to her referees. She sounds really good. I think we might be able to use her for some other stuff as well. I've made a provisional offer subject to interview, which she's accepted. I'll give her the formal offer this afternoon.

PL Great. I can sit in on the interview if you want.

D That would be really good. It always helps to have a second opinion. Shall I email her CV to you?

PL No, don't bother. I've got enough to look at as it is. You know that Aleks wants me to go out to Australia and check out some venues with her?

D No, I didn't. Is she having problems?

PL It sounds like it. I know it seems like a great opportunity to go to Australia, but I've done so much travelling recently, I don't think I can face another long flight. I told her I couldn't but she seems a bit desperate.

D Do you want me to go out for you? I certainly don't mind!

PL That's kind, but no. If anyone goes, it ought to

be me. Thinking about it, I could take Frits, the Tour Manager, out with me. Kill two birds with one stone. What do you think?

D Great idea. I'm talking to him later about his e-training. I'll ask him about his availability if you want.

PL Could you? Thanks, Diego.

UNIT 5

5.1

Have you ever looked at those fantastic photos in *National Geographic* magazine or seen those shots in climbing magazines and skiing videos of snowboarders coming down from the top of mountains, and wondered who was up there taking the pictures? Well today in 'Jobs with a difference' we're profiling Jimmy Chin, photojournalist and adventure sports photographer.

Jimmy got into extreme photography almost by accident. The date was 1999: he had already been on a number of short climbs and expeditions and he was training in California's Yosemite Valley for an expedition to Pakistan's Karakoram Range. After a six-day climb of El Capitan, Jimmy had woken up early with the morning sun and picked up the camera of his climbing partner, Brady. He took a photo of Brady while he was sleeping in his bag next to all the gear they had left lying around their camp the previous night. Out of the entire roll, this was the only one that sold. Chin put the proceeds toward his own camera. In Pakistan he photographed four friends climbing the alpine rock towers of Charakusa Valley, and sold those pictures too.

In 2002 Jimmy Chin got his big break with National Geographic. Another photographer dropped out of an expedition to Tibet at the last minute. Chin was called in and found out that he was working alongside his old mentor and hero Galen Rowell. Before that point he had only been taking photographs almost as a hobby, although he had made a bit of money out of it. Now he was doing it for real. There was a catch, however: he had to shoot video, something which he had never done before. On the plane over while everyone else was reading their novels, Chin was frantically reading the instruction manual to the XL1 camera.

The expedition was a success and more success followed. By the time he was thirty, Chin had achieved a great deal: his famous photo of Stephen Koch snowboarding down Everest had appeared on the cover of 'Outside' magazine, he had been named one of National Geographic's 'Emerging Explorers', and 'People' had given him the title of one of the most eligible bachelors.

It's a dangerous job, so why does he do it? It's certainly not just for the money. His love of climbing and skiing perhaps? Maybe to help make people more environmentally aware. Chin himself has said: 'I don't expect to change anything with what I've done so far. But I like to think that images of people doing amazing things may open people's eyes to the human potential, to the idea that people can do the extraordinary when they set their minds to it.'

5.2

I=Interviewer, J=Journalist

I When was Warren's first chase?

J He was 12 years old, and it nearly killed him. There had been a flash flood in his home town in Arizona, and he was running along the river bank when it collapsed and the water swept him away. He was just about giving up when his foot found a rock and he was able to get his head above the water. He had been very close to death.

I When did he see his first tornado?

J He was driving along the highway in Oklahoma. He had been following the

tornado for nearly an hour, when he lost sight of it in some trees. Then suddenly he drove into it. Pieces of houses were falling on his windshield! He was scared, but he had come a long way to film it, and he didn't intend to stop.

- I Tell us about his experience of Hurricane Katrina in New Orleans in 2005.
- J Two days before he had driven down with a group of storm chasers. They had reached Mobile when the storm suddenly got worse. They found a safe place in a five-storey garage, and they were sheltering there when the storm hit. It was amazing. Buildings were collapsing. Debris was flying around. Trees that had stood for fifty years were torn apart. Warren had been filming near a window for a while, when he heard a crash. A window had smashed and he was bleeding from a one-inch gash in his back. But as always, he survived.

5.3

Queenstown is the extreme sports capital of the world, where the fearless go to frighten themselves. The adventure business is the town's lifeblood. When you talk about adventure tourism in New Zealand, this is where it all began.

Tourism was put on the map with the first commercial bungee jump in 1988. Since then 450,000 people have taken the plunge, and the town has undergone a metamorphosis, with tourists outnumbering locals 100–1.

Bungee jumping is not for the faint-hearted, but you don't have to be super-confident either. The secret to bungee's success is that even though it looks very dangerous, it is in fact pretty safe. Despite all the hype about danger, people aren't really taking any big risks. What people pay US\$85 for is the fear factor, according to bungee co-founder Henry Van Ash. 'What is actually extreme is what people go through in their minds,' he said.

In today's extreme sports game, innovation is the key. Making things taller and scarier than before brings visitors back for more, and makes for headlines. The evolution of bungee jumping is a good example.

It was born as a fertility rite in the South Pacific, developed by the Oxford Dangerous Sports Club, and commercialized by the New Zealanders. From the original bridge jump of 1988, there's now a heart-stopping parasail version. It's 180 metres up and straight down, in a two-man seat beneath a giant parasail. There's a joke in the bungee trade: business, they say, is up and down. Whatever the truth in that, it's certainly brought in the mega-bucks.

5.4

B=Bob, A=Aleks, PL=Pei Lin, F=Frits

- 1 B I'd like to start by formally welcoming Frits – Frits Hunsel – and to say how good it is to meet him in person, and to thank him for coming out here at such short notice.
- F It's a pleasure, and great to meet you guys too. I have to say it's been a fascinating few days so far. It's the first time I've been to this part of the world, and, wow, it's just great. Vietnam was incredible, and I'm even more excited about this project than I was before.
- B Good to hear it. OK, if we could start by looking at the first item on the agenda, finalizing venues. Aleks?
- A Thanks, Bob. Yes, we had a few problems here, particularly with Vietnam and Hong Kong. But I'm pleased to say that I think Pei Lin and Frits have sorted this out now, and we're about to sign contracts with the last two venues.
- B Pei Lin, perhaps you could give a brief report on this?
- PL I'd be delighted.

2

PL ... and it certainly helped having Frits here to assess the practical implications of the venues.

B OK, thanks Pei Lin, that's very useful. So that deals with the question of venues. I think we're all agreed that Pei Lin and Frits have done a great job there, and we can leave Aleks to finalize the paperwork. Yes?

A Fine.

B Right, so, moving on... The next item is costs, which is my area. I wanted to put this on the agenda, because I'm a bit concerned that costs are mounting and that we're in danger of going over-budget. Now, you've got a detailed draft budget in front of you, which I hope you've all had a chance to look at. You'll see that I've highlighted some of the items which concern me most. If you could just look at accommodation and transport in particular. Has anyone got any thoughts?

F Could I just say something here?

B Of course.

F I don't want this to sound the wrong way, but some of these guys in the bands, they won't, how shall I put it, they're not going to be expecting any fancy hotels or anything. I mean the place Pei Lin and I stayed in Ho Chi Minh City was way over what they'll be expecting. Not that I'm complaining or anything!

B Good point. Aleks, what type of hotels are we using?

A Yeah, we could probably downgrade a bit – it would certainly save a lot as we're dealing with big numbers. I'll investigate. Also, I was going to say, I'm looking at the transport costs. There's another company I'm in discussions with. I think I can get a better deal. I'll know a bit more once we get back to Melbourne.

B OK, let's leave it there. See what you can come up with, Aleks. I'm very conscious of time, so I wanted to move on to the next item on the agenda, which I think will take up a bit of time – cultural arrangements.

3

B OK, well unless anyone has any other business? No? OK, I think we can bring things to a close. To sum up, we've sorted out the problem of the remaining venues, we've got some ideas for reducing costs, we've got some really good plans for cultural events and entertainment in the various locations, and we've finalized the itinerary. We need to do a bit more work on publicity, but that's going to involve the regional organizers. Have I missed anything?

A No, don't think so.

B OK. Thank you all for your contributions. And thank you all for coming. I have to say I think it's been a very useful meeting.

PL Thank you, Bob. Shall we adjourn to the bar for a drink?

F Good idea ...

UNIT 6

6.1

It must be one of the biggest shops in the world, bigger perhaps than Macy's in New York or Harrods in London.

You could spend days in here. There is a north zone, a south zone, and a middle zone. If that's not enough, you might want to try the annexe or explore the two basements. And it can be a real problem deciding between the eight main floors and the roof gardens which have tennis courts, a garden centre, and a snack shop, if you're hungry or perhaps starving after walking so far. You might have missed one of the restaurants as they are tucked away on the restaurant floor. But once you'd found them you could be coming

back for some time as there are 33 to choose from. It must be really difficult choosing between Japanese, Chinese, Italian, Indian, gourmet, and snacks.

But security won't be a problem. If you drop your purse or wallet, the chances are that it'll be handed to one of the staff who will politely ask you to come to reception to pick it up.

I'm sure most first-time visitors to Japan would be amazed at the level of service. Nothing is too much trouble and staff are always cheerful and remarkably polite.

6.2

N=Nicola, J=James

N I think it is something that we all feel, that sometimes we seem to be able to speak fluently and hear everything, and other times we just can't.

J The thing is, apparently as native speakers we only listen at twenty five per cent of our potential. Our concentration only rises above twenty five per cent if we think that what we are hearing is important and/or we are interested in it. But it never reaches a hundred per cent, so I don't think our students should be aiming that high.

N I think the key is to become an active listener. So you don't just sit there, you ask questions, particularly to check that you're understanding. This will inevitably increase your concentration levels, whatever mood you are in.

J What about the second one? I think it ties in to what you've just said. If you are talking to someone, then just repeat what you think you hear. So you say, 'fourteen, you mean one four?'

N Yeah, I agree. You're going to understand a lot more if you are active and intervene in the conversation, and this may mean frequently asking for repetition.

J Exactly. Communication is a two-way thing. I think it can be quite frustrating if quite frequently you hardly understand anything, so I think you have to let the other guy know when you can't understand.

N So the secret is accepting that it's OK not to understand and to make sure that the other person realizes that they have a certain responsibility to help you understand.

J Exactly.

N What about the t-h problem?

J Well, half the population of Britain can't even manage it. You know due to their local accent, there are people who say 'tink' or 'fink' instead of 'think', and it's not like no one understands them.

N I think a useful tip is to read and listen to the scripts of listening exercises. Forget what the people are actually talking about, just focus on the sounds of the individual words and try to imitate them. This should help you learn to distinguish between 'live' and 'leave' and 'cause' and 'course', for example.

6.3

- a price, prize
- b degrees, please
- c this, his
- d loose, lose
- e course, cause
- f crisis, rises
- g slides, size
- h this, miss
- i base, gaze
- j six, seeks

6.4

- a There are forty people coming.
- b How many are there? Thirty.
- c Sixty thousand doesn't sound that much.
- d We'll never have to live here.
- e This integrated chip solution should work.

- f Easy living there?
- g They said we could slip on it.
- h You could always try to heat it.

6.5

- A So have you ever lied to your boss?
- B Well, you know, it depends what you mean by 'lie'. I've certainly invented some pretty creative excuses for being late to work, and I've rung up a couple of times to say I was sick when actually ...
- C By 'sick' you mean you were just feeling tired?
- B Exactly.
- A Well you're not alone. The surveys I read showed that sixty per cent of us lie to our bosses. The next one's a bit more serious. Although fifty per cent of managers are aware of fraudulent practices, only forty per cent would report them.
- C Did you say forty: four-zero?
- A Yes, four-zero.
- C That's incredible.
- B So what about giving a clean reference?
- A Well, about a quarter said they would do.
- B How many managers were interviewed?
- A Eight hundred.
- B And a quarter said they would give a clean reference to someone who was dishonest? How do they sleep at night?
- C And who do they think they're helping? Anyway, what about CVs? Because I have to admit I've changed the odd thing here and there on my CV.
- B Sorry, you've done what?
- C Changed a few dates on my CV. You know, to hide the fact that I was out of work for a year.
- B OK, I see.
- A Anyway the survey done here in the UK showed that twelve per cent of people have lied on their CVs, but the number rises considerably in the United States: a similar survey there put the figure at eighty per cent.
- C So you're saying that eighty per cent of the Americans who answered that survey have lied on their CVs?
- A Right. And of course it's people applying for high-paid positions that do it the most. That's the price of competition for you.
- B And I've heard it's pretty easy to buy cheap bogus degrees from universities that don't even exist.
- A Shocking.

6.6

By 'sick' you mean you were just feeling a bit tired?
Did you say forty – four zero?
Sorry you've done what?
So you're saying that eighty per cent of the Americans who answered that survey have lied on their CVs?

6.7

A lot of studies have proved that most people are surprisingly bad at spotting if someone is lying to us or not. And this is even true of FBI agents, customs officers, judges, police officers, and psychotherapists. Basically, people whose job involves detecting deception.

BEEP

Most people think that being fidgety is a sign of lying, as is blinking or looking less relaxed. But this isn't the case. Their nervousness is revealed through the higher than normal pitch in their voice. Their pupils also get larger as they become more tense and try to concentrate more.

BEEP

People who have planned and rehearsed their lie beforehand tend to answer any questions more quickly than someone who is telling the truth. Liars are also rather more negative and complaining, and they cooperate less than truth tellers when someone is trying to reconstruct

with them what happened in a particular event or episode. Their version of the events also tends to be less logical.

BEEP

Often during police interviews with witnesses or partakers in an accident, their statements are recorded. These statements are then transcribed, written down, and even from these written statements, it is possible to know if someone is lying or not.

BEEP

When you tell the truth you generally include extra details that may have nothing to do with the main story, and you also tend to correct yourself spontaneously. In any case, the people who are best at telling whether someone is lying or not, may well have had difficult or unusual childhoods.

BEEP

6.8

PL=Pei Lin, F=Frits Hunsel

- F So concert five in Tokyo is cancelled and instead we're flying to Osaka on the 13th for a concert there on the same night?
- PL That's right, although I've still got to confirm we're flying or going by train. And I'm not sure if the free day on the 14th is in Osaka or back in Tokyo. I've got to check with Aleks. Now, the other change is later on at the Thailand/Vietnam stage.
- F Right, there's this extra concert for the Thai Royal Family – sounds exciting.
- PL Yes, that's at lunchtime on the 25th. So the flight to Hanoi has changed. We were going to be flying on the 25th, but now we're flying on the 26th. Is that clear?
- F Yeah. I got it.
- PL OK, so that's the itinerary. So next, shall we talk about the schedule for when we get to Seoul?
- F Good idea.
- PL We've got quite a few things to do on that first day. Most important is that you and I need to have a meeting with Aleks. There are a few things to check, like the journey from Tokyo to Osaka and the free day. I know you're going to be tired from the flight, but could you manage 4.00 p.m. Seoul time?
- F Mmm. I'm not sure about 4.00, I'll need to check the flight time. I don't think the flight gets in until midday. I know we're planning to get to the hotel by three. If it's OK with you, I think I'd prefer to make it 5.00 p.m. It just gives me a bit longer to get myself together.
- PL OK that sounds like a good idea. Then we need to have a get-together with the bands – an informal get-to-know-you meeting, and where we can go over some important practical arrangements. Shall we say 7.00 for the drink?
- F Could we make it a little earlier? Say 6.30?
- PL No problem. Then we can go straight out for dinner at 7.30 ...

UNIT 7

7.1

Some 30 per cent of people have their best ideas in bed compared to just 11 per cent who have them at their desk, according to research by the East of England Development Agency (EEDA). The EEDA is calling for companies to install beds in the workplace, in an attempt to change the way we work for the better.

Richard Wiseman, a psychology professor, says the research shows our minds are often most creative when we relax, and bosses should alter working habits to aid creativity. 'In our dreams we produce unusual combinations of ideas that can seem surreal, but every once in a while result in an amazingly creative solution to an important problem,' he says. 'The introduction of beds or designated areas for naps in the office

would help workers feel more able to rest and recharge their minds'.

According to the director of the Sleep Research Centre, Derk-Jan Dijk, introducing beds at work is not an unrealistic proposal. 'Having beds at work should not be dismissed, there are situations where they could be very beneficial,' he says. 'But really it is down to how the naps are regulated. Some people need longer naps than others.' Dijk adds further that if you sleep too long and too deep, it often takes a while to become fully alert again. If you don't sleep enough, you might not fulfil your potential. The Centre carried out a two-year, world-wide Internet survey into global sleeping habits and found the majority of people either regard themselves as working best in the evening (38 per cent) or in the morning (41 per cent). Dr Chris Idzikowski, who conducted the research, says that if the working day was made more flexible to allow for people's differing sleep patterns, companies would reap the rewards. 'By showing a preference for morning or evening work, the implication is that the majority are not fully alert in the middle of the day,' he says. 'If beds were installed in the workplace, people could rest and make up the time elsewhere in the day. It would allow companies to extend office hours beyond the traditional nine-to-five,' he adds. 'Shops and offices could open at 5a.m. and close at 9p.m. without any difficulties.' Some companies are embracing the idea and building 'nap rooms' and 'nap tents' for employees. Accountancy firm Deloitte Consulting in Pittsburgh, USA, has designed a special 'napnasium' for the comfort of their employees. It is open to any employee needing rest and has recliners and blinds. Of course, if your boss refuses to sanction official snoozes, you'll have to find another way of napping at work. Fortunately, a company in the USA has come up with a solution. Weary workers in New York can take a nap during the day in specially-designed pods located in the Empire State Building, courtesy of MetroNaps. For \$14 you can snooze for 20 minutes in a pod, after which it gently vibrates to wake you and lemon-scented hand towels are provided to freshen you up for your return to work.

7.2

- 1 A I'm not sure what time the meeting is.
B That's OK, but I'd be grateful if you could let me know by Wednesday.
- 2 A I'm not feeling 100 per cent.
B If I were you, I'd have a few days off.
- 3 A If you need any help, just let me know.
B Thanks. I might take you up on that.
- 4 A Is it OK if I make a phone call?
B Sure. I'll leave you to it.
- 5 A Have you got any offers on at the moment?
B Yes, we have. If you sign up by the 30th, you can save 20 per cent on your next purchase.
- 6 A He asked if we could meet at 2.00.
B That's fine. I'll be here at quarter to.
- 7 A If you have time, you could visit the museum.
B That's a great idea.

7.3

G=Gordon, S=Sandra, T=Tim

- G What is the common feature of these problems?
- T Well, they all involve thinking in a more imaginative and indirect way.
- G For example?
- T For example, we tend to see the world in a particular way, have expectations, and make assumptions that we sometimes aren't even aware of. So in the first problem we might assume that all lawyers, surgeons,

and engineers are men, despite the fact that many women do them.

- G Oh, so the answer is that the engineer and the lawyer are both women?
- S Exactly. Some people might block out this possibility and fail to explore all the variables. We call this a 'mental block'. The secret of problem solving is dismantling this block.
- G So is there a block in the second problem, because I couldn't work that one out either?
- S That's because you've created the constraint of staying within the invisible box that surrounds the dots. So if you realize that you can go through the borders of that box, then it's easy to solve.
- T Literally 'thinking outside the box'.
- G And what about the third one?
- T Push the cork in and get the money out.
- G Oh! It's easy when you know the answer.
- T The last problem is a little different in that there are a wider range of reasons – maybe she needs the exercise, there's someone who uses the lift in the afternoon she wants to avoid, there's no electricity in the block at that time, and so on. So brainstorming is a useful way of exploring all the possible reasons.
- G But none of them are the right answer!
- T No. She's not tall enough to reach the button.

7.4

J=James, N=Nicola

- J I think it's interesting that cultures which are famous for being friendly and very talkative, like the Italians for instance, tend to write emails in their own language that are really straight to the point. There is no social element at all.
- N Yeah and my experience of German emails, for instance, is exactly the same. But how much of the social element is there between writers in Britain or the United States?
- J In a chain of emails in which people are just asking and answering questions, I would say none at all. But maybe the very first email in the chain might begin with 'How are things?' or 'Hope everything is going well with you'.
- N I see what you mean. So you might refer to your last meeting, or even a football match that the other person is likely to have seen. So why do we bother with these things?
- J I think it is a way of building trust and getting a feeling for the other person, what kind of person they are, what they like doing. You work much better with people you know something about.
- N And you can make a few positive statements to help this relationship develop, simple things like 'Thanks for getting back to me so quickly, you really saved me a lot of time.' or 'I think we've been making a lot of progress together'. Or: 'Thanks for being so flexible on this'.
- J Exactly. And one thing I myself do is to try to make my requests a little indirect, you know saying things like 'Sorry to bother you with this but ...' Or: 'I was wondering if you could ...'
- N The key thing is to put yourself in your recipient's shoes and understand the amount of work your request might create for them, and that you know their time is important.
- J There's also a tendency to confuse email with normal colloquial speech, but when you are criticizing you have to be really careful.
- N To be honest, I'd say that if you have something negative to say, you should really just pick up the phone. Emails are so open to misinterpretation.
- J Also, it is worth remembering that in some cultures criticism is avoided. In Japan for

example, you would never publicly criticize a colleague, but you would say something in private to avoid losing face.

7.5

- a Congratulations on your new job.
- b Welcome back.
- c Is it a boy or a girl?
- d Did you have a good time?
- e How much did he/she weigh?
- f Well done! You really deserve it.
- g What part of town is it in?

7.6

AO=Airline operator, PL=Pei Lin

- AO The problem is that there have been some delays on flights from Australia.
- PL Could you be more specific? What exactly do you mean by 'some delays'?
- AO I'm sorry madam. I'll try to explain. There were two flights cancelled yesterday, including the flight of your colleague from Melbourne. At the moment, I can't find out exactly what flight she got on.
- PL So, if I understand you correctly, we have no way of finding out when she'll get in.
- AO Not exactly. We're trying to check the passenger lists for all departing flights from Australia, but that could take some time. In other words, we may not be able to tell you for an hour or so.
- PL OK, I see what you mean. So if I phone again in a couple of hours you should be able to give me more information.
- AO Precisely.

7.7

F=Frits, PL=Pei Lin

- F It's a really bad line. Can you just run that by me again? Basically what you're saying is that Aleks is not going to make the meeting tonight?
- PL Exactly.
- F And, correct me if I'm wrong, she might not even make it for the opening concert?
- PL It's hard to say. I've asked Hyun-ji, the local rep, to go down to the airport because the airport couldn't really tell me. She should call me any moment now.
- F OK, I'd better get off the line. Before I go, I just wanted to check your room number, in case I need to call you.
- PL It's 623.
- F Did you say 6-2-3?
- PL That's right. I'll call you when I get more news.

UNIT 8

8.1

If someone had asked you a few years ago where most of the top brand leather sofas were made: Italy or China, you would probably have said Italy. But one of the main emerging manufacturers of Italian leather sofas, DeCoro, actually produces all its sofas in a modern state-of-the-art factory in Shenzhen, a boom town near Hong Kong. When Luca Ricci, the owner of DeCoro sold his first batch of leather sofas in 1998 he told the North American distributor they were made in Italy. Perhaps he should have said that they were actually made in China, but if he'd told the distributor that, then he might have lost the contract. As Luca Ricci later admitted, 'I lied.' But is it really a lie? In what sense is DeCoro Italian? Well, for a start nearly all the leather is imported from Italian tanneries. But it's the branding that really makes it 'Made in Italy'. For consumers, the 'Made in China' image is still not seen as trendy or chic. At least it wasn't: you could argue that things might have changed recently and that we may soon be talking about 'China-chic'. But that's another issue. I think there's another important point to make about this cultural and national fusion of image.

Obviously the main reason that Luca Ricci set up production in China is so that he could keep production costs, particularly labour costs, down. But by doing this he was also able to preserve traditional handmade production methods. Luca Ricci reckons that if he had set up in Italy, he would now be charging at least 40% more for his handmade leather sofas. In fact, I would say that if Luca Ricci hadn't gone to China for the actual production, then the traditional 'Italian' production methods would have been lost for ever. If that had happened, American customers wouldn't now be sitting on traditional handmade sofas. As a consequence, perhaps he's really a hero and should be congratulated for preserving 'Made in Italy' values. DeCoro feels that it has revolutionized the market by providing affordable luxury. But should they have described their sofas as 'Made in Italy' or 'Made in China'? I leave it to you to decide.

8.2

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8.3

N=Nicola, J=James

- N There are basically two ways that English speakers sound like they are swallowing their words. The first is with individual words. We don't say 'biz i ness' or 'in ter res ting', but 'biznas' and 'intrasting'. We stress one part of each word more than the rest, in these cases, 'biz' and 'int'. The vowel sound in the other part of the word changes to an /ə/ or schwa sound or it disappears completely. So the first 'e' in 'interesting' disappears and the second 'e' changes to /ə/ so we get 'intrasting'.
- J That's right. And with combinations of words sounds are lost, change, or link together. So in the case of 'I am going to go' we might say 'I'm gointə go' or 'I'm gonna go'. And we do this because it makes the word or phrase easier to say ...
- N Exactly. But at the same time more difficult to hear. Basically, the 'g' in 'going' is lost, the 'to' becomes 'tə', and 'going to' link together and are pronounced 'goingtə'. This explains why you can't actually hear some very basic words, because what sounds like just one word may in fact be two, three or even four words together.
- J And you can't hear where one word ends and the next begins.
- N One thing that is useful is to understand how the end of certain words can change depending on the word that follows them. For example, you can hear the 't' in the word 'just' when I say 'we have just agreed on that'. But it's more difficult to hear when I say 'we've just reached an agreement'.
- J True. It's quite common for the consonant, in this case the 't', to be pronounced clearly before a vowel, in this case 'a'. This also happens with the next two words 'agreed' and 'on' which link together. If we said 'agreed that' leaving out 'on', there would be two consonants together, 'd' and 't'. In this case, the 'd' sound would not be pronounced so clearly. It would sound more like 'justagreethat'.

N That's right. So if possible, you should use something like DVD subtitles to help check what you hear with the written text. When you can't hear a word or string of words clearly, you can check the consonant-vowel and consonant-consonant relationship between the written words. You can then make a note of the combinations that you find the most difficult. This will help you with your listening the next time you hear this combination of letters.

8.4

A survey by the Aziz Corporation, the UK's leading independent executive communications consultancy, reveals that around a quarter of female executives would contemplate cosmetic surgery if they thought it would boost their career. The survey found that most women would consider dying grey hair, though only about half of men would do it. And almost as many men as women would go on a diet to improve their business prospects. The vast majority of bosses say smoking at work is totally unacceptable, even more so than body piercing and ponytails for men. Another sign that times have changed, is that the number of executives that think designer stubble is acceptable in a business environment has grown to more than a third. When it comes to other women's business attire, pet hates for over two-thirds of women are visible tattoos, body piercings, and low-cut tops.

8.5 a and b

a-UK, b-US

if they thought it would boost their career
The survey found that most women would consider dying grey hair, though only about half of men would do it
The vast majority of bosses say smoking at work
And almost as many men as women would go on a diet

8.6

- a I'm just looking
- b rock and roll
- c you mustn't tell him
- d two sandwiches
- e Wednesday next week

8.7

- a a number of people
- b a quarter of them
- c she wants to eat
- d let's do it then go out

8.8

PL=Pei Lin, D=Diego

PL Hi, this is Tao Pei Lin. I'm not at my desk right now but if you'd like to leave a message and your contact details, I'll get back to you as soon as I can.

D Hi, Pei Lin. This is Diego. I just got your message. It sounds like you've got some real problems. It's terrible news about Frits. I hope he's OK. Anyway, I've checked the files for Kit Pietersen and tried to contact him but he's not available. But here's something I think you might like: I've thought of another solution. I don't know how you'll feel about it but here goes. How about if I come out and take over as TM? I know the tour, I know some of the musicians, I can speak Spanish and Portuguese, and things are pretty quiet here at the moment. I hope you don't mind, but I've checked flights and I could join you in Shanghai on Monday if you want. What do ...

PL Hi, Diego. Just heard your message. That's a terrific idea. It would be terrific. But I've got to tell you there's been some more bad news. It's going from bad to worse.

D Oh no, what now?

PL Los Vasos Llenos had a big argument last night after the concert in Beijing and they've

split up. They're talking of getting the first flight back. It would be a disaster...

- D Wow, that is bad news. Look, I tell you what. Let me talk to them: I know one of the guys in the band. What I'll try to do is get them to stay on until I get there on Monday. I'm sure I can sort something out. Those guys are always splitting up and reforming, don't worry about it. It's par for the course.
- PL That's great, Diego. Thanks a lot. Go ahead and book the flight. Send me an email with the arrival time and everything, and I'll also email you some more details.
- D OK. See you in Shanghai. And try to keep calm - it'll be all right.
- PL I hope you're right. Bye.

UNIT 9

9.1

J=John, E=Emily

- J How was your holiday?
- E Oh, pretty good.
- J You don't sound like you had the best time.
- E Not the best. I just had no idea of where I was going.
- J How do you mean?
- E Well, for a start I wish I'd learnt the basic phrases for 'Hello' 'Thank you', whatever so that I could just start a conversation. I felt like a real tourist just pointing and smiling. I mean I wish I could speak at least one more language a bit.
- J Not easy, though.
- E No, but I was pathetic! And I had no idea about the culture. If only I'd just read a bit about the dos and don'ts. I'm sure I didn't wear enough, or should have bowed, or pointed my feet in the wrong direction.
- J How do you know?
- E Well, this one guy kept looking at me.
- J Probably thought you were cute.
- E Yeah, right. Anyway, I wish I'd at least read a guide book on the plane. And then the weather. It was absolutely scorching. If only the travel agent had hinted that it was probably going to be 40 degrees in the shade.
- J And then they wouldn't have sold the holiday.
- E And I wouldn't have sunburn and a stomach bug.
- J You got sick as well?
- E Like dying. I wish I liked fast food and then I could have just had burgers every day.
- J What did you have?
- E It looked like chicken but looking back it could have been anything.

9.2

- A I think the interesting thing about Singapore, at least for people who have never been there, is that they immediately associate it with the things that were banned.
- B You mean spitting and they didn't allow anyone to import, manufacture or sell chewing gum.
- C And with the things that people were practically forced to do, like smile and be polite, not smoke and always remember to flush the toilet, public ones I mean.
- A But what people notice who actually go there, apart from it being really clean, is just how green it is.
- C You mean despite the heat?
- A Right. Lee Kuan Yew was one of the first people to become interested in preserving the environment. He knew if the rainforests in Malaysia and Indonesia were destroyed, then Singapore wouldn't get enough rain. In fact, it was to prevent a drought from happening that Lee first began planting trees in Singapore. Then he got ordinary citizens to plant the trees, millions of them.

B So have they managed to avoid droughts?

- A Yes, they have. But he also enabled his country to be transformed from a third world country into a first world country. He encouraged people to be creative in schools and this has meant that Singaporeans have become some of the best educated in the world. And he made them use English as the official language - before they had had four official languages.
- C I remember reading that Singapore's per capita GNP is now higher than Britain's.
- A But the incredible thing is that this has all taken place within one generation. In 1965 Singapore ranked economically with Chile, Argentina, and Mexico; today its per capita GNP is four or five times theirs.
- B But still, at the end of the day, it was the fact that he banned people from doing things like feeding the pigeons that the outside world will probably remember. You know he once said that a country has greater need of discipline than democracy.

9.3

J=James, N=Nicola

- J With any kind of document - email, letter, report, whatever - you need to be clear about why you are writing it and what result you want, what you require the reader to do.
- N Regarding email I would say there are three main types. The first is providing information, for example, 'The English course will start on September the tenth'. The second is requesting information. 'When does the English course begin?' and the third is requesting action 'Could you please order the books we need for the English course'. The recipient needs to be clear which type of email yours is.
- J Exactly. So this means that the main topic should be clearly announced in the first sentence and any background information after that. But remember that many people only read the first line anyway.
- N So I would say the structure of an email is firstly that your subject line should explain as much of the content as possible. This helps the recipient to decide whether to open the mail at all, and it's also useful later for back referencing.
- J Yeah I wish people wouldn't just put 'for your information' and things like that.
- N Then in the first sentence give the details of the topic. If there are several points, list them with numbers or bullets. This means the reader can find the main points quickly. Then the second sentence or paragraph states what you will do or what action is needed.
- J And by doing that you automatically highlight the most important points. But do you think similar rules apply to writing reports or manuals and other types of documents?
- N Very much so. Your aim is to enable the reader to see immediately what the main point is, and this is true at a paragraph and a sentence level too. You know, you are not writing a thriller in which you don't understand who the murderer is until the last page.

9.4

1

D=Diego, MTB=Minh Thuy Bui

- D I just wanted to thank you for all your hard work. You've helped this part of the tour go really smoothly.
- MTB Thank you, that's very kind. I'd like to say it's been a pleasure working with you as well.

2

LAM=Latin American musician, AM=Asian musician

LAM We're organizing an international music festival in Brazil next year. We'd love you to come over with your band. Do you think you could make it?

AM That would be most kind. Thank you very much.

3

D=Diego, A=Aleks

D What did you think of that final number they did?

A To be honest, I didn't think much of it.

D No, same here. In fact I thought their whole set was pretty weak tonight.

4

D=Diego, VM=Venue manager

D I really appreciate what you did to get the concert hall ready at such short notice. I hope we didn't give you any other problems.

VM No, everything was fine. It was an honour to have such fine musicians performing in our hall.

9.5

D=Diego, MTB=Minh Thuy Bui, A=Aleks

D I just wanted to thank you for all your hard work. You've helped this part of the tour go really smoothly.

MTB Thank you, that's very kind. I'd like to say it's been a pleasure working with you as well. I think we managed to solve all the problems together.

D Yes, ... oh, here's Aleks. Hi.

A Hi.

D I was thanking Minh Thuy for all her hard work. Thanks to you too, Aleks. You've both really helped me get through these last few days.

A No problem. It's been difficult though, hasn't it?

D You're not kidding. But I think we got through OK. Did you pick up on any dissatisfaction, Minh Thuy? I was a bit worried that the venue manager might not be happy with what happened at the end, but he seemed OK when I spoke to him earlier.

A I don't know why the band let the audience come up on the stage like that. I mean they were only dancing but I think they did quite a bit of damage as they were pretty wild.

D Yes, they did. But, as I say, he seemed OK about it.

MTB Well, actually, he was a bit unhappy. I think he might be planning to claim for compensation.

D What?

MTB I think he was most upset that nobody from the band came to apologize to him.

D But I had a word with him at the time.

MTB I think he expected something more formal.

D Well, why didn't he say something at the time, or when we spoke just now?

A Some people don't. They're just like that. It's a different culture...

UNIT 10

10.1

C

The Tokyo Stock Exchange has admitted that its own system fault prevented an attempt to cancel a giant 27 billion yen, that's \$225m or £128m, share sale error.

The mistake took place last week when a trader at a large securities firm mistyped a sale of shares. Instead of selling one share for 610,000 yen, he or she mistakenly sold 610,000 shares for 1 yen.

The Tokyo Stock Exchange admitted that a fault in its system meant the company could not

cancel the sale in time. The mistake was noticed very soon after the sale had been authorized, and the company immediately tried to withdraw the order. However, the Exchange's own system was too busy at the time to process the cancellation request.

As a result 27 billion yen, just below the company's entire profit for the financial year, will be lost.

D

An investment company in Frankfurt has been trying to catch up on important business worth millions of euros as a result of not being able to use their computers for two days. The damage was done by a sacked employee. Urs Wachter was given three months' notice at the end of last month. According to his manager he had been underperforming for a long time and had developed a negative attitude.

However, rather than put the disgruntled employee on 'gardening leave' and ask him to clear his desk immediately, which is the normal practice in these situations, the company asked him to work through the first week of his notice period. Mr Wachter, who was something of a computer expert, took the opportunity to cause as much damage as possible.

When he had started at the company, he had been given access to everyone's password, so that he could cover for colleagues when they were sick or on holiday. He spent his last week secretly changing everyone's password with a time delay to coincide with the time of his flight to a remote island where he would be inaccessible.

The new passwords all represented what Mr Wachter thought of his colleagues and managers, such as Ugly, Miserable, Greedy, Bad-tempered. One of his former colleagues said, 'We have all learnt some lessons, not just about our internal security, but how we appear to others.'

10.2

N=Nicola, J=James

N The key to note taking, I think, is preparation.

J For example?

N I think it really helps if you can speak beforehand to the person giving the lecture or presentation, so that you have a chance to get used to their voice.

J Yes, I agree, this 'tuning in', as I would call it, is really useful. I think it's true in any situation, you know, even a phone call, that you give yourself a couple of minutes talking about non-essential things, basically just chit-chat. And this time gives you the opportunity to become accustomed to their voice.

N Exactly. Then I think you need to find out all you can about the subject, prepare a list of key words, and think of abbreviations that you could use for these key words.

J I think you can abbreviate words in two ways. One by just reducing the length of the word, so that 'information' becomes 'info', or by using acronyms, like 'w-r-t' for 'with regard to'.

N Text messaging style is also a good way, you know, the number four instead of the preposition 'for' f-o-r. Symbols can be useful, and, depending on the subject, diagrams and charts too.

J So should notes be taken in English rather than the student's own language?

N I think the best thing is to do what suits you. You don't want to miss points in a presentation by worrying over the right abbreviation for a word in English. Just practise using a variety of methods and see which one works best for you.

J Yeah, I think I agree with that. Another thing is that you should also be familiar

with all the little words and phrases that people use when they are moving from point to point, when they are listing things, and when they are summarizing. If you know all these phrases in advance, then you'll be able to follow the lecture itself much better.

N Also, if you notice the way people speak when they move onto a new subject or when they want to emphasize something in particular, they tend to use a slightly higher tone at the beginning to mark such changes.

J Can you give us an example?

N OK ... Another thing you can do is to use headings and make notes under those headings.

J So your voice is a little higher at the beginning?

N And louder too.

J What a lot of students do these days of course is to actually record the lecturer or presenter.

N But make sure you get their permission before, I think there may be privacy laws regarding this.

J Finally, I would recommend comparing your notes with other students afterwards and clarifying any points with them, or, if possible, with the presenter.

10.3

In this lecture on security and its impact on issues connected with personal privacy, I am going to be focusing on two main aspects: video surveillance and identity cards. However, first I would like to highlight that there is no one international definition of privacy. In fact, it differs very significantly from one country to another.

Privacy is often described as the 'right to be left alone'. But I think you'd agree that unless you live alone in a cave in a remote mountain, it is not possible to live in today's society without interacting with the people around you. This means that you have to share information with them. So if you're going to devise a law to protect someone's privacy, then you have to define under what circumstances third parties have the right to collect and use information about you. Then you need to think of a way to prevent anyone from disseminating such information when they don't have the right to do so. By third parties, I mean, for example, search engine providers, marketing departments of companies, and governments.

Different nations take different views on what information should be treated as private. In Sweden, for example, your income tax return can be read by anyone because it is considered to be information that the public has the right to know about. On the other hand, there is a European Union directive that says that any itemized telephone bills should not contain the last three digits of the person called. This directive should affect Sweden as a European Union member, so even within one country you have two apparently different approaches to privacy.

To what extent people's private lives should be protected, particularly those of famous people in the public eye, is still very much an open issue. Some celebrities have used the Human Rights Act against photo journalists who have taken ...

10.4

The issues surrounding video surveillance and identity cards are very much connected. In the UK there are over one and a half million closed-circuit TVs and if you live in London, your photo is probably taken over three hundred times a day. The government says these cameras have been introduced to cut down on crime. Potentially, governments could create a database of photographs of people. They could then match these using face-recognition technology to photographs on identity cards.

In reality, the number of crimes doesn't appear to have been reduced by all these cameras. However, if you do have a criminal record, even for a very minor offence, such as a parking ticket, this could be automatically added to your ID. The problem is that, once added, it is very difficult to remove. There have been cases of people who were wrongly convicted of a crime, who were subsequently unable to have their criminal record deleted.

You might remember that when biometric passports were first introduced, there were problems with people smiling in their photos, because by showing their teeth they were reducing the chances of face recognition systems making the perfect match.

Other records can also be stored on ID cards.

One particular concern is health records.

Insurance companies could demand access to your health records before deciding, for example, whether to give you life insurance.

The fear is that we will soon be living in an Orwellian society where Big Brother is constantly looking down on us not only from highways, schools, public parks, and government buildings, but in all public spaces.

And maybe even in our homes too, via our computers by searching through our emails and analyzing the websites we have visited.

10.5

PL=Pei Lin, B=Bob, D=Diego

PL OK, Bob's now joined us on the speaker phone. Can you hear OK, Bob?

B Yes, it's fine.

PL OK, let's get started. I wanted to use this meeting to look back at the whole tour. This was a large and new project for us, and I think that it's very important that we review it thoroughly. My personal feeling is that on the whole it went very well and we can all feel reasonably satisfied. At the same time, however, we shouldn't be too complacent – there are definitely lessons to be learnt.

You've all seen the reports and feedback, which is the first main item on the agenda, and we'll come on to that soon. But the first thing to say is that everyone's got back safe and sound. Aleks, of course, is here because she's going to be helping with our next Eastern European arts project.

I also wanted to start by giving special thanks to Diego, who, as you all know, came out at short notice and saved the day.

Thanks, Diego, and congratulations on doing such a great job: not only for coming out to take over the Tour Manager's role at a tricky time, but also for sorting out the difficulty we had with the angry venue manager after the last night concert in Hanoi. Well done! I think you were still working on that right up to the last minute?

D Yes, I took him out for lunch on the day of the flight home – to apologize. He had a fair point. It seemed to do the trick, but I nearly missed my flight!

PL Well, thanks – now we know who to turn to if we need any future fire fighting! And well done!

10.6

B=Bob, PL=Pei Lin

B So, in a nutshell, taking all things into account, the bottom line is that it looks like we came in a little over-budget, but not disastrously so. I'm fairly sure the final account will bear this out. I'd like to thank everyone for their hard work and commitment.

PL OK, Bob's going to leave us now, as the other issues are to do with reviewing details of the management of the actual tour. Thanks, Bob.

B Bye all. Take care. And well done!



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