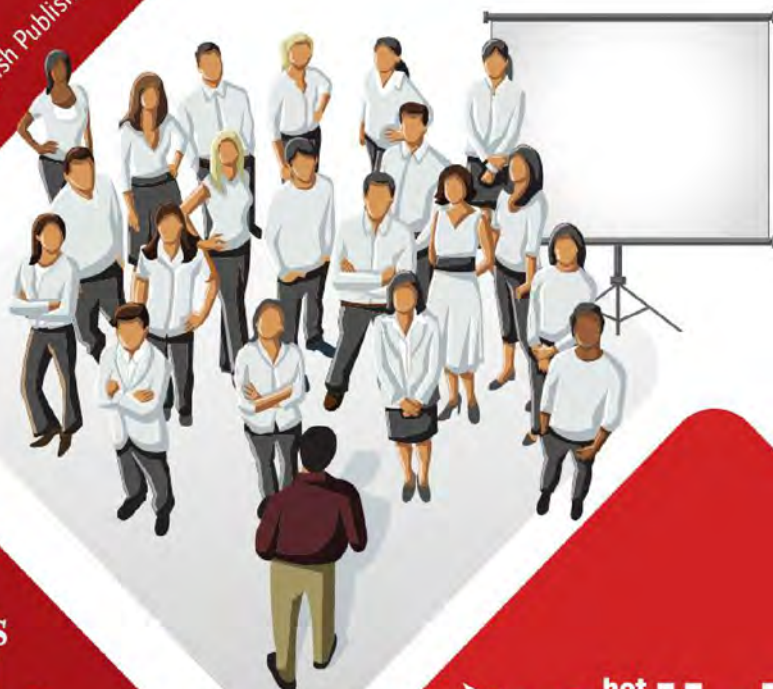


Advanced (C1)  
2012-2013

# Skills Booklet Teachers Guide

CEF level: C1  
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**“Practical  
English  
language skills  
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- Learn to speak English effectively.
- Increase your range of vocabulary and useful expressions.
- Practise writing e-mails, giving presentations, making telephone calls, negotiating... and lots, lots more.

hot  
**english**  
METHOD

**Up-to-date material linked  
to a structured course -  
a unique solution.**





# Introduction



**Up-to-date material linked to a structured syllabus – a unique solution!**

The Hot English Method is a unique learning system for students of English. It offers fresh material on a monthly basis within a structured format.

## The Hot English Method covers four\* key levels:

- Pre-Intermediate [A2]
- Intermediate [B1]
- Upper Intermediate [B2]
- Advanced [C1]

## The Hot English Method offers:

- Quality classes based on up-to-date news and events!
- An innovative method based on real people and real situations!
- Regular testing and a clear syllabus!

The Hot English Method guarantees one key feature: monthly, fresh and up-to-date material that is linked to a clear, structured language course.

The Hot English Method consists of two interlinked products: Hot English magazine & The Skills Booklets.



**Hot English magazine** is a monthly, 48-page, glossy, colour magazine that's divided into four levels that tie in with the Skills Booklets: Pre-Intermediate, Intermediate, Upper Intermediate and Advanced. The magazine provides language input in the form of up-to-date Reading and Listening activities for each level, which are linked in, unit by unit, with the themes and target language from the Skills Booklets. It comes with a 60-minute CD.

**The Skills Booklets** offer a syllabus that provides language-learning structure. The Skills Booklets are full of useful and essential language for everyday communication, and come with speaking activities for students to engage in. Each Skills Booklet consists of approximately 100 pages divided into units.



Together, these products form the Hot English Method. They ensure effective learning, and offer fresh, up-to-date material that is linked in to a structured course. Structure + up-to-date material = a unique solution.

Every month, as part of the course, you will do:

- ✓ Two units from the Skills Booklets.
- ✓ One Reading and one Listening activity from Hot English magazine.

**The Hot English Method has all the advantages of a coursebook in terms of structure and syllabus (from the Skills Booklets). But at the same time, it offers fresh, up-to-date material, based on real people in current situations**

**(from Hot English magazine). The two components work together to provide top-quality classes that guarantee motivation and progress.**

\*There are also special, separate Skills Booklets for Beginner (A1) and Elementary (A1-A2) level students. These are not used in conjunction with Hot English magazine.



# Teacher's Guide

“To learn to play the flute, one must play the flute.” Aristotle

## TEACHER'S GUIDE

These pages are designed to help you teach with the Hot English method. If you have any questions, suggestions or comments, please send an e-mail to [andyc@hotenglishmagazine.com](mailto:andyc@hotenglishmagazine.com)

There are videos on our website explaining how the Hot English Method works.

## The Hot English Method

There are two principal components to the Hot English Method: Hot English magazine and the Skills Booklets.

### Hot English Magazine

Hot English magazine is a monthly, full-colour magazine that is sold all over the world.

Every student studying with Hot English Language Services receives a magazine at the start of each month. Hot English magazine provides listening and reading practice. Every month, you must do the obligatory Skills Booklet Reading and Listening activities for each level. However, apart from that, there are many other sections in the magazine that you can use in class. The magazine is very popular with students and it provides a number of advantages:

- It's up-to-date.
- It offers fresh, topical material – there's something new every month.
- It's divided into levels from Pre-intermediate (A2) to Advanced (C1).
- It comes with audio recordings by native speakers from all over the world.

The 60-minute audio CD is only given to teachers. If students want to listen to the CD, they can go to the Members' Area on the Hot English website to download the MP3s.



### The Skills Booklets

There are 4 Skills Booklets – one for every level\* from Pre-Intermediate (A2) to Advanced (C1). The Skills Booklets are delivered at the start of the course, and every student receives a booklet that corresponds to their level. Every teacher will receive a special Teacher's Guide full of ideas, tips and classroom activities. Every month, you must do two units\*\* of the Skills Booklets for each level. The Skills Booklets offer:

A comprehensive syllabus for every level, clearly shows the objectives for the year. This gives everyone a clear idea of the structure for the academic year.

16 units covering a wide range of interesting topics and useful language, plus lots of activities and exercises to reinforce learning. As part of the Hot English Method, there are Progress Checks to record progress (two exams per academic year). This allows students/teachers to monitor progress.

The Hot English Method has all the advantages of a language course in terms of structure and syllabus (from the Skills Booklets). But at the same time, it offers fresh, up-to-date material, based on current events (from Hot English magazine).



### Remember!

Every month, your students must complete the following:

1. A Reading activity (from Hot English magazine) – the “Skills Booklet Reading”.
2. A Listening activity (from Hot English magazine) – the “Skills Booklet Listening”.
3. Two units of the Skills Booklets.\*\*

The rest of the time, you can focus on things that your students may specifically request, or anything that you'd like to do.

\*There are separate, stand-alone books for Beginner (A1) and Elementary (A1-A2) levels. These booklets are not linked in with Hot English magazine. Hot English magazine covers the levels Pre-Intermediate (A2) to Advanced (C1).

\*\*During some months, you are only required to do one unit



# Teacher's Guide

## COURSE OBJECTIVES

The overall objective of the Hot English Method is to help students learn how to communicate effectively in English. Our teaching method is based on the communicative approach. This means focusing primarily on interpreting and communicating spoken and written messages, and working on improving practical and useful speaking, listening, reading and writing skills.

Our number-one priority is to teach students a good level of English. In doing this, we must ensure that students feel the classes are worthwhile. They must come away with the feeling that they have learnt something: they have acquired some new language, they have reinforced a structure or they have perfected some aspect of the language. Unfocused "chatting" is not good enough. **This is why it is extremely important to follow our method.** This is the student's path to learning. You, as the teacher, must guide them through it.

Both of the components of the method (the Skills Booklets and Hot English magazine) are full of useful language and helpful hints for learning. But you will need to supplement this material with some of your own material. This is why we only expect you to spend about 50% of your teaching time using Hot English Language Services teaching material (the

Skills Booklets and Hot English magazine). The rest of the time, you should provide your own material so that students can focus on areas of language that they need help with.

## Hot English teaching timetable 2011-2012

The material is designed to be used over the course of an academic year. We have based the timetable on a typical 2- to 3-hour per week class that starts in October and ends in June. The Reading and Listening texts in Hot English magazine tie in with the topics and grammar in the Skills Booklets. The timetable for this year is at the bottom of this page.

If the language course starts in October, you start from Unit 1 of the Skills Booklet.

However, if the language course starts in January, for example, you start from Unit 6 of the Skills Booklet.

And if the language course starts in April, for example, you start from Unit 12 of the Skills Booklet.

If you have started late in the course, you can easily go back and do any previous units that you feel your students will find useful. Remember, there will be a new Skills Booklets for the course starting next October.

Month	SkillsBooklet units	hot english magazine
September	Unit 0	Magazine 126
October	Units 1, 2	Magazine 127
November	Units 3, 4	Magazine 128
December	Unit 5	Magazine 129
January	Units 6, 7	Magazine 130
February	Unit 8	Magazine 131
<b>Progress Test I</b>		
February	Unit 9	Magazine 131
March	Units 10, 11	Magazine 132
April	Units 12, 13	Magazine 133
May	Units 14, 15	Magazine 134
June	Unit 16	Magazine 135
<b>Progress Test II</b>		



# Teacher's Guide

## TEACHING WITH THE HOT ENGLISH METHOD

Now let's look at the key skills work that form part of the Hot English method.

### Language (structures, grammar, vocabulary)

Most language for levels Pre-Intermediate (A2) to Advanced (C1) is introduced indirectly through the reading and listening texts in Hot English magazine, or through the activities in the Teacher's Guides. Students are exposed to the target language, which is embedded within the reading and listening texts or in the games. Later, there are more specific and controlled language exercises in the Skills Booklets.

### Controlled practice

Students practise language structures through controlled language practice exercises. There are ideas for these in the Teacher's Guide, plus there are Fluency Practice drills in the Skills Booklets in every unit, and Revision Drills in the Teacher's Guide. These drills are excellent for building up students' confidence and fluency with regard to the target structure. Keep them fast and dynamic and pick on students at random to answer the questions. Some of the revision drills may seem a bit basic. However, many Advanced-level students frequently make mistakes with the basics and need these short, sharp practice sessions to revise the use of numbers, dates, percentages, spelling, etc. The drills can be teacher-led (often best first time around), but can also be done as pair-work activities.

### Speaking

The speaking tasks (on the last page of each unit of the Skills Booklets) provide students with an opportunity to put their newly-acquired language into practice. For all of these tasks, make sure that students have enough time to prepare for their role/presentation, etc. before actually carrying it out. While the students are carrying out the speaking task, make notes on the *Error Correction Sheet*. During the speaking task, students should be focusing on their ability to communicate a message, and not worrying too much about accuracy. However, you *must* go over these errors after they've finished.

### Reading

The Readings in Hot English magazine (the "Skills Booklet Readings") tie in with the units in the Skills Booklet both in terms of topic and language. You must complete one of these Readings per month. Remember, it is essential to do the Pre-Reading exercises so that your students can activate their existing knowledge of the topic before doing the actual reading. The exercises in the magazine have been specially developed to ensure a mixture of quick skimming type tasks, and more extensive comprehension-based exercises.

### Listening

The Listening exercises in Hot English magazine (the "Skills Booklet Listeners") tie in with the units in the Skills Booklets in terms of both topic and language. You *must* complete one of the Listening exercises per month for each class. Listening is a **key** language skill – possibly the most important. However, many students try to avoid it because it's difficult and it can be frustrating. It's your job to remind students that they can benefit greatly from learning how to focus on the general message (not the exact meaning of every word). Also, remind your students that the more they practise listening, the more progress they'll make. You must make sure that you have the right equipment to do these listening exercises. Some company training rooms include a stereo system, but not all. We can provide CD or MP3 players if you need them. Please ask the DOS or ADOS if you need anything. It is your responsibility to ensure the listenings are done **REGULARLY** in class.

### Pronunciation

There are ideas for exercises that focus on specific areas of pronunciation in the Teacher's Guide pages of the Skills Booklets. The exercises are based on standard British English pronunciation. You may have a different way of pronouncing the words. Of course, there is no right or wrong answer, so you may need to check and adapt this beforehand.

### Homework

Give students at least one task/exercise to complete outside class every week. Even if your students tell you they don't have the time to do the work, you must still set the homework. Constantly remind students that doing homework is an excellent way of reinforcing and developing language skills, and as a way for students to take more control of their learning – something that is essential if they want to see real progress. There are ideas in the Teacher's Guide in the Skills Booklets for follow-up tasks that can be done at home. You can also set the Grammar and Vocabulary exercises from the Skills Booklets as homework. If only some of the students have done the homework, you will have to correct it outside class time.

### Exams

The exams ("Progress Tests") are our official way of recording students' progress by formally evaluating students' language skills. There are two exams during an academic year. The exams consist of Reading, Listening and Speaking activities similar to the ones that are carried out in class, the only difference being that the results are recorded, and the activities are carried out under exam conditions. In addition, there are grammar and writing tasks.

Tests provide teachers, students and HR managers with valuable information. They are especially good for students as they can see what progress they have been making, and where they may need a bit more help. They are also useful for evaluating the progress of the class in general and for seeing whether there are any gaps in learning. At the end of the academic year, we have to send the Progress Reports to the HR departments. These reports **MUST** contain results for both exams. It is therefore **IMPERATIVE** that they are done.



## GOLDEN RULES

### Things you must remember!

- You absolutely **MUST** follow the Hot English Method (unless you have had clear approval / instructions not to do so by management). Following the Hot English Method will ensure that your students have structure on which to base their learning.
- Make the class interesting and above all useful.
- Ensure that everyone participates. Don't let any one student dominate the class.
- Set objectives at the start of every class: "In this lesson, we're going to..."
- Create lesson plans for every class. Use the template in this guide.
- At least once a week, ask your students how they feel about the class and the progress they're making. If they aren't happy, you need to address any issues they may have.
- Set homework every week – even for students who tell you they don't have the time to do it.
- Do listening activities as they are key to language learning. If you need a CD or MP3 player, let the DOS or ADOS know asap.
- Use the first and last five minutes of each lesson to revise language structures or problem areas.
- Praise your students as a form of encouraging and motivating them.
- Refer any problems to the DOS immediately
- Always arrive at the class before the lesson is due to start, and make any photocopies *beforehand*. Don't ever finish the class early.
- Never try to answer a question you aren't sure about. Just tell your students that you'll look into it later, and then get back to them with your response.
- Make sure you're always clean and well-dressed (smart casual is the norm). No jeans, T-shirts or tracksuits! Personal hygiene is also important!
- Never laugh at, ridicule or humiliate a student, and never "punish" them (it's happened before!).

### Important things to remember

- All students are different in terms of character, learning styles, learning ability, etc.
- All students have different needs.
- All students are motivated by different things.
- All students have different learning styles.
- Making mistakes is part of the learning process.
- We can all learn a language – we've all learnt one.

### Feedback from our Students

The ideas in this course have been developed by top language training professionals and expert writers over a number of years. The course is dynamic and is updated every year in order to meet our students' needs. Twice a year, we carry out extensive market research to find out exactly what our students and teachers like and dislike. Here are some of the comments we've received from students. They will help you learn a lot about the reasons behind some of the features in the course and method.

### Complaints

- "By just talking we don't learn anything."
- "I think the teacher should correct our pronunciation more."
- "I wish the teacher would go over our errors more."
- "We should revise grammar or errors from the previous lesson."
- "We never practise forming grammatically correct sentences."
- "We never practise using the grammar, or forming sentences or conjugating verbs."
- "The teacher never explains anything."
- "We never practise writing."
- "We never do listening exercises."
- "The teacher doesn't seem to plan classes."
- "There doesn't seem to be a syllabus that we are following." (Not surprisingly, that teacher was *NOT* following the method.)

### Positive comments

- "It's really useful when we listen to CDs as you can hear other accents."
- "I like the variety of things we do in class."
- "It's obvious that the teacher has put some time into preparing the class."
- "I like the conversations we have with the teacher as we have to make an effort to understand what's being talked about."
- "It's nice to have up-to-date material to study."
- "I like discussing the articles in the magazine."
- "I like it when the teacher makes us guess the meaning of a word."
- "The teacher works really hard and the classes are really complete."
- "I like the balance between grammar and conversation."
- "I like doing the listening exercises then reading over the transcript to check our understanding. That's really useful."
- "The teacher makes an effort to make the classes fun and dynamic."

### Comments about Hot English magazine

- "It's fun and I like the content. The audio content is great."
- "It's great for learning vocabulary."
- "It helps me with my understanding and to learn vocabulary and expressions."
- "I learn a lot from it."
- "I read it and enjoy it."
- "I like the magazine because it looks at current affairs, and up-to-date topics."
- "I like it when we use the magazine in class because it's entertaining and you can learn while you're having fun."
- "It helps me with my listening and pronunciation."
- "The articles are really interesting."
- "I love the magazine, especially the articles about current affairs and famous people."



# Teacher's Guide

## LEARNING A LANGUAGE

No one is really sure how we learn languages. However, there are some general ideas on language learning that make practical sense:

The greater the exposure to comprehensible input the greater the learning. The Reading and Listening exercises from Hot English are a great source of language input. Having a chat in English is good, but there is very little in the way of language input. Try to include a text of some kind (either a reading or a listening exercise) in every lesson – something tangible to remind your students that they are there to learn.

Repetition is a useful language-learning technique.

Memory plays a key role in language learning. Students should be attempting to memorise useful expressions and vocabulary.

Vocabulary and useful expressions should be learnt as chunks of language. Individual items of language are very rarely found in isolation – they are found in expressions along with other words. Tell your students to focus on these chunks of language and to learn them as a fixed expression. For example, "It's up to you. / I'm fed up of it. / There aren't any left." Etc.

Learning how structures are formed is useful for generating language. However, grammar alone will not help you communicate in a language.

Listening is key to language learning. Students should learn to listen holistically (in a general way) in order to get the gist of things, without concentrating on every single word. This is a key language skill to develop and something which we do in our own native languages.

Of course, in order to motivate students, they need to listen to texts that are pitched at their level. However, students can also benefit from listening to all types of English at native speaker level. This is an excellent way of developing an ear for the language. Once students have developed a good ear for the language, they'll learn much more rapidly and effectively. This will help them to internalise and assimilate structures and language without effort – something that children do when they learn their first language.

Errors form a natural part of language learning. And when it comes to spontaneous speaking, errors are common with native speakers too, as any analysis of a transcript of a native-speaker conversation will show. So, try not to be too harsh on your students. Remember, when it comes to communication, the most important thing with language is the message and how well and effectively it's transmitted.

## The English Language

Remember, there is no official body governing the English language (as there is with other languages such as French or Spanish). This means that there is, in effect, often no right or wrong answer. On the positive side, this gives the language a greater degree of flexibility and dynamism as new words are constantly entering into common usage. However, it also means that there are grey areas when it comes to certain aspects of language, grammar and pronunciation. Acceptable and standard forms of language have evolved over time. On top of that, there are many variations of English, and all of them are equally valid – even ones that for you may sound unusual or "wrong". Language becomes standard through usage, not because of any rules that have been imposed on us.

## Learning Styles

You, as a teacher, should be aware of the different learning styles that your students may have. Of course, many of us have a mixture of learning styles and preferences, but some styles are clearly stronger and more dominant within us than others. Here are some of the principal learning styles:

**Intrapersonal** – people who prefer this style of learning like to reflect on their own learning, and are aware of what they can do, and what they want to do. They like to work on their own.

**Interpersonal** – these learners like interacting with others and enjoy role plays and pair-work tasks.

**Verbal/linguistic** – these learners are good at expressing themselves, and prefer to do so verbally (as opposed to communicating in written form).

**Logical/mathematical** – these learners like systems and understanding the logic behind the language. They often think in terms of numbers, quantities and operations.

**Visual/spatial** – these learners like to be shown how things work. They learn best when analysing photos / pictures / drawings / diagrams, charts, etc.

**Musical intelligence** – these learners are good at assimilating information and language aurally (by listening). They are good at identifying patterns.

**Bodily kinaesthetic** – these learners like to use their hands, and move about, making things, cutting things up, etc.

A lesson that includes a listening, a language explanation, some individual work, a role play and a reading exercise would, for example, appeal to a number of different learning styles. Try to think about this when planning your lessons.



# Lesson Plan template

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Teacher: \_\_\_\_\_ Company and Group: \_\_\_\_\_  
Level: \_\_\_\_\_ Date: \_\_\_\_\_  
Company: \_\_\_\_\_ Class code: \_\_\_\_\_  
Class time: \_\_\_\_\_ Unit in Skills Booklet: \_\_\_\_\_

<b>Lesson objectives</b> <i>Time:</i> <i>Resources:</i>	
<b>Review</b> <i>Time:</i> <i>Resources:</i>	
<b>Warmer</b> <i>Time:</i> <i>Resources:</i>	
<b>Stage 1</b> <i>Time:</i> <i>Resources:</i>	
<b>Stage 2</b> <i>Time:</i> <i>Resources:</i>	
<b>Stage 3</b> <i>Time:</i> <i>Resources:</i>	
<b>Stage 4</b> <i>Time:</i> <i>Resources:</i>	
<b>Stage 5</b> <i>Time:</i> <i>Resources:</i>	
<b>Stage 6</b> <i>Time:</i> <i>Resources:</i>	
<b>Round up / Cooler</b> <i>Time:</i> <i>Resources:</i>	
<b>Homework</b> <i>Time:</i> <i>Resources:</i>	



# Error Correction Sheet

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## Error Correction Sheet

Keep these sheets and use them for quizzes, games and revision. This record of your students' errors and the language they require will form a valuable resource that can be used in class.

Teacher: \_\_\_\_\_

Group: \_\_\_\_\_

Language feedback from class on (date): \_\_\_\_\_

**Errors**  
(mistakes made; grammar, expressions, etc):

**New vocabulary**  
(words learnt in class):

**Pronunciation**  
(words that students mispronounce):



Hot English magazine is great to use in class. Here are a few ideas for exploiting the material. If you have any other ideas, please write to: [andyc@hotenglishmagazine.com](mailto:andyc@hotenglishmagazine.com)

## Warmers

Here are a few ideas for fun activities to do in class before you actually look at the articles or do the listening activities. These activities will help students activate their existing knowledge of the topic. This, in turn, will help them with their understanding of the main text, and will allow them to predict content and guess the meaning of words, expressions, phrasal verbs and idioms.

## Guess the topic

Before your students start working on the text or article, write the title and subtitle on the board. Ask your students to guess what the article might be about. Then, read out the first sentence of each paragraph and tell your students to guess what they think each paragraph will be about. Afterwards, they can read the article to compare their ideas.

## Picture Fun

Before the class, find and print off pictures related to the topic or theme of the article. Stick the pictures up on the wall in the classroom, or place them on the table/s. Students comment on the pictures and discuss any issues related to them.

## Vocabulary guessing

Before your students read the article or listen to the conversation, write on the board some of the bolded vocabulary words/expressions from the article. Tell your students to guess the meaning of the words and to imagine what the article might be about. This is a good way of preparing students for the article, and activating any existing knowledge related to the topic.

## Pros & Cons

Photocopy and cut up (or copy out on slips of paper) Pros and Cons based on a topic in the article. Then, put your students into pairs or small groups (or do it as a class). Mix up the slips of paper on a table and tell your students to decide which sentences are "Pros" and which ones are "Cons". Afterwards, ask your students to report on their findings. Can they think of any more pros and cons?

## Brainstorm & ranking

Tell your students to brainstorm a list of 10 tips based on the topic of the article or conversation. Write the ideas up on the board and then tell your students to rank the ideas according to how effective they could be.

## Name it!

Brainstorm a list of words related to the topic / theme in the article. Write these on the board. Then, rub the words off and start the game. Say one of the words related to the theme and point to a student. This student has to say another, different word. Those who can't think of a word are eliminated.

## Story keyword invention

Before doing the listening or reading the article, write up on the board key words or phrases that are either directly from the text or that are somehow related to it. In pairs or individually, tell your students to invent a story based around these words. This could also be used as a writing activity.

## Quiz

Use the internet or an encyclopaedia to create a quiz based on a topic from the article or conversation. Put your students into teams.

For each question dictated, students have one minute to confer. If students get the question right, they win a certain number of points. If they're wrong, they lose points. Keep track of the points gained and lost, and add up the total at the end. To make it easier, write up the answers in random order on the board. Then, the first team to call out the correct answer gets a point for their team.

## True or false quiz

Read out statements based on the topic or theme of the article. Make sure some of them are false. Students say whether they are true or false. This can be played as a game. Simply put your students into two teams. Keep a tally of their scores. The team with the most points wins.

## Paragraph fun

Put your students into groups of four (if you have fewer students, simply give some students more than one paragraph). Print off and cut up paragraphs from an article and hand out a different paragraph to each student (or in some cases you may want to give more than one paragraph to a particular student). Tell your students to read each paragraph carefully. When they're ready, students take turns reporting their findings back to the class or a partner without referring to the text (they have to either memorise it or refer to some notes they've made on it). Together, they have to reconstruct the article.

## Whisper chain

Use sentences from an article or conversation to start a whisper chain. Choose between one and four students to come to the front of the class (depending on the size of your class). Then, whisper a different sentence to each student. Tell these students to pass on the messages around the class by whispering them to other students. Remind students that they can only whisper once, and that they cannot write anything down. The last student to hear the sentence writes it on the board. Then, students compare the original sentences with the final ones.

## Paragraph fun II

Photocopy and cut up an article into Part A and Part B. Next, put your students into two groups - Group A and Group B. Then, distribute the first half of the article to all the students in Group A, and the second half of the article to all the students in Group B. Students in each group read and discuss their part of the article together. Unknown words, phrases, or sentences should be checked and understood as a group. After a few minutes, students in each group work together in order to create a coherent summary for their portion. When they are ready, students from opposite groups pair up so that a student from Group A works with a student from Group B. Student A explains the contents of their half of the article. It's important that they focus on the key ideas and provide supporting information. Next, student B explains the contents of their portion of the article. Now that all students understand the key information for the whole article, ask your students some questions to check their comprehension.

## Debate

Put your students into two groups: Group A and Group B. Students in Group A are in favour of something mentioned or discussed in the article / conversation (you decide on this). Students in Group B aren't in favour of it. Students in both groups think of arguments to back up their ideas. After a few minutes, regroup your students so that one student from Group A works with one student from Group B. Students have to convince one another that their ideas are the best. Alternatively, hold a class debate, with all students contributing to a general discussion. Give everyone a chance to voice their opinion before opening the floor to any comments.





## Class survey

Students prepare questions for a survey based on a topic or theme in the article / conversation. In pairs, students think of five questions to ask their classmates about this topic. Remind students that they should give possible answers for their classmates to choose from. In this case, the options could be:

a. yes b. no

When they're ready, students walk around the class and ask their questions, making a note of the answers. After a few minutes, tell your students to sit down again. Students report back to the class with any interesting findings.

## Speak out

First, choose a topic or theme from the article. Then, write out controversial statements about the topic on slips of paper. Next, prepare some more slips of paper with the words "agree / disagree" on them. Put your students in pairs. Individually, students choose one controversial statement and one of the "agree / disagree" cards. Students have one minute each to discuss their topic. For example, if they pick up a card that says "agree", they have to defend the statement... even if they don't agree with it. Time a minute and shout out "stop" when the time expires. Then, the next student speaks for a minute. When their time is up, the following student speaks, etc. Play until everyone has had a turn.

## Dictionary race

Take two dictionaries to class and put them outside the classroom. Put your students into teams and tell them that you're going to select some difficult words from the article and write these on the board. Write about ten that you're fairly sure your students won't have seen before. In each group, there's a "Writer" and a "Runner". Ask the "Runners" to come to a point in the classroom – the imaginary "starting line". When you say "Go!", the "Runners" go to the dictionary (as fast as possible without it being dangerous), look up one of the words and then run back and dictate (whispering) as much of the definition as possible to their partner, the "Writer". The "Writer" then writes the text as carefully and quickly as possible. The winning team is the first to write down the definition.

## Find someone who...

Do this activity based on a topic or theme in the article. For example, if the topic were shopping or fashion, you could write the following on the board:

Find someone who...

1. ...goes clothes shopping once a week.
2. ...only buys branded clothing.
3. ...has ever done some modelling.
4. ...was once a model.

Etc.

Then, tell your students to transform the sentences into questions. For example, number one would be, "Do you go clothes shopping once a week?" You might like to go through all the questions like this first before starting the activity. Then, in pairs, students think of their own questions (or copy out some of the ones from the board). When they're ready, they walk around the room asking one another questions. They write names next to each sentence if someone responds affirmatively. When students have finished, they report back to you and the rest of the group and comment on any interesting findings.

## Scattergories

Write a list of categories on the board, including one or two that tie into the topic or theme in the article or listening text. For

example: *animals, food and drink, sports, school subjects...* Students work in teams. Say a letter of the alphabet. Students have two minutes to think of a word from each category beginning with that letter. When the time is up, students say their words. The group with the most words from all the categories wins.

## Running dictation

Before the class, stick a paragraph from the text on the wall inside or outside the classroom (check with your neighbours first as it can get noisy). If possible, blow up the text on the photocopier so it's bigger. Make sure that your students can see where you put the text. Also be careful that it is not too near any particular pair of students. Put your students into pairs. Explain that in each pair there is a "writer" and a "runner". Demonstrate with yourself as the "writer" and with one of the students as the "runner". Walk (or run, hence the name) to the text, make a show of reading it carefully and memorising as much as possible, then come back to the "runner" and dictate whatever you can remember, which the "writer" writes down. Then go back and do the same thing again (students sometimes think they can only go up to the text once, and that they have to try to memorise everything). Tell the students to swap roles when they are about halfway through the text. Remind them that this activity will enable them to practise the four key skills, as well as their pronunciation and possibly the alphabet (they may have to spell words that their partners don't understand). If you have more than three pairs in the class, stick more texts on the walls so they don't crash into one another or crowd around the text. Tell your students that the runner can't do any of the writing!

## Follow-up activities

Here are a few ideas for fun activities for doing after your students have read the text or done the listening activities. Remember, if you're doing a speaking activity, you should use the Error Correction Sheet to make a note of any mistakes. Later, go over these with your students. Also, keep the Error Correction Sheets for mini-quizzes in future classes.

## Dialogue fun

Cut up lines from the conversations / dialogues from the Tapescript page and see if your students can put them back together in the correct order.

## Scrambled Sentences

Select a sentence from the article, and write it up on the board with the words in random order. Then, time a minute and see who can unscramble the sentence first.

## Yes, but...

Prepare a list of debating topics based on the article and write these on slips of paper. Put your students into pairs and hand out copies of the slips. Student A reads out one of the statements. Student B listens and then comments on it, beginning with the phrase, "Yes, but..." (effectively contradicting the statement). Student B should try to speak for at least one minute. Then, when Student B has finished, he/she reads out one of his/her statements.

## Mini-interview

In pairs, students prepare a mini-interview between a journalist and a character from the article or conversation. Tell your students that they have to use as many of the ideas from the article / conversation as they can. Tell your students to make the dialogue as funny / silly / ridiculous / serious, etc. as they like. When they're ready, students perform their interviews in front of the class.





## Bingo

Write words from the article or conversation on the board in random order. Tell your students to choose four and to write them down on a slip of paper. When you're ready, start calling out the words in random order. Students cross out any words on their piece of paper that you say. The first student to cross out all their words calls out *Bingo!* and wins the game. Remember to keep track of the words you call out in case there's a discrepancy.

## Dictation

After working on the article or conversation, choose three to four sentences to dictate to your students. See who can write down the sentences word-for-word without making any mistakes. Read the sentences out just twice and speak at fairly natural speed.

## Definitions

Read out a word, phrase or expression. Give three possible definitions of it, one of which is correct. Students get a point for choosing the correct definition. Afterwards, students can prepare their own versions of this and play in pairs.

## Punctuation nightmare

Copy out a paragraph or section from the article without any punctuation. Students have three minutes to correct it.

## Missing words

Read out sentences from the article/conversation with one word missing. The first student to tell you the missing word gets a point for their team.

## Definitions

Read out definitions of words from the glossary box. The first person to correctly identify the word / expression gets a point for their team.

## Presentation

Individually, in pairs or in small groups, students give a mini-presentation based on a topic or theme from the article. Tell your students to make the presentation as persuasive as possible. When they're ready, students give their presentations to the rest of the class. Other students listen and then ask questions.

## Role-play conversation

Put your students into pairs. Using a topic or theme from the article or conversation, students prepare a mini-conversation. Tell them to make it as funny, silly, serious, etc. as they like. When they're ready, students can perform the conversations in front of the class.

## Picture representation

Students draw a picture that sums up their feelings towards the topics or themes in the article.

## Article attack

Tell your students to read over the text / transcript once again. When your students have finished, ask rapid-fire questions based on the text. Students have to answer the questions as quickly as possible. This can be done as a game. Put your students into two teams. The first person to call out the answer gets a point for their team.

## Article grammatical error

Read out sentences from the article/conversation with deliberate grammatical errors in them. Tell your students to correct the sentences. This can be done as a game. Put your students into two teams. The first person to call out the correct answer gets a point for their team.

## Article content error

Tell your students to read over the text again. Then, read out sentences from the article / conversation with deliberate content / information / factual / numerical errors in them. Students must correct the errors. This can be played as a game. Put your students into two teams. The first student to correct the information gets a point for their team.

## Did we read that?

Tell your students to read over the text quickly. When your students are ready, read out sentences from the article. Most of the sentences should be read out directly (and be repeated word for word). However, some of the sentences should be slightly different (you could change verbs, names, adjectives, etc.). This can be done as a game. Put your students into two teams. The first student to identify the incorrect or sentences gets a point for their team.

## Article memory

Tell your students to read over the text quickly. When they're ready, read out sentences from the article/conversation with gaps. Students offer suggestions for the missing words. This can be done as a game. Put your students into two teams. The first student to say the missing word/s gets a point for their team. The gaps could be verbs, nouns, prepositions, etc.

## Article termination

Choose a sentence from the article/conversation. Read the first half of it, pausing to allow each team to finish the sentence. While your students are doing this, they should try to use as many of the original words as they can. A captain from each team can write down each team's response. Check the answers and award points if they're correct (or as close to the original as possible). Demonstrate how it works so they can get the hang of it before actually playing the game.

## Article question formation

Read out a sentence from the article/conversation. Students must transform the sentence into a question. For example:

**Teacher:** If she'd had enough time, she would have gone to the bank.

**Student:** Would she have gone to the bank if she'd had enough time?

## Memory

Tell your students to read the article again and to try to memorise three or four of the sentences or statements. Tell your students to repeat them word-for-word to a partner.

## Noughts and Crosses

Play noughts and crosses with words from the article or conversation. Draw a 3 x 3 grid (with 9 squares) on the board. Next, write any of the words in each square of the grid. Divide the class into two teams: Noughts (o) and Crosses (X). First, a member of Noughts comes to the board, chooses a square and makes a sentence using that word. If the sentence is more or less logical and grammatically correct, rub out the word and put a nought in the square. If not, the word remains. Continue like this, alternating teams. The first team with three noughts or crosses in a row wins.

## Board rub

On the board, write up a paragraph or section from an article or conversation. Give your students a few minutes to remember it. When your students are ready, rub out between six and 10 of the words. See who can remember what the words were. Write the





words back in again. Then, repeat the process with different words. After a while, start rubbing out complete phrases or lines and ask who can remember what they were. Finally, rub out all the text. See if you can reconstruct it as a class, or if your students can do it in teams. Give prompts to help them out now and then.

## Conversation memory

Tell your students to read over the transcript. Give them a few minutes to do this. Then, tell your students to cover the text and to try to recreate the conversation in pairs, using as many of the ideas / words / expressions as possible. Tell your students that it doesn't matter if they can't remember much – they just need to have fun and try to do as much as possible. For homework, they could read over the conversation again and try to learn as much of it as possible. Then, in a following class they can perform the conversations / dialogues in front of the rest of the class.

## Newsreaders

Students prepare a TV news report based on the ideas in the article or conversation. When they're ready, students present the news story as if they were two reporters on a TV news programme, with both of them sitting in front of the camera in a studio. Tell your students to watch this short clip of a news report to see how it's done: <http://www.youtube.com/watch?v=OfNGoUPjxgA>

## Vocabulary building

Put the following table on the board and put your students into pairs. Use words from the articles to create word beginnings and word endings. For example, from the word "courtroom", you could have "court" (word beginning) and "room" (word ending). Students try to match the beginnings with the endings in just three minutes. Before mixing up the beginnings and endings, create an answer key, then use this to make the exercise.

Answer key: 1 2 3 4 5 6 7 8

Word beginnings	Word endings
1.	a.
2.	b.
3.	c.
4.	d.
5.	e.
6.	f.
7.	g.
8.	h.

## Memory chain

Students form a circle. Student 1 says a sentence based on a topic, theme or language point from the article. Student 2 repeats the sentence and adds another item. Student 3 repeats all the previous items and adds a new item... and so on. For example, in order to practise the Past Simple, you could do this:

S1: *I went to the bank yesterday and withdrew some money.*

S2: *I went to the bank yesterday and withdrew some money and cashed a cheque.*

S3: *I went to the bank yesterday and withdrew some money and cashed a cheque and paid some bills...*

Students continue in this way around the circle until someone forgets an item. Then start a new chain.

## Back to the board

Play "Back to the Board" with vocabulary / expressions from the article or conversation. Put your students into two teams. A member from each team goes into the "hot seat" with their backs to the board. Now, write a word or expression on the board. Other students describe the word by defining it but without actually saying the word. The first student in the hot seat to say the correct word gets a point for his/her team. To make it more challenging, you could have some "taboo" words (words that the students can't use). For example, if the target word is "film", one of the taboo words could be "cinema".

## Taboo

The objective of Taboo is to describe a word for teammates to guess correctly. To prepare for the game, write key words from the article/conversation on little cards or slips of paper. Under each key word, include four taboo words (words that students can't use while describing the key word). For example, for the key word "teacher", you could include the "taboo" words "teach, school, class, lesson," etc. When they're ready, students take turns defining their key words, using any words EXCEPT the taboo words on the cards. They continue describing the key word until someone guesses correctly.

## Anagrams

Do an anagram activity with words from the text. Write an anagram (a scrambled version of a vocabulary word) on the board. For example, the anagram of the word "head" could be "deah" (a scrambled version of the word "head"). This can be played as a game. Put your students into two teams. The first person to call out the correct word gets a point for their team. The winning team is the team with the most points.

## Hangman

Choose an item of key vocabulary (or an expression) from the text. Mark dashes on the board to represent each letter of the word. For example, "butterfly": \_ \_ \_ \_ \_ \_ \_ \_ . Also, draw the start of a "gallows" on the board (an upside-down "L"). Students take turns saying letters of the alphabet. If the letter appears in the word, write it on all the corresponding dashes where it appears. If not, draw one part of a stick figure on the "gallows" for each wrong guess. Students win if they guess the word before the figure is completed.

Note: If you have chosen a multi-word expression, add backslashes (/) to mark the division between words. For example, "take down" would be: \_ \_ \_ \_ / \_ \_ \_ \_

## Pictionary

Put your students into two teams. In each team, assign an "artist". Give the artists board pens. When they're ready, flash a word to the artists. The artists then race to draw the objects on the board. The first team to say the word wins a point. Alternatively, just one artist draws, and anyone from either team can shout out the answer. The person who shouts out the correct answer first gets a point for their team.

## Banana!

Dictate five or six sentences from the article or conversation, substituting a key vocabulary item with the word *banana*:

1. Nothing is more **banana** than riding a bike.

2. The **banana** is manufactured in Sheffield.

Stress the word *banana* in each sentence. Students copy the sentences into their notebooks, then, in pairs, they work together to try to remember the actual word, or to think of an appropriate word without referring to the article.





## Charades

Select some words or phrases from the article or listening text. Ask for a volunteer to come to the front. Whisper one of the words or expressions to him/her. This student then has to mime the word or expression. The first student to guess what the word or expression is acts out the next word or expression for the class to guess.

## Spelling competition

Divide the class into two teams. Choose a word that is difficult to spell and say it out loud. Point to someone from Team A. This person has to say the first letter of the word. Then, point to someone from Team B, and this person has to say the second letter of the word... and so on.

## Auctions / betting / gambling

Divide your students into teams and give each team €300. Using structures or language structures from the article or conversation, write sentences on the board, making sure that some of them have errors. Students decide if the sentences are correct or not and bid on them. Teams write down their bids on slips of paper. Collect these in. Those who win get double their money; those who lose, give you their money. Keep a running total on the board of the amounts each team has.

## Post-it race

For this activity, you will need some Post-it notes. First create an answer grid. For example, if you are going to have 10 words, you need to write out the numbers from 1 to 10 and then put letters from "a-j" in random order next to them. In the end, your answer grid will look something like this (with different number-letter combinations, of course): 1e 2j 3f 4a 5b 6g 7d 8h 9i 10c. Now, write the numbers 1 to 10 on ten different Post-it notes. Then, on each Post-it note write a word or expression from the article or conversation. Then, while referring to Post-it note number one, take another Post-it note and write the corresponding letter on it ("e" in this example), plus a definition or translation of the word (you could also write synonyms, antonyms or anything else for the matching activity). Next, stick all the Post-it notes in random order on walls around the class. Once your students have arrived, tell them to go around the room matching the numbered Post-it notes to the ones with letters on them. Your students should make a note of the numbers and their matching letters. After they've finished, check the answers. The student with the most correct answers is the winner.

## Article summary

Tell your students to read over the text again quickly and to make notes so they can give a quick summary of it. When they're ready, students give a short, oral summary of the article/conversation.

## Parts of speech

Choose a word from the article (for example "stressful"). In small groups or pairs, students think of all the other parts of speech for this word. For example, from the word "stressful" (adjective) you can get the following parts of speech: "stress" (noun); "stressed" (adjective); "stress-free" (adjective); "to stress" (verb); "to stress out" (phrasal verb), etc. When they've finished, students make sentences / questions with the words.

## Article tense search

Tell your students to find an example of a particular tense in the article/conversation. This can be done as a game. Put your students into two teams. The first person to find an example of the

tense you have named, gets a point for his/her team. For example:

**Teacher:** Find me an example of the Second Conditional in the article.

**Student:** If I were you, I'd leave now.

**Teacher:** Perfect!

## What's the word?

Give a definition of a word or expression from the text. Your students have to tell you which word / expression you are referring to. For example:

**Teacher:** This word is used to say that you are very, very tired.

**Student:** Exhausted.

Alternatively, give the translation of the word and tell your students to find the corresponding word in English from the text. For example, "Find a word that means X in Y language."

## Pronunciation

Here are some fun ideas for doing punctuation activities based on articles and conversations in Hot English magazine.

## Phoneme fun

Write a word from the text / article / transcript on the board (*suit* for example). Write the corresponding phonetic script next to the word (**su:t**). Then, do a listen and repeat activity with the word, getting your students to repeat the word after you several times so they get used to the sound and pronunciation. Then, tell your students to think of more words with the same sound.

## Minimal pairs

Write two words on the board: one with a sound you've previously focussed on (the target sound), and another with a similar sound but not the exact same one. For example: **suit/ sort**. Read out pairs of words: one with the target sound; and another word with a similar sound (but not the same one). Students decide which word contains the target sound. They get a point for their team if they guess correctly. Continue with different sounds or words.

## Which word next?

Write a word from the text / article / transcript on the board (*play* for example). Then, write other words on the board with the same sound. For example: *braid, stay, take, pay*, etc. Students have to think of more words with this sound. Then, do the same for another sound. Finally, on the board, write up a pool of words with the two different sounds. Write the words in random order. Then, read out a word. The first student to say another word with the same sound gets a point for his/her team.

## Similar sounds & bingo

Write out words from an article or conversation. Then, tell your students to think of other words with similar sounds (pick on a vowel or consonant sound from within the word). For example:

- Intend (**e**): lend, bend, tend...
- Learn (**ɜ:**): turn, stern, burn...
- Decide (**aɪ**): like, Mike, bike...
- Hope (**əʊ**): cope, broken, spoken...

Then, play Bingo with the words. First, write all the words up on the board in random order. Then, tell your students to pick three of the words with the same sound. When your students are ready, call out words in random order. Make a note of the words you mention. Students cross off the words they've chosen if you mention them. The first student to cross off all three of their words wins.





## Syllable stress

Write a multi-syllable word from the article / conversation on the board (for example, *celebrate*). Ask for a volunteer to pronounce the word with the stress on the correct syllable (for example, *celebrate*). Then, tell your students to think of more words with the same stress pattern (this word has the stress on the first syllable). This can be played as a game. Put your students into two teams. Using the article / audio script, write words with a variety of stress patterns on the board. Pick on students at random to pronounce the words. Students get a point for their team if the person nominated says the word with the correct stress.

## Connected speech

Write a sentence from the article/conversation on the board. Tell your students to repeat it after you as you say it at natural speed. When speaking, you should use connected speech, merging word-ending sounds with word-beginning sounds. For example, "I've got a lot of work" would be, "I've go ta lof work." Also, stress the key words and glide over the unstressed words (using a "schwa" sound where appropriate). Then, write another sentence on the board. Ask for a volunteer to read it out with connected speech. Help the student where necessary. Next, play a game. Put your students into two teams. Write a sentence on the board. Ask for a volunteer from each team to say the sentence with connected speech. If they're correct or they do it well (you be the judge of that), they get a point. If not, they don't get any points.

## Emotional outburst

Before the class, prepare slips of paper with the names of emotions on them. For example: *happy, sad, nervous, frustrated, tired, anxious, angry, disappointed, excited, shy*. Hand out one of these to each student. Next, put your students into pairs. Then, using one of the dialogues or conversations from the magazine, tell your students to read over the text, taking one of the roles each. However, each student must speak according to the emotion they've been given. For example, if their slip of paper says "Happy", they have to speak in a happy voice. When they've finished, students guess which emotion their partner was representing. Demonstrate this with a volunteer so your students are clear what you want them to do. Afterwards, ask for volunteer pairs to perform parts of their "emotional" dialogues in front of the class.

## Emphasis

On the board, write a sentence from an article or conversation. Then, ask for a volunteer to read out the sentences. Tell him/her to put emphasis on certain words. Then, ask for another volunteer and tell them to put emphasis on a different word. For example:

- a) You want **ME** to give you the money.
- b) You want me to give you the **MONEY**.
- c) You want me to **GIVE** you the money.

Students practise saying the sentence using different emphasis. Ask your students if they can tell you why someone would want to stress these words. What would the effect / meaning be? What inferences are being made? Then, put your students into pairs. Using a conversation / dialogue from the Skills Booklet or Hot English magazine, tell your students to practise the conversation putting emphasis on different words and experimenting with inferred meanings.

## Sentence stress

Dictate sentences from an article or conversation in the magazine. Read them out at natural speed. If you say them fairly fast, the stress should fall on the key words: nouns, verbs, adjectives, etc. Ask for a volunteer to write up the sentences on the board. Then, ask your students to identify any key words – words that

are stressed in the sentence. These are usually the main verbs, adverbs, adjectives and any nouns. Then, tell your students to repeat the sentences after you as you say them at natural speed, putting emphasis on the key words (in bold). This is a good way of developing your students' fluency.

## Sentence stress mini-dialogues

Using dialogues or conversations from the magazine, read out extracts at natural speed. Ask for volunteers to copy the way you do it, with the correct rhythm and intonation and stress. This will help your students get used to the rhythm and intonation of spoken English. Afterwards, students practise the conversations or dialogues in pairs.

## Weak / unstressed forms

Write four sentences on the board from an article or conversation in the magazine. Read out the sentences at natural speed. For example:

- a) I've got some apples in my bag.
- b) She's got some money in her pocket.

Draw your students' attention to the weak, unstressed forms such as *some* (səm), *a* (ə), *can* (kən), *an* (ən), etc. In particular, focus on words with the schwa sound (ə). Students listen and repeat the sentences with you, practising saying them at natural speed and with natural rhythm. Then, dictate four more sentences for your students to write down.

## Merging sounds

On the board, write questions from an article or conversation in the magazine. Read them out at natural speed. Ask for volunteers to mark any connected speech (where sounds merge to form a new sound), particularly between the auxiliary verbs and "you". For example:

- a) Do you like it?
- b) Did you go there?

Then, tell your students to repeat the sentences after you as you say them at natural speed. This is a good way of developing your students' fluency.

## Contractions

Dictate sentences from an article or conversation in the magazine. Choose sentences with contractions. Say them at natural speed. For example:

- 1. If she wanted to use it, I'd let her.
- 2. If they called, we'd tell them where we are.

Ask for a volunteer to write the sentences on the board. Then, ask for another volunteer to identify the full forms from the contractions. Then, tell your students to repeat the sentences after you as you say them at natural speed. This is a good way of developing your students' fluency.





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# Self-Assessment

Welcome to the Hot English Method, consisting of the Skills Booklets and Hot English magazine. Before starting the course, take some time to reflect on your own personal language needs.

## A General objectives

What are your personal objectives for this year?

- a. To improve my speaking skills.
- b. To improve my listening skills.
- c. To improve my reading skills.
- d. To improve my pronunciation.
- e. To improve my writing skills.
- f. To improve my range of vocabulary.

Other?

## B Language experiences

Complete the sentences / choose the correct options.

- a. I've been studying for \_\_\_\_\_ years.
- b. I'm good at \_\_\_\_\_ but I need to improve \_\_\_\_\_.
- c. I've studied **abroad / in a language academy / at school / at work / other**.
- d. I've lived in an English-speaking country (name of country: \_\_\_\_\_) for \_\_\_\_\_ years.
- e. I find **listening / speaking / writing / English pronunciation / reading** difficult.

## C Language objectives

Complete the sentences.

- a. I would like to learn how to \_\_\_\_\_.
- b. I need to know how to \_\_\_\_\_.
- c. It is important in my job to know how to \_\_\_\_\_.
- d. I have difficulty with \_\_\_\_\_.
- e. I need to improve \_\_\_\_\_.

Other?

## D What do you do to improve your English outside the class?

Put ticks.

- a. I listen to songs in English.
- b. I travel to English-speaking countries and practise English there.
- c. I read books / magazines / newspapers / online news sites, etc. in English.
- d. I watch films in English.
- e. I listen to MP3s / CDs in English.
- f. I speak to work colleagues in English.

Other?

## E English in use

Put ticks.

- a. I use English in my job.
- b. I sometimes have meetings / make telephone calls / write e-mails in English.
- c. I sometimes travel to English-speaking countries as part of my job.
- d. I often deal with English-speakers as part of my job.
- e. I sometimes find myself in social situations with English-speakers.
- f. I mostly deal with native English speakers.
- g. I mostly deal with non-native English speakers.

Other?

## F Class activities

What do you find most effective in class? Put ticks.

- a. Developing speaking fluency.
- b. Working on listening skills.
- c. Interacting with other students in English.
- d. Discussing things with the teacher.
- e. Working on new vocabulary.
- f. Doing writing activities.
- g. Playing language games.

Other?



# Unit 0

Welcome to the Hot English Advanced Skills Booklet. Good luck!

## 1 Profile analysis

Read over the profile. Then, complete the table.

### Jennifer Reed

Managing Director  
**Company:** EuroGlobalNet  
**Industry:** Financial services

#### Statement

I've been working in finance for the past six years, but I'm looking to change professions in the near future. I'd describe myself as hard-working, committed and extremely focused. I love a challenge and I'm happy when I'm in a dynamic environment. In my free time, I play hockey in a team, and regularly go swimming, sailing and skiing. I also like watching films, cooking and reading. Twice a month, I do some charity work, helping out in a young person's charity.



#### Profile

- Fluent speaker of English, French, German and Chinese.
- Lived and worked in England, China, Australia and the USA.
- Some of the companies I've worked for: Prockwell and Gardiner, Watermans PLC and Euro Holiday Zones.

1.	Name	
2.	Career industry	
3.	Self-description	
4.	Free time activities	
5.	Charity work	
6.	Languages	

### Your turn!

Write a short description of yourself.

## 2 Character descriptions

Read the descriptions. Then, write a name next to each statement.

1. She loves reading.
2. She wants to set up her own business.
3. He's a people-person.
4. Her job is perfect for her.
5. She often comes into contact with people from other countries.
6. She likes sport and cinema.
7. He takes photos in his free time.



"I'd describe myself as highly motivated. I'm the kind of person who needs several projects on the go at the same time. I'd love to start my own business one day. I'm really into sport and film." *Megan, 27*



"I'm a really methodical person. I'd say that attention to detail is one of my key skills and that's why accounting is just perfect for me. I'm a bit of a bookworm and can get through about 10 books a month." *Abbie, 26*



"I'd describe myself as pretty ambitious and I'm determined to reach my full potential professionally speaking. I really enjoy holding positions of responsibility and being involved in the decision-making process. I do a lot of photography in my free time." *Jack, 32*



"I love being part of a group and getting involved in projects with other people. I'm quite good at managing people too, and often lead teams at work. When I'm not in the office, I love working out in the gym or meeting up with friends." *Harry, 33*



"I'm a problem-solver and a good negotiator. I do a lot of business with overseas investors. I find it fascinating dealing with people from different cultures. I spend a lot of my time outside work writing and travelling." *Melissa, 31*

## 2b Language

Find a word or expression in the text that means...

1. ...you really like something = I'm really \_\_\_\_\_ it.
2. ...you do things carefully and thoroughly. = \_\_\_\_\_
3. ...you love reading = I'm a bit of a \_\_\_\_\_.
4. ...you want to go far in life. = I'm really \_\_\_\_\_.
5. ...to do exercise. = To \_\_\_\_\_.
6. ...from another country. = \_\_\_\_\_

## 3 Conversation analysis

Read over the conversation. Then, answer the questions. Kate and Jack, two old acquaintances, have just met up at a conference.

**Kate:** Hi, it's Jack, isn't it?

**Jack:** That's right. You're Kate Brooks, aren't you?

**Kate:** Yes, that's it.



**Jack:** We met in Brussels, didn't we?  
**Kate:** Yes, at last year's conference. So how are things?  
**Jack:** Pretty busy. How about yourself?  
**Kate:** Not too bad. You were living in Sweden, weren't you?  
**Jack:** Yes, still there.  
**Kate:** So, what's that like?  
**Jack:** Pretty good, actually. The wife and kids are settled in now. My wife's working for a local firm, and the children are really enjoying school now that they've made some friends and picked up a bit of the language. You were living in Italy last time I met you, weren't you?  
**Kate:** Yes, that's right.  
**Jack:** So, how's your Italian coming along?  
**Kate:** Not too bad. I can't get by pretty well now. I did a course a while ago, and I can more or less follow the news and read a paper, so that's good, at least. The problem is, most of the people I deal with speak perfect English so it's hard to get a chance to practise.  
**Jack:** I know what you mean. It's the same in Sweden. Oh, well, it was nice to catch up with you. Hope to see you again soon.  
**Kate:** Next year's conference, probably.  
**Jack:** Exactly! Bye.

1. Where had Kate and Jack met before?
2. Where's Jack living now?
3. Why is he happier there now?
4. Where's Kate living?
5. How is her Italian coming along?
6. What have they both found that makes it hard to improve their language skills?

### Your turn!

Write a dialogue between two ex-colleagues who've just bumped into one another.

### Verb tenses

Complete the sentences with the correct forms of the verbs in brackets.

1. The food \_\_\_\_\_ (prepare). (**Present Passive Continuous**)
2. As I \_\_\_\_\_ (walk) in the park it \_\_\_\_\_ (start) to rain. (**Past Continuous and Past Simple**)
3. The stories \_\_\_\_\_ (publish) in all the major newspapers. (**Present Perfect Passive**)
4. I \_\_\_\_\_ (work) really hard recently. (**Present Perfect Continuous**)
5. You \_\_\_\_\_ (should / tell) me that you were vegetarian. (**Perfect Modal Verbs**)
6. We \_\_\_\_\_ (finish) the work by 7 pm tonight. (**Future Perfect**)
7. She \_\_\_\_\_ (lie) on a beach in the Caribbean next week. (**Future Continuous**)
8. The e-mails \_\_\_\_\_ (send) later this afternoon. (**Future Passive with "will"**)
9. The rooms \_\_\_\_\_ (decorate) in blue. (**Future Passive with be + going to**)

10. Sally: "I'll be there later." She told us that she \_\_\_\_\_ (Reported Speech)
11. If someone \_\_\_\_\_ (talk) to me like that, I \_\_\_\_\_ (report) them to the authorities. (**Second Conditional**)
12. If you \_\_\_\_\_ (spend) more time on it, it \_\_\_\_\_ (be) a lot better. (**Third Conditional**)

### Vocabulary

Write 4 more words/expressions for each word group.

1. **Law:** suspect, alibi, court, trial...
2. **Character descriptions:** selfish, ambitious, greedy...
3. **Business:** profit and loss, sales target, breakeven point...
4. **Cinema:** soundtrack, trailer, script...
5. **Jobs:** badly-paid, rewarding, dangerous, challenging...
6. **Natural disasters:** drought, earthquake, bushfire...

### Anecdote analysis

Read over the story. Then, answer the questions.

#### The mobile phone

I was sitting on a train once when I noticed this mobile phone on the floor. I looked around but I couldn't see anyone nearby who could have dropped it. After about ten minutes, I decided to pick it up. It looked quite new and it was still on. Curious to see who might have dropped it, I scrolled through the address book and opened a text message but it was in a language I couldn't understand. Eventually, I decided to send a message in English to a couple of the names in the phone book. I wrote, "Please tell the owner of this phone to call me" then I added my mobile number. I didn't hear anything for a while, but just as I was getting off the train, the phone rang. I answered and a woman's voice in English said, "Hello, I think you've got my phone!" I explained what had happened and she asked me to wait at the station café so she could come and pick up the phone. An hour later she arrived. And that's how I met my wife, Olga.  
*By Alex*



1. What did Alex notice on the floor?
2. Why did he scroll through the address book?
3. When did the phone ring?
4. Where did they arrange to meet?
5. What did Alex and Olga do eventually?

### Your turn!

Write a short anecdote or story about something that happened to you. Invent if necessary.



Here are some ideas on how to exploit the material in class.

### TOP TIP!

Remind your students to talk in English all the time during the class. Insist from the very beginning of the course.

### REMINDER!

Remember to use the Error Correction Sheet, especially during speaking tasks. In future lessons, you can use the errors you've made a note of to do a quick test on any mistakes or tricky grammatical structures.

### REMEMBER!

The Vocabulary and Grammar exercises are to be either given as homework or done orally in class.

### TOP TIP! II

Make the fluency drills fast and dynamic. Ask the questions quickly and pick on students at random. Keep the pace up and jump from student to student. Afterwards, you could give students a copy of the questions to ask one another in pairs. You can also tell them to ask you questions using this structure: "Ask me if... Ask me what time..." This is good for getting students to practise forming questions.

## STARTING THE UNIT

Brainstorm a list of world problems: *the environment, hunger, animal rights, taxation, corruption, water, health, education, war, drugs, population control, alcoholism, smoking, nuclear power, natural disasters, pollution, refugees, the elderly, the homeless, energy sources, global warming, animal conservation, rubbish / litter, unemployment, law and order, crime, child labour, democracy...*

Then, put your students into pairs. They have to come up with extremely quick and radical solutions to as many of the problems as they can in just five minutes. When they're ready, they present their ideas. The rest of the class votes on the best ideas.

Alternatively, describe one of the problems. The first student to guess which one you're referring to gets a point for his/her team.

## MAKING GRAMMAR FUN

### Presentation

Prepare a questionnaire for your students. Make sure that the questions contain passive structures. For example:

- Have you ever been given any work to finish at the weekend?
- Have you ever been awarded a prize?
- When was the last time you were shown how to do something?
- Have you ever been obliged to deal with an awkward customer?
- When was the last time you were congratulated on something you'd done?
- Have you been presented with an award?
- Do you mind being told what to do by someone in authority?

Then, ask for a volunteer. Tell the rest of the class to listen carefully to what you say because you're going to ask them a few questions about the volunteer's answers when you've finished. Ask the questions and make a note of the answers. When you've finished, ask three quick comprehension questions. For example, "What prize was she awarded?" Students get a point for each correct answer. Then, when you've finished, write out some of your questions on the board. Ask your students to identify the tenses. Then, refer them to the grammar pages of this unit.

### Practice

Students prepare six of their own questions and create their own questionnaire using the passive structures. When they're ready, they go around the class asking one another the questions. Later, they can report back with any interesting findings.

### Pronunciation

Do the following exercise so students can practise identifying weak forms with passive structures. Dictate the following sentences for your students to write down. Read them out at natural speed:

- a) The work has been completed.
- b) The rooms were being cleaned.
- c) The cars are manufactured in this town.
- d) The work will have been completed by Friday.

Ask for a volunteer to write the sentences on the board. Tell him/her to identify any weak forms:

- a) əz (has)
- b) wə (were)
- c) ə (are)
- d) əv (have)

Ask for a volunteer to circle the weak forms. Then, tell your students to listen and repeat the sentences after you as you say them at natural speed. Repeat with other sentences.

## FLUENCY PRACTICE

### REVISION!

### Take (with time)

Ask your students these questions.

- How long does it take you to get up in the morning?
- How long will it take you to get to work this morning?
- How long does it take you to cook, prepare and eat breakfast?
- How long would it take you to get to sleep if you had a cup of coffee just before going to bed?
- How long would it take you to walk to work?
- How long did it take you to get dressed this morning?
- How long did it take you to get home last night?

### Website addresses

Dictate these website addresses for your students to write down.

- [www.word-exam.com](http://www.word-exam.com) (hyphen)
- [www.mikes\\_businesstips.com](http://www.mikes_businesstips.com) (underscore)
- [www.lunchreads.com/books](http://www.lunchreads.com/books) (forward slash)
- [www.minds.grow.com/videos](http://www.minds.grow.com/videos) (back slash)
- [www.lets\\_go.com](http://www.lets_go.com)

### Dates, times & numbers

Dictate these dates, times and numbers.

For the clock times, use a quarter to / half past, etc. Read the times/numbers quickly and just once.

1978    2006    1865    1989    2025  
 7:45    6:30    2:39    9:45    1:12  
 5:40    4:35    3:22  
 13,489    439,021    237,809  
 1,278,349    5,983,088    32,452,801

### Follow-up

For homework, students write a text based on their presentation for the Speaking Task.



# UNIT 1 Problems & Solutions

## Objectives

**Vocabulary:** Problems

**Language structures:** Passive structures / Phrasal verbs

**Useful skills:** E-mail writing I

## 1 "Annoying things" ranking

Tick three of the things that you find annoying.

- You lose your mobile phone.
- You can't get in touch with someone you need to speak to urgently.
- You get cut off during an important telephone conversation.
- You don't have mobile phone coverage when you need to make an urgent call.
- You get stuck in traffic on the way to an important meeting.
- You get lost while trying to get to an important meeting.
- You've got so much work to do that you don't have time for lunch.
- You have to take work home at night or at the weekend.
- You lose your house keys.
- You can't find a receipt for an item of clothing that you want to return.
- The photocopier gets jammed as you're printing something really urgent.
- Your computer crashes and you lose work.

### Think about it!

Have any of these things happened to you lately? What else would you add to the list? How frequently do these things happen to you at work? Can you think of possible solutions to any of these problems? What other annoying things happen at work?





# UNIT 1 Problems & Solutions VOCABULARY

## Vocabulary: Problems

### 1 Text messages analysis

Write the mobile phone text messages in standard English. Use the key below to help you with some of the abbreviations. Warning: some words have been misspelt. For example: *internt* (which should be *internet*).

- internt. nt working + i cant send docs u need. wil do 2nite fm home**
- clsd door w keys inside. need u 2 get me # 4 locksmith asap**
- am @ home. cant find glasses. did u see where i put them?**
- b.room flooded. sum1 left tap on. hav cald plumber**
- need 2 get report frm ur computer. wot is password?**
- no money in acct. u need 2 put sum in asap as bills need paying**
- u wont beliv this but escapd jaguar from zoo is in bk garden. com kwik! not 2 b mist**
- angry client demanding mony bk. not sure wot 2 do. kan u com ovr 2 deal w it?**

#### KEY

nt = not	# = number	@ = at
pls = please	w = with	ur = your
4 = for / four	bk = back	sum1 =
u = you	2 = to / too	someone

### Your turn!

Write three text messages describing problems / emergencies. Use text speak abbreviations where possible.

### 2 Matching

Match the expressions in bold (1 to 10) to the definitions (a-j).

- It's a **short-term solution** that won't help us in the long run.
- They aren't prepared to **give it the go-ahead** until a full study has been carried out.
- They're just **burying their heads in the sand**.
- They need to **face up to** the issues.
- The pros definitely **outweigh** the cons in this case.
- We shouldn't **rule out** looking at alternative solutions to this.
- The government hasn't **come up with** any viable solutions to it.
- It's just a **quick-fix solution** that won't help us in the long run.
- No one is prepared to **stick their neck on the line** any more.
- They're content to just **sit on the fence**.

- Are more important than.
- To allow something to begin.
- A solution that only fixes the problem for a short amount of time.
- To exclude from consideration; to ignore.
- A temporary solution that you think of quickly.
- To maintain neutrality in a dispute.
- To accept or confront a problem.
- To ignore a problem.
- Thought of.
- To take responsibility for a situation; to make yourself open to criticism.

### 3 Top tips for saving money

Read over the top tips for saving money. Tick the ones you do. Afterwards, complete the expressions with the correct words.

- Take advantage of the sales and any two-for-one offers.
- Cook large amounts of food and then freeze any leftovers for busy nights.
- Scrape out food jars to use the last little bit.
- Eat out just once a month.
- Base most of your meals on rice or beans to cut down on meat consumption.
- Cut out all fizzy drinks and stick to water!
- Keep up on your car maintenance so it's running as smoothly and efficiently as possible.
- Trade in any old electrical goods for more energy-efficient ones.
- Shop around for insurance. The rates can vary a lot!
- Never leave the water running when rinsing dishes, brushing your teeth, etc.
- Split a starter or dessert with someone else when you go out for dinner.
- Take advantage of "get in free" days at the museum, etc.
- Cut your own hair and do your own manicures.
- Shop for Christmas gifts year round to avoid any pre-Xmas price hikes.
- Sell off any old items you don't need on eBay or Craigslist.
- Pay off any debts as quickly as possible. This saves on interest.
- Use a spreadsheet to keep track of your variable expenses.

- Take advantage \_\_\_\_\_ something
- Eat \_\_\_\_\_ at a restaurant
- Cut \_\_\_\_\_ on something
- Cut \_\_\_\_\_ something from your diet
- Shop \_\_\_\_\_ for something
- Sell \_\_\_\_\_ old items
- Pay \_\_\_\_\_ any debts
- Keep track \_\_\_\_\_ something

### Your turn!

Write four top tips for saving money.

#### Think about it! Problems

What are your top tips for dealing with problems? Who do you turn to when you've got a problem? What do you do when a problem crops up?



Language Structures:

Passive structures

We form passive structures with the verb *to be* in an appropriate tense and the past participle of a transitive verb. We use the passive when we want to focus on the events and achievements rather than the people who are performing the actions. The agent (the person who does the action) is either unknown or not important. For example:

- a) The award **was presented** to her during the ceremony.
- b) The money **has been handed** in to the police.

We can form passives with the infinitive of the verb *to be*. For example:

- a) There's a lot **to be done**, so we'll have to get a move on.
- b) It remains **to be seen** whether she can achieve all she's set out to do.

We can use passive forms to create complex noun groups. For example:

- a) **Being paid a monthly amount** is much better.
- b) **Being given a new one to use for this job** makes it much easier.

We can also use passive *-ing* forms after verbs that are normally followed by the gerund. For example:

- a) I **remember being taken** there, but can't recall what happened afterwards.
- b) She **enjoyed being given** an opportunity to show what she was capable of.

We can also create informal passives with the verb *to get*. For example:

- a) We **got taken** to the station.
- b) They **got stuck** in the lift.

For more information on the Passive, please see the Resource Section.



Photo analysis

Match the sentences (1 to 5) to the photos (a-e).

- 1. She doesn't like to be kept waiting.
- 2. He can't stand being told what to do.
- 3. I hate being charged for things I didn't order.
- 4. I don't like being disturbed while I'm on the phone.
- 5. She hates being interrupted while she's talking.



Transformation

Transform these sentences from active to passive.

- 1. They were making the beds when we got there.
- 2. They'll show us round the town later in the afternoon.
- 3. They need to do a lot before the deadline.
- 4. They'll have edited the video by tonight.
- 5. We won't send it until we've completed it.
- 6. They hadn't told us what to do.
- 7. They're going to restore the work of art.

Comments completion

Complete the comments with the correct participles.

What do you find annoying?

I hate it when you're in a shop and you get (1) \_\_\_\_\_ to go to another counter after you've been waiting there for ages.



I hate it when you get (2) \_\_\_\_\_ those dirty looks from waiters after you leave a "small" tip.



It really annoys me when you get a "Final Notice" letter telling you to pay a bill that you know has already been (3) \_\_\_\_\_.



I hate it at work when you're (4) \_\_\_\_\_ waiting at a meeting because someone's late.



I can't stand it when you're (5) \_\_\_\_\_ to cover for someone who's off sick, or you're obliged to take on extra work because someone's not in the office. That really gets me!



I can't stand it when you do a good job and you aren't (6) \_\_\_\_\_ for it, or worse, someone else takes the credit for it.



I hate it when you get (7) \_\_\_\_\_ for something that isn't your fault.



I hate it in a restaurant when you get (8) \_\_\_\_\_ to a table right in the middle when there are lots of other better tables free.



Your turn!

Write a list of five things that you find annoying.



**4 News stories analysis**

We often use the passive in news stories. Read over the stories. Then, answer the questions. Afterwards, see if you can identify any passive structures. What tenses are they? Why are they being used?

**Cash thrown from car in US chase**

Suspected bank robbers threw wads of bank notes from their vehicle as they were pursued by police in Los Angeles yesterday. As the car weaved its way through the streets, passersby rushed to collect the money. The car eventually came to a halt at a busy junction. Large crowds then gathered around the getaway vehicle as the two suspects were taken into custody.

**World's first colour moving pictures discovered**

The world's first colour moving pictures dating from 1902 have been found by the National Media Museum in Bradford after lying forgotten in an old tin for 110 years. The newly-discovered films were made by pioneer Edward Raymond Turner from London who patented his colour process in March 1899. Now the film has been restored by the National Media Museum and is being shown to audiences for the first time.

1. Who was throwing the money out of the car?
2. Who were they being chased by?
3. Who was picking up the money?
4. Where was the colour film discovered?
5. How long had it been there?
6. Who has the film been restored by?

**Your turn!**

Write a short news story. Use passive tenses where possible.

**4 Phrasal verbs (problems)**

Read over the definitions below. Then, complete the forum posts with the correct participles (there are a couple not mentioned below). Afterwards, see if you can identify any passive forms. Can you find any phrasal verbs being used in the passive?

**Deal with:** if you have to "deal with" a problem, you have to try to find a solution to it.

**Take on:** if you "take on" responsibility, you accept that responsibility.

**Break down:** to reduce an idea into smaller, separate parts to make it easier to understand or deal with.

**Cross off (a list):** if you "cross something off" in a list, you delete it from that list.

**Draw up (a list):** if you "draw up" a list, you prepare it and write it.

**Stick to:** if you "stick to" something, you continue doing / using that thing.

**Group together:** if you "group things together", you put them into the same list / category, etc.

**Pass on:** if you "pass something on" to another person, you give that thing to that person.

**Crop up:** if something (a problem, for example) "crops up", it appears suddenly and unexpectedly.

**Turn to:** the person you "turn to" is the person you talk to about a problem.

**www.problemsolvers.com**

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**Top tips**

Send us your ideas for dealing with problems.

You need to draw **(1)** \_\_\_\_\_ a list of all the things that need to be completed during the day. Then, you can cross them **(2)** \_\_\_\_\_ as they're completed.

*Courtney*

Go **(3)** \_\_\_\_\_ the list carefully and anything that isn't essential should be eliminated.

*Nigel*

You should try not to be distracted during the day – stay focused and stick **(4)** \_\_\_\_\_ the task in hand.

*Harriet*

Tasks should be analysed properly and a realistic estimate should be given as to how much time will be needed to get through them.

*Louise*

Tasks need to be broken **(5)** \_\_\_\_\_ into smaller parts so they can be dealt with more effectively.

*Max*

You should deal **(6)** \_\_\_\_\_ the easier tasks first and as quickly as possible. You'll find this is a motivating way to start tackling the work.

*Toby*

Similar tasks should be grouped **(7)** \_\_\_\_\_. For example, e-mails should only be checked twice a day: once in the morning and once before you leave.

*Reece*

Anything that falls outside your area of responsibility should be passed **(8)** \_\_\_\_\_ to someone else. You have to be selfish at times!

*Nicole*

Get up an hour earlier so you can try to catch **(9)** \_\_\_\_\_ on any work that you're behind with.

*Ellie*

If possible, problems should be dealt with as soon as they crop **(10)** \_\_\_\_\_. The longer you leave them, the harder they are to resolve.

*Hannah*

Turn **(11)** \_\_\_\_\_ someone for help if you're finding it hard to cope with all the pressure.

*Jack*

**Your turn!**

Write three tips for dealing with problems. Try to use passive structures.



## Problems & solutions

### Activity type: presentation and discussion

#### Task

You're going to talk about a problem or issue and explain how you think it should be dealt with. First, decide what you'd like to talk about: how to do something, problems at work, problems with the neighbours, how to make money, problems with people, problems with clients, a world issue (poverty, etc.), sales figures, time management, a lack of work, no free time, etc. Write a brief description of it and how to deal with it. If necessary, Google your problem to find ideas on how to solve it. When you're ready, present your problem, describe it in detail, and explain how you think it should be dealt with. Afterwards, answer any questions. When you've finished, listen to any other presentations and ask questions.

#### Dealing with problems

- I think the best way of dealing with this is to...
- Problems need to be dealt with as they crop up.
- The best way to tackle this is to...
- This problem is best dealt with by...
- People need to be informed about...

#### Asking questions about dealing with problems

- How do you think we should tackle this problem?
- What can be done about...?
- Have you ever had to deal with...?
- Who should be told when...?
- What factors should be considered when...?





### Making requests

#### E-mail analysis

Read through the e-mail. Then, answer the questions.

1. What is Brian interested in buying?
2. Why does he want to see last year's brochure?
3. How much notice do they require in order to guarantee the delivery times?

**To:** baker83@sofasgalore.com  
**Subject:** report

**Re: Report on figures for this year**

**Dear Ms Baker,**

I hope all is well.

Thanks very much for sending the brochure. We're definitely interested in purchasing some new office furniture. Could you also send the revised price list because I don't think that was included in the document? Also, would it be possible to send us last year's brochure? I think you mentioned that you still had some items from last year that you could offer us a discount on.



As promised, I've attached a rough draft of the provisional quotes you requested. I think they should give you an idea of the costs involved in a project of this nature. As you know, we deal with a number of overseas clients and we're certain that we can meet your demands for the materials you require. However, we would need to have a definite order with at least three months' notice in order to guarantee the delivery times.

If you want, we could meet up sometime next week to discuss all this. Let me know.

Thanks for your attention,  
Best regards,

Brian Tassel

#### Language identification

Read over the e-mail again and identify any language used to...

1. ...thank someone for something.
2. ...request something.
3. ...say that a document is attached.
4. ...suggest a meeting.
5. ...say goodbye.

### Useful expressions

#### Attached documents

- I'm sending the information you wanted.
- Attached is the report you were asking about.
- Here are the statistics from the website.
- I thought you would be interested in this report.
- Paul's contact details are in the file attached.
- Please find attached the mailing list with all the e-mail addresses.
- As you will see, the figures you wanted are on the Excel spread sheet included in this e-mail.
- Please find attached notes for Friday's meeting.
- I've attached a summary of the bargains on offer.

#### Request

- Have you got any copies of the report left?
- Is there a spare copy of today's agenda for the meeting?
- Could you paste it in and send it, please?
- Could you send it back as soon as possible?
- Could we have a chat about the latest project?
- Can you let Mike know that I'll only be in from 4-6 today?
- Could you please send me the final version of the brochure?
- Could you check this for me, please?
- Could you check this for mistakes?
- Could you send a copy to James Finlay in marketing, please?
- Could you read through the notes beforehand, please?



#### Task

Write a short e-mail to someone. Include information on an attached document and make requests for something.



Here are some ideas on how to exploit the material in class.

**REMINDER!**

Do the corresponding listening activities from Hot English magazine. If you don't have a CD or MP3 player, ask the DOS or ADOS to provide you with one. Listening is an extremely important language skill for students to develop.

**TOP TIP!** – ADVANCED

**LEARNERS LISTENING PRACTICE**  
Advanced students need practice listening to complicated conversations. Use the Group Talk section, Slang Conversation or the Advanced listenings with background noises in Hot English for this type of practice. Play the recordings with as little preparation as possible to make it more challenging for your students. Tell your students to focus on the general meaning, and to avoid trying to understand every word.

**STARTING THE UNIT**

Using magazines or the internet, bring in pictures of people talking to one another (from adverts or news stories). Stick each picture onto a sheet of A4 paper with enough room at the bottom for students to write on. Then, stick these mini-posters on walls in the classroom or on a table. Students look at the pictures and write down suggestions of things that the people are saying. When they've finished, collect the pictures and vote on the best ideas.

**MAKING GRAMMAR FUN****Presentation**

Before the class, cut up about 15 slips of paper. On each one, write a conversational topic: *sport, the home, free time, music, politics, pastimes, TV, film, the weekend, travel, books, family, cars, the weather, clothes, business*, etc. Then, in class, pick one of the topics. Show it to your students and tell them that you're going to talk about it for two minutes. Tell your students to listen carefully because you're going to ask them questions about it when you've finished. Then, when you're ready, start talking about your topic for a minute. For example:

*Have you heard that the government are, erm, about to cut grants for artists*

*and musicians, I mean, I think it's erm, crazy. I've been working on this, like, this, project to decorate walls in the city, and I think, I think it's a great idea as it keeps young people out of, erm, out of trouble, but now they've stopped, I mean, they've cut the funding for it, so there's no more money to, to pay them to do this, you know, things like that, which is a real shame. I've been working, you know, like coordinating the project for over six years now, and, I think it's, erm, it's a great idea. Etc.*

When you've finished, ask one or two comprehension questions. For example, "What have the government decided to do?" Students get a point for each correct answer. Then, when you've finished, write up some of the things you said, including some features of conversational English. Ask your students to tell you what these words and sounds are, and to identify any other features of conversational English. Then, refer your students to the grammar pages of this unit.

**Practice**

Put your students into pairs and give each pair a pile of features of conversational English and a pile of topics. Place both piles face down on the table. Tell your students to take one of the features of conversational English and one of the topics. Students then discuss the topics, one at a time for one minute, and try to use the conversational features naturally and as much as possible. At the end, each student has to guess what their partner's feature of conversational English was.

**Pronunciation ideas**

Dictate the following sentences. Read them out at natural speed. If you say them naturally and fairly fast, the stress should fall on the key words: nouns, verbs, adjectives, etc.

1. Where did you go after that?
2. I've been packing things into boxes because we're going to move house.
3. I've been busy all week trying to sort out this project we've been given.
4. I saw Frank the other day who told me to say hi to you and to tell you to give him a call.

Ask for a volunteer to write up the sentences on the board. Then, ask your students to identify any key words – words that are stressed in the sentence. These are usually the main verbs, adverbs, adjectives and nouns. Then, tell your students to repeat the sentences after you as you say them at natural speed, putting

emphasis on the key words. This is a good way of developing your students' fluency. Afterwards, remind your students that English is a stress-timed language. It is generally agreed that languages can be divided into two categories: stress-timed and syllable-timed. In syllable-timed languages syllables follow each other at regular intervals, with an equal amount of time being allocated for each syllable. In stress-timed languages stresses tend to occur at regular intervals, and all the other unstressed syllables have to be squeezed in between the stresses to accommodate the regular beat of the stress. Some stress-timed languages include English, Swedish, Russian, Arabic and European Portuguese. Some syllable-timed languages include Spanish, French, Italian, Japanese, Finnish and Brazilian Portuguese. Tell your students that often in conversations we just focus on the key words in order to capture the meaning of the message. Demonstrate this by reading out the following list of words to tell a story: "had, meeting, missed, train, arrived late, boss, angry, told off".

**Follow-up**

For homework, tell your students to write up a dialogue based on their conversation from the Speaking Task.

**FLUENCY PRACTICE****REVISION!****E-mail addresses**

Dictate these e-mail addresses f.

- black\_andblue4ever@gmail.com (underscore)
- king.ofspades@yahoo.com
- jessica32-party@hotmail.com (hyphen)
- jackson66@yahoo.com
- h.keystone@gmail.com

**Random tense questions**

Ask your students these questions. Tell your students to invent answers if necessary.

- What did you get up to last night?
- Did you go out anywhere interesting last week?
- Were you watching TV last night at 6pm?
- What will you be doing next Saturday at 4pm?
- Who will you have spoken to today by 10pm tonight?
- Had you seen the film you were watching last night before?
- Were you at a party last weekend?
- What are you going to do for your next summer holiday?
- Did you get much work done this week?
- Who are you meeting up with after work today?



# UNIT 2 Social Splash

## Objectives

**Vocabulary:** Socialising

**Structures:** Conversational English / Idiomatic expressions

**Useful skills:** Meetings |

### What are they saying?

Complete each speech bubble (1 to 8) with an appropriate word.  
Where do you think these people are?



#### Think about it!

Do you ever eat out with friends? Where do you go? Have you been to a museum lately? Which one? What was it like? When was the last time you went to the theatre? What did you see there? When was the last time you ordered some food to take away? What did you have?



**Vocabulary:** Socialising

**Comments analysis**

Read over the mini-dialogues. Then, match the comments in bold to the comments below (1 to 8).

1. Bad luck! =
2. Never! =
3. How cheeky! =
4. You're a life saver! =
5. You're joking! =
6. How annoying! =
7. I'm pleased (she's) gone. =
8. I'm pleased! =

A: Nick got promoted to the management position.  
 B: **You're kidding!** Sandra is way more qualified!

A: I've heard that they're going to move us into another office so we'll be sharing with the sales team.  
 B: **Over my dead body!**

A: Have you heard that they're replacing the HR manager? She's only been in the job for a couple of weeks.  
 B: **Good riddance!** She's caused nothing but trouble.

A: But I can't possibly do that for you now. I've got to finish this project, then I need to attend a meeting, and then...  
 B: **Tough luck!** Make sure it's on my desk before you leave home today.

A: There's a meeting at 6pm.  
 B: Oh, no, **what a drag.**

A: They ate all my biscuits that I had in the fridge!  
 B: **What a cheek!**

A: The meeting's been cancelled.  
 B: **Thank goodness** for that. I've got so much work to do.

A: I've finished that work you gave me to do.  
 B: Thanks so much. **I don't know what I'd have done without you.**

**Expressions with get**

Read over the sentences with expressions with **get** (in bold). What do they mean?

1. We went to Scotland last Friday. We often **get away** for the weekend.
2. I worked at home all last Thursday. By 7 pm I was desperate to **get out of** the house.
3. So, what have you been **getting up to** lately?
4. I know you're really busy, but do you **get the time** to do any exercise?
5. Do you **get to see** your friends much at the weekend?
6. Did you **get a chance** to go to look over the report?
7. I started a photography course a few weeks ago and I'm really **getting into it**.
8. My car keeps breaking down. I've got to **get rid of it**.
9. She told a joke and everyone started laughing but

I just didn't **get it**.

10. They were looking for people to help organise the conference, but I managed to **get out of it**.
11. We need to **get** some more milk.

**Mini-dialogues**

Read over the mini-dialogues and say where they're taking place.

1. **In a** \_\_\_\_\_  
 A: Oh, I'm sorry but I wanted to get some batteries too.  
 B: OK, I'll just see if I can cancel the transaction. Erm let's see, oh sorry it's already gone through.  
 A: Don't worry I'll pay for it separately with this card. Oh, hang on a minute I think I've got it in cash. Here you are.



2. **In a** \_\_\_\_\_  
 A: I'm sorry but we couldn't offer you more than €700 for it.  
 B: You're joking! I was hoping to get a lot more than that.  
 A: Yeah, but look at the bodywork, all those dents and scratches, plus it's got more than 150,000 miles on the clock.  
 B: But it's in perfect working order.  
 A: Look, I could offer you more for your old car if you agreed to finance part of the new car through us. For example, if you financed half the amount and paid it back over a period of 60 months, the interest rate works out at about 6.2%, and I could get you €1,300 for trading in your old car in the form of a discount off the total price for the new car.  
 B: Oh, right. Now you're talking.



3. **In a** \_\_\_\_\_  
 A: What's this?  
 B: I don't know, you ordered it.  
 A: I suppose it must be that French sounding thing.  
 B: Probably. Hey, have you got a spare knife? Mine's dirty.  
 A: Here, I'll get one from this table over here.  
 B: So, did you hear what happened to Margaret?  
 A: No.  
 B: Got stuck in a lift for three hours last Saturday.  
 A: Really?  
 B: Yeah, can you imagine it? Three hours.... Oh, look, here come our main courses. Shall we share?  
 A: No way! I don't fancy what you're having.  
 B: Oh, come on. It's... [fades out]



**Language analysis**

Read through the dialogues again and find an expression that means...

1. Wait a second =
2. You can't be serious =
3. That sounds a bit more interesting =
4. Never =

**Your turn!**  
 Write a short dialogue with two friends or colleagues chatting in an informal setting. Try to include some expressions with **get**.



**Language Structures:**  
*Conversational English*

Here are some interesting features of conversational English.

**Conversational fillers** (sounds or words that are often used while people are thinking of something to say)

*like:* "There's two, **like**, horses, **like**, waiting at the side..."

*you know* (this is also used to check that the other person is following you): "It's great, **you know**, because you can do it all from home."

*er / erm:* "**Erm**, I'm not really sure. **Er**, what do you think?"

**Self-correction or clarification:** *I mean / at least* (this expression is used for self-correction or for clarifying something):

"It's really good, **I mean**, it isn't bad. / At least, I don't think it was me who said it."

**Contradiction:** *as a matter of fact / mind you / actually / to tell you the truth / yes, but...*: "**Actually**, I've never even been there. / **To tell you the truth**, I thought it was one of her worst. / **Mind you**, I wouldn't like to be in her situation."

**Returning to a topic:** "*As I was saying, / Going back to your previous point:* As I was saying, I'm still enjoying my job."

**Summing up:** *Basically, All in all, So:* "**So**, let's meet at six then, OK?"

**Expressing surprise / amazement**, etc.: Oh, come on! You're joking! / You're kidding!

**Personal discourse markers:** Quite honestly... Obviously... Frankly... Naturally... Personally... Generally... In general... Honestly... Fortunately... Luckily...

**Topic changing:** *So, / Anyway / by the way:*

- a) So, did you see that film last night?
- b) Anyway, that's enough about me. What about you?
- c) By the way, do you know how much Bob earns?

**More features of conversational language**

Here are some more features of conversational English:

- **False starts:** *I, I, I think... I mean, I believe...*
- **Interruption:** **A:** *Once, I was walking...* **B:** *...Where were you?*
- **Incomplete sentences:** *I went... I took it, and then, I had...*
- **Non-standard English:** *There's a lot of people there.* [it should be: *There are a lot of people...*]
- **Pauses/hesitation:** *erm, what did you, erm, what...*
- **Omission:** **A:** *Was it good?* **B:** *Yeah, [it] wasn't bad.*

**Mini-conversations analysis**

Read the mini-conversations. Then, circle any features of conversational English.

**At the conference**

**Louise:** Oh, hi, erm, you're Darren Johnston, aren't you?

**Darren:** Yeah, hi there. Nice to meet you. You're...

**Louise:** ...Louise Moore. I think we met in Birmingham.

**Darren:** Right. That, that was, erm, a couple of years ago, wasn't it?

**Louise:** Yeah, something like that. Feels like, you know, ages though. So, what have you been, erm, getting up to lately?

**Darren:** Oh, not much. Working, travelling, going to conferences like this one. What about you? Are you, like, still at, erm, Hann Bros?

**Louise:** No, they did some restructuring, you know, they wanted to streamline things, what with the recession and all that. Mind you, it hasn't all been bad – I've got my own agency now.

**Darren:** That's great. And are you, erm, getting much work?

**Louise:** Well, you know, it isn't, erm, easy right now, but I've got a steady base of clients that seem to, erm, to keep me in business. So... [fades out]

**At the party**

**Ben:** So, where do you work?

**Marcy:** Erm, a financial services company.

**Ben:** Oh, my brother's a stockbroker.

**Marcy:** Oh, right.

**Ben:** I can't remember the name of the company though. So, you got any, erm,... any top tips on which companies to, erm, invest in?

**Marcy:** I don't really work on the, on the stock market...

**Ben:** ...oh, right. By the way, here's my, like, business card.

**Marcy:** Thanks. And here's, erm, mine.

**Ben:** So, I see your surname's, erm, French?

**Marcy:** Italian, actually.

**Ben:** Get a chance to visit much?

**Marcy:** I used to go a lot when I was younger, you know, with the family, but I haven't been there for, erm, for about 5 years now.

**Ben:** So, can I, erm, get you a drink?

**Marcy:** Yeah, sure. I think the drinks are in the kitchen, erm, just around here somewhere.

**Ben:** Great. So, what did you think of... [fades out]





**Your turn!**

Write out a mini-dialogue with two people who have just met. Use some features of spoken conversation.

**Idiomatic expressions**

We often use idiomatic expressions in casual conversations. Here are some common ones that have come from baseball (mostly). Read over the definitions. Then, complete the expressions (1 to 8) with the correct words without referring back to the definitions.

- **Ballpark figure** = A general, rather imprecise figure.
- **Touch base with someone** = To talk to someone about something
- **Throw someone a curve/curveball** = To surprise someone with something unpleasant and unexpected.
- **Hit or miss** = If something is "hit or miss", you cannot be certain of its quality because it's sometimes good and sometimes bad.
- **Take a rain check** = This is something you say when you can't accept someone's invitation, but you would like to do it another time.
- **A totally different ball game / a whole new ball game / a whole other ball game** = A completely different situation.
- **Not in the same league** = Not nearly as good as something or someone else.
- **Knock one out of the park** = To do something extremely well.

- 1 I'd been climbing many times before, but going up an icy rock face in the Alps was a totally different \_\_\_\_\_ game.
- 2 **A:** Do you want to go out tonight?  
**B:** I think I'll take a \_\_\_\_\_ check on that as I've got a lot of work to do tomorrow.
- 3 I just need a \_\_\_\_\_ figure on what the work is going to cost us.
- 4 She really threw me a \_\_\_\_\_ when she asked me right in front of the boss what I'd been doing last night.
- 5 We used a different printer for these brochures. The quality was a bit hit \_\_\_\_\_ but the price was definitely lower.
- 6 This computer isn't in the same \_\_\_\_\_ as the one I had before. It isn't half as good.
- 7 You knocked one out of the \_\_\_\_\_ in that meeting – your presentation was amazing.
- 8 I need to touch \_\_\_\_\_ with you about this new project.

**Your turn!**

Write out a mini-dialogue using two or three of these idiomatic expressions.

**Slang expressions in conversations**

In casual, spontaneous conversations, people tend to use a lot of informal English. Read over the conversation and answer the questions.

1. Why can't Karl leave straight away?
2. Why does he have to leave fairly quickly?
3. Why doesn't Amelia like the place on the corner?

**Lunchtime**

It's Friday afternoon and Amelia and Karl are at work.

- Amelia:** We're gonna grab a bite to eat. Do you fancy coming along?
- Karl:** Yeah, sure. I'm starving. Just gimme a sec. I've got to finish off this e-mail. Where are you going?
- Amelia:** We thought we'd go to that ribs place in Denton Street.
- Karl:** I've got to be back by 3pm, so I'll have to shoot off fairly quickly.
- Amelia:** OK.
- Karl:** Actually, on second thoughts, I don't think I've got time. I think I'll have to give it a miss.
- Amelia:** Oh, right.
- Karl:** I think I'll just pop down for a sarnie from that place on the corner.
- Amelia:** I had a bit of a dodgy tummy last time I ate there.
- Karl:** Oh, it's all right if you just want something cheap and nasty.
- Amelia:** Well, if you change your mind, you know where we are.
- Karl:** OK, catch you later.
- Amelia:** Bye.

**Language analysis**

Find an expression from the text that means...

1. Get something to eat =
2. Give me a second =
3. Leave =
4. Sandwich =
5. See you later =
6. Going to =
7. Would you like... =
8. Not do it =
9. Restaurant =
10. Upset stomach =
11. Not expensive and not very good =
12. Go downstairs quickly =

**Your turn!**

Write out a mini-dialogue using two or three of these slang expressions.



The Casual Chat

**Activity type:** conversation

**Task**

You're going to have a conversation with someone who you've just met at an international business meeting. You've been at the conference all morning, and now there's a half-hour coffee break. During your conversation, you must complete the following:

- a) Think of a good way to start the conversation (a comment about the weather, a direct introduction, a comment on the conference, etc.).
- b) Ask six questions (choose topics or interesting things to talk about: the family, travel, work, etc.).
- c) Tell him/her a story about something that happened to you on the business trip – at the hotel, on the flight, in the taxi, etc.
- d) Give details of an interesting story you have heard from the news.
- e) Tell a personal anecdote.

You must also introduce yourself, explain what your company does and what you do in the company. As the other person is speaking, ask lots of follow-up questions or make comments.

**Making small talk**

- I'm not sure if we've met before, but I'm...
- So, what did you think of the talk?
- The weather's been terrible lately, hasn't it?
- Is this your first time here?
- I seem to remember you from...
- Your name rings a bell but I can't remember where we've met.
- Do you get a chance to travel at the weekends much?

**Follow-up questions / comments**

- So, where did you go after that?
- Which college were you studying at?
- What made you want to do that?
- How did you get into...?
- Had you been interested in... before?
- So, what did you do next?
- I wouldn't have liked to have been in your shoes!
- I'm glad that wasn't me.
- So, what happened in the end?



**Remember!**

You must do the *Reading* and *Listening* activities in Hot English magazine.



### Starting & setting objectives

#### Meeting analysis

Read through the extract from a meeting and answer the questions.

1. What are they going to be looking at in the meeting?
2. Who's going to take the minutes?
3. How many items are there on the agenda?

#### Starting the meeting

Good morning. First of all, I'd just like to thank you all very much for coming in. I know this isn't the best time of the day for a meeting, but this is, as I'm sure you're aware, fairly urgent. Right! Let's get started then. In today's meeting, we'll be going over the sales figures from last year, and looking at ways of improving on them. Bradley, I'd like you to take the minutes. [OK!] Has everybody got a copy of the sales report? [Yes!] And did you all get a copy of the agenda for the meeting? [Yes!] If not, I've got one here for you.

Right, let's get started. Well, as you can see, there are four items on the agenda this morning. Firstly, we'll be looking at *last year's* sales figures. Then, we'll be looking at ways to improve sales figures for *this year*. After that, we'll be discussing the new ad campaign, and last, but not least, we'll be brainstorming a few ideas for the staff party. Now, I'm hoping to get through all this by 10am, so we've got to be as quick as we can. Please keep any questions until the end and let's all stick to the agenda. OK. First on the list is... [fades out]



#### Language identification

Read through the extract again and identify the following features: *Language for...*

1. ...starting the meeting.
2. ...stating objectives.
3. ...delegating the task of taking the minutes.
4. ...giving details about the order of items on the agenda.
5. ...stating any rules for the meeting.

### Useful expressions

#### Starting the meeting

- Good morning and thank you for coming.
- Right. Shall we begin? / Let's start.
- In this meeting, we'll be going over...
- OK everybody, thanks for coming. Firstly,...
- Just a couple of things on the agenda. First of all,...
- Right then. Let's get down to business.

#### The agenda / objectives

- In today's meeting, we'll be looking at...
- There are two items on the agenda this morning. Firstly...
- There are three things we've got to discuss today. They are...
- Our aim this morning is to...
- First on the agenda is the question of...
- We've called this meeting to look at...
- The overall objective of this meeting is to...

#### Rules

- If you've got any questions, please keep them to the end.
- Remember to raise your hand if you want to speak.
- No talking for more than one minute.
- No interrupting or speaking over other people.
- Try to avoid repeating yourself.
- Try to be as brief and concise as you can.
- Please stick to the agenda.

#### Task

Write a short extract from a meeting on any topic of your choice. Include language for starting the meeting, stating the objectives, delegating the task of taking the minutes, going through the items in the meeting and any rules for the meeting.



Here are some ideas on how to exploit the material in class.

### TOP TIP!

Either give the grammar or vocabulary exercises as homework, or do them in class together orally. You could write exercise questions on the board and elicit the answers from students. Later, students can do the same exercise at home alone.

### REMINDER!

Set homework once a week even if your students don't do it. Remind them that doing work outside class is essential for developing their language skills.

## STARTING THE UNIT

Bring in newspapers or download news stories from the internet. Tell your students to look through them. They have to find any crime-related stories: a robbery, a trial, etc. They report back to the rest of the class and explain what the stories are about.

## MAKING GRAMMAR FUN

### Presentations

Create quiz questions with reporting verbs. For example:

- Have you ever informed the police about a crime?
- Did you mention anything important to your boss last week?
- Have you had to apologise for anything recently?
- When was the last time you had to persuade someone to do something?
- Have you suggested doing anything differently at work recently?
- Did you warn someone about something last month?
- Have you had to convince someone to do something?
- Have you ever refused to do something? What was it?
- Have you announced anything important to your friends and family over the past few months?
- Did you complain about something last month?

Ask for a volunteer to come to the front of the class to ask you three or four of the questions. Tell the rest of the class to listen carefully because you're going to ask them a few questions based on your answers when you've finished. When you have finished, ask three quick comprehension questions. For example, "What did I have to apologise for?" Students get a point for each correct answer. Then, when you've finished, write up one of your answers on the board. Ask your students to tell you how the reporting verb is used. Do the same for other reporting verbs. Then, refer your students to the grammar pages of this unit.

### Practice

Give your students several slips of paper. On one slip, they write a direct speech sentence, and on another they write the corresponding indirect speech sentence with a reporting verb. For example:

- a) "I didn't leave the door open," Jessica said.
- b) Jessica denied having left the door open.

Students do five of these. When they're ready, students get together in groups or pairs, mix up all the slips of paper and play pelmanism with them. In order to do this, they place the slips face down. Student A turns over two of the slips. If they're a matching pair, he/she keeps them. Then, it's Student B's turn. The player with the most pairs wins. Or, they can have a matching race. Simply place all the slips on a table. On the word go, the person who can make the most pairs wins.

### Pronunciation ideas

Dictate these sentences for your students to write down. Read them out at natural speed and with connected speech.

- a) He denied stealing it from a colleague. [He denied stealin git from a colleague.]
- b) They refused to help us, claiming it was nothing to do with them. [They refused to hel pus, claimin git was nothing to do with them.]
- c) She later admitted that she'd been involved in it. [She later admitted that she'd been involve di nit.]
- d) He suggested setting up a committee to look into the matter. [He suggested settin gu pa committee to loo kinto the matter.]

Then, ask for a volunteer to write the sentences up on the board. Tell him/

her to mark any unstressed words or connected speech (where sounds merge to form a new sound). After doing that, tell your students to repeat the sentences after you as you say them at natural speed and with connected speech. This is a good way of developing your students' fluency.

## FLUENCY PRACTICE

### REVISION!

### How long...?

Ask your students these questions.

- How long have you had your mobile phone?
- How long did it take you to get home last night?
- How long have you been living in your current house?
- How long were you living in your last house for?
- How long have you had your car?
- How long had you been living in this city before you started working in this company?
- How long have you been living in this city?
- How long will you have been studying English by this time next year?
- How long are you going to go away for next summer?
- How long have you been sitting down for?
- How long do you think it'll take you to get home tonight?

### Spelling

Dictate these difficult-to-spell words for your students to spell.

1. questionnaire 2. accommodate
3. definitely 4. liaison 5. existence
6. occurrence 7. referring 8. occurred
9. millennium 10. embarrass
11. calendar 12. receive 13. necessary
14. separate 15. cemetery 16. library 17. accidentally 18. independent
19. occasionally 20. receipt

### Numbers

Dictate these numbers for your students to write down. Read the numbers quickly and just once.

781,345 689,0981 346,871  
127,832 801,034 5,335,669  
12,309,540 788,346,009 209,325,877

### Follow-up

For homework, students write a text based on the Speaking Task.



# UNIT 3 Legal Matters

## Objectives

**Vocabulary:** Legal words

**Language structures:** Reporting Verbs

**Useful skills:** Presentations I

### Law analysis

Read over the unusual laws from the US. Which one is the funniest / strangest / most unusual?

- It is illegal to bring your horse above the ground floor of any building. **(Colorado)**
- Cats may not run loose without a taillight. **(Colorado)**
- It is unlawful to walk backwards after sunset. **(Connecticut)**
- Donkeys may not be kept in bathtubs. **(Georgia)**
- No one may carry an ice cream cone in their back pocket if it is Sunday. **(Georgia)**
- It is against the law to tie a giraffe to a telephone pole or street lamp. **(Georgia)**
- Cars may not be driven through playgrounds or on sidewalks. **(Georgia)**
- You may not fish from a camel's or a giraffe's back or its neck. **(Idaho)**
- It is unlawful to change clothes in an automobile with the curtains drawn, except in case of fire. **(Illinois)**
- It is against the law to make faces at dogs. **(Illinois)**
- It is illegal for anyone to give lighted cigars to dogs, cats, or any other domesticated animals. **(Illinois)**

#### Think about it!

Are there any unusual laws in your country? What are they? Why do you think laws such as these were originally established? What was the primary purpose of the law?





**Vocabulary:** Legal words

**1 Photo identification**

Think of as many words related to law as you can in just two minutes.



**2 Phrasal verb definitions**

Read over the definitions. Then, complete the sentences with the correct words.



**Come forward:** if someone "comes forward" with evidence/information, they inform the police / authorities about that information.



**Put on (trial):** if someone is "put on" trial, they are tried in a court of law to determine whether they are innocent or guilty.



**Come before (a judge):** if a problem or case "comes before" a judge or court of law, the case needs to be discussed and a decision needs to be taken about it.



**Swear in (the jury):** when members of the jury are "sworn in", they make a solemn promise to hear a case presented in court.



**Bring in (a new law):** if a new law is "brought in", it is introduced and people must obey it.



**Come in (a new law):** if a new law "comes in", it is introduced and must be obeyed.

1. She was \_\_\_\_\_ trial for the theft of the paintings.
2. The government want to \_\_\_\_\_ tougher laws to deal with drink-driving.
3. The jury were \_\_\_\_\_ last Wednesday.
4. An elderly man \_\_\_\_\_ with information concerning the crime.
5. A new law \_\_\_\_\_ banning all branding on all cigarette packets.
6. Six months after proceedings began, her case finally \_\_\_\_\_ a court of law.

**3 Legal case analysis**

Read over the story. Then, answer the questions.

1. What was Juan Catalan charged with?
2. What was his alibi?

3. Why did prosecutors think that he'd killed the woman?
4. What did they use to prove Juan's innocence?

**Curb your Enthusiasm**

*The show that saved someone's life.*



In 2003, Juan Catalan was arrested and charged with murder. He was accused of shooting a young woman in front of her San Fernando Valley home on 12th May. According to witnesses, a black car had been circling the area starting at about 10:02 p.m. Four teens in the area said that a man (who did not fit Juan's description) jumped out of the car some time before 11 pm and shot the woman. One eyewitness claimed Juan was the gunman.

Juan had a firm alibi. That night, he was at Dodger Stadium with his 6-year-old daughter, watching his home team, the baseball team Los Angeles Dodgers. He even had the ticket stubs to prove it. But prosecutors didn't believe him. They were convinced that he'd killed the woman because she'd given testimony in a murder trial related to a case against his brother. Juan denied this. "The woman that was killed did not testify against my brother, but the prosecutors tried to make that connection," Juan explained. "I asked to take a lie detector test, but I was denied three times."

Juan's lawyer was determined to prove his client's innocence. As part of his investigation, he obtained television footage taken from the game. Unfortunately, it didn't include any images of Juan and his daughter. But then, someone remembered that an HBO TV crew had been filming the comedy series *Curb Your Enthusiasm* that day. After studying footage for the episode, they found images of Juan and his daughter in the stadium. This placed Juan some 26 kilometres from the crime-scene at the time of the murder. Juan was eventually released after spending five and a half months in jail. He was cleared and awarded a \$320,000 settlement. Larry David, the producer and star of the TV show, joked afterwards "I like to tell people that I've now done one good thing in my life, albeit inadvertently."

**4 Language analysis**

Read through the text again and find words or expressions in the text that mean...

1. Someone who sees a crime as it happens =
2. Drive around and around in an area =
3. Evidence that shows you were not near the scene of the crime when it took place =
4. To say that something isn't true =
5. Someone who contracts the services of a professional person =
6. Parts of a video or scenes from it =
7. To free someone =
8. Money given to someone as compensation for a miscarriage of justice =
9. Without really wanting to (do it) =

**Your turn!**  
Write about a famous or on-going trial from your country.



**Language Structures: Reporting Verbs**

We can use Reported Speech (also known as Indirect Speech) to explain what someone has said. For example:  
 Direct speech: "I'll help you with it."  
 Indirect speech: She said that she would help us with it.

We can use a wide variety of "reporting" verbs too. Some of these verbs are followed by an infinitive, such as *agree, decide, offer, promise, refuse, claim, threaten*. For example: "She **promised to do** it next week."

Other reporting verbs are followed by an object + an infinitive. These include *advise, ask, convince, persuade, tell, encourage, invite, beg, order, remind, warn*. For example: "They **reminded her to get** there on time."

Some reporting verbs are followed by *that* + a clause. These include *admit, agree, argue, decide, deny, insist, promise, claim, announce, confirm*. For example: "She **admitted that** she'd put it there."

Other reporting verbs can be followed by an object + *that* + a clause. These include *assure, reassure, convince, remind, warn, tell*. For example: "He **assured us that** it would be all right."

And finally, some reporting verbs are followed by the gerund (verb -ing). These include *deny, mention, admit, recommend, suggest*. For example: "She **suggested leaving** early."

Notice how some verbs can be used in a variety of different ways.

Prepositional reporting verbs are also followed by the gerund. These verbs include *apologise for, boast about, complain about, blame somebody for, protest about, insist on, accuse of*. For example: "They **blamed him for leaving** the window open."

**Reporting verbs definitions**

Write a reporting verb from below next to each definition.

- threaten deny claim blame apologise accuse  
 admit insist announce remind

If you do this, you...

- ...accept that something is true or that you did it.
- ...say that something isn't true.
- ...say that you're absolutely sure that something is true.
- ...say that you believe something is true or that it happened.
- ...say something formally and in public.
- ...say sorry for something that you've done.
- ...say that you will do something bad to someone.
- ...tell someone to remember to do something.
- ...say that someone has committed a crime.
- ...say that someone is responsible for something bad that happened.

**Speech bubble matching**

Match the direct speech sentences (1 to 6) to the reported speech ones (a-f).

- He apologised for having wasted the man's time.
- She reminded him to close the window.
- He threatened to go to the police if it happened again.
- They blamed him.
- She warned him not to do it again.
- He accused her of stealing the money.

**Strange but true word choice**

Complete the mini-stories of unusual lawsuits with the correct reporting verbs.

**Unusual lawsuits**

Mrs Jan Wallavski of Oklahoma sued car-makers Winnebago for \$1.75 million after she crashed her motor home while driving at 80kph. At the time, she was making a sandwich in the back of the vehicle. Her lawyer (1) **threatened to / argued that** the firm failed to inform her that you can't do this while the motor home is set on cruise control.

Amelia Stephens of Claymont (Delaware) sued the owner of a nightclub for \$12,000 for falling out of a bathroom window at the club. During her trial, she (2) **suggested that / admitted that** she was trying to get into the club without paying.

Bruce Simmonds of Little Rock (Arkansas) was awarded \$14,500 plus medical expenses after being bitten by a neighbour's dog. In an interview with police, Mr Williams (3) **warned that / confirmed that** at the time of the attack he had been in his neighbour's backyard



shooting the dog with a pellet gun.

Terrence Dickson of Bristol, Pennsylvania, won \$500,000 from the insurance company of a family whose home he burgled. A lawyer for the defendant (4) **explained how / explained to** the burglary had gone wrong and Mr Dickson had become trapped inside the garage for eight days.

Carl Truman, 19, of Los Angeles, California, won \$74,000 plus medical expenses for injuries to his hand. Truman (5) **told police / told to police** that he had been trying to steal the hubcaps from his neighbour's car when the neighbour accidentally ran over Truman's hands.

Kathleen Robertson of Texas was awarded \$80,000 plus medical costs against the owners of a store when she broke her ankle after tripping over a running child. It was later (6) **reported that / denied to** the child in question was actually her son.

4 Article completion

Read the story and answer the questions.

1. What was Ms Gately accused of?
2. What did she say could have happened?
3. What did she threaten to do?
4. What did she instruct her lawyer to do?
5. Who did the jury find in favour of?
6. What did the lawyer representing HomeFoundation inform the court about?

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News >>> Legal >>>

Pound Out

A woman's attempts to take the HomeFoundation DIY chain to court have left her in financial ruin. Fiona Gately, 34, was in the shop when staff accused her of swapping a £12 price tag on a plant for a £1 sticker. She denied the accusation but staff insisted that they'd seen her make the switch. Later, she admitted that the price tag may have fallen to the floor and that when she went to retrieve it, she could have mistakenly picked up a different tag. However, when interviewed by police an hour later, she changed her story again and threatened to sue the store for slander, instructing her lawyer to file a lawsuit against the shop. The trial began three weeks ago and was brought to a close yesterday afternoon. In the end, a jury of five men and seven women found in favour of the shop, landing the defendant with a hefty legal bill. She also faces bankruptcy and liquidation of her assets. William Bennett, representing HomeFoundation, informed the court that his clients were now entitled to their costs of the case, which he estimated at £45,000.

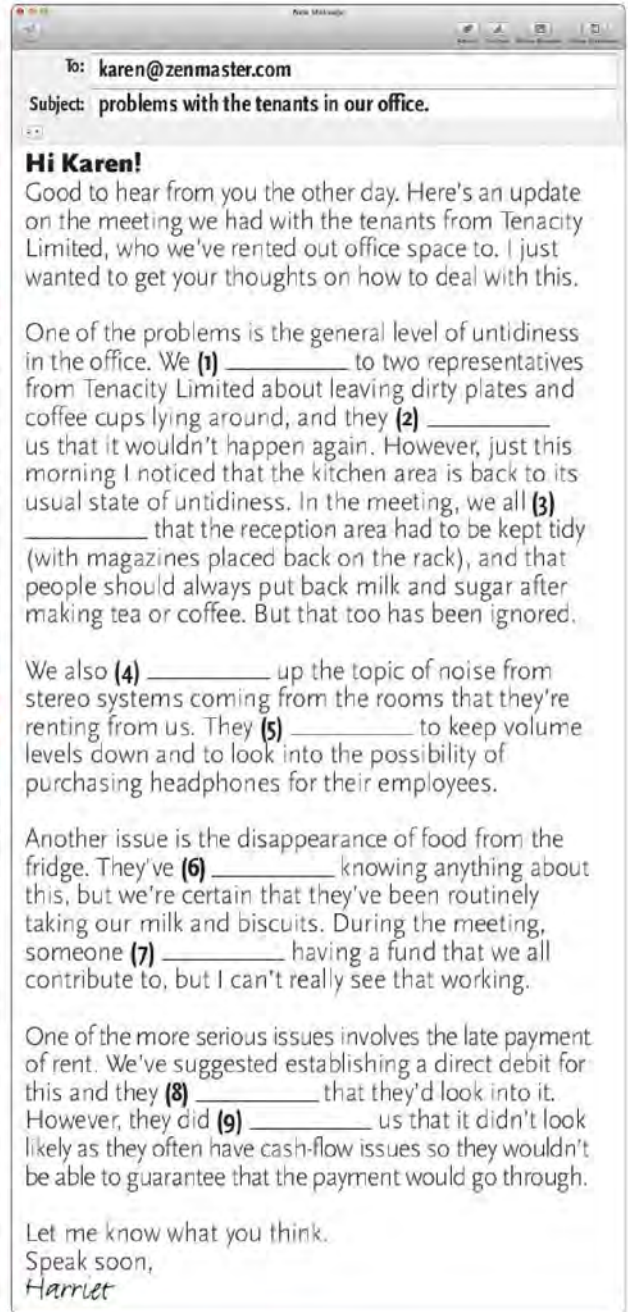
Your turn!

Write a news report. Include reporting verbs in it where possible.

E-mail completion

Complete the e-mail with the words from below.

- assured suggested warn brought denied spoke  
agreed promised said



Your turn!

Write an e-mail passing on some news.



## Legal case

**Activity type: writing and reporting****Task**

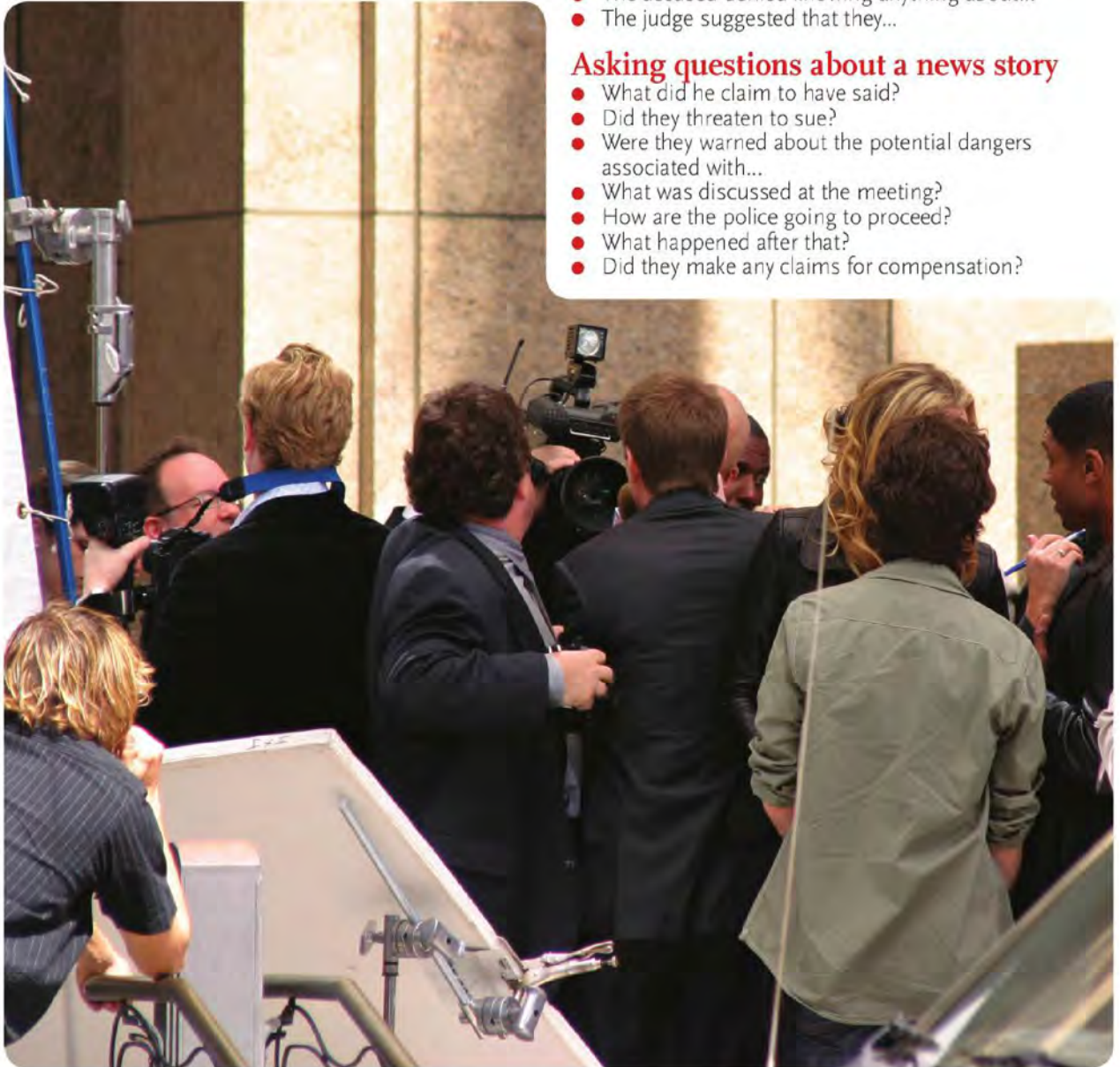
You're going to present some information about a legal case. First, think of a news story involving a trial. Invent if necessary. Make notes on it and write up an article about it. Then, present the information as a news story. Afterwards, answer any questions about it. Finally, listen to your colleague's story and ask questions.

**Presenting the news**

- In today's news, we'll be looking at...
- Earlier today, a man was accused of...
- Three men were sentenced to...
- Today in court, the defendant admitted that...
- The counsel for the prosecution accused X of...
- The accused denied knowing anything about...
- The judge suggested that they...

**Asking questions about a news story**

- What did he claim to have said?
- Did they threaten to sue?
- Were they warned about the potential dangers associated with...
- What was discussed at the meeting?
- How are the police going to proceed?
- What happened after that?
- Did they make any claims for compensation?





### Introductions / visual data

#### 1 Presentation analysis

Read through the extract from the presentation. Then, answer the questions. What has happened to...

- ...the total number of robberies compared to figures from last year?
- ...the total number of murders?
- ...the number of burglaries?

#### Crime figures

Hi. I'm Keira Saunders. First of all, I'd just like to thank you all for coming along. In today's talk, I'll be looking at the latest crime figures. I'll be happy to take any questions at the end.

As you can see in this first slide, robberies have fallen by 14% compared to figures from last year according to figures provided by the Office for National Statistics (ONS). These figures also show that nationally the number of vehicle thefts last year fell to its lowest level in almost 30 years.

Now, if you look at this slide, you'll see that the total number of murders is also down from 638 in 2009 to 550, which is the lowest figure since 1983. And as you can see, the total number of recorded crimes fell to 3,976,312, the first time the figure has fallen below four million since 1989.

Now, if you look at this chart, you'll see that the number of burglaries has fallen by 4% compared to last year to 501,053 offences, while street crime figures are also down by 7% to 417,444. And now, I'd like you to look at... [fades out]



#### 2 Language identification

Read through the presentation again and identify the following features: *Language for...*

- ...introducing yourself
- ...stating objectives
- ...rules regarding asking questions
- ...referring to visual data (find as many examples as you can)

### Useful expressions

#### Introductions

- Hi, my name's (Sarah).
- I'm from (Nickel Management Systems).
- Welcome and thank you for coming.

#### Objectives

- Today, I'm going to be talking about...
- This afternoon, I'm going to be telling you all about...
- The topic for this morning will be X.

#### Requests

- If you have any questions, please keep them until the end.
- I'll take your questions at the end.
- Please feel free to ask any questions during the presentation.

#### Using slides

- I'd like you to look at...
- If you look at... you'll see...
- Let's have a look at...
- Let me show you...
- As you can see from this slide / diagram / chart / handout / page
- This diagram clearly shows X.
- This chart shows...

#### 2 Task

Write a short extract from a presentation on any topic of your choice (or one based on invented figures for something). Include the following:

- ...introduce yourself
- ...state what the objective of the talk is.
- ...give some guidelines on asking questions during the presentation.
- ...refer to some visual data at least three times during the presentation.



Here are some ideas on how to exploit the material in class.

### REMINDER!

Remember to ask your students if they're enjoying the course or if there is anything else they'd like to cover. Do this at least once every two weeks.

### TOP TIP!

Keep the Error Correction sheets and use the information on them for end-of-lesson quizzes or mini-tests. Students enjoy this type of activity! Also, make a poster of some of the most common errors for your students to focus on eliminating.

### REMEMBER!

Start every lesson by going over vocabulary from the previous class (or previous classes). You can make this into a game. Simply put your students in teams then give a definition of a word. The first person to shout out the word or expression correctly gets a point for their team. For an extra point they can put the word or expression into a sentence.

## STARTING THE UNIT

Write up some maths questions to ask your students. When you're ready, put your students into two teams. The first person to call out the answer gets a point for his/her team. Sample questions (feel free to invent your own):

- How much change would you get from a £5-note if you bought something for £3.65?
- What's 5% of 80?
- What's 287 minus 19?
- What's 13 times four?
- How much change would you get from a £10-note if you bought something for £7.59?
- What's 84 divided by four?
- What's 3,086 minus 39?
- How much change would you get from a £50-note if you bought something for £23.47? Etc.

## MAKING GRAMMAR FUN

### Presentation

Write down five sentences about you:

three true and two false. Use prepositional verbs. Here are some sample sentences (invent your own if you wish):

- I complained about the quality of the food in the restaurant I went to yesterday. (false)
- I had to apologise for stepping on someone's toe yesterday. (false)
- I need to borrow some money from a friend so I can pay the rent this month. (true)
- A friend of mine is recovering from an accident he had whilst skiing on a dry ski slope last week. (true)
- I spent more than 300 pounds on my car repairs last month. (true)

Dictate each sentence one at a time.

Students can ask you three questions to try to find out whether you're telling the truth or not. However, they can't ask any direct questions. Then, students vote on whether they think the sentence is true or not. They get a point if they're correct. The student with the most points wins. Afterwards, write up some of the sentences on the board. Ask for a volunteer to identify the verb and its corresponding preposition. Ask if they know of any other verbs that collocate with this preposition. Then, refer your students to the grammar pages of this unit.

### Practice

On slips of paper write down 20 verbs. On other slips of paper, write down 20 prepositions that correspond with these verbs. Put all the slips face down on a table, but keep the verbs on one side of the table, and all the prepositions on another side. Then, mix up all the slips in their separate groups. Students take turns turning over two slips of paper: one verb and one preposition. If they can make a sentence, they get a point. If not, they put the slips back where they were before.

Alternatively, students write six questions each to ask one another using the prepositional verbs. When they're ready, they walk around the room asking their questions. Later, they report back with any interesting findings.

### Pronunciation ideas

#### Emotional Outburst

Brainstorm some yes-no questions and write these on the board. Put your students into pairs. Give each student an "emotion" (see next column). Then, students take turns asking yes-no questions. Students answer the questions, but they must do

it according to the emotion they've been given. After about six questions have been asked, students must guess which emotion their partner has been representing. Before starting, demonstrate how it works with a volunteer. For example:

**Student:** Did you go out last night.

**Teacher:** Yes, I did. I went to... [in a sad, depressed voice]

**Possible emotions:** happy, sad, nervous, frustrated, tired, anxious, angry, disappointed, excited. When your students have finished, ask for volunteers to come to the front to perform their "Emotional Dialogues". Other students guess the emotion.

## FLUENCY PRACTICE –

### REVISION!

#### Conditionals

Ask your students these questions:

- What will you do if it rains at the weekend?
- Where would you live if you were offered a free house anywhere in the world?
- What would you do if you were given the chance to have a year off with a full salary?
- What make of car do you think you'll buy next when your car breaks down and is too expensive to repair?
- Where would you work if you had the opportunity to work in the company of your choice?
- Where would you go if you won a prize that gave you two weeks' free holiday anywhere in the world?
- Which famous person would you have lunch with if you could have lunch with anyone in the world?
- What would you do if you saw someone drop a 50-euro note in the street?
- What will you do if there's nothing good on television tonight?

#### Number dictation

Dictate these numbers for students to write down. Read the numbers quickly and just once.

3,456	2,190	6,792	12,899
45,986	98,333	76,445	97,521
328,909	435,211	567,988	
236,966	678,900		

#### Follow-up

For homework, students write a dialogue based on the Speaking Task negotiation.



# UNIT 4 Money Matters

## Objectives

**Vocabulary:** Money

**Structures:** Prepositional verbs / Causative use of *have*

**Useful skills:** Telephone English I

### Word play problems

Read over the mixture of poorly-worded shop window ads and deliberately witty ones. What is the joke or problem with each one?

- Dinner Special: Turkey \$2.35; Chicken or Beef \$2.25; Children \$2.00.
- Used Cars. Why go elsewhere to be cheated? Come here first!
- FOUR-POSTER BED. OVER 100 YEARS OLD. PERFECT FOR ANTIQUE LOVERS.
- Sturdy conference room desks suitable for gentlemen with thick legs.
- Auto Repair Service. Free pick-up and delivery. Try us once and you'll never go anywhere again.
- DOGS FOR SALE. WILL EAT ANYTHING. PARTICULARLY FOND OF CHILDREN.
- At an Optometrist's Office: "If you don't see what you're looking for, you've come to the right place."
- In a vet's waiting room: "Be back in 5 minutes. Sit! Stay!"
- On a maternity room door: "Push. Push. Push."
- Car mechanic: "Come see us if you need a 'brake'."
- In the shop window for safes: "If your stuff is stolen, it's not our 'vault'."

#### Think about it!

Which sign is the funniest? Why? Have you seen any others like these? What did they say?





**Vocabulary:** Money

**Idioms analysis**

Read over the definitions of the "money" idioms. Then, complete the sentences (1 to 6) without referring back to the definitions.

**Money idioms**

- **Daylight robbery:** we often use this expression to refer to something that is unreasonably expensive.
- **Pour money down the drain:** to waste money. If you "pour money down the drain", you spend your money on unnecessary things.
- **Someone's bread and butter:** an activity or work that provides the main part of someone's income / salary.
- **Cost an arm and a leg:** to cost a lot.
- **Kill the goose that lays the golden egg:** to harm or destroy the person or thing that gives you money or power.
- **There's no such thing as a free lunch:** people who give you things will want something in return.



1. His passion is music and writing songs, but his job in the factory is actually his \_\_\_\_\_.
2. If you sell your business now, you'll be killing the goose that lays \_\_\_\_\_.
3. Buying that car was like pouring money \_\_\_\_\_ . It broke down after just two days.
4. They said we get a free mobile phone if we attend the talk, but there must be a catch. There's no such thing as \_\_\_\_\_.
5. Did you see how much they were charging for a coffee? That's \_\_\_\_\_.
6. That flat screen TV cost us an arm \_\_\_\_\_.

**Your turn!**

Write two sentences with any of the idioms from above.

**2a Article analysis**

Read the article on bankruptcy. Then, write the name of a famous person next to each statement.

1. She declared herself bankrupt in 1993.
2. He declared himself bankrupt in 1833 after a business venture failed.
3. After his company went bankrupt, he headed off to Hollywood and became an animator.
4. She was forced to declare bankruptcy in 1980, but later became a star.

**Why going bankrupt may not be the worst thing after all.**



History is full of people who have faced bankruptcy. Here are a few examples.

No fewer than three US Presidents have filed for bankruptcy. The most famous was Abraham Lincoln. He declared himself bankrupt in 1833 after a business venture failed. He then spent the next 17 years working hard to pay off the debts he owed to friends who'd lent him the money to start his unsuccessful business.

American singer Cyndi Lauper was in a band called Blue Angel in the 1970s. The group lost money, and the members were sued by their manager for \$80,000; and in 1980, Cyndi was forced to file for bankruptcy. Years later, her song "Girls Just Wanna Have Fun" was one of the biggest hits of the 1980s and she became a star.

Actress Kim Basinger had to declare herself bankrupt in 1993. A judge ordered her to pay a film company \$8.1 million because she'd backed out of a verbal agreement to star in the film *Boxing Helena*. Kim was forced to sell a \$20-million investment for only \$1 million in an effort to pay off the debt. However, Kim kept on acting, and later won an Oscar for *LA Confidential*.

Perhaps the most surprising case is that of Walt Disney. In 1921, before the invention of Mickey Mouse, Walt started a company called the Laugh-O-Gram Corporation in Kansas City. Two years later, he was bankrupt. With nothing better to do, he went to Hollywood to become an animator. Out of financial disaster history was made.

So, if there's a lesson to be learnt from this, it seems to be: never give up!

**2b Language analysis**

Find words or expressions in the text that mean...

1. To pay back money to the person you borrowed it from =
2. To fail to keep an agreement; to withdraw from an agreement =
3. When someone does this, they formally declare that they cannot pay back their debts =
4. If you are in this state, you have borrowed money from someone and must pay it back =
5. To stop doing an activity =
6. To start legal proceedings against someone =

**Your turn!**

Write a short text about someone or a company from your country that went bankrupt.



**Language Structures:**  
**Prepositional verbs**

Prepositional verbs are made from a verb + a preposition. For example: *talk about* = They've been talking about it.

The object that follows the preposition can be one word, or a complex noun group. For example:

- a) They blamed her for **it**.
- b) They blamed her for **having lost the client after the way she handled their complaints**.

If there's a verb following the preposition, this verb is usually in the gerund. For example: "They were thinking of **leaving** earlier than planned."

Please see the Resource Section (at the end of this booklet) for a comprehensive list of prepositional verbs.



**Speech bubble completion**

Complete the speech bubbles with the correct prepositions. Refer to the guide at the back for the list of common prepositional verbs.

<p>1. I've often dreamt _____ going on a cruise!</p> 	<p>2. Could you sign _____ it here on the dotted line, please?</p> 
<p>3. I don't suppose I could borrow some money _____ you, could I?</p> 	<p>4. You remind me _____ someone but I can't quite think who.</p>  <p>5. I'm thinking of applying _____ the job that's advertised in the paper.</p> 

**Word choice**

Choose the correct answers in order to complete the sentences.

1. I don't want to argue **about / for** it – just do it!
2. I'd like to apologise **to / for** my husband's behaviour last night. He isn't usually like that.
3. We did warn you **about / at** working with them. They've got a reputation for not paying their clients.
4. He pulled the whole bookcase down as he was trying to reach **for / with** a book on the top shelf.
5. She said she'd like to participate **to / in** the competition if there are still places available.
6. We haven't heard **with / from** him in ages. I don't even know if he's still in the country.
7. I can't believe we wasted so much money and time **on / in** this project.

**Instant message completion**

Complete the conversation with the correct prepositions.



**Alisha:** So, we're agreed (1) \_\_\_\_\_ £2,000 for the car, right?

**Toby:** I've told you that I'm not paying more than one thousand five hundred (2) \_\_\_\_\_ it. I'm not going to argue (3) \_\_\_\_\_ it.

**Alisha:** Look, if you go up to two thousand, I'll throw (4) \_\_\_\_\_ four new tyres and a spare set of lights. You won't get a better deal than that. £2,000 is my limit.

**Toby:** Look, there's no way I could get my hands (5) \_\_\_\_\_ that much.

**Alisha:** You could borrow some (6) \_\_\_\_\_ the bank. You know, get a loan.

**Toby:** Yes, but...

**Alisha:** Look, I won't insist (7) \_\_\_\_\_ it, but I will just say that I have got three other people interested in it. If you don't move quickly, someone else is going to snap it (8) \_\_\_\_\_.

**Toby:** Look, I'll do my best. One thing though, after that test drive yesterday, I did notice the car was making some funny noises.

**Alisha:** We'll take care (9) \_\_\_\_\_ it. Don't worry. And remember, the car comes (10) \_\_\_\_\_ a six-month guarantee on all parts.

**Toby:** Another thing, I had a bit of trouble getting it (11) \_\_\_\_\_ first gear.

**Alisha:** It's always been like that.

**Toby:** And the wing mirror came (12) \_\_\_\_\_ in my hand.

**Alisha:** We'll make sure that's fixed before you take it with you. So, we're all set then, are we?

**Toby:** Well, just let me see what I can do (13) \_\_\_\_\_ the money.

**Alisha:** OK, but we would prefer cash, if you don't mind. I'll take another fifty (14) \_\_\_\_\_ the price if you pay (15) \_\_\_\_\_ cash and up front.

**Toby:** OK. I'll see what I can do. Talk later.

**Alisha:** Bye.



**4 Bank brochure completion**

Choose the correct prepositions to complete the brochure.

**Smart Bank**

The bank that likes to listen!

At Smart Bank™ we like to keep things simple:

- Payment card protection / personal ID protection
- Free online banking & online bill paying
- Car rental savings of 10-25%
- Health savings programmes plus save up to 50% on hotel bookings

We think you'll agree **(1) at / with** us when we say that no one can beat our rates and the services we provide. Smart Bank™ is a bank you can depend **(2) to / on**. Looking to borrow **(3) to / from** your local bank? Check out our rates. Thinking **(4) about / at** launching a business? Talk to us **(5) about / for** our fantastic lending rates. Come in for a talk with your manager and find out what Smart Bank™ can do **(6) by / for** you. We'll provide you **(7) with / in** the funds you need to fulfil your dreams.

Pension plans  
It's never too late to think **(8) about / at** your pension plan. And at Smart Bank™, we're here to advise you **(9) on / for** the best way forward to take care **(10) in / of** your old age. Let us prepare you for your future.

Smart Bank™ is committed **(11) to / on** helping to protect you **(12) from / for** Identity Theft, which is why all of our customers are given a \$2,500 Identity Theft Protection plan free of charge.

"Smart Bank™ provides a friendly and quick service. I thoroughly recommend them **(13) to / at** anyone who needs a bank to back up their business." Jessica Simmonds, CITY LIGHTS

"Smart Bank™ introduced us **(14) to / in** some of our most lucrative clients. This has resulted in a seven-figure benefit for our company." Don Brown, Mackenzie House

Why don't you come and talk to Smart Bank™? The bank that likes to listen!

**Your turn!**

Write a brochure for a bank that you use or that you're familiar with.

**Causative use of have**

We can use *have* + an object + a past participle to refer to actions that we hire someone else (usually a professional) to do. For example: "We had our house painted."

**5 Sentence completion**

Complete the sentences with the correct participles.

1. We had our photo \_\_\_\_\_ last week.
2. She's going to have her kitchen \_\_\_\_\_ green.
3. He had his computer \_\_\_\_\_.
4. He's having his shirt dry \_\_\_\_\_.
5. I'll be having my teeth \_\_\_\_\_ next week.
6. He's going to have the report \_\_\_\_\_ up.

**6 Article analysis**

Read the article and answer the questions. Then, see if you can find five examples of the causative with *have*. Who...

1. ...spent €1.5 million on a party for his wife?
2. ...flew to Paris to shop for her party dress?
3. ...spent €1.9 million on his 50th birthday party?
4. ...died after the party ended?
5. ...was given an €83,000 Mercedes as a present?

**The world's most extravagant parties.**

Ever wondered how rich teenagers celebrate their birthdays? American reality show *My Super Sweet 16* follows wealthy teens as they plan and then celebrate their sixteenth birthday parties of their dreams... with their parents' money, of course! One girl, Amberly, flew to Paris to shop for her party dress, and had her own perfume designed especially for the big night.

Another teenager, Darnell, arrived at his party on a camel. His parents gave him an €83,000 Mercedes as a present... even though he's still too young to drive! Another girl had her dogs dyed pink just so they'd match her party's theme.

But what about super rich adults? In 2001 American CEO Dennis Kozlowski had guests flown to Sardinia to celebrate his wife's 40th birthday. The weeklong do cost €1.5 million and featured an ice sculpture in the shape of Michelangelo's David, with vodka flowing from parts of its body.

And then there's *American Idol* judge Simon Cowell. He threw himself a €1.9 million 50th birthday party at an 18th century English mansion. He had a 20-metre-high photo of himself created, plus video screens in the toilets showing clips of celebrities wishing him "Happy Birthday". One English newspaper called it "vulgar" and "tacky".

Of course, extravagant celebrations are nothing new. When the Coliseum was completed in 80AD, Emperor Titus threw what is probably the biggest opening party in history. Every day, for three months, Romans enjoyed free spectacles inside the new amphitheatre. Gladiators fought to the death, prisoners were thrown in with wild animals and the emperor had the Colosseum filled with water so boats could re-enact famous naval battles. But Titus seems to have enjoyed himself too much. The day after the celebrations ended, the exhausted emperor collapsed and died.

Now that's the sign of a good party.



The Negotiation

Activity type: a role play

**1Klic Cameras**

Camera wholesaler. Great prices.  
Best offers available.  
Conditions

**Price per camera:** €30.

**Shipping costs:** €2 per camera.

**Delivery times:** 6 weeks after receiving the order.

**Returns policy:** Only for factory-originated defects.

**Bulk buy:**

10% reduction for 1,000 cameras;

15% reduction for 1,001 to 5,000 cameras;

20% reduction for any quantity above 5,000.

Upfront payments only. No credit given.



**Student A**

You're going to negotiate the purchase of some cameras. You represent a number of retail stores in your country. You'd like to buy some cameras from the manufacturer of 1Klic Cameras. You're interested in buying 1,200 cameras. Here are some of your demands. You would like the following:

- A 20% discount for your bulk purchase.
- Early delivery – two weeks maximum, by air.
- A quantity of camera cases and tripods as part of the deal.
- To stagger the payments. 20% upfront, 30% in 60 days and 50% in 120 days.

**Student B**

You're the chief salesperson for the camera manufacturer 1Klic Cameras. You're going to negotiate the sale of some cameras to an overseas client. See if you can come to an agreement. Here are the details of your position.

- You must have payment upfront. However, you could consider staggered payments after 12 months of working together.
- You could send the cameras by air and they would arrive in 5 days, but there would be a surcharge for this.
- The price you're offering the cameras for includes a 50% margin for your company (the cost price is €20), so there's some room for manoeuvre on price. However, you cannot go below the cost price.
- You have some old camera cases that you are willing to throw in as part of the deal.

**Useful language: Negotiating a purchase**

- We'd like to have... included in the deal.
- We could probably agree to this if you could...
- We'd need to know whether you could...
- We'd have to have assurances that...
- We'd be willing to accept it if you could...
- What we're proposing is that...

**Useful language: Negotiating a sale**

- If you agree to X, we'll throw in...
- I can take another fifty off the price if you pay up front...
- That's my final offer.
- We could have them delivered to your offices by...
- You could have them shipped over by plane, although this would cost...



**Remember!**

You must do the *Reading* and *Listening* activities in *Hot English* magazine.



## Taking & leaving a message

### 1a Telephone conversation analysis

Read through the telephone conversation and answer the questions.

1. When is Gordon supposed to be meeting Nicole?
2. What time does he think he'll be free?
3. What does the receptionist suggest doing?

#### The Meeting

**Receptionist:** Marston Foods. How may I help you?

**Caller:** Good afternoon. This is Gordon Brakestone, and I'm calling from Winters Organic Foods. Could I speak to Nicole Eddington, please?

**Receptionist:** I'm sorry but I didn't catch your name.

**Caller:** Gordon Brakestone.

**Receptionist:** And which company were you calling from, please?

**Caller:** Winters Organic Foods.

**Receptionist:** OK. I'll just put you through. *[one minute later]* I'm sorry but the line appears to be busy. Would you like to leave a message?

**Caller:** Yes, erm, I'm supposed to be meeting Ms Eddington for a meeting this afternoon, but I'm not going to be able to make it. So, could you let her know that I won't be able to meet her at 3:15, but I will probably be free by 5pm if that's all right with her.

**Receptionist:** Erm, it'd probably be better if you spoke to her yourself. Why don't I give her your number and you can arrange another time for the meeting?

**Caller:** Good idea. Tell her to call me on 646 872 146, please.

**Receptionist:** That's 646 872 149.

**Caller:** No, sorry, there's a six at the end. It's 646 872 146.

**Receptionist:** So that's 646 872 146.

**Caller:** Perfect!

**Receptionist:** OK. I'll make sure she gets the message. Bye.

**Caller:** Thanks. Bye.



## Useful expressions

### Answering the phone

- Amstan Incorporated. How may I help you? [company]
- Sam Masters here. How can I help you? [personal]
- Hello? (informal)
- Who's calling? (informal)

### Identifying yourself [notice the use of "this"]

- Hello. This is Nick Saunders.
- Hi, this is Sally Fields.
- Hi, this is Bernadette from the accountant's office.
- Hi, this is Laura speaking.
- Hi. I'm calling from Spencer Systems.

### Questions to the caller

- Who's calling, please?
- Which company are you calling from, please?
- What was the nature of the call, please?
- What was it regarding?
- What is the call in connection with?
- Could I have your name, please?

### Asking to speak with someone

- Could I speak to Bob Mitchell, please?
- Is Mrs Smith there, please?
- I'd like to speak to Mrs Smith, please.

### Taking a message

- May I take a message?
- Can I take a message?
- Would you like to leave a message?
- I'll let her know you called.
- I'll make sure she gets the message.
- Would you like to leave a message?

### Leaving a message

- Could I leave a message, please?
- Can you tell her that Jane called, please?
- No, that's OK. I'll call back later.
- Do you know when she'll be back in the office?
- Could you ask her to call Sam when she gets in, please?
- My number is 467-2896, extension 476.
- Could you tell her to call me as soon as possible?

### 2 Task

Write out a short telephone conversation. Include expressions for taking and leaving a message.

### 1b Language identification

Read through the conversation again and identify any expressions used to...

1. ...answer the phone.
2. ...connect the caller to someone on another phone line.
3. ...ask someone if they'd like to leave a message.
4. ...make a suggestion.



Here are some ideas on how to exploit the material in class.

### REMINDER!

Review the grammar, vocabulary and language from previous lessons. Use the information on the Error Correction sheets to do mini-quizzes with your students.

### TOP TIP!

Remember to do lots of listening activities with your students. Use the ones in Hot English magazine! Tell the DOS or ADOS if you need a CD player, or access to the MP3s.

### REMINDER!

Although some of the revision drills in this guide may seem basic, many Advanced learners have difficulties when it comes to these things. Don't spend too long on these drills, but try to find time for them so that your students can practise important things such as writing down numbers, website addresses and spelling complex words.

## STARTING THE UNIT

Do this cities quiz. Put your students into two teams. The first person to shout out the correct answer gets a point for his/her team. Use these questions or write your own.

- You're standing beside one of the world's largest steel span bridges. Behind you is a fantastic opera house. In which city are you?
- You're in a large square. On one side is St Basil's Cathedral. On another side is the GUM department store. In which city are you?
- You're standing on a bridge over the river Seine looking at Notre Dame cathedral. In which city are you?
- You're looking at a statue of the Little Mermaid in the harbour of a city that has a large amusement park, Tivoli Gardens. In which city are you?
- You're in the downtown area of a large city in North America. Rising high above you is the CN Tower. This city has an American League Baseball team and an NHL hockey team. In which city are you?
- You're on the beach of a large city. Overlooking this city are mountains, one of which is Sugarloaf Mountain. On another mountain is a large statue of Christ. In which city are you?

- You're in a vast square. On one side of this square is the Forbidden City. Also located here is a mausoleum where a former leader of the country is on display. In which Asian capital are you?

Answers: 1. Sydney; 2. Moscow; 3. Paris; 4. Copenhagen; 5. Montreal; 6. Rio de Janeiro; 7. Beijing / Peking

## MAKING GRAMMAR FUN

### Presentation

Tell your students you're going to do a describe and draw activity. You're going to describe-a-tour of a city, and your students have to draw a rough plan of where you went and what you did. Give them each a piece of A4 paper, and tell them to start at the top left-hand corner. Tell them to draw it as quickly as they can, and to keep it very rough (and small if possible so they don't run out of space). Afterwards, you could award points to the most accurate depiction of your city tour. Use this text or invent your own. Remember to add in phrasal verbs.

*Well, I'm going to start off at the fountain in the main square. I'm going to sit in a bar here and have a coffee. After that, I'm going to walk through the winding streets of the historic quarter until I get to the famous bell tower. I'm going to climb up to the top and enjoy the views from there. The tower looks down on the rest of the city and the views are fantastic. Then, I'm going to make my way down to the harbour area. After walking around there for a bit, I'll stop off in a restaurant for lunch. In the afternoon, I'll go on a river tour, stopping off at a castle for an hour or so before heading back to the harbour. In the evening, I'll walk back to the main square and look for a restaurant where I can have dinner. Etc.*

When you've finished checking the drawings, write some of the text on the board. Ask your students to identify any phrasal verbs. Then, refer them to the grammar pages of this unit.

### Practice

On slips of paper, write out some phrasal verbs from this unit (or any other useful ones). Give each student six slips of paper each. In pairs, they have to take turns talking about their cities. The objective is to use all the phrasal verbs on the slips of paper that they've got. Every time they manage to use one of the phrasal verbs, they can discard it

(by throwing it on the table). The objective is to get rid of all the slips of paper as quickly as possible. However, the phrasal verbs must be used in a logical manner and can't be randomly inserted into the conversation. You'll have to monitor this carefully.

### Pronunciation

#### Pronunciation activity I

Brainstorm the names of cities from the world. Write them on the board. Then, tell your students to categorise them according to the word stress patterns. Write two columns on the board: *Initial Word Stress / Non-Initial Word Stress*. Students copy the columns and put the cities into the correct columns. For example: "Warsaw" has Initial Word Stress; and "Helsinki" has Non-Initial Word Stress.

#### Pronunciation activity II

The following activity focuses on the weak forms of prepositions. Write this sentence on the board: "Head to the main square." Say it at natural speed, using the weak form of *to* (tə). Tell your students to listen and repeat the sentence with you several times. Then, dictate six sentences with phrasal verbs for students to write down. When you've finished, ask for volunteers to write the sentences on the board and to circle the weak forms.

## FLUENCY PRACTICE

### REVISION!

#### Past participles

Say a verb. Students say two sentences: one sentence using the past form of the verb, and another using the past participle. Pick on students at random. *become, begin, break, bring, catch, choose, drive, eat, fall, have, know, meet, make, run, put, say, see, sell, sit, speak, spend, take, teach, think, throw, wake, wear, win, write*

#### Website addresses

Dictate these website addresses for your students to write down.

- [www.cool-work.com](http://www.cool-work.com) (hyphen)
- [www.yesbe\\_me.com](http://www.yesbe_me.com) (underscore)
- [www.help-line.co.uk/videos](http://www.help-line.co.uk/videos) (forward slash)
- [www.time-to-decide.com/archive](http://www.time-to-decide.com/archive) (back slash)

#### Follow-up

For homework, students write up the presentation from the Speaking Task.



# UNIT 5 City Delight

## Objectives

**Vocabulary:** City descriptions

**Structures:** Phrasal verb particles

**Useful skills:** E-mail writing II

## Quotes analysis

Read the “city quotes”. What do you think of them? Which ones do you agree with? What are the authors trying to say? Discuss your ideas with a partner.

### City quotes

Some interesting things that people have said about cities.

- “All cities are mad: but the madness is gallant. All cities are beautiful: but the beauty is grim.” **Christopher Morley.**
- “What is the city but the people?” **William Shakespeare.**
- “No city should be too large for a man to walk out of in a morning.” **Cyril Connolly.**
- “Clearly, then, the city is not a concrete jungle, it is a human zoo.” **Desmond Morris.**
- “A city is a large community where people are lonesome together.” **Herbert Prochnow.**
- “I have an affection for a great city. I feel safe in the neighbourhood of man, and enjoy the sweet security of the streets.” **Henry Wadsworth Longfellow.**
- “In Rome you long for the country; in the country – oh inconstant! – you praise the distant city to the stars.” **Horace, Satires.**

#### Think about it!

What do you like / dislike about living in the city? Which city would you like to live in? What are some of your favourite cities in the world? What about in your country? What are the pros and cons of living in the outskirts of a city? What about in the countryside?





**Vocabulary:** City descriptions

**Photo matching**

Match the sentences (1 to 5) to the photos (a-e).



1. We had a coffee in the main square.
2. The 18th century bridge is spectacular.
3. We went on a horse-and-cart tour of the old city.
4. The narrow, cobblestone streets were amazing.
5. We visited the castle that sits above the city.

**2a City analysis**

Write the name of a city next to each description.

Amsterdam Paris Venice Edinburgh Prague

**City Breaks!**

Visit one of these cities for an exciting city break!

1. \_\_\_\_\_: this delightful city is ideal for strolling around, with most of the major sights within a compact central area. Enjoy the narrow medieval streets of the Old Town, the elegant Georgian architecture of the New Town and the fine parks. **MORE ▶**
2. \_\_\_\_\_: one of the world's most dynamic capital cities with exhibitions, shows, sporting events and music festivals throughout the year. Walk along the tree-lined Champs-Élysées, stroll through the Louvre or visit the bohemian St Germain quarter. **MORE ▶**
3. \_\_\_\_\_: one of the most beautiful European cities, with medieval, cobblestone streets, Gothic church spires, picturesque bridges, the fabulous Staroměstské Náměstí square and the fascinating Jewish quarter. **MORE ▶**
4. \_\_\_\_\_: explore the ancient streets and squares, cross enchanted bridges and travel on the timeless canals. Later, you can enjoy a coffee in St Mark's Square and admire the stunning Renaissance Doge's Palace and the Bridge of Sighs. **MORE ▶**
5. \_\_\_\_\_: one of the most charming cities in Europe. It's got a vibrant atmosphere with parks, cafés and shops and a network of canals, not to mention all the outstanding galleries and museums. **MORE ▶**

**2b Language analysis**

Find words or expressions in the text that mean...

1. To walk casually in an area =
2. Exciting / energetic =
3. A part of a town/city where a particular group live =
4. An open, flat place in a city with buildings on all four sides =
5. Pleasant and attractive =

**3 Website completion**

Complete the text with the correct forms of the words in brackets.

**CityFocus.com**

Home About Us Services Products Support Contact

**CityFocus.com**  
Arriving in Glasgow is a marvellous experience. As you travel along the motorway, the road takes you high above the River Clyde and the views are quite (1) \_\_\_\_\_ (stun) with the old Victorian buildings around Charing Cross and the University towers.

The main square in the centre is George Square. You'll find (2) \_\_\_\_\_ (bustle) shops and pedestrian-only streets. Along one side of the square is the (3) \_\_\_\_\_ (majesty) town council building called the City Chambers. In the centre of the square there are (4) \_\_\_\_\_ (impress) statues of Scottish writers and other famous people from the city.

Nearby is Merchant City. This was a collection of run-down factories and warehouses which have now been converted into (5) \_\_\_\_\_ (fashion) town houses. It even has pavement cafés, (6) \_\_\_\_\_ (trend) wine bars and quaint little art shops. The (7) \_\_\_\_\_ (history) part of Glasgow is around the Cathedral, which was built in the 12th century.

Glasgow is famous for its parks. Pollok Park has two museums: the Burrell collection, which is a (8) \_\_\_\_\_ (space) building with enormous windows; and Pollok Country House, which is an old country house with a large collection of Spanish paintings. Bellahouston Park has a reconstructed Mackintosh house complete with (9) \_\_\_\_\_ (distinct) furniture and typical interior designs.

**CLICK HERE FOR MORE INFORMATION ▶**

**4 City descriptions**

Use any of the adjectives from below to make three sentences about cities you know.

*hectic, dull, vibrant, over-crowded, exciting, fascinating, touristy, dangerous, progressive, forward-thinking, agreeable, interesting, grimy, run-down, convenient, bustling, polluted, cosmopolitan, boring, dirty, peaceful, tranquil, fun, hilly, picturesque, romantic, dynamic, expensive, charming, noisy, stunning, cosy, delightful, elegant, freezing, boiling, magical, contaminated, trendy, historic, spacious, quaint, grey, impressive, majestic, sweltering, deserted, dusty, fashionable, spectacular*

For example: *New York is a bustling, vibrant, cosmopolitan city with lots of great museums, fantastic restaurants and world-famous landmarks.*



**Language Structures:**  
**Phrasal verb particles**

As you know, a phrasal verb is formed by a verb and a particle (a preposition or adverb: up, with, to, out, in, etc.). For example: "He **washed up** the dishes."

In some cases, the verb can help you with the meaning of the phrasal verb. For example, in the following sentence, the particle is just there for "decoration" and doesn't add much to the basic meaning: "She **filled up** the petrol tank."

However, in other cases, the particle can help you guess the meaning of the phrasal verb. For example, if something goes *down*, it goes to a lower level. The following phrasal verb has the idea of moving down: "Prices have **gone down**."

These particles can also have a metaphorical meaning, but one which is still related to the original meaning of the particle. For example: "I'm **feeling down**." [I'm feeling depressed.]

We often use imperative structures in travel writing articles. It is one of the features of this genre of writing. For example:

- a) Start off your trip in the city centre.
- b) Take time to visit the castle.

For more information on this, see the Resource Section.



**Guessing**

What do the phrasal verbs in bold mean?

1. **Head to** the centre for a first-class meal.
2. **Cool off** in the lake in the park.
3. **Stroll along** the cobbled streets.
4. **Take in** a bit of culture at the Art Centre.
5. **Chill out** at the local park.
6. **Walk around** the sculpture park.
7. **Meet up with** friends in the main square.
8. **Pick up** some souvenirs at the local market.



**Instant messages**

Read the instant messages. Then, answer the questions. Afterwards, find as many phrasal verbs as you can. What do they mean?

**Ralph:** Cassy! You got a minute?

**Cassy:** Sure! What's up?

**Ralph:** I'm going to Bruges next week. Just checking out a website. Have you got any top tips? I know you went there last month.

**Cassy:** Yeah. And I'd definitely go back again. It's small but there's plenty to see.

**Ralph:** I was just looking up places of interest and there seems to be lots of historical stuff. Is there anything else besides that?

**Cassy:** You can go on a boat tour and along the canals, that's nice. Oh, and there's the Church of Our Lady. Go up the bell tower – it's got an amazing view. You can look out over the town and the countryside.

**Ralph:** Sounds good.

**Cassy:** Yes, it's good at night too! You can also wander around the narrow old streets and stop off for a glass of Belgian beer. There are lots of nice little bars.

**Ralph:** Any shopping areas to look around?

**Cassy:** Between the old city gates and market square there are loads of interesting shops. There are also street markets, but it depends on the day.

**Ralph:** Great thanks.

**Cassy:** No problem. Oh, and you should check out a film called *In Bruges* before you go! It's a bit violent, but it captures the atmosphere of the place. It's worth a look.

**Ralph:** Thanks I will! See you soon.

**Cassy:** Have fun! Bye.

1. When's Ralph going to Bruges?
2. What's Cassy's impression of the city?
3. What's special about the bell tower?
4. Where's a good place for shopping?
5. Why's the film *In Bruges* worth watching?



**3 Text messages**

Write the mobile phone text messages (1 to 5) in standard English. Use the key below to help you with the abbreviations. Warning: apart from the abbreviations, some words have been misspelt. For example: *stoped* (which should be *stopped*). When you've finished, see if you can identify any phrasal verbs.

1. **jst stoped off 4 beer in main square. com + join us b4 we hed off 4 diner**
2. **just got in + need a place 2 stay. have u got spare bed in ur apartmnt?**
3. **haven't got enough 2 pay 4 hotel. walet stolen. pls send some over. i'll pay u bk wen I get bk**
4. **been raining every day. thought u said was hot + sunny @ this time of year. wil hv 2 buy raincoat**
5. **hotel u recomended terrible. insects, cold, no heating. u owe me! had gr8 day walking around museums ysteday. @ main squre 2day samplin local beer. dont want 2 go bk 2 hotel!**

**KEY**

- 2 = please
- 4 = for / four
- + = and
- u = you
- bk = back
- 2 = to / too
- @ = at
- ur = your
- gr8 = great



**Your turn!**

Imagine you're visiting a city. Write three text messages saying what you're doing there.



**4 Travel article word choice**

Choose the correct words to complete the travel article.

**WASHINGTON DC**

Here are our top tips of things to do in Washington DC.



Start **(1) off / by** your tour of the city on the Mall – a wide grassy area that's perfect for a picnic on a sunny afternoon.

Later, head **(2) at / to** the Lincoln Memorial. This was built to commemorate President Abraham Lincoln. Take a photo of yourself next to the great man, or have a rest on the steps – the same place where civil rights leader Martin Luther King delivered his world-famous "I Have a Dream" speech.

Next, stroll **(3) around / to** the Vietnam Veterans Memorial – a long wall with the names of every soldier killed in Vietnam. Or wander **(4) with / along** Pennsylvania Avenue and go **(5) on / at** a guided tour of the US Capitol Building, the US Supreme Court and the White House, which has been the US president's official home since 1800. However, you'll need to plan **(6) for / ahead** as there's a lot to take **(7) in / to**.

Later, spend an afternoon at the Smithsonian Institution, which consists of nine museums along the Mall. Start **(8) off / through** at the Smithsonian Institution Building where you can pick **(9) up / at** a map and information on all of the museums. Have fun walking **(10) for / around** the National Museum of American History, where you can see an incredible assortment of objects such as George Washington's wooden teeth, Judy Garland's slippers from the film *The Wizard Of Oz* and Muhammad Ali's boxing gloves.

Spend a pleasant afternoon in Dupont Circle. Stroll **(11) at / through** one of the many private art galleries there, or spend some time at Georgetown, an 18th century tobacco port that's full of great shops, restaurants and exciting nightlife. Georgetown is the capital's historic waterfront that's bustling **(12) with / to** activity. The area is a shopper's paradise and the streets are lined **(13) through / with** restaurants of every nationality.

In the evening, you can eat **(14) out / for** at one of the restaurants and bars around Columbia Road and 18th Street. Then, head **(15) down / at** to the Adams Morgan neighbourhood, which is just two miles from the White House and full of great bars. It is the city's most diverse neighbourhood and the heart of the Latino community, with a large display of colourful murals to explore. Or take **(16) for / in** a show at the John F. Kennedy Center for Performing Arts. Performances range from musicals to concerts by the National Symphony.

[CLICK HERE FOR MORE INFORMATION ►](#)



City talk

**Activity type: Presentation**

**Task**

You're going to give a presentation on a city of your choice. Include information on the following things (see below) and use as many of the words and expressions from this unit as you can. Bring in photos, too, if you have any, or download images from the internet. Be prepared to answer questions about your city. Then, listen to any other presentations and ask questions.

**Top tips for giving your speech**

- Historic sites
- Sightseeing
- Nightlife
- Streets
- Shopping areas
- Hotels
- Must-see monuments / museums, etc.
- Must-do activities
- Architecture
- Restaurants
- Pubs and clubs
- Cafés
- People-watching
- Street markets
- Souvenirs
- Museums
- Getting there
- Local delicacies

**Practical information**

- Weather
- Temperature
- Best time to go
- Things to take
- Things to avoid
- Safety and security
- Useful expressions
- Top tips
- Pros and cons

**Describing a city**

- You can't leave X without doing Y.
- Take in a show at...
- You absolutely must...
- Head to... for a night of...
- By booking ahead, you'll ensure...
- You should find time to stroll around...
- You'll discover a world of...
- Eat out at... which you can find...

**Asking about a city**

- Where's the best place to do a bit of people watching?
- What can you expect to see at that time of the year?
- Are there any areas or places to avoid late at night?
- What's the best way to get orientated? / What's the best way to get your bearings?
- Where's the best place to eat out?
- What are your top ten must-sees for the city?
- Where's a nice place to just stroll around in?
- Which local delicacies would you recommend?



**Remember!**

You must do the *Reading* and *Listening* activities in Hot English magazine.



### Complaints & ending an e-mail

#### 1a E-mail analysis

Read through the e-mail. Then, answer the questions.

1. Why was Mr Lee in the bank last week?
2. What happened when he got to the counter?
3. Why is he angry about the bank charges?

New Message

To: info@bankmaster.com

Subject: complaint

**Re: Complaints**

**Dear Sir / Madam,**

I have been a customer at your bank for a number of years now and I have always been pleased with the service provided. However, I'd like to draw your attention to a couple of incidents that have occurred just recently.

First of all, I'd like to file an official complaint against a member of your staff. Last week, I visited my local branch with the intention of withdrawing a substantial sum of money. After waiting in a queue for about 20 minutes, I finally got to the counter. However, just as I was about to be served, I was told rather abruptly to join another queue because the counter was about to close. With little time to voice my frustration, the cashier walked away without even apologising for the inconvenience caused. Luckily, I managed to catch his name: Josh Cooper. I do hope that you will be having a few words with him.

I'd also like to make a complaint about your bank charges. When I first opened the account, I was informed that there were no bank maintenance charges or penalties for going overdrawn. This was true for the first couple of years. However, just recently, £20 was deducted from my account for my debit card as part of an "annual fee". And just last month I noticed a £30 charge for going overdrawn by just £10. I'd be grateful if you could please tell me in writing what the policy is with regards to charges and fines as it's far from clear.

I look forward to hearing from you soon.

Yours faithfully,  
Nathan Lee

#### 1b Language identification

Read over the e-mail again and identify any language used to...

1. ...report an incident.
2. ...officially complain about something.
3. ...ask someone to clarify a situation.
4. ...close / sign off an e-mail.
5. ...saying goodbye to someone whose name you don't know.

### Useful expressions

#### Reporting an incident

- I'd like to draw your attention to...
- I'd like to draw your attention to the fact that...
- I'd like to bring to your attention an incident that occurred...

#### Complaining (customer)

- I'd like to file a complaint against...
- I'd like to make a complaint about...
- I am writing to you in order to complain about...
- The goods were faulty/damaged/in poor condition.
- There seems to be an error in the invoice.
- The equipment I ordered has still not been delivered.

#### Closing / signing off

- All the best and speak soon.
- I look forward to seeing you next week.
- I look forward to hearing from you soon.
- I hope to hear from you soon.

#### Saying goodbye

##### Formal

- Yours sincerely, [if you know the person, or have used the person's name]
- Yours faithfully, [if you don't know the person, or haven't used the person's name]
- Kind regards, ● Best regards, ● Regards,

##### Semi-formal

- Best wishes ● All the best ● Yours,

##### Informal

- Bye! ● Bye for now,



#### 2 Task

Write a short e-mail complaining about something.



Here are some ideas on how to exploit the material in class.

**REMINDER!**

Remind students to do their homework! Also, they should study the grammar and vocabulary for each unit before going to class.

**TOP TIP!**

Disappear! Sit in the background during free speaking exercises. Students will direct their conversation to you if you are within eye-shot. Remember to complete the Error Correction Sheet as students are talking.

**STARTING THE UNIT**

Write up a list of job ads and stick this on a wall in the classroom or on a table. Use the list below or create your own.

- Vet required. No experience necessary. Starting salary £35,000 per annum. An ability to deal with vicious bulls a definite advantage.
- We're looking for a security guard for a newly-opened modern art gallery. No previous criminal record. Salary £15,000 per annum. Alternating night- and day-shift work.
- Oil rig diver. Must be in possession of all UK professional diving qualifications. Salary £68,000 per annum. 30 weeks offshore work per year.
- We're looking for a cleaner for a large office. No experience necessary. £350 per week. 8-hours per day not including lunch. All cleaning equipment provided.
- Acrobat required for circus. Letters of recommendation required. The candidate must be in possession of a life insurance policy. Starting salary £44,000 per annum. Successful candidates will be expected to spend at least 8 months on the road.

Tell your students they've got three minutes to memorise the information. Then, take the list away and ask questions

about it. For example: *How much are they offering for the security guard job? / What's the starting salary for the acrobat? / What animals will the vet be dealing with? Etc.*

**MAKING GRAMMAR FUN**

**Presentation**

Play "Call my bluff". "Call my bluff" works like this. Using idioms from this unit, create a multiple-choice exercise. Make sure one of the definitions is correct, and the other two are convincing but incorrect. For example,

1. *To follow your nose means...*
    - a) ...to trust your instincts.
    - b) ...to refuse to do what other people tell you to do.
    - c) ...to develop your own style of cooking.
  2. *To pull someone's leg means...*
    - a) ...to trick someone out of money.
    - b) ...to sell someone something that is worthless.
    - c) ...to judge someone by the way they smell.
- Etc.

Read out each idiom and its three corresponding definitions. Teams choose an option and write down their answers. At the end, count up how many points each team has.

**Practice**

Students write their own "Call my bluff" exercises for other idioms. Then, they play the game in pairs or as a class.

**Pronunciation**

Dictate the following sentences. Read them out at natural speed. If you say them naturally and fairly fast, the stress should fall on the key words: nouns, verbs, adjectives, etc.

- a. The food here is really cheap, but it can be a bit hit and miss at times.
- b. Being in the office for long hours is all part and parcel of working here.
- c. Getting told to re-do something that you'd spent hours preparing can be a bit soul-destroying at times.

Then, ask for a volunteer to write up the sentences on the board. Tell your students to identify any key words: words that are stressed in the sentence. These are usually

the main verbs, adverbs, adjectives and any nouns. Then, tell your students to repeat the sentences after you as you say them at natural speed, putting emphasis on the key words. This is a good way of developing your students' fluency.

**FLUENCY PRACTICE**

**REVISION!**

**Spelling**

Read out the names of these companies for your students to write down.

1. Accenture 2. Adidas 3. Amstrad
4. Apple 5. Bang and Olufsen
6. Blaupunkt 7. Cadillac 8. Daewoo
9. Glaxo Smith Kline 10. Honeywell
11. Johnson and Johnson 12. Lonsdale
13. Motorola 14. Samsung 15. Toshiba
16. Vodafone

**E-mail dictation**

Read out these e-mail addresses for your students to write down.

- nigel-dorning85@gmail.com (hyphen)
- steph\_ledger99@yahoo.com (underscore)
- sam-stephens@hotmail.com (hyphen)
- beth.mannings@gmail.com
- Jack-the-lad@hotmail.com

**Number dictation**

Dictate these numbers for your students to write down. Read the numbers quickly and just once.

- 3,460 6,908 55,999 74,671  
 276,223 27,555 79,371 345,876  
 450,127 987 3,456 12,409,349

**Follow-up**

For homework, students write a dialogue based on the one they had in the Speaking Task.



# UNIT 6 Work Time

## Objectives

**Vocabulary:** Work

**Structures:** Idiomatic expressions

**Useful skills:** Meetings II

### Excuses analysis

Read through the excuses for not going to work. Which ones are the most plausible?

#### Excuses for not going to work

- "My car's broken down on the side of the road and the tow truck is taking forever."
- "I've got to renew my passport. The appointment is for 11am, but it could take a while."
- "My neighbour's water pipes have broken and it's flooded my living room. I've got to wait for the plumber to get here."
- "My cousin has just gone into labour and I'm the only person who lives close enough to get her to the hospital in time!"
- "My pet dog is feeling depressed and I need to be with him."
- "I've locked my keys in the car. I've called the locksmith, but they said that they're really busy and it's going to be a while before they get here."
- "I've caught this stomach virus. I think it's one of those 24-hour things, so I should be in tomorrow."
- "I've got terrible backache and I can't get off the sofa. The doctor's coming round later today. I'll let you know how I get on."
- "I've got an awful migraine and I can't stand being in the light. Hopefully it won't last too long."
- "I was a witness to a hit-and-run accident and I've got to go to the police station to give a statement."

#### Think about it!

Have you ever had to call the office to say that you were unable to go into work? Why? What had happened? Have you heard any other excuses for not going in to work? What were they? What do you do if you're a bit sick and it's a workday?





**Vocabulary:** Work

**1 Job naming**

Think of as many jobs as you can in just two minutes.



**2 Definitions**

Read over the definitions of the phrasal verbs. Then, complete the sentences with the correct particles.

- **Move in / move into:** if you "move into" a new office, etc., you start working there.
- **Turn down:** if you "turn down" a job offer, you don't accept it.
- **Get to:** if the stress at work starts "getting to" you, it starts affecting you.
- **Get on with:** if you "get on with" your work colleagues, you have a good relationship with them.
- **Take on:** if you "take on" a new job or responsibility, you accept it.
- **Catch up:** if you have to "catch up" on an activity that you have not had much time to do recently, you have to spend time doing it so you're up-to-date.
- **Be / get behind:** if you "are behind" at work, you have a lot of work to do and you haven't made much progress.

1. I've just \_\_\_\_\_ a big project, which means I may have to work at the weekends.
2. I'll need to stay late all this week to \_\_\_\_\_ on all the work I've got.
3. We've just \_\_\_\_\_ a new office.
4. The stress levels here \_\_\_\_\_ you after a while!
5. After going on that trip last week, she's really \_\_\_\_\_ at work.
6. I \_\_\_\_\_ really well with the people I work with.
7. She \_\_\_\_\_ the job offer, but wouldn't say why.

**3 Collocations**

Match the words from Box A to the words in Box B to make work-related collocations. Then, use any of them to make three sentences. You can use any words more than once.

**Box A**

head, job, evening, correspondence, personal, severance, redundancy, temporary, employment, pink, referral, classified, early, marital, wage

**Box B**

training, vacancy, seeker, position, agency, pay, retirement, package, status, notice, work, slip, hunter, pay, ad (advert), course, details, letter

For example: *head hunter*

**4 Parts of speech**

Complete the comments with the correct forms of the words in brackets.

**Topix101**

Home About Us Services Products Support Contact

**Forum >> Internships >>**

Have you ever worked as an intern? What was it like? Do you have interns where you work? Send us your comments.

I worked as an intern in a marketing company once. Most of the tasks were fairly routine: photocopying, filing documents, writing up notes from meetings, internet (1) \_\_\_\_\_ (researcher), etc. Sometimes, I was given jobs with a bit more (2) \_\_\_\_\_ (responsible), such as making sales calls, writing newsletters or updating websites. All in all, it was a great experience.

*Jasper (Hong Kong)*

I worked for a theatre company for six weeks and spent the whole time photocopying scripts and making the tea and coffee. I didn't think it was a very (3) \_\_\_\_\_

(construction) use of my time and abilities. *Megan (Melbourne)*

I worked as an intern for an (4) \_\_\_\_\_ (advertiser) agency once. It sounds glamorous, but they put me on reception the whole time. One day, I was screamed at for not taking down a message properly.

*Colette (New York City)*

I turned up for my internship in a film company only to find out that the (5) \_\_\_\_\_ (management) was a freelancer working from home. I spent the first day sticking labels on envelopes, but then never went back after that. *Nigel (London)*

I regularly use interns in my bicycle (6) \_\_\_\_\_ (manufacture) business. It's a small company but I think that's good for interns as they get to see what goes on in all aspects of a business: sales, marketing, production, admin, finance... I think this gives them (7) \_\_\_\_\_ (value) insight into an industry and business in general.

*Grace (Singapore)*

**Your turn!**

Write a short text on a job you've had or an internship you've done.

**Think about it! Jobs**

What was the last job interview you went to? How did it go? What's the best/worst interview you've ever had? What's the most difficult question you've ever been asked at a job interview? What are some of the best/worst jobs you've ever done? What would your ideal job be? What do you like/dislike about your job?



Language Structures:

Idiomatic expressions

An idiom is an expression that's formed by a group of words, with the meaning of the idiom being different to the meaning of each individual word within the idiom. For example:

- a) She's over the moon! [She's very happy.]
- b) I felt like a fish out of water. [I felt different from the rest.]

Top tip

Try to guess the meaning of idioms from the context. Also, where possible, "visualise" idioms as some actually represent an action that you might do in the circumstances or situation that the idiom is referring to. For example:

- a) I like to **put my feet up** after work. [to relax]
- b) They're **up in arms** about the new holiday dates. [to be angry about something]

Speech bubble matching

Match the idioms in bold (1 to 6) to the definitions (a-f).

1. Jenny is **level-headed** and practical.



2. Sometimes you just have to **follow your nose**.



3. Working here can be a bit **soul-destroying** at times.



4. Three years after the success of her first film, she'd **fallen out of the spotlight**.



5. Dealing with the press is **part and parcel** of being famous.



6. It's always **hit and miss** with this pizza place – I'm never sure how the food is going to be.



- a. An essential component of something.
- b. Calm and sensible even in difficult situations.
- c. Sometimes good and sometimes not.
- d. Trust your own feelings.
- e. Depressing; without hope of improvement.
- f. Stopped being the focus of attention.

Job identification

Use your imagination to write the name of a job next to each description. What do the idiomatic expressions in bold mean?

- 1. As part of my job I have to perform this sort of careful **balancing act** as I work for the company and also represent staff. It's tricky sometimes. \_\_\_\_\_
- 2. Working late at night can **get to you**, but it's a very sociable job and you're never on your own. \_\_\_\_\_
- 3. You have to **have an eye for detail** and an ability to focus and concentrate for long periods of time. Oh, and you have to be good at maths too. \_\_\_\_\_
- 4. You need to be a **jack of all trades** and know a bit about all sorts of subjects from Maths to History. You often have to take on a variety of roles too including psychologist and army sergeant. \_\_\_\_\_
- 5. You have to be able to **think on your feet** and deal with emergencies as soon as they crop up. But it's great if you like responsibility and taking on a challenge. \_\_\_\_\_
- 6. You have to be prepared to **put your life on the line**. We can get called out at any time of the day or night, but it's an extremely rewarding job and the camaraderie is excellent. \_\_\_\_\_
- 7. You have to be a good people person and have a good understanding of what motivates people and **makes them tick**. Reaching monthly targets can be stressful at times. \_\_\_\_\_



**1** **Guess the idiom**

What do you think the idioms in bold mean?

1. Don't get angry! She was only **pulling your leg!** She's always like that.
2. He **bent over backwards** to get her the job but she never thanked him.
3. She really **hit the nail on the head** with her description of the situation so far.
4. He looks like such a nice young man, but he's a bit of a psychopath. It just goes to show, **you can't judge a book by its cover.**
5. You've got to be a little **thick-skinned** when you're a celebrity or all that criticism will start getting to you.
6. If I could just **get my foot in the door**, I could show them what a good worker I am.
7. She's constantly checking up on us, which really **keeps you on your toes.**
8. When working on a group project, it's important to **pull your own weight** so you don't get a reputation for being lazy.

**2** **Conversation analysis**

Read over the conversation and answer the questions. Kim is talking about her job in PR (public relations).

1. What makes the job soul-destroying?
2. What does Kim feel about the pros and cons of the job?
3. Why did the company she was representing come under fire?

**Spencer:** So, Kim, tell us a bit about your job in PR.  
**Kim:** Well, people often think of PR as a glamorous job, but there's a lot of pressure as you're rarely out of the spotlight.  
**Spencer:** So, what sort of person do you need to be?  
**Kim:** Well, you need to be fairly thick-skinned, and quite resourceful – when things get out of hand, it's up to you to sort it out. It can be a bit soul-destroying at times, especially when everything goes wrong and you get the blame. But you just have to accept it as something that's part and parcel of the job. You also need to be good at multitasking, often doing several jobs at the same time.  
**Spencer:** What's the hardest part of the job?  
**Kim:** Being able to cope under pressure. If the company you represent or work for gets into trouble, you have to take control of the situation extremely quickly and turn it around before it's too late. It's not a science, and it's a bit hit and miss at times, but you just have to learn to follow your nose. There are pros and cons to the job, but the pros definitely outweigh the cons. If not, I would have given up ages ago.  
**Spencer:** So, what are some of the most challenging things you've had to deal with?  
**Kim:** Well, a company I was representing came under fire because a number of customers had fallen sick after using their product. That was a case of all hands on deck as we were bombarded with questions from the media. Our objective was to be as transparent as possible and to avoid any accusations of a cover-up. It was a difficult time, but we managed to hit a home run

as most people were impressed with how openly we dealt with it. Another time, we had to... *[fades out]*

**3** **Language analysis**

Read through the conversation again and find idioms that mean...

1. Not the focus of attention =
2. Immune to criticism =
3. To become chaotic =
4. Random, haphazard, imprecise =
5. Something you say when everyone's help is needed =
6. Be successful =

**Your turn!**

Write a short paragraph talking about the pros and cons of your job.

**4** **E-mail analysis**

Read over the e-mail. What do you think Abigail should do?

To: keira@yahoo.com  
 Subject: Re: my mobile phone

**Dear Keira,**  
 I hope all is well. I'm in a bit of a bind as I can't make up my mind about what to do about that overseas job they offered me. On the one hand, it'd be a great opportunity to do something new and different. Plus, the pay is so much better.

But then again, Canada is so far away I think I'd miss my family and friends. I feel quite settled down now. The thing is, if I accept it, I'll have to pack up everything and rent out the house. I'll need to find a new school for the kids – it'll be like starting from scratch.

It took me ages to get my foot in the door where I am now. And even longer to get to grips with how things work. Right now, I really feel at home, so it'd be a shame to throw all that away. But then again if I stay, I could end up stuck in a rut, with the same job in 5 years' time and no prospects of promotion. And this sort of thing that doesn't come around twice.

Help! What shall I do?

Speak soon,  
 All the best,  
 Abigail

**5** **E-mail language analysis**

Find expressions / idioms in the e-mail that mean...

1. In a dilemma / a difficult situation =
2. To decide =
3. To start from the beginning =
4. To feel comfortable in a situation =
5. Trapped in a situation =



Job Talk

**Activity type: Interview**

**Task**

You're going to be interviewed about your job. If you don't have a job at present, or if you're studying or looking for one, simply invent a job. Look through the list of questions and think how you'd answer any of them. When you're ready, get together in pairs and interview one another.

**Basic interview questions**

- What do you do?
- What are your strengths / weaknesses?
- What do you like/dislike about your job?
- How and why did you get into this profession?
- Where would you like to be in five years from now?
- What attracted you to the company where you work?
- What is your personal mission statement?
- What are three positive things your boss would say about you?
- What is your biggest regret and why?
- What's the most important thing you learnt at school?

**In-depth questions**

- What's the most challenging aspect of your current job?
- What is a typical day in your job like?
- What are the most and least rewarding aspects of your job?
- What are the conditions like (stress, pace, physical comfort, travel, environment, relocation, hours, routine, etc.) where you work?
- What does the future hold in store for people in your profession?
- What mistakes have you made at work? What did you learn from them?
- What was the last project you headed up, and what was its outcome?
- What are you looking for in terms of career development?
- How do you want to improve yourself over the next few years?
- What goals do you have in mind with regards to your job?
- What are some of your proudest achievements?
- What are some of your lifelong dreams?



**Remember!**

You must do the *Reading* and *Listening* activities in *Hot English* magazine.



### Interruptions

#### 1a Meeting analysis

Read through the extracts from meetings (I-V). Say whether each interruption is polite (write **P**) or direct (write **D**).

#### Extracts from meetings

##### Meeting I

**A:** There really isn't any other way around this problem and I firmly believe that, erm...

**B:** ...apologies for jumping in like this, but I'm having some trouble understanding the relationship between the first and second points in the agenda. Could you explain it, please?

##### Meeting II

**A:** And if you'll just turn your attention to, erm...

**B:** ...I must just say at this stage that I'd find it more useful if everyone had a chance to comment on this before we move onto another issue.

##### Meeting III

**A:** Well, as you can see from this graph, sales are, erm,...

**B:** ...I'm sorry to interrupt, but would you mind if I just said something here? I think it would be more useful if you just went through the figures from last year so there's a point of reference.

**A:** Oh, OK.

##### Meeting IV

**A:** In my opinion, the best thing would be to go ahead with the purchase of the building, and to, erm...

**B:** ...You've got to be joking! Do you realise how much this is going to cost us? I mean, I think we should all be aware that we'll actually be paying 20% above the market value for this building.

##### Meeting V

**A:** And now onto my second point. It's all fairly clear that, erm...

**B:** ...I'm sorry, but I don't see the point of going on with this until we've decided what to do regarding point one on the agenda.



#### 1b Language identification

Read through the extracts again and write down the expressions used for two polite and two direct interruptions.

### Useful expressions

#### Polite ways of interrupting

- Would you mind if I just said something here?
- I'm sorry to interrupt, but would you mind if I just said something here?
- (Sean), can I just ask you a quick question here, please?
- Excuse me, but I'm not sure I fully understand what you're saying.
- I'm sorry about the interruption, but...
- Apologies for jumping in like this, but...
- Would you mind if I just jumped in here and said something about...?

#### More direct ways of interrupting

- Wait a minute! What about...?
- Just a minute! What about...?
- I must just say at this stage that...
- Do you really think so? My impression is that...
- That's impossible. It's perfectly clear that...
- Just a moment! What about...
- ...which was voted down by everyone else. / ...who left early without even saying goodbye. [Jump in with a relative pronoun: who, what, when, where...]
- Training? / Helpful? / Profitable? [Use the last word that the speaker has just said as a question word.]

#### 2 Task

Write two short extracts from meetings. In each one, include some examples of polite and direct interrupting.



Here are some ideas on how to exploit the material in class.

### REMINDER!

Never start the lesson with a grammar or open-book exercise. Try to give all the grammar and vocabulary exercises as homework, or do the exercises as oral activities.

### TOP TIP!

Remind your students of the basic formula for language learning: input (reading and listening) + practice (speaking) = learning. It's that simple! Grammar plays its part, but it's a fairly minor one in the whole scheme of things.

## STARTING THE UNIT

Using brochures, magazines, catalogues or the internet, find and print off some images of products. Bring them into class and lay them out on the table. Students decide which product they'd like to buy and why. Alternatively, stick these quotes on walls in the classroom or on a table. Students comment on them.

### Sales quotes

"Confidence and enthusiasm are the greatest sales producers in any kind of economy." **O. B. Smith**

"Don't sell life insurance. Sell what life insurance can do." **Ben Feldman**

"If you are not taking care of your customer, your competitor will." **Bob Hooley**

"Timid salesmen have skinny kids." **Zig Ziglar**

"If you work just for money, you'll never make it. But if you love what you are doing, and always put the customer first, success will be yours." **Ray Kroc**

"To succeed in sales, simply talk to lots of people every day. And here's what's exciting – there are lots of people!" **Jim Rohn**

"You don't close a sale, you

open a relationship if you want to build a long-term, successful enterprise." **Patricia Fripp**

"A smart salesperson listens to emotions not facts." **Unknown**

## MAKING GRAMMAR FUN

### Presentation

Tell your students that you're going to try to convince a volunteer to do something. Tell your students to listen carefully because you're going to ask them questions about it afterwards. Ask for a volunteer. Tell him/her to raise objections while you're talking. For example:

**Teacher:** You should come along to this adventure weekend I was telling you about. It's going to be amazing. They've got rock climbing, mountain biking, rafting, canoeing and archery.

**Student:** Yeah, but these things are a bit dangerous, aren't they?

**Teacher:** No, they've got lots of monitors to ensure it's safe, and they've been doing it for about 20 years... and they've never had any accidents.

**Student:** Well, but I don't really fancy staying in a tent.

**Teacher:** A tent? You're joking! You get to stay in this 4-star hotel! And the food is amazing. You'll have a great time. Just imagine it, you'll be enjoying all these sports and it only costs 50 pounds for the whole weekend – all meals included. So, shall I put your name down for this weekend or the following one?

When you've finished, ask three quick comprehension questions. For example, "What sports do they have available?" Students get a point for each correct answer. Then, when you've finished, write up some of the text on the board. Tell your students to identify any of the tenses used. Then, refer them to the grammar pages of this unit.

### Practice

Students prepare arguments in favour of doing or buying something. This can be a service, product or activity. Tell your students to use as much of the language from this unit as they can. When they're ready, Student A tries to talk Student B into buying or doing the thing he/she is

talking about. Then, Student B has a turn. Afterwards, ask for volunteers to perform their dialogues in front of the class.

### Pronunciation ideas

Write the following negative question on the board: "Wouldn't you like to save some money every month?"

Read the sentence out at natural speed. Ask for a volunteer to identify any rising or falling pitch and to mark this on the board. Then, ask another volunteer to mark up any weak sounds or connected speech. Finally, tell your students to listen and repeat the question after you as you say it at natural speed. Repeat for other negative questions. Then, dictate four negative questions for your students to write down. Read them out at natural speed. Finally, ask for volunteers to read out the questions so you can correct the activity together.

## FLUENCY PRACTICE –

### REVISION!

### Nationalities

Say a country, your students say the nationality. Pick on students at random.

America-American; Argentina-Argentinian; Australia-Australian; Austria-Austrian; Belgium-Belgian; Brazil-Brazilian; Britain-British; Bulgaria-Bulgarian; Canada-Canadian; China-Chinese; Cuba-Cuban; Denmark-Danish (Dane); Egypt-Egyptian; England-English (Englishman/woman); France-French (Frenchman/woman), etc.

### Time & number dictation

Dictate the clock times and numbers. For the clock times, use *a quarter past / twenty to*, etc. Read the times/numbers quickly and just once.

#### Times:

6:15 2:45 5:15 9:45 12:30  
4:20 10:40 10:33 9:55

#### Numbers:

32,589 12,098 46,832 35,987  
89,300 90,802  
134,876 329,873 439,098  
208,830 302,444  
12,456,833 45,328,088  
345,218,088 438,088,011

### Follow-up

For homework, students write a dialogue based on the one they had during the Speaking Task.



# UNIT 7 Sales & Selling

## Objectives

**Vocabulary:** Sales

**Structures:** The language of persuasion

**Useful skills:** Presentations II

## Expensive things!

Read about the really expensive things. Then, complete the table.

### The world's most expensive things!

- The most expensive piano in the world belonged to John Lennon and was auctioned off to British pop-singer George Michael in 2000. Lennon composed and recorded the song "Imagine" on it.  
Price: £1.45 million
- One of the most expensive mobile phones in the world is the Diamond Crypto Smartphone. It was manufactured by the Moscow-based JSC Ancort Company. It is adorned with 50 diamonds.  
Price: \$1,300,000
- Kopi Luwak coffee is the most expensive coffee in the world. It's made from coffee beans that have been eaten and partly digested by the common palm civet, a weasel-like creature.  
Price: \$600 for half a kilo
- The most expensive computer ever built is the Earth Simulator (1997). The machine is used for a wide variety of international projects, most of which are related to atmospheric, climatic and oceanographic simulation. Price: \$400,000,000
- One of the most expensive cars in the world is the Bugatti Veyron. The car can reach speeds of 90 kph in just 2.5 seconds, and a top speed of 298 kph in 55 seconds. Price: \$1.25 million
- The most expensive TV in the world comes from Italian company Keymat Industrie. It is studded with 160 diamonds and is known as the Yalos Diamond. Price: €100,000



Description	Item
1. It's got 160 diamonds on it.	
2. It cost £1.45 million.	
3. It was manufactured by a company based in Moscow.	
4. It costs \$600 for half a kilo.	
5. It has been used on a number of international projects.	
6. It can reach speeds of 90 kph in just 2.5 seconds.	

### Think about it!

What's the most expensive thing you've ever bought? What do you spend money on when you want to treat yourself? If you had unlimited funds, what would you buy for yourself?



## Vocabulary: Sales

### 1 Twitter messages analysis

Write the name of a shop next to each sales message sent via Twitter.

Italian restaurant | pizza restaurant | electronics shop | bar  
ice cream parlour | bakery | garage | bank

### Twitter sales messages



Magnolia @magnolia: fresh bread just out of the oven. Come and get it now and get a 10% discount! (1) \_\_\_\_\_



AllFresh @allfresh: Organic pizzas – our special today; mushroom and blue cheese. It's delicious! Free slice with every drink, or take two away for the price of one! (2) \_\_\_\_\_



DeliDelight @delidelight: Elvis is back. Banana ice cream with peanut butter! Delicious and recommended by The King! (3) \_\_\_\_\_



Franetti's @franetti: What did you think of today's special? Write in with your comments on our lasagne. Was it delicious? Was it to-die-for? We want to know! (4) \_\_\_\_\_



CoolBar @coolbar: Read about the ingredients in our smoothies! 100% natural and organic. (5) \_\_\_\_\_



Vroom @vroom: Free tyres with every revision, 50% off all oil changes, and 10% off a wash and car body wax. (6) \_\_\_\_\_



Bright Bank @brightbank: Switch over to us and we'll reduce your mortgage by 0.5% - guaranteed! (7) \_\_\_\_\_



Sharp @sharp: We have a 90-day return policy for all camera equipment and don't charge your credit card until after you've had 30 days of usage. (8) \_\_\_\_\_

### Your turn!

Write two imaginary sales messages via Twitter from shops that you use / like / know about.

### 2 Sales top tips

Complete the sales top tips with the correct forms of the words in brackets.

#### SALES ADVICE

Top tips for making that sale.

- Prepare well for your initial contact with the potential client. Find out about their business, understand their industry and take a look at what their (1) \_\_\_\_\_ (compete) are doing. Also, do a bit of

online investigation on the person you're going to be talking to.

- First (2) \_\_\_\_\_ (impress) are really important. So, prepare yourself physically (dress to kill) and mentally for that first meeting.
- Don't do all the talking – ask questions and get the potential buyer to tell you what they're looking for. Your client might mention a problem that they're currently experiencing at work. If you can solve this problem, don't be afraid to give them your professional (3) \_\_\_\_\_ (advisor).
- Sell the benefits not the features. Your client will only be interested in what your (4) \_\_\_\_\_ (production) can do for them: How will it make their job easier? How will it make them a more effective boss? Explain how your product will help them gain a flexible work schedule or how it will make their work life a little easier. Tell them how it'll make them richer, a better person, or more competitive in the market.
- Ask questions to make the potential buyer say "yes". It's what psychologists call "compliance." In order to do this, use questions that invite a "yes" answer: "Do you want to make a substantial (5) \_\_\_\_\_ (save) every month? YES! / Are you keen to cut costs? YES! / Do you want to attract new business? YES! Are you concerned about the safety of your family? YES!"
- People would rather have one good emotional reason for buying a product than a dozen facts. "Sell the sizzle, not the steak!" as the (6) \_\_\_\_\_ (fame) quote goes.
- Once you've made the first contact, you need to build on the relationship. It is important to listen and understand your client's business needs. And once you've shown you understand, and earned their trust, you're on the right track to making them a regular (7) \_\_\_\_\_ (custom). When it comes to sales, you don't close a sale, you open a relationship.
- And finally, remember the sales acronym "AIDA" (Attention, Interest, Desire, Action). Grab their attention, get their interest, create desire, and make a call to (8) \_\_\_\_\_ (act) (get them to buy!).

Now go and make that sale!

### 3 Quote analysis

Read over the sales quotes. What do you think of them? Which ones do you agree with?

#### Sales quotes

- "Everyone lives by selling something." Robert Louis Stevenson
- "Art is making something out of nothing and selling it." Frank Zappa
- "Catch a man a fish, and you can sell it to him. Teach a man to fish, and you ruin a wonderful business opportunity." Karl Marx
- "I have never worked a day in my life without selling. If I believe in something, I sell it, and I sell it hard." Estée Lauder
- "We miss 100% of the sales we don't ask for." Zig Ziglar
- "Sell the sizzle, not the steak." Anonymous
- "People don't buy for logical reasons. They buy for emotional reasons." Zig Ziglar



**Language Structures:**  
*The language of persuasion*

**Persuasion** = the act of convincing / persuading / motivating / inspiring someone to do something, often by giving them good reasons for doing it. Here are some tenses and structures that can be used for persuading someone to do something.

**Imperatives:** for a call to action: "Buy this now and you'll get a 50% discount!"

**Present simple:** to describe the benefits of something: "It allows you to... / It ensures that..."

**Conditional structures:** to introduce a condition: "If you don't buy it now, the price may go up in the next few days."

**Future tenses:** to describe future benefits: "It's going to be much better in the long run. / It isn't going to take very long. / You'll soon be speaking with confidence."

**Question tags:** to check understanding and to get the customer to respond positively: "You want to go to the concert, don't you?"

**Present perfect:** to back up claims: "The product has been developed by a team of scientists from..."

**Minimising expressions:** words such as *just*, *very* and *only* can be used to minimise the inconvenience of doing something: "It won't take very long. / I only need five minutes of your time."

**So:** this word can be used to simplify a situation: "So, how do you want to pay? By cheque or by credit card?"

**Negative questions:** to ask probing questions: "Why don't you like it? / Why aren't you concerned about the safety of your family?"

**Question words:** to make assumptions: "So, when would you like us to deliver it? / What time would you like to start?"

**Contradicting:** to overcome objections: "Yes, but... / All right, but... / I know what you mean, but... / I know how you feel, but..."

**1 Sales talk matching**

Match the sales objections (1 to 8) to the possible ways to overcome them (a-h). Afterwards, see how many language structures you can identify in the responses.

1. "I need some time to think about it."
2. "We can't really afford it right now."
3. "Your competitors' prices are much lower than yours."
4. "I have to talk it over with my colleague / wife / husband / partner, etc."
5. "Call me again in three months."
6. "We already have that covered by an existing supplier."

7. "We can do that in-house and maintain better control."
8. "We'll need to get several other bids before considering your proposal."
- a. But does your existing supplier offer you the conditions and customer care that we're offering?
- b. We offer zero percent financing so you pay just 200 a month!
- c. I can guarantee you now that there isn't another supplier in the market who'll offer you the prices that we're offering you right now. If you buy it now, I guarantee we'll return the difference if you find it cheaper anywhere else.
- d. Do you have to consult them / him / her for every decision you make?
- e. The special offer is for today only! If you sign this now, you'll benefit from a 30% discount.
- f. But we're offering a much higher-quality product that comes with a four-year guarantee – something that other companies just don't offer.
- g. I can't guarantee you the same conditions in three months' time.
- h. But by outsourcing to us you'll only pay for what you use, and you'll cut down on your monthly fixed expenses.

**2 E-mail advert analysis**

Read over the advert and find examples of the following structures. Imperatives / Conditionals / Future tenses / The Present Perfect / The Future Continuous / The Present Simple

**KneePflex®**

*The revolutionary solution to aching joints.*

If you're looking for a solution to aching joints, KneePflex® is the answer.

- Exercise comfortably!
- Exercise safely!
- Exercise effectively!

KneePflex® has been developed for exercise, general fitness and sports performance improvement, and the relief of aches and pains in joints.

Wearing the KneePflex® will maximise recovery time and training results. Its resistance technology ensures you'll be boosting strength and power in the right places, with up to 30% more muscle activation when walking, and 400% when running. Order the KneePflex® NOW and accelerate your recovery and fitness programmes!

- Revolutionary technology
- Build muscle on the move
- Boost power and strength



**Offer ends 31st July.**

"I've been using KneePflex® for several months now and I really notice the difference." **Janine Spencer**, Olympic athlete

Order your KneePflex® NOW! and get a 25% discount on the recommended retail price. Simply call 0800 700 400 and quote "TWIG89"!



**Your turn!**

Write an advert for a product you like or an invented one.

**Instant message analysis**

Read over the instant messages and answer the questions.



1. What's the course that Krishnan thinks Marcus should do?
2. Why can't Marcus do it?
3. How long does it last?
4. What does Krishnan decide to do in the end?

**Language analysis**

Read over the instant messages again and find examples of the following structures.

- The Present Simple
- Imperatives
- Question tags
- Negative questions
- Conditionals

- Future tenses
- Minimising expressions

**Sales e-mail**

Read over the e-mail and answer the questions.

1. What do you get if you pre-order the printer?
2. What do you get if you're one of the first 100 people to do this?
3. How many brands were involved in the independent tests?
4. What do you get for trading in your old printer?

**Save ink! Save time! Save money!  
Order your INJECTALYTE® printer NOW!**

Dear Customer,  
**INJECTALYTE®** has an exclusive and unbeatable offer:  
pre-order the **INJECTALYTE744**, the latest model from our range of printer-photocopiers, and we'll give you **FREE** ink cartridges for the next six months! And if you're one of the first 100 clients to order today, you'll also receive a further six months' supply (12 months in **TOTAL!**)... absolutely free!



The **INJECTALYTE744** represents a huge advance in ink technology. The **INJECTALYTE744** allows you to print with higher definition and greater economy. Wouldn't you like to print high quality documents AND save money? Independent tests compared and contrasted six of the leading brands and found that the **INJECTALYTE744** comes out on top in terms of cost, quality, duration of the product and customer service. There's simply no comparison, the **INJECTALYTE744** is the best printer-photocopier on the market.

Contact your local sales rep now and order your **INJECTALYTE744** and you'll get 20% off the retail recommended price, plus you can trade in your old model for 50% of the original price!

Don't miss out on this fantastic offer!  
*Jessica James* Manager **INJECTALYTE®**

**Language analysis**

Read through the e-mail again and find any examples of persuasive language. How effective is the letter? Give reasons.



The Sale

**Activity type:**

sales writing, sales pitch and role play

**Task**

You're going to try to sell something to someone. First, choose one of the products from below. Then, write up a sales e-mail presenting the product. Use persuasive language to really try to sell the product. Next, prepare a sales pitch for the product, giving details of any special features and benefits. Finally, get together in pairs and take turns trying to sell your products to one another. Think of a good way to start the sales pitch – something unusual that will get their attention.

**Things to sell**

- Item of clothing or footwear
- Furniture for the office or home
- Mobile phone / smartphone
- Car / SUV / sports car / people carrier
- Computer / tablet computer / laptop
- Cosmetics (a miracle face cream, etc.)
- Diet that is guaranteed to help you lose weight

Other

**Sales talk – Asking questions**

- Are you looking to make substantial savings on...?
- Have you ever wondered why...?
- Did you ever find yourself asking...?
- Have you ever wanted the chance to...?
- Can you picture yourself in X?
- Are you aware of the amount you can save by...?
- Are you looking for something that can...?

**Sales talk – Selling something**

- Recent research shows that 99% of people in...
- There's absolutely no obligation on your part to...
- It's a small investment that will help you to...
- This might just be the best investment you ever made.
- Other companies who have taken advantage of this offer have seen...
- You'll wonder how you ever managed without it.
- If you're looking to... you'll find that...



**Remember!**

You must do the *Reading* and *Listening* activities in Hot English magazine.



### Describing trends

#### 1a Presentation analysis

Read through the extract from the presentation and answer the questions yes or no.

1. What happened to residential property prices in May?
2. Why did residential property prices shoot up in the city centre?
3. What happened to commercial rental prices?

#### Property Prices

*[fades in]*

...and new figures from the Central Statistics Office show that residential property prices in the country as a whole fell by 15.3% in the second quarter. However, this downward spiral seems to have ended as prices went up slightly in the month of May. This is the first time that prices have gone up on a national level since September of last year.

In contrast to the rest of the country, residential property prices in the city centre shot up in the second quarter. This was mostly due to purchases by foreign investors who are looking to insulate their money from the ongoing economic crisis. The lack of available properties and historically low interest rates also helped to inflate property prices in the centre.

And now onto the rental market. There was a slight rise in residential rental prices for properties in the country as a whole. However, rental prices in the city centre also rose substantially. On the other hand, prices for the commercial rental market have remained steady both inside and outside the capital.



Now, I'd just like you to look at... *[fades out]*

#### 1b Language identification

Read through the extract from the presentation and identify the following features: *Language to say that something...*

1. ...has decreased.
2. ... has increased.
3. ...has increased dramatically and by a lot.
4. ...hasn't changed.

### Useful expressions

Read over the useful expressions. Which ones are describing a dramatic increase or decrease?

#### Going up

- Prices increased.
- Share prices went up by X.
- Share prices shot up last month.
- Demand has risen by...
- Unemployment is on the rise.
- There has been a sharp rise in the number of unemployed.
- Food prices have been rising steadily.
- Share prices have bounced back.
- Share prices have gone through the roof.



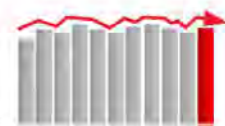
#### Going down

- Prices have decreased by X percent.
- Share prices have gone down dramatically.
- Demand has fallen because of...
- There was a drop in sales due to...
- Prices have crashed to their lowest levels in five years.
- Share prices have been falling.
- Share prices have plummeted.
- Sales have gone through the floor.



#### Stable

- Prices have remained steady.
- The cost of living has levelled out.
- Share prices have reached a plateau.



#### 2 Task

Write a short extract from a presentation on any topic of your choice (or one based on invented figures for something). Include information on price changes.



Here are some ideas on how to exploit the material in class.

**TOP TIP!**

Remind your students that listening is extremely difficult. However, it comes with practice, and the more you practise, the easier it gets. And once they can distinguish sounds and words or expressions, they'll start learning much more quickly.

**REMINDER!**

Don't forget to do listening activities – at least one per class. This is key for your students' language development.

**REMEMBER!**

Encourage your students to record vocabulary in sentences so they can see which words collocate with the new word.

**STARTING THE UNIT**

Play "Words a minute" with advertising words and terms. Put your students in pairs. Students write down as many words associated with advertising as they can. The idea is to elicit the forms of advertising mentioned in this unit.

Or, cut out adverts from magazines. Bring these in and place them on walls or a table in the classroom. Students comment on ads. Ask questions to help stimulate the conversation. Who is this ad aimed at? What's the target market for this ad? How effective do you think this one is? Etc.

**MAKING GRAMMAR FUN**

**Presentation**

Do this gap fill exercise with the Beatles song (preferably with the music: <http://www.youtube.com/watch?v=wMoiDLantVM>)

**"Hey Jude" by The Beatles**

Complete each space (1 to 20) with the correct verb from below.

*plays, begin, let, need, found, making, waiting, feel, know, begin, carry, start, take, made, make, make, be, let, remember, get*

Hey Jude, don't (1) \_\_\_\_\_ it bad,

(2) \_\_\_\_\_ a sad song and (3) \_\_\_\_\_ it better, (4) \_\_\_\_\_ to let her into your heart. Then you can (5) \_\_\_\_\_, to make it better.

Hey Jude, don't (6) \_\_\_\_\_. You were (7) \_\_\_\_\_ to, go out and (8) \_\_\_\_\_. The minute, you (9) \_\_\_\_\_ her under your skin. Then you (10) \_\_\_\_\_, to make it better.

And anytime you (11) \_\_\_\_\_ the pain, hey Jude, refrain, Don't (12) \_\_\_\_\_ the world, upon your shoulders. For well you (13) \_\_\_\_\_ that it's a fool, who (14) \_\_\_\_\_, it cool,

By (15) \_\_\_\_\_ his world, a little, colder.

Hey Jude, don't (16) \_\_\_\_\_ me down, She has (17) \_\_\_\_\_ you, go out and get her, Remember, to let her into your heart, Then you can start to make it better.

So let it out and let it in, hey Jude, (18) \_\_\_\_\_, You're (19) \_\_\_\_\_ for someone to perform with, And don't you know that it's just you, hey Jude, you'll do, The movement you (20) \_\_\_\_\_, is on your shoulder.

Answers: 1. make; 2. take; 3. make; 4. remember; 5. start; 6. be; 7. made; 8. get; 9. let; 10. begin; 11. feel; 12. carry; 13. know; 14. plays; 15. making; 16. let; 17. found; 18. begin; 19. waiting; 20. need

Afterwards, tell your students to find as many collocations as they can – words that go together naturally: *sing a song, let into, make it better, be afraid, let someone under your skin*, etc.

**Practice**

Students find the lyrics to another song and circle any collocations. Or, print off the following exercise. Students use a dictionary to find out which verb doesn't collocate with the noun in bold. In some cases, they may have to add an article or change the tense of the verbs, etc. Afterwards, students write three sentences with any of the verb-noun combinations.

- brush, drill into, fill, gnash, grit, wash **teeth**
- acquire, brush up on, learn, pick up, tell, use **language**
- interrupt, maintain, observe, take, reduce to, suffer in **silence**

- assess, cause, mend, repair, suffer, sustain, take **damage**
- acknowledge, feel, express, make, hide, overcome, admit **shame**
- derive from, enhance, find, give, pursue, reach, savour, **pleasure**
- apply for, catch, create, get, hold on to, search for, lose **job**

Answers: 1. wash; 2. tell; 3. take; 4. take; 5. make; 6. play; 7. catch

**Pronunciation ideas**

Tell your students to practise saying the lyrics to the song to a constant rhythm. Demonstrate how it works (without singing!), tapping a beat as you say the words. This is a good activity for getting your students used to the rhythm of English.

**Follow-up**

For homework, students write a text based on the presentation for the Speaking Task.

**FLUENCY PRACTICE**

**REVISION!**

**Indirect questions**

Ask your students these questions.

- Do you know how to use any desktop design/publishing programs?
- Do you know what the capital of Mongolia is?
- Do you know when the next Olympics Games are going to be held?
- Do you know who won the Women's Final at Wimbledon last year?
- Do you know how to say any funny words or expressions in foreign languages?
- Do you know how to set up an e-mail account?
- Do you know what time you'll be leaving tonight?
- Do you know who the prime minister of Italy is?

**Number dictation**

Dictate these numbers for your students to write down.

43,590    12,000    40,901    35,791  
90,812    437,890    236,988    219,007  
658,000    489,234    589,087



# UNIT 8 Advert Alert

## Objectives

**Vocabulary:** Advertising

**Structures:** Collocations

**Useful skills:** Telephone English II

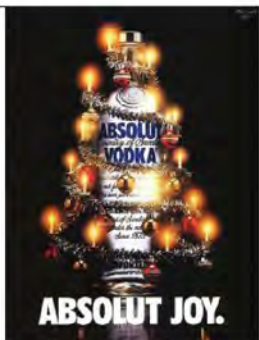
### Interesting ads

Look at the adverts. Which ones do you like? Why? Which ones do you think could be the most effective? Why?

An ad for the weight loss product Slim Fast. The text reads: Need to lose a little weight before your wedding?



A print ad for the drink Coca-Cola.



An ad for the vodka Absolut.



This ad is to promote milk. The text reads: "Strong bones. Weak gravity. Milk can help prevent stress fractures and broken bones. Got milk?"

Campaign for HBO Television Network in New York taxis to promote the TV series *The Sopranos*, which is all about the New Jersey Mafia.



Ad for the jobs website [www.jobstowntown.com](http://www.jobstowntown.com). The text reads: "Life's too short for the wrong job."



### Think about it!

Have you seen any interesting / funny ads recently? What were they? Why did you like them? What makes a good ad? Have you ever seen an ad that you found offensive? Why? Should there be stricter guidelines on what is and what is not permitted in advertising? Why? Why not?



**Vocabulary:** Advertising

**1** Text message advertising

Write the name of a shop from below next to each text message advert.

- dry cleaner's | delicatessen | nightclub | video rental shop  
supermarket | health food shop | garage

1. \_\_\_\_\_  
This week's specials: Mon: filet Mignon €9.95, Tues: Chicken wings €1.99; Thu-Sat: Coke 12pk €2.99; Fri: Roses 20pc €4.99 + fresh salmon €6.99.
2. \_\_\_\_\_  
New French cheese collection now available at our shop. Come and taste our high quality cheeses on Friday 1pm to 8pm. French red wines starting at €5.99.
3. \_\_\_\_\_  
Nutrition expert in our store on Wednesday 7/11 from 2 pm to 5 pm. Check your body fat % free and get a diet plan and 20% off of Nutrix6 supplement 7/9-7/21.
4. \_\_\_\_\_  
Join our VIP Club and Get 2 videos for the price of one with your next rental! Send text message INFO to 41513 to join! As a VIP Club member you'll get every 5th rental free of charge.
5. \_\_\_\_\_  
You have also been entered in our New Car Giveaway sweepstakes for a brand new four-wheel drive. Check out our website for more details.
6. \_\_\_\_\_  
Get five shirts professionally cleaned free this Friday! Our VIP customers enjoy next day service at 30% off regular prices. All stains removed professionally.
7. \_\_\_\_\_  
Join our VIP Club now and your next drink is free. As a VIP Club member you'll get special offers sent directly to your mobile phone + a free admission pass. Text INFO to 41513 to join now.

decide to play a joke on the men, rearranging their sleeping boyfriends so they're hugging one another.  
*Harriet Slumber*

**Banks**

I saw this ad for the bank Santander that I thought was pretty good. This family are driving along the motorway. There's a child in the back playing with some red LEGO. Up ahead, some civil engineers are putting together a bridge made out of red LEGO. They manage to complete it just as the family cross it. Formula One driver Lewis Hamilton is on the bridge (he's been helping construct it), and he waves at the boy in the back seat. *Nick42-bridgetown*

**Milk**

I saw this ad that California Milk are running with a talking cow. It starts with this teen girl who's busy eating her after-school snack of cheese and chocolate milk. Her mum starts asking her daughter what's been going on at school, but the fast-talking cow jumps in and starts giving mum the lowdown on all the latest gossip. *Jessie22-springer*

**Beer**

I came across an old Heineken ad the other day. It's a spoof of the George Bernard Shaw play *Pygmalion*. A woman with a posh English accent is having speech lessons so she can learn to talk like a Cockney. However, she's having a few problems. Eventually, the language specialist's assistant brings in some refreshments (a can of Heineken). The woman opens it and drinks a bit. This seems to help her get the hang of things and she starts talking like a real cockney. Meanwhile, the assistant, who has also taken a few sips from his can, starts talking in a posh voice. Very funny! *Sophie33-jingles*

**Your turn!**  
Write two advertising text messages from shops that you use.

**2** Online forum analysis

Read the descriptions of the ads and answer the questions. Which ad...

1. ...features a talking animal?
2. ...is based on a theatre play?
3. ...involves altering someone's accent?
4. ...has a celebrity in it?
5. ...involves a practical joke?

**2b** Language analysis

Read over the text again and find words that mean...

1. Fall asleep =
2. Further along the road =
3. To interrupt someone who's talking =
4. News about people's private lives =
5. To finally learn how to do something =

**Advertising blog**

Have you seen any ads lately? What did you think of them? Post a comment.

**Maltesers**

I saw this ad for Maltesers that was quite funny. There are two couples watching a film in the living room late at night. The girls are eating Maltesers and the men have drifted off on the sofa. All of a sudden, the girls

**Your turn!**  
Write a short paragraph describing an advert you've seen.

**3** Advertising quotes

Read over the quotes. Which ones do you agree with?

- "Advertising may be described as the science of arresting the human intelligence long enough to get money from it." **Stephen Butler Leacock.**
- "If advertisers spent the same amount of money improving their product as they do on advertising, they wouldn't have to advertise it." **Will Rogers.**
- "Advertising is the art of making whole lies out of half-truths." **Edgar A. Shoaff.**
- "Promise, large promise, is the soul of an advertisement." **Samuel Johnson.**



**Language Structures: Collocations**

A collocation consists of two or more words that often appear together – a sequence of words that combine to create natural-sounding language. For example:

- a) You're eating too much **junk food**.
- b) She ordered some **sparkling water**.
- c) He was **sentenced to** six months **in jail**.

There are several different types of collocation. Here are some of the most common:

- Noun + noun: a carton of orange juice
- Noun + verb: the lion roared
- Adverb + adjective: incredibly quick
- Adjective + noun: junk food
- Verb + noun: catch a cold
- Verb + adverb: run quickly
- Verb + prepositional expression: speak to someone

As you can see, collocations cover a wide range of language, including phrasal verbs, prepositional verbs and compound nouns. In some cases, the combinations become expressions which are fixed and inseparable (sometimes even becoming compound nouns): crystal clear, middle management, cosmetic surgery, etc.

**Top tip**

It's easier for our brains to remember chunks of language rather than single words. So, always record words as collocations (where possible), or better still, in an example sentence with the collocation. Noticing and recording words that go together will help improve your speaking and writing and make it sound much more natural.

**Photo analysis**

Match the text (1 to 5) to the photos (a-e). Then, identify the collocations in each sentence / question.

- 1. He poured some juice into his bowl of cereal.
- 2. Can you keep a secret?
- 3. It gave me a fright!
- 4. I'm going to keep calm and stop worrying about it.
- 5. Could you do me a favour and watch over my dog while I just go shopping, please?



**Multiple choice**

Choose the correct answers in order to complete the sentences.

- 1. Could you tell them to \_\_\_\_\_ quiet in there, please?  
a) make b) do c) keep
- 2. I think you need to \_\_\_\_\_ a bit more of an effort.  
a) keep b) make c) do
- 3. She \_\_\_\_\_ up late to the party.  
a) showed b) kept c) made
- 4. How long is it going to \_\_\_\_\_ you to get ready?  
a) keep b) do c) take
- 5. You must be proud \_\_\_\_\_ your son and all the good work he's done.  
a) at b) of c) by
- 6. You \_\_\_\_\_ up that story, didn't you? There's no way that it could be true.  
a) made b) did c) caught

**Article analysis**

Read the article. Then, answer the questions.

- 1. Why is Beckham a popular model for company / brand advertising?
- 2. What were the results of the Marks & Spencer advertising campaign?

**Celebrity Advertising**

*The highs and lows of celebrity advertising.*

Celebrity advertising is everywhere from ads for discount supermarkets to more sophisticated campaigns for designer clothing. But is it a good marketing strategy?

There are obvious benefits to using celebrities in advertising. When it comes to a big name star, it isn't just about selling a product, it's also about selling an image. And the bigger the celebrity, the bigger the image. Some companies rely almost entirely on celebrities for their marketing. Nike has consistently used high-profile sports stars to promote their clothing range. Gap rarely makes an ad without using a famous face. Even smaller companies are now spending big bucks to get celebrities behind their brand.







For the stars it's all good news. David Beckham has earned millions from football, but he's rumoured to have earned even more from advertising. During his career, he's endorsed a variety of brands including Armani, Gillette and Pepsi. Companies love him for his wide appeal, which almost guarantees a boost in sales. "His football, his experience at dealing with the media and his image all add up to a killer brand," explains marketing expert Rita Clifton. At his peak, the fashionable footballer was estimated to have a brand value of £200 million.

In many cases, using celebrities can be extremely successful. British company Marks & Spencer recently used celebrity advertising to change their image. Up until a short time ago, their clothes appealed almost exclusively to middle-aged and elderly customers. In an attempt to change all this, the company launched an expensive advertising campaign featuring models Twiggy and Erin O'Connor. Within months the company was transformed from frumpy to fashionable, reporting an encouraging upturn in profits.

[READ MORE ►](#)

**4 Advert analysis**

Read the advert and complete the table. Then, read through the advert again and look for collocations. How many can you find?

**Hair Loss Solution!**

Worried about hair loss? Concerned that it's affecting your self-confidence? Buy **Invigoren®** for a full head of hair and restored confidence!

If you're experiencing hair loss, you're not alone. Millions are faced with the prospect of thinning hair during their lifetimes. For years, scientists have been searching for an easy, effective solution to prevent hair loss. **Invigoren®** has that solution!



Formulated with scientifically-tested natural ingredients that target the root cause of hair loss, **Invigoren®** represents a clinically-proven solution. The powerful, natural ingredients in this unique product will stop the root cause of hair loss and help grow strong, healthy hair without any nasty side effects.

Follow our three simple steps and watch how **Invigoren®** brings back a full head of hair. 1. Apply the liquid. 2. Leave for eight hours. 3. Wash off! It's that simple. After six weeks of this, you'll soon notice tiny hairs sprouting out from your scalp. Practically odour-free and guaranteed to work 87% of the time, **Invigoren®** is the solution that you've been looking for.

**Invigoren®** is safe and effective and based on natural ingredients. And independent medical studies have shown that it works!

"Finally, I can use my comb again! I feel like a new man." **Jeff Masters, 44**

Buy your bottle of **Invigoren®** NOW and you'll get a free bottle of Bio-Cleansing Soap, and a Hair Stimulant Conditioner for FREE!

Or call us now for a FREE sample of **Invigoren®**! What are you waiting for?

1.	The product name is...	
2.	It provides a solution to...	
3.	It is aimed at...	
4.	It promises to...	
5.	You'll notice the difference after... weeks.	
6.	Age of the person who gives the testimonial...	

**Your turn!**  
Write an advert for an invented product or one that you use regularly. Include collocations where possible.

**Language analysis**

Match the words from Box A and Box B to create collocations that appeared in the text.

**Box A**  
discount designer marketing high-profile  
clothing endorse wide  
a boost advertising appeal upturn

**Box B**  
sports stars to clothing appeal range  
in sales supermarkets  
in profits a brand strategy campaign



The Advert

**Activity type: presentation**

**Task**

You're going to present an idea for an advert. First, choose a product (see below for possible product categories). Then, decide what type of advert you're going to create for it (a poster, a TV ad, etc.). When you're ready, present your ideas to the rest of the class.

**Products to advertise**

brand of drink, item of food, brand of clothing, type of car, electrical device, electrical appliance, computer, tablet...  
Other?

**Elements of an advert**

features/benefits, images, slogan, call to action, logo, branding, brand integration, celebrities, models, setting, location, message, target market, on-screen text, narration, script, key message, music, ending...

**Describing an ad**

- The ad is aimed at...
- It'll be created by... for...
- It'll be set in...
- The target market is...
- It starts off with X, who then begins to...
- As the camera moves across the landscape an X comes into view.
- The main character moves into focus, at which point...

**Describing aims**

- We're going to try to include...
- We'd like to go for...
- We want to add an element of comedy by...
- We want a memorable finish that involves something along the lines of...
- We're hoping to build up a bit of tension by...
- Our aim is to create something that...
- We've got something in mind along the lines of...



**hot english magazine**  **Remember!** You must do the *Reading* and *Listening* activities in Hot English magazine.



## Arranging a meeting

### 1a Telephone conversation analysis

Read over the conversation. Then, answer the questions.

1. What's Megan doing on Friday afternoon?
2. What's Oliver doing on Monday morning?
3. What time do they finally agree to meet?

### Scheduling a Meeting

- Oliver:** Hello?
- Megan:** Hi, Oliver, it's Megan.
- Oliver:** Oh, hi, Megan. How's it going?
- Megan:** Fine, thanks. Look, I'm trying to find time for a meeting this week. Are you free on Thursday?
- Oliver:** Erm, let me just check. Erm, I've got a sales conference to go to on Thursday.
- Megan:** How about Friday afternoon?
- Oliver:** Yes, that should be OK.
- Megan:** Oh, no, wait a minute. I've got a meeting with the guys from Barnes, Bates & Co. What's Friday morning looking like for you?
- Oliver:** Fridays are never good for me. Could we meet up sometime next week?
- Megan:** OK. How about Monday morning?
- Oliver:** Erm, let me see. Oh, no, I'll be busy on Monday morning. I've got an appointment with a client and then a meeting just after that. What about Tuesday afternoon? I haven't got anything pencilled in then. Does 4pm sound all right to you?
- Megan:** OK, I had arranged to meet a work colleague to go over something, but it isn't that urgent so I can probably reschedule it. So, yes, Tuesday afternoon at 4pm it is then.
- Oliver:** Perfect.
- Megan:** OK. See you then.
- Oliver:** Bye.
- Megan:** Bye.



### 1b Language identification

Read over the conversation again and identify any language used to...

1. ...answer the phone informally.
2. ...ask about someone's availability.
3. ...suggest meeting up at a certain time.
4. ...say that you haven't got any appointments at a certain time.
5. ...say that you can change the time of a meeting.

## Useful expressions

Look through the list of useful expressions. Can you think of any more?

### Useful expressions: arranging a meeting

- Are you free on...?
- How's (Friday afternoon) looking for you?
- What's your schedule like on (Tuesday morning)....?
- Are you busy on (Thursday morning)?
- Could we meet to discuss...?
- Could you make it on (Friday morning)?
- When would be convenient for you?
- How about meeting on...?
- When are you free?
- We need to have a meeting to discuss...
- I'd like to have a meeting to...

### Useful expressions: scheduling information

- I've got a really hectic week ahead of me.
- I'm not going to be able to make it this week.
- I'd rather meet up sometime next week.
- I'm sorry but I'm busy on...
- I've got an early-morning meeting on Saturday.
- I'm all tied up on Sunday.
- I could possibly re-arrange my three o'clock appointment.
- I may be able to re-schedule my Tuesday lunch.
- OK, see you then!
- I'll see you then.
- OK. I'll expect you on Thursday.

### 2 Task

Write out a short conversation in which two people try to find a time to meet.



# Self-Assessment

**Congratulations!** You have finished half the course. Now, please take some time to reflect on your learning and progress.

## A My feelings at the end of these units are...

- a. Positive
- b. Negative
- c. OK

## B What can I do?

Give yourself marks out of 10 (1 = poor; 5 = OK; 10 = excellent).

I can use...

- a. ...the verb *to be* and *have got*.
- b. ...the Present Simple and Present Continuous.
- c. ...the Past Simple.
- d. ...the past of *to be*.
- e. ...*will* for the future.
- f. ...Comparatives and Superlatives.

## C New language

Complete with your own ideas.

- a. I really like these words: \_\_\_\_\_.
- b. These words are difficult to remember: \_\_\_\_\_.
- c. These words are easy to remember: \_\_\_\_\_.
- d. This grammar point is easy: \_\_\_\_\_.
- e. This grammar point is difficult: \_\_\_\_\_.

## D What do you do to improve your English outside the class?

- a. I listen to songs in English.
- b. I travel to English-speaking countries and practise English there.
- c. I read books / magazines / newspapers / online news sites, etc. in English.
- d. I watch films in English.
- e. I listen to MP3s / CDs in English.
- f. I speak to work colleagues in English.

Other?

## E Personal objectives

My new objectives for the second half of the course are to improve my...

- a. ...reading skills.
- b. ...listening skills.
- c. ...speaking skills.
- d. ...pronunciation.
- e. ...writing skills.



# Revision Page

**Congratulations!** You have completed the first half of the book. Very soon, you will be given a Progress Test. This is to check your understanding and to monitor your progress. The exam will be based on the first eight units of the Skills Booklet and the corresponding Reading and Listening exercises from Hot English magazine. There are five parts to the evaluation: Reading, Language (vocabulary and grammar), Listening, Speaking and Writing. If you need any more help or practice in any of these areas, please remember to ask your teacher.

## Exam preparation

The exercises for the Progress Evaluation will be similar to the ones you do in class.

There will be a Reading and Listening aimed at your level. These will be similar to the types of Readings and Listeners that you have been doing from Hot English magazine.

The Language section will be based on the vocabulary and grammar you have covered in the Skills Booklet. There are a few exercises on this page to help you with that. This is not a definitive list of everything you will be tested on. You will need to look back through your book to see what you have covered.

The Speaking part of the exam will be based on a speaking topic that you have done from the Skills Booklet. While you're doing this, the teacher will make notes. You will be assessed on the following: range of vocabulary, use of grammatical structures, accuracy, pronunciation and fluency.

The Writing part of the exam will also be based on a topic from the Skills Booklet. You will be assessed on the following: accuracy, range of tenses, use of vocabulary and expressions, content and presentation of ideas.

**Good luck!**

## Language Structures

Complete the sentences with the correct forms of the verbs in brackets.

1. This work should have \_\_\_\_\_ (complete) last week. (Passive structures)
2. The pictures have \_\_\_\_\_ (upload) to the website. (Passive structures)
3. They suggested \_\_\_\_\_ (leave) it till the following week. (Reporting verbs)
4. We warned them that it \_\_\_\_\_ (take) a lot longer than they'd originally thought. (Reporting verbs)
5. They're depending \_\_\_\_\_ you to get it there by 5pm. (Prepositional verbs)
6. We're not sure that we entirely agree \_\_\_\_\_ your analysis of the situation. (Prepositional verbs)
7. To tell you the \_\_\_\_\_, I haven't really thought much about it before. (Features of conversational English)
8. We're going to \_\_\_\_\_ (the kitchen / paint) bright green. (Causative use of have)
9. They were wandering \_\_\_\_\_ the city centre, admiring the architecture. (Phrasal verb particles)
10. We decided to eat \_\_\_\_\_ in a restaurant in the old quarter of the city. (Phrasal verb particles)
11. You can cool \_\_\_\_\_ in one of the lakes in the parks around the city. (Phrasal verb particles)
12. The work here can be a bit soul-\_\_\_\_\_ at times. (Idiomatic expressions)
13. Did you manage to find \_\_\_\_\_ to look at the report I sent you? (Collocations)



Here are some ideas on how to exploit the material in class.

### REMINDER!

Use the Hot English Method to provide structure for your classes. If you have any ideas, opinions or feedback, please send an e-mail to the DOS or ADOS.

### TOP TIP!

Try this fun listening activity. Play the tape/CD/MP3 and tell students to follow the text with their fingers. Every time you stop the tape/CD/MP3, students have to put a circle around the corresponding word. Do this about ten times. Then check the answers with your students.

### REMEMBER!

The Vocabulary and Grammar exercises are to be either given as homework or done orally in class.

## STARTING THE UNIT

Do a "Chain Letter" activity. Make copies of the incomplete story below (one copy per student). Make sure there's a space between each instalment. For example:

- On 21st August of this year, I booked a \_\_\_\_\_ (what did you book?)
- Two days after arriving, we discovered \_\_\_\_\_ (what did you discover?)
- When we went to complain, a young man told us \_\_\_\_\_ (what did the man tell you?)
- We couldn't believe it so we \_\_\_\_\_ (what did you do?)
- The next day, we thought the problem was solved, when \_\_\_\_\_ (something happened – what?)
- That was it – we'd had enough. I was really cross because \_\_\_\_\_ (why were you so cross?)
- Eventually, after a lot of arguing we decided to \_\_\_\_\_ (what did you decide to do?)
- In the end, we demanded \_\_\_\_\_ (what did you demand?)

Students each have a sheet of paper with the

incomplete sentences. They start by completing the first instalment. Once finished, they fold it over and pass it on to the person sitting next to them in a clockwise direction. They should only write a short sentence and spend no longer than a few seconds on each one. Students continue like this until all the sentences on all the sheets have been finished. Finally, students unfold the sheets of paper. The resulting letters will consist of disjointed but funny stories. Invite students to read the letters out loud.

## MAKING GRAMMAR FUN

### Presentation

Make copies of the tables below. Cut up the Prefix and Example columns into separate strips (one prefix per slip). Then, cut up the Meaning columns (one meaning per slip). Do the same for the suffixes. Place all the Prefix/Suffix and Example strips face down on one side of a table, and all the Meaning strips face down on another side of the table. Student A turns over a Prefix / Suffix strip and a Meaning one. If it matches, they keep the two strips.

Prefix	Example	Meaning
pre-	preview	before
un-	unbelievable	not
dis-	disagree	not
re-	rewrite	again
mis-	misunderstood	not
im-	impossible	not
bi-	bi-monthly	two
de-	deregulated	not

Suffix	Example	Meaning
-er	interviewer	doer
-able	doable	possibility
-ous	dangerous	full of
-ness	happiness	a state of being
-ful	wonderful	full of
-ly or -y	gently	manner / way
-ment	government	the state of something

### Practice

In pairs, students use a dictionary to find more words for the suffixes and prefixes in the tables from the Presentation section. Then, they make six sentences with any of the words. Tell them to get ideas for sample sentences from the dictionary or the internet (typing in a word + "sample sentence" will give them lots of examples).

### Pronunciation ideas

Draw a table on the board with five vertical columns. Write Group 1, Group 2, etc. + the

type of adjective that is required at the top of each column (see below). Below, write in one example of the five types of adjectives. Students have to think of as many words to fit into the table as they can. For example:

**Group 1: "ing" adjectives:** hardworking, dashing, cunning, etc.

**Group 2: "ic" adjectives:** optimistic, materialistic, eccentric, tragic, etc.

**Group 3: "ous" adjectives:** adventurous, ambitious, victorious, glamorous, generous, etc.

**Group 4: "ive" adjectives:** assertive, aggressive, reclusive, sensitive, attractive, etc.

**Group 5: Compound adjectives with participles:** old-fashioned, well-built, square-jawed, blue-eyed, dark-haired, middle-aged, curly-haired, well-dressed, etc.

Then, elicit the pronunciation of the words. Ask for volunteers to mark where the stress falls on each word. When you've finished, drill the words telling your students to listen and repeat some of them with you. Finally, dictate six sentences with these words that students have to write down. For freer practice, tell students to describe someone they know using as many of these adjectives as they can.

## FLUENCY PRACTICE

### REVISION!

### Future tenses

Ask your students these questions. Tell them to invent where necessary.

- What are you going to do after class?
- What do you think you'll have for dinner tonight?
- Where are you going for your next holiday?
- Are you meeting anyone after work tonight?
- Where will you be living in five years?
- What are you going to buy next month?
- What do you think you'll wear tomorrow?
- What are you going to bring to work tomorrow?
- Are you doing any sport this weekend?
- What will you have achieved by this time next year?

### Number dictation

Dictate these numbers.

3,456 7,892 2,345 1,089 34,500  
67,891 56,891 45,988 39,876 7,400  
98,124 432,900 983,578 781,230

### Follow-up

For homework, students write a letter of complaint based on a real/imaginary experience.



# UNIT 9 Let's Complain!

## Objectives

**Vocabulary:** Complaining

**Language structures:** Prefixes & Suffixes

**Useful skills:** E-mail writing III

## Complaints ranking

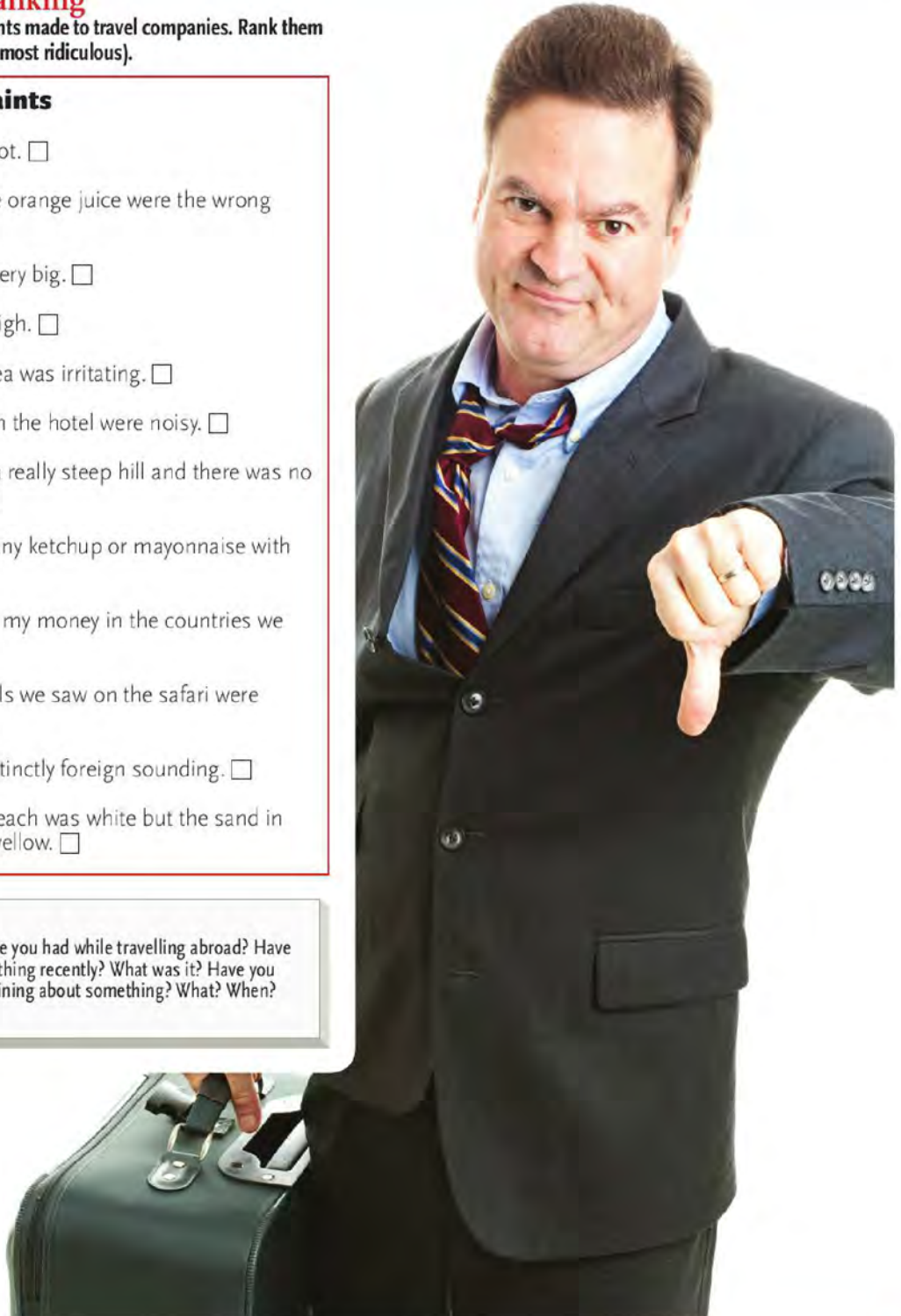
Read the genuine complaints made to travel companies. Rank them from 1 to 12 ("1" being the most ridiculous).

### Holiday Complaints

- The sun was too hot.
- The glasses for the orange juice were the wrong shape.
- The lobby wasn't very big.
- The bed was too high.
- The noise of the sea was irritating.
- The other guests in the hotel were noisy.
- The town was on a really steep hill and there was no lift or escalator.
- They didn't serve any ketchup or mayonnaise with the local food.
- They didn't accept my money in the countries we were visiting.
- Most of the animals we saw on the safari were sleeping.
- The music was distinctly foreign sounding.
- The sand on the beach was white but the sand in the brochure was yellow.

### Think about it!

What sort of problems have you had while travelling abroad? Have you complained about anything recently? What was it? Have you ever regretted *not* complaining about something? What? When? Why?





**Vocabulary:** Complaining

**1a Complaints matching**

Match the complaints (1 to 8) to the pictures (a-h).

1. I said *no cream* with the hot chocolate.
2. I said I wanted "Jackie" on the tattoo not "Jenny".
3. I asked for red roses not orange ones.
4. When I said a room with a view, I meant a view of the sea – not a construction site.
5. I ordered a 38 inch waist, not 48!
6. I said "no beans" with the full English breakfast... not "just beans".
7. When you told us the hotel had a pool, we presumed you meant it had water in it.
8. We asked for balloons, not baboons!



a



b



c



d



e



f



g



h

**2a Comments analysis**

Read over the comments about complaints made via Twitter. Then, answer the questions. *Who...*

1. ...was put on hold and passed from department to department?
2. ...got charged twice for the same order?
3. ...had their problem resolved in about six minutes?
4. ...tried to get in touch with the customer services department by e-mail?
5. ...discovered that the room they'd booked online hadn't been reserved?

**www.customerservice.com**



**Forum**

More and more companies are using Twitter to talk to their customers. It's great for them, but it's also good for customers who have a problem. Write in with your stories of how Twitter has helped you resolve a problem.

After making an online purchase from a supermarket, I saw that I'd been charged twice for the same delivery. I wrote them an e-mail but they didn't respond. Then, I tried to phone customer services but they didn't pick up. As a last resort, I sent a message to their Twitter account and they got back to me the same day. They asked for my order number, which I gave them, and the money arrived back in my account a few days later. I love Twitter!

*Scarlett*



I booked a room through the website fast-booking.com once, which all went through really smoothly. However, when I turned up at the hotel, I found that the room hadn't been reserved. I tried to sort it out there and then, but no one was willing to help. So, in the end, I tweeted fast-booking.com and got an immediate response. They found the booking form, called the hotel and got us a room. It's amazing how companies respond to Twitter!



I was waiting for a parcel once that hadn't turned up after four weeks. So, I phoned the post office to find out what was going on. As you can imagine, I was put on hold and passed from department to department. In the end I gave up and decided to get in touch with them through their Twitter page. Incredibly, they managed to solve my missing parcel problem in about six minutes.



*Jessica*

**2b Language analysis**

Find a word or expression in the text that means...

1. contact someone = \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ someone
2. if you do this, you do it because you can find no other way of solving a problem = as a \_\_\_\_\_ / \_\_\_\_\_
3. to return a call = to \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ someone
4. to arrive = to \_\_\_\_\_ / \_\_\_\_\_
5. to find a solution to a problem = to \_\_\_\_\_ / \_\_\_\_\_
6. to stop trying to do something = to \_\_\_\_\_ / \_\_\_\_\_

**Your turn!**

Write a short description of a complaint you had to make. Invent if necessary.

**Think about it! Complaints**

What's your complaining style: aggressive, polite but firm, other? What do you do when people push in front of you in a queue? Have you ever lodged an official complaint with the town/city council? What was it about? Have you ever complained about your neighbours? Why? Have you ever made a complaint at a restaurant or hotel? Why?



**Language Structures:**  
**Prefixes & Suffixes**

**Prefixes**

Prefixes are combinations of letters that are added to the start of words (particularly adjectives). Often, by doing this, a negative adjective is formed. For example: *legal – illegal; comfortable – uncomfortable; similar – dissimilar; fair – unfair; edible – inedible; loyal – disloyal*

Some common prefixes include the following: *in (ineffective), im (impossible), ir (irreplaceable), un (untidy)*.

Please see the Resource Section for some prefixes with meanings.



**Suffixes**

Suffixes are letters that we can add to the end of a word. These letters can change the meaning of the word, or make the word into a different class of word. For example, the verb *read* can be made into the noun *reader* (someone who reads) by adding the suffix *-er*, and into the adjective *readable* (something that can be read) by adding the suffix *-able*. Understanding the meanings of common suffixes can help you guess the meanings of new words.

We can use *-er* for the person who does an activity. For example: *write-writer*

The suffix *ee* can be used to mean "the person who receives or experiences something" (*-ee*): *interviewer-interviewee*

The suffix *-ness* can be used to describe the state of something. We can create nouns with *-ness* from adjectives: *happy-happiness*.

We can add *-able* and *-ible* to verbs to create adjectives that describe things that can be done or that are possible: *wash-washable*.

Adding *-ise* to nouns or adjectives creates verbs that have the idea of making or creating something: *harmony-harmonise*.

The suffix *-ist* is often used to describe the person who does something: *scientist*.

We can add *-en* to the ends of words to convey the idea of making something bigger / longer, etc.: *strength-strengthen*

For more information, please see the Resource Section



**Picture matching**

Match the sentences (1 to 5) to the pictures (a-e).

1. She's extremely generous.
2. I don't think this is edible!
3. The interviewee was waiting to be interviewed.
4. The manager was chatting to an employee.
5. He lost all his money in a dodgy investment.



**Word choice**

Choose the correct words to complete the sentences.

1. The drug caused a temporary state of **forgetful / forgetfulness**.
2. She's got **darkish / darkly** brown hair.
3. I think the work is **doable / doer**, although it'll require a lot of effort.
4. This way of working isn't **sustainability / sustainable** – we'll never be able to keep it up.
5. They want to **revolutionise / revolution** the way people shop.
6. They're looking to **modernity / modernise** the company's image.
7. The **pianist / pianoer** played a piece at the end of the concert.
8. The article was about how **capitalism / capitalist** was in crisis.
9. We need to **shorten / shorter** the period from five to three days.
10. They need to **strong / strengthen** the base before it breaks.

**Instant message completion**

Complete the words with the correct endings.





**Zoe:** On top of all that, I've been handed this big project. They want it finished by March. I told them it just isn't (5) **do**\_\_\_\_, but they aren't interested.

**Jack:** Typical!

**Zoe:** Also, I'm covering for Dave, who's off sick. Plus, I've got the head of HR on my back doing a "time and (6) **efficien**\_\_" study! I feel like I'm going to explode!

**Jack:** I know how you feel!

**Zoe:** And if that wasn't enough, I've got my (7) **assist**\_\_\_\_ to deal with. It's a bit like being a child (8) **mind**\_\_\_\_ at times. I mean, he just takes everything so personally. If I try and give him a bit of (9) **construct**\_\_\_\_ criticism, he just storms off in a huff, only to come back in about half an hour apologising for his behaviour. Also, he's pretty (10) **due**\_\_\_\_ when it comes to navigating his way around the website. I might as well do the work myself!

**Jack:** Coffee?

**Zoe:** Oh, yes, please.

**Jack:** One cappuccino coming up. See you in a sec.

**Zoe:** You're a life saver!

**Jack:** I know!

**Your turn!**

Write a dialogue with one person complaining about something.

**4 Anecdotes word choice**

Choose the correct words (a-c) to complete the anecdotes.

**Train Complaint**

About a month ago, I booked a train trip from Edinburgh to London. Things started off (1) \_\_\_\_\_ well, but at Newcastle technical difficulties meant that we had to get off and take a coach (2) \_\_\_\_\_ to Darlington. Ordered off the train, we were shunted like cattle, with no one to assist with luggage – just a gruff security guard who refused to answer any of our questions. This complete lack of communication and direction was stressful, to say the least.

The coach journey was a (3) \_\_\_\_\_ too. Some people at the back were smoking (despite the fact that it's a (4) \_\_\_\_\_ coach), there were no seat belts, the seats themselves were really (5) \_\_\_\_\_ and the toilet was locked for the entire two-hour journey. The driver's inability to drive safely was alarming, and his use of the accelerator and brake pedal left me feeling nauseous.

Once at Darlington, the coach stopped about 200 metres from the entrance to the station. Again, no

(6) \_\_\_\_\_ was offered to passengers with luggage, so we had to make our own way across a bridge to the waiting London train. To make matters worse...

[CLICK HERE TO READ MORE](#)

- |                      |                  |                |
|----------------------|------------------|----------------|
| 1. a) relate         | b) relative      | c) relatively  |
| 2. a) link           | b) linkage       | c) linked      |
| 3. a) nightmare      | b) night-time    | c) nightmarish |
| 4. a) smoker         | b) smoking       | c) non-smoking |
| 5. a) comfort        | b) uncomfortable | c) comfortable |
| 6. a) non-assistance | b) assistance    | c) assistant   |

**5 Parts of speech**

Complete the anecdote with the correct forms of the words in brackets.

**Cruise ship nightmare**

When we first made our (1) \_\_\_\_\_ (reserve), the saleswoman convinced us to pay a bit extra for an upgrade so we'd be in their Concierge Class category. This would, in theory, allow us to benefit from a number of special privileges, including priority (2) \_\_\_\_\_ (embark), champagne on arrival, dining room seating (3) \_\_\_\_\_ (prefer) as well as various extra in-room amenities. But once on board, we soon realised that all guests were entitled to exact the same services... free of charge. We'll be demanding some form of (4) \_\_\_\_\_ (compensate) for that when we get back.

On entering our cabin, we saw that it was a lot smaller than the one we'd booked. There was no porthole and our in-room safe malfunctioned. As soon as we placed our (5) \_\_\_\_\_ (value) in it, the battery went out and we weren't able to retrieve them. We had to wait three hours to get it opened (no one seemed to know how to get it fixed). The second night, we experienced a repeat (6) \_\_\_\_\_ (performer) with the safe, so we decided not to use it for the rest of our cruise to avoid this (7) \_\_\_\_\_ (convenient) it was causing us.

We had been looking forward to eating out at the exclusive first-class restaurant, but the experience was far from (8) \_\_\_\_\_ (satisfy). Both my wife and I were dressed smartly, but we were shocked to see many guests in shorts and T-shirts. On top of that, we had to wait for almost an hour in a long queue with several other (9) \_\_\_\_\_ (happy) guests as there was a problem with our table assignment. There was no (10) \_\_\_\_\_ (apologetic) from the Maitre d' and our table was a make-shift add-on table next to the kitchens. The food was far from satisfactory. The vegetables were cold, the meat was (11) \_\_\_\_\_ (cooked) and the cutlery was dirty. On top of that...

[CLICK HERE TO READ MORE](#)

**Your turn!**

Write about an unfortunate experience.



# UNIT 9 Let's Complain! SPEAKING TASK

## The Complaint

### Activity type: role play

#### Task

You're going to complain to someone about a service or product. Choose one of the ideas from below (or any other idea). Prepare your arguments. Then, write a letter / e-mail explaining the situation. When you're ready, get together with a partner / the teacher and discuss the issues. Take turns taking on the role of customer and manager, etc. Try to come to an amicable solution.

- **Local council** – they haven't collected your rubbish for a week.
- **Hotel** – they hadn't registered your booking.
- **Travel agency** – the resort you stayed at was nothing like the one in the brochure.
- **Airline** – they lost your baggage.
- **Clothes shop** – when you put the item of clothing in the washing machine, the colours ran.
- **Media service (home movies, etc.)** – the picture quality is very poor; most of the films are old.
- **Mobile phone company** – they're charging you much higher rates than originally advertised.
- **Car manufacturer** – the car broke down one day after the guarantee expired.
- **Internet provider** – the service was down for three weeks.

#### Complaining

- I'd like to speak to the manager, please.
- I'd like to complain. / I'd like to make a complaint.
- This level of service is unacceptable.
- It caused considerable inconvenience.
- I would never have expected something like that from a company of your standing.
- I've been using your services for many years, and this is the first time that...
- I'd just like to say that I think that...

#### Dealing with someone

- You're perfectly right to bring this up.
- I'd just like to say that...
- I'm afraid there isn't much that I can do about this.
- I understand your frustration, but...
- I can imagine how you feel, however...
- I'd like to apologise for...
- I'm afraid that isn't my responsibility.
- I will say in our defence that...



hot  
**english**  
magazine



#### Remember!

You must do the *Reading* and *Listening* activities in *Hot English* magazine.




### Arranging a time to meet

#### 1a E-mail analysis

Read through the e-mail and answer the questions.

1. What does Ellie think of the internet business proposal?
2. When does Ellie suggest meeting?
3. Where is Ellie hoping to travel to at the end of the month?



**To:** jenkinsnow@gmail.com  
**Subject:** internet business proposal

**Dear Ms Jenkins,**

I hope you had a pleasant trip home last week. It was great to finally meet you. I'm just writing to say that we've been studying your internet business proposal and we think it sounds extremely interesting. I think the best thing would be to meet up some time next week to discuss it in more detail. So, I was wondering whether you'd be available for a meeting next Monday 3rd March. We could have lunch together and then go back to my office to talk about the proposal in more detail. Please let me know whether this would suit you.

On another note, I was hoping to travel down to Brighton at the end of the month. I was wondering whether you'd like to accompany me. This would give you an opportunity to meet the people who are working on the project. You'd also have a chance to discuss any issues with them that need your input. Once again, please let me know whether you'd be interested in doing something like this.

Well, I think that's all for now. If there's anything I can do, please don't hesitate to let me know.

I look forward to hearing from you soon.

Regards,  
*Ellie Brown*

#### 1b Language identification

Read over the e-mail again and identify any language used to...

1. ...suggest meeting up.
2. ...ask whether someone is available.
3. ...suggest having lunch.
4. ...ask whether something would suit someone.
5. ...express an intention to do something.
6. ...offer to help.

### Useful expressions

#### Suggesting a meeting

- I think the best thing would be to meet up some time to...
- I was wondering whether you'd be available to...
- We could have lunch together and...
- We could talk about...
- We could meet up at...

#### Stating plans

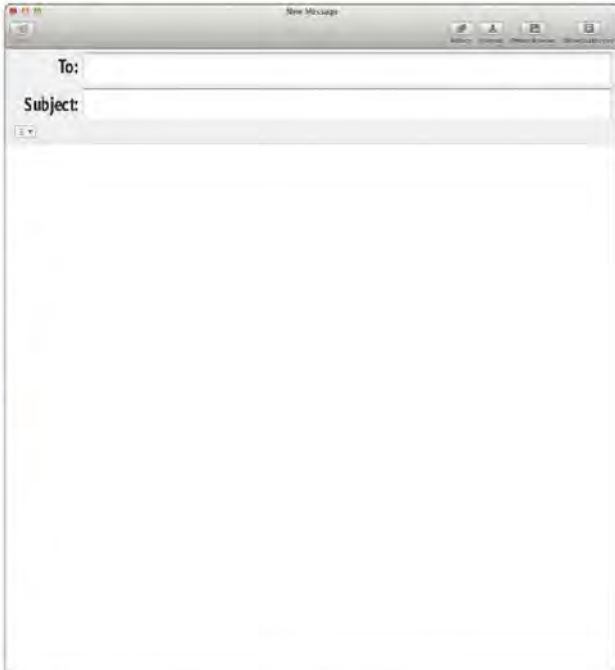
- I was planning on visiting the city this weekend.
- I was planning to pick up the report this Monday.
- I was hoping to catch you in the office around 12.
- I was thinking about meeting her next week.
- I'm hoping to have it all done by next month.

#### Offering help

- Let me know if there's anything you need.
- Is there anything I can do to help?
- If there's anything you need done before then, I can work on it from home.
- Just let me know if you want me to do anything.

#### 2 Task

Write a short e-mail offering suggestions for meeting up and stating plans.



**To:**  
**Subject:**

Large text area for writing the email content.





Here are some ideas on how to exploit the material in class.

### REMINDER!

Be prepared! Make photocopies before class.

### TOP TIP!

Use more music in your class. Find out what kind of music your students like and play it in the background during free speaking tasks. Studies show that music by Mozart improves learning. You might want to try it to see whether it works on your students.

### REMEMBER!

Encourage your students to use dictionaries in and out of class. This will help them become autonomous learners and will also help them develop a sense of responsibility with regards to their learning.

## STARTING THE UNIT

Before the class, find some headlines from newspapers or magazines. Cut the headlines up and give each pair of students a pile. Students discuss the stories behind the headlines. Examples of headlines:

- Singer sued by former bodyguard for negligence
- H&M drops model over drug-taking allegations
- Rivals clash on economy and health care
- Horse thief is captured on camera
- Suspect confesses to killings
- Musician cuts short comeback gig
- Government set to raise taxes
- Tax policy hurts economy, says expert
- Actor quits film after argument with director

## MAKING GRAMMAR FUN

### Presentation

Do a "Dictogloss" activity with the news story from below. First, read the text aloud at normal speed. Tell your students to listen carefully because you're going to ask them a couple of

questions about it afterwards: *How old is the man? How long was he holding onto the back of the train?* Etc. Then, read it out again, but this time omit words. Students write down what the missing words could be. In this example, omit the words in bold when you read it the second time round:

### Passenger in high-speed rail incident

A passenger had a lucky escape yesterday after **clinging onto** the back of the London to Brighton train for more than six minutes. Gordon Texford, 46, was in a station toilet when he heard a message saying that his train was about to **pull out**. Desperate to get on, he ran out of the toilet and **jumped onto** the carriage at the back of the train. Miraculously, he clung on for six minutes before the train **stopped** at the next station. The married father-of-three **even managed** to answer a mobile phone call from friends who were inside a carriage on the train as it **reached speeds** of up to 70kph. Texford escaped with minor injuries to his leg, but may **face prosecution**. A spokesman for British Transport police said, "It was a very silly thing to do."

When you've finished, write up the text on the board with spaces for the missing words. Go through the activity with your students. Ask for suggestions of words to go in the spaces. See if your students can come up with any synonyms. Finally, refer your students to the grammar pages of this unit.

### Practice

Print out recent news stories and stick these around the classroom. Blank out some of the words. Students walk around and try to think of words to go in the spaces. After about ten minutes, go through the exercise as a class and discuss which words fit best. Remind students that it's important that the word collocates correctly with the other words in the text.

### Pronunciation ideas

Read part of the news story again in your best reporting voice. Tell your students to listen out for any features of reporting diction: enunciation, stress, pauses, intonation, etc. They should underline/

circle these features where they occur in the text. Ask for volunteers to describe some of these features. Finally, put your students in pairs. Students practise reading the story, trying their best to copy the way you did it. Do it again if they need to hear how you've done it. If you have easy access to the internet in your classroom, you could play an authentic news report from the BBC or CNN websites and analyse these features in more depth.

## FLUENCY PRACTICE –

### REVISION!

### Reported speech

Tell your students to repeat these sentences as reported speech. Tell them to use, "He said that..." or "She said that..."

- The food has been prepared.
- The money has been spent.
- The rooms are being painted.
- The shoes are being cleaned.
- The clothes are made in the factory.
- The money is paid into the bank account.
- The work will be finished on time.
- The computers will be replaced.

### Spelling

Read out these words for students to write down.

1. acceptance 2. achievement 3. advice (noun) 4. anniversary 5. campaign
6. choice 7. development 8. friendship
9. independence 10. syndrome
11. volunteer 12. accessible
13. pressure 14. unthinkable
15. performance 16. rhythm
17. autobiography 18. binoculars
19. cautious 20. environment

### Extra

Give your students a template for the front page of a newspaper. Put your students in small groups. Tell them to design the front page of a newspaper for the following class. Students should include interesting photos, captivating headlines and motivating stories. In their groups, students discuss their options and come to an agreement on the best options before presenting these ideas to the rest of the group.

### Follow-up

For homework, students write up a news story they've read or heard about.



# UNIT 10 In the News!

## Objectives

**Vocabulary:** Newspaper stories

**Structures:** Synonyms & Antonyms

**Useful skills:** Meetings III

## ■ Funny headlines

Read over the newspaper headlines. See if you can identify the problem with any six of them. Quite often, the headline has a double meaning, which can lead to confusion.

Man gets nine months in violin case

Farmer bill dies in House of Commons

Nurses appeal to prime minister

Miners refuse to work after death

Juvenile court to try shooting defendant

Man robbed by restaurant

Footballer on the mend after fatal car crash.

Workers sent threatening letters

Killers in open prisons to ease overcrowding

Paltrow gives birth to baby Apple

Eminent psychologist Dr Smithers to discuss crime with newspaper editors

Robber jailed for shooting dead witness.

Man hit by car in hospital

Police rescue workers enslaved at brickworks

### Think about it!

Have you seen any other examples of ambiguous headlines or text in general? Where? What was the problem? Are there any words in your language that can cause confusion? Give examples. Have you read any interesting stories in the news lately? What were they?





**Vocabulary:** Newspaper stories

**1 Newspaper sections**

Write the name of a newspaper heading from below next to each headline (1 to 10). Then, invent one more headline for each section.

- International Environment Classifieds Home news  
Technology Film Health Economy Gossip Travel

1. Treat yourself to a relaxing spa. *Health*
2. Great weekend breaks in Scotland.
3. Police demand pay increase.
4. Is this the end of the recession?
5. Latest Spielberg film opens in London.
6. Jobs in Dubai for £100,000 pa.
7. Rock star in hotel scandal.
8. Latest range of mobile phones.
9. G8 meeting in Rio.
10. Pollution levels becoming "unbearable".

**2 Article analysis**

Read the news stories and answer the questions.

1. How did the man attempt to steal the diamond?
2. Why is he in hospital?
3. What is one of the benefits of eating organic food?
4. What did the study find about the difference between organic and non-organic food?
5. What's the general trend with regards to house prices?
6. How do they expect the property market to be next year?

**Man swallows \$13,000 diamond at gem exhibition**

The owner of a diamond alerted police after he saw a man consume the precious stone at a gem exhibition yesterday afternoon. The man has been arrested for swallowing a diamond said to be worth \$13,000, police say. The 32-year-old swallowed the gem after taking it from a display cabinet as the annual exhibition opened on Wednesday. "He appeared to be appraising it, but then suddenly put it in his mouth," an unnamed police officer said. The man is currently in hospital. It is not yet clear whether the diamond has been recovered yet.



**Organic food "not any healthier"**



Eating organic food will not make you healthier, according to researchers at Stanford University, although it could cut your exposure to pesticides. Scientists at the prestigious university looked at more than 200 studies of the content and associated health gains of organic and non-organic foods. Overall, there was no discernible difference

between the nutritional content, although the organic food was 30% less likely to contain pesticides. Critics say the work is inconclusive and have called for more studies.

**House prices set to fall even further**

A leading British bank said yesterday that it expected prices to fall by 2% this quarter. The forecast came as the



bank revealed that house prices fell by 1.2% in November – following a 0.4% fall in October. "The trend in house price growth continues to fall," economist Alexandra Banner said. "And no region has escaped the downturn in price

growth over recent months," she added. "We expect to see the number of home moving transactions to continue to be subdued next year," she added.

**3 Language analysis**

Find words or expressions in the text that mean...

1. To inform someone about a danger or a crime that is taking place = to \_\_\_\_\_
2. To take food from your mouth to your stomach = to \_\_\_\_\_
3. To estimate the value of something = to \_\_\_\_\_
4. To reduce = to \_\_\_\_\_
5. A situation in which the economy starts to do worse than before = a \_\_\_\_\_
6. Quiet / without much movement = \_\_\_\_\_

**Your turn!**

Write a short newspaper report on something that's happened this week / month in your country or the world.

**4 Newspaper quotes**

What do you think of these quotes? Which ones do you agree with?

"Harmony seldom makes a good headline." **Silas Bent.**

"Journalism is literature in a hurry." **Matthew Arnold.**

"The First Law of Journalism: to confirm existing prejudice, rather than contradict it." **Alexander Cockburn.**

"A good newspaper, I suppose, is a nation talking to itself." **Arthur Miller.**

"I always turn to the sports section first. The sports section records people's accomplishments; the front page nothing but man's failures." **Earl Warren.**

"I fear three newspapers more than a hundred thousand bayonets." **Napoleon.**

"If you don't read the newspaper, you are uninformed. If you do read the newspaper, you are misinformed." **Mark Twain.**



**Language Structures:**  
**Synonyms & Antonyms**

A synonym is a word that has the same meaning as another word. For example, *big* and *large* are synonyms – both being adjectives meaning “of great size”.

Other examples of synonyms include: *to start-to begin*; *sad-upset*; *adore-love*; *leave-depart*

However, words that appear to be similar often aren't used in the same way. For example, we can say: “Mr Getty paid a **large** amount of money for the Picasso painting.” But we don't say “a **big** amount of money”.

This is because the words **big** and **amount** don't collocate – meaning we don't use them together, and it sounds wrong and unnatural if we do.

Words can be used in different contexts too. For example, look at this sentence. Which word is correct?: “Can you tell me where the **lift / elevator** is, please?” Both words are correct, but the British tend to use *lift*; whereas Americans use the word *elevator*.

When making a note of any new vocabulary, you should always write words down in sentences so you can see which words they collocate with.

**Antonyms**

An “antonym” of a word is the opposite of that word. For example: *easy-difficult*; *fat-thin*; *tall-short*.

However, not all antonyms are quite so straightforward. Many words can have different meanings. For example:  
a) I met an **old** man. (the opposite would be *young*)  
b) I bought an **old** car. (the opposite would be *new*)

Sometimes, we use suffixes and prefixes to show opposites. For example: *polite-impolite*; *accurate-inaccurate*; *responsible-irresponsible*...

**Top tip**

When learning a new word, write it out in a full sentence so you can see which words it collocates with. Also, write down any opposite forms of the word.

**Word choice**

What's the synonym of each word or expression in bold? Choose from the options a, b, c.

- When I'm on holiday I like to **wind down**.  
a) relax b) be outside c) sleep
- It was a **rip-off**.  
a) bargain b) con c) discount
- It's **highly unlikely** that they'll accept our offer.  
a) extremely probable b) likely c) not probable
- On the whole**, I don't think it's too bad.  
a) sometimes b) occasionally c) mostly
- Actually**, I'm French, although I speak with an Italian accent because...

- a) right now b) at the moment c) in fact
- The course was **pretty tough**.  
a) quite difficult b) quite easy c) very basic
  - You can come back to my **place**.  
a) computer b) car c) home

**Matching**

Match the words in bold (1 to 8) to the definitions (a-h).

- The price of petrol has been **fluctuating** a lot recently.
- It's **inevitable** that these things will happen when you're trying to do so much.
- They offered additional bonuses as an **incentive** for surpassing their sales targets.
- The situation was **chaotic** as no one was in charge.
- I can't believe he fell for that trick! He's just so **naïve** at times.
- They were just about ready to give up, but we persuaded them to **carry on**.
- As it was raining so heavily, they decided to **put** the game **off** until the next day.
- There was a fire in the kitchen but we managed to **put** it **out**.

- continue
- extinguish
- certain
- confused / confusing
- changing
- innocent
- a stimulus; an action to motivate
- postpone

**Word selection**

Complete the news stories with the correct words. When you've finished, make sentences with three of the words that you didn't use. Make sure they collocate correctly.

**TRIPPING VISITOR**

A 32-year-old man destroyed a set of (1) **priceless / wealthy** vases in a museum in Cambridge yesterday afternoon after crashing into a display cabinet. Among the best-known (2) **artefacts / concoctions** at the Fitzwilliam Museum in Cambridge, the 300-year-old pieces were from the Qing Dynasty and had been on (3) **spectacle / display** on a staircase window sill for 40 years. (4) **Squashing / Squatting** down to tie his shoe lace, the visitor is said to have slipped and fallen down the staircase, bringing the vases crashing down as he tried to (5) **steady / equal** himself. Not wanting to identify the man, the museum described the (6) **casualty / accident** as “unfortunate” and “regrettable”. In a message to the press, Margaret Greeves, the museum's assistant director, added, “The vases are now in very, very small pieces, but we are (7) **confident / determined** to put them back together.”





**CAT BURGLAR**

A young woman from Brighton made an unusual discovery in her home two nights ago. After **(8) hearing / listening** a noise at night, the 43-year-old decided to investigate. Arming herself with a baseball bat, she went downstairs to discover a whole new **(9) meaning / signify** to the word "cat burglar". On entering the kitchen, she saw the head and one arm of a man **(10) sticking / pulling** out of the cat-flap. "He was clearly in a lot of pain as his head was **(11) congested / jammed** in," she explained. The police were called immediately. When asked what he was doing there, the **(12) burglar / burger** said that he was looking for his cat.



possible. Read over the following newspaper leads and try to identify the *who*, *what*, *where*, *when*, *why* and *how* (in some cases, not all the information is included).

**Newspaper leads** (also spelt "ledes")

1. A British skier was injured during an avalanche at a ski resort in eastern France yesterday afternoon.



2. A young man was driving his father's Mercedes near Bristol on Saturday night when he collided with a tree.
3. A commercial jet en route to Alaska had to make an emergency landing in Chicago yesterday afternoon after one of the in-flight lavatories started flooding.



4. Two shopkeepers in Barsdale were sentenced to six months in jail yesterday after being convicted of cheating a lottery winner out of his winnings.
5. A report out today shows that sales of green tea in the UK rose by 1.5 percent last year, beating all previous records.
6. A study published this week in the UK shows that nearly half of Britons admit to cancelling friends at the last minute when a more attractive social engagement comes up.

For example: 1.

- a) Who = British skier
- b) What = he was injured
- c) Where = at a ski resort in eastern France
- d) When = yesterday afternoon
- e) How = there was an avalanche

**Your turn!**  
Write two article leads of your own. Try to include as much information as you can in each sentence.

**4 Word choice**

Choose the correct options (a-d) for each word in bold.

**FROM THE JAWS OF DEATH**

A Sunday morning **(1)** \_\_\_\_\_ turned a neighbour into a hero. Barry Moore was walking his 9-month-old bulldog when the pooch ran ahead to the edge of a pond in South Florida. Suddenly, Moore heard the dog cry. **(2)** \_\_\_\_\_ ahead, he saw that his dog's head was inside an alligator's mouth. Without a second thought, Moore **(3)** \_\_\_\_\_ in the water and started hitting the gator with his fist. With the dog still in its mouth, the alligator started to slowly **(4)** \_\_\_\_\_ under the water. Refusing to let go, it started rolling in the water. "It was about 3 metres long, and I thought my dog was dead," Moore later said. "But **(5)** \_\_\_\_\_ open the gator's mouth, he managed to pull out his dog. Minutes later, an ambulance **(6)** \_\_\_\_\_ and paramedics rushed the dog to hospital. Once there, doctors treated it for cuts and puncture wounds. It is now recovering at home.

1. a) walk b) journal c) march d) tour
2. a) flowing b) dispatching c) rushing d) streaming
3. a) cantered b) jumped c) mashed d) wavered
4. a) disappear b) dissolve c) melt d) fade
5. a) bar b) prising c) swallow d) pinch
6. a) turned up b) displayed c) arrived up d) took up

**Your turn!**  
Write a short newspaper report on an incident.

**Language identification**

In newspaper stories, writers often pack as much information into the first sentence as possible. They try to use as many of the 5 Ws (*who*, *what*, *where*, *when*, *why*) and H (*how*) as



## The News Story

## Activity type: role play

## Task

You're going to give details of a news story. First, write up a news report on something that happened. Use the ideas below, any other ideas or invent if necessary. Then, make notes on how you're going to present the story in a news programme. When you're ready, present the news. Finally, answer any questions. Later, listen to any other news reports and ask questions.

## Potential news stories

- A top-ranking politician is found to be connected to an organised crime gang.
- A highly-controversial book on the royal family is about to be published.
- A rival newspaper has been bugging the mobile phones of famous people.
- A right-wing, conservative politician has employed non-registered immigrants as cleaners at his stately home.
- A company that advertises in your newspaper has been using slave labour to make its shoes.

## Presenting the news

- In today's news, we'll be looking at...
- Earlier today, a man was taken to hospital after...
- Two people were seriously injured after...
- An earthquake in the south of the island caused serious damage to...
- A 66-year-old man was arrested and charged with... after...
- An elderly woman was being treated for shock after...
- In sport, France managed to... after...
- In Australia, the newly-elected president has announced that...

## Asking questions about a news story

- Where did this take place?
- How many people were injured?
- What is the government doing about it?
- How did she feel after that?
- What are they planning to do about it?
- Where were they taken?
- Were any of them seriously injured?
- How long did it go on for?
- Why weren't they arrested straight away?





### Dealing with interruptions

#### 1a Meeting analysis

Read through the extracts from meetings (I-V). Does Speaker A accept the interruption (write **A**) or not (write **NA**)?

#### Dealing with interruptions

##### Meeting I

**A:** And so on to my final point. This concerns, erm...

**B:** ...Just a minute, I think you missed out point four.

**A:** Oh, right, yes, I think you're right. Well, erm...

##### Meeting II

**A:** We can then see about getting the finance...

**B:** ...which is no easy task, if I may just point out.

**A:** If I may just finish what I was saying.

##### Meeting III

**A:** And then I'll be telling you all about, erm...

**B:** ...I'm sorry to interrupt but will we get a chance to ask any questions?

**A:** Yes, good point. I'll be taking any questions at the end.

##### Meeting IV

**A:** And finally, I'd just like to say that I truly believe that, erm...

**B:** ...Sorry but weren't you going to give us the results of the survey recently carried out?

**A:** If you don't mind, just let me finish what I'm saying and then I'll get onto that.

##### Meeting V

**A:** And if you'll just turn your attention to this other graph, you'll see that, erm...

**B:** ...Sorry to interrupt, but I don't really see the point of looking at that until we've been over the other data.

**A:** Would you mind waiting for your turn to speak, please?

#### 1b Language identification

Read through the extracts again and identify examples of people accepting or not accepting interruptions during meetings.



### Useful expressions

#### Accepting an interruption

- No, that's fine. Go ahead!
- Yes, I think you've got something there.
- Yes, I'm inclined to agree with you on that one.
- Yes, as you rightly said...
- Yes, go ahead.
- Good point! As I was about to say...

#### Polite ways of dealing with an interruption

- If you don't mind, I'd just like to go through the points in order...
- I'm sorry but would you mind bringing that up at the end?
- I'd rather deal with that after we've finished this.
- If I may just finish what I'm saying.
- Can we leave that to another discussion?
- Would you please keep any comments till the end?

#### Direct ways of dealing with an interruption

- We've already heard your opinion. It's my turn now.
- You'll all get your chance to speak.
- Stick to item number one if you don't mind.
- Let's do this in order.
- Hold on! I'm speaking now.
- Please stop interrupting me!
- That's all very well, but you're ignoring the fact that...
- If I may finish this point...
- If you'd just let me get a word in edgeways.
- You've already had your chance to speak. It's my turn now.
- I think we've been over that before.

#### 2 Task

Write a short extract from a meeting. Include examples of people dealing politely and directly with interruptions.



Here are some ideas on how to exploit the material in class.

**REMINDER!**

Remember to praise and encourage your students whenever possible. We all like to be told when we're doing well.

**TOP TIP!**

Always end the class on a high. This could be a fun speaking exercise or game in which students practise things they've learnt in the lesson.

**STARTING THE UNIT**

Bring in brochures of holiday destinations, or download information on a variety of types of holiday from the internet. Stick these on walls around the classroom or spread them out on a table. Tell your students to comment on these. Ask them questions to help them start. *Which holiday would you like to go on? Have you been on a similar type of holiday before? Would you like to go here? Why? Why not?*

**Presentation**

Tell your students that you're going to read out a story. Tell them to listen carefully because you're going to ask them a few questions about it when you've finished. Use the story below, or invent your own. Remember to add in as many phrasal verbs as you can.

*About six years ago, a friend and I went on a holiday to Australia. After stopping off in several places along the way (Singapore and Thailand, for example), we finally got to Sydney where my friend's aunt picked us up. As she was taking us back to her place, she pointed out some of the landmarks in the city. We stayed with her for a couple of days, then hired a car so we could go off and explore the country on our own. But our first trip was a bit of a disaster. We set off early one morning, and everything seemed to be fine, but about 100 miles out, the car broke down. We were in the middle of nowhere and we didn't know what to do. We'd forgotten to stock up on water and food, and it was boiling hot. We tried calling, but my phone had run out of power.*

*Eventually, a lorry came along. We hopped into the front seats and the driver kindly took us back to Sydney. But that wasn't all. The next day... etc.*

When you've finished, ask three quick comprehension questions. For example, "Where did I stop off on the way to Australia?" Students get a point for each correct answer. Then, when you've finished, write up on the board some of the text with phrasal verbs in it. Ask your students to identify the verbs and to tell you what they mean. Then, refer your students to the grammar pages of this unit.

**Practice**

Tell your students to write up a short holiday anecdote using as many phrasal verbs as they can. When they're ready, they take turns telling one another their stories.

**Pronunciation**

Dictate the sentences below for your students to write down. Then, when they've finished, ask for volunteers to write the sentences on the board. Read one of them out at natural speed. Ask for a volunteer to mark any unstressed words or connected speech (where sounds merge to form a new sound).

1. He settled down in front of the TV. [He settled dow nin fron tof the TV.]
2. The police pulled him over for speeding. [The police pulle dhi mover for speeding.]
3. He had to slow down as he got to the roundabout. [He had to slow dow nas he got to the roundabout.]
4. I'd stick to the speed limit if I were you or you could get into trouble. [I'd stick to the speed limi ti fi were you or you could ge into trouble.]

Then, tell your students to repeat the sentences after you as you say them at natural speed and with connected speech. This is a good way of developing your students' fluency.

**Follow-up**

For homework, students write up their mini-guide that they talked about in the Speaking Task.

**FLUENCY PRACTICE –****REVISION!****E-mail addresses**

Dictate these e-mail addresses for your students to write down.

- suzyq32@yahoo.com
- swimmer\_girl@hotmail.com (underscore)
- jackjones-69@gmail.com (hyphen)
- sam\_tanner@gmail.com
- laura.loo@yahoo.com

**Website addresses**

Dictate these website addresses for your students to write down.

- www.tortoise.forum.org
- www.cute-animals.com (hyphen)
- www.huffingblog-post.com/videos (back slash)
- www.english-exams.net/group (forward slash)
- www.get\_paint.net (underscore)

**Numbers**

Dictate these numbers for your students to write down.

781,345    689,0981    346,871  
127,832    801,034    5,335,669  
12,309,540    788,346,009  
209,325,877    706,040,876

**Nationalities**

You say a country. Your students write down or say the adjective.

Germany-German; Greece-Greek; Holland (The Netherlands)-Dutch (Dutchman/woman); India-Indian; Ireland-Irish (Irishman/woman); Italy-Italian; Japan-Japanese; Mexico-Mexican; Morocco-Moroccan; Norway-Norwegian; Peru-Peruvian; Poland-Polish (Pole); Portugal-Portuguese; Russia-Russian; Scotland-Scottish (Scotsman/woman); Spain-Spanish (Spaniard - person); Turkey-Turkish (Turk - person); Wales-Welsh (Welshman/woman)



# UNIT 11 Travel Time

## Objectives

**Vocabulary:** Travel

**Structures:** Phrasal Verbs

**Useful skills:** Presentations III

## Travel trivia analysis

Look at the headings (a-f). What do you think the answers could be? Think. Then, read to compare your ideas.

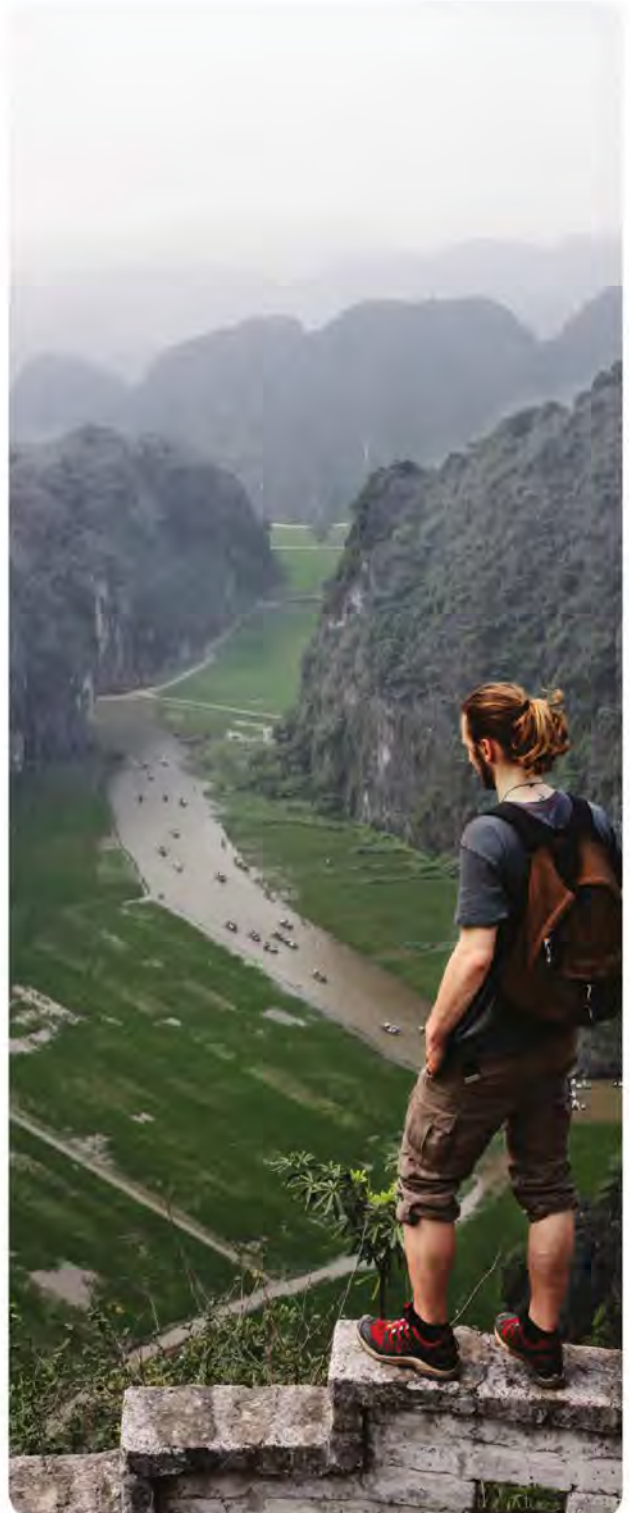
### Travel Trivia

Here are the results of a survey on travel.

- a) The most common holiday disasters according to the survey are:
- Flight delays
  - Running out of money
  - Being robbed
  - Poor accommodation
  - Falling ill
- b) The most useful objects that people take with them are:
- Alarm clocks
  - Electric razors
  - Toilet paper
  - Hair curlers
  - Cleaning products
- c) The most useless objects that people take with them on holiday are:
- Spare shoes
  - Books or exam notes to study
  - Cutlery
  - Bed linen
- d) The most popular adventure trip activities are:
- Skiing
  - Rafting
  - Scuba diving
  - Mountain biking
- e) The most popular types of holidays are:
- Beach holidays
  - Sight-seeing holidays
  - Skiing holidays
  - Camping trips
- Incidentally, of those who put down "camping", 26% said they would never go again.
- f) The most popular activities on holiday are:
- Shopping
  - Relaxing
  - Sight-seeing
  - Keeping fit and doing sport
  - Watching TV

### Think about it!

Have any of the things mentioned on this page ever happened to you? What? When? Where were you? What other things would you add to the list?





**Vocabulary:** Travel

"Living on Earth is expensive, but it does include a free trip around the sun every year." – Unknown

**Photo matching**

Match the holiday ideas (1 to 7) to the photos (a-g). Which holiday sounds the most exciting?



- We're going to spend a few days in Greece sailing around the islands on a chartered yacht!
- I'm going on a trekking holiday with a group of friends from one side of South America to the other.
- We're going to spend two weeks on a Mediterranean island, lazing by the pool and swimming in the sea.
- A friend and I are going backpacking for two weeks in Vietnam. We don't speak the language, so it's going to be an adventure.
- Once I finish university in June, I'm heading off to the beach where I'll be lifeguarding the whole summer!
- My parents have booked the family to go on a cruise to Alaska. We'll get to see beautiful landscapes and escape the heat!
- A friend and I are going to go on a road trip from the east coast to the west coast of the United States of America. We're going to have to work for our food and keep.

**Word formation**

Complete the text with the correct forms of the words in brackets.

**Malta**

Things to do in Malta.

Prehistoric ruins, medieval towns, beautiful beaches – Malta has it all. Here are a few of our suggestions.



Go back in time and visit Malta's ancient capital, Mdina. The city is full of narrow streets and city ramparts that date back more than 3,000 years. With a (1) \_\_\_\_\_ (populate) of less than three hundred, the city only takes 10 minutes to walk from one end to the other. Don't miss the Domus Romana, a beautifully-restored Roman villa.

Valletta, the current capital, was built by the Knights of the Order of St John of Jerusalem in the 16th century. The city has (2) \_\_\_\_\_ (beauty) squares with cafés and restaurants, and (3) \_\_\_\_\_ (wonder) harbour views. While you're there, visit the Grand Master's Palace of the Knights of St John, the Armoury, and St John's Co-Cathedral, which has works of art and tapestries by Caravaggio and Rubens.

Malta has lots of great beaches, but some of the best are Golden Bay and Mellieha Bay in the north, or those on the nearby island of Gozo. Also on Gozo are the 5000-year-old Ggantija Temples – megalithic (4) \_\_\_\_\_ (constructor) with 6-metre high walls.

Malta has some of the best diving in the world. Explore caves, natural reefs and marine life with (5) \_\_\_\_\_ (profession) diving school instructors, or hire out equipment to go on your own. One of Malta's most famous (6) \_\_\_\_\_ (attract) is the Blue Lagoon. This lies between the islands of Comino and Cominotto. Swim in the clear blue waters, or dive among the fish and shipwrecks.

At night, you can enjoy a delicious harbour-front meal or sit back in a wine bar and do some people-watching. For some (7) \_\_\_\_\_ (excited) nightlife, head to the clubs, pubs and bars around St Julian's and Bugibba.

[CLICK HERE FOR MORE INFORMATION](#)

**Your turn!**

Choose a country that you're familiar with or that you've visited. Write about the things you can do there.

**Word completion: at the airport**

Add letters to complete the words.

- Where's the check-in d\_\_\_\_\_, please?
- Which terminal does the p\_\_\_\_\_ leave from?
- Do you know which boar\_\_\_\_\_ gate the plane is leaving from?
- I'd like an aisle s\_\_\_\_\_, please.
- Did you pack the b\_\_\_ yourself?
- I'm sorry but you'll have to pay the excess bag\_\_\_\_\_ fee.
- The plane has been de\_\_\_\_\_ for forty-five minutes.
- Here's your boarding c\_\_\_\_\_.
- You'll be boarding at g\_\_\_\_ number 34.
- The plane is due to l\_\_\_\_\_ in approximately twenty minutes.
- Could you help me put this bag in the overhead loc\_\_\_\_\_, please?
- Please make sure your seat belts are securely fas\_\_\_\_\_.
- ...and make sure your seat back and folding trays are in the full upright po\_\_\_\_\_.
- Please remain seated until the engines have been sw\_\_\_\_\_ off.



Language Structures:

Phrasal Verbs

A phrasal verb is formed by a verb and a particle (a preposition or adverb: *up, with, to, out, in, etc.*).

For example:

- a) She **found out** about it.
- b) He **dealt with** the problem.

In some cases, the particle can help you guess the meaning of the phrasal verb. For example, if something goes **up**, it goes to a higher level. For example: "Prices are **going up**."

In other cases, the verb can help you. For example, in the following sentence, the particle doesn't add much to the basic meaning: "They ended **up** in Jessica's house."

Please see the Resource Section for more information on phrasal verbs.



1 Matching

Match the phrasal verbs in bold (1 to 6) to the definitions (a-f).

- 1. They **get by** with very little money.
- 2. He **rustled up** something delicious to eat.
- 3. They **settled down** on the sofa in front of the TV.
- 4. The police officer **pulled him over**.
- 5. You ought to **slow down** here as it's a built-up area.
- 6. Oh, look, it's **clouded over**. I wonder if it's going to rain.

- a. made (food) quickly and without any planning
- b. survive / live
- c. become cloudy
- d. told him to stop driving so he/she could talk to him
- e. drive more slowly
- f. became comfortable

2 Guessing game

Guess the meaning of the phrasal verb in bold.

- 1. I couldn't **work out** what he was saying as he had a pretty strong accent.
- 2. They **washed** their lunch **down** with a bottle of wine.
- 3. They **met up with** some old school friends and had a coffee in the café.
- 4. The police caught him driving over the speed limit, but they **let him off** with a caution.
- 5. There was a terrible storm all afternoon, but it seems to have **let up** now.
- 6. I'd **keep away from** him in the mornings. He's always in a bad mood.

3 Phrasal verb choice

Choose the correct particles to complete the sentences. What do the phrasal verbs mean?

- 1. It was pouring **by / down** with rain and we got soaked.

- 2. They headed **at / off** to the main square for a drink.
- 3. We set **in / off** really early this morning in order to avoid the rush-hour traffic.
- 4. They stopped **on / off** in Hong Kong for a couple of days on their way to Japan.
- 5. She kindly agreed to pick us **through / up** at the airport when we got in from Chicago.
- 6. We were snowed **in / on** and couldn't leave the house for six days.

4 Holiday tweets analysis

Read the Twitter messages. Then, write a name next to each question. Who...

- 1. ...is going to stop off at a fishing village for lunch?
- 2. ...didn't put enough cream on?
- 3. ...says it's nice to get away from work?
- 4. ...was picked up at the airport?
- 5. ...was snowed in?
- 6. ...is soaking up the sun?
- 7. ...is taking in a bit of the local culture?
- 8. ...is somewhere where it's pouring down with rain?

**fjake\_87:** Just got back from beach holiday. Need another one to get over that one!

**dpilleyy:** It's nice to get away from work. Going mountain biking this morning. Rock climbing in the afternoon.

**two4one:** By the hotel pool soaking up the sun. Heading off to a bar later for some afternoon refreshment!

**killzone:** It's pouring down with rain, we couldn't get the tent up and all our food and cooking equipment is missing. Disaster!

**falconattack62:** Set off on the yacht this morning. Sailing through crystal clear waters. Will stop off at fishing village for lunch.

**splashdown44:** Snowed in at ski resort. Minus 20. Icy slopes. Snow storm. Hopefully it'll clear up before the end of the week!

**foodilove22:** In hospital with sunburn. Didn't put on enough cream. I'll have to get factor 50 next time!

**sallydolly28:** We're in Italy taking in a bit of the local culture. Fascinating country, amazing people and beautiful towns!

**thisisit34:** We've stopped off in Singapore for a couple of days on way to Hong Kong. Great shopping!

**captannarked:** Your aunt picked us up at the airport. Very kind of her! She's going to take us around city later.

**slimcat89:** Eating out tonight at a restaurant. Can't wait to try out the local food.



**Online text completion**

How much do you know about the UK? What do you know about British food, the weather, driving, humour, communication...? Make notes. Then, read over the guide to compare your ideas. Afterwards, complete the text with the correct particles.

**UK Guide**

Find out what it's like to live in the UK.



**Food**

Most British people start (1) \_\_\_\_\_ the day with a bowl of cereal or piece of toast, washed (2) \_\_\_\_\_ with a steaming hot mug of tea. On the weekends, and on special occasions, the British may indulge in an English breakfast, which consists of eggs, bacon, toast, tea, sausages, mushrooms, tomatoes, beans, fried potatoes and fried bread. Lunch is a rushed affair and many get (3) \_\_\_\_\_ with just a sandwich and a packet of crisps. Dinner is usually eaten between 6pm and 8pm and often consists of something more substantial such as vegetables, potatoes (fried, baked or roast ) and meat or fish... and, of course, another cup of tea! Many will rustle (4) \_\_\_\_\_ something quick and then settle (5) \_\_\_\_\_ in front of the TV.



[READ MORE ►](#)



**Weather**

The British love talking about the weather, and they often use it as a conversation starter at bus stops or when they meet (6) \_\_\_\_\_ friends. "Terrible weather we've been having lately, isn't it? / It's been a bit cold just recently, hasn't it?" they might say. The problem with the weather in the UK is that it's liable to change at a moment's notice, which means you're constantly

putting on or taking off clothes. If the sun comes out, don't get too excited because it'll probably cloud (7) \_\_\_\_\_ just as quickly. Sometimes it can rain for days on end without letting (8) \_\_\_\_\_.

[READ MORE ►](#)

**Driving**

Driving in the UK is generally extremely safe. If you approach a pedestrian crossing, always slow (9) \_\_\_\_\_ because pedestrians will expect to be able to cross. It's considered bad manners to rev up your engine whilst the person is crossing, although this will of course help speed up the process! When driving in the UK, you have to get used to roundabouts. Always stop on approaching them, and have a look to your right to make sure the road is clear before you move out. Try to stick (10) \_\_\_\_\_ the speed limit or the police might pull you (11) \_\_\_\_\_. If this happens, keep calm and play the innocent tourist and they may let you (12) \_\_\_\_\_. If not, you could end up with a fine or the loss of points on your licence.



[READ MORE ►](#)

**Communication**

When greeting, most Brits prefer a quick "hi" or a short, sharp handshake. Some have adopted European customs and may kiss people on one or both cheeks. Humour plays an important part in British society and the British love irony and sarcasm.



This consists of saying the opposite to what you mean, which some people find funny. For example, if it's pouring (13) \_\_\_\_\_, they'll say, "What lovely weather!" Understatement is another key ingredient of British humour. This involves playing down something and making it appear less important or serious than it really is. For example, an Olympic swimmer may say, "I'm not bad at swimming." There are lots of different accents in the UK and you'll find some of them harder to work (14) \_\_\_\_\_ than others. In conversation, try to stick (15) \_\_\_\_\_ fairly neutral topics and avoid any controversial ones such as politics, religion and personal weight or wealth.

[READ MORE ►](#)

**Your turn!**

Write up a short guide on customs / habits, etc. in your country.



## My Guide

**Activity type:** presentation & question-answer session

### Task

You're going to create and present a mini-guide to living in your country. Use the following prompts to think of things to talk about. When you're ready, present your information (with photos, etc. where possible) and answer any questions. Then, listen to any other presentations and ask questions.

sightseeing, museums, restaurants, theatre, tours, kids, getting around, driving, family, communication, the weather, work, relationships, royalty, communication, body language, socialising, entertainment, sport, friends, laws, clothes, politeness, history, greetings, humour, comedy, character/personality, socialising, homes/houses, food, shopping

### Giving details about your country

- You should watch out for...
- You should avoid...
- The best time to go is...
- Head off to... for...
- Start off the day in...
- Expect to be asked about...
- If you're pulled over by the police, you should...
- You can pick up some useful information at...

### Asking questions about someone's country

- Where are some good places to meet up with friends?
- How safe is it to drive over there?
- What food would you recommend trying out?
- What's the weather like at this time of the year?
- What type of humour are they into?
- Are there any topics to steer away from in conversation?



**Remember!**

You must do the *Reading* and *Listening* activities in Hot English magazine.



### Sign post language

#### 1a Presentation analysis

Read through the extract from the presentation. Then, answer the questions.

1. What percentage of school children are eating the recommended servings of fruit and vegetables?
2. What percentage of children are eating a balanced diet?
3. What percentage of young people are not doing physical activity on a regular basis?

#### Health Crisis

Thank you very much for coming in. In today's talk, we'll be looking at the issue of food and nutrition and the current crisis of children's health. I'll be happy to take any questions at the end.

Statistics out today show that less than 15% of school children eat the recommended servings of fruit and vegetables. And only 30% consume the recommended amount of milk. On top of that, teenagers today are drinking twice as much carbonated soda as milk, and they're also doing half as much exercise. The situation is serious, to say the least!

Despite the fact that vast sums of money have already been spent on attempts to improve quality, food served at schools still doesn't meet minimum nutritional standards. In fact, only 2% of children are eating a balanced diet according to the recommendations established by the Ministry of Health. The really worrying thing is that this can only get worse.

To make matters worse, too many children are physically inactive. Nearly 50% of young people do not engage in physical activity on a regular basis. What's more, the percentage of young people who are overweight has more than doubled since 1970. And now childhood obesity is recognised as a national epidemic. Now, if you'd just take a look at... *[fades out]*



#### 1b Useful language

Read through the extract from the presentation again and find any examples of language for...

1. ...adding an additional point / argument.
2. ...contrasting ideas.
3. ...emphasising a point.

### Useful expressions

#### Sign post language

- Firstly,... First,... First of all,... Secondly,... Thirdly,... Then,... Next,... After that,...

#### Contrasting ideas

- On the one hand,... on the other hand,...
- However,... Although... Even though... In spite of... Despite... Unless...

#### Adding ideas

- Moreover,... Furthermore,... On top of that,...
- Not only did they... but they also... In addition, ...
- What is more, ... To make matters worse,...

#### Other useful expressions

- Therefore... Before... When ...Anyway... Well... So... Basically...

#### Emphasising a point

- The fact is that...
- Most alarmingly, they found that...
- The worrying thing is that...
- It's worth mentioning...
- I'd like to emphasise the fact that...
- I'd like to point out that...
- I'd like to highlight the fact that...
- I must point out that...
- It's interesting to note that...

#### Forecasting

- We anticipate that...
- We forecast that...
- We expect that...
- We predict that...

#### 2 Task

Write an extract from a presentation on a topic of your choice. Include lots of sign post language.



Here are some ideas on how to exploit the material in class.

### REMINDER!

Use the Revision Drills in the Teacher's Guide pages to go over any grammatical structures. Also, revise vocabulary from previous lessons by giving definitions of words and asking students to tell you the corresponding word.

### TOP TIP!

Get your students moving! Whenever possible, tell your students to get up and chat or mingle. They'll appreciate the break in routine. Also, mix up the pairs so they aren't always with the same person.

## STARTING THE UNIT

Google and print pictures of film posters, or the listings for a cinema near you. Stick the posters/information on walls in the classroom or on a table. Students comment on the films.

Or, print off some short film reviews (not more than a page) of films that are on at the cinema at the moment. Stick these on walls in the classroom or on the table. Students read over the reviews, then report back to the rest of the class with any interesting information.

## MAKING GRAMMAR FUN

### Presentation

Put your students into small groups. Tell them to write six simple requests. For example:

- Can you help me with this exercise, please?
- Could I borrow €100 until tomorrow, please?

In turns, students ask you their questions. You reply, using one of the conjunctions from the unit. Tell your students to listen carefully because you're going to ask them questions at the end. For example:

**Student:** Could I borrow €100 off you until tomorrow, please?

**Teacher:** I'll lend you the money as long as you promise to pay it back first thing tomorrow morning. Do about ten of these. Make a note of your answers. Then, ask three or four comprehension questions. For example, "When did I tell X to pay me back?" Students get a point for each correct answer. Then, when you've finished, write up on the board

some of your responses with the linking words. Ask your students to identify the linking words and to tell you what they're used for. Then, refer your students to the grammar pages of this unit.

### Practice

Write the following words/expressions on the board: *unless, as long as, even if, although, however, nevertheless, even though, in spite of, despite the fact that, in addition, moreover, not only, but also, etc.*

Using some of the films below, ask questions.

For example, "Would you like to see (The Blair Witch Project)?" Students respond, using one of the conjunctions from the board.

For example: "Not unless someone invited me. / Yes, but as long as someone paid for my ticket."

Or, brainstorm the names of recent films and write these on the board. Then, make sentences about them. Students have to guess which films you are talking about. This can be done as a game. Simply put your students into two teams. The first person to call out the correct film title gets a point for their team.

Use the following expressions. For example:

- Although I usually like (Brad Pitt), I thought he was pretty bad in this film.
- I don't usually like films with (Julia Roberts) in them. However, I thought she was great in this one.

Etc.

### Pronunciation ideas

Write some of the following film titles on the board (or brainstorm others). Students decide where the stress goes, which words will be weak sounds and which ones will be stressed. Then, when they're ready, they take turns reading out a title with their best pronunciation. Then, you read it out so they can compare their pronunciation with yours. Comment on any other aspects of pronunciation with regards to the titles.

- *10 Things I Hate About You* ● *20,000 Leagues Under the Sea* ● 2001: *A Space Odyssey* ● *A Nightmare on Elm Street* ● *The Addams Family* ● *Adventures of Robin Hood* ● *Aladdin and the King of Thieves* ● *Alice in Wonderland* ● *Alvin and the Chipmunks* ● *All the President's Men* ● *The Amityville Horror* ● *American Gangster* ● *Angels with Dirty Faces* ● *Apocalypse Now* ● *Around the World in 80 Days* ● *As Good As It Gets* ● *Austin Powers: International Man of*

*Mystery* ● *Back to the Future* ● *Bad Day at Black Rock* ● *Basic Instinct* ● *Bedknobs and Broomsticks* ● *Bend It Like Beckham* ● *Beyond the Valley of the Dolls* ● *Big Trouble in Little China* ● *The Blair Witch Project* ● *The Bourne Identity* ● *Breakfast at Tiffany's* ● *The Bridge on the River Kwai* ● *Bridget Jones's Diary* ● *Butch Cassidy and the Sundance Kid* ● *Catch Me If You Can* ● *Cat on a Hot Tin Roof* ● *Charlie and the Chocolate Factory* ● *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe* ● *Close Encounters of The Third Kind* ● *The Curious Case of Benjamin Button* ● *The Da Vinci Code* ● *Die Hard With a Vengeance* ● *Four Weddings And A Funeral* ● *From Russia with Love* ● *Full Metal Jacket*

## FLUENCY PRACTICE

### REVISION!

#### Passives

Tell your students to listen and transform the sentences orally from active to passive. Tell them not to mention the agent.

- Someone stole the money.
- They took the car to the garage.
- He's going to take the photos this afternoon.
- Someone fixed the photocopier.
- She painted it last month.
- She will send the e-mail later today.
- They were cleaning the rooms when we arrived.
- She was sending the e-mail when we left.
- They were tidying the living room when we called.
- They were recording the conversation.
- They will have finished the work by next week.

#### Number dictation

Dictate these numbers for students to write down.

2,356 4,672 8,210 7,899 4,389  
5,400 67,201 89,344 45,900 34,810  
45,322 89,999 234,090 345,877  
345,211 567,902 458,930 234,561

#### Extra

Using an extract of a film script in Hot English magazine, students act out the scene in pairs. Ask for volunteers to perform it in front of the class.

#### Follow-up

For homework, students write a film review of a film they've seen recently.



# UNIT 12 Film Fantastic

## Objectives

**Vocabulary:** Film

**Structures:** Linking words & Opinion adverbs

**Useful skills:** Telephone English III

### ■ Film quiz

Read over the questions about films and movie stars. How many can you answer?

1. What's the name of the French, Oscar-winning, black-and-white silent movie that is set in Hollywood in the 1920s and early 30s?
2. Who was the English female star of the *Pirates of the Caribbean* films?
3. Which film did this song by Bryan Adams appear in: "(Everything I do) I do it for you"?
4. Who starred as Inspector Clouseau in the 2009 Pink Panther film?
5. What's the complete title of the Brad Pitt film? *The Curious Case of Benjamin \_\_\_\_\_* (2008).
6. Which film did this song by Wet Wet Wet appear in: "Love is all around"?
7. Which British actor starred in the film about King George VI, *The King's Speech*?
8. Which American actor played the part of Sherlock Holmes in the 2009 film of the same name?
9. What 2012 science-fiction film directed by Ridley Scott was originally supposed to be a prequel to the movie *Alien*?

#### Think about it!

Have you seen any of the films mentioned on this page? Which ones? What did you think of them? Which film would you like to see? Why?





**Vocabulary:** Film

**1 Film choice**

Look at the film posters. What genre of films are they (choose from the list below)? Which ones have you seen? What did you think of them? Which film would you like to see? Why?



action-adventure, animation, comedy, documentary, drama, horror, thriller, mystery, war, gangster, family, romance, rom-com (romantic comedy), sci-fi (science-fiction), musical  
Other?

**2 Movie words**

Classify 10 of the film adjectives into the correct boxes. In some cases, more than one answer may be possible. Then, write three sentences about films or actors using the words.

thrilling, exciting, powerful, unbelievable, incredible, unconvincing, heartbreaking, award-winning, tragic, hilarious, spellbinding, first-rate, clever, charming, comical, charismatic, enjoyable, original, tender, hilarious, absorbing, sensitive, riveting, intriguing, powerful, fascinating, surprising, thought-provoking, pretentious, imaginative, unpretentious, second-rate, violent, third-rate, boring, flawed, childish, distasteful, disgusting, senseless, disappointing, brutal, confused, bloody, silly, tired, predictable, uninteresting, tiresome, cliché-ridden, dreadful, bland, suspenseful, low-budget, sentimental, slow, satirical, fast-moving, wacky

For example: Joaquin Phoenix is a first-rate actor.

Positive	Negative	Neutral

**3 Parts of speech**

Complete the mini-film reviews with the correct forms of the words in brackets.

**WebFlix.com**  
Members' Area

Choose the film you want and click "download" to watch.



**When Harry Met Sally**

This 1989 (1) \_\_\_\_\_ (romance) comedy stars Billy Crystal and Meg Ryan. Harry (Crystal) and Sally (Ryan) are two friends who live in New York. The film is about their love-hate (2) \_\_\_\_\_ (to relate). Will they ever settle down?



**Dave**

This 1993 comedy-drama was directed by Ivan Reitman and stars Kevin Kline, Sigourney Weaver and Charles Grodin. Dave (Kline) lives in Washington DC where he runs an (3) \_\_\_\_\_ (to employ) agency. By coincidence, he looks exactly like the president of the United States, and makes extra money

impersonating him at parties and other events. One day, the president falls sick and the Secret Service asks Dave to pretend to be the president so there won't be a (4) \_\_\_\_\_ (nation) emergency. So, Dave moves into the White House and begins impersonating the president! Will he be able to pull it off?



**Rear Window**

This 1954 thriller was directed by Alfred Hitchcock and stars James Stewart and Grace Kelly. Jeff Jeffries (played by Stewart) is a (5) \_\_\_\_\_ (photo) who's stuck at home in a wheelchair after breaking his leg. To pass the time, he spies on his neighbours through his back window. One day, Jeff thinks he sees

a murder in a (6) \_\_\_\_\_ (neighbour) apartment. What's going on?



**Grease**

*Grease* is a 1978 romantic (7) \_\_\_\_\_ (music) starring John Travolta and Olivia Newton-John and directed by Randal Kleiser. Set in California in the 1950s, it's the story of young lovebirds Sandy Olsson (Newton-John) and Danny Zuko (Travolta). Danny and Sandy (an Australian holidaying in California for the summer) meet on the beach and fall in love. Their (8) \_\_\_\_\_

(romantic) is almost cut short when Sandy has to return to Australia, but in the end her parents decide to stay in America. Will she stick with Danny?

**Your turn!**

Write a short text on a film you've seen.

**4 Film quotes**

Read over the film quotes. Which ones do you agree with? Why?

- "Movies are like an expensive form of therapy." **Tim Burton**
- "Drama is life with the dull bits cut out." **Alfred Hitchcock**
- "Never judge a book by its movie." **J.W. Egan**
- "There's no thief like a bad movie." **Sam Ewing**
- "The secret to film is that it's an illusion." **George Lucas**
- "If my films don't show a profit, I know I'm doing something right." **Woody Allen**



**Language Structures:**

**Linking words & Opinion adverbs**

Linking clauses can be used for connecting ideas within or between sentences.

**Condition**

*unless, as long as, provided that, even if...*

- a) I won't go **unless** you pay. [except if]
- b) I'll go **as long as** you pay. [on condition that]

**Contrast**

*although, however, nevertheless, even though, in spite of, despite, in spite of the fact that, despite the fact that, in contrast to, on the other hand, on the contrary*  
 "We're generally happy with the results. **However**, we did feel they could have been better."

**Addition**

*not only... but also, similarly, what's more, also, as well as, on top of that, in addition (formal), moreover (formal), furthermore (formal)*  
 "It's got all the latest features. **What's more**, it comes at a truly amazing price."

**Cause, reason, purpose & result**

*therefore, consequently, as a consequence, as a result, so, since, seeing that, in order to, so as to, that's why, as*  
 "Sales weren't as good as expected. **As a result**, we won't be renewing our contract with you."

**Photo matching**

Match the sentences (1 to 5) to the pictures (a-e).



- 1. Unless you help me change this tyre, we won't get to the cinema in time.
- 2. Even though I think he's extremely talented, I don't think I could ever work with him.
- 3. The villa was nice, although the water in the pool was freezing.
- 4. Although it isn't the best flat on the market, it's certainly the cheapest.
- 5. I'll lend you the money as long as you promise to pay it back tomorrow.

**Sentence linking**

Connect the two sentences with a linking clause or word of your choice.

- 1. An intensive course can be expensive. You learn a lot in a short period of time.
- 2. The water was so cold. We went swimming anyway.
- 3. It's difficult to learn a language. With a lot of persistence you can get there in the end.
- 4. We have a fantastic product. We have great staff.
- 5. It was raining. We played tennis anyway.

**Comments completion**

Complete the comments with the correct linking words.



**Rose Hill**

*Rose Hill* is a romantic comedy from the writers of *Coming Home*. Featuring *Big Brother* stars Jane Harrison and Alisha Durant, the movie was directed by the brother of the director of *Star Gazers* (*Movie News*' worst film of the year), Kevin L Mathews. *Rose Hill* is the story of two sisters, two unlikely suitors (Martians from outer space) and two worlds turned upside down (they all get trapped in a spaceship on a journey to nowhere)! What did you think of it? Send in your messages.

(1) \_\_\_\_\_ the special effects were pretty poor, the script wasn't too bad. And if you liked *Mr Moon and Me*, *The Sunshine Hotel* and *Piper Bay* you'll definitely like this one. *nigel34*

This is without doubt the heart-warming romantic comedy of the year! (2) \_\_\_\_\_ all the negative comments, who but Kevin Mathews could come up with such an original idea? An Oscar, anybody? *Carpdiem29*

Even the most hard-hearted movie goer will be charmed and moved by *Rose Hill*. (3) \_\_\_\_\_ you've got an emergency to attend to, there's no excuse for missing this film. It had me crying from start to finish. *Notisitabout21*

What starts out as a story of two ordinary people ends as the tale of extraordinary love and bravery against adversity... and a cold-blooded, psychopathic Martian leader. (4) \_\_\_\_\_ you can put up with the shoddy sound and irritating effects, you'll thoroughly enjoy this film. *amitheone33*

**Film review completion**

Choose the correct words to complete the film review.



**Moneyball**

*How one man changed baseball.*

*Moneyball* is a 2012 drama starring Brad Pitt as Billy Beane – the manager of the American baseball team the Oakland A's (Oakland Athletics). When the film opens, the Oakland A's have just lost a game to the New York



Yankees. (1) **Unless / Despite / Even though** Beane can turn things around, he's going to lose three of his best players to richer teams. (2) **In spite / In addition / But** just when it seems like everything's lost, along comes Peter Brand, a young Yale graduate and statistics expert.

Brand introduces Beane to sabermetrics. This is a controversial system for measuring how good a baseball player is. It applies computer-generated statistical analysis to a player's record to work out their ability. (3) **Unless / Although / As long as** it's never been used before, and is far removed from the more traditional methods of talent spotting, it seems to work. And before long, sabermetrics helps Beane buy players that other teams aren't interested in, allowing him to build a winning team on a shoestring.

*Moneyball* is based on a true story, (4) **although / unless / despite** there's a certain degree of artistic licence. Characters have been combined, dates have been changed and some events have been invented all for dramatic effect. For example, Peter Brand, Beane's assistant, never existed. However, (5) **despite / unless / however** the changes, critics think that Brad Pitt's portrayal of Beane is right on the money. One journalist wrote, "Pitt nails Beane's gestures, mannerisms and speech patterns."

(6) **As long as / But / What's more** *Moneyball* isn't just about facts and figures. It's also about a personal struggle. (7) **Furthermore / Although / Unless** Billy Beane himself was once a major-league baseball player, he never lived up to the hype and in 1990 he retired with an average record. This past failure haunts him. And the film is also about whether Beane will finally be able to redeem himself.

The critics love *Moneyball*. One called it "the most soulful of baseball movies"; another described it as a "home run".

**Certainty / doubt**

*undoubtedly, certainly, definitely, most likely, of course, perhaps, probably, without a doubt*

**Viewpoint / source of knowledge**

*professionally, luckily, officially, legally, morally, ethically, apparently, evidently, reportedly, reputedly, fortunately, hopefully, personally*

**Twitter comments analysis**

Read over the messages and answer the questions. Then, see if you can identify **any opinion adverbs**. Why are they being used?

**Film opinions**

Send us a Tweet with your opinions of... *Paranormal Activity*.



**Paranormal Activity**

Soon after moving in together, Micah and his girlfriend Katie start experiencing strange things in their new home: unusual noises, lights going on and off, doors slamming in the middle of the night. Keen to find out what's going on, Micah buys a video-camera and some sound recording equipment. Will they capture the ghost on film?

**sallen\_87:** Personally, I liked this film, even though there isn't really much to it.

**box\_22:** Without a doubt, this is the horror film of the year. I couldn't sleep for hours after watching this. Very spooky!

**big-bad-world62:** This is a very simple but effective film. Apparently, it only cost them about €7,000 to make it, and it did really well in the box office.

**jaw592:** Apart from the ending, this film left me with a feeling of emptiness. There's nothing to it.

**lonelyworld32:** By and large, it isn't a bad film, especially as it only took them about seven days to shoot.

**free-to-live27:** I'm not usually so easily frightened, but I have to admit that this film made me jump in one or two places.

**mytime-isnow44:** Admittedly, it does have its frightening moments, but all in all, it's pretty boring.

Who...

1. ...was impressed with how much it cost to make?
2. ...thought the ending was the best?
3. ...is usually unaffected by horror films?
4. ...thought it was dull?
5. ...found it hard to sleep after seeing it?

**Opinion adverbs**

Here are some words you can use to organise your text and to express opinions.

**Generalising**

*on the whole, basically, in general, in all / most / many / some cases, broadly speaking, by and large, to a great extent, to some extent, apart from, except for, sort of*

**Giving examples**

*for instance, for example, e.g., in particular*

**Structuring**

*first(ly), first of all, second(ly), third(ly) etc, lastly, finally, to begin with, to start with, in the first place, for one thing*

**Summing up**

*in conclusion, to sum up, briefly, in short, all in all*

**Your turn!**

Write a review of a film / concert / play, etc. Use opinion adverbs and linking words where possible.



The Film

**Activity type: discussion**

**Task**

You're going to talk about a film you've seen. First, choose your film to talk about. Then, prepare notes on it. You can be either positive or negative about it. When you're ready, get together with a partner or your teacher and talk about your film. Include information on the characters, the plot, the effects, your opinion, etc.

**Making negative comments**

- For all the special effects, I think...
- Although it's got a star-studded cast, I still can't quite...
- X has been in some great films, but this just wasn't one of them.
- Apart from the great directing, I don't quite think...
- The X is certainly impressive, but...
- Although they spent a lot of money on this film, they didn't...
- There's nothing about this film that makes you want to...
- Unless you're a big fan of... you won't enjoy this in the slightest.

**Making positive comments**

- This film fits perfectly into the genre of...
- X is really convincing as...
- Personally, I'd recommend this to anyone who is a fan of...
- What I most liked about this film was...
- The special effects and stunts are simply...
- The film is set in X, and most of the action takes place in Y.
- The basic plot follows the life of...
- Although it isn't one of her best films, it's still...



**Remember!**

You must do the *Reading* and *Listening* activities in *Hot English* magazine.



## Dealing with problems

### 1a Telephone conversation analysis

Read through the conversation. Then, answer the questions.

1. Why couldn't the shop assistant hear the caller?
2. What's missing from the camcorder box?
3. Does the shop have the missing part in stock?

#### The Shop

- Shop:** Cameras Galore. How may I help you?  
**Melinda:** Good afternoon. I bought a camcorder from one of your shops just recently and there seems to be a part missing.  
**Shop:** I'm sorry but the line's really bad. Could you repeat that, please?  
**Melinda:** I said, I bought a camcorder from one of your shops and there's a part missing.  
**Shop:** I beg your pardon?  
**Melinda:** There's a part missing.  
**Shop:** I'm sorry but I can't hear you very well.  
**Melinda:** Oh, right. *[She drives out of a tunnel.]* Is that better?  
**Shop:** Ah, yes.  
**Melinda:** Sorry, I was driving through a tunnel. Anyway, as I was saying, I bought a camcorder from one of your shops just recently and there's a part missing.  
**Shop:** Well, you'll have to bring it into the store with the warranty and receipt.  
**Melinda:** OK, but could you just confirm that you've got the part? I don't want to come in for nothing.  
**Shop:** OK. What make of camcorder is it, and what's the missing part?  
**Melinda:** It's a Sony Handycam. The shop assistant who originally dealt with me told me the camcorder came with a 4GB memory card, but I can't find it in the box.  
**Shop:** OK. I'll just go and check. Hold the line, please. *[one minute later]*  
 Yes, we do have that part in the store.  
**Melinda:** Great. What time are you open, please? *[The phone gets cut off.]*  
**Shop:** *[one minute later]* Cameras Galore. How may I help you?  
**Melinda:** Oh, hi. I was just talking to someone about...  
**Shop:** ...Hi, that was me. So, yes, we do have the part in stock, so you can come in when you like.  
**Melinda:** That's great. Thanks a lot. Bye.  
**Shop:** Bye!



### 1b Language identification

Read over the conversation again and identify any language used to...

1. ...answer the phone.
2. ...ask someone to repeat something.
3. ...say politely that you can't hear or understand something.
4. ...ask someone to wait.

## Useful expressions

### Mistakes & problems

- I think you've dialled the wrong number.
- I'm sorry but I think you've got the wrong number.
- I'm sorry but there's no one with that name here.
- I'm sorry but I can't hear what you're saying.
- I'm afraid there's no one here called John Masters.
- Are you sure you've got the right number?
- I'm trying to reach John Smith at 769-2345. Have I got the right number?
- Could I just repeat that back to you, please
- Could you speak up, please? I can't hear you very well.
- I think we got cut off.
- Could you repeat that address, please?
- The line's really bad. Could you call me back, please?



### 2 Task

Write out a short telephone conversation. Include a number of problems / misunderstandings, etc. in the dialogue.



Here are some ideas on how to exploit the material in class.

**REMINDER!**

Try to work on all the major skills during any given class. Do a bit of reading, listening, speaking and language work. This will make the class more dynamic and interesting, and it'll keep your students motivated.

**TOP TIP!**

Recycle your material! Keep all the games and activities you produce. Get some envelopes and use these to keep slips of paper, etc. Label the envelopes so you can find the games again and use them in the future. Material development is time-consuming but well worth the investment in the long term... especially if you can use the game/exercise/activity again and again.

**STARTING THE UNIT**

Do this quiz on famous mysteries of history. Put your students into two teams. Students write down their answers. Check at the end to see who has the most points.

1. What's the name of the famous Egyptian statue that's got the body of a lion and the head of a human or a cat? **Sphinx** (carved during the reign of Khafre, around 2520-2494 B.C.)
2. What's the name of the mysterious circle of prehistoric stones near the town of Salisbury in south-west England? **Stonehenge**
3. An image of which person appears on the Shroud of Turin? **Jesus Christ**
4. What's the name of the mythical beast that lives in a lake in Scotland? **The Loch Ness Monster**
5. What's the name of the area, also known as the Devil's Triangle, in the western part of the North Atlantic where a number of aircraft and ships have disappeared? **The Bermuda Triangle**
6. What's the name of the English

king who apparently pulled a sword out of a stone? **King Arthur**

7. What's the name and nationality of the man who some people claim reached the New World before Christopher Columbus? **Leif Ericson** (Norwegian)
8. What's the name of the mythical beast that lives in the Himalayas? **The Abominable Snowman**

**MAKING GRAMMAR FUN**

**Presentation**

Tell your students to write down six things they did yesterday. Tell them to include lots of details of the things they did and to try to add in things that perhaps weren't such a good idea. For example:

- a) I left home at 7am and went to work by bus, which took about an hour.
- b) I went out for lunch in an expensive restaurant near where I work.

Then, tell your students to read out their statements one by one. Comment on each one using either the Third Conditional or Perfect Modal Verbs. Tell the rest of the class to listen carefully because you're going to ask them some questions about this information afterwards. For example:

**Student A:** I left home at 7am and went to work by bus, which took about an hour.

**Teacher:** If you'd taken a taxi, it would have taken you about 20 minutes. / You should have gone by car – it would have been quicker!

Continue like that. When you've finished, ask a couple of quick comprehension questions. For example: *What did I tell (Saira) she should have done?* Etc.

Then, write some of your comments on the board. Ask your students to identify the structure. Ask them how it's formed and when it's used. Then, refer your students to the grammar pages of this unit.

**Practice**

Give your students the murder mystery on the following page to solve. Tell your students to read over the information. In pairs, they try to answer the questions below. They also try to imagine what

happened. Tell them to use the Third Conditional and Perfect Modal Verbs to do this. Cut off the answer before giving the sheet to students. Then, after they've talked about it, you could hand out the answer for them to read over.

**Pronunciation ideas**

Dictate five sentences with the Third Conditional or Perfect Modal Verbs. For example:

- a) You should have left earlier.
- b) It must have been an accident.

Then, ask for volunteers to write the sentences on the board. Draw your students attention to the weak form /əv/ from the word "have". Then, put your students in pairs so they can dictate sentences to one another.

**FLUENCY PRACTICE**

**REVISION!**

**Reported speech**

Tell your students to repeat these sentences as reported speech. Tell them to use, "He said that..." or, "She said that..."

- I went to the cinema last night.
- I saw Bob in the park.
- I'm living in a flat in Bristol for a couple of weeks.
- They're coming to the party later.
- I was at the cinema last night.
- I'll send it to you.
- I'll pay you back later.
- We're going to eat out at a restaurant.

**Oral revision drill II – Number dictation**

Dictate these numbers

76,823	897,143	203,913
30,651	3,127	775,437
492,356	346,218	556,259
745,689	178,345	203,456
230,411	509,439	12,344,023
45,908,321	56,039,234	
56,029,235	56,234,250	

**Follow-up**

For homework, students write about a mystery of their choice – perhaps one from their country.



Murder Mystery

Read about the murder mystery and try to answer the questions.

**Murder Most Foul**

In April 1881, ex-prisoner Michael Brant was found dead on his bed in a rented home in the East End of London. Who killed him? And why? It was a mystery. But first, who was Michael Brant? Michael Brant was an adventurer and soldier. He spent many years in Africa in his youth and had contracted malaria, which he suffered from regularly. On leaving the army, he fell on hard times and took to robbing banks. His last robbery became known as the Bridelock Bank Robbery.

In 1861, Brant and two accomplices broke into the Bridelock Bank. They used nitroglycerine on the door of the safe to blow it open. Unfortunately, when the nitroglycerine blew up, Brant was injured and fell to the ground, unconscious. The other robbers, Paul Petal (a semi-professional tennis player) and Nigel Smart (a common criminal), left Brant there, taking £54,000 with them.

The police arrived soon after and arrested Brant, who was later sent to prison for 20 years. Brant never told the police anything about the other robbers. In January 1881, Brant was released from prison. But two months later, he was found dead in a room he was renting in a house in London. Doctors confirmed that he had died of poisoning.

When police searched his room, they found £9,000 in cash and a copy of the *Daily Star* newspaper with a picture of one of the accomplices, Paul Petal, on the front page (Petal had just won a tennis tournament). Police also found a bottle of pills: "Dr Wilson's Miracle Malaria Pills – Guaranteed to cure malaria in 2 months, or your money back!" The pills had been sent to Brant in a package that police later found in the rubbish bin. The package had no return address on it.

Incredibly, they found no signs of violence, no sign of a break-in and no traces of blood or fingerprints. It was a mystery!

However, during another search, police discovered a copy of the *Daily Star*. On the classified adverts' page, there was an ad for the same malaria pills that Brant had in his room. The ad was circled in red. Later, police interviewed Paul Petal. Petal said that Brant had visited him in early February. Slightly suspicious, the police searched Petal's house. They found a receipt for a telegram that Petal had sent to Nigel Smart. The date of the telegram was the same day that Brant had visited Petal. Was it a warning? The police were baffled.



**Questions to answer**

1. Why did Brant have £9,000 on him?
2. Who did he get it from?
3. Why is the newspaper clipping significant?
4. What were the malaria pills doing at Brant's house?
5. Who killed Brant? Why?
6. How was Brant killed?

In 1861, Michael Brant committed a robbery with two men: Paul Petal and Nigel Smart. The robbery was called the Bridelock Bank Robbery. Brant was injured when the nitro-glycerine they used to open the safe exploded and Brant fell unconscious. His friends left Brant there, and later he was arrested by the police. Petal and Smart stole £54,000. The original idea was to have £18,000 each, but Petal and Smart divided up Brant's share, each getting an extra £9,000 – giving them £27,000 each. Petal was sent to prison for 20 years. On being released, Brant paid Petal a visit after seeing Petal's picture in the *Daily Star* – Petal had just won a tennis tournament. Brant demanded his share of the money (the £9,000), which he got. Then, Brant went to look for Smart to get the other £9,000 to make up the amount he was owed from the robbery. As soon as Brant left, Petal sent Smart a telegram warning him that Brant was on his way. Smart left his home and decided to kill Brant. He didn't know where Brant lived, but he did know that Brant read the *Daily Star* and that Brant had malaria. So, Petal put an advert in the *Daily Star* for the malaria pills, which he made from cyanide. Brant sent off for the pills, took some and died.

Answer



# UNIT 13 That's Incredible!

## Objectives

**Vocabulary:** Mysteries

**Structures:** Prepositions of Time, Place, Purpose & Movement / Reflecting on the past

**Useful skills:** E-mail writing IV

## ■ Fear rating

Read over the list of phobias. Tick any of the common fears that affect you. Which of the other fears are the most unusual? Choose four.

### Fears

#### Typical fears - a fear of...

- Spiders (arachnophobia)
- Heights (vertigo)
- Open spaces (agoraphobia)
- Flying (aviophobia)
- Ghosts (phasmophobia)
- Public speaking (glossophobia)
- Failure (atychiphobia)
- Closed spaces (claustrophobia)
- Insects (insectophobia)

#### Unusual fears

- Bananaphobia: a fear of bananas
- Pogonophobia: a fear of beards
- Koumpounophobia: a fear of buttons
- Metrophobia: a fear or hatred of poetry
- Numerophobia: a fear of numbers
- Dendrophobia: a fear of trees
- Nomophobia: a fear of being out of mobile phone contact
- Coulrophobia: a fear of clowns
- Ephebiphobia: a fear of teenagers
- Ergasiophobia: a fear of work
- Ovophobia: a fear of eggs
- Panophobia: a fear of everything

#### Think about it!

Is there anything that you're frightened of? What is it? Have you ever been in a situation where you were afraid of something? What was it? Are you frightened of any animals? Which ones? What's the most frightened you've ever been?





**Vocabulary:** Mysteries

**Conundrums**

Can you answer any of these unusual conundrums (problems or puzzles which are difficult or impossible to solve)?

**Interesting Confusions**

- Do fish ever get thirsty?
- Why don't birds fall out of trees when they sleep?
- Is it possible to cry under water?
- Why is it called a "building" when it's already built?
- If money doesn't grow on trees, why do banks have branches?
- Why doesn't glue stick to its bottle?
- If ghosts can walk through walls and slide down stairs, why don't they fall through the floor?
- If feathers tickle people, do they tickle birds?
- When it rains, why don't sheep shrink?
- Why are boxing rings square?

**Mystery analysis**

Read about the unsolved mysteries. Then, write the name of a mystery next to each statement.

1. It's a book with six parts to it. \_\_\_\_\_
2. She appeared on film footage. \_\_\_\_\_
3. No one can understand the script in it. \_\_\_\_\_
4. She seemed to have something in front of her face. \_\_\_\_\_
5. It can be heard in places all over the world. \_\_\_\_\_

**Unsolved Mysteries**

Read about these unsolved mysteries.

**The Babushka Lady**

During the analysis of the film footage of the assassination of John F. Kennedy in 1963, a mysterious woman was spotted. The woman appeared to be holding something in front of her face which is believed to be a camera. She appears in many photos from the scene. Even after most people had fled the area, she remained and continued to film. She was never found.



**The Voynich Manuscript**

This is a medieval document written in a mysterious script and unknown language. Over the years, many people have tried to break the code. The document contains illustrations that suggest the book is in six parts: Herbal, Astronomical, Biological, Cosmological, Pharmaceutical and Recipes.

**The Taos Hum**

This is a low-pitched sound heard in numerous places worldwide, especially in the USA, UK, and northern Europe. It is usually heard only in quiet environments, and is often described as being like the sound of a distant diesel engine. Its source and nature is a mystery.



**Language analysis**

Find words or expressions in the text that mean...

1. To see / notice something =
2. To leave a place quickly =
3. To understand a secret system of words or symbols in a message =
4. A system of writing =
5. The origin of something =

**Your turn!**

Write about a mystery from your country.

**Brochure analysis**

Complete the brochure with the correct forms of the words in brackets.

**Murder Mystery Weekend**

Come and join us for a weekend of crime detection. Listen to the evidence, interview the suspects and identify the (1) \_\_\_\_\_ (murder). Professional actors play the parts of the characters in the mystery. The Murder Mystery weekend at Southport Hotel includes:



- Room at the hotel
- Welcome (2) \_\_\_\_\_ (receive) on Friday evening
- Breakfast buffet on Saturday morning and group lunch
- Reception and dinner Saturday evening
- Closing breakfast and "arrests" on Sunday morning

You'll arrive on Friday evening, check in and then join us for a welcome reception at 8pm. This is where you'll be given your first (3) \_\_\_\_\_ (opportune) to meet the other guests and the characters who are playing their parts in the mystery. A three-course dinner follows.

After breakfast on Saturday, the police will set up an incident room with vital evidence. You'll be free to pursue your (4) \_\_\_\_\_ (enquire). The actors will stay in character all weekend. So, no matter when or where you bump into them, they'll be available for interrogation. Only by constant (5) \_\_\_\_\_ (interrogate) of the (6) \_\_\_\_\_ (suspicion) will you fill in the gaps left in the jigsaw of clues.

The police will be constantly updating the information. However, they aren't there to solve the case – that's your job!

For more information, contact us NOW and book your Murder Mystery Weekend!

**Think about it! Mysteries**

Are there any famous mysteries from your country? What are they? Do you believe in ghosts? Have you ever been in a haunted house? What happened? What's the most intriguing mystery of all time? Why?



**Language Structures:**

**Prepositions of Time, Place, Purpose & Movement / The Third Conditional**

**Prepositions of time**

**At:** we use *at* for a precise and specific time: *at 7 o'clock, at noon, at midday...*

**On:** we use *on* for specific days and dates: *on Monday, on Saturdays, on 8th April...*

**In:** we use *in* for months, years and decades: *in May, in 2001, in the 1970s...*

We also use *in* for specific periods of time: *in the past, in the future, in the summer...*

**For:** we use *for* to refer to a period of time: *for three years, for 10 minutes...*

**From & to (until / till):** we use *from* and *to* when we want to refer to periods of time: *from 2001 to 2003, from 4pm till 6pm...*

**During:** we use *during* with nouns: *during the exam, during the game...*

**Prepositions of place**

**At:** we use *at* for a point in space: *at the corner, at the bus stop, at the top of the page...*

**In:** we use *in* for an enclosed space: *in the box, in the garden, in the office, in London, in the room...*

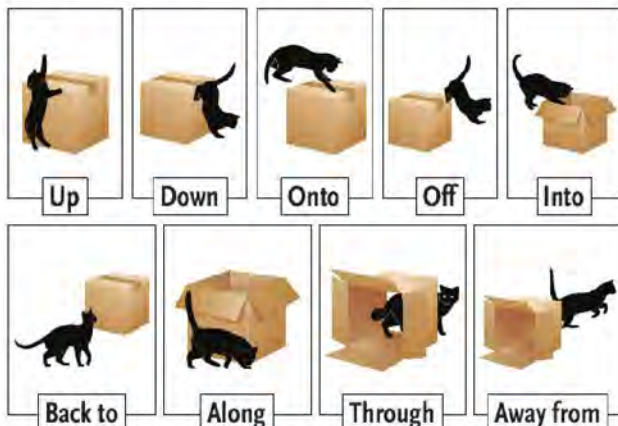
**On:** we use *on* for a surface: *on the wall, on the bed, on the ceiling, on the floor...*

**Prepositions of purpose**

We can use *because of, due to, on account of, for, from, through* to talk about purpose or reason. For example:

- a) The tennis match was cancelled **because of** the rain.
- b) The conference was postponed indefinitely **due to** the extreme weather conditions.

**Prepositions of movement**



**1 Speech bubble completion**

Complete the speech bubbles with the correct prepositions.

<p>1. We'll see you _____ the corner of Market and Pepper Street.</p> 	<p>2. I put the money _____ the drawer in that cupboard in the living room.</p> 
<p>3. If we can't go over or under it, we'll have to go _____ it.</p> 	<p>4. We were there for a few days back _____ May.</p> 

**2 Website text completion**

Complete the text with the correct prepositions.

**Mysteries4U.com**

Home About Us Services Products Support Contact

**More mysteries >>**

**Grooved spheres**

(1) \_\_\_\_\_ the last few decades, miners (2) \_\_\_\_\_ South Africa have been digging (3) \_\_\_\_\_ mysterious metal spheres (Klerksdorp Spheres) which measure approximately 9cm (4) \_\_\_\_\_ diameter and which have perfectly-formed holes in the middle. Some have three parallel grooves running (5) \_\_\_\_\_ the middle. Two types of spheres have been found: one is composed of a solid bluish metal (6) \_\_\_\_\_ flecks of white; the other is hollowed out and filled with a spongy white substance. The rocks in which they were found are more than two billion years old. So, the big question is who, or what, made them? And why?



**Dropa stones**

(7) \_\_\_\_\_ 1938, there was an archaeological expedition (8) \_\_\_\_\_ the Baian-Kara-Ula mountains of China. While the explorers were investigating some caves, they found hundreds of stone disks buried (9) \_\_\_\_\_ the dust. Measuring about 27 cm in diameter, each disk had a circle cut (10) \_\_\_\_\_ the centre and was etched with a spiral groove. (11) \_\_\_\_\_ the grooves, there were tiny hieroglyphics that tell the story of spaceships from some distant world that crash-landed in the mountains. The ships





were piloted by people who called themselves the Dropa. Drawings (12) \_\_\_\_\_ the walls of the cave have been determined to be about 12,000 years old, and skeletons also found (13) \_\_\_\_\_ the caves had abnormally big heads and small fragile bodies. Were they aliens?

**Stone balls**

Workers hacking their way through the dense jungle of Costa Rica to clear an area for banana plantations (14) \_\_\_\_\_ the 1930s stumbled (15) \_\_\_\_\_ some incredible objects: dozens of stone balls, many of which were perfectly spherical. They varied (16) \_\_\_\_\_ tennis-ball size (17) \_\_\_\_\_ an astonishing three metres (18) \_\_\_\_\_ diameter, and weighed more than 16 tons. Although the great stone balls are clearly man-made, it is unknown who made them, why they made them and how they made them so precisely.



**Reflecting on the past**

There are a number of verbs and structures that we use to reflect on the past. Here are a few of them.

We can use structures with Perfect Modal Verbs (modal verb + *have* + a past participle). For example, "It must have been Shirley who did it."

We can use the Third Conditional to talk about how things might have been different in the past. We form Third Conditionals with two clauses: *if* + person + *had* + a past participle; person + *would have* + past participle. For example: "We would have helped them if they had asked us for help."

We can use reduced Third Conditionals (*would have* + a past participle) to reflect on the past. For example, "I don't believe they would have taken it without asking."

And we can use Mixed Conditionals to contrast an imagined event from the past with a present tense result. For example, "If he hadn't eaten so much last night, he wouldn't feel so bad now."

**Comments completion**

Read the news story. Then, complete the readers' comments with the correct forms of the verbs in brackets. Afterwards, think of two of your own comments to make about the story using the Third Conditional.

**Robber flees after being recognised**



A robber held up a betting shop in Bakestone yesterday but had to flee after he was recognised by staff. Jeff Nichols stumbled into the WinFree betting shop at approximately 3pm and demanded money from the cash till, threatening staff with a rock. But as soon as Nichols, 20, started talking, staff at the shop realised who it was. Wayne Newman, who was working in the shop at the time, said, "Jeff is a regular here, and he's got a distinctive tattoo on his neck, so I knew it was him. I said, 'Jeff, what are you doing?'" But at that point he became extremely aggressive, so we gave him the £1,600 from the till – most of which he dropped on the way out." The father-of-one was arrested four days later. Nichols, who has previous convictions for theft and assault, pleaded guilty to attempted robbery.

**Comments**



**rule\_britannia** 01:53pm  
I wish I'd been there. I (1) \_\_\_\_\_ (show) him a thing or two.



**cheeky-cockney** 01:49pm  
I (2) \_\_\_\_\_ (give) him the money. Then, I would have met up with him later to demand my half! Only joking ;)



**trevincyprus** 01:39pm  
Back in the good old days, people like him (3) \_\_\_\_\_ (lock) up for a very long time. But these days, he'll probably get off with a caution. This country is a joke!



**protogodzilla** 01:35pm  
I bet he's on benefits too. This country has really gone to the dogs. He's a disgrace. If I (4) \_\_\_\_\_ (be) there, I would have closed the doors and locked him in until the police got there.



**marchie1053** 01:07pm  
There's no way that I (5) \_\_\_\_\_ (speak) to him or done anything like that. You'd have to be a fool or very brave to stand up to people these days. He (6) \_\_\_\_\_ (could / be) high on drugs or something like that.



**selia3** 01:04pm  
I (7) \_\_\_\_\_ (pretend) that I didn't know who he was, then as soon as he'd left, I would have called the police. You never know, he could have turned really violent of something.

**Your turn!**

Write three or four comments on a news story. Say what you would have done or said if you'd been in that situation.



# UNIT 13 That's Incredible! SPEAKING TASK

## How Strange

**Activity type:**  
story telling & question-answer session

### Task

You're going to tell a story about a mystery, or something unusual or strange that happened to you. Make notes on what happened (invent if necessary). When you're ready, tell your story. Include examples of the Third Conditional and Perfect Modal Verbs to reflect on your actions and what you should or shouldn't have done. Afterwards, answer any questions. Finally, listen to your colleague's story and make comments on his / her behaviour using Perfect Modal Verbs and the Third Conditional.

### Telling a story

- No sooner had I... than...
- It was a cold dark night when...
- I was just about to... when...
- One day, about three years ago, I found myself in...
- Without even realising it, I'd accidentally...
- I was walking down the road when...

### Reflecting / commenting on actions

- I wish I'd just stayed at home.
- I should never have tried to...
- If only I'd stayed where I was, I'd have never...
- I wish I'd just kept my big mouth shut.
- If I'd only... X wouldn't have happened.
- If I hadn't..., they might have...
- If they'd told me that... I would have had time to...
- I definitely should have told them that...



hot  
**english**  
magazine



**Remember!**

You must do the *Reading* and *Listening* activities in Hot English magazine.



### Dealing with problems / updates

#### 1a E-mail analysis

Read through the e-mail. Then, answer the questions.

1. What happened to the packages?
2. When do they hope to have the situation sorted out by?
3. How many outstanding bills are there?



**To:** sinclairwhizzkid@hotmail.com  
**Subject:** Missing package

**Re: Missing package**

**Dear Mr Sinclair,**  
 We're just writing to apologise for the misplaced packages. As you stated in your e-mail, we had clear instructions to take the first package (reference number KY67012) to the Brentwood address, and the second one (reference number BZ8652) to the Marlinton address.

However, our executive delivery officer (the messenger) took the first package to the Marlinton address and the second one to Brentwood. Just to let you know that we're doing our utmost to rectify the situation and we hope to have the packages delivered to the correct addresses some time on Tuesday evening. We do hope that missing that important deadline hasn't caused you too much inconvenience.

On another note, I'd just like to take this opportunity to remind you that there are still six bills pending payment. We'd be most grateful if you could deal with these as a matter of urgency. Unfortunately, the cheque that you sent to us two weeks ago still hasn't arrived.

I look forward to hearing from you soon,  
 Yours sincerely,

*Kylie Been*  
 (managing director of Parcel Force When it absolutely, definitely has to get there some time in the next 72 hours!)

#### 1b Language identification

Read over the e-mail again and identify any language used to...

1. ...apologise for something.
2. ...say that someone is making a great effort to do something.
3. ...remind someone of something.
4. ...say that some bills haven't been paid.
5. ...sign off / close the e-mail.
6. ...say goodbye to someone whose name you know

### Useful expressions

#### Apologising

- We'd like to apologise for the late delivery of...
- We're sorry that...
- I would like to apologise for any inconvenience this may have caused.
- We appreciate that this has caused you considerable inconvenience.

#### Giving an update on a situation

- I have looked into the matter and ...
- I have spoken to the staff involved, and ...

#### Promising to deal with something

- I'll look into it as a matter of urgency.
- Can you leave it with me and I'll get back to you tomorrow.
- We're doing everything we can to sort it out.

#### Giving future reassurances

- I can assure you that this will not happen again.
- We promise that this won't happen again.
- Please accept my assurances that this won't happen again.

#### Making excuses

- We've been having problems with the new system.
- A new employee was responsible for...

#### Trying to compensate for an error

- To compensate for the inconvenience, we would like to offer you...
- We'll send the replacement items immediately.
- We'd be happy to give you a refund.

#### Future business

- I very much hope you will continue to use our services in the future.
- If you have any further queries, please do not hesitate to contact me on my direct line.

#### 2 Task

Write a short e-mail apologising for something.





Here are some ideas on how to exploit the material in class.

### REMINDER!

Do the corresponding listening activities from Hot English magazine. If you don't have a CD or MP3 player, ask the DOS or ADOS to provide you with one. Listening is an extremely important language ability that students must develop.

### TOP TIP!

Keep it personal! Students like to hear stories about their teacher and are genuinely interested in finding out more about you and where you're from. Motivate them to return to class by saying things such as, "Next week, I'll tell you how I..."

## STARTING THE UNIT

Print off copies of these quotes and stick them on walls in the classroom or on a table. Students comment on them. Which ones do they like?

### Funny quotes

- "A government that robs Peter to pay Paul can always depend on the support of Paul." **George Bernard Shaw**
- "A day without sunshine is like, you know, night." **Steve Martin**
- "Between two evils, I always pick the one I never tried before." **Mae West**
- "Go to Heaven for the climate, Hell for the company." **Mark Twain**
- "I feel sorry for people who don't drink. When they wake up in the morning, that's as good as they're going to feel all day." **Frank Sinatra**
- "As a child my family's menu consisted of two choices: take it or leave it." **Buddy Hackett**
- "Don't take life too seriously. You'll never get out of it alive." **Elbert Hubbard**
- "Get your facts first, then you can distort them as you please." **Mark Twain**

## MAKING GRAMMAR FUN

### Presentation

Tell your students to complete the song with the words from below. If you have access to the internet, play the song so your students can check their answers: <http://www.youtube.com/watch?v=n4RjJKxamQ>

### "Winds of change" by The Scorpions

Complete each space (1 to 13) with the correct word from below. Try to do it before listening to the song. Then, listen to the song to check your answers.

world past magic summer  
street everywhere soldiers  
brothers children

I follow the Moskva, down to Gorky Park,  
Listening to the wind of change,  
an August (1) \_\_\_\_\_ night,  
(2) \_\_\_\_\_ passing by, listening to the wind of change.

The (3) \_\_\_\_\_ is closing in,  
did you ever think,  
That we could be so close, like (4) \_\_\_\_\_,  
the future's in the air,  
I can feel it (5) \_\_\_\_\_, blowing with the wind of change.

### [Chorus]

Take me to the (6) \_\_\_\_\_ of the moment,  
on a glory night,  
Where the (7) \_\_\_\_\_ of tomorrow dream away,  
in the wind of change.

Walking down the (8) \_\_\_\_\_, distant memories,  
Are buried in the (9) \_\_\_\_\_ forever.

I follow the Moskva, down to Gorky Park,  
Listening to the wind of change.

Answers: 1. summer; 2. soldiers; 3. world; 4. brothers; 5. everywhere; 6. magic; 7. children; 8. street; 9. past

Then, tell your students to identify any expressions with prepositions. How many can they find? Afterwards, refer your students to the grammar pages of this unit.

### Practice

On slips of paper, write out lots of prepositional phrases. On the board, write a list of conversational topics (*the family, my home, holidays, work, etc.*). Give each student six slips of paper each with the prepositional phrases. In pairs, students have a conversation based on one of the topics from the board. During the conversation, they have to try to use all the prepositional phrases on the slips of paper that they've got. Every time they manage to use one, they discard it. The objective is to get rid of all the slips of paper as quickly as possible. However, the prepositional phrases must be used in a logical manner and can't be randomly inserted into the conversation. You'll have to monitor this carefully.

### Pronunciation ideas

Dictate six sentences with prepositional phrases in for your students to write down. Afterwards, ask for volunteers to write the sentences on the board. Tell your students to circle any areas of connected speech and to underline any weak / unstressed sounds. For example:

- They don't have a lot in common.
- On behalf of my fellow employees, I'd just like to thank you all for coming along today.
- Bear in mind that this one is going to be a lot more complicated than the last one.
- As far as I'm concerned, it won't really matter which one we choose because they're both pretty similar.

Afterwards, tell your students to say the sentences after you as you read them out at natural speed.

## FLUENCY PRACTICE

### REVISION!

### Number dictation

Dictate these numbers for your students to write down.

3,467	5,689	1,209	3,589
13,659	56,347	29,567	
45,689	34,897	67,345	
89,002			
457,987	123,560	789,321	
689,543	378,650	987,234	

### Follow-up

For homework, students write up their ideas from the Speaking Task in the form of a proposal.



# UNIT 14 Communication!

## Objectives

**Vocabulary:** Raising awareness

**Language structures:** Prepositional phrases

**Useful skills:** Meetings IV

## Marketing mistakes

Read about the advertising / marketing / PR\* blunders. Which ones are the worst? Why?

### Famous blunders

- Pepsi's "Come alive with the Pepsi Generation" slogan was once translated into Chinese as "Pepsi brings your ancestors back from the grave."
- In Italy, an advertising campaign for Schweppes Tonic Water had the name of the drink translated as "Schweppes Toilet Water".
- The Kentucky Fried Chicken slogan "Finger-lickin' good!" was translated into Chinese as "Eat your fingers off!"
- Swedish vodka-maker Absolut once created ads for the Mexican market showing parts of western USA as Mexican territory. Americans were not amused.
- Clairol introduced the "Mist Stick" (a hair curling iron) into the German market only to discover that "mist" is a German slang term for "manure".
- Cartoon Network placed battery-powered magnetic signs in 10 US cities to promote the TV programme "Aqua Teen Hunger Force." Under the impression that the devices were bombs, authorities shut down sections of some of the cities.

- In 2010, Coca-Cola caused a public outcry from fans of the drink when they launched their white cans, instead of the traditional red ones. The message? Stay true to your brand packaging!
- Hoping to inspire fans to write in with positive comments, McDonald's promoted the hashtag #McDStories on Twitter. However, the hashtag was almost immediately inundated with negative comments. It was pulled about two hours later.

### \* PR

Public relations / publicity – generating a positive image for a company / country / person, etc. This is often achieved by making sure the media are given positive stories about the company, etc. In advertising, you pay to have your message placed in a newspaper, TV or radio spot. Publicity (negative or positive) is free.

### Think about it!

Have there been any major PR blunders in your country/company? Give details. What's the best way to avoid blunders such as these? Have you ever had difficulties communicating a message? Have you had any translation mishaps when speaking a foreign language? What happened?





**Vocabulary:** Raising awareness

**1** **Slogans**

Write the name of a company from below next to each slogan (1 to 11).

- Barclays | Vodafone | Orange | Budweiser | Twister  
 Frosties | Playstation 2 | Lufthansa | Ford | Xbox Live  
 Camelot (a lottery operator)

1. Live in your world. Play in ours. \_\_\_\_\_
2. Fluent in finance. \_\_\_\_\_
3. Don't live a little, live a lotto. \_\_\_\_\_
4. There's no better way to fly. \_\_\_\_\_
5. You can't resist the twist! \_\_\_\_\_
6. Built tough. \_\_\_\_\_
7. They're grrreat. \_\_\_\_\_
8. The future's bright the future's orange. \_\_\_\_\_
9. It's fun to play together. \_\_\_\_\_
10. True. \_\_\_\_\_
11. How are you? \_\_\_\_\_

**2** **Publicity stunts**

Read about the publicity stunts. Then, write the name of a group next to each statement.

1. They wanted to raise awareness of global warming.
2. Some famous people campaigned for them.
3. They threw flour bombs at the prime minister.
4. They wanted to draw people's attention to an animal rights issue.
5. They staged a publicity stunt in one of the queen's palaces.
6. The stunt took place while a meeting of important leaders was being held.

**Fathers4Justice (F4J)**

The Fathers4Justice campaign group began in the UK and has opened branches in other countries. Their aim is to reform family law and bring in a system that allows equal contact with children for both mothers *and* fathers, following divorce. The group has been involved in a number of protest stunts, including throwing purple flour bombs at the prime minister. However, one of their more memorable actions took place on the balcony of Buckingham Palace. Jason Hatch dressed up as crime fighter Batman and stood on the ledge for five hours with his banner. There were no members of the Royal Family in residence at the time.



**Greenpeace**

In July 2009, eleven Greenpeace activists climbed on to the Mount Rushmore memorial in South Dakota to unfurl a large banner with a picture



of President Obama to highlight climate change. The banner read "America Honors Leaders, Not Politicians. Stop Global Warming." The stunt's timing coincided with the G8 meeting of leaders that was being held in Italy.

**PETA**

PETA (People for the Ethical Treatment of Animals) have been involved in several controversial stunts. For the "I'd Rather Go Naked Than Wear Fur", several celebrities (including Kim Basinger, Patti Davis, Christy Turlington, Eva Mendes and Naomi Campbell) posed nude for photographs, which were then put on billboards. The message was "be comfortable in your own skin. Let animals keep theirs."



**3** **Language analysis**

Find words or expressions in the text that mean...

1. An objective =
2. Something that is done to attract attention =
3. A person who fights for political or social change =
4. The theory that the world's temperature is increasing =
5. A large wooden / metal board on which big posters are displayed =

**Your turn!**

Write about a publicity stunt that you've heard about.

**Think about it!**

Read over the quotes. Which ones do you like best? Why?

"Of all of our inventions for mass communication, pictures still speak the most universally understood language." **Walt Disney**

"To effectively communicate, we must realise that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others." **Tony Robbins**

"Good communication is just as stimulating as black coffee, and just as hard to sleep after." **Anne Morrow Lindbergh**

"Books communicate ideas and make bridges between people." **Jeanette Winterson**

"Music and politics are in essence about communication. Without over-stretching the analogy I do feel a sense of rhythm is important in getting your message across." **Charles Kennedy**



**Language Structures:**  
**Prepositional phrases**

Prepositional phrases consist of a preposition and a noun (or any other combination of words). They are used frequently in both speech and written text. Here are a few useful prepositional phrases to learn.

- **Under the impression that:** if you're "under the impression that" something is true, you think it's true.
- **On the loose:** if an animal/prisoner is "on the loose", it has escaped.
- **In a bid to:** in an attempt to.
- **In the wake of:** as a result of.
- **In agreement with:** if you're "in agreement with" someone, you agree with them.
- **Out of control:** if a situation is "out of control", there is no control.
- **In the strictest confidence:** secretly.
- **In the event of:** in case something happens.

For more information on prepositional phrases, please see the Resource Section.



**1 Speech bubble completion**

Complete the speech bubbles with the correct words.

<p>1. I'm in complete agreement _____ you.</p> 	<p>2. I'm telling you this _____ the strictest confidence.</p> 
<p>3. I'm sorry but I'm _____ a bit of a rush!</p> 	<p>4. Who left all my things _____ a mess?</p> 
<p>5. We're just in time _____ the second act!</p> 	<p>6. That will be completely _____ of the question!</p> 

**2 Word choice**

Choose the correct words to complete the sentences.

1. I'll have some orange juice instead \_\_\_\_\_ the wine, if you don't mind.

- a) at b) of c) for
2. On behalf \_\_\_\_\_ my fellow employees, I'd just like to thank you for everything you've done.  
a) with b) to c) of
3. \_\_\_\_\_ far as I'm concerned they can leave right now. I don't ever want to see them again.  
a) as b) before c) at
4. I think you should bear in mind that apart \_\_\_\_\_ Jessica, no one wants to work on this project.  
a) with b) from c) in
5. It's strange that they got married because they don't have anything \_\_\_\_\_ common.  
a) with b) for c) in
6. \_\_\_\_\_ to Emma, they won't have it finished until the end of next week.  
a) according b) at c) for

**3 Language miscommunication**

Read over the stories. Which one is the funniest? Then, choose the correct prepositions to complete the sentences.

**Language forum**

Tell us about any language mishaps.

I was working in a coffee shop in Bristol when a customer asked for a "latte". However, instead (1) **at/of/by/to** giving him a latte (a coffee with milk), I gave him a "large tea". *Gabriela, Lithuania*

I spent last summer with a host family in Kent (England). One day, the dad came back with a lot of shopping bags. Wanting to help out, I said (2) **at/of/in/to** my best British accent, "Shall I take the bags to the 'chicken'?" when I really meant to say "kitchen". *Jean Paul, France*

I was with a group of English friends who were talking about boyfriends and things like that. (3) **in/of/by/to** an attempt to contribute to the conversation, I told them that I'd "found my boyfriend in a magazine", when I meant to say that I'd "met him in a shop". *Natasha, Russia*

I was walking around London once when I stopped someone to ask where the "Terrorist" Information Centre was. She gave me a look (4) **at/of/by/to** shock and just walked off. Only later did I realise that I should have been asking for the "Tourist" Information Centre. *Chan-sook, South Korea*

I was having dinner with my host family once when the mum asked me what sauce I'd like with my meal. I wanted to tell her that I really didn't mind, however, (5) **at/of/for/to** some reason I came out with the expression "I couldn't care less!" *Gerhard, Germany*

I once went into a department store and asked for a pair of "thighs" instead of "tights". The shop assistant just looked at me (6) **at/of/in/to** disbelief. Luckily, I quickly realised what I'd said and asked for



some tights instead.

*Ana, Norway*

The mum in my host family once went to get her hair done early in the morning. When the dad popped in at about 12 he asked where she was and I told him that she was in the "saloon" instead of the "salon". He gave me a look (7) **at/of/by/to** surprise, probably wondering what his wife was doing having a drink so early in the morning. *Joanna, Poland*

I popped into a cafe once and ordered a jam sandwich. The girl behind the counter looked at me (8) **at/of/by/in** surprise and told me that they didn't usually serve "jam" sandwiches, which I thought was a bit strange. However, I insisted and in the end she made me one. Of course, when I got it, I saw that it was full of strawberry "jam", not ham, as I'd originally wanted. *Juan, Spain*

**Your turn!**

Write a short paragraph about a problem you had when speaking your own language or a foreign one.

**4 Advertising controversies**

Read about the two **mailshot** campaigns that went wrong. Which one do you think is the most controversial? Why? Afterwards, complete the text with the correct prepositions.

**Mailshots that fail to hit the mark!**

**Online shop mailshot**

Online clothing retailer Damart once sent out a mailshot (1) \_\_\_\_\_ the form of demand for payment with the words "final reminder" on the outside. The letter was (2) \_\_\_\_\_ fact an invitation to take part in a prize draw, but many recipients were (3) \_\_\_\_\_ the impression that they had a debt that needed paying. (4) \_\_\_\_\_ minutes of the letters landing on doormats across the country, complaints from customers started to arrive. And (5) \_\_\_\_\_ a matter of days, the Advertising Standards Authority had received more than 30 complaints. (6) \_\_\_\_\_ response to criticism concerning the mailshot, Damart's marketing director John Bottomley admitted (7) \_\_\_\_\_ no uncertain terms that the company had badly misjudged the effects the letters would have. He wrote personally to apologise to customers who complained.

**TV channel mailshot**

(8) \_\_\_\_\_ a bid to promote the TV crime drama CSI, Channel 5 sent out a mailshot (9) \_\_\_\_\_ the form of a crime dossier. This contained information suggesting there was a serial killer (10) \_\_\_\_\_ the loose whose victims had the same name as the recipient's. The mailing, which was sent to 30,000 people, was marked "sealed evidence – do not remove", and contained photographs and a scrap of clothing. An accompanying letter, designed to look like a copy of an e-mail, said, "This e-mail is received just before the carbon copy killer strikes. So far, every victim has received an e-mail

identical (11) \_\_\_\_\_ this." An accompanying "coroner's report" and "psychological profile" showed diagrams of a body with exit wounds marked on them. The letters were personalised so they had the recipient's name on them.

**5 Article completion**

Complete the article with the words from below.

**ground** **race** **news** **attempt** **response** **newspapers** **raise**

**Guerrilla Marketing**

*Unusual ways to promote a product.*

The objective of guerrilla marketing is to create a buzz... to get people talking about your product... to get it in the (1) \_\_\_\_\_ whilst spending as little as possible – inexpensive, small-scale stunts that attract massive amounts of attention. Here are a few examples of guerrilla marketing.

In 2007, Swedish furniture giant IKEA transformed bus stops in Manhattan into furnished "rooms", giving people a comfortable place to sit while they waited to get home. Reports of the stunt appeared in all the major (2) \_\_\_\_\_.



Loctite stuck coins on the (3) \_\_\_\_\_ to demonstrate the effectiveness of their Super Glue 3 brand. The coins had stickers on them advertising the product.

UNICEF set up a water vending machine filled with bottles of "contaminated" water in a bid to (4) \_\_\_\_\_ awareness of the lack of clean water in many countries. "Diseases" on offer in the machine included malaria, cholera and typhoid.

Italian newspaper *La Gazzetta Dello Sport* (which is printed on pink paper) dropped millions of strips of pink paper from the top of a building in Milan in an (5) \_\_\_\_\_ to promote the newspaper.

As part of a Carlsberg campaign, £10 and £20 notes were left around London. Each note had a removable sticker attached to it which read, "Carlsberg don't do litter. But if they did, it'd probably be the best litter in the world". The campaign created massive media interest, with thousands of Londoners in a (6) \_\_\_\_\_ to pick up the "litter" first.

Médecins du Monde distributed hundreds of tents to homeless Parisians sleeping along the Quai d'Austerlitz and Canal Saint-Martin. All the tents had the Médecins du Monde logo on. The stunt was conceived in (7) \_\_\_\_\_ to the number of destitute people in the area.



# UNIT 14 **Communication!** SPEAKING TASK

## Product Publicity

### Activity type: **presentation**

#### Task

You're going to present an idea for promoting a product of your choice. First, choose your product (it can be an existing one or an invented one). Then, think of a way of promoting it by means of a publicity stunt. Also, think of a slogan for the campaign.

#### Proposing something

- We'll do... in an attempt to...
- In a bid to raise awareness of... we're going to...
- We're going to try to... by...
- The first thing that must be tackled is...
- Our number-one priority will be to...
- Many people are under the impression that... so we're going to...
- By doing... we'll get people thinking about...

#### Asking about / commenting on a stunt

- What are you going to do about...?
- What will you do if...?
- In the wake of... don't you think that...?
- Does it have the potential to get out of control?
- In the event of... happening, what will you do about...?
- Don't you think you're in danger of...?
- By doing that, people may be under the impression that...
- If you aren't careful, the situation could get out of control.



**hot**  
**english**  
magazine



**Remember!**

You must do the *Reading* and *Listening* activities in Hot English magazine.



### Giving opinions / making suggestions

#### 1b Meetings analysis

Read over the extracts from the meetings and write a name next to each statement.

- \_\_\_\_\_ thinks it might be cheaper to start all over again.
- \_\_\_\_\_ thinks that time is running out.
- \_\_\_\_\_ thinks that one of the options is to carry on as they are.
- \_\_\_\_\_ thinks they should work with someone else.

#### Making suggestions & giving opinions



**George:** So, Laura, tell us what you think about this.

**Laura:** Well, the way I see it we've got two options: either we carry on as we are and risk failing miserably, or we make some bold changes and try to put a stop to it.



**Lauren:** So, Ellis. What's your opinion of this?

**Ellis:** Well, to be honest, I don't think it's that straightforward. I mean, personally, I think it would be a lot cheaper to scrap it all and start over again.



**Adam:** Barbara? Any thoughts?

**Barbara:** Well, it seems to me that we've got two options: we can either carry on using the services of Marston & Sons; or we can try to find someone who'll do a better job.



**Harry:** Nigella, what do you think about this?

**Nigella:** Well, in my opinion, I really think we should accept their offer. I mean, we haven't had any other offers for it and time is running out.

#### 1b Language identification

Read through the extracts again and identify any expressions used for asking for and giving opinions.

### Useful expressions

#### Asking for opinions / Inviting comments

- What do you think of this, (Barbara)?
- What's your opinion?
- How do you see it?
- How do you feel about this?
- Is there anything that anyone would like to add?
- Does anyone have anything to say about...?
- Would anyone like to say anything at this stage?
- Any other thoughts on this?
- I'd like to get your thoughts on this.
- I just wanted to see what you thought of this.

#### Making suggestions / giving opinions

- The way I see it...
- I truly believe...
- I honestly think that...
- In my opinion...
- As I see it...
- It seems to me that...
- I really think that we should...
- Why don't we...?
- Don't you think we should...?
- What about doing X?
- Wouldn't it be better if we...?
- I do feel quite strongly that...
- I think our best option would be to...

#### 2 Task

Write a short extract from a meeting. Include examples of people asking for and giving opinions.



Here are some ideas on how to exploit the material in class.

### REMINDER!

Remind students to do their homework! Also, they should study the grammar and vocabulary for each unit before going to class.

### TOP TIP!

Disappear! Sit in the background during free speaking exercises. Students will direct their conversation to you if you're within eye-shot. Remember to complete the Error Correction Sheet as students are talking

### REMEMBER!...

...to use the Error Correction Sheet. Later, you can use the language and pronunciation errors for quick tests at the start or end of lessons. Even at an Advanced level, your students will make mistakes with basic structures and will need correcting.

## STARTING THE UNIT

Do a Famous Person quiz with your students. Use the questions below, or invent some more of your own. The first person to shout out the answer gets a point for his/her team.

1. Which female scientist was awarded two Nobel Prizes in the early years of the twentieth century? **Marie Curie**
2. Actor Jon Voight is the father of which famous Actress? **Angelina Jolie**
3. What is Nicholas Cage's real name? **Nicolas Kim Coppola**
4. Which musician and actor starred in the popular teen comedy *The Fresh Prince of Bel-Air* and the film *I Am Legend*? **Will Smith**
5. Which celebrity couple called their baby "Apple"? **Gwyneth Paltrow and Chris Martin**
6. Which celebrity couple named their baby "Brooklyn"? **Victoria and David Beckham**

Etc.

## MAKING GRAMMAR FUN

Tell your students that you're going to

read out some information about the actor Johnny Depp. Tell them to listen carefully because you're going to ask them a few questions about it when you've finished.

Johnny Depp was born in Kentucky (USA) on 9th June 1963. His parents (a waitress and a civil engineer) moved the family around a lot, which made life very difficult for Johnny, his brother and two sisters. At the age of 17, Johnny dropped out of school to pursue a music career with his band, but wasn't very successful and ended up becoming a pen salesman. His wife at the time (Lori Anne Allison) introduced him to actor Nicolas Cage, who suggested he became an actor.

Johnny took Nicolas' advice and got a role as a young police officer in the crime series *21 Jump Street*. He left the show after four seasons and went on to star in his first film *A Nightmare on Elm Street*. By then, Johnny was considered a teen idol and went on to star in several successful films including *Edward Scissorhands*, *Fear and Loathing in Las Vegas* and *Blow*.

But it wasn't until Johnny took on the role of Captain Jack Sparrow in *Pirates of the Caribbean: Curse of the Black Pearl* that he became the superstar he is today. The film was a surprise success for Disney and led to three sequels. Producers were so desperate to get Johnny back for the fourth movie, they reportedly paid him a record-breaking \$75 million, making him the highest-paid actor in Hollywood.

When you've finished, ask three quick comprehension questions. For example, "When was he born?" Students get a point for each correct answer. Then, when you've finished, write up some of the text with prepositions. Ask your students to identify any prepositions and to say what purpose they're serving in this particular context. Do this several times. Then, refer your students to the grammar pages of this unit.

### Practice

Students prepare a mini-biography on a famous person. Then, in pairs, they take turns reading it out and asking comprehension questions to check their partner's understanding.

### Pronunciation ideas

Dictate these sentences to your students. Speak at natural speed:

- a) It's up to you – I really don't mind.
- b) He was sent to prison.
- c) She's been waiting in the living room for over an hour.
- d) They want to speak to you about it.

Then, ask for a volunteer to write them up on the board. Ask the class which words were unstressed, weak sounds. Finally, tell the class to repeat the sentences after you as you say them at natural speed.

### Follow-up

For homework, students write an in-depth description of a famous person or someone they know.

## FLUENCY PRACTICE –

### REVISION!

### Perfect Tenses

Ask students these questions.

- Have you been doing any exercise lately?
- Who have you been talking to today?
- Have you seen anyone famous this week?
- How many e-mails have you written today?
- Have you been sleeping well lately?
- Have house prices been going up or down recently?
- Have you seen any good films lately?
- Have you been working a lot these days?
- Had you met any of your colleagues before you started work here?
- How much will you have spent today by 10pm tonight?

### Telephone numbers & numbers

Dictate these telephone numbers and numbers.

Telephone numbers: 0781 345 689

0981 346 871      0127 832 801

0345 335 669

Numbers: 12,309    54,788    34,600

908,209    325,877    5,706,040



# UNIT 15 Success!

## Objectives

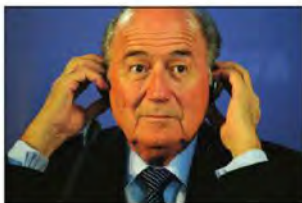
**Vocabulary:** Power & success

**Structures:** Preposition Review

**Useful skills:** Presentations IV

## 1 Successful people!

Name as many of the people below as you can in just two minutes. In what ways are they successful?



### Think about it!

Who are some of the most successful people in your country? Which of the people from this page are also famous in your country? Are any successful people from your country famous internationally? Who? What for? What's the difference between success and fame? Should people strive for both?



**Vocabulary:** Power & success

**Top tips ranking**

Read over the top tips on how to be successful. Which ideas do you agree with?

**How to be successful!**

- Always be positive. Think success. Beware of a negative environment.
- Write down your specific goals and develop a plan to reach them.
- Take action. Goals are nothing without action. Just do it!
- Never stop learning. Go back to school or read books. Get training and acquire skills.
- Be persistent and work hard: success is a marathon, not a sprint. Never give up.
- Learn to analyse details. Get all the facts, all the input. Learn from your mistakes.
- Focus your time and money on your goals. Don't let other people or things distract you.
- Don't be afraid to innovate. Be different. Following the herd is a sure way to mediocrity.
- Deal and communicate with people effectively. No person is an island. Learn to understand and motivate others.
- Be honest and dependable. Take responsibility, otherwise the previous points will be cancelled out.

**Successful people**

Use any of the positive adjectives from below to write three sentences about successful / famous people or people who you know.

*goal-oriented, focused and persistent self-starter, motivated, intuitive, assertive, lucky, determined, competent, courageous, decisive, driven, dynamic, effective, energetic, enthusiastic, forward-thinking, hardworking, helpful, honourable, innovative, loyal, methodical, motivated, organised, persuasive, persistent, positive, practical, proactive, productive, reliable, resourceful, results-oriented, results-driven, skilful, talented, trustworthy, upbeat, wise*  
Other?

For example: *Aung San Suu Kyi is extremely courageous and persistent. / My friend Beth is hardworking and optimistic.*

**Bio analysis**

Read over the biography of internet entrepreneur Kim Dotcom. Then, answer the questions.

1. How did Kim make a name for himself before launching Megaupload.com?
2. What impact did Megaupload.com have on internet traffic?
3. In what ways was the lavish weekend in Monaco a smart move?

**Kim Dotcom**

*The man behind Megaupload.com*



Kim Dotcom was born in Germany as Kim Schmitz, but changed his surname to Dotcom in 2005. In his teens, Kim was known as "Germany's Most Notorious Hacker", using his computer skills to make millions as a computer consultant. In 1998, Kim was arrested for hacking into bank computers and stealing credit card numbers. And in 2002, he was arrested again – this time for embezzlement and insider trading.

In 2005, Kim launched Megaupload.com. The site let users store and share digital files and within a few years it was getting up to 50 million hits daily. Kim claimed the file-sharing website was for uploading, downloading and exchanging information. But the FBI said it was responsible for online piracy and violations of copyright laws because millions of people were using Megaupload.com to swap copyrighted movies, music and games.

At one point Megaupload.com was responsible for 4% of all internet traffic. And it made Kim extremely rich – in 2010 he earned €86,000 a day, mostly from advertising! So, what did Kim do with all his money? Have fun! He once said, "I'm a fun-loving guy. I enjoy my life. I have a big kid inside me." In 2001, he spent €7.5 million on a "crazy weekend" in Monaco. He rented a luxury yacht, bought lots of champagne and hired models to hang out with him and his friends. He owns eighteen luxury cars, with license plates such as GOD, EVIL, MAFIA and GUILTY. Plus he lives in the most expensive house in New Zealand and has the largest TV in the country in his bedroom.

But Kim is also a smart entrepreneur. His weekend in Monaco was actually a publicity stunt to show the world that he was rich and successful. At the time, he was starting a new business and the party was designed to attract investors.

[READ MORE ►](#)

**Language analysis**

Find a word or expression in the text that means...

1. ...a website where you can exchange or store information/files/videos/games, etc.
2. ...making and/or selling illegal copies of films/songs, etc.
3. ...famous for bad things
4. ...the crime of stealing money from an organisation / company
5. ...an action that is designed to generate publicity and raise awareness of a particular issue or product.

**Your turn!**

Write a short bio on someone successful from your country.

**Think about it! Success**

Who is the most successful person you know? How did they become so successful? What are your top tips for success / happiness in life? How do you think great wealth would change your life?



**Language Structures:**  
**Preposition Review**

We can find prepositions in a variety of contexts. This is an overview of some of the uses of prepositions. For more information, see previous units in this booklet.

**Verbs + prepositions**

- Move to: She **moved to** the country.
- Complain about: They were **complaining about** the service.

**Prepositional expressions**

- In prison: He's **in prison**.
- In an effort to: They organised a meeting **in an effort to** improve relations.

**Verb + prepositional expression**

- End in tragedy: The love affair **ended in** tragedy.
- Fall into enemy hands: The secret **fell into enemy hands**.

**Nouns + prepositions**

- Solution to: I can't see an easy **solution to** this problem.
- Responsibility for: They have **responsibility for** the overall success of the operation.

**Adjectives + prepositions**

- Impressed with: They were **impressed with** your work.
- Motivated by: They were **motivated by** a desire for revenge.

**Prepositions of place, time, movement**

- On Monday, on the wall, on the table...
- In June, in the drawer, in 2009...
- At the corner, at the weekend...
- By noon, by the cinema...

**Speech bubble completion**

Complete the speech bubbles with the correct prepositions.

<p>1. We're going to move _____ a 17th century house in a tiny village in the country.</p> 	<p>2. I think I've discovered a solution _____ the problem!</p> 
<p>3. I was really impressed _____ the way you dealt with those customers.</p> 	<p>4. I've been given responsibility _____ the overall running of this department.</p> 

**Sentence completion**

Complete the sentences with the correct prepositions.

1. She had a lot of sympathy \_\_\_\_\_ those people who were affected by the scandal.
2. He discovered a solution \_\_\_\_\_ the problem.
3. He was given responsibility \_\_\_\_\_ the running of the economy.
4. During her reign, there was a reduction \_\_\_\_\_ the number of deaths from disease.
5. Many people have no access \_\_\_\_\_ clean water.
6. It is seen as an alternative \_\_\_\_\_ the current way of doing things.
7. He was famous for his association \_\_\_\_\_ the movement.
8. She gained a lot of experience \_\_\_\_\_ art and design by working there.
9. She was renowned for her cruelty \_\_\_\_\_ her prisoners. \_\_\_\_\_

**Online forum choice**

Choose the correct words to complete the sentences.

**BusinessGuru.com**

Home About Us Services Products Support Contact



**Life experiences**  
Tell us about some of your most character-forming experiences.

I once ran a marathon after training (1) **for / to** about six months. I'd never really done much running (2) **before / at** that, but I was determined to prove that I could do it. Although my final time wasn't great (I did it (3) **in / to** three hours and 45 minutes), I did manage to finish, which is what I'd set out to accomplish (4) **in / with** the first place. *Rachel*

I was once given the task (5) **to / of** preparing a banquet (6) **at / for** some important visitors who were over (7) **from / through** the company HQ in the States. It went really well despite a few minor disasters, such as the delivery (8) **of / by** 3 kilos of pork instead (9) **of / at** 4 kilos of salmon. *Georgina*

I had to organise a conference (10) **to / for** 2,000 people once. It was a logistical nightmare, but I pulled it off, and (11) **in / for** the end it was a huge success! Unfortunately, it all went so well that I was put in charge (12) **of / to** organising all future conferences. *Max*

I worked on a building site once before going off (13) **to / at** university. Coming from a fairly privileged background, it gave me an interesting perspective (14) **on / to** life. Plus, I learnt a lot about building, which came (15) **in / on** handy later as I went on to become an architect. *Nicole*



I was once given the task **(16) with/ of** saving a company from bankruptcy. It was pretty tough as I had to change the way things were being done, and get rid of a fair few people. **(17) In / For** the end, I turned it around and even managed to put the company back **(18) in / at** the red after about two years. *Jessica*

**Your turn!**

Write a short text describing one of your achievements.

**4 Bio completion**

Complete the mini-biography with the appropriate prepositions.

Success.com



**Cleopatra**

Famed for her beauty and worshipped **(1)** \_\_\_\_\_ a goddess, Cleopatra is one of the most famous queens of ancient Egypt. The stories and myths surrounding Cleopatra's tragic life inspired a number **(2)** \_\_\_\_\_ books, movies, and plays, including the play Antony and Cleopatra **(3)** \_\_\_\_\_ the English writer William Shakespeare.



Born around 69 BC, Cleopatra was brought **(4)** \_\_\_\_\_ to be a queen. She was the seventh woman **(5)** \_\_\_\_\_ her family to have the name, and her family had ruled Egypt **(6)** \_\_\_\_\_ more than 100 years. Cleopatra rose **(7)** \_\_\_\_\_

power around 51 BC, shortly after her father's death. As Cleopatra was legally obliged to have either a brother or son **(8)** \_\_\_\_\_ her consort (husband), she married her brother Ptolemy XIII. He was just 12, but **(9)** \_\_\_\_\_ the time this was nothing unusual. Things started **(10)** \_\_\_\_\_ well, but Ptolemy eventually took control of the government. As a result, Cleopatra was forced to flee Egypt in 48 BC.

But Cleopatra wasn't one to give **(11)** \_\_\_\_\_ easily. She started a relationship (that resulted in a son) with the all-powerful Julius Caesar, ruler of Rome. Caesar helped Cleopatra regain power, which she shared **(12)** \_\_\_\_\_ another brother-husband, Ptolemy XIV. After the birth of her son, Caesarion, Cleopatra and her child left Egypt for Rome in 46 BC to be with Caesar. However, the relationship ended **(13)** \_\_\_\_\_ tragedy when Caesar was assassinated in 44 BC.



After Caesar's death, Cleopatra and her son returned **(14)** \_\_\_\_\_ Egypt. A few years later, she met another powerful Roman leader, Mark Antony, and started a relationship **(15)** \_\_\_\_\_ him. They had two children (twins): Alexander Helios and Cleopatra Selene. Later, Antony returned **(16)** \_\_\_\_\_ Rome and married Octavia, the sister of another Roman leader, Octavian. But around 37 BC, Antony left his wife and returned to Cleopatra. Antony and Cleopatra subsequently married and had a third child, Ptolemy Philadelphus. They both ruled **(17)** \_\_\_\_\_ vast areas that include modern-day Egypt, Cyprus, Crete and Syria.

Meanwhile, Octavian was plotting his revenge. Eventually, he convinced the Roman senate to go to war **(18)** \_\_\_\_\_ Egypt in 32 BC. The next year Antony and Cleopatra suffered a devastating defeat at the Battle of Actium. In true tragic style, Antony killed himself **(19)** \_\_\_\_\_ hearing a false report that Cleopatra was dead. Cleopatra, not wanting to fall into enemy hands, committed suicide, famously poisoning herself **(20)** \_\_\_\_\_ an asp.

**Your turn!**

Write a short bio on a historical character from your country.



## Successful people

**Activity type: presentation****Task**

You're going to give a mini-presentation on a successful person. Choose anyone you like and do some research on him/her. When you're ready, give your presentation and then answer any questions. Afterwards, listen to your colleague's presentation and ask questions.

**Describing someone**

- He's famous for...
- She came up with a solution to...
- He was responsible for...
- Together, they developed a...
- He was one of the first people to...
- She was one of the pioneers of...
- He was motivated by a desire to...
- She did... in an effort to...

**Asking about someone**

- What were some of his/her greatest achievements?
- What will he/she go down in history as?
- How will he/she be remembered?
- What role did he/she play in...?
- Tell me something about...
- What were some of the most important moments of his/her life?





### Contrasting & comparing data

#### 1a Presentation analysis

Read through the extract from the presentation and answer the questions.

1. When did the figures for tourism peak?
2. Which country accounts for 55% of spending?
3. Why do most people visit the UK?

#### Tourism figures

*[fades in]*

And now I'd like to look at the latest tourism figures based on information from the Office for National Statistics International Passenger Survey. As you can see from this slide, the number of visits peaked in 2007 at 32.8 million, which has been followed by a decline since then. There was a small increase in 2011, but the overall trend is down, and the average spend per visitor is a lot less than previous years, plus there are fewer stays in hotels.

When it comes to spending, the top ten markets account for 55% of all spending, with the USA worth almost twice as much as the next most valuable market, Germany. Interestingly, four out of the five markets which have grown most in value are markets in close proximity to the UK, namely Germany, France, Spain and Norway.

And finally, just to conclude, you can see that in 2011, nearly two in five visits to the UK were for a holiday (32%), while just over one in five (23%) were for business. However, the biggest share is accounted for by trips to visit friends or relatives (VFR). These trips also involve a longer than average length of stay.

Well, in today's talk, we've looked at the latest trends in tourism in the UK. I'd just like to thank you once again for listening. I'm Clarissa Jenkins and I've been speaking on behalf of Tourism UK. Thank you and goodbye.

*[clapping]*



#### 1b Language identification

Read through the extract again and find language for...

1. ...making comparisons (find at least three examples).
2. ...summarising the presentation.
3. ...ending the presentation.
4. ...thanking the guests.

### Useful expressions

#### Making comparisons

- Compared to figures from last year, those for this year were much higher.
- Prices have decreased by more than a third compared to...
- These countries account for the largest share (29%) of...
- Some of the biggest spenders were...
- These trips often involved a longer than average length of stay.
- This represents a far higher figure than...
- The majority of the tourists visiting here came from...
- Overall, house prices in the city are 55% lower than...
- The percentage has more than doubled since 1990.

#### Concluding

- So, in conclusion...
- Finally...
- To conclude...
- So, to conclude my presentation, I'd like to...
- On a final note, I'd just like to say...

#### Summarising

- In this talk, we looked at... / In today's talk, we've looked at...
- Just to remind you of the main points once again ...
- So, to summarise...
- So, as we've seen today...

#### Goodbye

- Thank you for listening and I hope to see you all again someday.
- Thank you, goodbye and I hope to see you again soon.
- I'd like to thank you for your time and cooperation.
- I'd like to thank you for your participation.

#### 2 Task

Write a short extract from a presentation on any topic of your choice (or one based on invented figures for something). Include some language for making comparisons and ending a presentation.



Here are some ideas on how to exploit the material in class.

**REMINDER!**

Remind your students to read and listen to a lot of English. It's the best way for them to acquire language. They can read Hot English, listen to the sound files, watch films, sing along to songs, watch English-language YouTube videos, set their televisions to English, etc.

**TOP TIP!**

Start every lesson by going over vocabulary from the previous class (or classes). You can make this into a game. Simply put your students in teams. Then give a definition of a word. The first person to shout out the correct word or expression gets a point for their team. For an extra point they can put the word into a sentence.

**STARTING THE UNIT**

Google and print off some pictures of places of outstanding beauty. Include some of the places from the opening page: Yellowstone Park, The Grand Canyon, Niagara Falls, etc. Stick the images up around the room. Students walk around and comment on these places. *Where are they? Why are they so famous? Would they like to visit any of these places of natural beauty? Why? Why not?*

**MAKING GRAMMAR FUN**

**Presentation**

Tell your students that you're going to read out some information about Sherwood Forest. Tell your students to listen carefully because you're going to ask them a few questions about it when you've finished.

*Famous for its historical association with the legend of Robin Hood, Sherwood Forest is a Royal Forest in Nottinghamshire, England. Sherwood Forest National Nature Reserve today encompasses 423 hectares (1,045 acres), surrounding the village of Edwinstowe, the site of Thoresby Hall.*

*With over 500,000 visitors every year,*

*including many from other countries, the forest is a popular tourist attraction. Each summer, the park hosts the annual, week-long Robin Hood Festival. This event recreates a medieval atmosphere and features most characters from the Robin Hood legend. With jousters, jesters, musicians and fire eaters dressed in medieval attire, it's a fun event for all the family.*

*Throughout the year, many visitors enjoy going to the Sherwood Forest Art and Craft Centre. Situated in the former Coach House of Edwinstowe Hall in the heart of the Forest, the centre has art studios and a café, and hosts special events, including craft demonstrations and exhibitions.*

*Sherwood Forest is home to the famous Major Oak, which, according to local folklore, was Robin Hood's principal hideout. Between 800 and 1,000 years old, the oak tree is partially supported by an elaborate system of scaffolding. In February 1998, a local company took cuttings from the Major Oak and began cultivating clones of the famous tree with the intention of sending saplings to be planted in major cities around the world.*

When you've finished, ask three or four quick comprehension questions. For example, "How old is the oak tree in the forest?" Students get a point for each correct answer. Then, when you've finished that, write some of the text on the board with fronting. Ask your students to identify the structure and to say why/how it's used. Then, refer your students to the grammar pages of this unit.

**Practice**

Students prepare their own descriptions of a place of natural beauty from their country. Remind them to use fronting to increase the amount of information in their sentences.

**Pronunciation**

Dictate the following sentences. Read them out at natural speed. If you say them naturally and fairly fast, the stress should fall on the key words: nouns, verbs, adjectives, etc.

a) With more than 300 dishes to

choose from, it's one of the most popular restaurants in the area.

- b) At a height of more than 200 metres, the church towers over other buildings in the area.
- c) Having finished the work, she poured herself a drink and sank down into the sofa to relax.

Ask for a volunteer to write up the sentences on the board. Then, ask your students to identify any key words – words that are stressed in the sentence. These are usually the main verbs, adverbs, adjectives and any nouns. Then, tell your students to repeat the sentences after you as you say them at natural speed, putting emphasis on the key words. This is a good way of developing your students' fluency.

**Follow-up**

For homework, students write a blog entry about a place they've visited recently. Tell your students to use compound adjectives, compound nouns and fronting in their description where possible.

**FLUENCY PRACTICE**

**REVISION!**

**The Third Conditional**

Ask your students these questions.

- What would you have done if you hadn't come to work today?
- Where would you have gone last night if you'd wanted to go out?
- Who would you have spoken to last night if you'd made a phone call?
- What would you have worn today if you'd had an important meeting to go to?
- How would you have come to work today if you hadn't gone by the car / gone by train, etc.?
- Where would you have lived if you hadn't bought/rented the place where you're living now?
- Which company would you have worked for if you hadn't accepted the job here?

**Number dictation**

Dictate these numbers for your students to write down.

1,254	2,356	8,745	9,654
2,908	4,988	12,547	45,897
28,565	79,530	12,689	32,901
326,891	289,908	437,821	
763,908	12,458,210	458,982,098	



# UNIT 16 Natural Beauty

## Objectives

**Vocabulary:** In the wild

**Language structures:** Fronting & Compound nouns

**Useful skills:** Telephone English IV

## Healthy living reflection

Tick the activities you've done (or do). Circle any that you'd like to have a go at.

- Hiking
- Camping
- Cycling
- Jogging
- Rock climbing
- Zip wiring
- Abseiling
- Rafting
- Canoeing / kayaking
- Mountain biking

Other?

### How often do you...

- ...work out at the gym?
- ...do any exercise?
- ...eat healthy food?
- ...take vitamin supplements?
- ...sleep for eight hours at night?
- ...do something physically active?
- ...have some quiet time for yourself?
- ...walk during the day?
- ...spend time outside during the week?

### Think about it!

How healthy do you think you are? What do you do in general to stay fit and healthy? Are you careful about what you eat? In what ways? What would you do more of if you had more time?



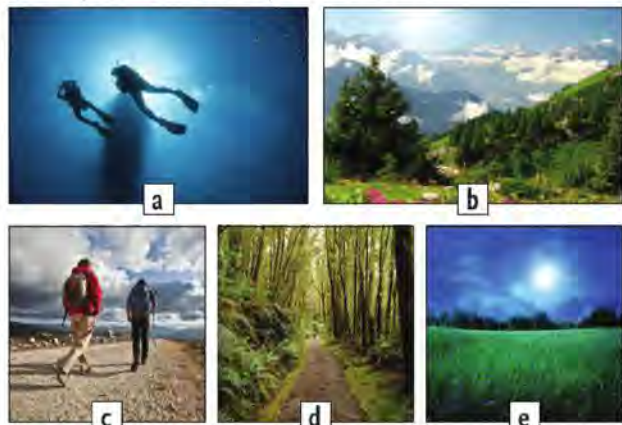


## Vocabulary: In the wild

### 1 Photo matching

Match the comments (1 to 5) to the photos (a-e).

- The view was breathtaking.
- We walked along a tree-lined path.
- The fields were brightly-lit because there was a full moon.
- We went deep-sea diving.
- They went on a twenty-kilometre hike.



### 2 Adjective matching

Match words from the two boxes to form any six compound adjectives. You can use any words more than once.

breath- mind- out-of-this- well- tree- deep- ice-  
one- partly- wild- three- grey- long- brightly-  
mouth- light- best- white-

blowing protected world lined preserved taking  
washed blue cold hour mile submerged  
looking lit watering famous coloured green

For example: *breathtaking*

Now, add a noun to each compound adjective to form an expression. Choose from the nouns below if you wish.

animal trip journey trail mountain  
sunset view scene scenery

For example: *a breathtaking view*

### 3 Blog analysis

Read the blog. Then, answer the questions. Afterwards, see how many compound adjectives you can find. What do they mean?

## Diary of a Traveller

Home About Us Services Products Support Contact

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### Italy » » Umbria

**Umbria (posted 4th September)**  
I spent last summer in the Italian region of Umbria – about 200 kilometres north of Rome. It's a fascinating area with tobacco plantations, picturesque hill towns (such as Spello and Gubbio) and the most spectacular Italian scenery. Umbria has rolling hills, tree-lined

streams and light green valleys, with terraced vineyards, fruit-filled orchards and miles of olive groves. It is the only region where truffles are found in abundance, and where mouth-watering figs grow on trees.



Umbria is also home to Lake Trasimeno, the largest in central Italy, which was once the scene of a major battle between the Carthaginians under Hannibal and the Romans. In the spring, brightly-coloured wildflowers transform the breathtaking Umbrian countryside into a rainbow of colour. The morning is the most incredible time, when the hills are cloaked in a silver-blue haze, giving them a soft, soothing and almost mystical quality.

On the tops of the surrounding hills, there are walled cities towering above the countryside. These fortified medieval hill towns are one of the most distinguishing features of the region. Rich in art, history and architecture, many are relatively untouched by tourism and you can walk around with the locals – unlike Rome, where you are surrounded by hordes of tourists. Perugia, the capital, is one of Italy's best-preserved towns. It sits on top of a tall hill that's so steep they've installed an escalator to help you get to the top!

- How does the writer describe Umbria?
- What expression is used to describe the Umbrian countryside in spring?
- What do you think the "silver-blue haze" is?
- How does the writer describe the way the hills appear in the morning?
- How are towns such as Perugia different to Rome?

### Your turn!

Write a short paragraph about an area of natural beauty in your country. Include compound adjectives where possible.

### Think about it! Nature

What's the most beautiful place you've ever been to? Why was it so special? What can be done to protect areas of natural beauty? What's your favourite season? Why? What are some of the most beautiful places to visit in your country? Why are they so special?

### 4 Quotes analysis

Read the quotes. What do you think of them? Which ones do you agree with?

- "Man's heart away from nature becomes hard." **Standing Bear**
- "To sit in the shade on a fine day and look upon verdure is the most perfect refreshment." **Jane Austen**
- "One touch of nature makes the whole world kin." **William Shakespeare** [*kin* means *close* in this case]
- "Climb up on some hill at sunrise. Everybody needs perspective once in a while, and you'll find it there." **Robb Sagendorph**
- "Art gallery? Who needs it? Look up at the swirling silver-lined clouds in the magnificent blue sky or at the silently blazing stars at midnight." **Grey Livingston**
- "An early-morning walk is a blessing for the whole day." **Henry David Thoreau**



**Language Structures:**

**Fronting & Compound nouns**

**Fronting**

We can increase the amount of information we add to a sentence by placing some of this at the start of the sentence. For example:

- a) **Set in the rolling hills of Umbria**, the town of Perugia is one of the most beautiful in the region.
- b) **Located just 90 kilometres off the coast**, the tiny island has more than 40 species of birds.

We can start the sentence with a variety of different phrases: adjectival, prepositional, gerundial as well as time phrases.

**Adjectival phrases**

- a) **Famous** for its exquisite cuisine, this area of France is well worth a visit.
- b) **Popular** with both tourists and locals, this restaurant is a must for any traveller to the region.

**Prepositional phrases**

- a) **With** just 10% of the trees remaining, the forests on the island are now being preserved.
- b) **At** 600 metres above sea level, the island is covered in a lush green vegetation.

**Gerundial phrases**

- a) **Lying** 40 kilometres out to sea, the island sees little in the way of...
- b) **Not realising** that this was the wrong train, I jumped on without checking.

**Time phrases**

- a) **No sooner had she left** than the alarm went off.
- b) **The moment he'd finished the report**, he sent it off.
- c) **After attending the conference**, she left for the meeting.

**1 Sentence completion**

Complete the sentences with the words from below.

**compared** **sitting** **set** **with** **famous**

- 1. \_\_\_\_\_ more than 50 dishes to choose from, this restaurant is top of my list.
- 2. \_\_\_\_\_ on top of a magnificent hill, the villa has spectacular views of the countryside.
- 3. \_\_\_\_\_ for its parks and nature reserves, this area is now one of the most popular tourist attractions in the country.
- 4. \_\_\_\_\_ amid the imposing mountains of the Himalayas, this tiny village is the first stage of the journey.
- 5. \_\_\_\_\_ to other villages in the region, this one is at the top of a steep hill.

**2 Word choice**

Complete the sentences with the correct words.

- 1. **Hoping / In hope** to get to the airport on time, she

left the house in a rush.

- 2. **On / At** finishing the first part of the project, there was still a lot of work left to do.
- 3. **Have / Having** passed the test, she thought she'd treat herself to something nice.
- 4. **She'll / She'd** hardly put the phone down when it rang again.
- 5. **Being / Having** uploaded the photographs, they sent the e-mail around.
- 6. No sooner **had / do** they finished the job than another one came in.

**1 Website analysis**

Read over the website. Then, write the name of a place next to each description. Afterwards, see if you can identify any examples of fronting.

**World Travel.com**

Home About Us Services Products Support Contact

**Areas of natural beauty >>> Top five >>>**

**Sage Mountain National Park (British Virgin Islands)**  
Set among the British Virgin Islands group, Tortola (the largest of the islands) is home to the Sage Mountain National Park. This 92-acre reserve includes the 600-metre Mount Sage and a forest with five- to seven-metre tall fern trees, bulletwood trees, West Indian and broadleaf mahogany trees and white cedars.

**Everglades National Park (USA)**  
With more than 15 threatened and protected species within its park boundaries, the Everglades National Park is the largest subtropical wilderness in the United States. It is also the third largest national park in the lower 48 states after Death Valley National Park and Yellowstone National Park.

**Redwood Forest (USA)**  
Located along the Pacific Ocean coast of northern California, the Redwood National and State Parks contain 45% of all remaining Coastal Redwood old-growth forests. The trees in the forests are one of the biggest tree species on Earth.



**Carbet Falls (Guadeloupe)**

Set amid the tropical rainforests on the lower slopes of the volcano La Soufrière, the Carbet Falls is truly spectacular. The falls, which are on the Carbet River in Guadeloupe, an overseas department of France, are one of the most popular visitor sites in the country.



1. It can be found along the Pacific Ocean coast.
2. It's set in a 92-acre reserve.
3. It's one of the most popular visitor sites in the country.
4. It's the largest subtropical wilderness in the US.

**Compound nouns**

Compound nouns are formed by two nouns, with the first noun acting as a type of adjective. For example: *address book, science fiction, car mechanic, crisp packet, trouser pocket.*

Some compound nouns can be written as two words: *bank account, blood donor.*

Others have a hyphen: *pen-name, baby-sitter.*

And some have evolved over time to form one word: *toothbrush, tablecloth, bedroom, haircut...*

However, there are no clear rules on this, and some words may even have two types of spelling (*letter box / letter-box*), or may change over the years and go from being two separate words to having a hyphen.



**Compound noun creation**

Create six compound nouns by combining words from Box A and Box B. You can use any word more than once.

**Box A**

water, rain, earth, sea, pine, mountain, sun, beach, vine, cattle, farm, nature, lakeside, hiking

**Box B**

hotel, fall, trail, light, land, quake, trip, hut, yard, bow, land, shore, shed, tree, reserve

**Brochure completion**

Complete the brochure with the words from below.

- transfers equipment terrace base package  
biking walks holidays park

**Alpine Adventure**

*Multi-adventure holidays in the Alps.*



Rafting! Hiking! Cycling! Come and enjoy an adventure holiday in the Alps this summer! Kids. Teens. Families. We cater for all groups.

Sommier du Lac is spectacular in the summer, with its warm sunshine, fresh mountain air and stunning scenery. And it's the perfect setting for a fantastic summer activity holiday. We have two (1) \_\_\_\_\_ holidays available:

**1 Summer Adrenaline Package**

Fun-filled, action-packed short breaks created for active adults aged 18-80!

Includes resort (2) \_\_\_\_\_, half-board accommodation and activities. Available June-September.

**2 Family Mountain Holidays**

Enjoy fun sporting activities with your family, go on peaceful mountain (3) \_\_\_\_\_ around the lakes or relax on the sun (4) \_\_\_\_\_ or in the outdoor hot tub. 7 nights FULL-BOARD accommodation £199 per person throughout the entire summer – including school (5) \_\_\_\_\_!

All our holidays include...

Mountain (6) \_\_\_\_\_ – you can rent bikes from us!

White water rafting – trip includes all equipment and transport to the river rafting (7) \_\_\_\_\_.

Glacier skiing – includes lift pass, ski (8) \_\_\_\_\_ and a packed lunch.

Plus... swimming, golf, archery, volley ball, tennis and skating (in our purpose-built skate (9) \_\_\_\_\_).

Contact us **NOW** for a holiday of a lifetime. The first 100 to call get a 10% discount!

**Your turn!**

Write an ad for an adventure trip. Include compound nouns where possible.



# UNIT 16 Natural Beauty SPEAKING TASK

## Area promotion

### Activity type: presentation

#### Task

You're going to give a presentation on an area of natural beauty from your country. Use the prompts below to help you prepare your presentation. When you're ready, give your presentation and then answer any questions. Afterwards, listen to your colleague's presentation and ask questions.

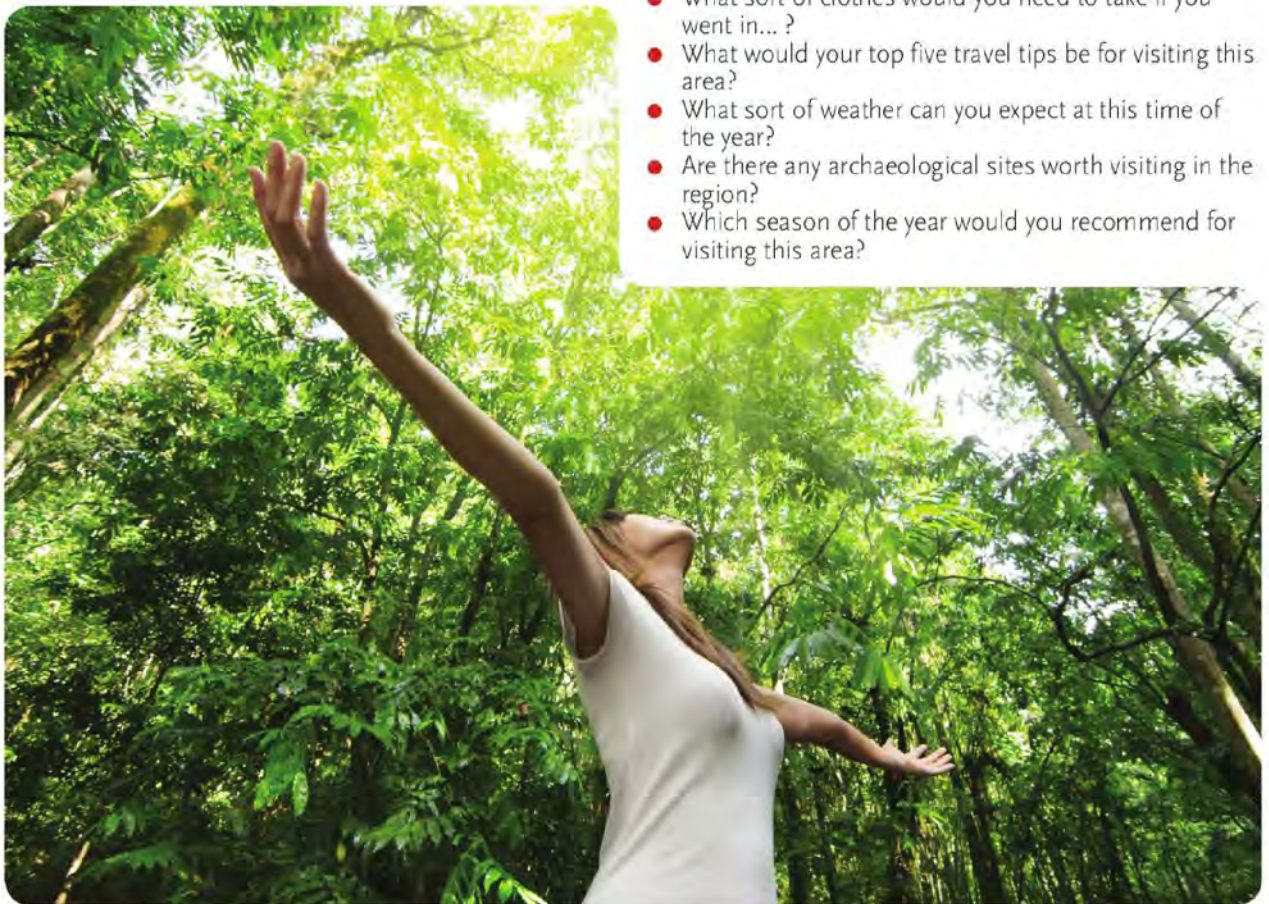
- Where to visit
- When to go
- What to do
- Where to stay
- Getting there
- Things to see
- Things to watch out for
- Things to take
- Temperature and weather
- Animals and wildlife
- Travel tips

#### Promoting an area

- It's an area of outstanding beauty which has...
- Some of the cleanest beaches in the world can be found in...
- X is renowned for its... and its...
- With crystal-clear waters and some of the best diving in the world, this island is...
- Recently voted the best place to enjoy a family holiday, this place...
- With miles of pristine coastline to choose from, you can't go wrong with...
- Being so close to the main capital, this area has all the advantages of...

#### Questioning something

- What would you say the five most important things to do there are?
- Is there anything that you need to watch out for? Any hidden dangers?
- What sort of clothes would you need to take if you went in... ?
- What would your top five travel tips be for visiting this area?
- What sort of weather can you expect at this time of the year?
- Are there any archaeological sites worth visiting in the region?
- Which season of the year would you recommend for visiting this area?



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magazine



**Remember!**

You must do the *Reading* and *Listening* activities in Hot English magazine.



# USEFUL SKILLS Telephone English PART IV

## Questions / correcting information

### 1a Telephone conversation analysis

Read through the conversation. Then, answer the questions.

1. Whose name are the rooms booked under?
2. What mistake is there with the types of rooms Charlotte wanted?
3. How many nights will they be staying at the hotel?

#### The Hotel

- Receptionist:** The Royal Hotel, how may I help you?  
**Guest:** Oh, hi. I'm just phoning up to confirm a booking I made a few weeks ago.  
**Receptionist:** Certainly. Could I have your name and surname, please?  
**Guest:** Yes, it's Charlotte Simmonds.  
**Receptionist:** Could you spell your last name, please?  
**Guest:** Yes, that's S I M M O N D S.  
**Receptionist:** We've got three rooms booked for the 24th under your name.  
**Guest:** Could you just confirm that it's two double rooms with twin beds and a single room.  
**Receptionist:** Erm, we've got two single rooms and a double room with a double bed.  
**Guest:** Oh, right, well, that needs changing. It's two double rooms with twin beds and a single room.  
**Receptionist:** OK, so, that's two double rooms with twin beds and a single room.  
**Guest:** Perfect. Could you confirm the dates too, please?  
**Receptionist:** Yes, the booking is for 24th March. Just the one night.  
**Guest:** Actually, we wanted to stay for three nights. From Monday 24th until Thursday 27th – we'll be leaving on the 27th.  
**Receptionist:** OK. So that's three nights – the 24th, 25th and 26th.  
**Guest:** Yes, that's right.  
**Receptionist:** Oh, I'm afraid we haven't got any single rooms available for the 26th.  
**Guest:** Oh, erm, could you give us three double rooms then – all with twin beds.  
**Receptionist:** Let me just check... yes, that's fine. So, you'll be checking out on Thursday morning, won't you?  
**Guest:** Yes, that's right. Does the price include breakfast?  
**Receptionist:** Yes, breakfast is included.  
**Guest:** Perfect. And what time is breakfast served?  
**Receptionist:** From 7am until 10am. Could I have a contact number, please?  
**Guest:** Yes, certainly, it's 919 007 6565.  
**Receptionist:** Thank you, that's all booked for you then.  
**Guest:** Great, Thanks. Goodbye.  
**Receptionist:** Bye!



### 1b Language identification

Read over the conversation again and identify any language used to...

1. ...state the nature of the call.
2. ...ask for someone's name.
3. ...ask someone to spell a name.
4. ...correct information.
5. ...ask to confirm a date.
6. ...ask for a contact number.

## Useful expressions

### Stating the nature of a call

- I was just calling up to find out...
- I was just phoning up to confirm...
- I was just wondering what time the shop is open from?
- I'm travelling to X and I need a room for the night.
- We're interested in spending a weekend there, and we'd like to know a bit about...

### Asking questions

- Do you know what time it closes?
- Do you know how much it costs to get in?
- Can I pay by credit card?
- Do I need to book in advance?
- Could you let me know how much it might cost, please?

### Correcting information

- No, sorry, I meant to say...
- I beg your pardon, but I wanted...
- I think you'll find that...
- Actually, I think it's...
- Actually, I was hoping for...

### 2 Task

Write out a short telephone conversation. Include expressions used for stating the nature of a call, asking questions and correcting information.



# Revision Page

Congratulations! You have almost finished the course. You just need to do your final Progress Evaluation test. This is to check your understanding and to monitor your progress. The test will be based on units 9 to 16 of the Skills Booklet and the corresponding Reading and Listening exercises from Hot English magazine. There are five parts to the evaluation: Reading, Grammar, Listening, Speaking and Writing. If you need any more help or practice in any of these areas, please remember to ask your teacher.

## Exam preparation

The exercises for the Progress Evaluation will be similar to the ones you do in class.

There will be a Reading and Listening activity aimed at your level. These will be similar to the types of Readings and Listeners that you have been doing from Hot English magazine.

The grammar will be based on the units you have covered in the Skills Booklet. There are a few exercises on this page to help you with that. This is not a definitive list of everything you will be tested on. You will need to look back through your book to see what you have covered.

The Speaking part of the exam will be based on a speaking topic that you have done from the Skills Booklet. During this evaluation, the teacher will make notes. You will be assessed on the following: range of vocabulary, use of grammatical structures, accuracy, pronunciation and fluency.

The Writing part of the exam will also be based on a topic from the Skills Booklet. You will be assessed on the following: accuracy, range of tenses, use of vocabulary and expressions, content and presentation of ideas.

Good luck!

## Language Structures

Complete the sentences with the correct forms of the verbs in brackets.

1. I was just trying to give him a bit of **construc**\_\_\_\_\_ criticism, but he took it all the wrong way. (Prefixes & suffixes)
2. They were smoking in the carriage even though it was a \_\_\_\_\_-**smoking** compartment. (Prefixes & suffixes)
3. The situation is pretty desperate, but we're determined to turn it \_\_\_\_\_. (Phrasal verbs)
4. You made \_\_\_\_\_ that story, didn't you? There's no way that it could be true. (Phrasal verbs)
5. \_\_\_\_\_ does it come with a lifetime guarantee, but it's also fully compatible with all existing systems. (Linking words)
6. \_\_\_\_\_ you start helping us now, we're never going to have this ready in time. (Linking words)
7. It must \_\_\_\_\_ (be) Bob who told them about it. (Perfect Modal Verbs)
8. If she'd opened the door, she \_\_\_\_\_ (see) it on the table – it was right there in front of her. (The Third Conditional)
9. \_\_\_\_\_ a bid to raise awareness for the cause, they staged a protest meeting outside the main hall. (Prepositional phrases)
10. Police have confirmed reports that an escaped lion is on \_\_\_\_\_. (Prepositional phrases)
11. Not fully \_\_\_\_\_ the implications of his decision, he went ahead with it anyway. (Fronting)
12. \_\_\_\_\_ just six minutes to go before her train was due to leave, she rushed out of the house. (Fronting)



# Self-Assessment

Congratulations! You have finished the course. Now, please take some time to reflect on your learning and progress.

## A My feelings at the end of the course are...

- a. Positive
- b. Negative
- c. OK

## B What can I do?

Put ticks. Give yourself marks out of 10 (1 = poor; 5 = OK; 10 = excellent). I can use...

- a. ...Quantifiers.
- b. ...Modal Verbs.
- c. ...the Past Continuous.
- d. ...the future with *be + going to*.
- e. ...the Present Perfect.
- f. ...the Present Simple Passive.
- g. ...Zero and First Conditionals.

## C New language

Complete these sentences with your own ideas.

- a. I really like these words: \_\_\_\_\_.
- b. These words are difficult to remember: \_\_\_\_\_.
- c. These words are easy to remember: \_\_\_\_\_.
- d. This grammar point is easy: \_\_\_\_\_.
- e. This grammar point is difficult: \_\_\_\_\_.

## D What do you do to improve your English outside the class?

- a. I listen to songs in English.
  - b. I travel to English-speaking countries and practise English there.
  - c. I read books / magazines / newspapers / online news sites, etc. in English.
  - d. I watch films in English.
  - e. I listen to MP3s / CDs in English.
  - f. I speak to work colleagues in English.
- Other? \_\_\_\_\_

## E Personal objectives

My new objectives for next year are to improve my...

- a. ...speaking skills.
- b. ...listening skills.
- c. ...reading skills.
- d. ...pronunciation.
- e. ...writing skills.

Very shortly, you will be sent an opinion form to fill out. However, if you have any additional comments to make, please send them to [classes@hotenglishmagazine.com](mailto:classes@hotenglishmagazine.com). We always appreciate your feedback! Thanks.



# RESOURCE SECTION

## Language Structures



### UNIT 1 The Passive

Tense	Formation	Example
<b>Present Simple Passive</b>	<i>is/are + past participle</i>	The shoes are made here.
<b>Present Continuous Passive</b>	<i>is/are being + past participle</i>	The food is being prepared.
<b>Past Simple Passive</b>	<i>was/were + past participle</i>	They were arrested.
<b>Past Continuous Passive</b>	<i>was/were being + past participle</i>	The report was being written.
<b>Present Perfect Passive</b>	<i>have/has been + past participle</i>	The money has been paid.
<b>Past Perfect Passive</b>	<i>had been + past participle</i>	The e-mail had been sent.
<b>Future Passive: will</b>	<i>will be + past participle</i>	The room will be cleaned.
<b>Future Passive: be + going to</b>	<i>is/are going to be + past participle</i>	The text is going to be edited.
<b>Future Perfect Passive</b>	<i>will have been + past participle</i>	The work will have been completed by next week.

### UNIT 2 Prepositional verbs

Here are some common verb + preposition collocations.

**At:** aim at, arrive at

**About:** argue about (something), complain about something, dream about/of something, forget about something, laugh about something, speak about something, talk about something, think about something, warn someone about something, worry about something

**For:** apologise for something, apply for something, ask for someone/something, ask someone for something, blame someone for something, look for someone/something, vote for someone/something, wait for someone/something, work for someone/something, reach for something, use for something, sign for something

**From:** borrow something from someone, hear from

someone, present something from happening, prevent someone from doing something, stop someone from doing something, recover from something, separate one thing from another

**In:** believe in someone/something, participate in something, succeed in something, participate in something, feature in something

**Of:** approve of something, consist of something, remind (someone) of something, suspect (someone) of something, take advantage of something, take care of something, taste of something, smell of something, think of something

**On:** waste (money) on something, agree on (something), comment on something, compliment (someone) on something, congratulate someone on something, concentrate on something, agree with (someone), compare something with another thing, decide on something, depend on something, insist on something, rely on something, focus on something, spend (money) on something, base on something, spray on, air on (TV), keen on something

**To:** apologise to someone, explain something to someone, invite someone to something, belong to someone, introduce someone to someone, listen to someone/something, reply to something, appeal to someone/something, come to (an agreement), link to, take to, return to, deliver to, go to, speak to

**With:** argue with someone about something, provide someone with something, cope with something, negotiate with someone

### UNIT 3 Phrasal verb particles

Here are some typical particles and their corresponding meanings.

- **About** (movement around or near a place): They were walking about in the museum.
- **Across** (movement from one side to another): They went across the field.
- **Against** (being next to something): The man was leaning against the wall.
- **Along** (continuous movement at the side of something): They walked along the river.
- **Apart** (separation): They took the toy apart to see how it worked.
- **Around / round** (movement in circles): They walked around the park.
- **Aside** (to one side): He stood aside to let her pass.
- **At** (indicating a point in space): They're at the hospital.
- **Away** (movement from a place): They went away for the weekend.



# RESOURCE SECTION

## Language Structures



- **Back** (returning to a place): She left at three in the afternoon and came back at about six.
- **Behind** (at the back of something): She was behind me.
- **By** (next to): He passed by without speaking.
- **Down** (movement to a lower position): She put the book down on the table.
- **Forward** (movement forwards / to the front): They went forward three steps.
- **In / into** (movement inside a place): She walked into the room.
- **Off** (movement away from a surface / place): She took the money off the table and put it in her pocket.
- **On / onto** (movement onto a place / surface): He put his clothes on really quickly.
- **Out** (movement from inside to outside): They went out of the house.
- **Over** (movement from one side to another, often passing over the top of it): The plane flew over the house.
- **Together** (joining things / uniting things): They put the two pieces together.
- **Up** (movement to a higher level): Prices have gone up.
- **With** (accompanying something): She was with him at the concert.

### Top tip for understanding phrasal verbs

When you see or hear a phrasal verb, always try to guess the meaning first. Look at the verb, look at the particle and think about the context. All these things can help you guess the meaning of a phrasal verb.

### UNIT 1 Prefixes with meanings

- **Anti = against**: "He's really anti-social at times."
- **Auto = by yourself**: "Her autobiography is selling really well."
- **Bi = two/twice**: "They hold a bi-monthly meeting."
- **Ex = former/pervious**: "That's her ex-lover."
- **Inter = between**: "These two devices are interchangeable."
- **Mid = middle**: "The accident occurred in mid-air."
- **Mis = badly/wrongly**: "They were misinformed."
- **Mono = one/single**: "She was using a monolingual dictionary."
- **Multi = many**: "It's a multi-purpose device."
- **Non = not**: "It's a non-alcoholic drink."
- **Over = too much**: "This meat is overcooked."
- **Post = after**: "The post-war period was extremely harsh."
- **Pro = in favour of**: "They're pro-government."
- **Pseudo = false**: "He's a bit of a pseudo intellectual."
- **Re = again**: "We'll have to re-do it."

- **Semi = half**: "It's in the shape of a semi-circle."
- **Sub = under**: "The work is substandard."
- **Ultra = extreme / the best**: "They were using ultra-modern equipment."
- **Under = not enough**: "This meat is undercooked."

### UNIT 2 Top tips for learning phrasal verbs - part II

Remember to write out any phrasal verbs you want to learn in example sentences – never just write lists of phrasal verbs – these won't help you learn them. The key to phrasal verbs is being able to understand them (not necessarily use them). When speaking, you don't necessarily need to use phrasal verbs as there is usually always an alternative way of expressing the concept / idea. One of the best ways to develop your understanding of phrasal verbs is to see them in context and to try to guess their meaning. Reading and listening to English will really help with this.

### UNIT 3 Prepositional phrases

Here are some common prepositional phrases.

At a moment's notice  
At the expense of  
At the height of  
At the same time  
At a fraction of the cost

In charge of  
In / out of touch (with)  
In a flash  
In a heap  
In a hurry  
In a mess  
In a pile  
In combination with  
In conjunction with  
In connection with  
In good faith  
In public  
In all fairness to him  
In the wake of  
In instant dismissal  
In the event of  
In the strictest confidence  
In agreement with  
In response to  
In support of  
In sympathy with  
In time for

Out of the question  
Out of a job

Under pressure  
Under control

With regards to  
With a warning  
With regret  
Without a doubt  
Without warning



# RESOURCE SECTION

## Answers



### UNIT 1 Introduction unit

#### 1 Profile analysis

1. Jennifer Reed; 2. finance; 3. hard-working, committed and extremely focused; 4. hockey, swimming, sailing and skiing; 5. helps out at a young person's charity; 6. English, French, German and Chinese

#### 2 Character descriptions

1. Abbie; 2. Megan; 3. Harry; 4. Abbie; 5. Melissa; 6. Megan; 7. Jack

#### 3 Language

1. into; 2. methodical; 3. bookworm; 4. ambitious; 5. work out; 6. overseas

#### 4 Conversation analysis

1. in Brussels; 2. in Sweden; 3. Because his wife and kids are settled in; 4. Italy; 5. She can follow the news and read a paper; 6. Most of the people they deal with speak perfect English.

#### 5 Verb tenses

- The food is being prepared.
- As I was walking in the park it started to rain.
- The stories have been published in all the major newspapers.
- I have been working really hard recently.
- You should have told me that you were vegetarian.
- We will have finished the work by 7 pm tonight.
- She will be lying on a beach in the Caribbean next week.
- The e-mails will be sent later this afternoon.
- The rooms are going to be decorated in blue.
- She told us that she would be there later.
- If someone talked to me like that I would report them to the authorities.
- If you had spent more time on it, it would have been a lot better.

#### 6 Anecdote analysis

- a mobile phone; 2. to find out who'd dropped it; 3. as he was getting off the train; 4. at the station café; 5. they got married

### UNIT 2 Problems & Solutions

#### 1 Text messages analysis

- The internet isn't working and I can't send the documents you need. I will do it tonight from home.
- I closed the door with the keys inside. I need you to get me the number for a locksmith as soon as possible.
- I am at home. I can't find my glasses. Did you see where I put them?
- The bathroom is flooded. Someone left the tap on. I have called the plumber.
- I need to get the report from your computer. What is your password?
- There's no money in the account. You need to put some in as soon as possible as bills need paying.
- You won't believe this but an escaped jaguar from the zoo is in the back garden. Come quick! Not to be missed!

8. An angry client is demanding his money back. I'm not sure what to do. Can you come over to deal with it?

#### 2 TV show posters

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

#### 3 Top tips for saving money

1. of; 2. out; 3. down; 4. out; 5. around; 6. off; 7. off; 8. of

#### 4 Photo analysis

1b 2d 3e 4a 5c

#### 5 Transformation

- The beds were being made when we got there.
- We'll be shown round the town later in the afternoon.
- A lot needs to be done before the deadline. The video will be edited by tonight.
- It won't be sent until it's been completed.
- We hadn't been told what to do.
- The work of art is going to be restored.

#### 6 Comments completion

1. told; 2. given; 3. paid; 4. kept; 5. asked; 6. thanked; 7. blamed; 8. taken

#### 7 News stories analysis

1. suspected bank robbers; 2. the police; 3. passersby; 4. in an old tin; 5. 110 years; 6. the National Media Museum

#### 8 Phrasal verbs (problems)

1. up; 2. off; 3. over; 4. to; 5. down; 6. with; 7. together; 8. on; 9. up; 10. up; 11. to

#### 9 Useful skills: E-mail writing I

- Some new office furniture.
- Because Ms Baker said there might be a discount if they buy last year's stock.
- At least three months' notice.

#### 10 (wording may vary)

- Thanks very much for...
- Could you also send...
- I've attached a...
- If you want, we could meet up sometime next week to...
- Best regards...

### UNIT 3 Social Splash

#### 1 What are they saying? (wording will vary)

1. getting; 2. get; 3. this; 4. going; 5. wasn't; 6. leave; 7. to; 8. much / often

#### 2 Comments analysis

- Bad luck! = Tough luck!
- Never! = Over my dead body!
- How cheeky! = What a cheek!
- You're a life saver! = I don't know what I would have done without you!
- You're joking! = You're kidding!
- How annoying! = What a drag!
- I'm pleased she's gone. = Good riddance!
- I'm pleased! = Thank goodness!

#### 3 Expressions with get

- go somewhere else; travel somewhere; 2. leave; 3. doing; 4. find the time; 5. manage to see; 6. manage; 7. starting to like it; 8. sell it; 9. understand it; 10. avoid being involved in something; 11. buy

### 4 Mini-dialogues

1. shop; 2. car dealership; 3. restaurant

#### 5 Language analysis

- Wait a second = hang on a minute
- You can't be serious = You're joking!
- That sounds a bit more interesting = Now you're talking.
- Never = No way!

#### 6 Mini-conversations analysis

##### At the conference

Louise: Oh, hi, erm, you're Darren Johnston, aren't you?

Darren: Yeah, hi there. Nice to meet you. You're...

Louise: ...Louise Moore. I think we met in Birmingham.

Darren: Right. That, that was, erm, a couple of years ago, wasn't it?

Louise: Yeah, something like that. Feels like, you know, ages though. So, what have you been, erm, getting up to lately?

Darren: Oh, not much. Working, travelling, going to conferences like this one. What about you? Are you, like, still at, erm, Hann Bros?

Louise: No, they did some restructuring, you know, they wanted to streamline things, what with the recession and all that. Mind you, it hasn't all been bad - I've got my own agency now.

Darren: That's great. And are you, erm, getting much work?

Louise: Well, you know, it isn't, erm, easy right now, but I've got a steady base of clients that seem to, erm, to keep me in business. So... [fades out]

##### At the party

Ben: So, where do you work?

Marcy: Erm, a financial services company.

Ben: Oh, my brother's a stockbroker.

Marcy: Oh, right.

Ben: I can't remember the name of the company though. So, you got any, erm, any top tips on which companies to, erm, invest in?

Marcy: I don't really work on the, on the stock market...

Ben: ...oh, right. By the way, here's my, like, business card.

Marcy: Thanks. And here's, erm, mine.

Ben: So, I see your surname's, erm, French?

Marcy: Italian, actually.

Ben: Get a chance to visit much?

Marcy: I used to go a lot when I was younger, you know, with the family, but I haven't been there for, erm, for about 5 years now.

Ben: So, can I, erm, get you a drink?

Marcy: Yeah, sure. I think the drinks are in the kitchen, erm, just around here somewhere.

Ben: Great. So, what did you think of... [fades out]

#### 7 Idiomatic expressions

1. ball; 2. rain; 3. ballpark; 4. curveball; 5. and/or miss; 6. league; 7. park; 8. base

#### 8 Slang expressions in conversations

- Because he has to finish off an e-mail; 2. Because he has to be back by 3pm; 3. Because



# RESOURCE SECTION

## Answers



she got sick the last time she ate there.

### 1b Language analysis

1. Grab a bite to eat
2. Gimme a sec
3. Shoot off
4. Sarnie
5. Catch you later
6. Gonna
7. Do you fancy
8. Give it a miss
9. Place
10. Dodgy tummy
11. Cheap and nasty
12. Pop down

### Useful skills: Meetings I

1a 1. Sales figures from last year and ways to improve on them.

2. Bradley.

3. Four.

### 1b (wording will vary)

1. Good morning. First of all...
2. In today's meeting, we'll be going over...
3. (Bradley), I'd like you to...
4. Firstly... Then... After that...
5. Please keep any questions until the end... / ...and let's stick to the agenda...

### UNIT 8 Legal Matters

#### 1 Phrasal verb definitions

1. put on; 2. bring in; 3. sworn in; 4. came forward; 5. came in; 6. came before

#### 1a Legal case analysis

1. murder; 2. that he was watching a baseball game; 3. because the woman had supposedly given testimony in a murder trial involving his brother; 4. footage from a comedy series that showed Juan at the baseball game

#### 1b Language analysis

1. witness; 2. circle; 3. alibi; 4. deny; 5. client; 6. footage; 7. release; 8. settlement; 9. inadvertently

#### 1c Reporting verbs definitions

1. admit; 2. deny; 3. insist; 4. claim; 5. announce; 6. apologise; 7. threaten; 8. remind; 9. accuse; 10. blame

#### 1d Speech bubble matching

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

#### 1e Strange but true word choice

1. argued that; 2. admitted that; 3. confirmed that; 4. explained how; 5. told police; 6. reported that

#### 1f Article completion

1. She was accused of swapping a price tag for a cheaper one.
2. She said that she could have mistakenly picked up a different tag when the other one fell to the floor.
3. She threatened to sue the shop.
4. She instructed her lawyer to file a lawsuit against the shop.
5. They found in favour of the shop.
6. He informed the court that his clients' costs were £45,000.

#### 1g E-mail completion

1. spoke; 2. assured; 3. agreed; 4. brought; 5. promised; 6. denied; 7. suggested; 8. said; 9. warn

#### Useful skills: Presentations I

1a 1. They've fallen by 14%.

2. They're down to 550.

3. They've fallen by 4%

#### 1b (wording will vary)

1. Hi, I'm...

2. In today's talk, we're going to be looking at...

3. I'll be happy to take any questions at the end

4. As you can see... / Now, if you look at this slide, you'll see that... / Now, if you look at this chart, you'll see that...

### UNIT 9 Money Matters

#### 1 Idioms analysis

1. bread and butter; 2. the golden egg; 3. down the drain; 4. a free lunch; 5. daylight robbery; 6. and a leg

#### 2a Article analysis

1. Kim Basinger; 2. Abraham Lincoln; 3. Walt Disney; 4. Cyndi Lauper

#### 2b Language analysis

1. pay off debts; 2. back out of a deal; 3. file for bankruptcy; 4. owe money to someone; 5. give up; 6. sue;

#### 2c Speech bubble completion

1. of; 2. for; 3. from; 4. of; 5. for

#### 2d Word choice

1. about; 2. for; 3. about; 4. for; 5. in; 6. from; 7. on;

#### 2e Instant message completion

1. on; 2. for; 3. about; 4. in; 5. on; 6. from; 7. on;

8. up; 9. of; 10. with; 11. into; 12. off; 13. about;

14. off; 15. in

#### 2f Bank brochure completion

1. with; 2. on; 3. from; 4. about; 5. about; 6. for; 7. with; 8. about; 9. on; 10. of; 11. to; 12. from; 13. to; 14. to

#### 2g Sentence completion (answers may vary)

1. taken; 2. painted; 3. fixed; 4. cleaned; 5. checked; 6. written

#### 2h Article analysis

1. Dennis Kozlowski; 2. Amberly; 3. Simon Cowell; 4. Emperor Titus; 5. Darnell

#### Some examples of the causative with have from the article

1. ...had her own perfume designed especially for the big night.

2. ...had her dogs dyed pink just so they'd match her party's theme.

3. ...had guests flown to Sardinia to celebrate his wife's 40th birthday.

4. ...He had a 20-metre-high photo of himself created...

5. ...the emperor had the Colosseum filled with water so boats could...

#### Useful skills: Telephone English I

1a 1. That afternoon.

2. By 5pm.

3. She suggests giving Nicole Eddington the caller's number.

1b 1. Marston Foods. How may I help you?

2. I'll just put you through.

3. Would you like to leave a message?

4. Why don't I...?

### UNIT 10 City Delight

#### 1a Photo matching

1c 2d 3e 4a 5b

#### 2a City analysis

1. Edinburgh; 2. Paris; 3. Prague; 4. Venice; 5. Amsterdam

#### 2b Language analysis

1. to stroll; 2. dynamic; 3. a quarter; 4. a square; 5. charming

#### 2c Website completion

1. stunning; 2. bustling; 3. majestic; 4. impressive; 5. fashionable; 6. trendy; 7. historic; 8. spacious; 9. distinctive

#### 2d Guessing

1. Head to = go to

2. Cool off = get cool

3. Stroll along = walk along casually

4. Take in = enjoy

5. Chill out = relax

6. Walk around = walk in an area casually

7. Meet up with = meet

8. Pick up = buy

#### 2e Instant messages (wording may vary)

1. Next week; 2. She liked it and would definitely go back; 3. It's got amazing views; 4. Between the old city gates and the market square, and the street markets; 5. Because it captures the atmosphere of the place

#### 2f Text messages

1. We've just stopped off for a beer in the main square. Come and join us before we head off for dinner.

2. I've just got in and need a place to stay. Have you got a spare bed in your apartment?

3. I haven't got enough to pay for the hotel. My wallet was stolen. Please send some over. I'll pay you back when I get back.

4. It's been raining every day. I thought you said it was hot and sunny at this time of the year. I'll have to buy a raincoat!

5. The hotel you recommended is terrible. There are insects, it's cold and there's no heating. You owe me! We had a great day walking around museums yesterday. We're at the main square now sampling the local beer. We don't want to go back to the hotel!

#### 2g Travel article word choice

1. off; 2. to; 3. around; 4. along; 5. on; 6. ahead; 7. in; 8. off; 9. up; 10. around; 11. through; 12. with; 13. with; 14. out; 15. down; 16. in

#### Useful skills: Writing e-mails II

1a 1. He wanted to withdraw some money.

2. It closed.

3. Because he was informed that there were no bank maintenance charges or penalties for going overdrawn.

#### 1b (wording may vary)

1. I'd like to draw your attention to...



# RESOURCE SECTION

## Answers



- I'd like to file an official complaint...
- I'd be grateful if you could...
- I look forward to hearing from you soon.
- Yours faithfully.

### UNIT 8 Work Time

#### 1 Definitions

1. taken on; 2. catch up; 3. moved into; 4. get to; 5. behind; 6. get on; 7. turned down

2 Collocations (other answers may be possible)  
head hunter; job seeker; evening course; correspondence course; personal details; job training; severance package (US) / redundancy pay (UK); temporary work (UK); employment agency; pink slip (US) / redundancy notice (UK); referral letter; job ad; classified ad; job position; job vacancy; early retirement; marital status; wage package; severance pay

#### 3 Parts of speech

1. research; 2. responsibility; 3. constructive; 4. advertising; 5. manager; 6. manufacturing; 7. valuable

#### 4 Speech bubble matching

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

#### 5 Job identification

1. HR manager; 2. bartender; 3. accountant; 4. primary school teacher; 5. managing director; 6. fire-fighter; 7. salesperson

#### 6 Guess the idiom

1. joking with you; 2. made a big effort; 3. did something perfectly; 4. you can't decide what something is like (or who someone is like) by its appearance; 5. not be easily offended; 6. start working there; 7. keeps you alert; 8. do what you're supposed to do

#### 7 Conversation analysis

1. When everything goes wrong and you get the blame.  
2. The pros definitely outweigh the cons.  
3. Because some customers had fallen sick after using one of their products.

#### 8 Language analysis

1. out of the spotlight; 2. thick-skinned; 3. to get out of hand; 4. hit and miss; 5. all hands on deck; 6. to hit a home run

#### 9 E-mail language analysis

1. in a bit of a bind; 2. to make up your mind; 3. to start from scratch; 4. to feel at home; 5. stuck in a rut

#### Useful skills: Meetings II

Meeting I = P

Meeting II = D

Meeting III = P

Meeting IV = D

Meeting V = D

#### 10 (wording may vary)

Polite interruptions: Apologies for jumping in like this but... / I'm sorry to interrupt, but...

Direct interruptions: I must just say that... / You've got to be joking / I'm sorry but...

### UNIT 9 Sales & Selling

#### 1 Expensive things!

1. the Yalos Diamond; 2. John Lennon's piano; 3. the Diamond Crypto Smartphone; 4. Kopi Luwak coffee; 5. the Earth Simulator; 6. the Bugatti Veyron

#### 2 Twitter messages analysis

1. bakery; 2. pizza restaurant; 3. ice cream parlour; 4. Italian restaurant; 5. bar; 6. garage; 7. bank; 8. electronics shop

#### 3 Sales top tips

1. competitors; 2. impressions; 3. advice; 4. product; 5. saving; 6. famous; 7. customer; 8. action

#### 4 Sales talk matching

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

#### 5 E-mail advert analysis

● Imperatives = Order your KneePflex® NOW!

● Conditionals = If you're looking for a solution to aching joints, KneePflex® is the answer.

● Future simple tense = Wearing the KneePflex® will maximise recovery time and...

● The Present Perfect = KneePflex® has been developed for exercise...

● The Future Continuous = ...ensures you'll be boosting strength and power in the right places...

● The Present Simple = Its resistance technology ensures...

#### 6 Instant message analysis

1. a time management skills course; 2. because he's been given a big project to do; 3. six hours; 4. he puts Marcus' name down for it

#### 7 Language analysis

● The Present Simple = It's all about time management and working more effectively.

● Imperatives = Come on, it's worth it!

● Question tags = You'd like to learn how to do that, wouldn't you?

● Negative questions = Wouldn't you like to improve your time management skills?

● Conditionals = I wouldn't be telling you this if I didn't think it was worth it.

● Future tenses = When are you going to sign up for the course...? / You'll love it.

● Minimising expressions = It's only six hours out of a whole weekend. That isn't much, surely!

#### 8 Sales e-mail

1. six months of free ink cartridges; 2. twelve months of free ink cartridges; 3. six; 4. 50% of the original price

#### Useful skills: Presentations II

1a 1. They went up.

2. Because of foreign investors, a lack of available properties and low interest rates.

3. They remained steady.

1b (wording may vary)

1. Fall

2. Go up

3. Shoot up

4. Remain steady

### UNIT 10 Advert Alert

#### 1 Text message advertising

1. supermarket; 2. delicatessen; 3. health food shop; 4. video rental shop; 5. garage; 6. dry cleaner's; 7. nightclub

#### 2 Online forum analysis

1. Milk; 2. Beer; 3. Beer 4. Banks; 5. Maltesers;

#### 3 Language analysis

1. drift off; 2. up ahead; 3. jump in; 4. gossip; 5. get the hang of something

#### 4 Photo analysis

1b 2a 3e 4d 5c

#### 5 Multiple choice

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

#### 6 Article analysis

1. Because of his football skills, his experience at dealing with the media and his general image.

2. Very positive.

#### 7 Language analysis

1. Discount supermarkets

2. Designer clothing

3. Marketing strategy

4. High-profile sports stars

5. Clothing range

6. Endorse a brand

7. Wide appeal

8. A boost in sales

9. Advertising campaign

10. Appeal to

11. Upturn in profits

#### 8 Advert analysis

1. Invigoren®; 2. hair loss; 3. anyone with thinning hair; 4. stop the root cause of hair loss and help grow strong, healthy hair without any nasty side effects; 5. six weeks; 6. 44

#### Useful skills: Telephone English II

1a 1. She's got a meeting.

2. He's got an appointment with a client.

3. Tuesday afternoon at 4pm.

#### 1b (wording may vary)

1. Hello?

2. Are you free on Thursday?

3. Could we meet up sometime next week?

4. I haven't got anything pencilled in.

5. I can probably reschedule it.

#### Revision page (units 1 - 8)

1. been completed; 2. been uploaded; 3. leaving; 4. would take; 5. on; 6. with; 7. truth; 8. have the kitchen painted; 9. around; 10. out; 11. off; 12. destroying; 13. the time

### UNIT 11 Let's Complain!

#### 1 Complaints matching

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

#### 2 Comments analysis

1. Jessica; 2. Scarlett; 3. Jessica; 4. Scarlett; 5. Jack

#### 3 Language analysis

1. get in touch with; 2. last resort; 3. get back to; 4. turn up; 5. sort out; 6. give up

#### 4 Picture matching



# RESOURCE SECTION

## Answers



1b 2d 3e 4a 5c

### 2 Word choice

1. forgetfulness; 2. darkish; 3. doable; 4. sustainable; 5. revolutionise; 6. modernise; 7. pianist; 8. capitalism; 9. shorten; 10. strengthen

### 3 Instant message completion

1. combination; 2. modernise; 3. productive; 4. shorten; 5. doable; 6. efficiency; 7. assistant; 8. minder; 9. constructive; 10. clueless

### 4 Anecdotes word choice

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

### 5 Parts of speech

1. reservation; 2. embarkation; 3. preference; 4. compensation; 5. valuables; 6. performance; 7. inconvenience; 8. satisfactory; 9. unhappy; 10. apology; 11. undercooked / overcooked

### Useful skills: E-mail writing III

1. She thinks it sounds extremely interesting.

2. Next Monday 3rd March.

3. Brighton.

### 1b

1. I think the best thing would be to meet up...

2. I was wondering whether you'd be available for...

3. We could have lunch together and then...

4. Please let me know whether this would suit you.

5. I was hoping to travel down to...

6. If there's anything I can do, please don't hesitate to let me know.

### UNIT 10 In the News!

#### 1 Newspaper sections

1. Health; 2. Travel; 3. Home news; 4. Economy; 5. Film; 6. Classifieds; 7. Gossip; 8. Technology; 9. International; 10. Environment

#### 2 Article analysis

1. by swallowing it; 2. Because they're waiting for the diamond to come out; 3. It could cut your exposure to pesticides; 4. There wasn't much difference; 5. It's down; 6. subdued / quiet.

#### 3 Language analysis

1. to alert; 2. to swallow; 3. to appraise; 4. to cut; 5. downturn; 6. subdued

#### 4 Word choice

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

#### 5 Matching

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

#### 6 Word selection

1. priceless; 2. artefacts; 3. display; 4. squatting; 5. steady; 6. accident; 7. determined; 8. hearing; 9. meaning; 10. sticking; 11. jammed; 12. burglar

#### 7 Word choice

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

#### 8 Language identification

1.

a) Who = British skier

b) What = he was injured

c) Where = at a ski resort in eastern France

d) When = yesterday afternoon

e) How = there was an avalanche

2.

a) Who = a young man

b) What = he was driving his father's car / he collided with a tree

c) Where = near Bristol

d) When = on Saturday night

3.

a) Who (*what* for things) = a commercial jet

b) What = made an emergency landing

c) Where = in Chicago

d) When = yesterday afternoon

e) Why = one of the lavatories flooded

4.

a) Who = two shopkeepers

b) What = sentenced to jail

c) Where = in Barsdale

d) When = yesterday

e) Why = for fraud

5.

a) Who (*what* in this case) = a report

b) What = green tea sales rose

c) Where = in the UK

d) When = today

6.

a) Who (*what* in this case) = a study

b) What = 50% of Britons admit to cancelling friends at the last minute

c) Where = in the UK

d) When = this week

e) Why = if a more attractive social engagement comes up

#### Useful skills: Meetings III

1 Meeting I = A

Meeting II = NA

Meeting III = A

Meeting IV = NA

Meeting V = NA

#### 2 (wording may vary)

Accepting the interruption = Oh, right, yes, I think you're right. / Yes, good point.

Not accepting the interruption = If I may just finish what I was saying. / If you don't

mind, just let me finish... / Would you mind

waiting for your turn to speak, please?

### UNIT 11 Travel Time

#### 1 Photo matching

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

#### 2 Word formation

1. population; 2. beautiful; 3. wonderful; 4. constructions; 5. professional; 6. attractions; 7. exciting

#### 3 Word completion: at the airport

1. desk; 2. plane; 3. boarding; 4. seat; 5. bag; 6. baggage; 7. delayed; 8. card; 9. gate; 10. land; 11. locker; 12. fastened; 13. position; 14. switched

#### 4 Matching

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

#### 5 Guessing game (wording may vary)

1. understand; 2. had a drink of X to accompany the meal; 3. to meet / see; 4. released him without charge; 5. stopped; 6.

avoid / not go near

#### 6 Phrasal verb choice

1. down; 2. off; 3. off; 4. off; 5. up; 6. in

1. Pour down: to rain very heavily.

2. Head off to: to go to.

3. Set off: to leave.

4. Stop off: to stop in a city, etc. as part of a journey.

5. Pick up: to go to a station / airport to meet someone who's arriving.

6. Snow in: if you're "snowed in", you're trapped because it's snowing so much.

#### 7 Holiday tweets analysis

1. falconattack62

2. foodilove22

3. dpillely

4. captannarked

5. splashdown44

6. two4one

7. sallydolly28

8. killzone

#### 8 Online text completion

1. off; 2. down; 3. by; 4. up; 5. down; 6. up with;

7. over; 8. up; 9. down; 10. to; 11. over; 12. off;

13. down; 14. out; 15. to

#### Useful skills: Presentations III

1.

1. Less than 15%.

2. 2%.

3. Nearly 50%.

#### 2 (wording may vary)

1. On top of that...

2. Despite the fact that...

3. The really worrying thing is that...

### UNIT 12 Film Fantastic

#### 1 Film quiz

1. *The Artist*; 2. Keira Knightley; 3. *Robin Hood Prince of Thieves*; 4. Steve Martin; 5. Button; 6. *Four Weddings and a Funeral*; 7. Colin Firth; 8. Robert Downey Jr; 9. *Prometheus*

#### 2 Parts of speech

1. romantic; 2. relationship; 3. employment; 4. national; 5. photographer; 6. neighbouring; 7. musical; 8. romance

#### 3 Photo matching

1b 2a 3d 4e 5c

#### 4 Sentence linking (other answers may be valid)

1. Although an intensive course can be expensive, you learn a lot in a short period of time.

2. Despite the fact that the water was so cold, we went swimming anyway.

3. It's difficult to learn a language, but with a lot of persistence you can get there in the end.

4. We have a fantastic product as well as great staff.

5. Even though it was raining we played tennis anyway.

#### 5 Comments completion

1. although; 2. despite; 3. unless; 4. as long as

#### 6 Film review completion

1. unless; 2. but; 3. although; 4. although; 5.



# RESOURCE SECTION

## Answers



despite; 6. but; 7. although

### 1 Twitter comments analysis

1. big-bad-world62; 2. jaws92; 3. free-to-live27;  
4. mytime-isnow44; 5. box\_22

### Useful skills: Telephone English III

1. Because she was driving through a tunnel.

2. A memory card.

3. Yes.

### 1b (wording may vary)

1. Cameras Galore. How may I help you?

2. Could you repeat that, please?

3. I'm sorry but I can't hear you very well.

4. Hold the line, please.

### UNIT 10 That's Incredible!

#### 1a Mystery analysis

1. Voynich; 2. Babushka; 3. Voynich; 4. Babushka; 5. Taos

#### 1b Language analysis

1. to spot; 2. to flee; 3. to break a code; 4. a script; 5. a source

#### 1c Brochure analysis

1. murderer; 2. reception; 3. opportunity; 4. enquiries; 5. interrogation; 6. suspects

#### 1d Speech bubble completion

1. at; 2. in; 3. through; 4. in

#### 2 Website text completion

1. over; 2. in; 3. up; 4. in; 5. around; 6. with; 7. in; 8. to / into; 9. in; 10. into; 11. in / along; 12. on; 13. in; 14. in; 15. on; 16. from; 17. to; 18. in

#### 3 Comments completion

1. would have shown; 2. would have given; 3. would have been locked; 4. had been; 5. would have spoken; 6. could have been; 7. would have pretended

#### Useful skills: E-mail writing IV

1. They were sent to the wrong addresses.

2. Some time on Tuesday evening.

3. Six.

### 1b (wording may vary)

1. We're just writing to apologise for...

2. We're doing our utmost to...

3. I'd just like to take this opportunity to remind you that...

4. There are still six bills pending payment.

5. I look forward to hearing from you soon.

6. Your sincerely,

### UNIT 11 Communication!

#### 1 Slogans

1. Playstation 2; 2. Barclays; 3. Camelot (a lottery operator); 4. Lufthansa; 5. Twister; 6. Ford; 7. Frosties; 8. Orange; 9. Xbox Live; 10. Budweiser; 11. Vodafone

#### 2a Publicity stunts

1. Greenpeace; 2. PETA; 3. F4; 4. PETA; 5. F4; 6. Greenpeace

#### 2b Language analysis

1. aim; 2. stunt; 3. activist; 4. climate change; 5. billboard ("hoarding" in US English)

#### 3 Speech bubble completion

1. with; 2. in; 3. in; 4. in; 5. for; 6. out

### 2 Word choice

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

### 3 Language miscommunication

1. of; 2. in; 3. in; 4. of; 5. for; 6. in; 7. of; 8. in

### 4 Advertising controversies

1. in; 2. in; 3. under; 4. within; 5. in; 6. in; 7. in; 8. in; 9. in; 10. on; 11. to

### 5 Article completion

1. news; 2. newspapers; 3. ground; 4. raise; 5. attempt; 6. race; 7. response

### Useful skills: Meetings IV

1a 1. Ellis.

2. Nigella.

3. Laura.

4. Barbara.

### 1b (wording may vary)

Asking for opinions: Tell us what you think about this / what's your opinion of this? /

Any thoughts? / What do you think about this?

Giving opinions: The way I see it... / to be honest... / it seems to me that... / in my opinion...

3. He wanted to show the world that he was rich and successful, and he needed to attract investors.

4. He wanted to show the world that he was rich and successful, and he needed to attract investors.

5. He wanted to show the world that he was rich and successful, and he needed to attract investors.

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41. He wanted to show the world that he was rich and successful, and he needed to attract investors.

42. He wanted to show the world that he was rich and successful, and he needed to attract investors.

43. He wanted to show the world that he was rich and successful, and he needed to attract investors.

44. He wanted to show the world that he was rich and successful, and he needed to attract investors.

45. He wanted to show the world that he was rich and successful, and he needed to attract investors.

4. Thank you and goodbye.

### UNIT 12 Natural Beauty

#### 1 Photo matching

1b 2d 3e 4a 5c

#### 2 Adjective matching (other answers may be possible)

breath-taking; mind-blowing; out-of-this-world; well-protected; tree-lined; deep blue; ice-cold; one-hour; partly-famous; wild-looking; three-mile; grey-green; brightly-coloured; mouth-watering; grey/light-coloured; best-preserved; white-washed

#### 3 Blog analysis

1. A fascinating area with spectacular Italian scenery.

2. A rainbow of colour.

3. A type of early-morning mist.

4. They've got a soft, soothing and almost mystical quality.

5. They aren't full of tourists.

#### 4 Sentence completion

1. with; 2. sitting; 3. famous; 4. set; 5. compared

#### 5 Word choice

1. hoping; 2. on; 3. having; 4. she'd; 5. having; 6. had

#### 6 Website analysis

1. Redwood Forest; 2. Sage Mountain National Park; 3. Carbet Falls; 4. Everglades National Park

#### 7 Compound noun creation (other answers may be possible)

waterfall, rainfall, earthquake, rainbow, seashore, pine tree, mountain hut, sunlight, beach hut, vineyard, cattle shed, farmland, mountain trail, nature trail, lakeside hotel, nature reserve, hiking trip

#### 8 Brochure completion

1. package; 2. transfers; 3. walks; 4. terrace; 5. holidays; 6. biking; 7. base; 8. equipment; 9. park

#### Useful skills: Telephone English IV

1a 1. Charlotte Simmonds' name.

2. Instead of two double rooms with twin beds and a single bed, it's two single rooms and a double room with a double bed.

3. Three nights.

### 1b (wording may vary)

1. I'm just phoning up to confirm...

2. Could I have your name and surname, please?

3. Could you spell your last name, please?

4. Actually, we wanted to stay for three nights.

5. Could you confirm the dates too, please?

6. Could I have a contact number, please?

### Revision (units 9 - 16)

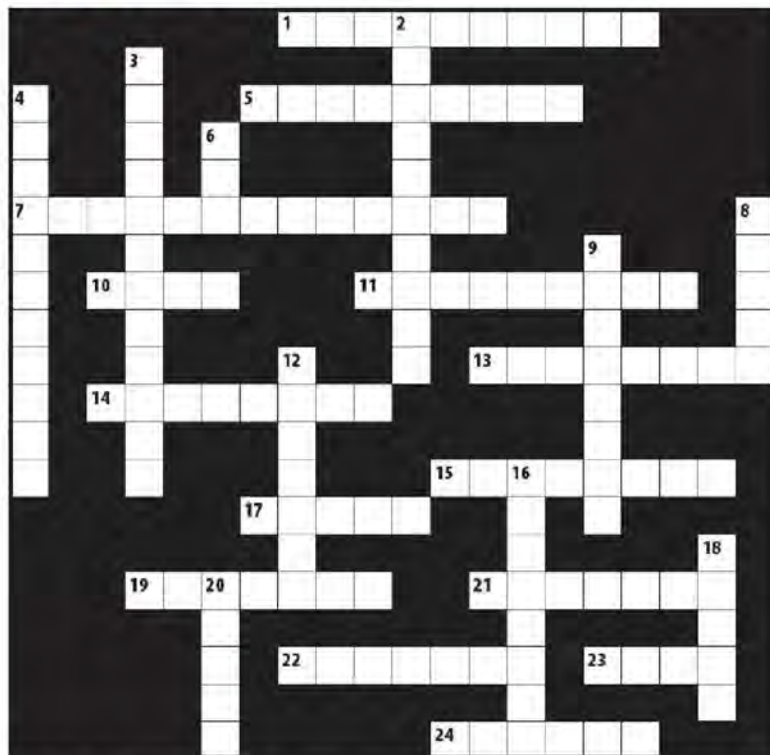
1. constructive; 2. non; 3. around; 4. up; 5. not only; 6. unless; 7. have been; 8. would have seen; 9. in; 10. the loose; 11. understanding / appreciating; 12. with





## Crossword

### UNIT 1 That's Incredible!



Complete the mystery words crossword.

#### Across

1. A person who looks for adventure
5. A mark in the ground made by a shoe/foot
7. A system of writing (from ancient Egypt, for example) in which symbols are used to represent meaning or sounds = **hier**\_\_\_\_\_
10. A hollow or natural passage under or into the earth = a **c**\_\_\_\_
11. A person, place, or thing that has been discovered
13. Relating to the Middle Ages (the 5th to 15th centuries– more or less)
14. Accumulated or stored wealth in the form of money, jewels or other valuables
15. The structure made up of the bones inside the body = a **sk**\_\_\_\_\_
17. A dead body that has been embalmed and prepared for burial (common practice in ancient Egypt) = a **m**\_\_\_\_\_
19. Of or relating to times long past = **an**\_\_\_\_\_
21. Stolen goods/treasure from a burial chamber, etc. = **plu**\_\_\_\_\_
22. A room/compartiment underground = a **cha**\_\_\_\_\_
23. A vault or chamber that is used as a grave = a **t**\_\_\_\_\_
24. The act or process of burying a dead body = a **b**\_\_\_\_\_

#### Down

2. A journey undertaken by a group of people with a definite objective = an **ex**\_\_\_\_\_
3. Of or relating to existence outside the natural world = **sup**\_\_\_\_\_
4. The study of ancient cultures = **ar**\_\_\_\_\_
6. An archaeological excavation = a **d**\_\_\_\_\_
8. The large bone inside the head = a **sk**\_\_\_\_\_
9. To convert from a code or cipher to plain text = **to de**\_\_\_\_\_
12. A group or organisation with predominating attitudes and behaviour that characterise it = a **cul**\_\_\_\_\_
16. A person who explores
18. A number of families, clans or other groups who share a common ancestry and culture = a **tr**\_\_\_\_\_
20. A source or cause of evil = a **cu**\_\_\_\_\_



# RESOURCE SECTION

## Wordsearches



### UNIT 3 Legal Matters

Find the "legal" terms in the wordsearch.

*libel, slander, court, judge, jury, trial, lawsuit, evidence, damages, case, accused, plaintiff, defendant, dismiss, deliberation, proceedings, client, verdict, witness, costs, allegation, lawyer, claim, charge, testify, sue, ruling*

C	R	T	E	U	D	R	X	F	U	Y	R	D	D
O	U	E	S	A	I	E	V	Y	R	E	V	E	E
S	L	S	A	L	S	Y	V	U	D	E	C	L	F
T	I	T	C	L	M	W	J	N	R	G	O	I	E
S	N	I	F	E	I	A	A	D	S	D	U	B	N
L	G	F	F	G	S	L	I	O	U	U	R	E	D
A	D	Y	I	A	S	C	S	Z	E	J	T	R	A
W	E	E	T	T	T	T	R	I	A	L	O	A	N
S	S	G	N	I	D	E	E	C	O	R	P	T	T
U	U	R	I	O	T	N	E	I	L	C	V	I	L
I	C	A	A	N	S	E	G	A	M	A	D	O	E
T	C	H	L	E	V	I	D	E	N	C	E	N	B
I	A	C	P	C	L	A	I	M	L	H	S	G	I
N	H	B	P	W	I	T	N	E	S	S	L	L	L

### UNIT 4 Money Matters

Find the "job/money" words in the wordsearch. Can you think of any more words related to jobs or job offers?

*insurance, benefits, offer, salary, hours, training, review, pension, holidays, overtime, tuition, reimbursement, expenses, bonus, laptop, healthclub, relocation, travel, meeting, package, vacation, employee, staff*

J	M	S	O	S	P	V	P	T	V	W	P	T	S
P	E	T	F	E	A	N	R	A	W	E	N	L	Y
N	G	A	F	L	A	A	C	E	N	E	A	E	A
O	A	F	E	K	V	A	M	S	M	P	O	M	D
I	K	F	R	E	T	P	I	E	T	B	E	I	I
T	C	B	L	I	L	O	S	O	B	H	C	T	L
A	A	E	O	O	N	R	P	G	M	T	N	R	O
C	P	N	Y	B	U	L	C	H	T	L	A	E	H
O	S	E	S	B	R	E	V	I	E	W	R	V	Y
L	E	F	M	S	R	U	O	H	L	T	U	O	R
E	U	I	E	X	P	E	N	S	E	S	S	G	A
R	E	T	S	A	T	M	E	E	T	I	N	G	L
R	O	S	T	R	A	I	N	I	N	G	I	A	A
B	O	N	U	S	T	U	I	T	I	O	N	C	S



## Phonetic Table



iː	Tree	ɪ	Fish	ʊ	Book	uː	Shoe	ɪə	Ear	eɪ	Face	əʊ	Coat	aʊ	Cow	g	Get	ʒ	Pleasure	j	Yes
e	Egg	ə	Sofa / Gorilla	ɜː	Bird	ɔː	Door	ʊə	Cure (medicine)	aɪ	Boy	aɪ	Fly	k	Key	ʃ	Short	w	Window		
æ	Cat	ʌ	Duck	aː	Car	b	Dog	eə	Hair	dʒ	Judge	tʃ	Church	s	Six	l	Live	r	Right		
p	Pen	b	Back	t	Tea	d	Day	ð	Those	s	Six	h	Hot	θ	Think	ŋ	Ring	n	Nice		
f	Five	v	Very	θ	Think	h	Hot	ŋ	Ring	n	Nice	m	More								



# RESOURCE SECTION

## Irregular Verbs



### Irregular verb list with participles

Infinitive	Past tense	Past participle	Example
Be	was, were	been	<i>She was at home.</i>
Beat	beat	beaten	<i>We beat them.</i>
Become	became	become	<i>She became a lawyer.</i>
Begin	began	begun	<i>It began last night.</i>
Bite	bit	bitten	<i>The dog bit me.</i>
Break	broke	broken	<i>He broke the window.</i>
Bring	brought	brought	<i>We brought some sandwiches.</i>
Build	built	built	<i>They built a house.</i>
Burn	burnt, burned	burnt, burned	<i>The fire burnt all night.</i>
Buy	bought	bought	<i>He bought some food.</i>
Catch	caught	caught	<i>The cat caught the mouse.</i>
Choose	chose	chosen	<i>We chose the red one.</i>
Come	came	come	<i>They came at 6pm.</i>
Cost	cost	cost	<i>It cost a lot.</i>
Cut	cut	cut	<i>She cut the piece of paper.</i>
Dig	dug	dug	<i>We dug a hole.</i>
Do	did	done	<i>We did some exercise.</i>
Draw	drew	drawn	<i>They drew a picture.</i>
Dream	dreamt, dreamed	dreamt, dreamed	<i>I dreamt about you.</i>
Drink	drank	drunk	<i>She drank the tea.</i>
Drive	drove	driven	<i>I drove home.</i>
Eat	ate	eaten	<i>We ate at home.</i>
Fall	fell	fallen	<i>They fell down.</i>
Feed	fed	fed	<i>She fed the cat.</i>
Feel	felt	felt	<i>We felt good.</i>
Fight	fought	fought	<i>They fought in the garden.</i>
Find	found	found	<i>I found the shoe.</i>
Fly	flew	flown	<i>She flew to Chicago.</i>
Forget	forgot	forgotten	<i>They forgot to bring it.</i>
Get	got	got, gotten	<i>We got a present.</i>
Give	gave	given	<i>We gave her the money.</i>
Go	went	gone	<i>They went to Brighton.</i>
Grow	grew	grown	<i>He grew some plants.</i>
Hang	hung, hanged	hung, hanged	<i>We hung up the washing.</i>
Have	had	had	<i>We had lunch at 1pm.</i>
Hear	heard	heard	<i>I heard the song.</i>
Hide	hid	hidden	<i>She hid the present.</i>
Hit	hit	hit	<i>I hit the ball.</i>
Hold	held	held	<i>We held the rope.</i>
Hurt	hurt	hurt	<i>It hurt me.</i>
Keep	kept	kept	<i>We kept it at home.</i>
Know	knew	known	<i>I knew the answer.</i>
Learn	learnt, learned	learnt, learned	<i>She learnt how to do it.</i>
Leave	left	left	<i>They left at 9pm.</i>
Lend	lent	lent	<i>We lent them the money.</i>
Let	let	let	<i>They let us stay there.</i>
Lie	lay	lain	<i>We lay down.</i>
Light	lit, lighted	lit, lighted	<i>They lit the fire.</i>



# RESOURCE SECTION

## Irregular Verbs



Infinitive	Past tense	Past participle	Example
Lose	lost	lost	<i>I lost my money.</i>
Make	made	made	<i>He made a cake.</i>
Mean	meant	meant	<i>What does it mean?</i>
Meet	met	met	<i>I met her at a party.</i>
Pay	paid	paid	<i>They paid us.</i>
Put	put	put	<i>She put it on the table.</i>
Read [ri:d]	read [red]	read [red]	<i>I read the book.</i>
Ride	rode	ridden	<i>She rode the horse.</i>
Ring	rang	rung	<i>The phone rang.</i>
Run	ran	run	<i>We ran home.</i>
Say	said	said	<i>I said I was happy.</i>
See	saw	seen	<i>I saw the film.</i>
Sell	sold	sold	<i>She sold the car.</i>
Send	sent	sent	<i>They sent the e-mail.</i>
Shake	shook	shaken	<i>I shook hands with her.</i>
Shoot	shot	shot	<i>They shot at the target.</i>
Show	showed	shown, showed	<i>I showed her the picture.</i>
Shut	shut	shut	<i>I shut the door.</i>
Sing	sang	sung	<i>We sang the song.</i>
Sink	sank	sunk	<i>The boat sank.</i>
Sit	sat	sat	<i>I sat down.</i>
Sleep	slept	slept	<i>She slept well.</i>
Smell	smelt, smelled	smelt, smelled	<i>It smelt good.</i>
Speak	spoke	spoken	<i>We spoke to them.</i>
Spell	spelt, spelled	spelt, spelled	<i>I spelt it for him.</i>
Spend	spent	spent	<i>I spent all my money.</i>
Spoil	spoilt, spoiled	spoilt, spoiled	<i>We spoiled it.</i>
Spread	spread	spread	<i>They spread the news.</i>
Stand	stood	stood	<i>I stood up.</i>
Steal	stole	stolen	<i>They stole the money.</i>
Stick	stuck	stuck	<i>She stuck it in the book.</i>
Take	took	taken	<i>We took the car.</i>
Teach	taught	taught	<i>They taught us a lot.</i>
Tell	told	told	<i>I told her the truth.</i>
Think	thought	thought	<i>We thought about it.</i>
Throw	threw	thrown	<i>They threw the rubbish away.</i>
Understand	understood	understood	<i>We understood the problem.</i>
Wake	woke	woken	<i>I woke up early.</i>
Wear	wore	worn	<i>He wore some new clothes.</i>
Win	won	won	<i>She won the game.</i>
Write	wrote	written	<i>They wrote the letter.</i>



## Punctuation



### Punctuation Revision

#### 1 (.) Full stop ("period" in US English)

We use the full stop at the end of a sentence. For example: **She is lucky.**

For website and e-mail addresses we say "dot". For example: **www.ebdj.com = www dot ebdj dot com**

#### 2 (,) Comma

We use the comma for pauses in sentences, or for lists of things. For example:

- a) I went to the shops, and then I went to the swimming pool.
- b) I bought a computer, two televisions and a pencil.

We also use the comma in non-defining relative clauses. For example:

- a) My sister Joan, who lives in Paris, is a pharmacist.
- b) My aunt, who likes to spend her weekends in the country, is a dentist.

We also use the comma before quoting someone. For example:

- a) She said, "I never go there!"
- b) He added, "And I would like to leave now."

#### 3 (;) Semicolon

This is used to mark a pause between two ideas that are connected. For example:

- a) You must come to the show; you'll love it.
- b) There are some things that I like; and there are others that I hate.

#### 4 (:) Colon

We use the colon to start a list of

something. For example:

- a) I got everything ready: the tickets, traveller's cheques and my passport.
- b) There are two reasons: firstly, I don't like it; and secondly, I don't have the time.

#### 5 (?) Question mark

We use this at the end of a question.

#### 6 (!) Exclamation mark

We use this to show surprise/anger, etc.

#### 7 (') Apostrophe

We use the apostrophe with contractions and the genitive. For example: **I'm, you're, don't, I've, John's, Mary's, etc.**

#### 8 ("") inverted commas (also known as "speech marks" or "quotation marks")

We often use these for quotes. For example: **"To be, or not to be. That is the question."**

Some people use single speech marks, which are like this: **'To be, or not to be. That is the question.'**

#### 9 (–) Dash

We often use the dash in informal styles to add a bit of extra information at the end of a sentence. She wasn't too happy about it – but that doesn't matter.

#### 10 (-) Hyphen

This is similar to a dash but much shorter. It is used to join two words together. For example: **co-worker, eating-time, etc**  
Hyphens are often used in website or e-mail addresses.

For example:

**john-smith@ace.com = john hyphen smith at ace dot com**

#### 11 ( ) Brackets ("parentheses" in US English)

We use brackets to add additional information inside a sentence. For example:

**Mary (Jane's sister) is coming tonight.**

When dictating, we can say:

- a) "open brackets": (
- b) "close brackets": )

These are known as "square brackets" = []

#### 12 (/) Slash

This is often used in internet addresses. There are two types: forward slash (/), and back slash (\).

#### 13 ( \_ ) Underscore

This is also used in e-mail and website addresses. For example: **alan@hedo\_now.com = alan at hedo underscore now dot com**

#### 14 Capitals

Capital letters (or "upper-case letters") look like this: **WHAT IS THE TIME?**

And lower case letters look like this: **what is the time?**

#### 15 E-mail and website addresses

"www" is pronounced "double u, double u, double u".

And "@" is pronounced "at". For example:

**My web address is www.sure.com (double u, double u, double u dot sure dot com). My e-mail address is sure@hotmail.com (sure at hotmail dot com)**



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