

SECOND  
EDITION

# Life

READING & WRITING BOOKLET | TEACHER'S NOTES  
UPPER INTERMEDIATE

 NATIONAL  
GEOGRAPHIC  
LEARNING

MIKE SAYER

***Life Upper Intermediate Reading & Writing  
Booklet, Teacher's Notes, 2nd Edition***  
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## 4c Why do we need music?

### Lesson at a glance

- reading: how music helps us
- critical thinking: identifying opinions
- word focus: *spend*
- speaking: music playlists

### Reading

1

- Tell students to work individually to write down their favourite songs or pieces of music. Then ask students to work in pairs to discuss the songs or pieces of music they have chosen by using questions 1–3. In feedback, elicit students' ideas.
- **Optional step** You could find and play examples of pop, traditional/folk, classical, rock, R&B/soul and/or hip-hop and ask students to say what type of music each one is, and which ones they like and why.

2  [36]

- Ask students to look at and discuss the title of the article.
- Ask students to read the article and find out whether the article's answer to the question in the title is similar to or different from students' ideas.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.
- Let students compare answers in pairs before discussing as a class.

### EXAMPLE ANSWERS

We need music because: it's enjoyable, relaxing, inspiring, soothing; it makes us feel good; it's the soundtrack of our lives; humans have always had music; it makes us feel part of a community; it allows us to express ourselves; it encourages movement and dance; it can create atmosphere in public places, such as restaurants.

3

- Ask students to cover the article and try to remember information from the text. Tell them to work in pairs to note down details for points 1–5. Then let students compare answers with another pair. In feedback, either check answers with the class, or let students check their notes against the text.

### ANSWERS

- 1 a fifth of our waking lives
- 2 the musical way of speaking to babies
- 3 sad songs help us regulate our negative feelings and/or lift our mood
- 4 most hip-hop artists in America rap about fame and money, but those in other part of the world rap about the injustice that people in poor communities feel
- 5 its patterns are culturally specific and follow certain systems

4

- Ask students to work individually to choose the correct meanings. Elicit the first answer to get students started. Tell them to check their answers in pairs.

### ANSWERS

- 1 a    2 b    3 c    4 a    5 a

### Vocabulary notes

*give (someone) goosebumps* = this expression comes from the idea that when we are excited or nervous, the hairs on our neck or arms stand on end in little bumps like on a plucked goose

*conquest* = usually used to describe when an army or nation defeats another and claims its territory

Other phrases in the article that may be new to students:

*waking lives* = our lives excluding when we are asleep

*deeply rooted in* = over a period of time has become an important part of

*a rousing theme* = a tune or song that energizes people and makes them feel proud, motivated or excited

*lift (people)* = to raise their spirits

### Extra activity

Ask students to find and collect words connected with *song* in the text: *a national anthem* (= the official national song played at important public occasions), *a lullaby* (= a song sung to a baby). Ask them to use dictionaries to find other words: *aria* (= in opera), *carol* (= at Christmas), *hymn* (= in church).

### Background information

**McGill University** is an English language university in Montreal Canada. It was opened in 1821 and is one of the world's leading universities.

**Hen Wlad Fy Nhadau** (*Land of My Fathers* in English) is the national anthem of Wales. It was written as a hymn in the nineteenth century and is particularly rousing when sung by Welsh rugby fans before international matches. Rugby is the national sport of Wales.

**Hip-hop** music originated from parties in poor, largely African-American housing projects in the Bronx, New York, in the early 1970s.

### Critical thinking identifying opinions

5

- Ask students to find the opinions in the article and match them with the person who expressed the opinion: the author (A), Valorie Salimpoor (S) or an unknown source (U). In feedback, ask students to justify their answers by referring to the text.

## UNIT 4

### ANSWERS

- 1 A (... *unlike food or shelter, it is not something we actually need in order to survive.*)
- 2 S (*Valorie Salimpoor ... believes that the answer lies in music's ability to stimulate us both emotionally and intellectually.*)
- 3 U (*Why ... do we like listening to sad songs when we have experienced loss or are feeling down? ... Some people say the reason is ...*)
- 4 A (*Music's emotional power also comes from the fact that it can make a verbal message stronger.*)
- 5 S (*On an intellectual level, Salimpoor says that music challenges our brains to understand and recognize certain systems and patterns.*)
- 6 A (*Humans have various needs – physical, emotional and psychological – and while music may not fulfil the first, it clearly plays an important role in satisfying the others.*)

### 6

- Ask students to work in pairs to discuss the questions before presenting their views to the class.

### EXAMPLE ANSWERS

- a opinions supported by clear evidence: 2 (examples of rousing themes and calming lullabies), 4 (*rap and hip-hop began in America as songs with a social message*), 5 (Salimpoor's research)
- b opinions that need more evidence: 3 (no-one really knows the answer)
- c opinions that are convincing because they reflect our experience: 1, 2, 3, 4 and 6
- d opinions that summarize the main argument: 2 and 6

## Word focus *spend*

### 7

- Read the example sentence to the class. Point out that these are set phrases so they will have to guess what the missing word is.
- Ask students to complete the sentences with the words *money* or *time*. Let students compare answers in pairs.
- **Optional step** In feedback, ask students to write down the phrases in their vocabulary notebooks (perhaps in personalized sentences). This should help to stress the idea that they are set phrases that need to be learned.

### ANSWERS

- |         |                |
|---------|----------------|
| 1 money | 4 money; money |
| 2 time  | 5 time         |
| 3 time  |                |

### 8

- Ask students to complete the sentences with their own ideas. Elicit one or two ideas to get students started. Let students compare their ideas in small groups.

### EXAMPLE ANSWERS

- 1 I spent hours trying to get through to the gas company / find the restaurant I think of what present to buy you.
- 2 I've spent a fortune on my new car / holidays / decorating the house.
- 3 Once I spent a night in the rainforest / a cave / a five-star hotel.
- 4 I don't spend a lot on clothes / myself / eating out.

### Vocabulary notes

We *spend* time or money. So, *spend minutes/hours/days/ages*, etc. and *spend millions/loads/dollars*, etc.

Note the forms:

*spend* (time/money) on (somebody/something): I spent £100 on a new handbag.

*spend* (time/money) doing (something) with (somebody/something): I spent hours rehearsing the play with Andy and Jed.

### Extra activity

Ask students to research the verb *spend* in the dictionary and find other useful phrases: *spend the day ...*, *spend the rest of their lives ...*, *spend ages doing something*, etc.

Ask students to write and share personalized sentences using the phrases.

## Speaking my life

### 9

- The success of this exercise will depend on how 'into' music your students are. It's a good idea to prepare a short playlist of your own, which you could use as a model and for inspiration. Show it to the class and explain why you choose individual songs.
- Ask students to work individually to prepare their playlist suggestions. Monitor and help, especially with the translation of song titles.
- When students are ready, ask them to work in groups to discuss their choice of songs. At the end of the activity, have a class vote on who had the most interesting playlist.

### Extra activity

Extend the activity by asking students in groups to think of a playlist for another situation, e.g.:

*to help you relax*

*to listen to before an exam*

*to listen to before playing a team sport*

*to play during a wedding reception party*

Once they have completed their playlist, you could ask an individual from each group to read out the playlist. Other groups then try and guess for which situation the playlist was created.

## 5c The teenage mind

### Lesson at a glance

- reading: the teenage mind
- critical thinking: ways of arguing
- word focus: *fall*
- speaking: stages of life

### Reading

#### 1

- Ask students to look at the stages of human development and answer the questions. In feedback, elicit students' ideas.
- **Optional step** Your students' views will naturally depend on their ages. If you have a mixed-age class, use the opportunity to have a fun debate about when teenagers become adult, and when middle age begins.

#### EXAMPLE ANSWERS

This depends on your point of view, but here are some rough estimates:

- 1 infancy: 0 to 2 or 3  
childhood: 3 or 4 to 12  
adolescence: 12 to 17 or 18  
adulthood: from the age of 18
- 2 a teenager: 13 to 18  
a baby: 0 to 12 or 18 months  
a middle-aged man: from about 45 to 65 years  
a young woman: from about 16 to 30 or 35  
a toddler: 2 or 3 (a toddler is a baby or infant who can walk, but unsteadily)

#### 2 [44]

- Ask students to work in pairs to think of three typical characteristics of teenage behaviour. Elicit one or two ideas to get students started.
- Ask students to read the first paragraph of the article and compare ideas.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.

#### EXAMPLE ANSWERS

Here are ideas from the text: not wanting to communicate with parents or adults in general, doing silly or dangerous things like skateboarding down a stair rail, constantly chatting to friends on social media

Other possible characteristics: being lazy and untidy, being rude, constantly asking for money, being energetic or alternatively sleeping for long hours, being enthusiastic

#### 3

- Ask students to read the rest of the article and answer the questions. Let students compare answers in pairs before checking as a class.

#### ANSWERS

- 1 sensation seeking (excitement, risk), preferring the company of people their own age
- 2 Positive: sensation seeking can lead to a wider circle of friends and a happier, more successful life and preferring the company of their peers is positive because it is vital to build relationships with them as they share a common future. We should celebrate these differences, because they make teenagers the most adaptable human beings around.

#### 4

- Ask students to work individually to read the article again and choose the correct options. Elicit the first answer to get students started. Tell them to check their answers in pairs.

#### ANSWERS

- |                   |                      |
|-------------------|----------------------|
| 1 decreases       | 5 the teenagers' own |
| 2 young children  | 6 useful             |
| 3 are fully aware | 7 appropriately      |
| 4 gain            | 8 characteristics    |

#### 5

- Ask students to find and underline the words and expressions in the article. Then ask them to choose the correct definition. Tell them to check their answers in pairs.

#### ANSWERS

- 1 a    2 a    3 b    4 c    5 b

### Vocabulary notes

*on the spur of the moment* = a 'spur' is a piece sticking out on the outer edge of something, so this fixed expression suggests that you are acting without thought or planning

*ultimately* = in the end or eventually – what happens after other things have happened

Note the other potentially new words in the text:

*excluded* = not allowed in a group or a place

*peer* = somebody in your group, e.g. somebody of the same age or in the same class or social group

*a stair rail* = the long metal or wooden thing you hold on to when walking down stairs

*impulsive* = acting in an uncontrolled way, in which you do things suddenly and without preparation

### Extra activity

Ask students to find and write down adjectives used in the text to describe teenagers or children: *difficult, silly, dangerous, impulsive, sensation-seeking, risky, adaptable*.

Ask students to say how accurate these adjectives are, and to suggest adjectives of their own.

## UNIT 5

### Critical thinking ways of arguing

6

- Ask students to look at the ways to argue a point in a gentler and less direct way. Then tell them to underline the words and phrases in 1–3 that have the same effect.

#### ANSWERS

- 1 probably
- 2 might seem; can also be
- 3 at least; quite possibly

#### Vocabulary notes

The language used in the examples in Exercise 6 is often called 'hedging'. It is common in academic language and is used to either distance the author from the point being made or lessen the strength of the point being made, either because the author is unsure of the point or aims to persuade the reader by not being too direct or forceful.

Ways of hedging include using modal adverbs (e.g. *perhaps*) or modal verbs (e.g. *could*) or set expressions (e.g. *for me at any rate*).

7

- Ask students to work in pairs to discuss the questions. You could choose to do this open class or in pairs or small groups.
- In feedback, encourage an open discussion.

#### EXAMPLE ANSWERS

- 1 Using less direct phrases is useful when faced with a sceptical reader. Basically, the author is asking readers to accept what they are saying as they develop their argument, even if the reader doesn't agree with it. When the author writes *it might seem dangerous* or *it can be a positive thing*, the reader is more likely to follow this argument, but if the author writes *This clearly isn't dangerous* or *This is undoubtedly a good thing*, the reader might be resistant, or even stop reading, because the argument may be too direct and too firmly against what the reader already thinks.
- 2 Using less direct language is common in academic writing, in which the writer must persuade knowledgeable peers of their argument. It's also common in newspaper opinion columns in which the columnist tries to make a case and in political speeches.  
Using less direct language is also common in formal emails and business correspondence as a way of being polite.  
Students' own answers

### Word focus *fall*

8

- Organize the class into pairs to discuss the phrases with the word *fall*.

#### ANSWERS

- 1 *fall out with (somebody)* = to have an argument and stop being friendly
- 2 *fall behind (with work)* = to make less progress than necessary – here, it is necessary to do extra work to catch up
- 3 *fall apart* = to break easily into pieces because they are old or badly made
- 4 (*plans*) *fall through* = to fail to happen (often disappointingly)
- 5 *fall for (somebody)* = to fall in love with, or be quickly attracted to somebody

9

- Ask students to work individually to prepare their own ideas. Elicit one or two examples to get students started. You could let students just think of ideas before speaking, or you could ask them to write the sentences.
- Let students compare their ideas in pairs or in small groups. In feedback, ask a few students to share their sentences with the class.

#### EXAMPLE ANSWERS

*I've never fallen out with my classmates.*  
*I've missed two lessons and fallen behind with my studies.*  
*My school book is falling apart – I've studied so much!*  
*Jo lost her job and all her career plans fell through.*  
*A friend once fell for my brother. It was so embarrassing!*

#### Extra activity

Ask students to use learner dictionaries to find three further phrases with the word *fall*. Ask students to write a true, personalized sentence to help them remember each expression they find.

Examples: *fall in love with someone*, *fall down*, *fall back on* (her experience, her friends), *fall about* (laughing)

### Speaking my life

10

- **Optional step** Ask students to work individually to prepare ideas first. Monitor and help with vocabulary. Set a time limit and encourage students to write brief notes. The more students prepare, the better the final performance will be.
- Depending on time and preferences, the discussion activity can be done as a whole class or in small groups. If students talk in groups, ask one person from each group to briefly summarize that group's discussion at the end for the class.
- Use the opportunity at the end of the activity to give feedback on some of the errors you heard students make.



## UNIT 5

### EXAMPLE ANSWERS

- 1 Childhood – positive aspects: a time of play, discovery, adventure, family holidays, toys, presents, little responsibility  
Childhood – negative aspects: school, having to do what you're told, being told off, having fewer choices  
Adolescence – positive aspects: friends, boy/girlfriends, smartphones and other technology, discovering movies and music, concerts, growing independence, holidays, planning an exciting future  
Adolescence – negative aspects: parents, arguments, rules, exams, school/college, falling out with friends, not having your own money, not having as much freedom as you would like  
Young adulthood – positive aspects: friends, boy/girlfriends, freedom, adventure, being your own boss, earning your own money, being able to live independently  
Young adulthood – negative aspects: money worries, exams, getting a job, relationship problems, responsibilities  
Early middle age – positive aspects: family, responsibility, positive career moves, wide group of friends, holidays  
Early middle age – negative aspects: working hard, too much responsibility, financial concerns  
Late middle age – positive aspects: freedom, chance to do your own thing, wide group of friends, experience  
Late middle age – negative aspects: health, family leaving home, identity may change with retirement  
Old age – positive aspects: hopefully no work, no financial concerns, grandchildren, freedom to travel and do new things, wisdom  
Old age – negative aspects: health, mobility, possibly money worries, friends becoming ill or dying
- 2 As people age they tend to have fewer friends and see less of them (but establish stronger friendships with closest friends). Young people have less money but worry about it less whereas older people get increasingly concerned with it. Health becomes a bigger issue as you age.
- 3 Students' own answers

### Extra activity

A roleplay debate: Organize the class into groups of four or five and ask each group to choose a different stage of life. They have three minutes to prepare reasons why their stage of life is the best. Students then present and debate their arguments. At the end have a class vote on who made the best case for their stage of life. If you have a mix of ages in your class, ask students to argue for the stage of life nearest their own.



## 9e News story

## Lesson at a glance

- writing: a news article
- writing skill: using quotations

## Writing a news article

## 1

- **Optional step** Ask students to look at the photo. Ask: *Where is it? What can you see? What do you think the text is about?* Then ask students to read the text to check their predictions.
- Ask students to read the article and answer the questions.
- **Optional step** Check the key vocabulary: *screeching tyres* (= the noise the tyres on cars make on the road at high speed), *inconsiderate* (= not thinking of other people), *posh* (= very expensive and upper class).

## ANSWERS

- 1 fast cars in city streets that are noisy and dangerous
- 2 a ban or confiscation of the cars
- 3 fans of super cars, but also perhaps the hotels and restaurants

## 2

- Ask students to complete the notes (1–5) about structuring a newspaper article using functions a–e. Let students compare answers before checking with the class.

## ANSWERS

- 1 c    2 d    3 a    4 e    5 b

## Extra activity

To conclude, ask these questions:

*Which elements of the story mentioned in the first paragraph did the writer expand on in the next paragraph?* (the writer gave us more information on people visiting London, London's richest central areas, types of supercars, and who warned that the rich and their cars will be banned)

*What information did the quotation add to the story?* (the quotation says why supercars are a danger and why action must be taken)

## Writing skill quotations

## 3a

- Ask students to work individually to look at the sentences and choose the correct options to complete the rules. Let students compare answers in pairs before checking with the class.

## ANSWERS

- a capital    b inside    c before    d before

## Punctuation note

Note that American English differs from British English here. US English uses double quotation marks, e.g. *"Hello," he said* rather than single quotation marks, e.g. *'Hello,' he said*.

## 3b

- Ask students to add the correct punctuation. Provide or elicit the first piece of punctuation to get students started. Let students compare their answers in pairs before checking with the class.

## ANSWERS

- 1 'Shall we eat, Grandma?' he asked.
- 2 'I know exactly what he said,' she said.
- 3 'That's very kind,' she said, 'but I can manage.'
- 4 General Sedgewick turned to his men and said, 'Don't worry, boys, they couldn't hit an elephant at this distance ...'

## Punctuation note

Note the amusing difference in meaning between *'Shall we eat, Grandma?' he asked* (= asking Grandma if it is time to eat) and *'Shall we eat Grandma?' he asked* (= making a suggestion to eat Grandma as food).

## Extra activity

Ask fast-finishing students to punctuate the following sentences:

*i am tired the boy said and then went to sleep*  
(*'I am tired,' the boy said and then went to sleep.*)  
*we really should be going now she said*  
(*'We really should be going now,' she said.*)  
*are we there yet she asked*  
(*'Are we there yet?' she asked.*)

Alternatively, ask students to write other sentences with no punctuation, and pass them to other pairs in the class to punctuate.

## 4

- **Optional step** Start with a class or group discussion. Ask students to choose a headline and brainstorm words, expressions and information they could include in the story.
- Ask students to work individually and spend one or two minutes making notes about what they want to include in their article. Monitor at this stage and help with ideas and vocabulary. You could let students compare their ideas in pairs and ask for help.
- Ask students to write their story. This could be done for homework.

## UNIT 9

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### 5

- Organize the class into pairs and ask students to exchange stories with their partner. Tell students to check their partner's work and suggest how to improve it.
- **Optional step** Ask students to revise and rewrite their letter based on their partner's suggestions.

### Extra activity

Pin the stories on the classroom walls or noticeboard. Ask students to walk round, read the stories and express their opinion.

## 10e First impressions

### Lesson at a glance

- writing: a personal profile
- vocabulary: personal qualities
- writing skill: using *with*

### Writing a personal profile

#### 1

- Ask students to discuss the questions. You could ask students to discuss the questions in pairs first, before opening up the discussion to the class.

#### EXAMPLE ANSWERS

a job application: educational background, qualifications, job experience, personal description, references, contact details

a social networking site: name, age, sex, nationality, interests, likes and dislikes, relationship status

a university application: name, age, sex, nationality, educational background, qualifications, hobbies and interests, personal achievements, experience of voluntary work, references

a holiday rental website: name, nationality, references, what you are looking for, holiday dates, bank details

a voluntary organization: name, age, sex, nationality, educational background, qualifications, job experience, personal description, interests, references

#### 2

- Ask students to work individually to read the profiles and match them with a purpose (a–e) from Exercise 1. Let students compare answers in pairs.
- **Optional step** In feedback, ask students what kind of information is in each profile.

#### ANSWERS

- 1 d This is an Airbnb guest profile.
- 2 b This is a LinkedIn profile; LinkedIn is a social networking site for business people.
- 3 c This is a university student's personal statement.

#### 3

- Ask students to work individually to look at the profiles and answer the questions. Let students compare answers in pairs before checking with the class.

#### ANSWERS

- 1 1 and 3 are in the first person; 2 is in the third person.
- 2 1 is less formal: it uses abbreviations (*I'm*, *We've*); it uses 'chatty', friendly language (*just moved*; *When I'm not working*).
- 3 Students' own ideas. All are well-written for their purpose and can therefore be said to be persuasive; perhaps 3 is the most persuasive because the writer is really selling him/herself.

### Vocabulary personal qualities

#### 4a

- Ask students to work individually to find adjectives and match them with the definitions. Let students compare answers in pairs before checking with the class.

#### ANSWERS

- 1 bright
- 2 curious
- 3 passionate
- 4 creative
- 5 experienced
- 6 independent-minded
- 7 easy-going
- 8 adaptable

#### 4b

- Ask students to decide and say which of the adjectives describe themselves. You could put students in small groups to do this task.
- **Optional step** It's a good idea to introduce phrases connected with gradability here. Write on the board: *very/really, quite/fairly, not very / not particularly / not all that*. Ask students to use these phrases when describing their personalities.

#### ANSWERS

Students' own ideas

### Writing skill using *with*

#### 5a

- Ask students to rewrite the phrase using a relative clause. Let students compare answers in pairs before checking with the class.
- In feedback, point out how we can use *with* instead of a relative clause (see Vocabulary notes below).

#### ANSWERS

A retail manager who has a background in men's and ladies' fashion.

### Vocabulary notes

We can use the preposition *with* to state what possessions, qualities or features someone or something has. In this use, it has a comparable meaning to a defining relative clause. Examples include: *a boy with red hair*; *a room with a high ceiling*; *an animal with stripes on its back*.

Note that *with* is followed by a noun or noun phrase.

#### 5b

- Ask students to work individually to rewrite the phrases using *with*. Let students compare answers in pairs before checking with the class.

## UNIT 10

- **Optional step** Elicit the second sentence as an example (... *with a passion for languages*) to start students off. It is best to elicit this one (rather than the first sentence) as it shows how the preposition after the noun is sometimes different from the preposition used after a verb or adjective.

### ANSWERS

- 1 an IT expert with experience of software design
- 2 a recent graduate with a passion for languages
- 3 a young couple with a love of travel
- 4 a creative individual with an interest in fashion
- 5 a bright manager with an ambition to succeed
- 6 an easy-going musician with a talent for cooking

### 6

- **Optional step** Start by brainstorming ideas in open class. Elicit words, expressions and information students could include in their profile. Encourage students in the class to choose a profile type to write that they are familiar with and likely to want to use.
- Ask students to spend one or two minutes making notes about what they want to include in their profile. Monitor at this stage and help with ideas and vocabulary. You could let students compare their ideas in pairs and ask for help.
- Ask students to write their profile. You could set this as homework.

### 7

- Organize the class into pairs. Ask students to exchange their written work with their partner. Tell them to check their partner's work using the questions and suggest how to improve it.
- **Optional step** Ask students to revise and rewrite their profile based on their partner's suggestions.

### Homework

If you have the technology, ask students to write and post their profiles online – perhaps on your class website or forum. Then other students can add comments to the profiles.

## 7e Firework festival

## Lesson at a glance

- writing: a description
- writing skill: adding detail

## Writing a description

## 1

- Ask students to work in pairs and describe what they can see in the photo. In feedback, elicit ideas, but do not comment on answers at this stage (they will find out more in the text).
- **Optional step** Ask: *Where do you think this festival is? What is it celebrating? What is the text about?* Then ask students to read the text quickly to check their predictions. Use the opportunity to check any key vocabulary: *fireworks* (= they explode and burn and produce coloured light), *burn* (= verb meaning to be on fire), *cardboard* (= a hard, thick form of paper used for boxes), *plaster* (= the material people put on walls and ceilings which goes hard to make a flat, smooth surface), *statues* (= large, stone monuments that usually represent people).

## EXAMPLE ANSWERS

The photo shows unusual, large statues or figures in the streets of a city. It appears that these huge characters are burned in the streets, possibly as part of a festival or parade.

## 2

- Ask students to work individually to read the description of a festival and answer the questions. Let students compare answers in pairs before checking with the class.

## ANSWERS

- Las Fallas* or the Festival of fire
- 15th–19th March
- marks the beginning of spring / welcomes in the new season (spring)
- the *ninots* or statues
- parades, music, food and drink, fireworks
- burning of the statues at midnight on the last night of the festival

## Background information

*Las Fallas* (or *Les Falles* in Valencian) is a traditional celebration held to commemorate Saint Joseph in the city of Valencia, on Spain's east coast. Each neighbourhood of the city has an organized group of people, called a *casal faller*, which works all year to raise money to produce a construction for the event. Each giant puppet is called a *ninot*, and the whole construction on which they appear is a *falla*. Everything is eventually burned.

## 3

- Ask students to read the description of the festival again and underline all the adjectives. Let students compare answers and discuss the follow-up question in pairs before checking with the class.

## ANSWERS

- unusual, exciting, joyful, extraordinary, creative, spectacular, unique, noisy
- the impression of an exciting and spectacular festival

## Writing skill adding detail

## 4a

- Ask students to work individually to answer the questions. Let students compare answers in pairs before checking with the class.

## ANSWERS

- the festival in general: location (Valencia, Spain), what it consists of (statues, parades, music, food, fireworks) and when it takes place (beginning of spring)

the beginning of spring: a description of what the beginning of spring represents (everything bad is burned to welcome the new season)

the *ninot* statues: size (as tall as houses) and what they are made of (cardboard, wood and plaster), and examples of what they might be of (characters from real life)

the characters from real life: politicians, celebrities

the celebrations: how long these go on (two days), what people do (drink, eat paella, watch fireworks, have fun)

the final display: when (at midnight), what happens (the statues are set on fire) and a description (unique and noisy)
- one of the most unusual and exciting festivals in the world; a joyful mixture; extraordinary statues called ninots ... as tall as houses; unique and very noisy – adjectives*

*marks the beginning of spring; they have taken months to build and costs thousands of Euros; the traditional local dish – an explanation*

*parades, music, food and fireworks; made of cardboard, wood and plaster; drinking, eating paella ... watching fireworks and ... having fun – a list*

*like politicians and celebrities – an example*

## 4b

- Ask students to work in pairs to add detail to the description of a music festival (sentences 1–4). Elicit possible answers to complete the first sentence. Ask students to write the sentences.

## EXAMPLE ANSWERS

- main, large, huge, colourful
- chatting, singing, dancing, looking at the sights (as they go)
- tacos, Chinese food, speciality foods, local dishes
- the weather is warmer, children are on holiday, the sea is a pleasant temperature

## UNIT 7

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### 5

- **Optional step** Start with a class discussion. Brainstorm festivals students might describe and write up useful words or phrases on the board.
- Ask students to work individually for one minute making notes about what they plan to include in their description. Monitor at this stage and help with ideas and vocabulary. You could let students compare their ideas in pairs and ask for help.
- Ask students to work individually to write their description. You could set a time limit here (depending on how much time you have in your lesson) to keep students on schedule and focused on the task. Alternatively, set this writing stage for homework and do the checking and revising stage in the next lesson.

### 6

- Organize the class into pairs and ask students to exchange their written work with their partner. Tell students to check their partner's work using the questions and suggest how to improve it.
- **Optional step** Ask students to revise and rewrite their description based on their partner's suggestions.

### Extra activity

Pin the descriptions on classroom walls or noticeboards. Ask students to walk round, read the descriptions and express their opinion. One possibility is to ask students to omit or blank out the name of the festival. Students must then guess the festival from the description.

## 12c Start-up

## Lesson at a glance

- reading: a new business trend
- vocabulary: business words
- critical thinking: opinion words
- speaking: new business ideas

## Reading

## 1

- Ask students to look at the photo and discuss the questions. You could ask students to do this in pairs or small groups first.

## EXAMPLE ANSWERS

- 1 It might sell burgers, hot dogs, tacos or pizza, for example.
- 2 Students may think they make a lot of money because they can go to places where there are a lot of customers, they can charge high prices for cheap ingredients, and they have very low costs (no rent to pay on a building, no personnel to pay, etc.); some may think they don't make a lot of money because it's a competitive business, they may have to pay a licence fee and they have low profit margins.
- 3 Students' own answers

2  [109]

- Ask students to read the article and make notes. Let students compare answers in pairs before checking with the class.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.

## ANSWERS

- 1 to use a mobile kitchen to bring higher quality food at a reasonable price to a new generation of consumers
- 2 the economic recession of 2008 – people could still find quality food at a reasonable price
- 3 early use of social media – particularly Twitter – for advertising
- 4 branding, cheap, sociable

## Vocabulary notes

Note that many of the more difficult words in this text are explained in the glossary.

*create a buzz around the brand* = to make people interested in and talking about the brand (the name or make of the product)

*branding* = giving a (good) name to a product that will help sell it

*viral eatery* = an eatery (restaurant) which has become well known because of what people are saying about it through social media

## Background information

Today, there are five Kogi Korean BBQ food trucks in Los Angeles.

## 3

- Ask students to work individually to read the article again and match the subheadings (A–F) with the paragraphs.
- Let students compare answers in pairs before checking with the class. In feedback, ask students to justify their answers with reference to the article.

## ANSWERS

- 1 E (*It started as a simple business idea.*)
- 2 B (*the economic recession of 2008 was an excellent opportunity*)
- 3 C (*a growing, \$800-million annual industry*)
- 4 A (*exploiting the growing power of social media ... to create a buzz around the brand*)
- 5 D (*Branding and a catchy name are very important*)
- 6 F (*There is definitely an important social aspect to this. It may be takeaway food, but it's a shared experience*)

## Teacher development

## Handling feedback

Consider how you handle feedback to a reading or listening exercise. Taking too long can waste lesson time, but failing to go into enough detail may frustrate students. Here are some suggestions about how to handle feedback:

- 1 Let students compare answers in pairs before feedback. That way, you can monitor to find out what problems they are having, and it means you can elicit answers from pairs, thus avoiding the possible embarrassment of trying to elicit from an individual who gets the answer wrong.
- 2 Write up answers on the board (so long as they are short) so that students can see and note them. You could do this as students discuss answers – there is no need to 'deliver' the answers – just be ready to answer queries.
- 3 Ask students to justify answers by referring to what they read or heard in the text.
- 4 Use techniques where students give feedback themselves. For example, ask individual students to come up to the board and write up the answers or be responsible for leading a discussion of answers. Alternatively, ask students to say what problems they had with understanding a text and to base your feedback on what they most want to discuss.

## Vocabulary business words

## 4

- Ask students to work in pairs to find and underline the words and phrases in the article. Then ask them to try to work out meaning from the context, and from what they may already know. Ask students to think about what part of speech the words are and what ideas they are connected with.
- Students can check their answers on page 16 of the Reading & Writing Booklet.



## UNIT 12

### ANSWERS

- a trend (n) = a fashion or direction
- b recession (n) = a period of (economic) decrease
- c set up (v) = to establish
- d upmarket (adj) = high quality and more expensive
- e passing (adj) fashion (n) = something which is popular for only a short time
- f loyal (adj) = faithful
- g buzz (n) = excitement and activity
- h catchy (adj) = easy to remember

### Critical thinking opinion words

#### 5

- Read the information about opinion words and phrases and elicit examples students can think of, e.g. *In my opinion, Surprisingly, In fact.*
- Ask students to read the article again and underline the words and phrases used to give opinions.
- Discuss what the writer is saying in each situation with the class. You could ask students to discuss in pairs or groups first. In feedback, elicit and discuss answers.

### ANSWERS

- 2 The writer thinks this is strange.
- 3 He thinks this is surprising.
- 4 He thinks this is a real achievement.
- 5 He's sure that this is true.
- 6 He doesn't want us to forget this point.

### Vocabulary notes

*Even more significantly* = note how *even* is used here to emphasize the comparative phrase

*after all* = used for saying that something is true despite what was said or done before

#### 6

- This is an opportunity for students to reflect on and comment on the text, as well as their ability to note the writer's opinion. Discuss in open class and encourage a range of opinions and contributions from different students.

### ANSWERS

Positive: the author thinks they have started a big new trend and that it's the social nature of eating in this way that has made the business such a success.

Students' own answers

### Extra activity

Ask students to imagine a mobile eatery that would be successful in their town. In small groups, ask students to decide on what sort of food to sell, how upmarket it would be, how they would create a buzz and how they would design the van.

### Speaking **my life**

#### 7

- Start by eliciting a few ideas of what might be done to transform out-dated railway carriages into something modern and practical.
- Organize the class into groups of four or five students. Ask students to talk together to decide how they would transform the railway carriage and to consider the areas listed on the page. Monitor and help with ideas and vocabulary.
- When students have discussed their ideas, ask them to prepare a presentation.

#### 8

- Ask different groups to make their presentation. As students speak, set a task (e.g. to think of two questions to ask the speakers at the end of the presentation) so that other students follow the presentation closely. At the end, have a class vote and decide on the best idea.
- As students speak, use the opportunity to make notes on errors and examples of good language use from your students. In feedback, write up some incorrect or interesting language on the board and ask students to correct or comment on it.

### EXAMPLE ANSWERS

Ideas include adapting the railway carriage to be a restaurant, an internet café, holiday accommodation, a small cinema, a party or event venue, a shop, a library, a training centre, a central store room for community-owned tools and equipment to loan.

### Extra activity

As an alternative activity, with a mature and creative class, ask students to think of problems or issues in their own cities and to develop a business idea to solve that problem. Students then make a presentation, stating the problem, the solution and why it would be successful.

## 12e Get to the point

### Lesson at a glance

- writing: a short report
- writing skill: key phrases in report writing

### Writing a short report

#### 1

- **Optional step** With books closed, write the following quote from Blaise Pascal (a seventeenth-century French mathematician) on the board: *I'm sorry I wrote you such a long letter; I didn't have time to write a short one.* Ask students to work out what Pascal is trying to say. (He's saying that it's more difficult to be short and concise when expressing what you wish to say.)
- Ask students to read the report and answer the questions. Let students briefly compare answers in pairs before discussing with the class.

#### ANSWERS

- 1 to improve public speaking techniques; yes, it was successful (as an introduction)
- 2 It concentrated on drama techniques rather than how to structure a talk.

### Vocabulary notes

*posture* = how you hold your body when standing or sitting or walking

*sceptical* = if you are sceptical, you question things because you have doubts about whether those things are true or correct

*innovative* = creative, full of new ideas

#### 2

- Ask students to work individually to complete the notes. Let students compare and discuss answers in pairs before checking with the class.

#### ANSWERS

- 1 a public speaking course (first, opening paragraph)
- 2 LeGard School in Paris (first paragraph)
- 3 a great experience (start of second paragraph)
- 4 concentrated on voice control, breathing, posture and movement (second paragraph)
- 5 improved confidence (end of second paragraph)
- 6 how to write a speech (third, concluding paragraph)
- 7 strongly recommended as an introduction to public speaking (third, concluding paragraph)

### Writing skill key phrases in report writing

#### 3a

- Ask students to find the words and phrases in the report. Tell them that the phrases they are looking for appear in the same order in the report. Elicit the first answer to get students started. Let students compare answers in pairs before checking with the class.

- In feedback, point out how these key phrases are used in a sentence (see Grammar and vocabulary notes below).

#### ANSWERS

- |                |                |
|----------------|----------------|
| 1 As requested | 4 Initially    |
| 2 Overall      | 5 Consequently |
| 3 specifically | 6 To sum up    |

### Grammar and vocabulary notes

*As requested* = a very formal, written way to say you asked/requested me to do this

In general, these linking words go at the start of a sentence and are followed by a comma. Note that, in the text, *specifically* is used in the middle of a sentence to give specific examples and is followed by nouns or noun phrases, not a clause or complete sentence.

#### 3b

- Ask students to work individually to complete the sentences. Let students compare answers in pairs before checking with the class.

#### ANSWERS

- 1 Overall / To sum up
- 2 As requested; specifically
- 3 Consequently
- 4 Initially

#### 4

- **Optional step** Start with a class discussion. Ask students to talk about courses they have taken. Ask: *What was the course? How long was it? How did you learn? How effective was the course and why?*
- Ask students to spend four or five minutes making rough notes about a course based on the headings provided. Monitor at this stage and help with ideas and vocabulary. You could let students compare their ideas in pairs and ask for help.
- Ask students to write their report. Before they do, ask students to think what key phrases they could use to organize their ideas, and how they might organize the ideas.

#### 5

- When students have written their reports, ask them to exchange their written work with a partner. Ask students to check their partner's work using the questions and suggest how to improve it.
- **Optional step** Ask students to revise and rewrite their reports based on their partner's suggestions.

### Extra activity

Organize the class into groups of four or five. Tell students in each group to pass round their reports, read them, and choose a course to take. Once students have read the reports, they talk to their group, saying which course they have chosen and giving reasons why.

## 8e A wish for change

## Lesson at a glance

- writing: an online comment
- word focus: *better*
- writing skill: giving vivid examples

## Writing an online comment

## 1

- Ask students to discuss the questions. You could do this open class or in pairs.
- **Optional step** Check the key vocabulary here: *a blog / to blog* (= write a blog – an ongoing series of articles or diary entries online); *a comment / to comment* (= to add a personal opinion about something you read online).

## EXAMPLE ANSWERS

People may read comments to find out what range of views there are, or out of interest or curiosity, or to see how their user group feels.

People may ignore comments as they are often ill-informed, irrelevant or annoying.

## 2

- Ask students to work individually to read the comment and find answers to the questions. Let students compare answers before checking with the class.

## ANSWERS

- 1 Valerie Dupeyrat, an energy services advisor; a blog about the waste in hotels
- 2 She wanted to highlight energy waste in other areas of modern life.
- 3 Students' own answers

## 3

- Ask students to work in pairs to discuss and answer the questions.

## ANSWERS

- a paragraph 2
- b paragraph 3
- c paragraph 1
- d paragraph 1

How the comment is organized:

- 1) a reference to the article it's commenting on and a summary of the problem
- 2) examples that illustrate the problem
- 3) a recommendation or request for action

Word focus *better*

## 4

- Ask students to read the comment again and underline phrases with the word *better*. Let students compare answers in pairs.
- Ask students to match the phrases with the definitions and then check answers in pairs. In feedback, ask students to say how the meaning and use of *better* changes (see Vocabulary notes below).

## ANSWERS

*(It would) be better to (mention)* = c

*(try to) go one better (than)* = d

*they should know better* = a

*We would be better off* = b

## Vocabulary notes

*it would be better to* = often used to make a suggestion or offer advice

*(try to) go one better (than)* = (try to) improve on something – the idea here is that you work one more hour, or do one more thing than someone else

*they should know better* = a phrase used to criticize somebody's actions, saying that what they have done is disappointing because it's immature or not thought through properly

*we would be better off* = we would be in an improved position – this is often followed by an *if* clause (*we'd be better off if we ...*)

## Writing skill giving vivid examples

## 5a

- Ask students to work in pairs to discuss the question and find the examples.

## ANSWER

She says that lights are left on all night, and towels are used once and then sent to the laundry.

## 5b

- Ask students to work individually to find five more examples of energy waste. Let students compare answers in pairs before checking with the class.

## ANSWERS

the doors of shops are left open (so hot air escapes); lights in office buildings are left on at night; there are enormous flashing advertising screens (in town); cooling cabinets in supermarkets are completely open; her children leave their computers on when they go out and their phone chargers plugged in with no phone on the other end

## 6

- Ask students to work individually to complete the phrases. Let students compare their answers in pairs before opening up the discussion to the class.

## UNIT 8

### EXAMPLE ANSWERS

Trains which never run on time / are cancelled/  
overcrowded/dirty/expensive

Mobile phones that lose battery charge too quickly / have  
loud ringtones / run out of memory

TV shows about pointless/unimportant/irritating things

Supermarket food that has got too much packaging / is  
full of additives / has been imported from distant countries

Computer programs which crash all the time or don't work  
/ are confusing to use / frequently need updating

### 7

- **Optional step** Start with a class discussion about which annoying things from Exercise 6 students might write about. Try to ensure that students choose to write a comment about something they are interested in and have an opinion about.
- Ask students to work individually and spend one minute making notes about what to include in their comment. Monitor at this stage and help with ideas and vocabulary. You could let students compare their ideas in pairs and help each other.
- Tell students to use their notes to write the comment.

### EXAMPLE ANSWER

I found your article about trains which do not run on time very interesting, but I think this is only one part of a wider problem: that trains nowadays do not offer a good service.

I think there are a number of key issues: tickets are often overpriced; the trains themselves are often full of litter – there are not enough litter bins, and these are not emptied frequently enough; the onboard toilets are often dirty or out of order; and finally, on busy services, you can often not even get a seat. The train companies should know better.

What can the train companies do about it? Just increasing the price of tickets is not satisfactory. The train companies need to improve the services that go with train travel, and they should pay a fine if the services that they promise are not provided. (144 words)

### 8

- Organize the class into pairs and ask students to exchange their written work. Ask them to check their partner's comment and suggest how to improve it.
- **Optional step** Ask students to revise and rewrite their letter based on their partner's suggestions.

### Extra activity

Pin half the comments on classroom walls or noticeboards. Ask students who made the comments to stand by them. The other half of the class walk round, read the comments and express their opinion.

