

3

OVERVIEW

3A I remember ...

Goal | narrate a childhood memory

Grammar | past perfect simple and continuous

Vocabulary | memory

GSE learning objective

Can narrate a story in detail, giving relevant information about feelings and reactions

3B Great rivals

Goal | express an opinion about rivals

Grammar | comparatives and superlatives

Vocabulary | character adjectives

GSE learning objective

Can justify and sustain views clearly by providing relevant explanations and arguments

3C Life's too short

Goal | summarise an argument

Grammar | forming adjectives

Vocabulary | arguments

GSE learning objective

Can summarise the position at the end of a negotiation in some detail

3D English in action

Goal | complain and give and respond to feedback

Vocabulary | adjectives to describe food

GSE learning objective

Can give feedback to an employee about what they are doing well and what they need to improve on

Roadmap video

Go online for the Roadmap video and worksheet.

VOCABULARY BANK

3A 'Memory' idioms

3B Adjective suffixes *-(ic)al, -ic, -ive, -ous* and *-y*

DEVELOP YOUR SKILLS

3A Develop your writing

Goal | write a personal anecdote

Focus | showing the time and sequence of events

GSE learning objective

Can signal time sequence in a longer narrative text about a real or imagined event, using a range of language

3B Develop your listening

Goal | understand most of a TV/radio programme

Focus | ignoring filler phrases

GSE learning objective

Can understand a large part of many TV programmes on familiar topics

3C Develop your reading

Goal | understand a magazine article

Focus | using a monolingual dictionary

GSE learning objective

Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary

3A I remember ...

Introduction

The goal of this lesson is for students to narrate a childhood memory. To help them achieve this, they will revise past perfect simple and continuous in the context of memories.

Warm-up

Before the class starts, show Ss 8–10 different items on a tray, or display a picture of them. Choose everyday items that Ss will definitely know (keys, phone, pencil, etc). Show the items for 30 seconds to one minute. Cover or remove them and ask Ss to work alone, then in pairs, to make a list of the items. Find out who can remember the most. Ask Ss what they are testing (memory) and tell them that this is today's topic.

Reading

1 Ask Ss to complete the memory quiz alone, then compare scores in pairs. Find out who got the highest score.

Optional extra activity

Ask Ss if they think having a good memory is something that is natural or whether you can work on it. Ss may be aware of memory games or techniques. Discuss what strategies they have for remembering English and any aids such as vocabulary apps that can help them.

2a Tell Ss they are going to read about someone's memory. Allow a few minutes for Ss to look at the picture and read the text. When they finish, check the answer, pointing out that *superior* means very good or above average.

Answer:

She has HSAM (Highly Superior Autobiographical Memory) and can recall childhood events from very early in life.

b Ask Ss to discuss the question in pairs. When they finish, have whole-class feedback.

Possible answers:

Advantages: you will have no problem with exams, you can perform well in card games or other activities requiring memory

Disadvantages: your mind is always busy, you are different from other people, it can be overwhelming and confusing

Optional extra activity

Ss roleplay Rebecca and a journalist. This is a fun way to quickly refresh past tenses while enabling speaking practice. **Stronger classes** can do this without looking at the text, while **weaker classes** may need to have a list of key words to help them recall the events. If Ss struggle with past simple, you may need to revise this before moving on to past perfect.

Grammar

Past perfect simple and continuous

3a Ask Ss to decide what the main events of the birthday story were (the family visit, Rebecca being put in her cot, etc). Look at the list of events and decide which happened before the main events. Ask Ss to work alone and then in pairs. When they finish, elicit feedback.

Answers: 2, 5

Optional alternative activity

Enlarge and photocopy the events in Ex 3a and cut them into strips. Give each small group of Ss a set of sentences and ask them to put them in the order they happened. After this, discuss what the main events of the story were and what went before them. Discuss the tenses used and why they are used. This approach may suit a class who like to explore grammar.

b Ask Ss to work alone to identify the tenses in all the events in Ex 3a. Allow a few minutes, then ask Ss to check together. Don't confirm answers yet.

c Refer Ss to the grammar box to check their answers, then have whole-class feedback discussing any questions and giving further clarification as needed. It could be helpful to build up a timeline showing the interaction of the tenses.

Answers: 1 past simple 2 past perfect continuous
3 past simple 4 past continuous 5 past perfect simple
6 past simple

Grammar checkpoint

The past perfect is not usually used alone – it is most often used alongside the past simple. Both tenses are used to talk about past actions or events but the past perfect usually indicates which happened first. Point out that *by the time* is often used with two clauses, one with past simple and the other with past perfect. It is also possible to use *by the time* with both clauses in the past perfect. Use of the past perfect is sometimes essential for accurate meaning – as in Ex 4, items 2 and 4. The use of adverbials such as *already* and *just* can further specify how two events are related.

4 Ask Ss to look at each pair of sentences and discuss the difference in meaning, if any. Emphasise that both sentences are correct and there will be two pairs where there is no difference. Allow plenty of time for this discussion, monitoring to see how well Ss understand the differences. When they finish, call on pairs to answer and explain the differences where relevant. Use timelines to further check understanding.

Answers:

- 1 no difference
2 a = I wasn't running anymore. b = I was still running.
3 no difference
4 a = she started when/after I got home
b = she finished before I got home

5a  3.1 Explain that Ss should listen and complete the text, using the verbs in brackets in either the past simple or past perfect simple. Give Ss a minute to read through first, then play the recording. Pairs can compare answers and listen again as needed before going through as a class.

Answers: 1'd had 2'd practised 3'd even saved
4 bumped 5 failed 6 waited 7 tried 8 failed

Pronunciation checkpoint

Point out that the contracted 'd can be hard to hear. It's easier to hear when the following word starts with a vowel sound, since the two sounds link together, as in example 3: /d even saved. Remind Ss that they can choose not to use contracted forms if they prefer when speaking but they still need to be able to recognise them when listening.

b  3.2 Tell Ss they'll now listen again and repeat each sentence after the recording. Play the recording and drill chorally and individually as needed.

6a Ask Ss to read the text and complete with the correct form of the verbs provided. Point out that sometimes more than one option is possible. With **weaker classes**, you may prefer to go through the first few as a class. Then ask Ss to work alone, discuss in pairs, then check with the whole class. Refer Ss to the grammar box as needed.

Answers: 1 hadn't planned/hadn't been planning 2 opened
3 found 4 had organised 5 had tidied 6 (had) decorated
7 had been cooking 8 started 9 gave 10 had bought
11 had been learning 12 felt

Optional alternative activity

When Ss are giving the answers, ask them concept-checking questions to help them confirm their understanding. For example: *Did they put up the balloons before she came into the room?* (Yes) – *so we need past perfect. Is learning the guitar a single event?* (No) – *so we need a continuous form.*

b This exercise enables Ss to use the forms studied. Look at the first sentence starter as a class and discuss continuations. Point out that it does not need to be a real occasion – Ss can invent one. Ss continue alone. Finally, put Ss in pairs to tell their partner.

LANGUAGE BANK 3A pp.140–141

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

- 1 1 [2] [1] 2 [2] [1] 3 [1] [2] 4 [2] [1]
5 [1] [2] 6 [1] [2]
2 1 held
2 had never had
3 had never been
4 involved
5 had been working (*had worked* also possible but less likely because of the focus on duration)
6 had won
7 gave
8 had read
9 realised (*had realised* also possible, but we would probably drop *had* here)
10 had been trying

Further practice

Photocopiable activities: 3A Grammar 1, p185;

3A Grammar 2, p186

App: 3A Grammar practice 1 and 2

Vocabulary

Memory

7a Ask Ss to work in pairs and match the phrases in bold with their meanings, writing the letters a–h beside the sentences. Ss should ignore the underlined words for the moment. Go through the answers as a class and drill the phrases.

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

Vocabulary checkpoint

Ss should be encouraged to notice all parts of lexical chunks, including dependent prepositions and verb patterns, so that they can use them with accuracy. Point these out as you go through the answers, for example: *have a good memory for*, *have no memory of*, *remind someone of* + noun/ -ing, *bear in mind the fact that*.

b Ss practise using the vocabulary alone by replacing the underlined parts with their own ideas. Monitor to check they are making correct sentences. When they finish, ask them to tell each other in pairs and try to extend the conversation by asking follow-up questions. There's no need for feedback, but when they finish, ask a few individuals to share something they learnt from their partner.

VOCABULARY BANK 3A p158

'Memory' idioms

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Put Ss in pairs to match the phrases in bold with the meanings, using dictionaries, guesswork or their devices. Go through the answers.

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

2a Ask Ss to complete the sentences using a form of the expressions from Ex 1. Allow plenty of time for this. Go through the answers.

Answers: 1 have a bad memory for 2 childhood memory
3 refresh your memory 4 slip your mind
5 serve as a reminder 6 in living memory

b Ask pairs to discuss their opinions about the statements in Ex 2a. There are no fixed answers. At the end, have a show of hands to see which opinions are most popular.

Further practice

Photocopiable activities: 3A Vocabulary, p187

App: 3A Vocabulary practice 1 and 2

Speaking

Prepare

8a  3.3 Tell Ss they are going to talk about a childhood memory but first they will hear two people doing the same. Refer them to the instruction to make notes, then play the recording.

b Ask Ss to compare notes in pairs, then play the recording again before dealing with any questions. You may need to explain the term *to help yourself* = to take without asking or needing to ask. Ask Ss which of the memories they found most interesting or familiar.

Audioscript 3.3

1

Anyway, I'll never forget the time my brother tricked me. I was about 12 and I'd been studying for a science exam and my brother said to me, 'Do you want to know the secret of doing well in an exam? You have to sleep with the book under your pillow!'

Now for some reason, I believed him. I thought this would help me recall the information during the exam. So, that night, I put the science book under my pillow. But then I thought, 'Why not put all my school books under my pillow and then I'll learn everything in one night?'. So, I did. And when my mum woke me up the next morning, she found this big pile of books under my pillow and I hadn't slept much because it was so uncomfortable. So of course, I did worse than usual in the exam because I was so tired. Anyway, my brother thought this was all hilarious, but my mum didn't and he got punished for it!

2

My first train journey was very memorable because it was also the first time I got told off by my father. I was about seven and I was travelling by train with my whole family in India. I don't know if you've seen Indian trains, but they're huge and some of them have bunk beds for sleeping in – three beds stacked on top of each other. So, I'd been sleeping on the top bunk and, when I woke up, I felt rather hungry and I saw a boy passing through the carriage with a basket on his head. He was selling chocolate. So, I thought, 'I can just take one bar!' because I was above him, on the bunk bed. So as he walked past, I did. I helped myself to a chocolate bar from the basket on his head.

A bit later, I got down from the bed and the chocolate wrapper fell to the floor. My father said, 'Where did you get this?' I didn't say anything – he understood and suddenly I felt totally ashamed. I realised then what I'd done. So, my father took me by the hand to find the boy and he made me explain what I'd done and apologise and then he paid the boy for the chocolate that I'd stolen. Now, whenever I eat chocolate, it reminds me of that incident.

Optional alternative activity

Before Ss listen, ask them to predict the stories using these prompts: 1) *science exam, pillow, book, tired*; 2) *chocolate, train, bunk bed, chocolate wrapper, apologise*. Ss then listen and compare their predictions with the stories they hear. This is a nice additional listening task for groups that would benefit from an extra exposure to the recording.

Optional extra activity

Ss work in pairs and retell the stories they heard on the recording, using their notes to help them. If they have access to the audioscript, *weaker classes* can retell using it first, then try without it.

9 Ask Ss to choose a childhood memory and make notes. Emphasise that they should not write sentences, just key words. Allow time for this. If they can't think of one, they can make up a memory or retell the ones from the recording.

Optional extra activity

Add prompts to the board to help Ss structure their notes. This may help *weaker classes*.

When did it happen?

Where were you?

Who else was there?

What were the key events?

Were there any memorable details?

Speak

10 Put Ss in pairs to narrate and compare their memories. Refer them to the Useful phrases and encourage them to develop the conversation. When they finish, ask Ss to share any fun or interesting stories they heard.

Reflection on learning

Write the following questions on the board:

What did you do well in this lesson?

How will you memorise some of the words and phrases from this lesson?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 10: Ss write a paragraph about a childhood memory.

Language bank: 3A Ex 1–2, pp.140–141

Workbook: Ex 1–4, p20

App: vocabulary and pronunciation practice

Fast route: continue to Lesson 3B

Extended route: go to p120 for Develop your writing

3B Great rivals

Introduction

The goal of this lesson is for students to express an opinion about rivals. To help them achieve this, they will revise character adjectives and study comparatives and superlatives.

Warm-up

Provide pictures or names of some great contemporary rivals and ask Ss to say what is the same about them and what is different. Examples: Pepsi and Coca Cola, Microsoft and Apple, Rafael Nadal and Roger Federer, cats and dogs. Ask Ss to discuss in pairs and monitor and listen to see if they are using comparative adjectives correctly but don't correct them. When they finish, have a whole-class discussion about which of the two in each pair they consider better.

Reading and vocabulary

Character adjectives

1 Ask Ss to look at the photos and discuss the questions in pairs. When they finish, work as a class to identify the people and their rivals and ask a few Ss to report back on one interesting point from their discussion.

Answers:

- Serena Williams: tennis player
Bobby Fischer: chess player
Bill Gates: businessman (main founder of Microsoft Corporation)
1972 American Olympic basketball team: famous for losing a very close match to their rivals, the Soviet team

2 Ask Ss to read about two sets of rivals. They should ignore the words in bold for the moment. When they finish, put Ss in pairs to tell each other who won and how, without looking at their books. Go through the answers as a class.

Answers:

Chess rivals: Fischer won. He lost his temper, which upset Spassky and allowed Fischer to fight back and win.

Basketball rivals: the Soviet Union won. They scored in the final three seconds by throwing the ball from one end of the court to the other.

Optional alternative approach

Allocate texts to Ss, with Student A reading one text and Student B the other. AB pairs then tell each other about the texts they read.

3a Ask Ss to work in pairs to guess the meaning of the words in bold, using the context to help them. They should not use dictionaries or devices. If time is short, you can do this as a whole class.

Vocabulary checkpoint

Encourage Ss to notice the root words and use their understanding of affixes to help them guess meaning. For example, the root word *experience* and the prefix *in* can be unpacked to help understand the word *inexperienced*. Similarly: *un* (not), *predict* (say what will happen), *able* (can) means that *unpredictable* = cannot say what will happen. In other cases, the context is all that Ss have to work with, so discuss how they can identify a word's grammar and meaning by its position in the sentence.

b Ask Ss to now match the words in bold with their meanings, writing each word beside its definition. Emphasise that you do not expect them to know all the words and they should still not use dictionaries. When they finish, go through the answers as a class and discuss any items they are uncertain about. Drill the words as you check them. Point out the unusual pronunciation of *tough* /tʌf/.

Answers: 1 competitive 2 stubborn 3 confident
4 unpredictable 5 inexperienced 6 arrogant 7 reasonable
8 determined 9 tough 10 thoughtful 11 bold
12 remarkable

4  3.4 Ask Ss to read the example and explain that they should use one of the adjectives in Ex 3b to rephrase what they hear in the recording. **Weaker classes** may need to pause after each and discuss answers.

Answers:

- She sounds quite reasonable.
- He sounds quite arrogant.
- He sounds quite tough.
- She sounds quite stubborn.
- She sounds quite inexperienced.
- He sounds quite determined.
- He sounds quite confident.
- She sounds quite remarkable.
- He sounds quite unpredictable.
- She sounds quite competitive.
- She sounds quite thoughtful.
- He sounds quite bold.

Audioscript 3.4

- 1 She's usually very fair and sensible.
- 2 I hate him. He thinks he's better than everyone else.
- 3 You won't win. He's strong and not afraid.
- 4 She never changes her mind. It's really frustrating.
- 5 She doesn't know what she's doing. She hasn't done this kind of work before.
- 6 You won't be able to stop him once he's made up his mind.
- 7 He believes that he's good enough to win.
- 8 You'll be surprised – amazed even – when you meet her.
- 9 You never know what he'll do next.
- 10 She always tries hard to win.
- 11 She's quite serious and quiet.
- 12 He's not usually afraid of taking risks.

VOCABULARY BANK 3B p158

Adjective suffixes *-(ic)al, -ic, -ive, -ous and -y*

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Put Ss in pairs to complete the table using dictionaries, guesswork or their devices. Go through the answers.

Answers: 1 ambitious 2 competitive 3 creative
4 curious 5 energetic 6 enthusiastic 7 generous
8 greedy 9 historical* 10 imaginative 11 musical
12 romantic 13 trendy 14 wealthy

(*If Ss put *historic* rather than *historical*, explain that *historical* = concerning history, but *historic* = important moment in history; this will be covered in Lesson 3C.)

2 Ask Ss to underline the correct options in the sentences, then compare in pairs. Go through the answers.

Answers:

A 1 curious 2 enthusiastic 3 creative
B 1 wealthy 2 romantic 3 generous
C 1 energetic 2 imaginative 3 competitive 4 ambitious

3 Ask Ss to choose three adjectives from Ex 1 that describe them, then tell a partner. There are no fixed answers.

Further practice

Photocopiable activities: 3B Vocabulary, p190

App: 3B Vocabulary practice 1 and 2

Grammar

Comparatives and superlatives

Optional alternative activity

Ask Ss to recall how Spassky and Fischer were different and to provide examples. Prompt them with adjectives if necessary (*stubborn, arrogant, reasonable, young*). Write their ideas on the board and if there are any problems with the basic rules for comparatives, for example with short and longer adjectives, go over them. Elicit the form, then move on to Ex 5a. This approach may be suitable for **weaker classes**.

5a Ask Ss to identify which person or team from Ex 2 is referred to in each opinion. Tell Ss to compare in pairs, then elicit the answers.

Answers: a Spassky b Fischer c Soviet team
d American team e Spassky f Fischer g American team

b Ask Ss what is similar about the sentences in Ex 5a (they all make comparisons). Tell Ss they are going to use these examples to study some grammar. Give Ss plenty of time to read the grammar box and match an example to each rule, before checking in pairs. Check answers with the class and be prepared to give further explanations/examples where necessary.

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

6a  3.5 Focus attention on the sentences. Ask Ss to listen to the recording to notice how they're pronounced. If you think it's useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

We emphasise the extra information when we describe a big difference, stressing words such as *near* or *so*, to help the listener understand the emphasis. The greater the difference, the greater the stress. We tend to use much more exaggerated intonation when we express bigger or more surprising differences, and narrower or more hesitant intonation when we talk about smaller differences.

b Ss discuss which word gets emphasised in describing a big difference.

Answers: 1 b near 2 b so 3 b nearly

c Ask Ss to listen again and repeat, paying attention to the intonation. Drill chorally and individually if necessary.

7 This exercise practises the forms studied. Go through the first example with the class, eliciting the correct form of the adjective. Ss complete the sentences alone, then check in pairs. Check answers with the whole class. You may need to ask Ss questions to help them come up with the correct form such as: *Is it a short adjective? Is it a regular adjective? Is it positive or negative?*

Answers: 1 the best 2 as competitive as 3 much harder
4 far less stable 5 by far the tougher
6 older she got ... tougher she became
7 a bit more thoughtful 8 more of a family person
9 far more stable 10 more elegant 11 a lot more popular

Culture notes

The story of what happened between Tonya Harding and Nancy Kerrigan, as described in this short text, is explored in the award-winning 2017 film *I, Tonya*. If your Ss are interested in this story, you could watch it as a class.

8 Write the example prompt on the board and provide a possible continuation yourself, using a friend or family member. Ask Ss to work alone to think of statements. Point out that they will share these, so they need to be sensitive to other people in the class. There is no need for feedback as Ss will all have different answers but when they finish, ask Ss to tell a partner and give reasons where they can.

LANGUAGE BANK 3B pp.140–141

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

- 1 1 My twin sister was always *a lot more confident than me*.
 - 2 At school, she was *by far the most popular girl in the class* or *the most popular girl in the class by far*.
 - 3 It seemed that *the more popular she got, the less confident I became*.
 - 4 In class, she always worked *a lot more quickly than me*.
 - 5 But she was *never as hardworking as me*, and my results were always *far better than hers*.
 - 6 It was *less of a rivalry* and *more of a constant battle*.
- 2 1 among 2 slightly 3 hungrier/more hungry
4 as competitive as 5 better and better 6 greater

Further practice

Photocopiable activities: 3B Grammar 1, p188;
3B Grammar 2, p189
App: 3B Grammar practice 1 and 2

Speaking**Prepare**

9a Explain that Ss are going to read about two different inventors. Put Ss in pairs and name them A and B, then ask them to turn to the relevant pages and read.

b Ask AB pairs to tell each other about their inventor and say why the one they read about was better. **Fast finishers** can read each other's information and then decide which one was the best.

10a Work as a class to name famous rivals. You can prompt with the ones from the warm-up stage and elicit others that Ss are aware of in the categories mentioned. Make a list on the board.

b Ask Ss to choose one set of rivals and make notes about them in the areas given.

Teaching tip

For an activity to be successful, Ss benefit from having plenty of information to work with, especially **weaker classes**. Ss also benefit from discussing and preparing with others before speaking in pairs. This kind of preparation is particularly useful as it's a speaking task in itself. If you have time, it is worth extending this task to a research one, where a pair research one of the rivals each and practise what they are going to say before they share the information. The 'prepare and rehearse' stage helps them gain confidence.

Speak

11 Put Ss in pairs to tell each other. Encourage them to ask follow-up questions. When Ss finish, ask them to discuss and decide which pair of rivals was the most interesting and why.

Optional extra activity

Ss write a biographical text or magazine article describing the rivals they talked about. Encourage them to add pictures. These can be used for a wall display or online class magazine.

Reflection on learning

Write the following questions on the board:

What can you do better after this lesson?

What part of the lesson was most fun for you? Why?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 3B Ex 1–2, pp.140–141

Workbook: Ex 1–5, p21

App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 3C

Extended route: go to p88 for Develop your listening

3c Life's too short**Introduction**

The goal of this lesson is for students to summarise an argument. To help them achieve this, they will revise forming adjectives and the vocabulary of arguments.

Warm-up

Write on the board: *argument, disagreement, war, debate, fight*. Ask Ss to discuss the difference in meaning between the words in groups and write them in order of strength (*debate, disagreement, argument, fight, war*). When they finish, nominate a student from each group to share their ideas with the class. Tell them this is today's topic.

Reading and vocabulary**Arguments**

1 Put Ss in pairs to discuss the questions for a few minutes. Monitor and help if necessary. When they finish, have a show of hands to see who Ss argue with the most (sibling, parent, other relative, partner, boss, teacher, strangers) to see if there is a pattern.

2a Tell Ss they are going to read about three disagreements. They should choose one word in the box that caused each. Point out that two are not needed. Give Ss a few minutes, then ask them to check in pairs before going through the answers as a class.

Answers:

- 1 food (Ss may say age and respect – these are features, but food is the main cause.)
- 2 work
- 3 housework

b Ask Ss to read a second time for more detail and decide who is in the right in each case. Ask pairs to discuss before you check answers with the class. There are no fixed answers.

3 Ask Ss to choose phrases in bold from Ex 2a to replace the underlined phrases with similar meaning. Pairs can discuss ideas before whole-class feedback. Go over pronunciation and level of formality. *Pick a fight, gang up on and back down* are all informal.

Answers: 1 clashed with 2 backed down
3 find a compromise 4 contradict 5 intervened
6 didn't see eye to eye 7 picks a fight 8 underlying issue
9 had an issue with 10 ganged up on

4 Ask Ss to work in pairs and retell each story, using the words in bold. **Stronger classes** may be able to do this without looking. **Weaker classes** can have prompts to help them. Write a few of the phrases for each story on the board in the correct order for them to look at.

Optional extra activity

Put Ss in pairs to roleplay (one of) the three disagreements. If your Ss enjoy this kind of activity, elicit and input a few agreeing and disagreeing phrases first to help them and discuss how the situations require different levels of formality. For example:
That's just not right. I'm not very happy about that. I can't agree, I'm afraid. Let's try and find a compromise. No way! I see what you mean, but ...

Further practice

Photocopiable activities: 3C Vocabulary, p193

App: 3C Vocabulary practice 1 and 2

Language focus

Forming adjectives

5a Tell Ss they are going to look at adjective formation. Ask Ss to read the Language focus box and complete each adjective by adding the correct suffix. Complete the first answer as a class, then Ss continue in pairs.

b Tell Ss to check answers by finding the adjectives in the texts in Ex 2a. They should also decide if the meaning of each adjective is negative, positive or neutral. They can mark each word with (+), (-) or (n). Ask Ss to compare in pairs before going through the answers and discussing as a class.

Answers: 1 childish (-) 2 ridiculous (-) 3 sensible (+)
4 ethical (+) 5 tricky (-) 6 disrespectful (-)
7 apologetic (n) 8 hopeless (-)

Vocabulary checkpoint

The shades of meaning between adjectives with similar forms can be explored through examples in context:
economical = cheap – A large box of washing powder is more economical than two small ones.

economic = connected with finance – We can study economics at university.

childish = immature – It was childish to throw the cup on the floor.

childlike = innocent – She's like a child in a positive way.

Ask Ss to give examples to demonstrate the differences between other adjectives with similar forms (*sensible/sensitive, historic/historical, classic/classical, etc.*).

6a Ask Ss to say the words to themselves and decide which one is different in each group. Point out that you are looking at pronunciation, not meaning. For **weaker classes**, tell Ss to focus on word stress. Don't go through the answers as they will listen to the recording.

b **3.8** Ss listen to the words. Ask them to underline the stressed syllable in each word and then identify the odd one out in each group. Check answers with the whole class. Remind Ss that weak forms are common in unstressed syllables and highlight these if Ss are interested. Ss listen again and repeat the examples chorally and individually.

Answers: 1 outrageous 2 comfortable 3 colourful
4 traditional

7 Go through the first example with the class and write the answer on the board. Ss then work alone to complete the text before comparing in pairs. In feedback, nominate Ss to read the sentences aloud focusing on correct stress and weak forms. Write the answers on the board so Ss can confirm the spelling.

Answers: 1 likeable 2 sensible 3 hopeless 4 acceptable
5 disrespectful 6 apologetic 7 pointless 8 ridiculous
9 reasonable 10 outrageous

Optional alternative activity

Create two versions of the text in Ex 7 and make copies, with half the correct answers filled in for Ss A and the other half for Ss B. Ss then complete their five missing words. Organise Ss in AB pairs and get them to check each other's answers against the ones given. Monitor and listen to their pronunciation. This is a good approach for **weaker classes** and classes that need more speaking practice.

LANGUAGE BANK 3C pp.140–141

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. Elicit the first answer as an example. Ss work alone to complete the exercise, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 1 sensible 2 foolish 3 pointless 4 respectful
5 curious 6 Historical 7 logical 8 scary

Further practice

Photocopiable activities: 3C Language focus 1, p191;

3C Language focus 2, p192

App: 3C Language focus practice 1 and 2

Speaking

Prepare

8 Explain that Ss are going to do a roleplay about a disagreement. Name Ss A or B and refer them to the relevant pages to read their information and instructions. Ask them to prepare phrases and vocabulary they could use. Monitor and help as needed.

Speak

9 Put Ss in pairs to roleplay their disagreement. Remind them that they should try and find a compromise as well as express their feelings. Monitor and listen, taking note of good language and errors.

10 Ask Ss to sit with a new partner to report on the discussion they had, what they and their partner said and the final compromise (if any). When Ss finish, discuss their compromises as a class and give feedback on their language.

Optional extra activity

Put Ss A together in small groups and Ss B the same. Ss work together to read, plan and make notes. Regroup them in AB pairs to roleplay their disagreement. At the end of this, give feedback, then re-pair to repeat the roleplay. This is good for **weaker classes** who need more support and practice.

Reflection on learning

Write the following questions on the board:

*How important was the language you learnt in today's lesson?
In what situations will today's vocabulary be useful outside the class?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them if they'd rather not.

Homework ideas

Language bank: 3C Ex 1, pp.140–141

Workbook: Ex 1–5, p22

App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 3D

Extended route: go to p100 for Develop your reading

3D English in action

Introduction

The goal of this lesson is for students to be able to complain and give and respond to feedback. To help them achieve this, they will revise some useful phrases for such situations and adjectives to describe food.

Warm-up

Ask Ss to discuss how often they eat out and what kind of places they visit. Elicit the kinds of problems that can occur when eating out (no tables available, food not good, service slow, etc). Tell Ss that today's lesson is about how to express complaints in such situations.

Vocabulary

Adjectives to describe food

1 Ask Ss to discuss the questions in pairs. When they finish, discuss answers as a class and write useful vocabulary on the board. There are no fixed answers.

2a Refer Ss to the sentences and words in bold. Ask them what kind of words are in bold (adjectives) and what they refer to (food). Point out that some are negative but not all. Ask Ss to match sentences 1–9 with letters a–i. Ss can compare in pairs before you go through the answers, drilling as needed.

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

b Ask Ss to identify the adjectives that are negative. Check as a class.

Answers: tough, bland, greasy

c Ask Ss to decide which adjectives could describe the foods shown. Check as a class. Ss can make more suggestions of which foods can be described with the adjectives.

Suggested answers:

A creamy **B** crunchy, salty **C** filling **D** greasy, filling **E** spicy
F spicy, crunchy **G** creamy, bland **H** raw, crunchy, bland

3 Look at the first sentence as a class. Ask Ss to suggest completions, then ask pairs to continue with the remaining sentences. Check answers as a class.

Possible answers: (accept reasonable alternatives)

1 salty, greasy **2** crunchy, bland, raw **3** creamy, greasy
4 spicy, salty

Listening 1

4  **3.9** Explain that Ss are going to listen to seven short conversations about a problem in a restaurant and match them to the reasons a–c, writing the letter beside the numbers 1–7 as they listen. Go through the answers.

Answers: 1 c 2 c 3 a 4 c 5 b 6 a 7 b

Audioscript 3.9

Conversation 1

W1: How's your dish, madam?

A: The vegetables are a bit raw, actually.

W1: Oh, I'm sorry to hear that. I can ask the kitchen to cook them a bit longer.

A: Yes, OK. If you would.

W1: Of course, madam. Just bear with me a few minutes ...

A: Sure.

Conversation 2

B: Excuse me.

W2: Yes, sir.

B: Is this dish supposed to be so spicy?

W2: Well, yes, it is one of our more spicy dishes.

B: It's just too spicy for me.

W2: Oh, I'm sorry to hear that, sir.

B: Could I choose something else?

W2: Yes, of course. If you'd like to take a look at the menu, ...

B: Yes, OK. ... Sorry, I just wasn't expecting something quite so hot.

W2: That's absolutely fine. I'll mention it to the chef.

B: Thanks.

W2: Do you know what you'd like instead?

B: Not yet. Could you give me a couple of minutes to take a look?

W2: Of course. I'll come back.

Conversation 3

W1: How's your food, guys?

C: It's nice, but the side dishes haven't come yet.

W1: Oh, I'm really sorry about that. Something must have gone wrong. I'll go and check where they are.

C: Thanks. *[The waiter goes to the kitchen.]*

D: He's very friendly, isn't he?

C: Yeah, they're always very friendly in here.

D: Oh, he's coming back.

W1: I'm really sorry, but they forgot to do them. They'll be with you in a couple of minutes.

C: Oh, OK.

W1: I'm sorry again. I'll deduct them from your bill.

C: Oh, that's nice of you, thanks.

W1: And can I offer you another drink, compliments of the house?

C: Oh, that sounds good.

D: Great, I'll have a fresh orange juice, please.

Conversation 4

E: Excuse me.
 W2: How can I help?
 E: Could you warm this up for me?
 W2: Oh, I'm sorry. Is it not warm enough?
 E: No, it's completely cold in the middle.
 W2: Oh, of course. I'm sorry about that. I'll do that for you right now.
 E: Thank you.

Conversation 5

F: Excuse me! This isn't what I ordered.
 W1: No?
 F: No. I ordered the vegetarian pie, not the meat one.
 W1: Oh, that's odd. Are you sure it's meat?
 F: Totally sure.
 W1: I'll check it out for you. Hold on a minute.
 F: He could have been a bit more apologetic.
 G: I know. I don't think he believes you!
 F: He's coming back!
 W1: Yeah, er, the chef says it *is* vegetarian.
 F: Right. Well, it's not because I'm looking at pieces of meat right now. Could I speak to the manager?
 W1: Er, yeah, I'll see if I can find her. I won't be a minute ...

Conversation 6

H: Excuse me.
 W2: Yes, sir?
 H: We need to be somewhere in half an hour and the food still hasn't come yet.
 W2: Oh, that's no good.
 H: Could you check on the order for me?
 W2: Yes, of course. What did you order?
 H: I ordered the lasagne and my friend ordered the pancakes.
 W2: OK, let me check for you. Just give me a moment.

Conversation 7

W1: How is everything?
 I: Well, the sauce is very creamy, which is nice ...
 W1: That's good to hear.
 I: ... but I asked for no tomatoes and this dish has got tomatoes in it.
 W1: I'm sorry about that. I'll change it for you right away.
 I: OK, thanks.

5a Tell Ss they will listen again more carefully to complete the sentences. Clarify that Ss should put three words in each gap and that a contraction counts as one word. Play the recording and pause as needed to allow Ss time to write. Ask Ss to compare answers in pairs.

b Ask Ss to check their answers with the Useful phrases box. When they finish, clarify any words or phrases Ss are unsure of.

Answers:

- 1 a bit raw
- 2 a spicy for me b quite so hot
- 3 haven't come yet
- 4 a warm this up b in the middle
- 5 a what I ordered b the meat one
- 6 a be somewhere in b you check on
- 7 no tomatoes and ...

Optional alternative activity

If Ss have access to the audioscript, they can check the answers there. They can then listen again and read the script at the same time. This approach can support **weaker classes** or those who struggle with hearing small words such as articles and prepositions.

6a  3.10 Tell Ss they are going to listen carefully to notice the pitch of some speakers' voices when they want to sound more polite. You may need to pause the recording after each section.

b Play the recording again for Ss to repeat, focusing on their intonation.

Pronunciation checkpoint

Point out that rising intonation will help Ss to sound polite. Flat intonation suggests the opposite. Encourage Ss to repeat the phrases after you (or after the recording) with animated intonation and a wide pitch range. It doesn't matter if the intonation seems too exaggerated to begin with – this will help raise Ss' awareness of how intonation can reflect attitude.

7 Ask Ss to decide what they could say, using the Useful phrases box to help them. Ss can compare ideas, then go through the answers as a class.

Suggested answers:

(accept reasonable alternatives)

- 1 Excuse me. This isn't what I ordered.
- 2 The meat is a bit tough.
- 3 We need to be somewhere soon. Could you check on the order for me?
- 4 Could you warm it up?
- 5 I wasn't expecting something quite so spicy. Could I choose something else?
- 6 The side dish hasn't come yet.
- 7 Is this dish supposed to be so salty?

Listening 2

8  3.11 Tell Ss they are going to listen to conversations between a restaurant manager, David, and his staff. They should listen and match each conversation with one job, one piece of positive feedback and one piece of negative feedback. Ask Ss to compare answers, then check as a class. Ask Ss if they think the owner is good at giving feedback.

Answers:

Conversation 1: head chef, the food arrives quickly, some dishes a bit greasy
Conversation 2: waiter, never late for work, not polite enough
Conversation 3: owner, easy to work with, not friendly enough

Culture notes

It is a convention to give some good feedback as well as not so good. The theory is that we are more open to negative feedback if we have some praise first and then, after the negative feedback, we need to be built up again with more praise. This is called **the sandwich model**. Ask Ss if they have similar methods in their country and if they agree with this approach.

Audioscript 3.11**Conversation 1**

A: Sylvia, is now a good time to talk about the survey?
 B: Yeah, it's as good a time as any.
 A: Good, well, as you know we've been carrying out a customer satisfaction survey over the last couple of weeks and we've had about a hundred responses now ...
 B: A hundred?
 A: Yep.
 B: That's good.
 A: Yes, it is, and we've looked at the results, so now I want to give you, as the head chef, feedback on what customers think about the food.
 B: OK. Go ahead.
 A: The first thing to say is that customers are very positive about most of the food here.
 B: Good ...
 A: In particular, the delicious desserts get a big thumbs up.
 B: Ah, everyone loves my desserts!

- A: Absolutely, me included!
 B: [laughs]
 A: And they also said that they like the fact that they don't have to wait long for the food to arrive.
 B: Yeah, well, we try to be quick.
 A: Now, there was the occasional comment about some of the dishes being too spicy but, to be honest, some people hate spicy food and some people love it and it's impossible to satisfy everyone.
 B: And we do clearly label those dishes as spicy on the menu.
 A: That's right. Also, quite a few customers did comment that the meat dishes are a bit greasy and a bit tough, that was the biggest complaint.
 B: Oh, really?
 A: Yeah. I think people like their food to be healthy these days and our customers are no exception.
 B: I think that's true, but at the same time I want to explain my side. We have a new supplier for our meat and fish and, to be honest, the quality is not as good as the previous supplier.
 A: OK, that's a good point and it's one I'll bring up at the next meeting with the owner.
 B: OK.
 A: But for now, perhaps you could bear that feedback in mind when you're preparing the dishes.
 B: If the ingredients are poor quality, there's not much I can do ...
 A: I understand and I know you're doing your best but like I say, please bear it in mind.
 B: All right. I'll do that.
 A: Great. I think that's it. And you've got to get back to work.
 B: Yep. ... Darren, how are you getting on with those chocolate mousses?

Conversation 2

- A: Lex, have you got a moment to talk about the survey results?
 C: Survey results?
 A: Yeah, you know, the customer satisfaction survey.
 C: Yeah, OK, sure.
 A: Great. Now, as you know, we've asked a lot of customers to fill out a short questionnaire about what they like and what they don't like about the restaurant ...
 C: Well, I'm sure I was very popular! I always get on with the customers ...
 A: Well, that's what I want to talk about. But first, I want to say that your punctuality is very good.
 C: Thank you very much!
 A: You're always on time and that is one of your strong points.
 C: 'Course! Never late, me.
 A: However, as one of our waiting staff, it's important that you know exactly what people think about the service.
 C: Yeah, understood.
 A: The general feeling was that the service is a bit too ... informal at times.
 C: Informal?
 A: Yes. Unfortunately, many people felt that they were being treated like a friend rather than a customer.
 C: Really?
 A: Really. Basically, they'd like to be treated with a little more ... politeness.
 C: Don't they like having a chat and a laugh with me?
 A: Some customers like it but a lot of them don't.
 C: Oh ... I see.
 A: You might like to try being a bit more ... professional. Still friendly, still warm, but also professional.
 C: Right, yeah. I'll take that on board.
 A: Thanks, Lex. I knew I could rely on you to understand.
 C: Yeah, OK.
 A: You'd better get back to work, I guess. The doors are opening in half an hour.
 C: All right, yeah, thanks, boss.

Conversation 3

- D: Come in, David.
 A: Thank you.
 D: So, how has it been going with the feedback from the survey? Have the staff taken it on board?
 A: By and large, yes. Some of them found it quite hard to accept that not everything is perfect, but overall, they've responded very well.
 D: Good, OK, well, that means that as the owner I also need to give you feedback on your performance here as the manager.

- A: OK.
 D: Because you've been with us for about 18 months now?
 A: That's right.
 D: Well, I've spoken to some of the staff to get their opinions and also some of our regular customers.
 A: OK.
 D: And of course, I have my own opinions.
 A: Of course.
 D: So, overall people felt that you do your job very well.
 A: That's good.
 D: They appreciate your honesty and your directness ...
 A: OK ...
 D: And they find you easy to work with and reliable.
 A: All right. Any criticisms?
 D: Just one really. Some people felt you could be a bit more ... friendly.
 A: Friendly?
 D: Yes, that was something that one or two customers mentioned and also a couple of the staff.
 A: Right.
 D: They said that you're very professional and reliable, but sometimes they also wanted someone who could give them a smile and make them feel ... appreciated.
 A: I see.
 D: I don't think this is a big deal at all, but perhaps it's something that could be improved?
 A: I'd like to respond to that if I may.
 D: Sure.
 A: From my point of view, I think it's my job to make sure that everyone is working well and that customers are happy, but I don't think it's my job to make the *staff* happy.
 D: Yes, I see what you mean. But perhaps it's something as simple as a smile and a, 'How are you?' People like to feel that the manager notices them.
 A: OK. I'll try to be a bit more ... positive to staff ...
 D: And customers?
 A: And the customers, of course. I'll try to be a bit more friendly.
 D: Great. Now let's talk about the new restaurant that we're going to open up in Whiteside Bay next year. As you know, ...

9a Refer Ss to the Useful phrases and tell them you will play the three conversations again. As they listen, they should mark the phrases in the box 1, 2 or 3, depending on which conversation they heard them in. Pause after each conversation so they can compare answers. Go through the answers as a class.

Answers:

Conversation 1

The first thing to say is that (customers are very positive).
 (The delicious desserts) get a big thumbs up.
 That was the biggest complaint.
 Perhaps you could (bear that feedback in mind).
 I want to explain my side.

Conversation 2

The general feeling was that (the service is a bit too informal).
 (Punctuality/That) is one of your strong points.
 Unfortunately, many people felt that (they were being treated like a friend).
 You might like to try being a bit more (professional).
 I'll take that on board.

Conversation 3

Overall people felt that (you do your job very well).
 They appreciate (your honesty).
 Some people felt you could be a bit more (friendly).
 (It's something that) could be improved.
 From my point of view, (I think it's my job to ...).

b Ask Ss to write feedback notes for the six situations, using the words in brackets and the Useful phrases. Monitor and help.

Possible answers:

- 1 Perhaps you could be a bit more punctual.
- 2 Customers appreciate your positive attitude.
- 3 The first thing to say is that you're hard-working.
- 4 Customers have to wait a long time for their food. That was the biggest complaint.
- 5 The cleanliness of the kitchen is one of your strong points.
- 6 People felt you could be more polite.

Speaking

10a Put Ss in pairs and name them A and B. Ask them to turn to the relevant page and read their roles.

b Ask Ss to have their discussion for Situation 1, referring to the Useful phrases to help them. Monitor and listen. Give Ss feedback on what they did well and not so well.

11 Ask Ss to repeat the activity with Situation 2. **Fast finishers** can improvise more conversations with other members of staff.

Optional extra activity

If Ss have access to the audioscript, put them in pairs to practise reading the conversations in Ex 8 before preparing their own. This is a good stepping stone for **weaker classes** who need to gain confidence.

Reflection on learning

Write the following questions on the board:

How will the language of today's lesson be useful in your daily life?

How will it be useful for you on holiday or when at work?

Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.

Workbook: Ex 1–5, p23

App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

3A Develop your writing

Introduction

The goal of this lesson is for students to write a personal anecdote. To help them achieve this, they will focus on showing the time and sequence of events.

Warm-up

Ask Ss to discuss whether they read personal stories and where (in print, on the computer, on their phone). Find out if they have been inspired to take action after reading a personal story. If time allows, describe a personal story currently in the news where someone is standing up for themselves (or show a short video) and ask for comments.

1 Put Ss in pairs to discuss the quotes and say which they agree with. After a few minutes, conduct brief feedback.

2 Refer Ss to the two personal stories. Ask them to read and decide if each question applies to Story 1, Story 2, both stories or neither. Check that Ss understand the difference between *humiliated* (= publicly made to feel foolish) and *ashamed* (= personally sorry about something you did). Give them a few minutes to read and mark the questions. Then ask Ss to check in pairs before going over the answers.

Answers: 1 neither 2 2 3 both 4 neither 5 1 6 2
7 both 8 2

3 Look at the example, then ask Ss to match the phrases in bold to the meanings. Then put Ss in pairs to compare answers. After a few minutes, elicit answers.

Answers:

Story 1

1 As soon as 2 One day 3 in the late 90s 4 immediately
5 Nowadays 6 The following day 7 in the meantime

Story 2

8 Eventually 9 Over time 10 Not so long ago
11 A fortnight later 12 After years of 13 Meanwhile
14 In the end 15 all of a sudden

4 Tell Ss to read the Focus box, then deal with any questions. Ask Ss to find one more expression for each category in the stories in Ex 2. Go through the answers.

Answers:

- 1 **One day**, we had to do a science project ...
- 2 **A fortnight later**, I quit my job.
- 3 **Meanwhile**, I just calmly did my make-up.
- 4 I **immediately** realised what a fool I'd been.

5a Ask Ss to work alone to select the best option to complete the sentences. They will need to think about punctuation, sentence position, tense and meaning. Clarify that more than one option may be possible.

b Put Ss in pairs to compare answers, then go through them as a class. Where more than one option is possible, discuss any difference in meaning.

Answers:

- 1 in the early 00s
- 2 Over time (= gradually)/In the meantime (= while something else was happening)
- 3 All of a sudden (= suddenly)/In the end (= after some time)
- 4 meanwhile
- 5 immediately
- 6 After years of
- 7 Eventually/In the end (little difference in meaning)
- 8 Nowadays

6 Ask Ss if they can recall an occasion when they stood up for themselves. Tell a relevant anecdote of your own, if possible.

Optional alternative activity

Ask Ss if they know any stories about standing up for yourself in films, books, TV series, etc. You could suggest examples such as *Mean Girls*, *Matilda*, *Billy Elliot* or *The Karate Kid*. Ask them to summarise the story.

Prepare

7a Ask Ss what they are going to do now. They will know that they are going to write a personal anecdote. Tell them they can choose the experience they talked about in Ex 6 or they can invent one.

b Ask Ss to use the questions to prepare their story, noting down key words but not writing full sentences. Monitor and help with ideas and vocabulary. There is no need for whole-class feedback because all Ss will be working on different ideas.

c Ask Ss to select some time phrases from this lesson that they will include in their story. Suggest that they include at least three of the phrases.

Write

8a Ask Ss to write their anecdote, using the notes they have made. They should write alone, then work with a partner using the checklist provided to give each other feedback.

b Ask Ss to write a second draft, using the feedback they have received. Monitor and help as needed.

Homework ideas

Workbook: Ex 1–8, pp.26–27

3B**Develop your listening****Introduction**

The goal of this lesson is for students to understand most of a TV/radio programme. To help them achieve this, they will focus on ignoring filler phrases.

Warm-up

Ask Ss what kind of street entertainers are common in their country (singers, musicians, living statues, acrobats, magicians, etc.). Ask Ss whether they enjoy street performances and why the performers do this.

1 Ask Ss to look at the photo and discuss the questions in pairs. After a few minutes, elicit answers.

2a Tell Ss they are going to hear an interview with a world champion living statue. Before they listen, they should predict his answers to the questions. Ask Ss to discuss in pairs, then ask for feedback, writing some predictions on the board.

b  **3.6** Play the recording and ask Ss to listen and check their predictions. They can discuss in pairs before you check answers as a class.

Answers:

- 1 19 years
- 2 several hours
- 3 detail-oriented, competitive, determined, a bit tough, a bit stubborn
- 4 one hour
- 5 connection or interaction with your audience
- 6 never perform on an empty stomach, good stomach muscles,
- 7 because he's well-known, so he's invited to perform at company parties and conferences

c Ask Ss to work in pairs and discuss what they found surprising.

Audioscript 3.6

Evan: ... So, being a living statue is not actually something I planned to do, it was kind of just a fun job I took on while I was at university, you know, to earn a bit of extra money and when I did it actually, it turned out that I was quite good at it.

Interviewer: So, how long have you been doing it now?

Evan: About 19 years.

Interviewer: Wow! And what was your degree in?

Evan: Actually, it was in economics!

Interviewer: Oh, right, so your degree had absolutely nothing to do with performance or anything.

Evan: No, nothing at all!

Interviewer: But has it helped you in any way?

Evan: I would say no, it hasn't really helped me much. Studying economics and working as a living statue have nothing in common with each other. Plus I've pretty much forgotten almost everything I learnt at university.

Interviewer: And you're actually a world champion living statue, aren't you?

Evan: Yep, that's right. I, um, yeah, I actually won the World Living Statue Championships in the Netherlands a couple of years ago and that was, well, that was a great honour for me. It's like an invitation-only event and they're, well, you could say they're the Academy Awards of our profession so, yeah, yeah I was really pleased to win.

Interviewer: And what do you actually have to do as a living statue?

I mean, the short answer I'm sure is nothing, you just keep very still for as long as possible, but there's more to it than that, isn't there?

- Evan:** Yes, absolutely. The first thing really is coming up with a kind of new and creative idea for a performance and then you have to, you know, you have to practise and find the right clothes and the props and stuff and do the full body make-up.
- Interviewer:** Full body make-up?
- Evan:** Yeah, for example, if I'm a gold statue then, you know, I'll, like, paint my whole body gold, or if I'm a marble statue obviously, I'll paint my whole body white, and then I'll paint in the faint blue lines, and that kind of thing, to make it look realistic, and that can take several hours.
- Interviewer:** What did you do for the World Championships?
- Evan:** Um, for the World Championships I was a stone statue and I painted in these tiny cracks so that I looked like a kind of old, almost falling apart statue, and I think the judges really appreciated that, so to speak, they liked the attention to detail and that's the difference between people like me who do it for a living and ... students who are just doing it for a bit of money over the summer, you know. We're much more experienced, much more convincing and really just a lot better at the job, you know, we have a lot more inner peace, so to speak.
- Interviewer:** So you need to be quite detail-oriented to be a living statue. What else?
- Evan:** Well, I think you need to be quite competitive and determined, you know, because you're like battling against yourself and your natural desire to move. So yeah, I would say you've got to be a bit tough and a bit stubborn to stand there for that amount of time.
- Interviewer:** What's the maximum amount of time you can stand still without moving?
- Evan:** Well, if I really have to, I can stand completely still for an hour, but a whole session might last six hours ...
- Interviewer:** Six hours?
- Evan:** Yes, but, you know, you need to take breaks in that time and change position and stuff like that. But, you know, standing still is not actually the point of being a living statue because otherwise, they might as well get a real statue if you see what I mean.
- Interviewer:** Yep, I get it. So, what is the point, I mean why do you do this job?
- Evan:** The point really is the connection you make with your audience and that connection comes from the small, surprising movements that you make when people are looking at you. Those tiny movements that are, how can I put it, part of the character.
- Interviewer:** So you mean the winks and the small smiles ...
- Evan:** Yes, that's right. Some people really believe you are a statue and even if they don't, they're waiting for you to, you know, to do something, so when you do make a tiny movement, they tend to kind of explode with laughter, so to speak. And it's that interaction between the audience and the performer, that's really what it's all about.
- Interviewer:** What is the secret then of being a good living statue?
- Evan:** Well, yes, firstly never try and perform on an empty stomach. If you get hungry you can, like, start to feel light-headed or dizzy so you know, you always need to eat something first. And what else? Well, good stomach muscles are key. You need to have good stomach muscles to hold those positions.
- Interviewer:** And the million-dollar question – how much do you earn as a living statue?
- Evan:** Ah, well, that's a bit of a secret really but I earn more, now that I'm kind of, well-known, so to speak, because I get paid by companies to perform at their parties and conferences and things like that.
- Interviewer:** Oh, I see.
- Evan:** But if you're starting out, then you have to perform on the streets and the money you earn is what people throw into your hat, if you know what I mean, and that, that's not really enough to live on, particularly if it's winter and you're standing in the wrong place, if you see what I mean ...

3 Tell Ss they are going to listen again more carefully. Play the recording for them to complete the sentences, pausing as needed. Go through the answers. Ask Ss what the phrases have in common (they are fillers that don't add meaning).

Answers: 1 Actually 2 I would say 3 well 4 you know 5 and that kind of thing 6 kind of 7 so to speak 8 if you see what I mean 9 how can I put it 10 like

4 Read the Focus box as a class, with different individuals reading sections aloud. Then ask pairs to discuss the question, adding more fillers to the box.

Answers: Phrases 3, 5, 7, 8, 9

5  3.7 Tell Ss they will hear six more extracts from the interview and they should write the answer, not including the fillers. Ask them to read through the questions first to prepare, then listen. Before feedback, put Ss in pairs to check their answers are grammatically correct, then go through the answers.

Suggested answers:

- 1 About ten euros each time I get dressed up.
- 2 No, because you need to be very patient and determined.
- 3 I set an alarm on my phone to vibrate after an hour, then I hide my phone in my costume.
- 4 You don't scratch it and eventually it goes away.
- 5 When people come really close and breathe all over you.
- 6 I don't have one. I do the job because I enjoy it.

Audioscript 3.7

- 1**
Interviewer: How much do you spend on make-up?
Evan: Oh, um, good question. Well, let me think, I guess it, um ... it probably costs a bit less than, let's say, ten euros each time I get dressed up.
- 2**
Interviewer: Can anyone learn to be a living statue?
Evan: Well, I would say not, because, you know, you need to be, like, very, very patient and determined.
- 3**
Interviewer: If you're paid to perform for an hour, how do you know when your hour is finished?
Evan: Hah! That's a good one! Yes, well, it's like this you see, I set the alarm, you know, on my phone to, like, vibrate after an hour or so, and then I kind of hide the phone somewhere in my costume and, you see, when it vibrates I know it's, like, time to stop.
- 4**
Interviewer: What do you do when you need to scratch an itch?
Evan: Um, that's kind of a simple one really, you kind of, just, don't do it and, like, eventually it just kind of goes away.
- 5**
Interviewer: What do you hate about the work you do?
Evan: Well, I'm glad you asked that because it's kind of like this: what I really can't stand, and this is no offence to my audience, but I really can't stand it when people come really close and kind of breathe all over you. Yuk!
- 6**
Interviewer: What is your goal now that you're a world champion living statue?
Evan: Actually, I would say that, you know, I don't really have a goal any more. I just do the job because, strangely, I really enjoy it.

Optional extra activity

If Ss have access to Audioscript 3.7, they can underline the filler phrases in it. Play the audio at the same time so that Ss can notice the way the fillers are spoken. Ask them to read the extracts with and without the fillers to see what is added. Point out that the fillers make speech sound more natural, even if they are not essential to meaning. They also allow the speaker to 'buy time' while they think about how they want to respond.

Teaching tip

Ss often enjoy listening again while reading the audioscript, as they can catch details that they may have missed. While it does not help with developing listening skills, it can be enjoyable when analysing a text for features or looking for specific language.

6 Ask Ss to discuss the questions in pairs, then discuss their answers as a class and see which type of street entertainer is the most popular and why. Elicit a list of problems faced by street performers (people being rude, the weather, needing the bathroom, not enough people passing by, etc.).

Homework ideas

Workbook: Ex 1–3, p26

3c Develop your reading

Introduction

The goal of this lesson is for students to understand a magazine article. To help them achieve this, they will focus on using a monolingual dictionary.

Warm-up

Tell Ss that today you'll be looking at using dictionaries. Ask them to discuss the following questions: *Do you use a paper dictionary or your phone/device to translate? When and why? What are the advantages of using a monolingual/bilingual dictionary? Are dictionaries still valid?*

- Put Ss in pairs to talk about the questions. After a few minutes, conduct brief feedback. Ask a few groups what they answered and see if there are any common choices in the class.
- Ask Ss to read quickly and find out the answer to the question. Give them a few minutes, then check the answer.

Answers:

Three:

- the invention of the sandwich
- the arrival of pre-prepared sandwiches
- machines taking over the production of sandwiches from humans.

Teaching tip

Reading a text quickly for the first time is called reading for gist. This is a strategy for Ss to get an overview of a text as well as being better prepared for its content when looking at it in detail later. A time limit helps Ss develop their gist-reading skills, so it's a good idea to give a specific time frame. Simply asking Ss to 'read quickly' may make them feel stressed!

Culture notes

Marks & Spencer is a British clothing and homeware store which also has a high-quality food department. It is a popular lunch stop for workers as, like many British supermarkets, it sells ready-made sandwiches and salads. It is quite unusual for workers to eat lunch in a restaurant on a working day and the majority will eat a sandwich at their desk – the most popular filling being cheese. The average 'lunch hour' is about 30 minutes, with more than half the population having no lunch hour at all. Ss may like to compare this with their own countries.

3 Tell Ss they will now read the article more carefully and choose the correct answers to the questions. Allow a few minutes, then ask Ss to compare choices in pairs before going through the answers as a class. In each case, ask Ss to locate the answers in the article.

Answers: 1 b 2 c 3 c 4 b 5 a 6 c 7 a 8 b

4a Ask Ss to look at the context for the word *momentous* and suggest meanings. This can be a brief stage as Ss will check their ideas in the next exercise.

b Ask Ss to look at the Focus box and find the answer. Discuss how close Ss were in their guesses.

5a Ask Ss to guess the meaning of the other words in bold. Tell them they have a few minutes and they should refer to the context to help them, but they should not use any phones, devices or dictionaries yet. Then ask them to check in a monolingual dictionary.

b Point out that Ss should use dictionary entries to find out the number of syllables and common collocations for each word in bold. Discuss how syllables are usually shown in a dictionary (with a short vertical line or dot between each syllable; the vertical line comes before the stressed syllable). Ss make notes and then compare in pairs.

Optional alternative activity

Ask half the class to use a device, bilingual dictionary or online translation tool, and the other half to use a monolingual dictionary. When they finish, pair up Ss from different halves of the class to discuss their experience and which method is better, quicker, more accurate, etc.

6 This is an opportunity for Ss to comment on what they have read. Ask them to work in pairs. When they finish, open up a whole-class discussion.

Homework ideas

Workbook: Ex 1–7, pp.24–25