


is contributing to the greenhouse effect. It's both safer and cheaper to generate electricity in nuclear power stations.
That's true in a way, I suppose. (=sceptical)

Hey, what do you think of - er ... John and Mary's new flat?
 Michael: Well, you know, I can't help thinking they - they kind of made a mess of the decoration. You know what I mean?
 Yeah, I know: all those rainbow colours in the living room - oh!
 Michael: I mean, if you're decorating a room it's supposed to be relaxing and calm - bright red and yellow and blue, it just makes you feel restless and uncomfortable.
 Joanne: That's true! (=complete agreement)

(Time: 3 minutes 15 seconds)

C This discussion could be started off by everyone in the class adding more topics for discussion on the board in the classroom.

D  In this 'jigsaw reading' activity, student A sees the first part of the article in Activity 16, student B sees the second part in 51 and C sees the last part in 69. Each person finds out some information about Prince Charles's views on architecture, which he or she must share with the others.

It may be necessary to remind students that this is not a 'reading aloud' exercise: students should study their part of the text and then find out the main points of information that the others have gleaned from their parts of it.

E If you have any large photos showing controversial buildings, bring them to class so that they can be discussed too.

6.3 Articles

Grammar

A Suggested answers

- 1 I'm going to buy a paper.
 - a newspaper
 I'm going to buy some paper.
 - writing, typing or wrapping paper
 I'm going to buy the paper.
 - the newspaper I usually take, or the writing paper that was mentioned earlier

Unit 6: Buildings and homes

- I'm going to buy paper.
- writing, typing or wrapping paper not another product
- 2 There's a hair in my soup!
- one hair
There's hair in my soup!
- quite a lot of hair
There's the hair - in my soup!
- the hair that was mentioned earlier
There's some hair in my soup!
- one hair or several hairs
- 3 Ask a teacher if you have a question.
- it doesn't have to be a particular teacher
Ask the teacher if you have a question.
- your own teacher, or a particular one we have in mind
Ask any teacher if you have a question.
- every teacher will be willing and able to answer the question
- 4 She has some grey hairs.
- just a few grey hairs
She has some grey hair.
- more than just a few
She has grey hair.
- all her hair is grey
She has a grey hair.
- just one grey hair
- 5 After leaving school he went to sea.
- he worked as a seaman after finishing his education
After leaving the school he went to the sea.
- he went out of the school building and down to the sea shore, perhaps for a swim

B Brief comments on the uses shown in the examples (for more information, consult PEU or a similar reference book)

The or Ø (zero article)

- 4 I don't really like towns but I do like the towns in this region.
- in general - the particular towns here
- 5 Modern architecture is impressive, but the architecture of the 1970s was terrible.
- in general - in particular
- 6 They enjoy living in the city but they often spend (the) weekends in the country.
- a particular city, or a city in general - (optional) - in general

- 7 She's looking forward to going to the Atlantic / the Middle East / Hotel.
- These are examples of place names
- 8 He's looking forward to seeing Trafalgar Square / Lake Superior Airport / Waterloo Station.
These are examples of place names
- 9 There are twenty students in the class today.
- this particular class - at school

A or Ø

- 10 They're both public employees and teachers.
- jobs or professions: plural and singular
- 11 They have a dog called Rover and two children.
- not two dogs or two cats
- 12 I'd like a glass of milk and a glass of juice.
- one of each
- 13 Windows are made of glass.
- materials or origins of products

Some or Ø

- 14 There are some amazing new buildings in the city.
- more than one, several
- 15 Would you like some tea?
- a cup of tea - which will you have?
- 16 People are funny, aren't they?
aren't.
- all people, in general - not all

C Answers

- air U - breath C
architecture U - plan C
behaviour U - reaction C
bridge C - engineering U
cash U - coin C
clothing U - garment C
cooking U - kitchen C
experiment C - research U

- 7 She's looking forward to going to the Philippines / the Odeon / the Atlantic / the Middle East / the Nile / the Sahara / the Royal Hotel.

- These are examples of place names that take the definite article.

- 8 He's looking forward to seeing France / Asia / Oxford Street / Trafalgar Square / Lake Superior / Westminster Abbey / Gatwick Airport / Waterloo Station.

These are examples of place names that take the zero article.

- 9 There are twenty students in the class, but only ten are in class today.

- this particular class - at school, not absent

A or Ø

- 10 They're both public employees: she's a tax inspector and he's a teacher.

- jobs or professions: plural and singular

- 11 They have a dog called Rover and a cat, but they haven't got any children.

- not two dogs or two cats

- 12 I'd like a glass of milk and a cheese sandwich.

- one of each

- 13 Windows are made of glass. Cheese is made from milk.

- materials or origins of products

Some or Ø

- 14 There are some amazing new buildings in the city.

- more than one, several

- 15 Would you like some tea? Would you like tea or coffee?

- a cup of tea - which will you choose?

- 16 People are funny, aren't they? Some people are funny, some aren't.

- all people, in general - not all, just a certain proportion

C Answers

air U - breath C

architecture U - plan C

behaviour U - reaction C

bridge C - engineering U

cash U - coin C

clothing U - garment C

cooking U - kitchen C

experiment C - research U

fact C - information U

flu U - cough C

gadget C - equipment U

harm U - injury C

job C - work U

joke C - fun U

journey C - travel U

laughter U - smile C

Unit 6: Buildings and homes

luck U – accident C
luggage U – suitcase C
peace U – ceasefire C
permit C – permission U
poetry U – poem C
progress U – exam C
report C – news U

safety U – guard C
thunderstorm C – lightning U
traffic U – vehicle C
tune C – music U
university C – education U
water U – drop C
weather U – shower C

D Refer to a dictionary for examples of the two uses of these words if necessary.

E Corrected sentences

- 1 If there has been a robbery you should call the police.
- 2 Her brothers were all in bed asleep when she left home in the morning.
- 3 Most houses in the South of England are built of brick.
- 4 He's in hospital having an operation.
- 5 no errors
- 6 What wonderful news about Henry's sister getting a/the scholarship!
- 7 How much luggage are you going to take on the plane?
- 8 I'd like some information on holidays in the USA. Can you give me some advice?
- 9 What a magnificent view of the mountains in the distance!
- 10 He has brown eyes and a moustache.

F Suggested answers

- 2 First of all make sure you disconnect the computer from the mains before you lift the cover. Then to replace the battery you have to use a screwdriver to loosen the screws shown as A and B on the diagram and then lift the cover. Take out the old battery from the socket labelled Z and replace it with a fresh battery.
- 3 Could you send us the instruction manual for the machine we ordered at the end of the month? The Production Manager would also like a copy of the specification sheet, please.
- 4 When you're in the supermarket, could you get a kilo of potatoes, some ketchup, a loaf of bread, a bottle of wine, and some food for the cat – she only eats the sort with the blue label, remember.
- 5 Is a building like a work of art or is it a piece of engineering? Should it be designed for the people in the street and also for the people inside? Is a building a 'machine for living in' where every part of it has a function? Or can some of the parts be for decoration, so that it is a 'pleasure to the eye'?

G Complete passage

60% of families in the UK own money (known as a mortgage) for have to make £ monthly repayments for 20–25 years. Borrowers can three times their annual salary, but of 10% of the purchase price. £ home several times in their lives. couple to start as 'first-time buyers' move to a larger house when the children have left £ home, to move bungalow. Usually they move into new home that has been built on in £/the lower income groups and accommodation, for example in

Moving home can be a stressful traumatic than a bereavement or of a house are part of a 'chain', on a whole series of strangers doing. If one deal falls through at the end down and no one is able to move

6.4 Using abbreviations

A Answers

i.e. – that is c.g. – for example
pp. – pages qv – see another
ch. – chapter ed. – edited by
NB – important note intro.

B Answers

- 2 personal assistant
- 3 £15,000 per annum
- 4 not applicable
- 5 enclosed curriculum vitae and
- 6 as soon as possible
- 7 reference number
- 8 15 packs at £19.99 (including the usual 15 per cent discount)
- 9 Limited public limited company
- 10 telephone number extension
- 11 on behalf of Department

G Complete passage

60% of families in the UK own their own homes after borrowing money (known as a mortgage) from a building society or bank. They have to make Ø monthly repayments of the total sum (plus interest) for 20–25 years. Borrowers can usually borrow a sum equivalent to three times their annual salary, but need to put down a cash deposit of 10% of the purchase price. Ø people in Britain tend to move Ø home several times in their lives. The typical pattern is for a young couple to start as 'first-time buyers' in a small flat or house, then move to a larger house when they have a family and, when the children have left Ø home, to move into a smaller house or bungalow. Usually they move into Ø other people's houses or into a new home that has been built on a new estate by a builder. Families in Ø/the lower income groups are more likely to live in Ø rented accommodation, for example in a council house or flat.

Moving home can be a stressful experience, only slightly less traumatic than a bereavement or divorce. Often the buyer and seller of a house are part of a 'chain', where the sale of one house depends on a whole series of strangers doing the same thing at the same time. If one deal falls through at the last moment, the whole chain breaks down and no one is able to move.

6.4 Using abbreviations**Word study****A Answers**

i.e. – that is e.g. – for example fig. – figure
 pp. – pages qv. – see another entry cf. – compare
 ch. – chapter ed. – edited by para. – paragraph
 NB – important note intro. – introduction cont'd – continued

B Answers

- 2 personal assistant
- 3 £15,000 per annum
- 4 not applicable
- 5 enclosed curriculum vitae and photograph
- 6 as soon as possible
- 7 reference number
- 8 15 packs at £19.99 (including Value Added Tax) per dozen, with the usual 15 per cent discount
- 9 Limited public limited company
- 10 telephone number extension
- 11 on behalf of Department

C Answers

- 1 Dr Brown doesn't live at 43 St Albans Ave any more - she's moved to no. 120, hasn't she?
- 2 LPs don't sound as good as CDs.
- 3 The USSR is over 22 million sq. km. in area: it's 70 times larger than the UK.
- 4 This equipment operates at 240 v. AC, not DC.
- 5 At the end of the talk there wasn't time for a Q & A session.

D This section contains four separate activities. If you can bring copies of some English-language newspapers to class the first one could be done right away without preparation.

Find out from the class which international abbreviations are different in their language(s) and in English, e.g. USSR.

Some more common abbreviations:

EC/EEC NATO UNO P.S. PC ASAP Rd Sq.
PTO km. RSVP

6.5 Make and do

Verbs and idioms

A Answers

MAKE collocations:

the most/best of a situation, a cake, mistakes, a plan, a habit of, arrangements, a suggestion, improvements, a decision, an effort, an excuse

DO collocations:

the shopping, your best, some painting, someone a good turn, someone a favour, an exam (also take), some cooking, harm, some reading, good

B Answers

- | | |
|---------------------|-----------------------------|
| 1 make way | 10 making up to |
| 2 make out | 11 do-it-yourself (DIY) |
| 3 make up | 12 over and done with |
| 4 made it up | 13 dos and don'ts |
| 5 make do with | 14 do without |
| 6 make out | 15 did away with |
| 7 make it up to you | 16 has something to do with |
| 8 makes out | 17 had nothing to do with |
| 9 make | 18 do up |

7 Put it in writing

7.1 The unstoppable A

A To save time in class, the text is prepared as homework.

Answers


- 1 1,286 words; in the New York Times
- 2 various people in previous administrations
- 3 Details of futile feats (and world records)
- 4 One rainy Wednesday in February
- 5 calendar; he had nothing planned
- 6 Mr Stein is an economist, working
- 7 Sukoff is a freelance writer and
- 8 Mr Stein did, Mr Sukoff didn't
- 9 Using a personal computer, rather
- 10 Mr Stein's
- 11 1,404 words; the San Francisco Chronicle
- 12 about Mr Stein's record and explaining
- 13 the sentence
- 14 Quoting Mr Stein's sentence; quoting
- 15 book
- 16 They feel restricted by unwritten rules
- 17 having to fit their ideas into a short
- 18 by the number of words they write
- 19 By editing their work and inserting
- 20 A mere 500 or so

B The 'synonyms' given here show the words in the contexts: they are not definitions. There is other vocabulary in problems, but this exercise picks out the

Answers


respectively = separately in the order mentioned
emulated = copy futile = pointless
entry = piece of information in a reference

C Ask each group to report back on their discussion.

D  In this Communication activity, student A looks at Activity 10, while B looks at 28. Each has different information about graphology. Follow the procedure suggested in the Student's Book.

7.6 Writing business letters

Reading

B  The idea of this exercise is to encourage students not to depend on dictionaries or the teacher – or despair – when they come across unfamiliar words. All the meanings can be deduced from their context.

Suggested answers

remorse = regret
whodunit = who is responsible (a whodunit is a detective story)
suspect = not to be trusted
deadwood = unnecessary/superfluous text
sap the strength = take away the force
credibility = being believed and trusted
wimpy = weak and timid
coverup = attempt to conceal a problem
vented his fury = expressed his anger
upbeat = positive, hopeful *tenfold* = ten times
regimen = plan or system *heavy-duty* = large and complicated (in this context – a word processor here refers to a computer program or application, not a dedicated word processor)

C The ad appeared in an American computer magazine (it could have been a business magazine) and the intended reader is a business person who has to write a lot of routine letters.

(Time: 3 minutes 45 seconds)

7.7 Keeping in touch

Creative writing

B The first letterhead is suitable for a personal letter and the third is suitable for a business letter – this should be well-known to everyone, but it's probably a good idea to remind everyone of the standard formats shown here. The second letterhead is unsuitable for either type of letter.

C Suggested answers (P=suitable in a personal letter
B=suitable in a business letter P+B=suitable in both)

Dear Ms Hartman,	B
Dear Julie Hartman,	B(?)
Darling Julie,	P(!)
Dear Madam,	B (if you don't know her name)
Julie!	neither
Dear Julie,	P+B
Dear Friend,	neither

It's a very long time since I last wrote to you and I feel quite ... P
I'm pleased to inform you that ... B
I'm sorry not to have written earlier, but I've been very busy with ... P
I hope your new job is going well ... P+B
How are you? I'm fine. P(?)
Thank you for your enquiry about ... B
The reason I'm writing this letter is to let you know that ... P+B
I hope you enjoyed your visit to ... P+B

D Answers

Good luck with your new job.	P+B
I'm off to lunch now, so I'll post this on the way.	P
I have to stop now because lunch will be ready in a few minutes.	P
I hope you enjoy your holiday.	P+B
I look forward to meeting you next month.	B
Well, I must stop now so as to catch the post.	P
Give my regards to your husband and the family.	B
Again, thank you for doing business with us.	neither – see 7.6A
Remember me to Ted and the kids.	P+B
Assuring you of our best attention at all times.	B(?)

Yours,	P
Best,	B (US)
All the best,	P+B
Kind regards,	B
Your loving friend,	P(?)
Yours faithfully,	B
Yours sincerely,	B (GB)
Best wishes,	B
Sincerely,	B (US)

E Follow the procedure outlined prefer to recommend or even state topics students should choose, the

7.8 In ... and out of

A Answers

- 1 in pencil in ink
- 2 in doubt
- 3 In comparison with
- 4 in public in the circumstances
- 5 in tears in a whisper
- 6 in writing in cash
- 7 In view of in addition to
- 8 in difficulty/trouble in trouble
- 9 in detail in brief
- 10 in return in fun

B Answers

- 1 out of fashion in love
- 2 in danger in control
- 3 in contact/touch out of touch
- 4 in pain out of hospital
- 5 out of focus out of practice
- 6 in season in stock
- 7 out of luck out of work
- 8 out of tune out of doors

Creative writing

for a personal letter and the third
is should be well-known to
idea to remind everyone of the
second letterhead is unsuitable for

able in a personal letter
P+B=suitable in both)

(I know her name)

wrote to you and I feel

illier, but I've been

P+B

to let you know that ... P+B

is on the way. P+B

be ready in a few P

the post. P+B

the family. B

us. neither-see 7.6A

at all times. P+B

B(?)

Yours,
Best,
All the best,
Kind regards,
Your loving friend,
Yours faithfully,
Yours sincerely,
Best wishes,
Sincerely,

P
B (US style)
P+B
B
P(?)
B
B (AB style)
B
B (US style)

E Follow the procedure outlined in the Student's Book. You may prefer to recommend or even stipulate which one of the suggested topics students should choose, though.

7.8 In ... and out of ...

Idioms

A Answers

- 1 in pencil in ink
- 2 in doubt
- 3 In comparison with
- 4 in public in the circumstances in private
- 5 in tears in a whisper
- 6 in writing in cash
- 7 In view of in addition to
- 8 in difficulty/trouble in trouble/difficulty
- 9 in detail in brief
- 10 in return in fun

B Answers

- 1 out of fashion in love
- 2 in danger in control
- 3 in contact/touch out of touch
- 4 in pain out of hospital
- 5 out of focus out of practice
- 6 in season in stock
- 7 out of luck out of work in debt in prison
- 8 out of tune out of doors

8.2 Talking about history

Vocabulary

A Suggested answers

- | | | | | |
|--------------|--------------------|---------|-----------|-----------|
| 1 hindsight | consequences | impact | | |
| 2 historical | short-term | analyse | interpret | long-term |
| 3 objective | subjective | | | |
| 4 outbreak | historic/momentous | powers | conflict | |

B + C Encourage students to ask questions about vocabulary during these discussions.

8.3 In the past

Grammar

The ideas in this section are intended as revision, but as this is a notorious 'problem area' of English grammar, there may be some unexpected difficulties.

A Suggested answers and continuations

- 1 ... we would spend ...
 - *we used to do so, this happened usually or repeatedly*
 - ... play on the sand every day.
 - ... we spent ...
 - *straightforward narrative*
 - ... stayed in an old-fashioned seafront hotel.
 - ... we had to spend our holidays at the coast and ...
 - *we were obliged to do it*
 - ... were sorry we couldn't stay at home.
- 2 ... I didn't use to stay ...
 - *this didn't usually happen*
 - ... the first time I went to a hotel as an adult was quite a treat.
 - ... I wasn't used to staying ...
 - *I wasn't accustomed to it*
 - ... I didn't know how to behave.
 - ... I wouldn't stay ...
 - *I refused to stay*
 - ... my parents had to go on holiday without me.
- 3 I was going to tell her what had happened but ...
 - *I intended to tell her but something stopped me*
 - ... I didn't have the nerve.

Unit 8: Those were the days!

- I was telling her what had happened but ...
 - I was in the middle of telling her
 she stopped me and said she already knew.
 I told her what had happened but ...
 - straightforward narrative or report
 she didn't believe me.
 I had told her what had happened but ...
 - I told her earlier
 she said she didn't remember me telling her.
 I was about to tell her what had happened but ...
 - I was on the point of telling her
 then I realised that she already knew.
- 4 ... they had been doing ...
 - they had done some of it and they still had more to do
 their books were open on the desk.
 - they had done ...
 - they had completed all of it
 ... they had already finished their report.
 - they were doing ...
 - they were in the middle of doing it
 ... they were busily looking things up.
 - they were going to do ...
 - they hadn't started but they were planning to start soon
 ... they had a long list of books they were going to consult.
- 5 I used to be interested in ...
 - a habit or activity that I have now dropped or grown out of
 ... but I've gone off it now.
 I was interested in ...
 - straightforward report or narrative
 because it was my favourite subject at school.
 I was used to ...
 - I was accustomed to it
 so reading another one was easy for me.

B Suggested answers

- b) I didn't recognise¹ Sally at first because she used to be² much thinner. She had put on³ a lot of weight and her hair was going⁴ grey. When I had last seen⁵ her she was⁶ slimmer and her hair was⁷ black. She used to exercise⁸ regularly but for the past few years she hadn't had⁹ time to continue since she had moved¹⁰ to London. It took¹¹ me some time to get used to seeing her looking so different.

- c) The boss arrived¹ late this morning. Apparently, no one had turned² the phone off the hook and he was about to lose³ her test when someone pointed out⁴ he had been pulling⁵ her leg.
- d) Father had gone¹ up the ladder enough², the ladder had slipped³. Well, no sooner had⁴ the rain started⁵ to pour with rain than I heard⁶ his cries for help. By the time it was⁷ dark and although he warned⁸ me, I had to spend⁹ the morning, by the time I got¹⁰ the window cleaner). It was¹¹ so embarrassing - it was¹² one I hadn't¹³ seen^{1 or 2}.

C Corrected sentences

- I didn't know that you were away over the weekend.
- In the 1970s people used to wear jeans.
- In the nineteenth century people had to make their own entertainment.
- I had just written/was just writing the letter when he arrived.
- NO ERRORS
- He studied / has studied / had studied for years.
- It was the first time I had been so excited.
- He arrived late because he would be leaving / left.

D Answers

VICTORIAN BRITAIN

When Queen Victoria died in 1901, the population of Britain rose / had risen. The British Empire had grown / was growing.

- c) The boss arrived¹ late that day and was told¹ that everyone had been reading² newspapers and making paper aeroplanes all morning. Apparently, no one had done² any work: they had taken¹ the phone off the hook and hadn't opened² any of the mail. She was about to lose¹ her temper and was going to sack¹ them all when someone pointed out¹ that it was¹ April 1 and that they had been pulling² her leg.
- d) Father had gone¹ up the ladder without securing it and, sure enough, the ladder had slipped¹ and he was stuck¹ on the roof. Well, no sooner had the ladder fallen¹ to the ground than it started¹ to pour with rain, so there was¹ no one in the street to hear his cries for help. By the time the rain stopped¹ it had got¹ dark and although he went on¹ shouting all evening, no one heard¹ him and he had to spend¹ the whole night on the roof. The next morning, by the time I got¹ there, he had been rescued² (by the window cleaner). It was¹ the first time I had seen^{1 or 2} him look embarrassed – it was¹ one of the funniest sights I had ever seen^{1 or 2}.

C Corrected sentences

- 1 I didn't know that you were coming to stay with me next weekend.
- 2 In the 1970s people used to be/were less well-off than they are now.
- 3 In the nineteenth century people didn't (use to) watch TV – they had to make their own entertainment.
- 4 I had just written/was just writing a letter to her when she phoned me.
- 5 no errors
- 6 He studied / has studied / has been studying history for three years.
- 7 It was the first time I had been/gone abroad and I was feeling very excited.
- 8 He arrived late because he had forgotten what time the train would be leaving / left.

D Answers

VICTORIAN BRITAIN

When Queen Victoria died in 1901 she had reigned for 63 years. During her reign many great scientific discoveries were made and the population of Britain rose / had risen from 18 million to 40 million. The British Empire had grown to become the largest empire the

Unit 8: Those were the days!

world had ever known and by then it included a quarter of the world's people. During her reign Britain enjoyed a time of peace and prosperity and had not fought in any major war since the battle of Waterloo in 1815. No one suspected that the First World War, in which so many young men would be killed, was going to / would break out some 13 years later.

THE DARKER SIDE

During the reign of Queen Victoria (1837-1901) life for the middle classes and the aristocracy had never been better: the Industrial Revolution and the Empire provided them with undreamed-of luxury, convenience and wealth – but at the expense of the lower classes. Although slavery had been abolished in the British Empire in 1834, the working classes in the slums of Britain's industrial cities were treated almost as badly as slaves, and even young children were forced / were being forced to work long hours in factories and coal mines. During this period over 10 million people escaped from these appalling conditions and emigrated to America and Australia. The magnificent Empire which brought vast profits to Britain's manufacturers exploited the people of the colonies, who produced cheap raw materials for British factories, and created nations of customers who came to depend on a supply of British products.

E Answers

- 1 lay had stung
- 2 rewound
- 3 awoke/awakened
- 4 flown clung
- 5 laid swept
- 6 arose chose
- 7 wept shrunk
- 8 foresaw rewritten
- 9 rode led
- 10 swore trod


► Some other verbs with tricky past simple and past participle forms are:

bind	deal	draw	forego	grind	mistake
overcome	overhear	overthrow	seek	spread	
stride	suing	weave	withhold		

F Here is the correct arrangement of the names in the case you need to settle any argument.

William the Conqueror
Christopher Columbus
Ferdinand Magellan
Napoleon
Wilbur and Orville Wright
Archduke Franz Ferdinand
October Revolution
John F. Kennedy
Neil Armstrong

8.4 Fourteen nine

A  To answer some of the questions, you need to know that the year being referred to is 1492.

Answers

Vasco da Gama left Lisbon with provisions for three years. On 21 April 1497 he sailed for the Cape Verde Islands and Cape Verde. He arrived at Calicut in India on 20 May 1498, having sailed across the Arabian Sea.

Left India in August 1498 with a cargo of spices and jewels.

Arrived back in September 1499. He died of scurvy (a disease caused by lack of vitamin C) on 22 May 1500. His voyage opened up an important trade route.

Christopher Columbus's first voyage was in 1492. He sailed with three ships and 90 men to travel west across the Atlantic in search of land for 36 days (4,000 km) and discovered the island of San Salvador (presumably islands off the coast of Central America) on 12 October 1492.

Returned to Spain in March 1493. He brought back gold, six 'Indians' and some other goods. His second voyage began in September 1493. His first permanent European settlement was founded on the island of San Salvador. His third voyage began on 15 March 1498 and ended in the Indies.

Unit 8: Those were the days!

- route to the Indies but I am convinced that if we can find a route then it's only a few days' sailing to ... er ... to get to the Indies.
- Presenter: So what are your plans for the future?
- Columbus: Well, of course, I've already started organising a ... a fourth voyage and this time I'll sail through to India. I'll see you there, Vasco!
- Vasco da Gama: I rather doubt it, Chris.
- Presenter: Mr Da Gama, Mr Columbus, thank you.
- Columbus: Yeah, thank you, Rob.
- Vasco da Gama: Thank you.

(Time: 3 minutes 25 seconds)

B If the last question catches your students' imaginations, they might perhaps role play some historical interviews.

8.5 Forming adjectives

Word study

A Answers

-ous	ambitious	courageous	dangerous	mountainous
	synonymous			
-ic	artistic	catastrophic	dramatic	energetic
	Islamic	magnetic	metallic	optimistic
	pessimistic	sarcastic	scientific	symbolic
	sympathetic	systematic	tragic	
-ical	ecological	grammatical	logical	philosophical
	political	theatrical	theoretical	
-al	commercial	emotional	financial	functional
	intentional	national	professional	regional
	sensational	social	traditional	

B Answers

-able	enjoyable	forgettable	obtainable	preferable
	regrettable	reliable	knowledgeable	memorable
	reasonable			
-ive	communicative	competitive	decorative	
	descriptive	destructive	explosive	informative
	possessive	productive	repetitive	
-ly	daily	fortnightly	monthly	neighbourly
	quarterly	yearly		
-y	itchy	jumpy	satisfactory	shiny
	supplementary	sweaty	dusty	gloomy
	hasty	lucky	moody	sandy
			stripy	tasty

D It may be necessary to show the ... for this exercise:

Because of turbulence we had to ...
She was very ... after ...

8.6 Spoken and written

This section is in four distinct parts. They can be done on separate sheets.

A Suggested answers

These sentences could be used for ...
1, 2, 3, 4, 6, 7, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

B Perhaps pause the ...

Model notes

- 1 Stress, intonation, ...
clear
In writing only punctuation, underlining, etc.
- 2 Feelings + attitude
In writing you can't ...
Use of special words
'whispered', 'sarcastic', ...
- 3 Vocabulary + use of ...
ask questions
Writing has to be ...
- 4 Grammar and style - ...
complex style
More hesitation and ...

Different paces:

- takes less long to ...
information slowly
 - takes longer to write ...
information quickly
- Reader can't ask questions
unambiguous
Listener can ask questions

D It may be necessary to show a couple of examples on the board for this exercise:

Because of turbulence we had a very _____ flight.
She was very _____ after dropping the vase.


8.6 Spoken and written English - 2 Functions

This section is in four distinct parts, two of which involve listening. They can be done on separate occasions.

A Suggested answers

These sentences could be used in 'rapid conversational style':
1, 2, 3, 4, 6, 7, 9, 12, 13, 14, 16, 18, 19

These sentences could be used in 'formal written style':
3, 5, 8, 10, 11, 13, 15, 17, 18, 20

B  Perhaps pause the tape at the point marked ★ ★ ★.

Model notes

- 1 Stress, intonation, pausing - help to make message clear
In writing only punctuation and layout: bold type underlining, etc.
- 2 Feelings + attitude - tone of voice
In writing you can't tell if writer is angry
Use of special words in novels to show feelings: 'whispered', 'sarcastically', etc.
- 3 Vocabulary - use of words like 'nice' - listener can ask questions
Writing has to be less ambiguous than speech
- 4 Grammar and style - unfinished sentences, less complex style
More hesitation and time taken to get to the point

Different paces:

- takes less long to speak but listener receives information slowly
 - takes longer to write but reader receives information quickly
- Reader can't ask questions - writing has to be unambiguous
Listener can ask questions!

Unit 8: Those were the days!

uncomfortable so I knocked at the door and this strange young woman opened it! Well, you can imagine how embarrassed I felt! I mean there was I . . .

ANECDOTE

10 . . . but I'm sure I set it right. Anyway, that meant I got stuck in rush-hour traffic, so that's why I'm . . .

EXCUSE

11 . . . sure I said I'd do it but I just forgot. Er . . . I know you were relying on me and all that but, sorry I just couldn't be helped. Still, I . . . I'm really . . .

APOLOGY

12 . . . mmm, well yeah, I thought it was a very good film. Oh, by the way, how's your work going? Last time we met you were feeling a bit fed up and thinking of leaving . . .

SMALL TALK

13 . . . and about your present job? Why are you thinking of leaving? Er, what are your reasons for leaving . . .

INTERVIEW

14 . . . happy about it. I think it'd be better for all of us if you spent a little less time . . .

COMPLAINT

15 . . . the fat man said to the thin man, 'Why did you jump so high?' And the thin man said to him, 'Well, if I hadn't done that, you'd be . . .'

JOKE

(Time: 4 minutes)

8.7 Get

Verbs and idioms

A Answers

- | | |
|--------------|-------------------|
| 1 have | 8 receive |
| 2 persuaded | 9 prepare |
| 3 become | 10 arrive |
| 4 fetch | 11 acquire/obtain |
| 5 earn | 12 acquire/obtain |
| 6 manage | 13 start |
| 7 understand | 14 annoys |

B Two of these sentences need to be rewritten to show the change in word order.

Answers

- get through
- It may be difficult to get these ideas over/across to everyone
- getting at
- Try not to let it get you down if someone gets at you.
- get down
- get out of
- get over

Unit 8: Those were the days!

- 9 get together got round to it
- 10 get into
- 11 get away
- 12 get ahead/on
- 13 get going getting on for
- 14 get along/on with
- 15 getting nowhere
- 16 got her own back

► Some other idioms with GET are:

get at = reach

What's got into her? = What's the matter with her?

get on = become old

get over an illness = recover from

get through to = reach

9 The third age

9.1 'U3A'

According to the article, there is a rather more unkindly, chronological famous speech in *As You Like It*.

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse's arms;
And then the whining school-boy, full of
And shining morning face, creeping like a snail
Unwillingly to school. And then the lover,
Sighing like a furnace with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined,
With eyes severe, and beard of formal law,
Full of saws and modern instances for the behaviour of the age.
And so he plays his part. The sixth age shifts into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose well saved, a world more
For his shrunk shank; and his big cap turned back
Turning again to childish treble, piping out
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans feeling.

► Perhaps your class might like to photocopy it.

B As this is a very long text, it is not possible to read the lesson.

Unit 9: The third age

Answers

- 1 To postpone the Fourth Age of weakness and death by filling the Third Age, which may last 30 years, with activities and stimulation
- 2 They are cooperative: everyone can contribute something
- 3 The first was founded in Toulouse in 1972
- 4 In Britain they are run by the elderly not for them; in France they are run in, and by, existing educational institutions; in France there is a law requiring educational institutions to provide classes for elderly people
- 5 Because it was realised that people decline physically when they have no stimulation, no work to do and no interest in life around them – money could be saved on health care by improving/ introducing education for older people
- 6 112 at the last count
- 7 1,200 to 1,500

C Answers

chronicled – recorded *mutual interest* – interest shared in common
founder member – one of the group who started it
adamant – determined *promote* – encourage
followed suit – did the same
singsong – party where everyone joins in singing
like wildfire – very rapidly *thriving* – successful
with strings attached – with conditions that must be fulfilled
resources of the area – available talents and facilities
fulfilment – feeling of deep satisfaction

D Even if you suspect that your students might find this 'stylistic analysis' beyond them, I suggest you let them try doing at least the first two questions together in pairs (or perhaps in groups) before deciding whether to do the rest as a whole-class activity.

Suggested answers

- 1 a) By using short verbless clauses, repeating *the* at the beginning of each one
b) By using *you* in the description: *your friends, you may not notice it*
c) By using comparative forms in the second sentence: *cheerier, more intense, more avid, more grey hairs* and by prefacing these with an understated *little*
- 2 Paragraphs 4, 8 and 9, and *loneliness* in paragraph 12 – the effect is to emphasise the alternative to the stimulating USA experience

- 3 These answers will be a matter of your own examples of each as
- 4 Again, a matter of opinion

E It might be worth pointing out the 'problem' of old people – they have to remain active, valued members of the 'Western' or 'Northern' problem.

9.2 Living to a ripe old age

A Answers

- 1 pension pensioner senior
- 2 confidence wisdom advice
- 3 health welfare
- 4 life expectancy
- 5 ageism
- 6 nostalgically good old days

B + C Encourage questions and discussions.

► There is more vocabulary work on page 112.

9.3 Granny power

A Answers

- 1 41% 27%
- 2 10%
- 3 20%
- 4 Japan USA Germany
- 5 Brazil Korea Egypt
- 6 productive adaptable
- 7 skill judgement
- 8 20%
- 9 60 55 payroll
- 10 450,000 half/50% 68
- 11 35 large family units
- 12 widows widowers im

Unit 9: The third age

B The original article was laid out like this, though other arrangements may be possible.

"We need cooperation and not polarisation," Professor Lehr said. Both the economy and society had to face the enormous challenge of adjusting to the demographic changes caused by a drastic fall in birth-rates, she said.

But she added that a minimum pension would not solve the problems linked to aging. "The Greys have opted for the wrong path."

At present, some 90 per cent of the two million West Germans who need care are looked after by their families, and 600,000 people live in homes. But staffing problems in hospitals and in the care sector have reached alarming proportions, and reports of "scandalous conditions" in old people's homes make headlines almost every week.

The anger of those involved in caring for the old has recently been fuelled

by a decision of a Mannheim court which, in response to a complaint from residents in a small town in Baden-Wuerttemberg, ruled that old people's homes should not be situated in "high-quality residential areas."

The plaintiffs argued that they were "disturbed at night by the sound of ambulances and occasional screams from home inmates."

It was high time, Mrs Unruh said, that those in power in Bonn realised that West Germany was fast becoming a society hostile not only to children, but also to the aged.

She said her proposals for greater integration of the old and reduced dependence on the state welfare system had exposed the serious gap between private care provided by the family and the official welfare system in hospitals, homes and other institutions.

- 6 old boys / old girls = former
- 7 freshwater
- 8 fresh start = begin again
- 9 old masters = famous past
- 10 come of age
- 11 old wives' tale = belief based on wisdom fresh air = pure
- 12 Stone Age space age

► A few more idioms, not for old times' sake = because brand new = completely new fresh out of = just sold the

9.5 A discursive essay

Creative writing

A+B+C Follow the procedure suggested in the Student's Book, perhaps recommending which alternative in B they should choose.

9.6 Ages

Idioms

A Answers

- 1 Old World New World
- 2 under age = too young (to drink, vote, etc.)
- 3 new blood = new, young members of group
- 4 old flame = someone you used to be in love with for ages
- 5 newcomer old hands = experienced members of staff

Unit 9: The third age

- 6 old boys / old girls = former pupil old times
- 7 freshwater
- 8 fresh start = begin again
- 9 old masters = famous painters of the past
- 10 come of age
- 11 old wives' tale = belief handed down as traditional wisdom fresh air = pure, cool air
- 12 Stone Age space age young at heart as old as you feel

► A few more idioms, not included in the exercise:
 for old times' sake = because of happy times in the past
 brand new = completely new
 fresh out of = just sold the last

Creative writing

ed in the Student's Book,
 B they should choose.

Idioms

re with for ages
 members of staff



Functions and vocabulary

description for everyone (perhaps think was described.

like they've just gotten away middle-aged, perhaps late forties they're the life and soul of the interesting and, ... well

appearance, aged probably about should imagine ... um ... somebody think maybe, something like that. Um ... holding things. Um ... very nice ... and ... er ... obviously takes ...

face ... um ... the sort of person do anything for you. I would say ... wearing those ... um ... sort of half moon shape, so ... at one. Um ... to sum it up: a ...

is executive, very clean-cut, very ... mid to late fifties. Um ... they ... trouble with their appearance, ... of mouthwash, so they always ...

hair very nicely cut and styled ... probably from ... er ... a ... body aged around thirty ... er ... I think. Enjoys socialising I'd say, ... at a dinner party. ...

been caught by the camera and ... their picture taken and they ... happy about it or not. Um ... five years old and they look ...

like they're interested in people and things rather than posing, which makes me think they'd be very interesting to have a conversation with. They are self-conscious, which means they'd be interested in other people rather than talking about *themselves* all the time.

(Time: 3 minutes 25 seconds)

B Ask for suggestions of other similar words that could be used – and encourage students to ask questions like this:

'What do you say when someone ... ?'

'What's the English word for ... ?'

C If each person keeps the number of the picture he or she's describing a secret, this activity is more enjoyable.

D Groups of four or five might be best here.

E In this Communication activity, student A looks at Activity 38 while B looks at 61. Each has a different photograph to describe.

Extra activity

Get each member of the class to bring in photos of relatives, friends, film stars, pop stars, etc. Then, working in pairs, ask them to prepare descriptions of the people. Another pair has to identify the subject of each description from a collection of photos spread out on the table.

10.2 Modal verbs

Grammar

A Suggested answers and continuations

1 They might tell me but ...

... it's possible that they'll tell me (perhaps slightly less possible than may in the last example)

... I don't expect they will.

They may have told me but ...

... it's possible that they told me

... I can't remember whether they did.

They might have told me but ...

... it's possible that they told me (perhaps slightly less possible than may have in the previous example)

... my memory is a little hazy about it.

Unit 10: It takes all sorts . . .

- They may tell me but ...
 - *it's possible that they'll tell me*
 they may not, it all depends.
- 2 We could have tea early because ...
 - *it's possible for us to have tea early today*
 we're both going out this evening.
 We were able to have tea early because
 - *it was possible for us to have tea early (that day)*
 we had finished our work.
- 3 You mustn't tell her that ...
 - *don't tell her*
 she's putting on weight.
 You don't have to tell her that ...
 - *it's not necessary to tell her*
 she has to cook the dinner.
 You needn't tell her that ...
 - *it's not necessary to tell her (same meaning as the previous example)*
 she has to do the washing-up.
 You oughtn't to tell her that ...
 - *it's not advisable to tell her*
 she's overweight.
- 4 I should have trusted him but ...
 - *it would have been a good idea to trust him*
 I'm ashamed to say I didn't.
 I had to trust him but ...
 - *I trusted him: I had no choice*
 I had serious misgivings about doing so.
 I shouldn't have trusted him but ...
 - *I trusted him, but I was wrong to do so*
 I did, I'm afraid.
 I didn't have to trust him but ...
 - *it wasn't necessary to trust him but I did*
 it seemed like a good idea at the time.
 I needn't have trusted him but ...
 - *it wasn't necessary to trust him but I did trust him (same meaning as the previous example)*
 it seemed the only solution.
- 5 She can't have lunch because ...
 - *it's not possible for her to have lunch (in the future)*
 she's got to catch a train at 12.30.

- She can't be having lunch ...
 - *I'm sure she is not having*
 it's only 11.15.
 She couldn't have lunch ...
 - *it wasn't possible for her*
 there wasn't time.
 She can't have had lunch ...
 - *I'm sure she has not had*
 she says she is starved.
- 6 He may not have seen her ...
 - *it's possible he didn't not*
 you'd better ring up.
 He can't have seen her, so ...
 - *I'm sure he didn't see her*
 that's why he walked.
 He may not be seeing her ...
 - *it's possible they are not*
 don't assume he has.
 He can't be seeing her, so ...
 - *I'm sure they aren't going*
 he won't mind if he doesn't.
 He may not see her, so ...
 - *it's possible he won't not*
 you'd better phone.
 He can't see her, so ...
 - *it's impossible for him to*
 she's going out with him.

B Answers

- 1 (in)ability
- 2 possibility
- 3 probability / certainty
- 4 probability / certainty
- 5 obligation / advisability
- 6 probability
- 7 permission / suggestion
- 8 request
- 9 ability / capability
- 10 probability
- 11 advisability
- 12 prohibition

She can't be having lunch because ...

- I'm sure *she is not having lunch now*
it's only 11.15.

She couldn't have lunch because ...

- *it wasn't possible for her to have lunch (in the past)*
there wasn't time.

She can't have had lunch because ...

- I'm sure *she has not had lunch*
she says she is starving.

6 He may not have seen her, so ...

- *it's possible he didn't notice her / meet her*
you'd better ring up to find out if he did.

He can't have seen her, so ...

- I'm sure *he didn't see her / notice her*
that's why he walked right past her.

He may not be seeing her, so ...

- *it's possible they are not going out together*
don't assume he knows what she did last night.

He can't be seeing her, so ...

- I'm sure *they aren't going out together*
he won't mind if he finds out what she was doing.

He may not see her, so ...

- *it's possible he won't notice her / meet her*
you'd better phone her to tell her about the party.

He can't see her, so ...

- *it's impossible for him to meet her*
she's going out with someone else tonight.

B Answers

- 1 (in)ability
- 2 possibility
- 3 probability / certainty (assumption)
- 4 probability / certainty (assumption)
- 5 obligation / advisability / necessity
- 6 probability
- 7 permission / suggestion
- 8 request
- 9 ability / capability
- 10 probability
- 11 advisability
- 12 prohibition

C *Answers* (note the odd one out in 7)

- 2 Can you speak English?
Do you know how to speak English? — I'd like you to speak English.
Can you speak English, please?
- 3 You probably won't take too long.
You shouldn't take too long. — I advise you not to take too long.
It shouldn't take you too long.
- 4 You'd better tell her sooner or later.
You ought to tell her sooner or later.
You needn't tell her yet.
You don't have to tell her yet. — You have to tell her sooner or later.
You've got to tell her sooner or later.
You can't tell her yet.
You mustn't tell her yet.
- 5 It wasn't a good idea to tell her.
I shouldn't have told her. — I didn't have to tell her.
It wasn't necessary to tell her.
- 6 You might have told me.
I'm not sure whether you told me. — You may have told me.
You should have told me.
- 7 We'll probably have lunch soon.
Maybe we'll have lunch soon.
We've got nothing better to do so let's have lunch soon. — We might as well have lunch soon.
We might well have lunch soon.

D *Corrections*

Dear Jane,

As you may already know, we had to start looking for a new receptionist in our office last month. Mr Brown, our boss, could have chosen someone who already worked in another department but he wasn't able to find anyone suitable so he had to advertise in the local paper. There ought to have been a lot of applicants but surprisingly only a couple of replies came in and only one of those was suitable. I told Mr Brown that he ought to / should / had better get in touch with her at once. He decided we didn't need to / needn't phone her as there was no hurry, and we might as well send her a card. Unfortunately we heard no more from her, so we've had to start advertising again – in vain so far.

For the time being, the job's being done by Mr Brown's son who shouldn't / oughtn't to be working really because he's unhelpful and

sometimes he can be quite rude to tell you that we're all pretty fed up. I don't have any more to say, I'll stop.

E This activity looking at 'then' is to use some of the modal verbs in any archaic vocabulary items can be and that this will not hamper the d themselves = show themselves; ruin calls of nature = toilet visits; parakeet

10.3 Personalities

A Ask the pairs to report back

B *Answers*

clever ≠ stupid
generous ≠ mean/stingy
kind ≠ cruel
modest ≠ conceited
narrow-minded ≠ open-minded

C Note that these are words with rarely such a thing as an exact synonym

Answers

clever = bright
cunning = crafty
excitable = highly-strung
fair = even-handed
forgetful = absent-minded
frank = direct
glum = miserable
good-natured = kind

D *Answers*

disagreeable	indiscreet
unapproachable	inefficient
inarticulate	unenthusiastic
unbiased	inflexible
incompetent	unfriendly

sometimes he can be quite rude to visitors. I needn't / don't have to tell you that we're all pretty fed up with the situation. Well, as I don't have any more to say, I'll stop there.

E This activity looking at 'then' and 'now' gives everyone a chance to use some of the modal verbs in a free discussion. Point out that any archaic vocabulary items can be worked out from their context and that this will not hamper the discussion, e.g. *disport themselves* = show themselves; *raiment* = clothes; *inclement* = cold; *calls of nature* = toilet visits; *partaking* = eating.

10.3 Personalities

Word study

A Ask the pairs to report back to the class on their discussion.

B Answers

clever ≠ stupid	prejudiced ≠ tolerant
generous ≠ mean/stingy	relaxed ≠ nervous
kind ≠ cruel	shy ≠ self-confident
modest ≠ conceited	sensible ≠ silly/foolish
narrow-minded ≠ open-minded	sophisticated ≠ naive

C Note that these are words with similar meanings – there is rarely such a thing as an exact synonym.

Answers

clever = bright	jolly = cheerful
cunning = crafty	level-headed = sensible
excitable = highly-strung	reliable = trustworthy
fair = even-handed	self-confident = self-assured
forgetful = absent-minded	snobbish = stuck-up
frank = direct	surly = grumpy
glum = miserable	two-faced = insincere
good-natured = kind	

D Answers

disagreeable	indiscreet	unkind	unpredictable
unapproachable	inefficient	unlikeable	unreasonable
inarticulate	unenthusiastic	illogical	unreliable
unbiased	inflexible	disloyal	disrespectful
incompetent	unfriendly	immature	insensitive

inconsiderate	unhelpful/helpless	disobedient	unsociable
discontented	inhospitable	disorganised	tactless
indecisive	unimaginative	impatient	thoughtless
undependable	unintelligent	impractical	intolerant

E + F As well as giving students a chance to use some of the vocabulary in free discussion, either of these activities could form the starting point for a paragraph-writing task.

10.4 Your lucky stars

Reading

Follow the procedure outlined in the Student's Book. The initial reading and highlighting might be done as homework before the lesson.

► It may be interesting to find out how many members of the class start out as sceptics or believers and how many change their minds after doing this activity.

10.5 Give and take

Verbs and idioms

A Answers

- 1 up 2 back 3 up 4 after 5 in 6 back
7 out 8 up

B Answers (note the change in word order in some sentences)

- take it all in take down
- takes up
- take it on
- Given / Taking account of took her on
- took it for granted / took it as read take part in
- take-off taken in take the day off
- give or take
- give-and-take give way
- take her for granted
- take it out on
- take to
- take something apart / to pieces
- taking account of
- Giving away gave rise to
- take back



Remind everyone that expressions to help remember

Perhaps get everyone to do an exercise consisting of six sentences using expressions from B. Then a discussion.

Unit 13: Communication

Presenter: Wow! What happens when you get a North American talking to a Latin American?

Sarah: Well, that actually is a very good point ...

Presenter: Yeah?

Sarah: ... Because of course what usually happens is that ... that the ... the ... um ... North American will step backwards to try and make ... some kind of comfortable distance between them.

Presenter: Because the Latin American is invading his personal space.


Sarah: Absolutely right!

Presenter: I know it.

Sarah: Er ...

(Time: 35 seconds)

C These questions are for discussion – there are no 'correct answers'.

D  In this role play everyone should stand up so that they can act out the situation more realistically. If possible, there should be space for people to come and go.

Student A's role is described in Activity 46, B's in 68 and C's in 74. In a group of four, two students can share C's role.

13.3 Gestures

Reading

A Suggested answers

- 1 They both communicate information to an onlooker
- 2 An incidental gesture
- 3 A primary gesture
- 4 Sneeze, cough, sniff, sigh, etc.
- 5 Thumbs up, wink, point, applause, smacking lips, etc.
- 6 It's used ironically
- 7 Six or seven
- 8 ??
- 9 Eleven
- 10 ??
- 11 By approaching each culture with an open mind

B Answers

- 1 role
- 2 onlookers
- 3 distinguish between
- 4 distinction between

- 5 manipulating
- 6 censored
- 7 illuminating
- 8 animatedly
- 9 incidental
- 10 primary

C Many of these gestures pretend to be puzzled.

D Missing from the gesture and equivalent innocuous British 'Shame' moultza gesture. Note: be terribly rude to so everyone should be a

Suggested interpretation

- 1 Everything's fine
- 2 I'd like a lift (hit)
- 3 Everything's OK
- 4 Can I pay the bill
- 5 Two please
- 6 He's stupid
- 7 We understand
- 8 I'm better than you
- 9 Don't tell a soul
- 10 Come here
- 11 I'm warning you
- 12 to 15 These are

13.4 Joining

A Suggested answers

- 1 A gesture is any
- 2 an abstract quality
- 3 no changes
- 4 no changes
- 5 The office that is
- 6 the new shopping
- David, that (?) u

a North American talking to

happens is that ... that the ... the
backwards to try and make ...
between them.
ling his personal space.

(Time: 35 seconds)

here are no 'correct

ld stand up so that they
r. If possible, there should

46, B's in 68 and C's in 74.
e C's role.

Reading

to an onlooker

nacking lips, etc.

- 5 manipulating
- 6 censored
- 7 illuminating
- 8 animatedly
- 9 incidental
- 10 primary

C Many of these gestures can be 'acted' – people sometimes pretend to be puzzled, unhappy, etc.

D Missing from the illustrations are: the rude British two fingers gesture and equivalent American one finger gesture. Also, the innocuous British 'Stop', which Greeks may confuse with the obscene *moutza* gesture. Note that some of the British ones shown here may be terribly rude to some nationalities – but this is something everyone should be aware of.

Suggested interpretations

- 1 Everything's fine
- 2 I'd like a lift (hitchhiking)
- 3 Everything's OK
- 4 Can I pay the bill? (in a restaurant)
- 5 Two please
- 6 He's stupid
- 7 We understand each other
- 8 I'm better than you (cocking a snook)
- 9 Don't tell a soul, keep mum!
- 10 Come here
- 11 I'm warning you
- 12 to 15 *These are meaningless in Britain*

13.4 Joining sentences – 2

Effective writing

A *Suggested answers* (possible changes are underlined)

- 1 A gesture is any action which sends ...
- 2 ... an abstract quality which has no simple equivalent
- 3 *no changes*
- 4 *no changes*
- 5 The office that she works in has fluorescent lighting, which gives
- 6 ... the new shopping centre, that we went to last weekend with David, that (?) used to go out

Unit 13: Communication

Paul has just got engaged to Tracy, who is the daughter of Claire and Frank. They are the owners of Acme Bookshops Ltd, which has just opened a branch in the new shopping centre. We went there last weekend with David, who used to go out with Tracy. Did you know that David's best friend is Paul? It's a small world, isn't it!

B Suggested answers

- 1 You might rotate your forefinger against your temple, indicating 'a screw loose'.
- 2 You might rotate your finger close to your temple, signalling that the brain is going round and round.
- 3 Realising what had happened, she called the police.
- 4 The first island discovered by Columbus was one of the Bahamas.
- 5 Albert Sukoff wrote a long article, doing so without the use of a single full stop.

C Corrected sentences (notice the presence or absence of commas)

- 1 The person whose phone number you gave me was not very helpful.
- 2 The most important point (that) he made was that we should approach each culture with an open mind.
- 3 The person I spoke to / to whom I spoke was rather rude, which upset me.
- 4 I'd like to thank Pat, without whose help the work would have been impossible.
- 5 Considering that you're so clever and you're the one that usually knows the answers (,) I'm surprised you got it wrong.

D Suggested answers

- 2 After hearing about their plans he was upset and angry.
- 3 Feeling absolutely furious, he pushed over the table, knocking our best glasses (on) to the floor.
- 4 While (he was) picking up the broken glass, he cut his finger, which started bleeding.
- 5 Taking his handkerchief from his pocket, he wrapped it round the cut.
- 6 After gathering up most of the broken pieces, which were on the floor, he apologised profusely.
- 7 Realising how stupid he had been, he offered to replace the broken glasses.
- 8 He intended to buy us a new set of glasses and, knowing they

- were good quality ones, he had/has a good stock of glasses.
- 9 Looking round the store, he saw a pair of glasses, which were expensive, which gave him a good idea of what to buy.
 - 10 Since breaking those glasses, he has been a bit of a nervous temper!

13.5 I ♥ sign language

A The sources of some of the signs used in the video are:
Small is beautiful – E.M. Schumacher
Survival of the fittest – Darwin
The world's favourite airline – British Airways
Liberty, fraternity, equality – French Revolution
Man was born free and everywhere he is chained – Rousseau
Feed the world – Band Aid
All you need is love – Lennon
Workers of the world, unite – Marx

B Answers

- 1 CND peace symbol
- 2 Mercedes Benz logo
- 3 Mickey Mouse

C Answers

- 1 Children / school
- 2 Railway crossing
- 3 Elderly people
- 4 Road leads to quayside bank
- 5 Cross wind
- 6 Falling rocks
- 7 Uneven road
- 8 Recreation or sporting facilities
- 9 Walks

D The correct logos

no is the daughter of Claire
me Bookshops Ltd, which has
ping centre. We went there last
out with Tracy. Did you know
small world, isn't it!

ainst your temple, indicating 'a

o your temple, signalling that

alled the police.

abus was one of the Bahamas.
ing so without the use of a

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mind.

poke was rather rude, which

help the work would have

you're the one that usually
you got it wrong.

as upset and angry.

d over the table, knocking our

n glass, he cut his finger.

cket, he wrapped it round

en pieces, which were on the

e offered to replace the

glasses and, knowing they

were good quality ones, he went to a store in town which
had/had a good stock of glassware.

9 Looking round the store, he discovered the glasses were very
expensive, which gave him quite a shock.

10 Since breaking those glasses he has been careful to keep his
temper!

13.5 I ♥ sign language

Discussion activity

A The sources of some of the slogans are:

Small is beautiful – E.M. Schumacher

Survival of the fittest – Darwin

The world's favourite airline – British Airways

Liberty, fraternity, equality – French Revolution

Man was born free and everywhere he is in chains – Rousseau

Feed the world – Band Aid

All you need is love – Lennon & McCartney

Workers of the world, unite – Karl Marx

B Answers

1 CND peace symbol

4 hearts, clubs, diamonds, spades

2 Mercedes Benz logo

5 an environment-friendly product

3 Mickey Mouse

6 poison

C Answers

1 Children / school

10 Youth hostel

2 Railway crossing

11 First aid

3 Elderly people

12 Lost and found

4 Road leads to quayside / river
bank

13 Elevator for handicapped
people

5 Cross wind

14 Car ferry

6 Falling rocks

15 Send-off deck (public
terrace) at airport

7 Uneven road

16 Left luggage

8 Recreation or sporting
facilities

17 Customs and immigration

9 Walks

18 Hotel information

D The correct logos are in Activity 12.

13.6 What happened?

Creative writing

A + B Allow plenty of time for A, before setting B for homework. There is no 'correct story', by the way. Point out to everyone that they should use the notes they made in A when writing the narrative in B.

13.7 Colours

Idioms

A Answers

- 1 with great success
- 2 slightly unwell
- 3 realistic details about a place
- 4 unable to distinguish between certain colours
- 5 different colours show different applications or categories: green for accounts, blue for imports, etc.
- 6 way in which different colours are used to decorate the room
- 7 understand his character for the first time (usually derogatory)
- 8 influence in a negative or biased way

B Answers

- | | |
|-------------------|-----------------------------|
| 1 blue-collar | 7 red-handed |
| 2 out of the blue | 8 give (me) the green light |
| 3 reds | 9 green |
| 4 green | 10 once in a blue moon |
| 5 green with envy | 11 in the red |
| 6 saw red | 12 red tape |

C Answers

- | | |
|----------------------|-------------------|
| 1 black look | 6 white wedding |
| 2 in black and white | 7 white lie |
| 3 black market | 8 white-collar |
| 4 black comedy | 9 blackout |
| 5 black eye | 10 white elephant |

14 The English-speaking world**14.1 English in the world**

B These are questions for discussion. Here are some useful:

- English is spoken as a major language in Canada (+ French), Guyana, West Indian islands, UK, Ireland (+ Afrikaans), USA, etc.
- English is used as a second language in Botswana, Ghana, India, Kenya, Malawi, Namibia, Nigeria, Philippines, Sri Lanka, Swaziland, etc.
- 10% of the world's population speak English as a first language (Chinese 21%, Spanish 4%, Japanese 3%, Arabic 2%, German 2%)

14.2 Indirect speech**A Suggested answers**

- 1 He told us that he had visited the place.
- 'I went there in the summer.'
He told us that he visited the place.
- 'I (usually) go there in the summer.'
He told us that he would visit the place.
- 'I'm going there / I'll be there.'
- 2 She asked me if I had been there.
- 'Have you been there?'
She asked me when I had been there.
- 'When did you go there?'
She asked me whether I had been there.
- same meaning as first example