

SCOPE AND SEQUENCE

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/VIDEO	SPEAKING	WRITING
LEAD-IN p6							
1 learning B B C VLOGS What's one thing you think everyone should learn to do?							
1A Is that a fact? p8	Conditional forms	Describing attitudes; idioms	<i>If</i> in natural speech	Read an article about attitudes to failure		Talk about conventional wisdom	
1B Tomorrow's learning p11	Nominal relative clauses	Collocations: education; compound nouns	Emphatic syllable stress		Listen to an extract from a radio programme about future learning	Talk about future educational developments	Note-taking and summary writing FUTURE SKILLS Self-management
1C Creativity p14	How to ... manage interaction during a discussion	Creativity	Polite intonation			Discuss ways of developing people's creativity at work or college FUTURE SKILLS Collaboration MEDIATION SKILLS share recommendations	
1D Learning experiences p16		Teaching and learning			B B C Street Interviews about teaching and learning	Discuss education	Write a nomination for an award
UNIT 1 REVIEW p18							
2 culture B B C VLOGS If you could live anywhere in the world, where would you choose and why?							
2A Cities p20	Advanced ways of comparing	Describing the impact of an action; binomials	Schwa /ə/	Read an article about Cities of Culture		Talk about applying to be 'City of Arts'	
2B Lost in translation p23	Reporting	Summarising verbs; multi-word verbs for reporting	Using intonation to show contrasting opinions		Understand a radio interview about interpreting	Talk about translation apps FUTURE SKILLS Communication	Write an informative summary for a careers brochure
2C The way we do it p26	How to ... maintain and develop interaction	Conventions/cultural heritage	Expressing surprise and asking for reaction			Talk about traditions and cultures FUTURE SKILLS Social responsibility MEDIATION SKILLS talk about a character and speculate on their motivation	
2D Flavours p28		Describing food			B B C Programme <i>Nadiya's American Adventure</i>	Propose a new restaurant	Write a blog post about a food hotspot
UNIT 2 REVIEW p30							
3 working life B B C VLOGS What's the best or worst job you have ever had?							
3A Get that job! p32	Modal verbs and phrases	Collocations: job searching	Linking sounds in modal phrases		Listen to a question-and-answer session after a talk on job hunting	Record a video résumé FUTURE SKILLS Communication	Write a cover email/letter
3B Going remote p35	Passives	Verb-noun collocations; metaphors	Word stress	Read an article and a blog post about remote working		Talk about solutions to problems with remote working FUTURE SKILLS Communication	
3C Tackling the real issues p38	How to ... check understanding by paraphrasing and summarising	Collocations: politics; politics	Stress and intonation when paraphrasing			Discuss issues related to work FUTURE SKILLS Communication MEDIATION SKILLS share and listen to viewpoints	
3D Company culture p40		Workplace and work culture			B B C Street Interviews about jobs	Make suggestions for a better workplace	Write a report on work experience
UNIT 3 REVIEW p42							
4 humanity B B C VLOGS What human characteristics are the most important?							
4A Pioneers p44	Verb patterns	Verb-noun collocations; adverb-adjective collocations	Syllable stress in verb-noun collocations	Read an article about two pioneers		Have a debate about space exploration FUTURE SKILLS Critical thinking	
4B Community p47	Continuous and perfect aspects	Collocations: needing and giving; adjectives to describe people	Stress in collocations featuring verbs with 'weak' meanings		Understand a radio programme about a charity	Talk about designing an app to help people in need	Write an informal review of a product or service
4C Economies p50	How to ... present survey results	Money and economy	Chunking language			Present survey results FUTURE SKILLS Communication MEDIATION SKILLS explain a complex diagram	
4D Extinction p52		Extinction			B B C Programme <i>Extinction: The Facts</i>	Plan a documentary introduction	Write an opinion essay
UNIT 4 REVIEW p54							

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING		LISTENING/VIDEO	SPEAKING	WRITING
5 influence B B C VLOGS Who's the most famous person you've ever met?								
5A First impressions p56	Giving emphasis: inversion, clefting, tailing, fronting	Collocations: first impressions; adjectives and adjectival endings	Stress while giving emphasis	Read a blog post about the influence of accents			Talk about positive and negative first impressions	
5B The truth about rumour p59	Participle clauses	Spreading misinformation	Intonation in participle clauses			Understand a radio programme about a fake news story	Talk about fake news	Write a report
5C Try it out p62	How to ... use persuasive techniques in presentations	Persuasion; adjectives to describe presentations	Intonation: being persuasive				Give a presentation MEDIATION SKILLS give opinions about a course of action	
5D Role models p64		Role models				B B C Street Interviews about people who influence us	Discussing types of influence	Write a contribution for a website
UNIT 5 REVIEW p66								
6 classics B B C VLOGS Are new things always better than old things?								
6A Hidden gems p68	Narrative tenses review	Describing literature; describing books and films	Intonation to show surprise/interest	Read an article about classics			Talk about books or films you think should become classics	Write a review of a book or film
6B Words and music p71	Adverbials	Reacting to poetry and song	Intonation to show contrast			Understand a radio discussion about poetry and song	Talk about and agree on a playlist for space	
6C Classic journeys p74	How to ... tell an anecdote	Adjective–noun collocations: travel	Informal phrases when telling anecdotes				Tell an anecdote MEDIATION SKILLS process and report a range of opinions	
6D Design classics p76		Innovation				B B C Programme <i>Everyday Miracles</i>	Talk about selecting classic designs	Write an account of an exhibition
UNIT 6 REVIEW p78								
7 choice B B C VLOGS What important decisions will you need to make over the next decade?								
7A Decisions, decisions! p80	Omitting words	Idioms for choices; connotation	Word stress in idiomatic phrases	Read an article and comments about the impact of choices			Talk about decisions and their impacts FUTURE SKILLS Teamwork	
7B Online or offline? p83	Prepositional phrases	Ways of reading; idioms: books and reading	Stress in phrasal verbs and dependent prepositions			Understand a radio programme about reading	Talk about how to encourage people to read for pleasure	Write a blog post
7C Urban animals p86	How to ... hedge an opinion and express reservations	Collocations: discussing issues	Intonation when hedging and expressing reservations				Oppose and defend statements MEDIATION SKILLS identify what is relevant in a talk	
7D Too much choice? p88		Making choices				B B C Street Interviews about choice	Prioritising essential items	Write a newspaper opinion piece
UNIT 7 REVIEW p90								
8 body and mind B B C VLOGS Which quality do you like most about yourself?								
8A No limits? p92	Noun phrases	Idioms and collocations: skills and abilities; compound adjectives	Linking consonants	Read an article about endurance swimming			Give a shout-out to somebody who deserves it	
8B Bridging the senses p95	Uses of <i>will</i> and <i>would</i>	Adjectives to describe sensations and reactions; verbs to describe reactions	Contracted <i>will</i>			Understand a radio programme about synaesthesia	Talk about sensory reactions	Write a description
8C Feeling good p98	How to ... explain the purpose and benefit of something	Well-being	Intonation in sentences containing contrasting ideas				Discuss ways to create a healthier work environment FUTURE SKILLS Goal setting: time management MEDIATION SKILLS make a decision as a group	
8D Effects and illusions p100		Thoughts and ideas				B B C Programme <i>Q!</i>	Describing psychological effects	Write a story about strange effects
UNIT 8 REVIEW p102								
WRITING BANK p104 GRAMMAR BANK p112 VOCABULARY BANK p136 COMMUNICATION BANK p142 MEDIATION BANK p144 AUDIOSCRIPTS p160 VIDEOSCRIPTS p171								



culture

2



VLOGS

Q: If you could live anywhere in the world, where would you choose and why?

- 1** ▶ Watch the video. How many people's choices do you agree with?
- 2** What other places do you think would be good places to live?



Global
Scale of
English

LEARNING OBJECTIVES

- 2A READING** | Read an article about Cities of Culture: describing the impact of an action; binomials
Pronunciation: schwa /ə/
Talk about applying to be 'City of Arts': advanced ways of comparing
- 2B LISTENING** | Understand a radio interview about interpreting: summarising verbs; multi-word verbs for reporting
Pronunciation: using intonation to show contrasting opinions
Talk about translation apps: reporting
Write an informative summary for a careers brochure
- 2C HOW TO ...** | maintain and develop interaction: conventions/cultural heritage
Pronunciation: expressing surprise and asking for reaction
- 2D BBC PROGRAMME** | Understand a TV travel and cookery programme about food in the USA
Make a proposal for a new restaurant: describing food
Write a blog post about a food hotspot

2A Cities

GRAMMAR | advanced ways of comparing
VOCABULARY | describing the impact of an action; binomials
PRONUNCIATION | schwa /ə/

READING

- 1 A** Work in pairs. Name as many capital cities as you can in one minute. Compare how many you got with the rest of the class.
- B** Work in pairs and discuss the questions.
- 1 What do you understand by the term 'Capital of Culture'?
 - 2 Why do you think a city would want to become one?
- 2 A** Read the first paragraph of *Do we need Cities of Culture?* and answer the questions.
- 1 What point is the writer trying to make?
 - 2 How factual or serious do you think they are being?
- B** Read the rest of the article and decide whether the writer thinks **Cities of Culture** are beneficial or not.
- C** Read the article again and choose the correct answers.
- 1 The writer cites the Borough of Culture as an example of how the 'culture' awards might be
 - a positive.
 - b negative.
 - 2 Expos used to be an opportunity for countries
 - a to exhibit their construction and technical skills.
 - b to interact on a national scale.
 - 3 The main aim of the 'City of Culture' idea is
 - a to improve the accommodation in the area.
 - b to improve people's lifestyles.
 - 4 The writer mentions the enormous puppets
 - a to illustrate an event's cultural legacy.
 - b to highlight the ingenuity of artists.
 - 5 Which of the following reflects the writer's general attitude in the article?
 - a The idea of 'Cities of Culture' is basically flawed and cannot effect real change for a city.
 - b The level of cultural legacy left following a city being a 'City of Culture' is predictable.
 - c By attempting to spread the 'culture award' notion more widely, the overall impact may be lessened.
 - d Being awarded 'City of Culture' status can be highly beneficial in the short term.
- 3** Work with a partner. Which of the sentences (a–d) in Question 5 in Ex 2C do you agree with? Why?

VOCABULARY

describing the impact of an action

- 4 A** Look at the phrases in bold in the article. Are they being used to describe **positive (P)** or **negative (N)** effects?

B Complete the sentences with your own ideas.

- 1 would have tangible benefits for my town.
- 2 would be a great way of showcasing the positive things about where I live.
- 3 The building of a would be one way to raise the profile of this town.
- 4 would give everyone here a boost.
- 5 Investment is needed to facilitate the development of
- 6 I don't think would bring long-term benefits to our city.
- 7 The problem with lots of tourism is that you end up stuck with
- 8 has had a detrimental effect on the place where I live.
- 9 Having in my area can do more harm than good.

C Work in pairs and compare your ideas. How many of your ideas are the same?

D Learn and practise. Go to the Vocabulary Bank.

▶ page 137 **VOCABULARY BANK**
binomials

Do we need Cities of Culture?

The phenomenon of 'Capitals of Culture' is a bit like one of those sets of Russian dolls, in that it's becoming progressively smaller and smaller.

It started in 1851 with the Great Exhibition, when the cultures of the world convened in London. Over a hundred years later there were European Capitals of Culture and soon after that, UK Cities of Culture – like Hull. Next, London was divided into Boroughs of Culture, and shortly thereafter they announced a House of Culture on every street, and then a Capital Room of Culture within each house, until humans were all assigned the most cultural part of their bodies before accepting that they, and all things, were culture.

All right, the second half is yet to play out, but surely it was brought closer when the Mayor of London announced back in 2019 that Waltham Forest would become London's first 'Borough' of Culture. Are we perhaps going overboard in jumping on the 'Cultural Award' bandwagon?

Let's look at what else is coming up on the cultural map of the world. Deep breath. Over the next few years we will see, among others, European Capitals of Culture, UK Cities of Culture, World Expos, American Capitals of Culture and Arab Capitals of Culture, by and large most of them awarded annually. With this dizzying number of cultural capitals and expos across the planet, you have to wonder, does the practice of funnelling attention onto a single destination for one year still **have tangible benefits**?

To begin with: the good old-fashioned World Fairs, now known as expos. These pan-global events were set up with the aim of **showcasing the best of** the world's technology, industry and culture, with the host city typically erecting iconic buildings – like the Eiffel Tower in Paris (you couldn't get a structure any more iconic than that!), the Space Needle in Seattle, and the sadly burnt down Crystal Palace in London – to mark the event. The late Urso Chappell, a former world expo consultant, told *The New York Times* that an expo marked a certain 'coming of age' for a city. Such an award could aid a city's physical redevelopment as well as that nation's image abroad. On top of that, a world expo will typically bring thousands of new jobs (albeit temporary ones) and pump a fair whack of money into the pockets of restaurateurs, hoteliers, fridge magnet traders and so on.

Building on from the expo concept, the creators of City of Culture programmes have aimed to **raise the cultural profile** of a city by putting it in the world spotlight for a period, usually a year, and investing vast amounts of money to **give the cultural life of that city a boost**. First and foremost is the idea that this will **facilitate cultural development** and have an impact on the future life of that city, ensuring a lasting legacy and helping to embed culture into policymaking.

But is it definitely worth it? It is undeniable that the year in the spotlight does channel creativity, and tourists flock to see exhibitions, installations and events. Investment is there for building new venues, attracting new businesses, and designing thrilling cultural events, and the hope is that it will result in a sea-change in people's attitudes to culture and a year during which the city is vibrant and buzzing, tourism sky-rocketing and the economy and cultural life thriving. However, what happens if being City of Culture fails to **bring long-term benefits** to a city? What if the tourists simply stop coming and a city **ends up stuck with** museums and galleries it has no use for? Can being City of Culture actually start to **have a detrimental effect** when the news is announced that local people have been saddled with the costs of paying for the upkeep of these empty buildings? Can being the City of Culture actually **do more harm than good**, and can the positive effects be not so much a lasting legacy as a brief hurrah? The answer is, frustratingly, 'sometimes', but there are some brilliant success stories, too.

Liverpool (European Capital of Culture 2008) showed the world in 2018, with its tenth anniversary celebrations, that a remarkable legacy is indeed possible. Its creative culture has been amplified and there is a determination in the city to continue to thrive. Since 2008 it has changed physically, economically and culturally. And who could have failed to be impressed by the sight of the giant mechanical gold spider climbing a tower block, or be equally as astonished by giant puppets telling the story of Liverpool's Dream through the streets of the city a decade later?

It would appear that cultural legacies are continuing to be delivered in many places, while for others, the impact has been nothing like as strong as had been predicted. Unless an arts council continues to inject the money for projects related to music, visual arts, fashion, storytelling and everything else that is part and parcel of the creative culture, the vibrancy can disappear as quickly as it came. And as for the desire for ever more specific 'cultural awards', will this not simply make the significance of them so weak as to be almost meaningless?

GRAMMAR

advanced ways of comparing

- 5 Look at two different structures we use when comparing. Complete the examples in bold from the article (1–7) with the correct words.

Using *like/as*

- ... the impact has been **nothing** as strong as had been predicted.
- ... the vibrancy can disappear **as quickly** it came.
- ... is **a bit** one of those sets of Russian dolls, ...
- ... will this not simply make the significance of them **so weak** to be almost meaningless?
- ... and can the positive effects be **not so much a lasting legacy** a brief hurrah?
- ... or be **equally** **astonished** by giant puppets telling the story of Liverpool's Dream ...

Using *couldn't + verb + any (more) + adverb/adjective*

- 7 ... you couldn't get a structure **any more iconic** that!

- 6A Match the sentence beginnings (1–7) with the endings (a–g).

- Where I live is not so much a town
- Living here is a bit
- People leave here
- In summer the weather gets so hot
- Our capital city is nothing
- You couldn't get a more fascinating
- The weather in winter is equally as


- as quickly as they arrive.
- as to make going outside a terrifying prospect.
- like as big as I'd imagined it was going to be.
- as a large village.
- like experiencing the same day over and over again.
- nice as it is in summer.
- city than our capital.

- B Work in pairs. Discuss whether or not the sentences in Ex 6A are true for you.


- C Learn and practise. Go to the Grammar Bank.

▶ page 115 GRAMMAR BANK

PRONUNCIATION

- 7A  2.01 | schwa /ə/ | Listen to the sentences (1–3). What vowel sound do the words in bold have in common?

- It's not so much **an** investment in our future as a quick way of making cash.
- We couldn't get a better opportunity to put ourselves on the map **than** this one.
- The money will drain away **as** quickly as it comes.

- B  2.01 | Listen again and repeat the sentences. Use the schwa /ə/ sound to help you say the sentences more quickly and naturally.

SPEAKING

- 8A Your city has the opportunity to apply for the status of 'City of Arts' next year. People will be asked to vote on whether to apply or not. Work in pairs. Discuss the questions and make some notes.

- What benefits would applying to be 'City of Arts' bring to the city?
- What disadvantages might there be in being 'City of Arts'?

- B Work in pairs. Turn to page 142 and compare your ideas. Add your own ideas to the sections for benefits and the possible negative effects.

- C Swap partners. Discuss the pros and cons of applying to be 'City of Arts' next year. Student A: Try to persuade Student B that it is a good idea. Student B: Try to persuade Student A that it is not a good idea.

- D Agree whether you will vote in favour of applying or against applying.



2B Lost in translation

GRAMMAR | reporting

VOCABULARY | summarising verbs; multi-word verbs for reporting

PRONUNCIATION | using intonation to show contrasting opinions

VOCABULARY

summarising verbs

- 1 Work in pairs and discuss the questions.

- In what situations might people need a translator or an interpreter?
- What do you think is meant by the phrase 'lost in translation'? Give some examples.

- 2A Read the summary of a TV programme about translation. What challenges to effective translation are mentioned?

A fascinating programme yesterday evening **raised** the issues involved in translating, whether it be simultaneous interpretation for speakers or of the written word. One contributor to the programme **voiced** a concern that the intonation of an original utterance cannot be translated, which can open the door to misunderstanding. Ron Davis, a poet, **echoed** this point and was also insistent that certain types of writing, such as poetry, simply cannot be translated. According to Davis, whenever you 'translate' a poem from one language to another, you end up with two poems, because a poem is created through words, sound, rhythm and visuals. He **illustrated** his point by referring to poems that use line length to help impart meaning. Another guest, Anna Parton, a linguist, **called for** all translators to have a real awareness of the importance of cultural differences when translating. She **acknowledged** the difficulties that translators face and **accepted** that these may never be completely overcome. She **maintained** that it is often nearly impossible to find equivalent translations for words that express shades of meaning or concepts that differ from one culture to another. She **cited** the fact that the Irish language has thirty-two different words for the English word 'field', and **pondered** the difficulty of expressing all the feelings contained in the one Portuguese word 'saudade' – longing, nostalgia, hope, melancholy and emptiness. She went on to **question** whether training courses for translators and interpreters focus enough on this aspect of this specialised work. Viewers' posts following the programme **commented on** the valuable insights the programme offered.

- B Work in pairs. Match the infinitive form of the verbs in bold in the summary in Ex 2A with their definitions 1–12.

- express an opinion or attitude
- agree with a statement
- give something as an example
- repeat another point or opinion
- ask or wonder
- ask for action
- admit the existence of
- express a firm belief
- start to talk about a topic
- clarify with an example
- think carefully
- give a reaction to something

- C Choose the correct summarising verbs to complete the report.

Dubbing or subtitles: Which is best?

In the discussion a student ¹**raised** / **commented** the issue of dubbing in films and mentioned how disjointed this can make a film feel.

Another student ²**echoed** / **illustrated** this concern, saying that her preference is always for subtitling. A third student ³**voiced** / **accepted** that this reflected the views of most students but ⁴**called for** / **questioned** the accuracy of subtitling and ⁵**maintained** / **cited** that it often took viewers' attention away from the main action on the screen. Some students ⁶**wondered** / **pondered** the degree of concentration required to follow subtitles, and one ⁷**explained** / **illustrated** the point by mentioning falling asleep while watching a subtitled film the previous week.

- D Work in pairs. Discuss the title of the report in Ex 2C. Then summarise your ideas using the alternative verbs not used in Ex 2C.

- E Learn and practise. Go to the Vocabulary Bank.

▶ page 137 VOCABULARY BANK multi-word verbs for reporting

LISTENING

3A You are going to listen to a radio interview in which an interpreter is talking about simultaneous interpreting at international conferences. What problems might he mention?

B **2.02** | Listen to the interview and check if any of your ideas in Ex 3A are mentioned.

C **2.02** | Listen again and complete the sentences in your own words.

- Alan begins by describing the source of most problems for interpreters as being a lack
- According to Alan, the volume levels of the microphones mean that they are appropriate
- Alan mentions a high-powered professor to illustrate
- Alan prefers to summarise fast-paced speech rather
- He believes that ideally However, it isn't always possible to do this.
- He finishes by adding that his habit of predicting a speaker's thoughts and words also affects

D Complete the summaries of the interview with the correct form of verbs you found in Ex 2B. There may be more than one alternative.

- Alan whether speakers ever consider the interpreters.
- He concerns for the health of the interpreters and education for the speakers.
- He one point by mentioning a particular incident.
- He that there is no point in asking speakers to slow down and that there will inevitably be cultural differences.
- He the issue of speakers using slang and his earlier point that speakers need to be educated.
- He that most problems are fixable.

4 Work in pairs and discuss the questions.

- Would you like to be a translator or an interpreter? Why/Why not?
- What phrases and topics in your language or culture would be difficult to convey in English?



GRAMMAR

reporting

5A Match the examples (1–4) from the summary in Ex 2A with the advice (a–d) on how to add variety to reporting.

- He was insistent that certain types of writing, such as poetry, simply cannot be translated.
- According to Davis, whenever you 'translate' a poem from one language to another, you end up with two poems.
- She pondered the difficulty of expressing all the feelings contained in the one Portuguese word 'saudade'.
- She maintained that it is often nearly impossible to find equivalent translations for words that express shades of meaning or concepts that differ from one culture to another.

- use a range of summarising verbs that carry the main meaning of the statement
- use adjectives instead of a reporting verb
- use nouns rather than clauses to follow the reporting verb
- use phrases to start the sentence

B Rewrite the statements in reported speech using the words given.

- 'There's no way that can be translated,' said Sarah.
Sarah was insistent
- 'Translating can be very problematic,' said John, and gave examples.
John pointed out that
- 'It's a really enjoyable job, in spite of the difficulties,' said Maire.
Maire maintained
- 'The variety of challenges makes the job interesting,' said David.
According

C Report the statements in as many ways as you can. Then compare your reactions to the statements with a partner.

- The difference between interpreting and translating is interesting, but I would think that they require the same skills.
- For me, it's the translating of certain cultural concepts that is tricky.
- I agree completely and I think the fact that English has so many words for different types of rain is fascinating.
- I wonder how people translate whole novels so quickly and easily. They must be completely bilingual, surely?

D Learn and practise. Go to the Grammar Bank.

page 116 **GRAMMAR BANK**

What do you think of translation apps?

- How frequently do you use translation apps? What for?
- What do you think are the main benefits of using translation apps?
- Do you find that there are any drawbacks or limitations?
- Why might translation apps sometimes produce an incorrect translation?
- Are there certain situations or types of jobs where translation apps might be particularly useful?
- With the wide availability of translation apps, do you think the jobs of translators or interpreters are at risk? Why/Why not?



PRONUNCIATION

6A **2.03** | using intonation to show contrasting opinions | Listen to the sentences (1–4). In which sentences is there a contrast of opinion? How do the speakers show this using their intonation?

- John and Maya were critical of translation apps, but Tina felt differently.
- Betina said most words can be translated accurately, but according to Juan there are lots of words that can't be.
- Paul discussed the difficulty of real-time translation, and the group agreed with his views.
- While most people agreed about the challenge of translating idiomatic language, Mo felt it wasn't such a big issue.

B Work in pairs. Take turns to read the sentences (1–4). Use intonation to help emphasise contrasts in opinion.

- Natalie felt that mistranslation can have very dangerous consequences, but Mike found that a little dramatic.
- Most of the group concluded that all translation will one day be automated, while Jake insisted that wouldn't be the case.
- According to Dan, translated fiction can never be as good as the original, but JT said that with the right translation it could be even better.
- Mika voiced concerns that interpreters sometimes work under too much pressure, but Joel replied that this situation is rapidly improving.

C Work in pairs. Discuss who you agree with in sentences 1–4 in Ex 6B.

SPEAKING

7A Work in pairs. Take turns to answer the the questions (1–6) in the survey above while your partner takes notes.

B Use your notes to summarise your partner's answers for the class, using summarising verbs and other means of reporting.

C Read the Future Skills box and do the task.

FUTURE SKILLS
Communication

When reporting information to others, it is important to organise your summary clearly so that listeners are not confused and can understand the main points. Try not to use long complex sentences or let sentences run into each other. Pause at points to allow the listener to take in the information.

Think about the summary you have just given in Ex 7B. How clear was the information? How might you have improved it?

WRITING

an informative summary

8A Work in pairs and discuss the questions.

- What do you think the work of an interpreter for the deaf (a signer) entails?
- Why do you think someone might want to become a signer?
- What job opportunities do you think there might be for a signer?
- What skills, qualifications and personal traits do you think are required for the work?

B Work in pairs and discuss the questions.

- What do you think an informative summary is?
- What sources could the writer use to find the relevant information to include in an informative summary?

C Write an informative summary. Go to the Writing Bank.

page 104 **WRITING BANK**

2C The way we do it

HOW TO ... | maintain and develop interaction
 VOCABULARY | conventions/cultural heritage
 PRONUNCIATION | expressing surprise and asking for reaction

VOCABULARY

conventions/cultural heritage

1 Work in pairs. Is there anything you have learnt from another culture? Think about:

- attitudes to life.
- relationships.
- the arts.

2A Read the posts from an online discussion board (A and B). Do you agree with either or both of the contributors? Why/Why not?

B Match the words and phrases in bold in the posts with their meanings (1–7).

- 1 fixed thinking about certain cultures and how they act
- 2 considered inappropriate
- 3 done often, therefore not unusual
- 4 originating from far in our past
- 5 unaffected by
- 6 existing for a long time
- 7 special to

C Complete the sentences with your own ideas. Then compare your answers with a partner.

- 1 An opinion that is stereotypical about people from my country is
- 2 A gesture of politeness, irrespective of culture, is
- 3 A way my perspective has been changed recently by reading a book or watching a film is
- 4 Some customs that are peculiar to my family include
- 5 An attitude that is commonplace in my country is
- 6 Something that used to be frowned upon in my country, but is no longer is
- 7 A deeply rooted tradition that I think is unlikely ever to change is

A We've all got a **deeply rooted** cultural heritage which influences the customs and conventions that shape our lives. And we're all aware that our culture can be very different from others. What is **commonplace** in one country (for example, greeting by shaking hands) is inappropriate in another. There are, and there will always be, **long-standing** conventions that are **peculiar to** a certain culture, and unheard of, or even **frowned upon**, in others. However, as the world shrinks, and people are increasingly interacting with other nationalities, our conventions and customs are blurring or feeding into and being adopted by other cultures. In addition to this, advanced technology is bringing with it a sea-change in behaviour and convention, which is producing a culture all of its own. Who would ever have thought that it would be the norm to see people sharing a table but conducting various conversations simultaneously on their phones? And no one raising an eyebrow! Fascinating, isn't it? How far will cultures merge or adapt and change over the next few decades? That is going to be interesting.

B As I see it, our culture shapes how we view the world (and our place in it), how we approach problems, the respect we show for others and a lot more that we just don't think about. And today, the need for understanding of other cultures and learning from them is becoming ever more important if we want to solve the global problems we are facing together, such as climate change. Exposure to different cultures helps us all to appreciate the diversity in the world. It helps us understand other people and makes us realise that there is more that links us than separates us. We start to challenge our way of thinking and view life from different perspectives. Our traditional way of approaching things isn't always the best way – and definitely not the only way! Learning from other cultures helps us to establish new ways of thinking and problem solving. Above all it minimises the notion of **stereotypical** behaviour and teaches us that, **irrespective of** our cultural heritage, we are all individuals, aren't we? Understanding other cultures will eventually reduce the fear that comes with not knowing, and can play an enormous part in reducing tensions between certain cultures that share the same space.

How to ... maintain and develop interaction

3A Work in pairs and discuss the questions.

- 1 How is respect for others shown in your culture?
- 2 Do you think that showing respect is part of a country's culture or a universal human trait? Why?

B Read the Future Skills box and do the task.

FUTURE SKILLS Social responsibility

When interacting with people who have a different cultural background, it is important to respect social conventions to avoid causing direct or indirect offence.

Work in pairs and list social conventions in your culture that might be different in other countries or cultures. Would a failure to observe these conventions offend you?

C 2.04 | Listen to an extract from a radio programme discussing aspects of culture. How do the speakers' points of view differ? What do they agree on?

D 2.05 | Complete the phrases from the discussion with the correct words. Listen and check.

- 1 I'm not arguing
- 2 That's a point.
- 3 But respect has to be earned?
- 4 You're looking at things the wrong way
- 5 OK, I your point.
- 6 Fair
- 7 You a good point.
- 8 It's clear you both have here.
- 9 I think there's a in your argument.
- 10 I think I where you're coming from.

E Learn and practise. Go to the Grammar Bank.

▶ page 117 GRAMMAR BANK

PRONUNCIATION

4A 2.06 | expressing surprise and asking for reaction | Look at the sentence from the discussion. Which word is stressed? Does the intonation fall or rise at the end? Listen and check.

But surely respect has to be earned?

B 2.07 | Practise saying the sentences expressing surprise and asking for reaction. Listen and check.

- 1 But surely it's the other way round?
- 2 But surely you can't really believe that?
- 3 But surely there's more to it than that?
- 4 But surely that's oversimplifying things?

SPEAKING

5A Read the quotes (A and B). Choose one you would like to discuss and make notes to support your point of view. Think about your own culture, or other cultures that you know of. Consider:

- art.
- crafts.
- languages.
- family life.
- relationships.
- jobs.

A It is inevitable that traditions and customs will disappear as the world moves forward. By insisting that we preserve the same attitudes and ways of behaving, we hinder the possible progress our society can make.

B We should all stop looking at our cultures as separate from each other as that's what can lead to conflict and misunderstanding.

B Find a partner with the same point of view as yours. Work together and add to your notes.

C Find another student who holds the opposing point of view. Work in pairs and use your notes to discuss the issue. Express interest, agreement or disagreement.

D Report interesting points that arose during your discussion to the class. What is the general consensus?

MEDIATION SKILLS analysing a fictional character

talk about a character and speculate on their motivation

▶ page 146 MEDIATION BANK



2D BBC Food

Flavours

VOCABULARY | describing food

SPEAKING | propose a new restaurant

WRITING | a blog post about a food hotspot

PREVIEW

1 Work in pairs. Discuss the questions.

- 1 When you think of food from the USA, what do you imagine?
- 2 Is there any American food that you like or dislike? Give examples.

2 Work in pairs. Read the programme information and questions 1–4. Which questions can you answer?

- 1 Where do most immigrants to Los Angeles come from?
- 2 Why might it be important for immigrants to the USA to make food from their original country?
- 3 What is an 'Angelino'? What does it imply in relation to food?
- 4 What do you understand by the 'American Dream'?



BBC

Nadiya's American Adventure

Nadiya Hussein, a well-known British TV chef, takes us on an extraordinary tour of the USA where she explores some of the most vibrant food cultures on earth. She travels around the country, which has one of the highest immigrant populations in the world, and treats us to glimpses of the 'culinary melting pot' that the USA has to offer. In this programme, Nadiya goes to Los Angeles, in California, where she learns about the influence of Latin American migration on Californian cuisine.

VIEW

3 Watch the BBC video clip and answer the questions in Ex 2.

4A Work in pairs. Look at the words and phrases in bold. Discuss which ones you know the meaning of and which ones you can guess.

- 1 ... they have brought with them their **unique cuisine**.
- 2 This is a bit of an **assault on my senses**.
- 3 This place is full of **intriguing smells**.
- 4 This is the Guatemalan **take on** the stuffed chilli.
- 5 ... chefs using their heritage to **fuse flavours** ...
- 6 ... **redefining** Californian cuisine.
- 7 ... **topped with** a Latin-inspired salsa.
- 8 ... to take flavours and ingredients from different places and **reinterpret** it.

B Watch the video again and listen out for the words and phrases from Ex 4A in context. Then work in pairs and discuss which of the phrases have become clearer.



VOCABULARY

describing food

5A Think about your own experiences of food and eating and make brief notes on the topics (1–6).

- 1 an experience that was an assault on the senses
- 2 a food you tried that fused interesting flavours
- 3 a restaurant/food stall with intriguing smells
- 4 a modern take on a traditional dish
- 5 a dessert covered in your favourite topping
- 6 a unique cuisine you would be interested in trying

B Work in small groups. Talk about your experiences and share your ideas.

There's this street in my neighbourhood with pop-up food stalls every Saturday – talk about an assault on the senses! It makes me want to try everything.

SPEAKING

propose a new restaurant

6A Work in pairs. You're going to propose a new restaurant for your area. Think about what type of restaurant might be fun, interesting and popular. Discuss:

- 1 what types of food your area already offers, and what it doesn't.
- 2 what new types of food might be popular with people in your area.
- 3 how you might adapt an existing cuisine to give it a modern twist.
- 4 what types of cuisine you could combine to make a 'fusion' restaurant.

B Decide what type of restaurant you're going to create and think of a name for it. Make a list of the features that would make it attractive to people. Use the vocabulary from Ex 4A to help you.

Japanese/Indian fusion = **unique cuisine**

C Pitch your restaurant idea to the class. Use the Key phrases to help you.

KEY PHRASES

What makes it such a unique concept is ...
 People would jump at the chance to try ...
 What we're aiming for is ...
 Something that we're lacking round here is ...
 We want to create a new take on (Italian cuisine).

D Vote to decide which of the restaurant ideas you would like to see in your area.

WRITING

a blog post about a food hotspot

7A Look at the post on a city's social media page below. What do they want people to do?

Bloggers – we're looking for your reviews of your favourite areas to go out for food! What kind of food can you find there? What makes it such a good experience? Is there anything unique about it? We'll be creating an interactive food map for our page, and if we like your review, we'll upload it to our map.

6 12 1

B Work in pairs. Which areas, either in your country or abroad, would you choose to write about? Why?

C Write a blog post about a food hotspot. Go to the Writing Bank.

▶ page 105 **WRITING BANK**

GRAMMAR

advanced ways of comparing

1 A Choose the correct words to complete the sentences.

- The actor's voice was so weak **so** / **as** / **like** to be almost completely inaudible.
- The legacy of the award was **nothing like** / **as** / **like** as significant as we had been promised.
- It wasn't **so** / **like** / **like as** much an exchange of views as a heated argument.
- You **couldn't** / **shouldn't** / **wouldn't** get advice **any more** / **like as** / **so** unhelpful than that if you tried!
- The outdoor performances continued **so** / **as** / **like as** long as was possible during the showery weather.
- Interpreting is actually **like** / **more of** / **as much as** a summary than literal word-for-word translations.

B Choose three of the ways of comparing used in Ex 1A and write sentences that are true for you and where you are at the moment. Compare your sentences with a partner.

reporting

2 A Complete the second sentence using the word given so that it reports the direct speech in the first sentence. Use between four and six words.

- 'I have faith in the council's ability to address the development issues,' Ms Saunders said. CONFIDENT
Ms Saunders was the development issues.
- 'We submitted our application well before the deadline,' the council leader said. CLAIMED
The council leader application well before the deadline.
- 'It is extremely difficult to translate speeches delivered at speed,' David said. THE
David mentioned speeches delivered at speed.
- 'I feel that we've made the wrong decision,' Jonah said. OPINION
In the wrong decision.

B Work in pairs. Tell your partner two things that you've heard or been told today. Use two different ways to report this information.

VOCABULARY

3 A Match 1–6 with a–f to form collocations.

- | | |
|---------------|-----------------------|
| 1 raise | a the development |
| 2 first and | b the profile |
| 3 detrimental | c effect |
| 4 make | d more harm than good |
| 5 facilitate | e or break |
| 6 do | f foremost |

B Complete the sentences with phrases from Ex 3A.

- Good publicity can of an area and promote tourism.
- Income from tourists can many small businesses.
- A favourable majority in a council can of cultural establishments in the area.
- Becoming a City of Culture can to the local economy.
- An excess of tourists can have a on fragile ecosystems.
-, we need to set a date for the carnival parade.

4 Rewrite the sections in bold in the reported statements using appropriate verbs in the box.

call cite echo fill question talk


- During the literature lecture, the professor **gave the works of** many famous novelists **as examples** to clarify his main points.
- My classmates **told me about** what I had missed at college.
- Katya **persuaded me to go** to listen to a local folk group perform.
- The writer **said that he had the same concerns as the presenter** that many local customs were disappearing.
- In the discussion I **asked people** whether new words and slang expressions should be added to the dictionary.
- The school governors **said they thought more classical writers should be** studied by students.

5 A Choose the correct options (A, B or C) to complete the text.

Culture shock

It can be a tremendous shock to the system, ¹..... of how well prepared you are. Going for the first time to a country where the culture is nothing ²..... your own can be overwhelming. ³..... to the autobiography of a famous traveller, his first trip abroad couldn't have been ⁴..... more traumatic. His knowledge of the language was so limited ⁵..... to be practically non-existent, he was vegan and found himself in a meat-loving country, and he had no knowledge of customs or traditions at all. However, although he ⁶..... that culture shock is commonplace, he is ⁷..... that it soon fades, and the ⁸..... benefits that being immersed in another culture ⁹..... are far more important than the initial cultural isolation.

- | | | |
|-------------------|----------------|----------------|
| 1 A unconcerned | B unrelated | C irrespective |
| 2 A as | B like | C than |
| 3 A Matching | B Regarding | C According |
| 4 A any | B some | C that |
| 5 A so | B like | C as |
| 6 A comments | B acknowledges | C questions |
| 7 A insistent | B expectant | C assured |
| 8 A long-standing | B long-held | C long-term |
| 9 A brings | B gets | C raises |

B  **R2.01 | Listen and check your answers.**

Lesson 2A

GRAMMAR | advanced ways of comparing

VOCABULARY | describing the impact of an action; binomials

PRONUNCIATION | schwa /ə/

VOCABULARY

describing the impact of an action

1 Choose the correct words to complete the text.



A lot has been said about the recent renovation, or 'modernisation', of my local area. What was once a collection of decrepit old buildings is now a thriving cultural hub. The aim of modernising the area was to help raise its cultural ¹figure / profile by ²facilitating / facing cultural development, and the improvements to local buildings and streets were expected to ³bring / take long-term benefits to the wider area. The problem with modernisation, however, is that it is often led by the private sector and, as new businesses move in, they often do more harm ⁴as / than good for the residents. In our area, for example, it's had a ⁵destructive / detrimental effect on local people's standard of living because of soaring cost of rent, forcing many out of the area. Those who manage to stay end ⁶off / up having to pay a lot more than they used to.

2 Complete the conversation using words from the box.

boost detrimental facilitate harm
profile showcase stuck tangible

A: What do you think of our city's bid to become the new 'City of Culture', Esra? Do you think it will have any ¹..... benefits?

B: Yes. Giving the cultural life of the city a ²..... is always a good thing.

A: I'm not so sure. I worry that it might do more ³..... than good. They plough all this money into new theatres, exhibitions and stuff and when the moment's passed, we end up ⁴..... with things local people don't need.

B: Yes, but, at the same time, we get to ⁵..... the best of our local talent. And that can only be a good thing.

binomials

3 Complete the binomial in each sentence.

- In the end, we grew tired of the hustle and b..... of city life and moved to the country.
- We tend to find that, by and l....., it's more expensive to live in a larger city.
- Buy a travel pass if you're going to be out and a..... exploring all day.
- Increased tourism is part and p..... of being a 'City of Culture'.
- We made mistakes in the project, but you live and l....., don't you?
- The solutions to the problems aren't cut and d..... – they're quite complex.

4 Complete each sentence with a binomial using one word from each box.

first give make peace slowly sooner

break foremost later quiet surely take

- I like a bit of after a stressful day at work.
-, we need to ensure everyone has a decent quality of life.
- We can't fail. The success of this project really is for us.
- It won't happen overnight, but, we will start to see some tangible benefits.
- It's not urgent, but we're going to have to decide what to do with the city's open spaces.
- The project will cost €5 million,


GRAMMAR

advanced ways of comparing

5 Choose the correct word to complete the sentences.

- This part of the city is like where we live – nice and quiet.
a bit b rather c lot
- You have picked a better location than this, right next to the station.
a wouldn't b can't c couldn't
- Living in the suburbs is near as expensive as living in the city centre.
a anywhere b nowhere c much
- It's not so much a City of Culture a City of Traffic!
a as b than c like
- This bag is like the other one.
a lot b little c nothing
- The new café isn't a on the old one.
a variance b patch c nowhere


PRONUNCIATION

6A  **2.01** | schwa /ə/ | Complete the sentences with the missing words. Listen and check. What vowel sound do the missing words have in common?

- This chair's nowhere near comfortable my old one.
- This feels lot like being at home.
- You can't drive any faster you are.
- I think she's more upset angry, really.
- This hill is nothing like steep I expected.

B  **2.01** | Listen again and repeat.

READING

7  Read the dictionary entry and answer the questions. Use no more than three words for each answer.

- What's another name for 'twin towns'?
- Is it a national or an international relationship?
- What is their objective sometimes (apart from cultural understanding)?
- When did twin towns in their contemporary form start?

twin town [n]

a twin town, or 'sister city', is a town or city with a legal or social connection with one or more towns in a different country or countries. The aim of having these ties is to develop cultural understanding and in some cases, trade. Such cultural ties have a long history, but the modern idea as we know it came about during the mid-20th century.

8 Read the article again. Choose the best answer to each question.

- In the first paragraph, how does the writer suggest many people feel about twin towns?
 - largely uninterested
 - friendly towards the residents
- What was the original thinking behind the creation of twin towns?
 - as a way of preventing immediate conflict in Europe
 - as a way of avoiding long-term conflict
- What is special about Rome and Paris?
 - they are twinned with other cities
 - they see their connection as unique and equal
- Why does the writer include information on shared industrial heritage?
 - to show how little relevance some town-twinning has in the modern world
 - to show how some cities became twinned
- What benefit of educational ties does the writer mention?
 - creating new opportunities to travel
 - providing extra qualifications

Do cities really need siblings?

Travel round the UK and, upon arriving in most towns, you're likely to see a sign which says something along the lines of 'Welcome to [town]. Twinned with [exotic-sounding place you've never heard of and have no intention of finding out about]'. But what exactly does it mean for a town to be 'twinned' with another town in some far-off place?

At the end of World War II, the prevalent thought across the world was 'never again'. In order to see off the threat of future wars, many famous organisations were created to build stronger links between nations that had previously been at war with each other, such as the United Nations (UN). A perhaps lesser-known way of forging links between areas was that of twin towns, also known as sister cities. This was intended as a way of opening up lasting channels of communication between cities after years of conflict between warring nations. One of the most famous of these was between Coventry (UK) and Dresden (then in East Germany), both of which had suffered devastation from bombing campaigns during the war. Similarly, in 1956, the two previously warring cities of Paris and Rome became exclusively twinned. This sisterhood of great cities carries the motto, 'Only Paris is worthy of Rome; only Rome is worthy of Paris.'

Many now question the need for twinned towns, especially in today's hyperconnected world. It could be argued that the ties have little relevance for people who live in the towns and cities. Most people have never even visited their town's sibling or even know where it is. Another reason two cities might be linked is a shared industrial heritage. For example, Sunderland in the north of England is twinned with Saint-Nazaire in France, due to their historical ties in the maritime and ship-building industries. But, decades on, much has now changed in these industries. So, is there much point in them being twinned?

Part of the answer may come through education. Famous university towns have often been twinned for that very reason. Oxford and Cambridge have been twinned with other notable university cities such as Szeged (Hungary), Heidelberg (Germany) and Grenoble (France). When places link in this way, it has tangible benefits for young people, such as exchange programmes where teenagers get to visit the other town and stay with a family.

The fresh perspectives that this can bring can only be good for young people. But mostly, especially in light of recent world events, any links we can build between nations are more than welcome.



Lesson 2B

GRAMMAR | reporting

VOCABULARY | summarising verbs; multi-word verbs for reporting

PRONUNCIATION | using intonation to show contrasting opinions

VOCABULARY

summarising verbs

1 Choose the correct word to complete the sentences.

- Despite describing the intense challenges involved in translating, she that it is a very rewarding job.
a maintained b echoed c illustrated
- James his point with an example from his own experience.
a pondered b called c illustrated
- Despite praising the project's achievements so far, he there was still a lot of work to do.
a echoed b questioned c accepted
- During the meeting, Nigella the issue of staff cutbacks.
a commented b raised c voiced
- We're here today to our concern about the development plans.
a call b voice c accept
- When I came in this morning, Anna on my new jacket.
a commented b voiced c accepted
- My boss whether the project was really delivering enough.
a raised b commented c questioned

2 Complete the summarising sentences with the correct form of the verbs in the box.

acknowledge call cite
echo ponder question

- 'International companies spend millions on translation services.'
She the fact that international companies spend millions on translation services.
- 'Yes, I understand you're having a lot of problems with the new system.'
He the difficulties with the new system.
- 'Today we're going to try and imagine what life was like in the 1600s.'
In history class yesterday, we what life was like in the 1600s.
- 'Yes, I completely agree with you that AI can be useful in the workplace.'
I her point about AI in the workplace.
- 'I'm not sure just throwing money at it is going to improve the situation.'
He whether increased funding would improve the situation.
- 'We need better regulation of the film industry.'
The minister for better regulation of the film industry.

multi-word verbs for reporting

3 Choose the correct words to complete the text.

A few months ago, I read that an organisation to help deaf people was calling ¹to / for more people to learn sign language. I have a friend who works with deaf children, communicating through sign language. He instantly talked me ²into / to signing up for a course. I enjoyed learning it and I'm now able to reel ³off / out quite a few sentences in sign language. Anyway, last week he tipped me 'out / off that a signing position was available where he works, and filled me ⁵in / up on what I needed to do to apply for it. I handed my application in and he backed me ⁶up / on, saying what a fast learner I was. So now it's fingers crossed that I get an interview - quite literally!

GRAMMAR

reporting

4 The sentences below each have a mistake. Choose the best option to correct the mistake.


- Marie explored her boss to take fast action.
a implored b imploring c exploring
- He asked are subtitles were available.
a about b whether c do
- The rules profess that no photography is allowed.
a echo b stipulate c acknowledge
- Accord to this article, many people use subtitles.
a Accordingly b Accorded c According

5 Complete the summary of a radio programme with the correct form of the words in the box.

able call claim confidence
echo need opinion point

A really interesting programme ¹ for TV channels to make subtitles more widely available, after a study ² that most people who use subtitles are not hearing impaired. Chris Morgan, who works in film-making, ³ this claim and was ⁴ that subtitling would become universally available soon. In his ⁵, the rise in the use of subtitles was down to more people watching TV on smart devices, particularly in public. Other people on the programme ⁶ out that subtitles helped them understand accents more easily. A representative from a video streaming service questioned their ⁷ to apply subtitles universally, but accepted the ⁸ for them to be more available.

PRONUNCIATION

6A  **2.02 | using intonation to show contrasting opinions |**
 What is the function of the second part of the sentences?
 What happens to the intonation? Listen and check.

- 1 I always watch TV with the subtitles on, but my husband prefers watching without them.
- 2 His teacher thinks translation apps aren't very good, but Connor finds them quite useful.
- 3 While Scarlett thought writing subtitles would be quite easy, her boss knew this wasn't the case.

B  **2.02 | Listen again and repeat.**

LISTENING

7  **2.03 | Listen to an interview with a subtitler. Number the challenges in the order they are mentioned.**


- a creative synthesis
- b space restrictions
- c audiovisual rhythm conservation
- d time restrictions
- e reading flow conservation

8  **2.03 | Listen again. Are the sentences True (T) or False (F)?**

- 1 Lisa usually works as a translator.
- 2 She believes her work is more challenging than that of a translator.
- 3 The first thing she needs to consider is how the text will look on screen.
- 4 The speed at which an actor speaks can determine how difficult subtitling is.
- 5 Subtitlers have to transcribe the exact words that the speaker says.
- 6 They have to take into account the personality of the speaker on screen.
- 7 Each line of the subtitles must be a complete unit of meaning.
- 8 The main aim of subtitling is for the viewer not to notice them.

WRITING

an informative summary

9A  **2.04 | Listen to an interview with a voiceover artist and make notes to answer the questions.**

- 1 What kinds of things does a voiceover artist record for?
- 2 How does a voiceover artist find work?
- 3 What are the pros and cons of this job?

B Read the blog (A) and the advertisement (B). Add to your notes from Ex 9A and answer these questions.

- 1 What is a typical working day like?
- 2 What skills does a voiceover artist need?

10 Use your notes to write an informative summary of the work of a voiceover artist. Write around 220 words.

A My name's Deanna Pope and I'm a professional voiceover artist. If you've ever listened to an audiobook, radio advertisement or watched an animated movie, then chances are you've heard my voice. I really enjoy what I do. It's a great way to earn a living, but it can be demanding at times. This is my typical day.

Morning

I usually get up at 8 a.m. It's important for me to set a routine and stick to it to be able to manage and keep on top of the different tasks I need to do. I try to do non-vocal tasks first in order to 'wake up' my voice rather than do any recording with my 'morning voice'. So I answer emails, send invoices to clients, that kind of thing. I download any scripts for auditions that I like the look of.

Afternoon

I head upstairs to my studio and start recording. First, I record my auditions. I usually spend the first hour of work every day on these. I like to think of them as a sort of investment into future work. It's important to do them well in advance of deadlines so I can take your time with them and record them in a relaxed voice. If I rush them in order to meet a deadline, it will show, and I might not get work. After that, my voice will feel warmed up and I'm ready to work on my main clients' jobs. I get through a lot of water as it's vital to stay hydrated, otherwise I risk damaging my voice.

Evening

After dinner, I like to go for a walk. It's a great way to rest my voice before the next day's work ... and get some much-needed exercise after being at home all day!

B Voiceover artist

We are looking for a voiceover artist to record commentary for a series of radio adverts for a travel company. We are particularly interested in people with the following skills:

- the ability to understand the intent behind what you're reading
- reading fluency
- the ability to work to strict deadlines
- a good sense of timing

For the audition script and to submit your audition recording and CV, please click here.

Lesson 2C

HOW TO ... | maintain and develop interaction

VOCABULARY | conventions/cultural heritage

PRONUNCIATION | expressing surprise and asking for reaction

VOCABULARY

conventions/cultural heritage

- 1 Complete the conversation using words from the box.

commonplace deeply frowned irrelative
long-standing peculiar rooted stereotypical

A: How was your work trip to China, Alissa?

B: Great. I must say though, they do business differently there. For one thing, lateness isn't just ¹..... upon. It's actually normal to get to a meeting around fifteen minutes early.

A: That's interesting.

B: And business cards are still ²..... there, and they're designed really ornately, almost like a power symbol. Also, everything follows strict rules of seniority. It's a ³..... convention to find the most senior person and greet them first. Then, during the meeting, you have to address them first, ⁴..... of whether they're the right person to speak to. But the most ⁵..... thing for me was the small talk. It's all personal questions like, 'How old are you?' and 'How much do you earn?'

- 2 Choose the correct words to complete the sentences.

- Many people associate the British with drinking tea, but that's just a belief about **stereotypical** / **irrelative** behaviour. Coffee is popular, too.
- It's important to respect other people's cultural beliefs, **peculiar** / **irrelative** of whether you agree with them.
- My husband's family has a deeply **standing** / **rooted** heritage dating back centuries.
- It's a long- **standing** / **holding** tradition in our family to have a party on someone's birthday.
- Didn't you think it was a bit **commonplace** / **peculiar** the way he didn't say anything?
- Informal language in a business letter is generally frowned **upon** / **down**.

How to ...

maintain and develop interaction

- 3 2.05 | Listen to a discussion about politeness. Who does these things: Nigel, Stacey or Wanda?

- describes a situation where they were at fault
- thinks that, without manners, nobody would be polite to each other
- describes a situation where someone apologised to an object
- concedes that people sometimes take politeness too far
- differentiates between polite language and polite behaviour
- talks about speaking to people they don't know

- 4 2.05 | Choose the correct words to complete the sentences. Listen again and check.

- And / But surely it's good to be polite like that?
- I bring / take your point.
- You give / make a good point.
- Fair / Just enough.
- That's a relevant point / decision.
- You're looking at things the wrong side / way round.

PRONUNCIATION

- 5A 2.06 | expressing surprise and asking for reaction | Match the sentence beginnings (1-4) with the endings (a-d). Listen and check.

- | | |
|-------------------------|---------------------------|
| 1 But surely it's good | a best way to behave? |
| 2 But surely that's the | b to be polite like that? |
| 3 But surely that's not | c believe that? |
| 4 But surely you don't | d a bad thing? |

- B 2.06 | Listen again and repeat.

SPEAKING

- 6A 2.07 | Complete the discussion with the phrases (a-f). Listen and check.

- | | | |
|---------------|---------------|----------------|
| a good point | c but surely | e a flaw |
| b fair enough | d coming from | f strong views |

A: I think it's fair to say that people's personalities are influenced by their culture.

B: I think there's ¹..... in your argument there. People's personalities are made up of lots of things, not just culture.

A: No, no, I'm not saying that at all. I'm just saying that it's one of the influences, not the only one.

B: ²..... I see what you mean. ³..... other things are much more important. The experiences you have, education, for example.

A: Yes, but I think culture has a bigger impact than many people realise. The language, the way family is regarded, these are all part of culture.

B: I think I get where you're ⁴..... I guess these are things which affect us at a young age and seem less important as we get older.

A: You make a ⁵..... The less relevant something is to us as we get older, the less aware of it we become, I guess.

C: It's clear you both have ⁶..... on this.

- B 2.08 | You are B in Ex 6A. Listen and speak after the beep. Record the conversation if you can.

- C Listen to your recording and compare it to Ex 6A.

- D Repeat Ex 6B, without looking at the conversation in Ex 6A. Then repeat Ex 6C.



Lesson 2D

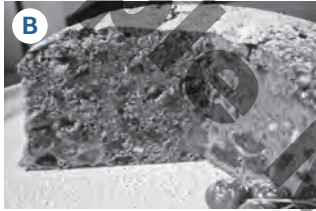
LISTENING | traditional British food


READING | street food

LISTENING

1  **2.09** | Listen to a podcast about British food. Match the names of the food (1–3) with the photos (A–C).

- 1 Welsh Rarebit
- 2 Irish Champ
- 3 Cloutie Dumpling



2  **2.09** | Listen again and choose the correct word to complete the statements.

- 1 The presenter thinks traditional English food is **popular** / **unpopular** round the world.
- 2 Rabbit **is** / **isn't** part of Welsh Rarebit.
- 3 Dylan's modern take on the dish is using a different kind of **bread** / **cheese**.
- 4 People usually eat Irish Champ **on its own** / **with something else**.
- 5 A Cloutie Dumpling is named after **its ingredients** / **the way it's baked**.
- 6 Every year, people take part in a **festival** / **competition** in Avonbridge.

READING

3 Read the article about street food. Choose the reasons (1–9) given for the popularity of street food.

- 1 low expenditure
- 2 an easy business to get into
- 3 good quality
- 4 cleanliness
- 5 authenticity
- 6 vendors as stakeholders in their business
- 7 a new take on traditional dishes
- 8 comfort
- 9 how easy it is to buy

4 Complete the sentences with words and phrases from the article. Use no more than three words in each gap.

- 1 You can purchase from a vehicle in the USA.
- 2 Far back in Greek history, were a street food.
- 3 The low cost of street food encourages people to taste a wider variety of
- 4 Being able to watch the food being cooked gives people peace of mind about
- 5 Many street vendors offer you the chance to something before you buy it.
- 6 The writer suggests you can have a complete meal made up of dishes from of the world.
- 7 The final explanation that the writer mentions for why people like street food is

Why is street food so popular?

Whether you're eating fried rice in a street stall in Indonesia or fish tacos from a food truck in California, street food is universally popular. It has a long history, right back to ancient Greece where vendors sold small fried fish (though some Greek philosophers frowned upon the practice). A vast array of culinary delights are available to eat anywhere. So why is it so popular?

The first, most obvious answer is the cost – or lack of it. Vendors generally have low start-up and running costs compared to a traditional restaurant, which means they can pass this on to customers. And when things are cheaper, you're likely to try more different types of food than you normally would, meaning a more enjoyable experience (assuming you like what you try).

Quality is often better with small, independent street food vendors, too. There are a number of reasons for this. First and foremost, you can watch your food being cooked. This gives people peace of mind when it comes to hygiene concerns, and the fact that the vendors know they're being watched means they're

cooking to the best of their ability. Many street-food vendors allow you to sample their wares, which means you might try something you normally wouldn't. Usually street food-vendors are the owners of their business, so making sure you enjoy the quality of their food is part of their livelihood.

Traditional brick-and-mortar restaurants often only sell one type of cuisine, such as Italian or Chinese. Although, when you visit a street-food market, it's possible to have a three-course meal from three different parts of the globe, all in one place. This wide variety also leads to innovations in food, whether it's a fusion of different cuisines, such as Japanese sushi, tacos or Indian pies, or completely new types of food or drink.

Another reason why street food is so popular is its convenience. In today's busy world, you can grab a meal and eat it on the go. Or you can hang around with friends while you eat. Whatever your preference, it's clear that street food is something to be celebrated, and will be for years to come.

GRAMMAR

1 Use the prompts to write sentences using conditional forms. Use the correct form of the verbs in brackets.

- If I / (know) / about / dress code, / I / (dress) / smartly.
- Unless you / (check), / you / (not have) / the full picture.
- But / my parents' support, / I / (not go) / university.
- If I / (be) / go out tonight, / I / (regret) it tomorrow.
- Had you / (study) more, / you / (pass) / the exam.
- We / (be) / there on time / providing / we leave early.

2 Complete the conversation with the words in the box. There are two extra words.

exactly how this what whatever
whenever who whoever


A: 1..... takes on the head-of-year role is going to have a tough job.

B: I know, they'll need to know 2..... to implement the new curriculum.

A: That's 3..... what I mean. It seems to me that 4..... you want to do, the curriculum restricts it.

B: Yes. It doesn't matter 5..... you think about teaching. You just need to follow the plan set out for you.

A: You see, 6..... is what I feared would happen when they first introduced it.

3  The sentences below have a mistake. Choose the best option to correct the mistake.

- The new system is no like the old one. It's better.
a nowhere b nothing c none
- The sequel was easily as exciting than the first film.
a like b is c as
- It wasn't so much a picnic like a festival.
a is b as c than
- I'm more excited like worried about the trip.
a than b like c as

4 Choose the correct words to complete the text.

People working in the translation industry last night were ¹**hopeful / regretful** that new legislation would be passed safeguarding their rights. According ²**from / to** Alissa Webb, president of the National Association of Translators, workers have seen an erosion of their rights in recent years. She ³**professed / acknowledged** that the industry has become more competitive, thus reducing pay levels and benefits, but ⁴**implored / claimed** industry leaders to respect workers' rights. In doing so, she ⁵**questioned / cited** the example of one of the association's members who had seen his salary reduced by ten percent in real terms. MP Ruth West ⁶**echoed / pointed out** these concerns and questioned the industry's ⁷**able / ability** to regulate itself sufficiently, saying that things ⁸**will / have** to change.

VOCABULARY

5 Complete the sentences with a word from each box.

complete ring spot struck sweeping vacuous

chord comments fallacy on statement true

- This is exactly what we need. Your idea is
- What Julia said about the boss really a with me.
- The idea that being rich makes you happy is a in my opinion.
- At work we have these posters on the walls with which are supposed to motivate us.
- Something about his excuse for being late doesn't with me. I think he's lying.
- To say that all unemployed people are lazy is a bit of a

6 Complete the sentences with one word in each gap.

- It's no use getting hung over small mistakes.
- Her methods may fly the face of conventional wisdom, but she gets results.
- To be honest, I'm close to throwing the towel right now.
- Go on, give it a go, you've got to lose.
- After having to deal with rejection after rejection, I realised I just wasn't cut for life as an actor.
- The company is strides in developing new, eco-friendly technology.

7 Complete the text with the words in the box.

blended critical nurturing path
potential rigorous tuition virtual

I really like the university where I study. We study through ¹..... learning, so part of our study is in a ².....-learning environment, and part of it is face-to-face, on campus. The staff at the university maintain ³..... standards in teaching, developing a ⁴..... environment to help us fulfil our ⁵..... In all lessons, they encourage us to use ⁶..... thinking to question what we learn and find our own ⁷..... in the subject. I guess that's why the ⁸..... fees are so high!

8 Choose the correct words to complete the sentences.

- Using her **fertile / novel** imagination, she created some of the most popular books of the decade.
- We really need to think outside the **talent / box** with this project. Anything goes, really.
- He just showed up on my doorstep, completely **in / out of** the blue.
- That art exhibition really **sparked / flashed** my imagination.
- James just oozes **raw / fresh** talent.

9 Complete the sentences with one word in each gap. The first letter is given.

- Teachers should lead students towards understanding something, rather than feeding them the a.....
- Talk me t..... your ideas for the assignment and I'll help you.
- I always try to a..... my teaching to suit individual learners' preferences.
- I had an amazing geography teacher at school who was able to inspire me on a personal l.....
- Teachers have to take students' different needs and styles of learning into a.....

10 Choose the correct option (a or b) to complete each sentence (1-6).

- Training is needed to facilitate
- Investment in the sector will have tangible
 - benefits for all concerned.
 - the development of our employees.
- The conference is a fantastic opportunity for us to showcase
- The article should help raise
 - the best of our talent.
 - the cultural profile of our town.
- All too often a city ends up stuck
- Sometimes publicity can have a detrimental
 - with buildings they have no use for.
 - effect on the city's profile.

11 Choose the correct word to complete the sentences.

- It's mainly a true story, give take a few small details.
 - and
 - or
 - but
- Trams are a great way to travel when you're and about in the city.
 - in
 - out
 - across
- Thanks for coming to the meeting. I'll try to keep it as and sweet as possible.
 - short
 - long
 - small
- Self-defence is and parcel of training to become a police officer.
 - bit
 - piece
 - part
- Attendees will be able to and choose which stands they want to visit.
 - pick
 - select
 - take
- Keep practising, then but surely you'll become a good player.
 - fast
 - quickly
 - slowly

12 Complete the text with the correct form of the verbs in the box.

acknowledge echo fill illustrate raise reel

Last night there was a TV programme on about the work of dubbing specialists. To start, the presenter ¹..... the fact that dubbing has not always been successful in the past, and ²..... off countless examples where this has been the case. However, the industry has come a long way over the last few decades. There was an interview with a professional dubber, who ³..... the issue of the need for people who provide voiceovers to have a deep understanding of the character. To ⁴..... his point, he said that as part of the process he'll meet with both the writer and the actor who will ⁵..... him in on the necessary details. The presenter then ⁶..... this point and went on to describe other methods they use.

13 Choose the correct words to complete the sentences.

- Most people have a **deeply rooted / commonplace** cultural heritage that they're proud of.
- We offer equal opportunities for advancement, **irrespective of / peculiar to** your background.
- The film was characterised by **stereotypical / deeply-rooted** characters and a tired storyline.
- Too much vanity is usually **looked / frowned** upon in most cultures.
- While English is used around the world, bilingualism is also **long-standing / commonplace**.
- This type of tree is **stereotypical / peculiar** to this region.

14 Choose the correct options (a-c) to complete the text.

Looking to try new and interesting food? Well, Camden Food Market is the ideal place to go. From the moment you enter, the ¹..... smells and hustle and bustle of the market create a(n) ²..... on your senses. From the Mexican ³..... on Indian food to Peruvian soups which expertly ⁴..... flavours, you're bound to find ⁵..... cuisine in every corner.

- | | | |
|------------|--------------|---------------|
| 1 a topped | b intriguing | c inquisitive |
| 2 a attack | b hit | c assault |
| 3 a give | b take | c try |
| 4 a stir | b have | c fuse |
| 5 a unique | b equal | c the same |

2 culture

Global Scale of English **LEARNING OBJECTIVES**

2A Cities

- **READING** | Read an article about Cities of Culture: describing the impact of an action; binomials
- **Pronunciation:** schwa /ə/
- Talk about applying to be 'City of Arts': advanced ways of comparing

GSE INFORMATION

READING

79 Can understand complex arguments in newspaper articles.

VOCABULARY

76–90 Can use language related to cause, purpose and effect.

76–90 Can use language related to decision or indecision.

GRAMMAR

76 Can make comparisons in linguistically complex sentences.

SPEAKING

78 Can give reasons and explanations for their opinions using linguistically complex language.

2B Lost in translation

- **LISTENING** | Understand a radio interview about interpreting: summarising verbs; multi-word verbs for reporting
- **Pronunciation:** using intonation to show contrasting opinions
- Talk about apps: reporting
- Write an informative summary for a careers brochure

GSE INFORMATION

VOCABULARY

76–90 Can use language related to summarising.

76–90 Can use language related to cultures, customs, traditions and celebrations.

LISTENING

82 Can understand the details in a linguistically complex audio recording.

GRAMMAR

79 Can use a wide variety of structures to report both spoken and written language.

SPEAKING

76 Can summarise the main points from answers to a survey using linguistically complex language.

WRITING

76 Can write essays and reports synthesising information from a number of sources.

2C The way we do it

- **HOW TO ...** | maintain and develop interaction: conventions/cultural heritage
- **Pronunciation:** expressing surprise and asking for reaction

GSE INFORMATION

VOCABULARY

76–90 Can use language related to manner of doing something.

HOW TO ...

80 Can maintain and develop interaction on an abstract topic by expressing interest, agreement or disagreement.

SPEAKING

80 Can maintain and develop interaction on an abstract topic by expressing interest, agreement or disagreement.

2D Flavours

- **BBC PROGRAMME** | Understand a TV travel and cookery programme about food in the USA
- Make a proposal for a new restaurant: describing food
- Write a blog post about a food hotspot

GSE INFORMATION

VOCABULARY

76–90 Can use language related to food and drink.

SPEAKING

76 Can contribute to group discussions even when speech is fast and colloquial.

WRITING

80 Can write a detailed description of a place using linguistically complex and nuanced language.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 2A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Discuss the vlog question as a class, then play the video for Ss to watch and find out who, if anyone, they agree with. Elicit answers from a few Ss. Then put Ss in pairs to discuss the question in part 2. When they have finished, elicit ideas and reasons from a few pairs and find out if others agree.

ANSWERS:

1 Ideas mentioned in the vlogs:

Speaker 1: Paris (elegant and romantic)

Speaker 2: India (vibrant and interesting, can spend time outside, lots of street food)

Speaker 3: Costa Rica (nature and plants)

Speaker 4: Spain (the culture, maintain high level of Spanish, close enough to visit family and friends)

Speaker 5: Italy (food, culture and people)

Speaker 6: Brazil (history, culture, music, dancing and opportunity to learn Portuguese)

Speaker 7: New Zealand or Canada (English-speaking, beautiful, safe, open)

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 2

Online Digital Resources

Videoscript Unit 2 Opener: BBC Vlogs

2A Cities

GRAMMAR | advanced ways of comparing

VOCABULARY | describing the impact of an action; binominals

PRONUNCIATION | schwa /ə/

LESSON OVERVIEW

The aim of this lesson is for Ss to justify a point of view. In order to do this, they learn phrases for describing the impact of an action and some binomials. They also learn advanced ways of comparing. The context is an opinion piece article about Cities of Culture. This leads into the grammar, where Ss also practise the use of the schwa /ə/ sound. The lesson ends with a speaking activity where Ss have a discussion and try to persuade their partner of their point of view.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 4B:** Ask Ss to type their answers in a collaborative document so they can compare them in Ex 4C.
- **Ex 6A:** Display the sentence halves on your device and make sure the annotate function is on. In feedback, ask different Ss to draw lines to connect the halves.
- **Ex 6B:** Put Ss in breakout rooms in pairs to discuss the sentences in Ex 6A.
- **Exs 8A and 8B:** Ask Ss to type their ideas in a collaborative document shared by the pair and read each other's ideas.

Additional Materials

For Teachers:

Presentation Tool Lesson 2A

Photocopiable activities 2A

Grammar Bank 2A

Vocabulary Bank 2A

For Students:

Online Practice 2A

Workbook 2A

TO START

On the board, write:

How do cities contribute to the culture of a nation?

Think of examples and consider these things:

- *educational establishments*
- *famous places*
- *transport types*
- *food*
- *local history*

Put Ss in small groups to discuss the questions. When they have finished, ask a member of each group to share their ideas with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

1 A Put Ss in pairs and set a strict time limit for them to write their lists. When the time is up, ask pairs to stop writing and find out how many each pair got. Elicit which cities they came up with.

EXTRA CHALLENGE Ask Ss to try and think of a city that begins with each letter of the alphabet. In feedback, elicit their ideas and write them on the board.

B Ss discuss the questions in the same pairs as for Ex 1A. When they have finished, elicit their ideas and have a brief class discussion.

EXTRA SUPPORT: TEACHER Note that while they are called ‘Capitals of Culture’, this does not mean that only capital cities can have this status – any city or town could be a Capital of Culture, e.g. Esch-sur-Alzette (Luxembourg), Kaunas (Lithuania) and Novi Sad (Serbia) were European Capitals of Culture for 2022.

2 A Ask Ss to read the first paragraph of the article and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1 that the idea of being a cultural icon or exemplifying cultural ideals is being taken too far and risks losing focus
- 2 The writer starts by being factual, but then the writing becomes clearly fictitious, to emphasise the point.

B Ss read the rest of the article to find out whether the writer thinks Cities of Culture are a good thing or not, then check in pairs. Check the answer with the class.

ANSWER:

The writer concludes that there are both pros and cons.

C Read the questions with the class, then ask Ss to read the article again and choose the correct answers individually, then check in pairs. Monitor and offer help where necessary. When they have finished, check answers with the class.

ANSWERS:

1 b 2 a 3 b 4 a 5 c

3 Put Ss in pairs to discuss which of the sentences in Question 5 in Ex 2C they agree with. Make sure they give their reasons. When they have finished, go through the sentences with the class and have a brief class discussion, eliciting Ss’ reasons for their opinions.

VOCABULARY

describing the impact of an action

4 A Draw Ss’ attention to the phrases in bold in the article. Ask them to decide if each describes a positive or negative effect individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the phrases in bold from the article as a vertical list on the board or on a separate piece of paper.

ANSWERS:

Positive: have tangible benefits, showcasing the best of, raise the cultural profile, give the cultural life of that city a boost, facilitate cultural development, bring long-term benefits

Negative: ends up stuck with, have a detrimental effect, do more harm than good

B Demonstrate the activity by sharing one or two of your own ideas, e.g. ‘Investment in the arts would have tangible benefits for my town. An exhibition would be a great way of showcasing the positive things about where I live.’ Ss complete the sentences with their own ideas individually. With online classes, remember you can ask Ss to type their answers in a collaborative document so they can compare them in Ex 4C. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- C** Put Ss in pairs to compare their ideas. When they have finished, ask each pair to share how many of their ideas were the same and what they were.
- D** Refer Ss to the Vocabulary Bank on page 137.

VB ▶ page 137 **VOCABULARY BANK** binomials

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

EXTRA SUPPORT: TEACHER Binomials are a type of collocation including two words separated by a conjunction. Their order is fixed (e.g. *fish and chips*, *rock and roll*, NOT *chips and fish*, *roll and rock*).

- 1 A** Ss complete the sentences with words from the article on page 21 alone, then check in pairs. Check answers in pairs.

ANSWERS:

1 First 2 part

- B** Ss complete the sentences individually, then check in pairs. Encourage Ss to use association, form and alliteration to help them work out what the binomials are. With weaker classes, tell Ss they can look the binomials up in a dictionary or online. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, you could provide two options for each sentence (one correct and one distractor) and ask them to choose the correct one.

ANSWERS:

1 peace 2 slowly 3 hustle 4 make
5 cut 6 give 7 short 8 out
9 By 10 Sooner 11 pick 12 live

- C** Put Ss in pairs to discuss what the binomials in Ex 1A and Ex 1B mean. In feedback, check understanding by eliciting different sentences for each phrase.

POSSIBLE ANSWERS:

first and foremost – most importantly, with priority
part and parcel – a significant element
peace and quiet – tranquillity
slowly but surely – progressing slowly but well
hustle and bustle – noise and crowds
make or break – the last chance
cut and dried – easy to decide
give or take – about / approximately
short and sweet – not long and detailed
out and about – moving around outside
by and large – generally
sooner or later – at some point
pick and choose – select
live and learn – get wiser with experience

GRAMMAR

advanced ways of comparing

- 5** Ss complete the sentences individually, using the article to help if necessary, then check in pairs. Check answers with the class. Use this exercise as a diagnostic activity to gauge how much Ss know. This will help you decide how much detail to go into when going through the notes in the Grammar Bank in Ex 6C.

EXTRA SUPPORT: DYSLEXIA Encourage dyslexic learners to cover the sentences they're not working on to help reduce distraction.

ANSWERS:

1 like 2 as 3 like 4 as 5 as 6 as 7 than

- 6 A** Elicit the first answer as an example, then ask Ss to match the rest of the sentence halves alone, then check in pairs. Check answers with the class. For online classes, you can display the sentence halves on your device and ask different Ss to draw lines to connect the halves in feedback.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by reducing the number of options for each sentence to two (one correct and one distractor) and asking them to choose the correct one.

ANSWERS:

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

B Demonstrate by saying whether the first sentence in Ex 6A is true for you, e.g. 'No, that's not true; I live in a big city.' Put Ss in pairs (in breakout rooms with online classes) to discuss the sentences. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

C The Grammar Bank on page 115 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 115 **GRAMMAR BANK**

Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the other structures and phrases given for making comparisons.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 This exercise practises the form of comparisons with *as* and *like*. Ask Ss to complete the rest of the sentences, then check in pairs. Check answers with the class.

ANSWERS:

1 as 2 like 3 as 4 like 5 as 6 as

2 This exercise practises the use of advanced ways of comparing. Ask Ss to match the sentence halves, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can support Ss with dyslexia by highlighting the parts of the phrases for making comparisons that they need to match within each set of sentence halves. You can also ask them to cover the sentence halves they're not working on in order to minimise distractions.

ANSWERS:

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

3 This exercise focuses on the form and meaning of advanced ways of comparing. Ss rewrite the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 1 get a painting (any) more lifelike / get a more lifelike painting
- 2 at complete variance with
- 3 so much his words as
- 4 claims were so ridiculous as to
- 5 was easily as exhausting as
- 6 that it was a bit like / as to be a bit like

EXTRA SUPPORT With weaker classes, and for Ss with dyslexia, you could provide more of the completed sentences, leaving just the comparative structures for them to complete.

PRONUNCIATION

schwa /ə/

7A ▶ **2.01** | Focus attention on the words in bold, then play the recording for Ss to notice the common vowel sound (the schwa /ə/). Check the answer with the class.

EXTRA SUPPORT: TEACHER The schwa (/ə/) is the most common vowel sound in English connected speech. It is made when the articulators in the mouth are relaxed and therefore is never stressed. You may want to joke with the class by saying 'I want to be like the schwa, because it's never stressed.'

ANSWER:

They all have the schwa /ə/ sound in common.

B ▶ **2.01** | Ss listen again and practise saying the sentences. Monitor and check they're using the schwa /ə/ sound to help them say the sentences more quickly and naturally.

SPEAKING

- 8A** Read the instructions and questions with the class, then put Ss in pairs and ask them to think of ideas to answer the questions. Encourage them to use the vocabulary from the lesson and make notes of their ideas.
- B** Direct Ss to page 142 and read the ideas. In their pairs, Ss compare the ideas in the lists with their own from Ex 8A and add their ideas to the relevant sections.
- C** Rearrange Ss into new pairs (A and B) to discuss their ideas and try to convince each other, with Student A arguing for the idea and Student B against it. Monitor and encourage Ss to use the grammar and vocabulary from the lesson. Make notes on Ss' language use for later class feedback.
- D** Ask each pair to try and agree how to vote based on their discussion. When they have finished, ask each pair if they agreed and if so what they agreed on. Give the class feedback on their language use as a class.

EXTRA IDEA If you have time at the end of the activity, Ss could stay in their pairs and swap roles, with Student B arguing for and Student A against.

TO FINISH

Put Ss in pairs to discuss what practical steps their own city could take to become a 'City of Arts'.

2B Lost in translation

GRAMMAR | reporting

VOCABULARY | summarising verbs; multi-word verbs for reporting

PRONUNCIATION | using intonation to show contrasting opinions

LESSON OVERVIEW

In this lesson, Ss learn how to report information and write an informative summary. In order to do this, they learn summarising verbs and grammar for reporting. The context is a listening where Ss listen to an interview with an interpreter, which leads into the grammar. They also practise using intonation to show contrasting opinions. Ss then do a speaking activity where they summarise information about their partner. The lesson ends with a writing activity where Ss learn how to synthesise information in a summary.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Vocabulary Bank 2B, Ex 1C:** Put Ss in breakout rooms to do the activity.
- **Ex 3A:** Ask Ss to type their ideas in a collaborative document to refer back to in Ex 3B.
- **Writing Bank 2B, Ex 2B:** Ask Ss to type their summaries in a collaborative document so they can compare them in Ex 2C.

Additional Materials

For Teachers:

Presentation Tool Lesson 2B
 Photocopiable Activities 2B
 Grammar Bank 2B
 Vocabulary Bank 2B
 Writing Bank 2B

For Students:

Online Practice 2B
 Workbook 2B

TO START

Tell Ss about an amusing experience you've had in a foreign language, e.g. 'I once had a friend from another country who was studying in Britain. When his course finished I asked him what he was going to do next. He told me that he had to go back home as, because of his visa, he couldn't walk here. I was confused and asked him if he had a problem with his legs or something. After a while I realised he said he couldn't work here, but was pronouncing 'work' as 'walk', because of the spelling.' Put Ss in small groups to discuss any amusing experiences they've had, then share them with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

summarising verbs

1 Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, elicit their ideas and have a brief class discussion. You could also ask Ss if they've ever used a translator or an interpreter and, if so, to share the experience.

EXTRA SUPPORT: TEACHER The phrase *lost in translation* is used to describe when something fails to have the same meaning or effectiveness when translated into another language.

2A Ss read the summary and make a list of the challenges mentioned, then compare ideas in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the summary with them. Alternatively, record the summary before the lesson so that Ss with dyslexia can listen while they read.

ANSWERS:

- intonation cannot be translated
- some forms of writing, e.g. poetry, cannot be translated
- cultural differences affect translation of shades of meaning and concepts that differ in different cultures
- doubtful whether training courses address these problems sufficiently

B Draw Ss' attention to the verbs in bold in the summary in Ex 2A. Ask them to match them with the definitions individually, then check in pairs. Check answers with the class. You could write them on the board for Ss to refer to when they do Ex 3D.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the infinitive form of the verbs in bold in the summary in Ex 2A as a vertical list on the board or on a separate piece of paper. To reduce the amount of information they need to process, you could provide two lists of verbs: one for definitions 1–6 and one for 7–12. The list(s) of verbs can also be used in Ex 3D.

ANSWERS:

- | | | |
|----------------------|-------------------|----------------------|
| 1 voice | 2 accept | 3 cite |
| 4 echo | 5 question | 6 call for |
| 7 acknowledge | 8 maintain | 9 raise |
| 10 illustrate | 11 ponder | 12 comment on |

C Read the title of the report with the class, then ask Ss to read the report and choose the correct verbs to complete it, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You could advise dyslexic learners that covering the parts of the report they are not currently working on will help them focus.

ANSWERS:

- | | |
|---------------------|----------------------|
| 1 raised | 5 maintained |
| 2 echoed | 6 pondered |
| 3 accepted | 7 illustrated |
| 4 questioned | |

D Introduce the activity by sharing your own view with the class, e.g. 'I usually watch things on my phone when I'm working out, so I much prefer dubbing as my eyes aren't always on the screen.' Put Ss in pairs to discuss their preferences. When they have finished, ask a few pairs to summarise their discussion for the class using the verbs not used in Ex 2C.

EXTRA: ALTERNATIVE IDEA Put Ss in groups of three to do Ex 2D. Two Ss have the discussion while the third makes notes, then shares these with the rest of the group. Ss can then use the notes to write a summary of the discussion for homework.

E Refer Ss to the Vocabulary Bank on page 137.

▶ page 137 **VOCABULARY BANK** multi-word verbs for reporting

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

VB 1 A Elicit the first answer as an example, then ask Ss to identify the rest of the verbs and objects alone. (Ss with dyslexia may find it better to highlight the verbs as underlining could distort the letters and make them difficult for them to read.) Ask Ss to check their answers in pairs, then check answers as a class and write them on the board so Ss can refer to them easily during Ex 1B. Elicit which of the verbs are separable. If Ss think *reeled off* is not separable, point out that it can be separated but that it would be clumsy to do so in this sentence.

EXTRA SUPPORT: DYSLEXIA Multistage tasks can be a challenge for Ss with dyslexia. In this case, break the exercise down into distinct stages. First, ask Ss to identify and highlight the multi-word verbs and check answers. Then ask them to identify the object and circle it, then check answers. Finally, elicit which verbs are separable. It would also be helpful for Ss to cover the sentences they're not working on in order to minimise distractions.

ANSWERS:

- 1 verb: calling for, object: more signers
- 2 verb: fill (me) in on, object: me
- 3 verb: talked (me) into, object: me
- 4 verb: back (me) up, object: me
- 5 verb: tipped (me) off, object: me
- 6 verb: reeled off, object: the names

Separable: fill someone in on, talk someone into, back someone up, tip someone off, reel off

B Read the definitions with the class. Ss match the multi-word verbs with the definitions individually, then check in pairs. Monitor and offer help where necessary. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Rather than refer dyslexic learners to the verbs on the board, you could provide them with the multi-word verbs on a separate piece of paper which they can place next to the definitions. Also, ask them to cover the definitions they're not working on to avoid distractions.


ANSWERS:

- | | |
|---------------------|----------------------|
| a back someone up | d tip someone off |
| b talk someone into | e fill someone in on |
| c call for | f reel off |

C Read the example with the class and demonstrate with a stronger student if necessary, then put Ss in pairs (in breakout rooms with online classes) to do the activity. Point out that Student A should choose which multi-word verb they are aiming to provide a sentence for without telling Student B what it is. When they have finished, ask a few pairs to share an example with the class.

LISTENING

3 A Discuss the question as a class. (With large classes you could put Ss in groups to ensure equal participation.) Elicit Ss' ideas and write them on the board. With online classes, Ss can write their ideas into a collaborative document which you can refer back to in Ex 3B.

B  **2.02** | Play the recording for Ss to listen and check if any of their ideas from Ex 3A are mentioned. In feedback, go through the list of ideas on the board and tick any that were mentioned. With online classes, remember you can use the collaborative document from Ex 3A. Elicit any new ideas mentioned in the recording and add them to the board. Elicit what Ss remember about what was said about each idea.

AUDIOSCRIPT 2.02

I = Interviewer A = Alan

- I: International conferences are huge events where people from a range of cultures come together to share ideas and opinions or to debate, and therefore the need for simultaneous interpretation is vital. It's something that's always fascinated me. What is it like to sit in a booth all day at the United Nations or in a conference, translating at the same time as people are talking? What sort of problems do the interpreters face? Joining me in the studio is Alan Suarez, who is an interpreter for international conferences where he translates between Spanish, German and English. Alan, welcome to the programme.
- A: Thanks.
- I: So, what would you say are the main challenges you face when you're interpreting?
- A: That's something I get asked a lot. There are quite a few challenges and I'm not sure that speakers ever really consider their interpreters. For instance, a surprisingly frequent problem – and one that people find unbelievable – comes from the fact that nowadays sound levels are very carefully checked so microphones and headsets are set for voice level. Some speakers, however, will start off by shouting into their microphones or do that old-fashioned 'testing, testing' thing and tap the microphone, resulting in a loud noise which can be quite painful for the interpreter and in some cases actually cause serious injury.
- I: Really? I'd never even considered that! Of course, you're sitting there in your booth with your headset on. Very vulnerable. So, what can you do?
- A: Well, it's crucial to educate the speaker and of course, the organisation. I kind of shock them. Tell them that their behaviour can incapacitate the interpreter and in the worst-case scenario there's a risk of hearing loss, of the interpreter actually going deaf.
- I: Are you serious?
- A: Yes.
- I: So, what other things can the speaker do wrong?

A: One of the worst is when they insist on speaking a language in which they're not particularly competent, that they're really not good at. I remember one very high-powered professor from ... well, I won't say where ... but her English was extremely difficult to follow. I just had to make an educated guess as to what she was trying to say. I usually try to get speeches from all speakers in advance so I at least have the written word to fall back on in these kinds of situations.

I: And I suppose sometimes people speak too fast for you to follow?

A: Yes, to a certain extent, but from experience I've found there's no point in asking them to slow down. Everyone has a natural pace of speaking so the best thing to do is not try to translate word for word but to summarise what they're saying.

I: Right. I can understand that.

A: And then of course there are cultural differences. Humour is an interpreter's nightmare. There's a risk of humorous sayings from one language getting completely lost in translation. Humour doesn't travel well, and jokes are often just not funny.

I: So, what do you do if a speaker is telling a lot of jokes?

A: I'll try and see if I can find an equivalent in the audience's language, but if I can't think fast enough, I'll fall back on the old interpreter's rule of saying, 'the speaker has just made a joke about such and such', which seems to work. Now, one really problematic area is when the speaker uses lots of metaphors, cultural references or indecipherable acronyms. For example, if a U.S. speaker starts using metaphors from American baseball, say, something like, 'I'll take a rain check on that'. Now most audiences won't have a clue about this so I have to translate it as something like, 'He would like to accept your invitation at a later time'. You've got to be very quick-thinking and versatile. You also need to have a fairly broad knowledge of culturally specific things, and do your research on acronyms, etc.

I: Is there anything else you can do about that?

A: Again, I try and educate the speaker. I suggest that they should steer clear of cultural references which seem familiar to them, but may not be understood in a different context; instead, they should find references to people or places or events that the audience will understand. But of course, often I only meet the speaker on the day of the conference, so I don't always have a chance to help them prepare for the process. And don't get me started on online conferences – some of the speakers are simply not familiar with different platforms or how they work so they can get really chaotic!

I: That sounds like a lot of problems.

A: Yes, but most problems are fixable as long as there's mutual respect between us, between the speaker and the interpreter. Understanding that we both have an important job to do. And there's one more thing I really must mention. It's a problem I take home with me. You see, I get so used to thinking ahead and predicting what people are going to say that I tend to do the same thing outside work. I anticipate the end of a sentence, so my friends are always complaining: 'You never let me finish!' It's something I keep promising myself I must address!


I: Well, this has been a real insight. Thank you very much for joining us today.

A: My pleasure.

ANSWERS:

Problems mentioned in the interview:

speakers being unaware of the sound settings which can result in shouting or loud noises causing injury to the translator; speakers not being adept at or fluent in the language they choose to speak; speakers talking quickly and so being difficult to follow exactly; interpreting things like jokes, metaphors or cultural references which don't translate well between languages; not having enough time to prepare in advance; technological problems with online presentations; outside work, predicting what friends and family are going to say

C  **2.02** | Read the sentences with the class and elicit the type of information missing from each one, then play the recording again for Ss to listen and complete them. While Ss are listening, write the infinitive form of the verbs in bold in the summary in Ex 2A on the board, if they are not there already, so that Ss can refer to them easily in Ex 3D. Put Ss in pairs to compare answers to Ex 3C and play the recording again if necessary. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Listening and writing at the same time can be difficult for Ss with dyslexia. In this case, ask them to read the sentences and then listen, then complete the sentences afterwards.

POSSIBLE ANSWERS:

- 1 of consideration by the speakers
- 2 for voice levels, but not sounds above that
- 3 the difficulties presented by someone using a language they are not familiar with
- 4 than request a speaker to slow down / than translate word for word
- 5 he should discuss things with the speaker beforehand
- 6 his home life / how he interacts with his friends

D Remind Ss of the verbs they found in Ex 2B (they will be on the board if you wrote them in feedback on Ex 2B or during the last exercise). Ss complete the summaries individually, then check in pairs. Check answers with the class.

POSSIBLE ANSWERS:

- | | |
|----------------------|--------------------------|
| 1 questioned | 4 acknowledged, accepted |
| 2 voiced, called for | 5 raised, echoed |
| 3 illustrated | 6 maintained |

- 4** Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class, especially any interesting phrases and topics that are difficult to convey in English. You can remind them of the phrase *lost in translation* from Ex 1 in relation to these.

GRAMMAR

reporting

- 5A** Ss at this level will be familiar with reported speech, so the aim here is for them to learn how to add variety to summaries. Ss match the examples with the advice individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To support Ss with dyslexia, first highlight (or ask them to identify and highlight) the reporting structure in each example, then reduce the number of possible matches for each example to two (one correct and one distractor) and ask them to choose the correct one.

ANSWERS:

1 b 2 d 3 c 4 a

- B** Ss complete the reports of the direct speech using the words given individually, then compare in pairs. In feedback, choose four Ss (or ask for volunteers) to come up to the board and write the reporting sentences.

POSSIBLE ANSWERS:

- 1 that there was no way that could be translated
- 2 translating could be very problematic and gave examples
- 3 that it was a really enjoyable job, in spite of the difficulties
- 4 to David, the variety of challenges made the job interesting

- C** Ss practise reporting the statements in different ways individually. Monitor and check they're forming their sentences correctly. When they are ready, put Ss in pairs to compare their sentences and discuss whether they agree or not with the statements. In feedback, ask a few Ss to share their sentences with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by asking them to report just one or two of the sentences.

- D** The Grammar Bank on page 116 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 116 GRAMMAR BANK

The first section of the notes is a review of grammar Ss should be familiar with. You could write on the board:

- *pronouns*
- *tenses*
- *auxiliary verbs*
- *time and place references*
- *past modals*
- *if/whether*

and elicit from the class how these change in reported speech by eliciting examples. The main focus here is on adding variety to reporting, so go through the rest of the notes with Ss or let them read them alone. Check understanding where necessary.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** This exercise focuses on the form of reported speech. If necessary, remind Ss of when we don't change the tense in reported speech (i.e. when a situation hasn't changed or a present or future situation is still present or future). Ss write the sentences using the prompts alone, then check in pairs. Check answers with the class and write them on the board (or invite Ss to come up and do so).

EXTRA SUPPORT With weaker classes, you may want to break this exercise down into stages: first, ask Ss to identify if the main reporting verb is in the present or past using the prompts and check answers. Then ask Ss to write the sentences.

ANSWERS:

- 1 Valerie just told me that she'd been in hospital last week and that was why she hadn't come to my party.
- 2 In 1543, Copernicus published his theory which/that stated (that) the Earth went round the Sun.
- 3 The application form states that a recent photo must be attached.
- 4 When we were young, my father assured us that we would never regret going to college.
- 5 Last night, Sue explained to me that she travels a lot in her current job.
- 6 When he saw the broken window, Mr Harris asked whether I or my brother had done it.

- 2** This exercise focuses on the form and use of reported speech. Elicit the first answer as an example (in the past) and write it on the board, then ask Ss to report the rest of the statements individually (and make sure they report them in the past), then check in pairs. Monitor and offer help where necessary. Check answers with the class.

EXTRA SUPPORT If you think your class might struggle to identify the correct verbs to use, ask them to first identify the appropriate verb for each statement (and check understanding of the meaning), then ask them to report the statements.

POSSIBLE ANSWERS:


- 1 She accepted (the fact) (that) she was never going to be a teacher.
 - 2 He echoed Marty's point that they had been too lenient with students missing deadlines.
 - 3 She questioned the accuracy of the records. / She questioned whether the records were completely accurate.
 - 4 He reiterated his view that they hadn't invested enough in maintaining the buildings.
 - 5 She maintained (that) the steps she had taken had been in the best interests of the company.
 - 6 He implored everyone to think very carefully about donating more money to the charity.
- 3** This exercise focuses on restating reported speech as direct speech. Ss write the direct speech individually, then check in pairs. If you think it's necessary, you could ask Ss to first identify the reporting verb in each sentence and elicit the manner of speaking or meaning it summarises. Check answers with the class, though bear in mind answers will vary.

POSSIBLE ANSWERS:

- 1 'We definitely need to take action to improve road safety.'
- 2 'I'd like us to consider the issue of students bringing unhealthy snacks into school.'
- 3 'I am unsure that this is the right time to take a vote.'
- 4 'We don't think your brother was involved in stealing the car.'
- 5 'It will be very difficult to introduce this legislation quickly and we must think about that.'
- 6 'A significant number of customers left without paying their bills last month.'

PRONUNCIATION

using intonation to show contrasting opinions

- 6A**  **2.03** | Read the sentences with the class, then play the recording and ask Ss to focus on the intonation. Check answers with the class.

ANSWERS:

Sentences 1, 2 and 4 contain contrasting opinions. The speaker uses higher intonation on the names of the people with the contrasting opinions (1 Tina, 2 Juan, 4 Mo).

- B** Put Ss in pairs to practise saying the sentences. Monitor and check they're using correct intonation.
- C** In the same pairs, ask Ss to discuss whose opinion they agree with in each sentence in Ex 6B. When they have finished, elicit ideas from a few Ss and have a brief class discussion.

SPEAKING

- 7A** Arrange Ss in pairs to interview each other. Make sure they both take notes of their partner's answers and encourage them to ask follow-up questions to find out more information.

EXTRA: ALTERNATIVE IDEA Ss can record their answers on their devices for their partner to listen to and summarise.

- B** Ss use their notes from Ex 7A and the vocabulary and grammar from the lesson to summarise their partner's answers for the class. If you have a large class, put Ss in groups to do this. Monitor and check Ss are using the vocabulary and grammar from the lesson correctly.

FUTURE SKILLS | Communication



- C** Read the Future Skills box with the class, then ask Ss to think about their summaries individually. When they are ready, ask Ss to discuss how to improve their summaries in pairs. When they have finished, elicit examples of improvements from a few Ss.

WRITING

an informative summary

- 8A** Put Ss in pairs to discuss the questions. When they are ready, ask a few Ss to share their ideas with the class and find out if others agree.
- B** The main aim of this part of the lesson is for Ss to learn how to synthesise information from different sources and use that to provide a complete summary. Ss discuss the questions in pairs. When they have finished, ask a few pairs to share their answers with the class.

POSSIBLE ANSWERS:

- 1 An informative summary accurately conveys information from one or more other sources.
 - 2 interviews, reports, brochures, podcasts, articles, blogs, etc.
- C** Refer Ss to the Writing Bank on page 104.

1 A Remind Ss of the questions in Ex 8A, then ask them to read the texts and make notes. Monitor and offer help where necessary.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the texts with them. Alternatively, read the texts with the class (or record them before the lesson) so that Ss with dyslexia can listen while they read.

B ▶ **WB2.01** | Tell the class that they're going to listen to a podcast on the same topic as the texts in Ex 1A. Play the recording for Ss to listen and add to the notes they made in Ex 1A. Play the recording again if necessary.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find listening and writing at the same time a challenge. In this case, allow them to just listen and identify the relevant information. They then write their notes after discussing the main points with their partner in Ex 1C.

AUDIOSCRIPT WB2.01

I = Interviewer S = Signer

- I: That's interesting. But what made you choose this line of work in the first place?
- S: Well, I always had strong feelings about equal opportunity, that everyone should have the same access to information and official processes, and indeed entertainment. My mother is deaf, and I saw how she was often left out of things – for example the parent–teacher meetings when I was at school.
- I: Is that how you learnt to sign?
- S: Yes, I grew up signing. It was natural to me, so I had no problem with fluency or with switching between speech and signing.
- I: I see. And what are the ups and downs of the job?
- S: Oh, there are plenty of positives – I've helped people understand their doctor's instructions about taking medication, so they could do so confidently and independently. The other day I interpreted at a job interview for quite a high-up position. The candidate, who was deaf of course, prepared a fantastic presentation, and my interpretation helped them get the job. I've also done signing for local drama productions.
- I: That's incredible. It's just never occurred to me how useful it must be to know sign language.
- S: Oh yes, like knowing any language.
- I: So, what's the downside of the job?
- S: Well, you need to be really quick-thinking and it's quite physical with all the gesturing. It can be draining. And sometimes if I'm conveying bad news, I can get quite down, so it's emotionally draining, too.

I: I can understand that. Otherwise, it sounds like a great job.

S: It is. And I can be well paid! Oh, except the travel – it sounds glamorous, when I get these jobs abroad, but I prefer to sleep in my own bed.

I: Well, thank you for talking with us ...

C Put Ss in pairs to compare their notes. When they have finished, elicit what kind of information they've left out.

2 A Read the pieces of advice with the class. Ask Ss to decide which advice is most important individually, then compare their ideas in pairs. When they have finished, elicit ideas from the class and discuss any different points of view.

B Ss write their summaries individually. They should write about 250 words. Monitor and encourage them to use the vocabulary and grammar from the lesson. With online classes, remember they can share their summaries via a collaborative document.

C Put Ss in pairs to read each other's summaries. Remind them of the advice in Ex 2A and ask them to look for ways in which their partner has done these things. After reading, they can discuss how similar or different their summaries are.

TO FINISH

Put Ss in pairs and ask them to discuss whether they'd like to work as an interpreter or signer, giving their reasons.

2C The way we do it

HOW TO ... | maintain and develop interaction

VOCABULARY | conventions/cultural heritage

PRONUNCIATION | expressing surprise and asking for reaction

LESSON OVERVIEW

In this lesson, Ss learn how to maintain and develop interaction. The lesson starts by introducing words and phrases related to conventions and cultural heritage. Ss then learn functional language for expressing agreement, disagreement and interest. The context is a listening where Ss listen to a radio discussion about aspects of culture. Ss also practise expressing surprise and asking for interaction. The lesson ends with a speaking activity where Ss have a discussion about culture and tradition.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2B:** Display the meanings on your device and make sure the annotate function is on. In feedback, ask different Ss to write the correct word or phrase next to each meaning.
- **Ex 4B:** Ask Ss to mute themselves and practise saying the sentences on their own before listening to check.

Additional Materials

For Teachers:

Presentation Tool Lesson 2C

Photocopiable Activity 2C

Grammar Bank 2C

Mediation Bank 2C

For Students:

Online Practice 2C

Workbook 2C

TO START

Put Ss in pairs and ask them to discuss which British (or other) conventions and customs they find strange.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

conventions/cultural heritage

- 1** Give Ss a moment or two to think of ideas, then put them in pairs to discuss their experiences. When they have finished, ask a few Ss to share any interesting information they found out from their partner with the class.
- 2A** Ss read the posts and decide whether they agree with either or both of the contributors. Put them in pairs to compare their opinions and give their reasons. When they have finished, ask a few Ss to share their opinions and reasons with the class and find out if others agree.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with their partner from Ex 1 or Ex 2C who can read the posts with them. Alternatively, read the posts to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read.

- B** Ss match the words and phrases in bold in the posts with the meanings, then check in pairs. Check answers with the class and check understanding by eliciting a different example sentence for each one. With online classes, remember you can display the meanings for Ss to write the words and phrases.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in bold in the posts as a vertical list on the board or on a separate piece of paper for them to place next to the exercise and find the relevant meaning.

ANSWERS:

- | | |
|------------------------|--------------------------|
| 1 stereotypical | 5 irrespective of |
| 2 frowned upon | 6 long-standing |
| 3 commonplace | 7 peculiar to |
| 4 deeply rooted | |

- C** Demonstrate the activity with your own idea for the first situation, e.g. 'An opinion that is stereotypical about people from my country is that the food we cook is terrible.' Ss complete the sentences alone, then compare in pairs. When they have finished, ask a few Ss to share their ideas with the class.

How to ... maintain and develop interaction

3A Read the questions with the class, then put Ss in pairs to discuss them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. Ask a few Ss to share their ideas with the class and have a brief class discussion.

FUTURE SKILLS | Social responsibility



B Read the Future Skills box with the class, then ask them to do the task in pairs. In multicultural classes, try to pair Ss from different cultures together. When they have finished, ask a few pairs to summarise their discussion for the class.

EXTRA: EMPLOYABILITY SKILLS Keep Ss in the same pairs and ask them to discuss situations in their job (or studies) which involve cross-cultural communication and how best to be aware of social conventions.

C **2.04** | Tell Ss that they're going to listen to an extract from a radio programme discussing aspects of culture. Ask Ss to listen for how the speakers' points of view differ and what they agree on, then compare in pairs. In feedback, elicit ideas from the class.

AUDIOSCRIPT 2.04


L = Leo E = Ella C = Clare

- L: I have to say that I, and most of my friends, well, we were brought up to respect older people. And not just older people, but everyone really. It's part of our culture.
- E: I'm not arguing there. Respect is important, of course it is. But what I'm saying is that, in my opinion, it's not something that's peculiar to a certain culture – it's international, surely, it's part of being a normal human being, of being part of a civilised community, isn't it?
- L: That's a relevant point, and I see where you're coming from. But I don't know that I'm totally in agreement here. In some cultures, respect is automatic, whereas in others it has to be earned. In my culture, for example, it's automatic.
- E: But surely respect has to be earned? You can't respect someone who doesn't deserve it. I mean, to take an extreme example, you wouldn't respect a criminal, would you?
- L: Oh now, come on. You're looking at things the wrong way round. My upbringing tells me that I should respect people until they cause me to **lose** that respect – doesn't that make sense?
- E: OK, I take your point, but I still think politeness and respect are innate human traits, not cultural ones.

- L: You know, when I say automatic respect, I'm thinking about, for example, respecting older people automatically because they have lived long lives and have acquired, well, wisdom. In my society, older people are valued and family ties are strong, so, for example, older family members live with and are looked after by their family – not isolated, as I see happening in many other countries.
- E: Fair enough. Yeah, you make a good point. And I must say I have to agree to some extent. But, moving on – and changing the focus of the topic slightly – wouldn't you say that for some reason, in general, there's a lack of respect these days between the generations?
- C: If I can come in here. I think that now we're getting to the real point. Today's young people have a total lack of respect, in my opinion. They're rude, absorbed in their phones and ignore you when you're talking to them. They're lazy, sitting in their rooms all day, never helping out. People say I should respect them, but they simply don't respect me!
- E: Hey, that's going too far! OK, some young people might appear not to respect anyone outside their age group, but you can't generalise like that. What you're saying is unjustifiable and narrow-minded. You only have to open your eyes and you'll see young people who definitely don't sit in that category.
- C: OK, so when was the last time a young person held a door open for you or gave up a seat on a train to an older person? Tell me that!
- L: Right, it's clear you both have strong views here. But Clare, I think there's a slight flaw in your argument when you say all young people are lazy. Check out the lists of young entrepreneurs, or volunteering sites for teenagers ... it's patently obvious that they aren't all lazy and expect the world to give them a living. Look at Greta Thunberg and how she's rallying young people to fight for the environment!
- C: She's an exception.
- L: But I appreciate that there are some problems. As I see it, the mutual lack of respect between generations is happening where the culture of respect is not strong, where traditions and family bonds are breaking down. Both the older and the younger generations feel misunderstood by the other, and it's because the cultural – how can I say it – glue, maybe, that holds societies together, is failing.
- E: Wow, that's a bit deep! But I think I get where you're coming from. On the other hand, however ...

ANSWERS:

Differences: respect being cultural or an element of being civilised, respect needing to be earned
Agreement: lack of respect between generations

D  **2.05** | Ss complete the expressions from memory, then check in pairs. When they are ready, play the recording for them to check their answers. Check answers with the class.

ANSWERS:

- | | |
|------------|----------------|
| 1 there | 6 enough |
| 2 relevant | 7 make |
| 3 surely | 8 strong views |
| 4 round | 9 slight flaw |
| 5 take | 10 get |

E The Grammar Bank on page 117 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB  page 117 **GRAMMAR BANK**

This focuses on the form and use of functional language to maintain and develop interaction. Check understanding of the phrases for the different functions where necessary.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 This exercise focuses on the use of the phrases. Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|------------------------|-----------|
| 1 flaw | 5 there |
| 2 make | 6 cross |
| 3 more, surely | 7 putting |
| 4 relevant, considered | |

2 This exercise focuses on the form of the phrases. Ss match the sentence halves individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 e 2 a 3 d 4 b 5 c


3 This exercise practises the use of the phrases. Ss complete the discussion individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the discussion to the class (or record it before the lesson), indicating where the gaps are, so that Ss with dyslexia can listen while they read. You could also provide the options as a vertical list on a separate piece of paper (or on the board) for them to refer to.

ANSWERS:


- | | |
|----------------------------|---------------------|
| 1 Fair enough | 5 surely |
| 2 take your point | 6 make a good point |
| 3 a flaw in your argument | 7 agree to disagree |
| 4 where you're coming from | |

PRONUNCIATION**expressing surprise and asking for reaction**

4A  **2.06** | Write the sentence from the discussion in Ex 3C on the board and elicit Ss' ideas as to which word carries the main stress and what happens with the intonation at the end. Play the recording for Ss to check their answers. If necessary, drill the sentence chorally and individually.

ANSWERS:

respect is stressed, the intonation rises

B  **2.07** | Put Ss in pairs to practise saying the questions. With online classes, remember you can ask Ss to mute themselves and practise individually. When they are ready, play the recording again for Ss to listen and check.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

SPEAKING

- 5A** Read the quotes with the class, then ask Ss to choose one and make notes to support their view under each of the topics given and any others they think of. If most Ss choose the same quote and are in agreement, then assign them a quote and an opinion and encourage them to argue that point of view. Monitor and help with vocabulary where necessary, writing any new words or phrases on the board.
- B** Find out which quote Ss chose via a show of hands, then ask Ss to find a partner to work with who has the same point of view. Ask them to share their notes and add to them.
- C** Put Ss in new pairs (for large classes put Ss in small groups) with opposing views on the same quote. Ask them to use their notes to discuss the issue. Encourage them to use phrases from the Grammar Bank and to keep the discussion going as long as possible.
- D** Ask each pair or group to report back to the class any interesting points that arose during their discussions, then find the general consensus of opinion as a class.

EXTRA IDEA: How to ... Write the following list on the board:

- *crafts and professions*
- *family and social life*
- *languages and dialects*
- *habits and interests*
- *celebrations*

Put Ss in pairs and explain the following situation: You are both students at university. One of you is from a different country. You meet in a café and have a conversation about your different cultural heritages. Discuss how important traditions and customs are in your country and whether they are changing, giving examples.

Ss discuss the areas on the board and any others they want to. Encourage Ss to use the language from the lesson.

TO FINISH

Put Ss in pairs to discuss how a culture can work to preserve conventions and heritage in practical ways.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶▶ page 146 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶▶ page 184

2D **BBC** Food

Flavours

VOCABULARY | describing food

SPEAKING | propose a new restaurant

WRITING | a blog post about a food hotspot

LESSON OVERVIEW

In this lesson, Ss propose a new restaurant and write about an area where they enjoy going out to eat. To help them do this, they learn vocabulary for describing food. The context is a BBC programme about food in the USA. Ss then do a speaking activity where they propose a new restaurant. The lesson ends with a writing activity where Ss write a blog post about a food hotspot.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 5B:** Put Ss in breakout rooms to share their experiences.
- **Ex 6D:** Use an online poll to hold the class vote.

Additional Materials

For Teachers:

Presentation Tool Lesson 2D
 Online Digital Resources
 Writing Bank 2D
 Videocript 2D: BBC Food

For Students:

Online Practice 2D
 Workbook 2D

TO START

Write the following questions on the board:
What's your favourite type of food?
What food don't you like?

Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their answers with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1 Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, elicit Ss' answers and find out if others agree.
- 2 Read the programme information and questions 1–4 with the class. Elicit how many of the questions they can answer based on the programme information. Note that they could infer that most immigrants to Los Angeles come from Latin America, but this is not specifically stated.

ANSWER:

None

VIEW

- 3 ▶ Ss watch the BBC video clip and answer the questions in Ex 2. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Check answers with the class.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWERS:

- 1 They mostly come from Latin America, specifically Mexico.
 - 2 It's a livelihood, but more importantly it's a connection to home.
 - 3 An 'Angelino' is somebody born and raised in LA. For food, it implies mixing flavours and ingredients from different places.
 - 4 The dream of starting somewhere new and having a better life.
- 4A Put Ss in pairs to discuss the meanings of the words and phrases. When they have finished, elicit their ideas (including which meanings they know and which they've guessed), but don't give any answers yet.
- B ▶ Ss watch the video again and check their understanding of the words and phrases in Ex 4A from the context, then check in pairs. Play the video again if necessary, then check answers with the class.

ANSWERS:

- 1 food that is special to a place or culture
- 2 when there is a lot to see, smell, taste or hear at the same time
- 3 interesting smells you want to explore
- 4 version of
- 5 mix different flavours together
- 6 define something again in a different way
- 7 in food, adding something to the top of a dish, e.g. a sauce or dressing
- 8 take something (or a mixture of things) and give them a new interpretation

VOCABULARY

describing food

- 5A Read the topics with the class, then ask them to think of their own experiences and make notes individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- B Read the example with the class, then put Ss in small groups (in breakout rooms with online classes) to compare their experiences. Encourage them to use the vocabulary they heard in the video. When they have finished, ask a few Ss to share any interesting information they heard with the class.

SPEAKING

propose a new restaurant

- 6A Introduce the situation to the class and read the list of points to consider with them. If Ss are from different areas (or don't want to discuss the area they live in), ask them to discuss the area where the school is located. Put Ss in pairs to discuss the points and make notes.
- B Read the example with the class. With Ss in the same pairs, ask them to decide on their type of restaurant and create a list of features that would make it attractive to their potential customers. Encourage them to use the vocabulary from Ex 4A.
- C Read the Key phrases with the class and check understanding by eliciting how each sentence starter could be finished. Ask each pair to pitch their idea to the class (or put a large class in groups for pairs to pitch their ideas to), and encourage the other Ss to ask follow-up questions to find out more information.
- D Hold a class (or group) vote via a show of hands (or online poll for online classes) to choose which of the restaurant ideas they would like to see in their area.

WRITING

a blog post about a food hotspot

7 A Read the post with the class, then elicit the answer.

ANSWER:

send in a review of their favourite area to go out to eat

B Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class.

C Refer Ss to the Writing Bank on page 105.

WB ▶ page 105 **WRITING BANK**

1 A Ss read the blog post and identify the topics covered individually, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the blog post with them. Alternatively, record the blog post before the lesson so that Ss with dyslexia can listen while they read.

ANSWER:

the history of the area, their favourite thing about it, what it offers, the atmosphere

B Ss match the words and phrases in bold in the blog post in Ex 1A with the words and phrases 1–12 individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To make the activity more accessible for dyslexic learners, you could provide the words and phrases from the blog post as a vertical list on the board or on a separate piece of paper. (They can refer to the list again for Ex 1D.) Alternatively, you could provide two options from the blog post for each word or phrase in Ex 1B and ask Ss to choose the correct one. They have the option to refer to the text for context.

ANSWERS:

- | | |
|---------------------------|------------------------------|
| 1 punchy | 7 emanating from |
| 2 gruelling | 8 renowned |
| 3 buzzing, vibrant | 9 surged |
| 4 array | 10 melt-in-your-mouth |
| 5 chaotic | 11 foodie hotspot |
| 6 on all sides | 12 a must |

C Read the bullet points with the class, then ask Ss to make notes individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

D Ss write their blog posts individually. They should aim to write around 250 words. Monitor and offer help where necessary, and encourage them to use the vocabulary from Ex 1B. When they have finished, put Ss in pairs to swap posts and read them.

TO FINISH

Put Ss in pairs and ask them to discuss which of the vocabulary learnt in this lesson they think will be most useful in the future and why.

2 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A, 3B, 4 and 5A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Ask Ss to type their answers in a collaborative document so they can compare their answers before feedback.
- **Ex 2B:** Put Ss in pairs in breakout rooms for this activity. Monitor with your video and microphone turned off so as to be unobtrusive.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 2 (Grammar: advanced ways of comparing, reporting; Vocabulary: describing the impact of an action, binominals, summarising verbs, multi-word verbs for reporting, conventions/cultural heritage, describing food; How to ... express agreement, disagreement and interest to maintain and develop interaction). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

advanced ways of comparing

1 A Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|----------------|----------------------|
| 1 as | 4 couldn't, any more |
| 2 nothing like | 5 as |
| 3 so | 6 more of |

B Demonstrate the activity with a sentence of your own, e.g. 'The centre of the city where I live is nothing like as busy as it used to be.' Ss write their sentences individually. Monitor and check Ss are forming them correctly. When they are ready, put Ss in pairs to compare their sentences. In feedback, ask a few Ss to share their sentences with the class.

reporting

2 A Ss complete the sentences alone, then check in pairs. Monitor and check Ss are using between four and six words. With online classes, remember you can ask Ss to type their answers in a collaborative document. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT With weaker classes, and/or Ss with dyslexia, remind Ss to identify the method of reporting using the prompt and the structure it requires first, before writing their answers.

POSSIBLE ANSWERS:

- 1 confident (that) the council could address
- 2 claimed to have submitted their / claimed (that) they had submitted their
- 3 the extreme difficulty of translating
- 4 Jonah's opinion, they/we had made

B Put Ss in pairs (in breakout rooms with online classes) to share things they've heard or been told that day. They should try to report the information in two different ways. Monitor and check they're using reporting structures. When they have finished, elicit sentences from each pair.

VOCABULARY

3 A Ss match the parts of the collocations individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA If you have Ss with dyslexia in your class write the complete phrases on board when you check answers so they can refer to them more easily in Ex 3B.

ANSWERS:

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

B Ss complete the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 raise the profile
- 2 make or break
- 3 facilitate the development
- 4 do more harm than good
- 5 detrimental effect
- 6 First and foremost

- 4** Elicit the first answer as an example and write it on the board. Ss rewrite the sections in bold in the reported statements individually, then check in pairs. In feedback, ask different Ss to come to the board to write the answers and find out if other Ss agree.


EXTRA SUPPORT: DYSLEXIA You can make this activity easier for Ss with dyslexia to manage by breaking it down into stages. First, ask them to select the correct verb for each statement, then identify the structure and finally rewrite the section. You can also provide the verbs as a vertical list for them to refer to.

POSSIBLE ANSWERS:

- 1 cited the works of
- 2 filled me in on
- 3 talked me into going
- 4 echoed the presenter's concerns
- 5 questioned
- 6 called for more classical writers to be

- 5A** This activity reviews both the grammar and vocabulary of Unit 2. Ss choose the correct options alone, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson), indicating where the gaps occur, so that learners with dyslexia can listen while they read and to help prepare them for Ex 5. You can also make this activity more accessible for dyslexic learners by breaking up the text into sections and placing the relevant options below each section.

- B**  **R2.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

- 1 C 2 B 3 C 4 A 5 C
6 B 7 A 8 C 9 A

TO FINISH

Put Ss in pairs and ask them to share a cultural experience they've had in which they encountered something difficult, different or interesting.