



普通高等教育“十一五”国家级规划教材

● Virginia Evans Lynda Edwards

● 总主编 邹为诚 蒋平

○ 应用型英语专业系列教材

Upstream

搏流英语

Teacher's
Book

综合教程 教师用书 5

□ 主 编 宋乃康 韩 琨
□ 副主编 谢葆辉 蒋 平



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前言

本书是为使用《搏流英语 综合教程》系列教材的教师编写的教学参考书,共6册,对应《搏流英语 综合教程》学生用书和《搏流英语 扩展教程》第1至6册,本书除可供教师作为教学参考用书以外,还可以供自学《搏流英语 综合教程》课程的学生作自学参考用书。

本书包括以下内容:(1)每单元的教学目标;(2)教学方法和步骤;(3)教师示范语言;(4)《搏流英语 综合教程》答案和听力文本;(5)语法和词汇测试;(6)语法解释;(7)《搏流英语 扩展教程》答案和听力文本。参考上述内容,教师可以对整个课程开展教学、评估和测试。本教材系由原版教材引进改编,我国教师在使用时要注意以下几点:

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本教材主张以学生为中心、以教师为主导的教学原则。教师要尽量从学生的语言水平、知识范围和学习能力出发,用“对子、小组、个别”等形式引导学生开展语言活动。在学生尝试语言交流的基础上,有的放矢地开展语言示范和语言讲解,然后在此基础上鼓励学生进一步开展语言交流活动,最后教师提供各种形式的反馈,如此层层推进,完成教学任务。要注意语言功能和结构知识之间的配合,反对只顾热闹,不顾语言知识,或只顾语言知识,不顾语言交际功能的教学方法。

2. 内容取舍

本教材内容丰富,材料复杂,根据目前的课时结构可以有两种方法处理:一是听说课也部分采用《搏流英语 综合教程》教材,这样做的好处是将教材中的听说训练放到另一种课去上,减少综合英语课程教师的压力;二是本教材的内容全部由综合英语课程负担,这时,教师一定要对教学内容进行合理取舍。建议教师将需要教师示范、学生交流和教师反馈的内容放在课上开展,将需要大量阅读的内容放在课后,让学生以小组为单位自学。自学一定要有恰当的教学管理,小组成员之间要互相帮助、互相检查,完成检查后要在各自的书上签名。教师可以要求小组成员轮流将小组自学过程中遇到的困难记录下来,每周一次,用英语撰写自学报告,教师根据这些报告,在课堂上集中处理学生遇到的难点。

3. 可选部分

本教材部分单元的若干内容标有“Optional Work”(选择性学习内容)的字样。这是改编者根据我国学生的情况改编的。一般来说,这些部分有的过于简单,或者不是该单元的核心内容,或者是其他练习中已经有足够的练习机会。课时比较少的教师可跳过这些内容。

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每册综合教程共有5个模块,10个单元,每个模块建议采用3周的时间完成,其中两周完成两个单元的内容,一周用来完成文化学习、扩展知识加上模块测试。其余的时间用来安排复习、辅导和教学检查。

邹为诚

2007年4月于芝加哥

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2007年4月于芝加哥

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Unit 1 — Something to Shout About

Objectives

Vocabulary: success and achievements; special occasions; celebrations; career qualities; feelings

Reading: multiple matching; multiple choice

Listening: listening for gist and detail; blank filling; multiple matching

Speaking: asking for/giving advice; giving an opinion; expressing uncertainty; giving and responding to news; comparing and contrasting; speculating

English in Use: multiple cloze; error correction; gap fill; register transfer

Grammar: gerunds and infinitives; dependent prepositions

Phrasal Verbs: *carry; wear*

Writing: formal and informal letters

Lead-in (p. 7)

- 1 a. Direct Ss to the title of the unit. Discuss the meaning. *'Something to shout about' — when you've done something special, or have something to celebrate.* Elicit other phrases to express happiness or how the people might be feeling — *on top of the world/on cloud nine/ecstatic/proud/overwhelmed, etc.*

Ask Ss to look at the pictures and say why the people might be happy.

Suggested Answer Key

- A *he's won a prize*
- B *he's made a breakthrough*
- C *they've had a baby*
- D *they're celebrating an anniversary/they've been married a long time*

Elicit other possible causes for celebration. *Passing a driving test/passing an exam/getting married/getting a job, etc.*

- b. Direct Ss to the task and ask them to discuss the aspects in pairs. Allow 2 or 3 minutes. Allow longer if the conversation seems animated. Get feedback from one or more pairs and encourage general discussion if Ss seem interested.

Suggested Answer Key

A: *For many people success is really important. It makes them feel special and improves their confidence. A lot of people like others to look up to them. For some people it's enough just to know they've achieved what they are able to do and they don't let everyone know what they've done. But most people like to get recognition for hard work or special talents. Happiness is certainly not automatic. People think that if you're successful you'll be happy, but this isn't always true.*

B: *Sometimes if you're successful it's like a drug and you want more and more success so that it takes over your life. For other people there is a fear that they might not be able to live up to their success or even lose what they've gained so their lives are completely centred on achieving more and more. In more obvious cases, celebrities have the problem of loss of privacy and people who have made lots*

of money might have the problem of people continually asking them for handouts.

- 2 a. Tell Ss they are going to listen to three people talking about what they think are the secrets of success. Put the three people on the board in this order: neurosurgeon — business executive — actor. Check they understand the meaning of 'neurosurgeon'. Elicit from Ss what they think these people might say about the secrets of success and list ideas on the board.

Let Ss listen once to identify the speakers and see if they have predicted correctly. Tell Ss they will have to listen for specific words to complete the sentences in the exercise. Advise them to look at the words that come before and after the gaps and to consider the grammar of the sentence. Tell them that this is a task they will have to do in the Listening paper.

Ask Ss to give synonyms for

block out (q. 2) = *try not to listen to / filter out*

channel your efforts (q. 3) = *direct your energy*

becomes second nature (q. 5) = *becomes automatic*

Let Ss listen again and give them 1 to 2 minutes after listening to fill in the blanks in the exercise.

Answer Key

- 1 *believe in yourself*
- 2 *negative thoughts*
- 3 *sidetracked/distracted*
- 4 *Remind yourself of your target*
- 5 *focused and positive*
- 6 *disciplined*
- 7 *underestimate yourself*

Ask Ss what else they can remember from what the three people said about the secrets of success and list them on the board.

Optional activity. Photocopy tapescript and ask them to find collocations for: **obstacles** (to face) — **to knock** (your confidence) — **incompatible** (with) — **get** (side-tracked/nowhere, etc). Ask them to suggest other situations when these collocations could be used.

- b. Tell Ss they are going to decide which three elements from Ex. 2a they think are the most important. Remind Ss to use a variety of linking devices to support their choices, e.g. *so that, however, in order to, rather than, etc.* Allow Ss 2 or 3 minutes to perform the task in pairs. Ask 2 or 3 pairs to provide feedback.

Suggested Answer Key

Firstly, blocking out negative thoughts is vital. Otherwise you'll lose confidence and never succeed.

Then, channelling your efforts in the right direction will help you to avoid losing focus and will encourage you to be positive.

Finally, reminding yourself of your target in different ways can really help.

Ask Ss if there is one single piece of advice they think stands out as the most important.

- 3 Tell Ss to imagine they are a particular person e.g. 'Imagine you are a fitness instructor' and ask them what qualities they would have to have to do this job. Brainstorm these and list on the board. Tell them they will be matching job qualities with particular jobs and giving their reasons. Take them through the list of qualities, explaining any difficulties e.g. *foresight — the ability to think ahead to consider potential problems; diplomacy — the ability to deal with different people tactfully*. Look at the example with them and indicate that Ss are to give extended answers. Ask Ss to work in pairs to match qualities with jobs from the box and to give reasons. The stronger, faster Ss can think of extra jobs of their own. Allow enough time for the weakest Ss to have constructed at least two reasons. Encourage Ss to alternate their sentence structure, e.g. 'Lawyers need to be ...', 'Diplomacy is needed by...'. Monitor, correct and encourage. Elicit feedback from several pairs.

Suggested Answer Key

- A: ... A footballer, on the other hand, needs physical strength and stamina to be able to keep up with the pace of the game.
 B: Team spirit is obviously a must for him as he doesn't act alone and success depends on the whole team playing together.
 A: Imagination is vital for an art director as he is always dealing with art and artists in some way or another.
 B: It is also the most important quality a novelist must have as without it there would be no stories or fantasy worlds.
 A: Foresight and diplomacy are definitely part of a politician's make-up as he has to deal with a wide range of different types of people and consider future obstacles and changes.
 B: The business executive must also possess these abilities for the same reasons but obviously in a different work environment. He must be able to see the consequences of his decisions and look ahead to changing economic situations.
 A: A teacher cannot work without having intellect as he or she needs to be able to teach others and maintain respect.
 B: This is also important for lawyers and doctors who must command respect in the community.
 A: Many careers need people who are quick thinking. A firefighter in particular needs this quality as he has to make quick decisions which can save lives.
 B: The footballer has to think on his feet as well. And teachers. Students can ask them all sorts of difficult questions!
 A: Determination is a quality which all people need if they really want to do their jobs efficiently and be successful at what they choose to do.
 B: I agree. If you haven't got determination, you won't get anywhere.

- 4 Tell Ss that here are two different quotations about success. Elicit paraphrases of the first quotation from the Ss and build up the paraphrase on the board. Allow Ss 2 to 3 minutes to write a paraphrase of the second one in pairs. Monitor and correct and ask 2 or 3 pairs to read out their paraphrases.

Suggested Answer Key

People who are successful often become so because they are busy concentrating on what they should be doing and achieve success for this reason rather than taking their minds off their work to actively seek others' approval, in this way not working as successfully as they might do.

This quotation can, I think, be interpreted in two ways. Firstly it says that the road to success is not easy and successful people have always had to deal with failure at some stage in their careers.

Failure can also contribute to success by making people stronger, better at what they do and more determined. Secondly it can mean that for every person going up the ladder there is always another person coming down.

Elicit agreement or disagreement from Ss and encourage them to justify their opinions and maybe contribute some examples from their own personal experience. Feed in vocabulary which might help e.g. *rewarded/get to the top/having a face that fits/the right place at the right time/mindset/by dint of/stepping into someone's shoes/rejection*, etc.

Suggested Answer Key

Personally, I think there is some truth in both statements but I must admit I don't fully agree with either. The first statement should be true. People who work hard should be rewarded for their work and achievements. However, in real life it is often those who shout about what they do and make a big show of it that get noticed and promoted or whatever. I also think that success sometimes just depends on being in the right place at the right time or even knowing the right people and having a face that fits. If you're determined to get somewhere and have the mindset that wants to get ahead, you will.

Regarding the second quotation, I think it's true that we all learn from our mistakes and even people who have made it to the top with apparent ease have often had to work hard on the way up and had to deal with all sorts of rejection. If we interpret it in the second way, I agree that to reach the top you often have to be hard and not think about other people and who you might be stepping on. However, I don't think that this is always true and there are many gentle, considerate people who make it to the top by dint of hard work and talent. It depends on the career.

Reading (pp. 8–9)

- 1 a. Explain that Ss will read about what people think they need for success. Most of the people are involved in sport. Write 'How to be a winner' on the board and remind Ss of the secrets of success they heard on the recording. Ask which they think apply to sports winners and list on board. Allow about a minute for Ss to do the task in pairs. Elicit answers.

Suggested Answer Key

According to the introduction, talent is only a very small part of what it takes to achieve success.

Elicit answers to the second question and add them to the list on the board.

Suggested Answer Key

determination/stamina/hard work/luck/good health

- b. Inform Ss that the words and expressions appear in the article they are about to read. Check the basic meaning of each.

Allow Ss to discuss possible contexts in pairs and elicit feedback. Then give them 3 or 4 minutes to scan the text to check their ideas. Ss should not be given too long at this stage as it is important for them to practise scanning and not to read in detail. Elicit feedback.

2 **Strategy box.** Go through the strategy box with Ss and explain clearly what they have to do in these sections of the exam. Point out that it is not necessary to understand every word to be able to answer the questions. Follow the first stage in the box. Students read the whole article quickly to get a general idea. Give a time limit of around 4 minutes. Then read through the questions together. Now read the first section together and see if any of the questions are answered here (second question: *She benefited from failing*). Then allow Ss to continue the questions. As this is the first unit, Ss may work in pairs and divide the questions between them. Allow 5 to 10 minutes for Ss to find the answers and discuss them with their partner. Alternatively, the exercise could be completed at home. Conduct feedback and ask Ss to underline relevant parts of the article.

Answer Key

- 1 C when I matured from a little girl to a woman ...
- 2 A I have learned a lot from my own disappointments ...
- 3 I I misjudged my race and ...
- 4 B Then one of the specialists said there was no reason why ...
- 5 C My coach encouraged me to keep going ...
- 6 H Imagine you are experiencing success ...
- 7 C mark off mini goals on the way ...
- 8 F Just by writing down your goals for the day ...
- 9 B I was diagnosed as a diabetic ...
- 10 D don't get side-tracked ...
- 11 I Push yourself beyond your limits ...
- 12 E try making a few decisions based on your gut instinct ...
- 13 F without being organised.
- 14 G it helps to repeat words such as ...

For Ss who have not done this type of exercise before, spend time in the classroom explaining how the answers relate back to the questions.

3 a. Remind Ss of the importance of recording new vocab in context. Allow Ss to reread the text to look at the items in context and match them to the meanings. Elicit feedback, asking several Ss for answers.

Answer Key

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

b. Ask Ss to look at the highlighted words and phrases in context. Direct them to the first one and ask for the usual meaning of 'claw' (the nail of an animal's foot). Then ask Ss to suggest what 'claw my way back' might mean. Allow Ss 2 to 3 minutes to do the task, before checking answers.

Suggested Answer Key

claw my way back — get back with difficulty
keep plugging away — keep trying
matured — developed, grew
put things into perspective — decide on priorities
side-tracked — distracted from your goal
tackling — dealing with
boost — increase
discipline — a particular area of study
external — not directly related to your thoughts
barriers — self-imposed limits

4 Again, ask Ss to look at the phrases in context. Elicit suggestions and check answers.

Suggested Answer Key

I lost it completely — I was not in control (point out here the colloquial usage of 'to lose it', meaning to go mad, get angry, get very upset, etc)

hurdles block your path to success — obstacles get in the way of your achieving your objectives

inch your way towards it — move gradually in that direction
world peace is not riding on you succeeding — your failure is not going to have earth-shattering consequences; it's only a sport

being on top of my diary — being organised and keeping to a routine where I can fit everything in

a voice inside your head tells you that you can't do something — you have an overwhelming feeling of inadequacy; you feel sure that you will fail; you are filled with self-doubt; etc

become second nature — develop into an automatic/instinctive response

5 a. Remind Ss that they discussed the keys to success in Ex. 1 (and a list was made on the board). Ask Ss to write down individual lists and compare with their partner. Allow 2 to 3 minutes for Ss to do the task and elicit answers from individual Ss. Encourage Ss to link their points (e.g. *Firstly, ... Then, ... Next, ... Finally, etc*).

Students' own answers

b. Allow 2 to 3 minutes for 'free discussion' in pairs before asking for one or two contributions to be retold in front of the class.

Language Focus (pp. 10–13)

1 Tell Ss that you are going to talk about celebrations. Write the word 'celebrations' on the board. Ask Ss for examples of celebrations and write them on the board. For example, *birthday, name-day, anniversary*, etc. Then tell them to do Ex.a. in pairs.

a. Answer Key

- | | |
|--------------|-----------------|
| A birth | E anniversary |
| B wedding | F graduation |
| C promotion | G house-warming |
| D retirement | H engagement |

b. Students' own answers

2 Tell Ss that they are going to hear two people talking about a celebration, and that they should make brief notes to help them answer the two questions. Play the recording once, and let Ss compare notes, then play it again.

a. Suggested Answer Key

The special occasion is the girl's grandparents' golden wedding anniversary. It was one of the best celebrations she had ever attended/ she really enjoyed herself/ she had a great time.

b. Suggested Answer Key

The best celebration I have ever attended was my best friend's house-warming party. She had just bought a small flat in town, and all her friends came to help her celebrate. There must have been about thirty or forty people there, so it was a tight squeeze! We didn't have a sit-down meal because there were too many people, but there were lots of snacks and dips

and salad thing. One friend brought his guitar and played music, and different people sang songs. It went on until about two or three in the morning. We had a great time!

3 Students work together to choose the appropriate answer.

Answer Key

- 1 resolution, decision, objective
- 2 victory, breakthrough, achievement
- 3 ethics, values, rights
- 4 inspiration, obsession, ambition
- 5 prosperity, fortune, luxury

4 a. Write 'career success' on the board. Ask Ss for some ideas about what makes a person successful in their career, and write them on the board. Then allow 1 or 2 minutes for Ss to do the task, dealing with any problems as they come up.

Students' own answers

b. Allow 2 or 3 minutes for Ss to talk in pairs before asking several pairs to report to the class.

Suggested Answer Key

- A: If you are in a profession which involves dealing with people, a positive image can make them like you and trust you.
- B: I know what you mean. I've also ticked 'popularity' because if you are popular in the workplace, colleagues are glad to help you or work with you.
- A: Yes, quite. I had a bit of difficulty choosing between 'relevant experience' and 'qualifications', but in the end I ticked the former.
- B: I didn't tick either. I went for 'influential acquaintances', 'supportive family' and 'well-rounded education' in the first category.
- A: Hmm. Why do you think a supportive family is so important?
- B: Well, I think that if you've got support and encouragement at home, and a happy family life in general, you tend to work more efficiently.
- A: I see. Anyway, what about the second category?...

c. Allow 3 or 4 minutes for Ss to scan the text. Check Ss' answers.

Suggested Answer Key

Qualities Steve Jobs had:

- determination / ambition / self-motivation (he dropped out of college to ...)
- experience of other cultures (... go to India and experience Buddhism.)
- foresight / powers of intuition (Jobs understood that computers ...)
- financial backing (he managed to obtain finance ...)
- charisma (... a brilliantly choreographed demonstration he gave himself.)
- resilience (In 1986, Jobs bought Pixar ...)
- natural talent (quickly engineered an award-winning campaign ...)

Qualities Steve Jobs didn't have:

- attractive appearance (... he had long, unkempt hair ...)

d. Allow 3 to 4 minutes for Ss to discuss their qualities. Monitor and deal with any problems.

5 Allow 2 to 3 minutes. Check Ss' answers.

Answer Key

- 1 back
- 2 purpose
- 3 right
- 4 apply
- 5 caught
- 6 condition

6 Remind Ss of the collocation work they did in the reading passage on pp. 8–9. Explain that adjectives can collocate with nouns, e.g. 'heavy traffic', adverbs can collocate with verbs and/or adjectives, e.g. 'deeply offended', etc. Here they are going to look at collocations with several common verbs. These verbs are often confused. Explain that even the wrong preposition or article can alter the meaning of a collocation.

Put the main verbs on the board and brainstorm collocations Ss might already know.

Give an example 'to earn one's living' (we cannot say 'to earn the living' although we can say 'to earn a living') meaning to get enough money to live on.

Ss work together to fill in the correct verb and then to use the correct collocations in the sentences.

a. Answer Key

get	gain	win	earn	
✓	✓	✓		control of a situation
✓	✓	✓	✓	promotion
			✓	the title
✓	✓	✓	✓	sb's respect
✓	✓	✓	✓	a reputation
	✓	✓	✓	the right to do/have sth
✓	✓			experience
✓			✓	a salary
			✓	one's living
✓	✓			the advantage

- b. 1 gained/got the advantage
2 gain/get experience
3 earned his/a living
4 gets a salary
5 gained/earned a reputation

7 a. Explain the meaning of 'fixed phrases' and 'idioms'. (Groups of words without a necessarily transparent meaning.) Ss may know the meaning of individual words but not the overall meaning when they are put together in a particular way. e.g. You've really got to pull your socks up! Ask for other examples from Ss. In pairs, Ss do the matching exercise, and then they fill in the appropriate phrase in the sentences given in Ex. 7b.

Answer Key

- 1 h
- 2 a
- 3 e
- 4 c
- 5 b
- 6 i
- 7 g
- 8 j
- 9 f
- 10 d

b. Answer Key

- 2 On second thoughts
- 3 on her own
- 4 on target
- 5 on a budget

- 8 Refer Ss to the reference section at the back of the book. Remind Ss of the importance of phrasal verbs. Advise them to learn them in context rather than lists and to select those they learn for active production rather than passive knowledge. Ask Ss whether they are more likely to find phrasal verbs (multi-word verbs) in speech or in writing. Tell Ss that there is usually a formal single verb equivalent. Give an example: *Put up with* = *tolerate*. Ask for examples from them.

Brainstorm particles we can use with 'carry' and 'wear'. Put on the board. Elicit any formal equivalents.

Direct Ss to the exercise and ask them to complete individually. Check Ss' answers.

Answer Key

- 1 wore down (= reduced)
- 2 carries out (= executes)
- 3 carried on (= continued)
- 4 carry them out (= accomplish)
- 5 carried over (= spread)
- 6 wore off (= subsided)
- 7 wore on (= passed)
- 8 wore out (= destroyed through use)
- 9 carried off (= won unexpectedly)
- 10 wear away (= dissolve) (also wear out/wear through)

Ss should learn phrasal verbs for homework and select 6 to write sentences for.

- 9 a. Write the sentence 'He's got the world at his feet' on the board and ask Ss to suggest what it might mean. Point out that idioms often convey a 'picture' which explains the meaning. Ss do Ex. a in pairs. Ask Ss if they have similar idioms in their language, pointing out the importance of using them correctly.

Answer Key

- | | | | | |
|-----|-----|-----|-----|------|
| 2 a | 4 h | 6 b | 8 e | 10 g |
| 3 c | 5 i | 7 j | 9 f | |

b. Answer Key

- 2 worked his fingers to the bone
- 3 keeping up with the Joneses
- 4 be on top of things
- 5 worked her way up to the top

- 10 a. Ask for suggestions for the jumbled words. Then point out how 'I'm pleased to inform you' and 'I regret to inform you' can be used to give good and bad news respectively.

Answer Key

pleased, regret

b. Students' own answers

- 11 a. Tell Ss they are going to hear four people responding to either good news or bad news. Play the recording once, and Ss match the topics with the extracts. Check their answers and ask them what helped them decide.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 D | 2 B | 3 C | 4 A |
|-----|-----|-----|-----|

- b. Play the CD again, and Ss tick the phrases that they hear.

Answer Key

Giving News

- I'm afraid I've got some bad news.
- You can't imagine what happened then!
- I have wonderful news for you.
- I'm pleased to inform you that ...

Responding to Good News

- You can't be serious!
- Who'd have ever thought!
- I can't believe this!
- Wow! That's fantastic.
- Congratulations!
- You're joking!
- That's incredible!
- That's very good news indeed!

Responding to Bad News

- Oh, no!
- Oh, what a pity!

c. Answer Key

Formal

- I regret to inform you that ...
- I have wonderful news for you!
- I'm pleased to inform you that ...
- I don't like to be the bearer of bad news, but ...
- That's very good news indeed!

Informal

- I can't believe this!
- Oh, my. That's a shame!
- I'm afraid I've got some bad news.
- You'll never guess ...
- I hate to tell you this, but ...
- You're never going to believe this, but ...
- You can't imagine what happened then!
- There's a bit of a problem.
- You can't be serious!
- Who'd have ever thought!
- Wow! That's fantastic!
- Congratulations!
- You're joking!
- That's incredible!
- Oh no!
- That's terrible/ awful/ horrible!
- Oh, what a pity!

d. Students' own answers

Listening & Speaking (pp. 14–15)

- 1 a. Ask Ss to remember a particular moment in their lives when they were very happy. Tell them that they are going to tell their partner about this time, using the questions in the book as a guide. Select individual Ss to do the task in front of the class.

Suggested Answer Key

A really special moment for me was when I went on holiday to Paris for the first time when I was 11 years old. I went with my parents and we stayed at a really fantastic hotel near the Arc de Triomphe. I remember standing on the balcony of our hotel room just looking at the lights over Paris. It was raining a little but it was just so beautiful — I shall never forget that moment.

- b. Tell Ss that they are going to listen to some people talking about special moments.

Tell Ss that this listening task is a multiple matching task and is part of the Listening paper in the exam. Look at the strategy point with Ss and check they understand the types of people, especially 'sibling' *a brother or a sister*.

Answer Key

- 1 G *work had stopped me ... someone my age ...*
- 2 F *to be related to someone who ... those terrible things she ...*
- 3 E *I'll get a lot more respect from the kids ...*
- 4 A *I see it all the time in my job but when it's yours ...*
- 5 C *a few months ago I was struggling with revision ...*
- 6 H *I felt like I'd conquered the world ...*
- 7 C *watching her in front of all those people/bring so much pleasure/he represents an agency ...*
- 8 B *seeing your name on it/ rejection slips*
- 9 F *she was perfect/ check that everything's there*
- 10 A *creating the right image for the interview*

c. Students' own answers

- 2 a. Elicit from Ss what they know about 'Google'.

Go through the strategy point with Ss and ask them to read through the text. Suggest that a good way to approach the task is to predict the type and content of the information to fill the gap. Look at the first gap and ask Ss to predict what type of word would grammatically fill it. (*noun*) Why? *Because of 'a' before it.* Remind Ss that they can use 1 to 3 words and so they could fill this gap with a noun preceded by an adjective.

- b. Go through the text and elicit predictions. Accept all possibilities if they are grammatically viable. Do not give answers at this stage.

Play the recording through once and let Ss fill as many gaps as they can. Play the recording for the second time to let Ss check their answers. Check the answers with the whole class, playing sections of the recording again if necessary. Explain to Ss that their spelling must be correct.

Answer Key

- 1 *common word/term; household name; frequently-used word; etc*
- 2 *word of mouth*
- 3 *service provider*
- 4 *(academic) research*
- 5 *archive(s); Internet; Web; Net; etc*
- 6 *academics*
- 7 *(initial) capital letter/G*
- 8 *information*
- 9 *nephew*

c. Students' own answers

d. Students' own answers

If necessary, prompt with multinationals and brand-names, e.g. *Intel, Microsoft, Ford, Coca-Cola, Sony*, etc.

Ask Ss if they can think of any words in either their own language or in English that have been 'coined' or any

brand names that have become so popular the name now represents the product e.g. *hoover/biro*.

- 3 Throughout the Listening and Speaking sections of this book, Ss should be encouraged to develop their own speaking abilities, particularly in the area of fluency.

There will be a minimum of three pictures, probably more. The student will be asked to select 2 or 3 to compare and contrast and perform a task. Ss have one minute to speak on their own about the pictures. They should try to look at the differences and similarities between the pictures and not simply describe them. There should always be an element of speculation involved. They should try to speak for the whole minute and to answer the questions given. Afterwards, the second student is given 20 seconds to answer a slightly different question on the same set of photographs, so it is important that they listen to their partners.

- a, b. Remind Ss that Student A should talk uninterrupted for one minute. Student B then responds for about 20 seconds. The rest of the class should assess their performance.

Ask Ss in pairs to each try to do tasks a and b in turns. Then elicit what language they used for comparing and contrasting. Try to elicit more language. Then look at the 'useful language' section (for the moment, only look at 'comparing' and 'contrasting') and go through the phrases. Ask Ss to use each phrase to relate to the pictures they have just looked at.

Suggested Answer Key

Refer to Tapescript Section — Unit 1, Ex. 4.

- c, d. Refer Ss to the useful language used for speculating. Ask Ss to look at the second set of pictures. Ss reverse roles (Student B speaks for one minute; then Student A speaks for 20 seconds), trying to use as many of the expressions from the 'useful language' sections as possible. Get feedback and ask for examples of the phrases they used. The rest of the class listen and assess the pair. They will be asked for their comments in Ex. 4.

Suggested Answer Key

Refer to Tapescript Section — Unit 1, Ex. 4.

Optional activity. Ask Ss to choose one set of pictures and to write the one-minute task for homework, using the expressions looked at in class.

- 4 Play the recording. Elicit comments about their classmates' performance compared to what they have just heard on the recording. At this stage, it is sufficient for Ss to make general observations on the four categories. Encourage Ss to make positive comments on their classmates' abilities.

- 5 Refer Ss to the short exchange at the bottom of the page (pay special attention to the intonation of the word 'Typical', as it should have a suggestion of frustration/resignation/annoyance). Ask Ss what other statements might produce the same response, e.g. *'Oh, I forgot to post your letters again.'* Elicit suggestions for the remainder of the responses and ask pairs to act out dialogues. Monitor and check pronunciation/intonation.

Suggested Answer Key

- b 'We've got a whole month off in the summer.'
- c 'I'll have to stay in all week and get this assignment done.'
- d 'My sister's passed her driving test!'
- e 'I've got no homework tonight.'

Reading (pp. 16–17)

- 1 Ask Ss the question 'Do you think life is easier for people today than it used to be? In what ways?' Elicit answers. Then ask them to discuss the first question in pairs.

Suggested Answer Key

- 1 I think people today have an easier life than our parents had in many ways, but I think life has become far more stressful and busy so that they don't necessarily have the time to appreciate it or to be happy. There are and will always be worries and responsibilities that take their toll on people. We are also losing sight of the simple things which can make us happy and we're becoming far too materialistic.
- 2 Ask Ss to look at the title and introduction to the article. Discuss what 'New Age cures' might mean. (Alternative therapies such as acupuncture/hypnotherapy, etc.) Then ask Ss to predict what the writer might say. Ss read through the text quickly. Elicit feedback (relationships).
- 2 Go through the theory box with Ss and do the task in the stages suggested. Ss read through quickly to get the gist. Then they look at the question stems. Then they read again and underline relevant sections. Check these with Ss. Then allow them 4 to 5 minutes to do the task.

Answer Key

- 1 C the organisers ... will be down in the mouth
- 2 B a rise in reported incivility
- 3 A mass media
- 4 D for most of the population in a country as affluent ... wears off.
- 5 A cheering us up? Not a bit of it.
- 6 D the thirtysomethings, fighting on the two fronts ... dejected
- 3 a. Elicit synonyms for the word 'miserable' (unhappy/fed up/sad). Ask them to find three words/phrases from the text which mean the same. Ss perform task in pairs.

Answer Key

down in the mouth/wretched/glum/dejected

Elicit other situations when these could be used;
 She's got flu and is feeling really wretched.
 He's been a bit down in the mouth since his girlfriend left him.
 She's in a bad mood and looking glum again.
 He wasn't accepted by that university. He's extremely dejected.

- b. Ask the same pairs to discuss the highlighted words. Elicit suggestions.

Answer Key

beaming — smiling happily
 incivility — rudeness
 ingrates — ungrateful people
 affluent — wealthy
 elimination — eradication
 massively — greatly
 prosaic — ordinary

- 4 Refer Ss to the underlined sections and tell them to look

briefly at the first one, 'The organisers of National Smile Week will be down in the mouth.' Point out that this follows the first paragraph where the writer has asked questions about whether the reader noticed people being particularly happy or friendly the previous week. The writer then answers his/her own question with a firm, 'No?'. Explain that we can then assume that National Smile Week has recently been held, and that it was a failure. Remind Ss that 'down in the mouth' means miserable and ask them to suggest why this phrase, and not any of its synonyms, has been used ('down in the mouth' has a slight comic feel to it because it creates an image of an inverted smile; as a result, the writer adequately conveys the failure of National Smile Week but, by keeping the tone light-hearted, he maintains the interest of the reader).

Ss work in pairs. Ask them to look at the next underlined section and allow about a minute for them to discuss the language used. Elicit suggestions/explanations from pairs. Repeat for the rest of the underlined sections, helping with the literal meanings of individual words where necessary.

Suggested Answer Key

the sand of our collective scepticism — If necessary, prompt with a question such as "What particular qualities does sand have?" (it's not stable; you can sink in it) or "What happens when you run into sand?" (you get stuck; you sink). Remind Ss, if necessary, that the subject of the sentence is 'the efforts of the organisers of National Smile Week', and that the verb is 'run into'. The image of sand is used here to suggest quicksand. 'Our collective scepticism' refers to the shared doubt and misery that exists in society.

The image created, therefore, is that any attempts to make us happy will be overpowered by a general feeling of doubt and gloom in society.

imagine if somebody stepped on your foot — Here, the writer returns briefly to direct address. After explaining that a pair of shoes costs a million pounds, the writer engages the reader by creating a scenario. This helps to reinforce the slightly ridiculous concept of such an expensive pair of shoes.

Medicine has become a victim of its own success — 'a victim of its own success' is a commonly used phrase which has become almost a cliché. It refers to the way success can bring negative consequences with it. (In this case, the success is that medicine has advanced so much that people have very high expectations of it. Medicine becomes a victim when people are overly critical if it fails us.) Point out that this statement is fully supported by an explanation and an example if Ss read on to the end of the paragraph.

- 5 a, b, c. Ss discuss the questions in pairs or small groups. Monitor and check Ss' answers.

Students' own answers**English in Use (pp. 18–21)**

- 1 Refer Ss to the Grammar Reference section at the back of the book. Ask Ss to list the main uses of the gerund and put them on the board. (As subject/after prepositions/after certain verbs and expressions)

Give examples for each.

- a Training is important for sportsmen.
- b She left without speaking to me.
- c I can't stand people talking loudly.

- a. Look at the first example and identify which use it illustrates. Ss do the task. Check Ss' answers.

Answer Key

- 2 *Doing two things at the same time is nearly impossible for me.*
- 3 *Having to deal with such a problem on a Friday afternoon is very frustrating for her.*
- 4 *Seeing old people holding hands makes me feel really happy.*

- b. In pairs, Ss do the task using gerunds. Extend to using adjectives of feeling and mood looked at earlier in the unit.

Suggested Answer Key

- 1 *It takes me a long time to do my homework./Doing my homework takes me a long time.*
- 2 *It is nearly impossible for me to lose weight./Losing weight is nearly impossible for me.*
- 3 *It makes me feel really happy when I get a phone call from someone I haven't seen for ages./Getting a phone call from someone I haven't seen for ages makes me feel very happy.*

- 2 a. Remind Ss that a gerund is also needed after a preposition. These could be prepositions in their own right (*He left without seeing her*) or dependent prepositions or phrasal verbs (*multi-word verbs*). Explain to Ss how important it is to learn dependent prepositions. They should always learn the preposition with the verb. There is little logic to which prepositions to use so there is no alternative to learning them by heart. Ss perform the task individually, then check in pairs. Check Ss' answers.

Answer Key

- | | | |
|-------|---------|---------------|
| 1 of | 6 from | 11 of |
| 2 on | 7 on | 12 to |
| 3 of | 8 for | 13 against/at |
| 4 for | 9 of | 14 from |
| 5 in | 10 with | |

- b. Look at the example sentence with Ss, pointing out the use of the word 'teenagers' between the preposition and the gerund, and ask them to produce sentences of their own. This can be given as homework.

Suggested Answer Key

- 2 *He complimented me on my looking young for my age.*
- 3 *He was ashamed of having stolen the bag.*
- 4 *She apologised for missing the lecture.*
- 5 *They were involved in setting up a new company.*
- 6 *My teacher discouraged me from going into the film business.*
- 7 *He's very keen on fishing.*
- 8 *The airline fully compensated me for losing my luggage.*
- 9 *He was found guilty of laundering money.*
- 10 *He's been obsessed with learning to fly since he was a child.*
- 11 *The work consists of mainly filing and running the office.*
- 12 *We strongly object to the using of club facilities by non-members.*
- 13 *They are protesting against the government's increasing taxation.*
- 14 *We could all benefit from doing more exercise.*

- 3 Remind Ss what a phrasal verb is and that they are vital to understanding both spoken and written English. Explain that there is nearly always a more formal equivalent. Ask Ss to do the matching task in pairs. Check together. Remind Ss of the use of the possessive pronoun when using phrasal verbs, e.g. *I am counting on your helping me.*

a. Answer Key

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

Elicit sentences from Ss showing the use of these phrasal verbs in context.

I took up sailing when I was a teenager.

He gave up his job in London and got one nearer home.

You have to block out all your fears if you want to do a parachute jump.

Let's run through this song one more time.

He gave me flowers to make up for being late.

- b. Ss do the task individually.

Answer Key

- 2 *I blocked out the noise from the street and carried on studying.*
- 3 *Let's run through all the places where you might have left it.*
- 4 *Her parents bought her a car to make up for her not being able to go on holiday with them.*
- 5 *I am counting on your support at the meeting.*
- 6 *I gave up trying to get my husband to do housework years ago.*

Optional activity. Ss write sentences of their own.

- 4 Remind Ss of verb patterns. Verbs can be followed in many different ways. Elicit some verb patterns from Ss and put on board. The focus of the next exercise is to look at which verbs can be followed by 'to' and which by 'ing' (the gerund). Before looking at the exercise put the list of verbs used in the exercise on the board and ask Ss to write down what they think the pattern is for each. Check and give correct answers. Wipe off verbs. Ss then do the exercise individually to test themselves. Check Ss' answers.

Ss can test each other.

Verbs are then put on the board again and Ss write patterns. This time they should be 100% right!

Answer Key

- | | |
|-----------------|-------------------|
| 1 living/going | 5 to buy |
| 2 to meet | 6 playing/to make |
| 3 to complete | 7 going/visiting |
| 4 going/waiting | 8 seeing/talking |

- 5 Ss work in pairs to do the exercise and suggest other rules for achieving success.

Answer Key

- | | | |
|------------|-------------|---------------|
| 1 respect | 3 imagining | 5 concentrate |
| 2 focusing | 4 improving | 6 gain |

- 6 Ss will have a text with gaps and multiple choices for each gap. The word to fill the gap must be chosen with both meaning and form in mind.

Look at the title and elicit from Ss what they think are normal ways to celebrate birthdays and predict what the

'something different' in the article might be.

Suggested Answer Key

normal — party/restaurant/night club

different — cruise/holiday/balloon flight

- a. Go through the strategy point with Ss. Ask Ss to read the text quickly and answer the questions.

Answer Key

- 1 Unusual/impressive/dangerous/sporting/stomach-churning/expensive.
- 2 No. (final para.: 'However with my own ... I would not say no to a weekend ... Eiffel Tower.')
- 3 Ironical and humorous: ('oldster', 'Then, there is always ...', 'stomach-churning', 'I recently met an octogenarian ...', 'A well heeled relation ...', 'Unfortunately, I was only a distant relation.', 'I would not say no to ...', 'I can but dream. Perhaps ...')

- b. Ask Ss to do the task individually and then check in pairs. Remind them to consider meaning/collocation and grammar. Check answers and then ask Ss to look again and decide whether the correct word depended on a) meaning, b) collocation, c) grammar.

Answer Key

- | | |
|-------------------------|------------------|
| 1 C collocation | 8 C collocation |
| 2 D grammar | 9 D grammar |
| 3 B grammar | 10 D collocation |
| 4 C collocation | 11 A collocation |
| 5 A collocation | 12 D meaning |
| 6 B meaning | 13 B collocation |
| 7 B collocation/grammar | 14 B collocation |

Optional activity. Ask Ss to look at the following collocations from the text and to think of situations of their own where they could be used.

A range of options.	For a career choice.
There is always ...	For a suggestion/making a choice.
A distant relation	I am going to visit a distant relation in Australia.
Looming	The exam day is looming.
I can but dream	I would love to be a film star. I can but dream.
Anything goes	It's a fancy dress party — anything goes.

- 7 Ss work together to find words in the text. Check Ss' answers.

Answer Key

- | | |
|----------------------------|--------------------------|
| 1 a far cry from | 6 well-heeled |
| 2 out of the ordinary | 7 looming on the horizon |
| 3 stomach-churning | 8 I would not say no to |
| 4 a milestone | 9 I can but dream |
| 5 the world is your oyster | |

- 8 Remind Ss of the meaning of 'well-heeled' (rich/wealthy) and elicit from them any other words they know beginning with 'well-'. Ss do the exercise. Check Ss' answers.

Answer Key

- | | |
|-------------------|-------------------|
| 1 well-travelled | 5 well-mannered |
| 2 well-known | 6 well-thought of |
| 3 well-spoken | 7 well-documented |
| 4 well-brought up | |

Elicit suggestions to complete the caption in the cartoon (travelling).

- 9 Put the words **ALARM** and **IMPRESS** on the board and ask Ss for the basic meanings of the verbs.

alarm — to make someone worried

impress — to get a good reaction from someone

Then put Ss into pairs — one S in each pair looks at Ex. 9a. while the other does Ex. 9b. After completing the activity, Ss share their information and it is collated on the board under the two headings.

a. Answer Key

- | | |
|--------------|------------|
| 1 alarmingly | 3 alarming |
| 2 alarmist | 4 alarmed |

b. Answer Key

- | | |
|----------------|------------------|
| 1 impressive | 4 impression |
| 2 unimpressive | 5 impressionable |
| 3 unimpressed | |

Optional activity. Ask Ss to write their own gap fill sentences for each other using some of the words in the two exercises.

- 10 Ss are sometimes asked to find the extra word in a line. It can be unnecessary because of grammar or meaning.

Look at the first sentence and do it together. Ss perform the rest of the task individually and then check in pairs. Check together and ask why the extra words should not be there.

Answer Key

- | | | | |
|--------|---------|---------------|--------|
| 1 much | 4 being | 7 had (first) | 10 all |
| 2 ✓ | 5 ✓ | 8 of | |
| 3 of | 6 had | 9 just | |

- 11 Elicit the differences between formal and informal style and put on the board.

formal/informal lexis

Contractions in informal writing

Phrasal verbs and colloquialisms in informal writing

Use of passives in formal writing

Sentence structure — more simple in informal writing. Sometimes incomplete sentences.

Punctuation. Use of exclamation marks in informal writing.

- a. Tell students the two letters are connected and ask them to read both and tell you the connection and which is formal and which informal.

Answer Key

- The first is a letter from Mandy to a friend to tell her about getting a second interview for a job which she learned about in another letter from the school.
- informal — A, formal — B

- b. Ss choose the more appropriate alternatives in the second letter. The answers are chosen for the formality of the lexis and precision.

Answer Key

- | | |
|-----------------|--------------|
| 1 been selected | 4 tour |
| 2 be held | 5 due course |
| 3 be present | |