Patterns of Activity Sequencing in TEFL and their Effects on Learning

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A

1 LISTEN BETTER
Tuning in to different voices

Sometimes you may have difficulty understanding someone, perhaps because of their accent or the speed they speak. If this happens, don’t ‘switch off’. Just relax and try to ‘tune in’, i.e. get used to the voice.

Princess Mary Sapieha is from Poland. Now in her 80s, she was a well-known society beauty when she was young.

Tito Lombardo is half English-half Italian. He has been living and working in Catania in Sicily since 1998.

a [T54]. Guess which of the two people in the photos said the sentences below. Write PM or TL. Listen and check. Try to ‘tune in’ to the two voices.

1. My favourite fashion period is definitely the 60s.
2. I think that fashion today is awful.
3. I once spent a fortune on a Versace coat.
4. I’ve never been a fashion victim.
5. Women simply don’t seem to care what they look like.
6. The only thing I have really suffered with is my hair.
7. I’ve always been awfully vain.
8. These days I’m more concerned about being healthy.

b Listen again. What do they say about ...?

Princess Mary
- women’s dresses
- platform shoes
- high-heeled shoes
- her hair

Tito
- today’s designers
- what he loves about today’s fashion
- a coat
- wearing uncomfortable clothes

In pairs, answer the two questions they were asked.

2 BUILD YOUR VOCABULARY
Fashion


b In pairs, A interview B with the first part of the questionnaire. B (books closed) answer the questions. Swap roles for the second part.

YOU AND YOUR CLOTHES

BUYING THEM
Where do you prefer buying clothes from, department stores, chain stores, or boutiques?
Do you ever buy clothes on-line or by mail order?
Do you often shop in the sales?
Do you enjoy window-shopping?
Do you always try things on before you buy them?
Do you like any of the latest fashions?
Have you ever bought something that you later decided didn’t suit you?
Is there any kind of clothing you hate shopping for?

WEARING THEM
If something was out of fashion, would you wear it?
How often do you normally get changed during the day?
Do you like dressing up?
What materials do you most like wearing?
What kind of clothes do you prefer, patterned or plain?
Do you normally hang clothes up when you take them off, or just leave them lying around?
When do you usually wear ...?
a gloves  b slippers  c a cap  d a dressing-gown  e a tracksuit  f high-heeled shoes
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Better Pronunciation

Saying consonant sounds more accurately: /s/, /z/, /ʃ/.

Some sounds may be difficult for you to pronounce. Make a special effort when you say words with these sounds, but remember, your pronunciation doesn’t have to be perfect, just intelligible.

a T4.2 Focus on /s/, /z/, and /ʃ/. Listen to the pairs of words. Can you hear the difference?
1. a socks b shocks
2. a loose b lose
3. a see b she
4. a sell b shell
5. a eyes b ice
6. a price b prise
7. a suits b shoots
8. a short b sort
9. a advice b advise
10. a place b places

b Practise saying the words. Try to make the difference clear.

c T4.3 Listen to just one word from each pair. Circle the word you hear.

d Say the words in each group. Complete the spelling rules with /s/, /ʃ/, or /z/.
1. fashion, passion (sh/sh + vowel), invention, (t + vowel), official (t + vowel)
   always pronounced ______
2. dress, price
   always pronounced ______
3. size, zip
   always pronounced ______
4. sell, skirt, lots, looks
   sometimes pronounced ______
5. music, lose, hears, eyes
   sometimes pronounced ______
6. sugar, sure
   occasionally pronounced ______

e In pairs, practise saying the sentences. Listen to each other.
1. She’s got a passion for fashion.
2. She sells shoes and socks.
3. Guess the price and win the prize.
4. It’s easy to lose loose shoes.

Check What You Know

Adjectives

Correct the mistakes. Explain why they’re wrong.
1. I think it’s a jacket very attractive.
2. There are a lot of different ways of wearing scarves.
3. These trousers are much more longer than those ones.
5. This washcoat isn’t as nice as that one.
6. This skirt is too much tight. Can you get me a bigger size?
7. Jeans are the more practical things to wear.
8. Do you think these sandals are enough big?
9. Which of those dresses is the most pretty?
10. Your tie’s the same than mine.

Any Problems? Workbook p.34

Focus on New Language

Adjective order

Complete the descriptions with adjectives from the list. Use your instinct to decide the order.

Check with the rules.

checked cotton long new

dressing-gown

Rules for adjective order

You can put more than one adjective before a noun (often two and occasionally three). These adjectives must go in a particular order (blue suede shoes, not suede blue shoes). The chart below shows the correct order for most adjectives.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Size</th>
<th>How</th>
<th>Most other qualities</th>
<th>Age</th>
<th>Colour (them)</th>
<th>Nationality</th>
<th>Material</th>
<th>Made of</th>
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<td>big</td>
<td>warm</td>
<td>new</td>
<td>pink</td>
<td>striped</td>
<td>Spanish</td>
<td>silk</td>
<td></td>
</tr>
</tbody>
</table>

Practice

a Put the adjectives from the list below into the right categories in the chart. Use a dictionary if necessary. Check the pronunciation.

tiny purple fur beige flossy ancient soft tight hideous suede Swiss short gorgeous young.
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6 READ BETTER
Looking quickly through a text for information

When you are reading to find specific information, don’t read the whole text. Just look through it quickly, and only underline what’s relevant to what you want to know.

a) Look at the photos and the title of the article. What do you think the article will be about? The title is a ‘play on words’. What are the two possible meanings?

b) In pairs, find different information in one minute.
A underline information about:
1. clothes which
   a) shouldn’t have been worn near open fires
   b) caused serious digestive problems
2. two items of clothing normally associated with women but which used to be worn by men
3. a type of make-up which destroyed people’s faces
4. a famous woman who was killed by an article of clothing
B underline information about:
1. an illness that was caused by clothes made of a certain material
2. something which all men used to wear and are still worn by people in a certain profession
3. clothes which
   a) were extremely dangerous for cyclists
   b) were banned in a UK school
4. a year which was crucial in the development of comfortable shoes

c) Read again only the parts you’ve underlined. Tell your partner.

5 WRITE BETTER
Describing people

a) Go to Writing Bank Writing B, p.140.

b) Write a 50-word description of someone in the class, without naming the person. Describe their physical appearance and what they’re wearing. Swap your descriptions with other students. Identify the people.

c) Think of two people you know well, one male and one female. Plan how to describe them physically in as much detail as possible, and how they normally dress. Write 50–75 words. Check the descriptions before you give them in.
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CLOTHES TO DIE FOR

1. "Put fashion second and your health first, because your legs have got to last you all your life, whereas a fashion will disappear in five minutes." This was said by an orthopaedic specialist, after a British headmaster banned his pupils from wearing platform trainers. He was worried that they would break their ankles.

2. The problem is that in many cases, the more fashionable something is, the more uncomfortable or even dangerous it is to wear. Perhaps the earliest fashions ‘to die for’ (literally) were conceived in post-revolutionary France. Women then wore thin linen dresses which they had to wear to make them take on the shape of their bodies. They then went out in all kinds of weather with the wet clothes on. The result of this fashion was a new illness, linen flu, which led to many premature deaths. In Victorian times women’s clothes could also prove fatal. Their corsets were so tight that most women had severe digestive problems, while the incredibly wide dresses regularly caused the death of fashionable young women. As they walked past open fireplaces, their dresses frequently caught fire, and nobody could get close enough to put the fire out.

3. It is not just women who have suffered for fashion. Men have had to put up with their share of discomfort too. Think of the 17th century men in Europe with their heavy wigs (still worn by lawyers today), tight corsets (yes, men too) and high-heeled shoes walking, or trying to walk, around St James Palace and Versailles. But little can compare with the heavy ruffs worn at the times: moving the neck needed serious planning if you didn’t want it to be cut to pieces.

4. In the 18th century the zinc-based make-up used to whiten the faces of both men and women left their skin destroyed by the time they were 30. And at this time women wore their hair so dangerously high that they had to kneel down to get into a coach or carriage.

5. In the 1920s men’s trousers, called ‘Oxford bags’, were so wide that men frequently tripped over in them, just like hippies in their flares 50 years later. To try to cycle in them was to risk serious injury. But cyclists didn’t usually suffer as much as the dancer, Isadora Duncan, whose beautiful long scarf, high fashion at the time, caught in the wheel of her sports car and strangled her.

6. Probably the part of the body that has suffered most through history are the feet. For centuries nobody knew how to shape shoes to the foot. Shoes were straight, and to be worn on either foot. They were agony, it was not until 1865 that shoes were designed for right and left feet!

7. So the discomforts and dangers we put up with today are nothing compared to some of the killers from the past. And anyway, as a famous French designer once said: ‘Real fashion – it’s agony, ma chérie, but it’s always worth it.’

Adapted from the Sunday Times

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d. Read the text again carefully. Find words or phrases which mean:

Paragraph 1
- on the other hand
didn’t allow

Paragraph 2
- caused
- extinguish

Paragraph 3
- endure/tolerate
cut many times

Paragraph 4
- go down on one or both knees

Paragraph 5
- catch your foot and fall
- kill by squeezing the neck

Paragraph 7
- good to do even if it means extra effort

---
e. Which of the clothes mentioned ...?

1. have you worn yourself
2. do you think must have been the most uncomfortable
7 FOCUS ON NEW LANGUAGE
the … the + comparative

a Look at this sentence from the text.
The more fashionable something is, the more uncomfortable it is to wear.
Does it mean …?
1 Being fashionable is more important than being comfortable.
2 There is a direct relation between something being fashionable and being uncomfortable.

b Check with the rules.

the … the + comparative adjective/adverb

- Use the + comparative adjective/adverb to show that one thing
  depends on another.
The sooner you do it, the sooner I'll pay you. (= when I pay you
  depends on when you do it)
The better the restaurant is, the more expensive it is. (= the price
  of a restaurant depends on the quality)

- Sometimes we use two comparatives without a noun or verb.
  A When would you like me to do it?
  B The sooner the better.

PRACTICE

a Rephrase the sentences using the … the + comparative.
If you start learning young it will be easier.
The younger you start learning, the easier it will be.
1 If we leave soon we'll get there earlier.
2 If I speak fast I make more mistakes.
3 If the weather is cold you use more electricity.
4 If the restaurant is full the service is worse.
5 If the colour is bright she'll like it more.
6 If you have a lot of money you can dress better.

b Tick (✓) or cross (✗) the box. Do you use the …?

- when you're talking about something in general
- when you're talking about something specific

8 MAKING CONVERSATION

GET IT RIGHT
The definite article

a Complete these sentences with the definite article the, only where necessary.
1 the men usually dress worse than the women.
2 I normally love buying the clothes but the clothes in fashion at the moment are hideous.
3 Today the people are obsessed with fashion.
4 The most important thing about the shoes is that they should be comfortable.
5 Have you seen the shoes I was wearing yesterday?
6 I don't like men with long hair, in fact I hate the hairstyles of the 60s.

b Tick (✓) or cross (✗) the box. Do you use the …?

Do men take as much care over their appearance as women?

- 'The richer people are, the better they dress.'

Do you think people should be allowed to wear casual clothes to work?

- 'The more expensive clothes are, the longer they last.'

Do you think people in your country judge other people by their appearance?

- 'Most designer clothes are created by men, which is why normal women can't wear them.'

Which nationality do you think dresses the best?

- Do you think it's worth paying more for a well-known make of clothes?
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Communication

3 C Two English kings

a Read and remember the text about King Arthur.

Almost everything we know about King Arthur is speculation. We don't even know if he existed at all. However, there might have been a leader of that name in the 6th century who perhaps led an army against the Anglo-Saxons. Some historians think he lived in the west of England but others say that he probably came from Wales or Scotland. What is more certain is that the King Arthur that we know about from books and films, with his Knights of the Round Table like Sir Lancelot, his famous sword, and his wife Guinevere, is pure invention. This story was invented by a 15th century writer, Thomas Malory, who in his book The Death of Arthur set his story in his own times with knights in armour. But the real Arthur (if he existed) would not have worn armour, as this was not invented until the 10th century.

b Tell B what you remember.

4 A Fashion show

You and B have similar pictures but there are five differences in each model. Take turns to describe the models. Can you find the five differences?

5 C Sell your house

a You want to buy a house/flat. You saw one advertised in a newspaper and you are going to phone to ask for more information. You want to know:
  - where it is
  - the age and condition
  - the number, the size, and the layout of rooms
  - the style and decoration
  - the type of heating/air-conditioning
  - if there is a garden/garage/balcony, etc.
  - what furniture will be left in the house (curtains, kitchen furniture, etc.)
  - the price
  - anything else you think is important

b Spend a few minutes planning how you’re going to ask the questions and what other information you might want. Begin the conversation:

Hello, I’m phoning about the house (flat) you advertised. I’d like a bit more information …

c When B has told you all the information you need, decide if you are interested in seeing the house/flat.

6 A What does it mean?

a In one minute write down on a piece of paper as much of the following information as possible. Then swap papers with B.

1. the name of your oldest friend
2. the name of the film you’ve seen most times
3. your door number
4. a sport or hobby you really like
5. your favourite possession
6. the name of a pet you have
7. the name of the place where you have your hair cut

b Ask B to explain what the first word(s) he/she has written refers to. Then ask a question in the present perfect simple or continuous beginning: How long have you …? or How many times have you …? Continue the conversation for at least a minute.

c B will ask you to explain the first word on your list. Continue until you’ve explained all the words/numbers.
Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents…

**Communication**

**3 C Two English kings**

a Read and remember the text about Henry VIII.

Henry VIII was born in 1491 and became king of England and Wales in 1509. When he came to the throne he seemed to have everything – he was tall, handsome, good at hunting, and also religious and musical – he composed several songs including the famous *Greensleeves*. He was also happily married to his new wife Catherine of Aragon. But Henry wanted a son to be his heir, and was prepared to do anything to get what he wanted. He broke with the Catholic Church in order to divorce Catherine, and he married five more times, although his marriages were mostly unsuccessful. He had a very bad temper and he could be extremely cruel to people who opposed him or disagreed with him, as all of his wives discovered. As he grew older he became even more terrifying. He had a painful ulcer on his leg and was so overweight that a machine had to drag him upstairs. He died in 1547, aged 55.

b Tell A what you remember.

**3 A Fashion show**

You and A have similar pictures but there are five differences in each model. Take turns to describe the models. Can you find the five differences?

**4 C Sell your house**

a You want to sell your house/flat and have advertised it in the newspaper. The advertisement didn’t give any details but gave a phone number. A is going to phone you to ask for more information.

b Take a few minutes to plan what you’re going to say. Decide about:
- where it is
- the age and condition
- the number, the size, and the layout of rooms
- the style and decoration
- the type of heating/air-conditioning
- if there is a garden/garage/balcony, etc.
- what furniture will be left in the house (curtains, kitchen furniture, etc.)
- the price
- anything else you think is important

Don’t forget that a good salesperson usually exaggerates the positive side and minimizes the negative side of what he/she is selling! A will begin the conversation.

c If A is interested, arrange to show him/her the house/flat.

**3 A What does it mean?**

a In one minute write down on a piece of paper as much of the following information as possible. Then swap papers with A.
1 your favourite book
2 the school where you are studying English
3 something you do in your free time to relax
4 your favourite restaurant
5 the most expensive thing in your wardrobe
6 the most beautiful city you’ve ever been to
7 the make of your/your family’s car

b A will ask you to explain the first word on your list, and ask further questions. Continue the conversation for at least a minute.

c Ask A to explain what the first word(s) he/she has written refers to. Then ask a question in the present perfect simple or continuous beginning: *How long have you …? Or How many times have you …?* Continue until you’ve explained all the words/numbers.
Patterns of Activity Sequencing in TEFL and their Effects on Learning

FASHION

FASHION AND SHOPPING

a Complete the text with a word from the list.

bargains /ˈbɑːɡinz/ casual /ˈkæsjuəl/ discount latest fashions
department stores designer clothes in and out of fashion mail order
sales window shopping smart

bargains /ˈbɑːɡinz/ casual /ˈkæsjuəl/ discount latest fashions
department stores designer clothes in and out of fashion mail order
sales window shopping smart

Nowadays people buy clothes in many different ways, in 1__________,
chain stores, and smaller shops, or from catalogues, either by
1__________ (buying by post) or on the Internet. In spite of the growth of
‘on-line shopping’, for many people, especially women, 2__________ are still
enjoyable activities. Most large stores sell a wide range of fashion, from
3__________ clothes (for work or formal occasions) to 4__________ clothes (to wear in your free time). 5__________ (made by well-known
fashion companies) are the most expensive.

Clothes are also the items whose prices are most reduced during the
6__________, initially after Christmas and in the summer, when you can
often find 7__________ (things which are 8__________, or even more. This is because
they need to change 9__________, as clothes quickly go 10__________.

b Underline the stress on all the words in bold. Practise saying them.
c Cover the text. Take turns to explain the words in the list above.

MATERIALS AND ADJECTIVES DESCRIBING CLOTHES

a Match the phrases and pictures.

PHRASAL VERBS AND IDIOMS: CLOTHES

a Match sentences 1–10 with a–j.

1 Can I try it on?
2 Hang your coat up.
3 It doesn’t fit.
4 It suits you.
5 It matches your eyes.
6 Get dressed!
7 Go and get changed!
8 We have to dress up this evening.
9 Take off your shoes.
10 Put on a scarf.

a It’s the same colour.
b Breakfast’s on the table.
c You can’t go to school in those shorts.
d It’s a formal occasion.
e I’m not sure if it’s the right size.
f They’re filthy.
g It’s cold outside.
h Red’s your colour.
i I need a bigger size.
j Don’t leave it there.

b Cover 1–10. Look at a–j. Remember the first half.

b Underline the stress. Add more items to each column.

ITEMS OF CLOTHING

a blouse a cap a dress a dressing-gown gloves a handkerchief (hanky) pyjamas a running vest
sandals a skirt slippers a sweatshirt a tie tights tracksuit trainers a waistcoat

Women’s fashions Menswear Footwear Sports clothes Underwear / nightwear Accessories

b Underline the stress. Add more items to each column.

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Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents…

Writing Bank

WRITING SKILLS CHECKLIST

PLANNING

Before you start to write, plan the content, organization, headings, and the kind of language you are going to use.

A Brainstorm the content

- Think about the topic, and, if necessary, research it.
- Remember/revise the topic vocabulary.
- Discuss your ideas with a partner or in groups.
- List the main points before you start writing.
- Think of examples to back up each point.

B Organize the paragraphs

- Decide how many paragraphs you need.
- Decide on the content of each paragraph and list the main points:

   An article:
   The (Italians): what we are really like
   Paragraph 1: the stereotype of people from my country (noisy, like spaghetti, sing opera all the time, etc.)
   Paragraph 2: what’s true/what’s not true about the stereotype (True: noisy, like spaghetti / Not true: not everyone likes opera or sings it!)

- Use linkers to connect your ideas.
   Firstly / Secondly, However, Personally I think, etc.

C Use the right tenses

- Before you start writing, decide which tense(s) you need for the text type. What tense(s) would you use to write the following?
  1. a story
  2. describing the plot of a film/book
  3. an article: ‘My ideal house’
  4. a diary entry

D Use the right style and expressions

- Before you start writing decide what style to use:
  Formal: for a letter or e-mail complaining about an airline, for a ‘for and against’ composition, for a report about customs in your country
  Informal: for a letter or e-mail to a friend, for a letter or e-mail to a TV radio ‘chat’ programme
- Remember the key aspects of each style:
  Formal: no contractions, no colloquial expressions, more formal expressions, e.g. To sum up, etc.
  Informal: use contractions and colloquial expressions, e.g. anyway. That’s all for now, etc.
- List useful expressions for the kind of text:

   An e-mail to a TV show giving your opinion:
   Personally I think … / in my opinion …,
   Firstly because …, Secondly / (for example / For instance …

E Use clear headings

- Sometimes you need headings to help organize your writing, e.g. a report, an article, for instructions:

  Instructions about your house/flat:
  Before you leave the flat
  Make sure you always lock the door before you go out.
  Always put the answerphone on …
  Living room and kitchen:
  The instructions for the TV and video are in the drawer.
  The remote controls are on the coffee table …
  Plants and garden:
  The indoor plants have to be watered every day …

WRITING

When you write your text, try to make it clear, vivid and imaginative.

A Make your language more vivid

- Use adverbs and adjectives to make a text ‘come alive’.
  They will make it more enjoyable to read. Why is it more vivid than 1?

  1. It was raining. A man was walking along the pavement. He looked round and saw that a woman was following him.
  2. It was raining heavily. A tall, middle-aged man was walking quickly along the wet pavement. Suddenly he looked round and saw that an attractive, dark-haired woman was following him.

B Use a wide range of vocabulary

- The more varied vocabulary you use, the more interesting your writing will be. How can you make this sentence more vivid?

  She was wearing a nice skirt.

- Use a wide selection of nouns, adjectives, and verbs.

  E.g. for physical appearance:
  Adjectives: e.g. overweight, medium height, bald, middle-aged
  Nouns: e.g. fringe, beard, moustache, eyelashes
  Verbs: e.g. looks (younger than his age), looks like (her mother), is wearing/carrying …

C Writing dialogue

You may want to write dialogue as part of a story.

- Use a variety of speaking verbs:
  suggested, insisted, told, asked (not just said)
- Use an adverb to show how someone is speaking:
  slowly, quietly, angrily, etc.

- Remember the correct punctuation for dialogue is inverted commas around the spoken words, and a comma at the end of the spoken words (‘…,’).

  ‘I’d love to come,’ she said, ‘but I’m busy.’
Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents...

1 BUILD YOUR VOCABULARY
Men and women

a Look at the cartoon. Why do you think these are their favourite songs?
b Complete Vocabulary Builder 10 Men and women, p. 135.

2 MAKING CONVERSATION

GET IT RIGHT
Generalizing
Cross out the wrong word or expression.
1 Generally speaking, speaking generally men are more selfish than women.
2 In general, on general, nobody enjoys doing homework.
3 Actually, nowadays many women work outside the house.
4 Most/most of women wish their husbands helped more.
5 All/all the men like sport.
6 The average/middle man can’t iron well.
Try to use these expressions when you’re discussing men and women in d.

a Look at the words below. Decide how important the things are for men and women, and label the brains (1 = the most important).

<table>
<thead>
<tr>
<th>sport</th>
<th>interest in housework</th>
</tr>
</thead>
<tbody>
<tr>
<td>chocolate addiction</td>
<td>expressing feelings</td>
</tr>
<tr>
<td>sex</td>
<td>ability to find things group</td>
</tr>
<tr>
<td>shopping addiction</td>
<td>sense of direction</td>
</tr>
<tr>
<td>TV remote control addiction</td>
<td></td>
</tr>
</tbody>
</table>

b Compare with a partner. Explain your choices.

c Read the sentences and mark them CT (completely true), PT (partly true), or NT (not true at all).
1 Men and women can do most jobs equally well. □
2 Women are safer drivers than men. □
3 Men have a better sense of direction than women. □
4 Men and women have different standards about housework: a man never does it to a woman’s satisfaction. □
5 Women need to talk more than men do. □
6 All men like giving advice; none of them like getting it. □
7 When something is missing, it tends to be a woman who finds it. □

d In groups of three or four (preferably with a mixture of sexes) compare what you think.
3 READ BETTER

Predicting content from headings

a In pairs, discuss the two questions below.
1. Do you think men and women behave differently because they have been conditioned by society to do so, or because they are biologically different?
2. Do men and women have the same kind of brain?

b Read Part 1 quickly. Find the answers to the two questions. Try the experiment.

Why men don’t iron

Part 1

During the last fifty years psychologists have made us believe that differences between men and women are mainly the result of traditional social ‘conditioning’, i.e. the way we are brought up. According to this theory, women can be trained to do jobs that men traditionally do, and men can and should become more domesticated. This so-called ‘new man’ should be in touch with his ‘feminine side’, more communicative and emotional, and should do the ironing.

But two new books* say that, according to recent scientific research, gender differences exist because men’s and women’s brains work completely differently and their biological differences mean that they can never think or behave in the same way.

Try this experiment: read a passage aloud from a book or magazine. At the same time, tap on the table with one finger, and try to maintain a constant speed. Do this first with your right hand and then with your left hand. If you are a woman, you will be able to maintain a constant speed with either hand. Men, however, when tapping with their left hand, will slow down. This is one of the many experiments which proves that men’s brains are in compartments, with verbal abilities on the left side and spatial abilities on the right. For women, however, verbal and spatial problems are dealt with on both the left and right sides of the brain.

Glossary

skill /skil/ n. 31
spatial ability /ˈspɛtəl/ noun 1.33
compartimentalized /kompəˈmentɪˌlaɪzd/ adj 33
task /tɑːsk/ noun 1.34
lack of noun 1.53
in a mess 1.63
peripheral vision /ˈpərəˌvɪʒn/ noun 1.72
testosterone /ˈtes.təˌstərəʊn/ noun 1.79

ability to do a task well
ability to understand space, direction, and distance
organized into separate parts
a job
not having (enough)
very untidy
the ability to see around you
male hormone
Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents…

Part 2

In prehistoric times men hunted for food, often alone, and women looked after the children, usually with other women. Men needed to be able to find and kill animals (and find their way home again). Women needed the ability to protect the home, to do several things simultaneously, and have good communication skills to get on with the other women. As a result, men’s brains developed better spatial ability and became compartmentalized, programmed to focus on one specific task and to solve one particular problem at a time. Women developed more connections between the two sides of the brain, which led to them being more fluent in speech, and better at doing several things at once.

Because the two sides of a woman’s brain are better connected, women are generally more talkative and more fluent than men. On average women speak 4,800 words a day, and men only 2,400!

Women solve problems by talking about them, and in a crisis will usually want to discuss the situation and their feelings, while men tend to interrupt and offer solutions, which isn’t what women want at all. Men themselves don’t like asking for advice or discussing their problems — they try to solve their problems themselves by thinking about them silently. This fundamental difference is one of the main causes of conflict in male/female relationships.

Men have inherited their ancestors’ long distance ‘tunnel’ vision, which was vital for hunting. They can see very well and far in one direction, but they don’t see things on either side, and they don’t see as well as women close up. This explains why men can never find things in fridges, cupboards and drawers. Women have much wider peripheral vision than men which explains why a woman always seems to find what a man just cannot see!

Although some jobs today are still dominated by one or other sex it is not because of sexual discrimination, but basically because men and women are attracted to different jobs. It is logical that men are attracted to careers where spatial skills are vital, such as engineering, architecture, construction, rocket science and flying (only 14% of airline pilots are women). Also the greater amount of testosterone in men’s brains means that, in general, they are far more attracted than women to jobs which involve risk, such as the stock market, or Formula One racing. On the other hand, women’s superior verbal skills explain why interpreters and foreign language teachers are predominantly women. Generally speaking, they are attracted to professions that require verbal ability, e.g., writing, acting, journalism, and counselling. They also excel in jobs that require good organizational skills.

* Why men don’t iron, Ava and Bill Moss, Why men don’t listen and women can’t read maps, Allan and Barbara Pease.
Patterns of Activity Sequencing in TEFL and their Effects on Learning

**Focus on New Language**

**wish** + past simple / past perfect, **would** + infinitive

a Read the statistics. Complete with a percentage from the list. Check your answers with the teacher.

23% 50% 67% 70% 80% 87%

- Men and women
  - the statistics don’t lie
  - Too late
    - of married women wish they hadn’t married their husband.
    - of married men wish they had married someone else.
  - Dissatisfied
    - of men wish their stomachs were smaller.
    - of dark-haired women wish they had blonde hair.
  - It really annoys me!
    - of men wish their partner wouldn’t spend so long in the bathroom.
    - of women wish their partner would do more in the house.

b Look at the three cartoons.

1 Read rules 1–3.
2 Match the cartoons and the rules and write in the example sentence.
3 Complete the rules of form with the correct tense (past perfect, past simple, or would = infinitive).

1 You regret (= are sorry about) a present situation

**EXAMPLE:**

FORM I wish + ______

- As with conditional sentences, you can use was or were.
  - I wish I was taller. I wish I were taller. (= more formal)

2 You regret a past action or situation

**EXAMPLE:**

FORM I wish + ______

3 You want another person to do (or not to do) something, often because you are annoyed

**EXAMPLE:**

FORM I wish + person + ______

- You can also use wish + would when you want something to happen.
  - I wish it would stop raining.

**Practice**

1 I’d like to be in Italy now.
2 Why doesn’t he stop raining?
3 Oh no! I didn’t bring the washing!
4 I can’t afford a holiday this year.
5 Why doesn’t my husband wash his own shirt?
6 Moving to Britain was a big mistake!
7 I can’t afford a holiday.

a Write an I wish… sentence for each bubble 1 to 6.

b 4.5 Listen to five conversations. Explain the situation.

c Listen again. Write the sentences with wish that you hear.

d Tell your partner about:

- two things you wish you had/hadn’t done when you were younger
- two possessions you wish you had which would improve your life
- two things you wish you could do but you can’t
- two things you wish your partner/brother/mother, etc. would/wouldn’t do (because they annoy you)
5 LISTEN BETTER
Understanding people's opinions

Better pronunciation
Using your instinct with long words: word stress

- There are some rules to help you pronounce long words, e.g.
- Don't stress a prefix.
- Words ending in -ion have the stress on the penultimate syllable.
- However, the best method is to use your instinct. Remember to mark the stress on new words you learn and use your dictionary to check.

a) Underline the stress on these long words:
   - discrimination
   - unimaginative
   - engineering
   - uncommunicative
   - consequently
   - irresponsible
   - fundamental
   - opportunity
   - immature

b) T4.7 Listen and check. Practise saying them in pairs.

6 WRITE BETTER
Expressing your opinion

a) In next week's 'Your Call', the subject is 'Men should do 50% of the housework'.
   You are going to send an e-mail giving your opinion.
   Go to Writing Bank Planning D, p.140.

b) Write the e-mail in about 75 words.
   Check it for mistakes.

c) Swap e-mails with a partner. Do you agree?

7 SONG
That don't impress me much
**MEN AND WOMEN**

**THE CHANGING ROLES OF MEN AND WOMEN**

a. Complete the text with words/phrases from the list.

b. Underline the stress. Practise saying the words.

Say which aspects of the text are true in your country.

**MALE AND FEMALE PERSONALITIES: NEGATIVE PREFIXES**

a. Decide if the adjectives of personality apply more to men or women. Underline the stress.

b. Many adjectives form the opposite by adding a negative prefix. Put the adjectives from a in the chart. Which prefix is the most common? Which four adjectives don’t have an exact opposite?

<table>
<thead>
<tr>
<th>un-</th>
<th>im-</th>
<th>in-</th>
<th>ir-</th>
<th>il-</th>
<th>dis-</th>
</tr>
</thead>
<tbody>
<tr>
<td>unco-operative</td>
<td>impolite</td>
<td>insecure</td>
<td>irregular</td>
<td>illegal</td>
<td>disloyal</td>
</tr>
</tbody>
</table>

c. Cover the chart. Look at the adjectives in a. Say the opposites.

(! Negative prefixes don’t normally change the stress on words (happy – unhappy).)

---

In Britain until the last century the 1. __________ of the sexes were clearly defined. Women were supposed to be 2. __________ (to dress and behave like a woman) and they were considered inferior to men. The man was the 3. __________ (the person who earned the money) while the woman was in charge of the housework and bringing up the children.

Women’s demand for 4. __________ began in the early 20th century, when they won the right to vote, and began to go out to work. The 5. __________ movement in the 1960s campaigned for equal rights for women and equal opportunities at work and for men to 6. __________ of the housework and child care. At this time many women started to use the title 7. __________ instead of Miss or Mrs.

Since the 1980s people have been encouraged to be more 8. __________, i.e. to avoid 9. __________ comments and attitudes. In the late 20th century the term 10. __________ was invented to describe a male 11. __________ who did his share in the house and looked after the children.

Despite improvements most women consider that we still live in a 12. __________ (male-dominated) society where 13. __________ (the unfair treatment of people because of their sex) is common, and that they suffer from 14. __________ (treating one person or group worse than others), especially at work. Another result of the change in women’s role has been a rise in the 15. __________ as women are more independent financially.
Writing Bank

WRITING SKILLS CHECKLIST

PLANNING
Before you start to write, plan the content, organization, headings, and the kind of language you are going to use.

A Brainstorm the content
- Think about the topic, and, if necessary, research it.
- Remember/revise the topic vocabulary.
- Discuss your ideas with a partner or in groups.
- List the main points before you start writing.
- Think of examples to back up each point.

B Organize the paragraphs
- Decide how many paragraphs you need.
- Decide on the content of each paragraph and list the main points:

  An article:
  The (Italians): what we are really like
  Paragraph 1: the stereotype of people from my country (noisy, like spaghetti, sing opera all the time, etc.)
  Paragraph 2: what’s true/what’s not true about the stereotype (True: noisy, like spaghetti/Not true: not everyone likes opera (or sings it!))

- Use linkers to connect your ideas.
  Firstly/Secondly, However, Personally I think, etc.

C Use the right tenses
- Before you start writing, decide which tense(s) you need for the text type. What tense(s) would you use to write the following?
  1 a story
  2 describing the plot of a film/book
  3 an article: ‘My ideal house’
  4 a diary entry

D Use the right style and expressions
- Before you start writing, decide what style to use:
  Formal: for a letter or e-mail complaining to an airline, for a ‘for and against’ composition, for a report about customs in your country
  Informal: for a letter or e-mail to a friend, for a letter or e-mail to a TV radio ‘chat’ programme
- Remember the key aspects of each style:
  Formal: no contractions, no colloquial expressions, more formal expressions, e.g. To sum up, etc.
  Informal: use contractions and colloquial expressions, e.g. anyway, That’s all for now, etc.
- List useful expressions for the kind of text:

  An e-mail to a TV show giving your opinion:
  Personally I think ..., in my opinion ..., First of all because ..., Secondly ..., For example/For instance ...

E Use clear headings
- Sometimes you need headings to help organize your writing, e.g. a report, an article, for instructions:

  Instructions about your house/flat:
  Before you leave the flat
  Make sure you always lock the door before you go out.
  Always put the answering phone on ...
  Living room and kitchen
  The instructions for the TV and video are in the drawer.
  The remote controls are on the coffee table ...
  Plants and garden
  The indoor plants have to be watered every day ...

WRITING
When you write your text, try to make it clear, vivid and imaginative.

A Make your language more vivid
- Use adverbs and adjectives to make a text ‘come alive’.
  They will make it more enjoyable to read. Why is 2 more vivid than 1?

  1 It was raining. A man was walking along the pavement. He looked round and saw that a woman was following him.
  2 It was raining heavily. A tall middle-aged man was walking quickly along the wet pavement. Suddenly he looked round and saw that an attractive dark-haired woman was following him.

B Use a wide range of vocabulary
- The more varied vocabulary you use, the more interesting your writing will be. How can you make this sentence more vivid?
  She was wearing a nice skirt.

- Use a wide selection of nouns, adjectives, and verbs.
  E.g. for physical appearance:
  Adjectives: e.g. overweight, medium height, bald, middle-aged
  Nouns: e.g. fringe, beard, moustache, eyelashes
  Verbs: e.g. looks (younger than his age), looks like (her mother), is wearing/carrying ...

C Writing dialogue
You may want to write dialogue as part of a story.
- Use a variety of speaking verbs:
  suggested, insisted, told, asked (not just said)
- Use an adverb to show how someone is speaking: slowly, quietly, angrily, etc.
- Remember the correct punctuation for dialogue is inverted commas around the spoken words, and a comma at the end of the spoken words (‘…’).
  ‘I’d love to come,’ she said, ‘but I’m busy.’
Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents...

A question of taste

1 BUILD YOUR VOCABULARY
Houses and decoration

a. In pairs, say which you prefer and why.

modern furniture
modern houses
wooden floors
central heating
blinds
a shower

antique furniture
old houses
carpets
an open fire
curtains
a bath


c. Do the 'House' quiz in five minutes.

1. What do you call...?
   a. a tall building which has a lot of people living there
   b. a house which is not joined to any other house
   c. a house which is joined to other houses on either side

2. Name something in the house which...
   a. you put your hands in to wash them
   b. can make a room warmer
   c. you use when you wash up by hand

3. What do you call the thing which you...?
   a. try changing when a lamp doesn’t work
   b. ring when you get to someone’s house
   c. turn off when a bath is full of water

4. What’s the difference between...?
   a. a fireplace and a chimney
   b. a roof and a ceiling
   c. a door and a front door
   d. close the table and lay the table
   e. a hedge and a fence
   f. antique furniture and old-fashioned furniture

5. Which adjectives could you use to describe...?
   a. a living room with an open fire
   b. a Louis XV table
   c. an iMac computer
   d. a bathroom with a jacuzzi
   e. Scandinavian furniture
   f. a hospital ward

BETTER PRONUNCIATION
Getting the /æ/ sound right

The sound /æ/ is the most common vowel sound in English. Making it correctly will improve your pronunciation enormously. It can be produced by almost any vowel or combination of vowels (cooks, picture, mirror, sofa). Check in your dictionary if a new word has this sound. It often comes before or after a stressed syllable, so getting the stress right will help you to get the sound right.

a. Look at the phonetics of some words with /æ/.
   Write the words. Practise saying them.
   1. /k.ɔ.bɛd/  
   2. /p.ɔn/  
   3. /r.ɛn.dɛ/  
   4. /r.ˈpær.əs/  
   5. /k.ʌm.ʃər/  
   6. /ˈtɛr.əs/  
   7. /ˈməndi/  
   8. /ˈsʌvə/  
   9. /fa.ˈgæbl/  
   10. /k.ɔb/  

b. Underline the stress in these words. Circle the /æ/ sound.
   furniture attractive radiator catalogue effort pavement balcony dishwasher fireplace luxurious

c. Test. Listen and check. Practise making the /æ/ sound.
   unstressed short words also have the /æ/ sound in weak forms (to, can, the, a, was, etc.).

d. Underline the stressed words. Then look at the unstressed words. Circle the ones with the /æ/.
   1. I was going to change the bulb but I forgot.
   2. I can take the rug to the cleaners in the morning.
   3. The chest of drawers needs to be moved to the right.
   4. There were lots of glasses on a table over there.
   5. There are two chairs and a lamp in the hall.

e. Test. Listen and check. Practise saying the sentences quite quickly.
2 LISTEN BETTER

Listening for detail

Guess which room they decorated...

It might be easy to fall in love with someone, but falling in love with their taste! That’s another thing. How long have you been waiting to throw away your partner’s awful old armchair and replace it with a more modern one?

A British newspaper asked a couple, Charles (a radio producer) and Lucy (an English teacher), each to completely redesign their living room with a limited budget, keeping only three pieces of furniture which they already had. Then they asked a design specialist to comment on their tastes.

a Read the introduction. What was the newspaper’s idea? Describe the two photos. Which room do you think was decorated by Charles? Which by Lucy? Why?

b T.6.1: Listen to Part 1. Lucy and Charles talk about each other’s rooms. What do they like/dislike?

c Listen again for more details. Make notes. What are their general criticisms?

d Can you remember who said these things? What exactly were they talking about? Listen again if necessary.

1 It doesn’t go with the rest of the room.
2 It’s completely impractical.
3 I just don’t see the point of them.
4 They remind me of a dentist’s.
5 I wouldn’t have put them on the coffee table.
6 I would never have long ones.

e T.6.2: Now listen to Part 2, the designer’s comments. Which room does he prefer? Do you agree?

f Listen again for more detail.

Charles should have ...

1
2
3
4

Lucy should have ...

1
2

g Talk to a partner.

1 Do you think women have better taste than men?
2 Who takes decisions in your house about decorating?
3 What piece(s) of furniture are you especially fond of in your house?
4 Is there anything you really don’t like about …?

a your own house
b furniture and decoration in general in your country
Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents...

3 FOCUS ON NEW LANGUAGE
Nouns: countability and plural nouns

a) Do the exercises in pairs.
1. Use your instinct. Right (√) or wrong (X)?
   - I don't like the furniture in this room. √
   - We had very good weather on our last holiday! X
   - The news are good. X
   - She's got a beautiful hair. X
   - Nowadays, a lot of people have to travel a long way to work. √
   - That jeans you're wearing are filthy! Why don't you get changed? X
   - Would you like a chocolate? X
   - People have given me a lot of advice. X
   - I usually have two toasts for breakfast. X

2. What's the difference between...
   - a job and work
   - iron and an iron
   - a business and business

b) Read the rules. Then cover them and explain the answers to a.

Uncountable nouns
1. The following common nouns are always uncountable.
   - traffic weather accommodation health scenery rubbish
   - work politics (and other words ending in -ics, e.g. athletics)
   • They always need a singular verb.
   • You can't be used with a/an.
   • They can't be used with a piece of.

2. The following nouns are also uncountable.
   - furniture information advice news luck bread toast luggage equipment
   • They need a singular verb, e.g. as above.
   • They can also be used with a piece of when you want to talk about an individual item.
   - We bought some furniture. (more than one thing)
   • That's a lovely piece of furniture. (one item, e.g. a table)
   NOT a piece of furniture

3. Some nouns can be countable or uncountable, but the meaning changes.
   - iron = the metal
   - an iron = the thing used to press clothes

Plural nouns
   These nouns only exist in the plural.
   - clothes people trousers/jeans arms (= guns, etc.) police
   • They always need a plural verb.
   • They can't be used with a/an.

Practice
a) Complete with a/an or some.
   1. I'm afraid the boss has got ___ bad news for you.
   2. Can you lend me ___ jeans? Mine are dirty.
   3. We've had ___ really bad weather recently.
   4. Have you got ___ iron? I need to press my shirt.
   5. We've got ___ luggage. ___ a really big suitcase.
   6. Could you buy me ___ paper - the Guardian?
   7. I've got ___ advice for you: don't do it!
   8. My brother's given me ___ interesting information.
   9. I've just bought ___ new furniture for my flat.
   10. I'd like ___ glass of water, please.

b) In which of the sentences could you also use a piece of?

c) Cross out the wrong form.
   - 1. People today is/are very stressed.
   - 2. Most of the furniture in our flat is/are awful.
   - 3. The traffic was/were terrible this morning.
   - 4. What do you do when people give/gives you clothes that doesn't/don't suit you?
   - 5. We had a terrible holiday. All the accommodation was/were awful and the weather was/were terrible.
   - 6. Why is/are the news always about politics?
   - Politics is/are boring!
   - 7. The police has/have just phoned about a robbery.
   - 8. Mathematics is/are my favourite subject at school.

d) Explain the difference between:
   - 1. glass/a glass
   - 2. light/a light
   - 3. paper/a paper
   - 4. wood/a wood
   - 5. chocolate/a chocolate
   - 6. hair/a hair
Patterns of Activity Sequencing in TEFL and their Effects on Learning

4 READ BETTER
Retelling what you have read
a. Do you know anything about the philosophy of feng shui, e.g., where it’s from, what it’s about?
b. In pairs, read and remember how you can put feng shui ideas into practice. Read about the living room. Then read about the bedroom. Then cover the text.

c. Read your partner’s text. Choose five new words/expressions from the whole text to learn. Do you think feng shui is sensible, impractical, or ridiculous?

5 MAKING CONVERSATION

GET IT RIGHT
Position
The same (S) or different (D)? Explain the difference.
1. There’s a bus stop opposite/in front of my house.
2. There’s a lamp over/on the table.
3. Our house is by/near the park.
4. There’s a cupboard downstairs/under the stairs.
5. The photo is on/in the chest of drawers.
6. Did I leave my glasses beside/next to the TV?
7. I’ve got a big picture above/over my bed.
8. There’s a bookcase beside/behind the sofa.

a. Draw a diagram of your bedroom or living room. Use the diagram to explain to a partner what the room is like. Decide between you if it has good or bad feng shui.
b. Go to Communication. Sell your house. A p. 120, B p.124, Roleplay buying and selling a house or flat.

Feng shui
Change your room to change your life!

Your living room
Feng shui is all about balance. Try to arrange sofa and chair in a square around a circular table. Avoid an L-shaped arrangement as this leaves a missing corner. The centre of the living room should be left clear. Make sure there is a lot of light, which will promote good energy.

5. A bookcase is bad feng shui, as its sharp corners generate negative “vows”, and if you have one you ought to put a climbing plant on it to combat this effect.

Put plants in the corners of the room, as they attract good energy and will energize your wealth, but not ones with sharp leaves such as yuccas or cactuses. Fresh flowers also bring good energy, but throw them away as soon as they begin to die, and don’t have dried flowers.

Mirrors are vital because they reflect energy. Round or oval ones are best, but they should not be opposite each other, nor should they reflect a door, otherwise your good fortune will go out of it.

To promote harmony between the members of your family, have photos of them around the room, preferably smiling. If you want to find a partner, energize the south-west corner of your living room or bedroom by placing a floor light at least 1.75m high there, and turn it on every evening. Surround yourself with ornaments and objects in pairs, such as vases or vases.

To avoid blocking the positive energy in the room, keep everything tidy. Don’t accumulate too many unnecessary things. Take a look at every object, and ask yourself, “Do I really need it? Do I really like it?” If the answer is no, get rid of it.

Your bedroom
You should have a head of your bed placed against a wall, as this gives you a sense of security. Avoid having a bed under a window, as you are exposed to danger and bad energy from outside. If this is impossible, use blinds or heavy curtains to cover the window. Never sleep in a place where you can’t see the door – you should always be able to see someone who’s coming in.

Avoid hanging pictures or lights above your bed, as this leads to a subconscious feeling of threat. Don’t put mirrors opposite the bed either, as they “break up” the image, and therefore the relationship reflected in them.

Keep lighting low and soft, and decorate preferably with dark colours. Do not hang paintings of fierce animals, abstract subjects, or water in the bedroom. Water is very good elsewhere, but in the bedroom it suggests financial loss. Make sure you never put plants in the bedroom, and don’t have a TV facing the bed, or at least cover it when it is not in use.

Don’t use the same room for your bedroom and your study, as the different energies will be in conflict. If you have to do this, try to separate the areas either symbolically with plants, or with a screen. Cupboards are better than open shelves. Put away piles of files or unfinished work – don’t leave them on your desk. Being tidy promotes positive energy. Wherever you study make sure your desk is in the north-east corner, especially if you are preparing for exams, as this area symbolizes education.
Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents…

6 FOCUS ON NEW LANGUAGE
have something done

Look at the pictures. What's the difference between the two sentences? Check with the rules.

- Use have something done to say that you are getting another person to do something for you (usually involving payment).

  have something done

  He's having a new garage built.
  We've just had the house painted.
  I usually have my hair cut once a month.

- have here is a main verb, so negatives and questions are formed with do/ did in the present and past simple.

  I didn't have the kitchen painted because I did it myself.

  How often do you have your car serviced?

PRACTICE

a Look at the pictures. Make six sentences to say what the couple have had done to their house. Use these verbs.

cut plant repair (x2) build paint

b In five minutes, try to think of two things you can have done at each of the following places:

  hairdresser's drycleaner's garage dressmaker optician

c Tell a partner one thing you've had done recently, and one thing you're going to have done soon.

7 WRITE BETTER
Instructions: using clear headings

a Imagine that a friend of yours is going to stay in your flat/house for a week while you are away. You are going to leave some instructions for him/her. Go to Writing Bank Planning E, p. 140. Plan the instructions by choosing four headings that suit your particular flat/house. Compare your headings. Say why you have chosen them.

b Write a paragraph of instructions for one of your headings. Use Vocabulary Builder 11, p. 136 to help you. Keep the instructions as simple and clear as possible (e.g. don’t try to explain how a machine works, just say where the instructions are).

c Exchange paragraphs with a partner. Can you understand the instructions? Ask each other about anything that isn’t clear. Rewrite if necessary.

d Write the instructions for the other three headings. Check your writing for mistakes before you give it in.

REMEMBER PHRASAL VERBS IN CONTEXT

a Complete the phrasal verbs from File 4 with the right particles.

1 Today's designers have run ______ new ideas.
2 Nobody could get close enough to the women's dresses to put the fire ______.
3 The discomforts we put ______ today are nothing compared to some from the past.
4 The sofa doesn't go ______ the rest of the room.
5 Put ______ piles of unfinished work.

b In pairs, explain what the phrasal verbs mean.
Patterns of Activity Sequencing in TEFL and their Effects on Learning

GRAMMAR
1 Adjective order
   Right or wrong? Correct the wrong sentences.
   1. My sister’s got curly dark hair.
   2. She’s wearing a tight cotton T-shirt.
   3. Whose are those pink hideous gloves?
   4. I’d like some expensive French perfume.
   5. They live in a 16th century gorgeous cottage.
   6. That’s a lovely new car!

2 the ... the + comparative adjective / adverb
   Rewrite the sentences using the ... the ...
   1. If you are tired you make more mistakes.
      The
   2. When she gets angry she shouts more.
      The
   3. If you live near the centre it’s more expensive.
      The
   4. If we start soon we’ll finish soon.
      The

3 wish + past simple / past perfect / would
   Complete with the verb in brackets in the correct form.
   1. I’m so tired. I wish I ________ to bed so late last night. [go]
   2. He hates his job. He wishes he ________ another one. [find]
   3. I wish I ________ your secret. [tell]
   4. I’m tired of doing all the ironing. I wish you ________ (help)
   5. The children are making a terrible noise. I wish they ________ somewhere else. [play]

4 Countability and plural nouns
   Cross out the wrong word.
   1. Be careful! I broke a vase yesterday and there’s still a / some broken glass on the floor.
   2. Most modern furniture is/are rather uncomfortable.
   3. He gave me an / some useful advice.
   4. How much / many people are coming tonight?
   5. There’s a / some wood over there – we could use it to make a fire.
   6. Are / Is the news good or bad?

5 have something done
   Complete with the correct form of have + it / them and a verb.
   clean cut paint repair
   1. I don’t like the colour of the walls. I’m going to ________
   2. A. Is that a new fridge or the one that was broken?
      B. It’s the old one. I’ve ________
   3. A. Your hair’s terribly long.
      B. Don’t worry, Mum. I’m ________ tomorrow.
   4. My car was filthy, so I ________ yesterday.

VOCABULARY
6 Fashion
   a Which one is different? Why?
   1. running vest, tracksuit, dressing-gown, sweatshirt
   2. linen, silk, cap, wool
   3. slippers, trainers, gloves, sandals
   4. plain, patterned, checked, striped
   b Complete the missing words.
      1. She prefers c ________ clothes to formal ones.
      2. In the sales you can often find b ________
      3. I never buy d ________ clothes like Armani or Chanel – they’re much too expensive.
      4. Is it full price or is there a d ________?

7 Men and women
   Write the opposite adjective.
   1. logical ________ 4 sensitive ________
   2. mature ________ 5 honest ________
   3. sociable ________ 6 responsible ________

8 Houses and decoration
   Write the words for the definitions.
   1. warm and comfortable ________
   2. what you turn on when you need water ________
   3. where the smoke goes out of a house ________
   4. the part of a fence that’s like a door ________
   5. a machine that washes plates, cups, etc. ________
   6. a house that stands on its own ________

9 Verb phrases
   Complete with the correct verb.
   1. Here’s the key. Please ________ the door when you leave.
   2. You can’t wear that! Go and ________
   3. You look great in the jacket. It really ________ you.
   4. Men don’t usually ________ their share of the housework.
   5. You need to ________ your room. It’s in a terrible mess.

TOTAL MARKS 50
Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents…

**Communication**

### Two English kings

**a** Read and remember the text about King Arthur.

Almost everything we know about King Arthur is speculation. We don’t even know if he existed at all. However, there might have been a leader of that name in the 6th century who perhaps led an army against the Anglo-Saxons. Some historians think he lived in the west of England, but others say that he probably came from Wales or Scotland. What is more certain is that the King Arthur that we know about from books and films, with his Knights of the Round Table (like Sir Lancelot), his famous sword, and his wife Guinevere, is pure invention. This story was invented by a 16th-century writer, Thomas Malory, who in his book *The Death of Arthur* set his story in his own times with knights in armour. But the real Arthur (if he existed) would not have worn armour, as this was not invented until the 10th century.

**b** Tell **B** what you remember.

### Fashion show

You and **B** have similar pictures but there are five differences in each model. Take turns to describe the models. Can you find the five differences?

### Sell your house

**a** You want to buy a house/flat. You saw one advertised in a newspaper and you are going to phone to ask for more information. You want to know:

- where it is
- the age and condition
- the number, the size, and the layout of rooms
- the style and decoration
- the type of heating/air-conditioning
- if there is a garden/garage/balcony, etc.
- what furniture will be left in the house (cabinets, kitchen furniture, etc.)
- the price
- anything else you think is important

**b** Spend a few minutes planning how you’re going to ask the questions and what other information you might want. Begin the conversation:

*Hello, I’m phoning about the house (flat) you advertised. I’d like a bit more information…*

**c** When **B** has told you all the information you need, decide if you are interested in seeing the house/flat.

### What does it mean?

**a** In one minute write down on a piece of paper as much of the following information as possible. Then swap papers with **B**.

1. the name of your oldest friend
2. the name of the film you’ve seen most times
3. your door number
4. a sport or hobby you really like
5. your favourite possession
6. the name of a pet you have
7. the name of the place where you have your hair cut

**b** Ask **B** to explain what the first word(s) he/she has written refers to. Then ask a question in the present perfect simple or continuous beginning: *How long have you …?* or *How many times have you …?* Continue the conversation for at least a minute.

**c** **B** will ask you to explain the first word on your list. Continue until you’ve explained all the words/numbers.
Patterns of Activity Sequencing in TEFL and their Effects on Learning

**Communication**

**3C Two English kings**

a Read and remember the text about Henry VIII.

Henry VIII was born in 1491 and became king of England and Wales in 1509. When he came to the throne he seemed to have everything - he was tall, handsome, good at hunting, and also religious and musical - he composed several songs including the famous Greensleeves. He was also happily married to his new wife Catherine of Aragon. But Henry wanted a son to be his heir, and was prepared to do anything to get what he wanted. He broke with the Catholic Church in order to divorce Catherine, and he married five more times, although his marriages were mostly unsuccessful. He had a very bad temper and he could be extremely cruel to people who opposed him or disagreed with him, as all of his wives discovered. As he grew older he became even more terrifying. He had a painful ulcer on his leg and was so overweight that a machine had to drag him upstairs. He died in 1547, aged 55.

b Tell A what you remember.

**4C Sell your house**

a You want to sell your house/flat and have advertised it in the newspaper. The advertisement didn’t give any details but gave a phone number. A is going to phone you to ask for more information.

b Take a few minutes to plan what you’re going to say.

Decide about:
- where it is
- the age and condition
- the number, the size, and the layout of rooms
- the style and decoration
- the type of heating/air-conditioning
- if there is a garden/garage/balcony, etc.
- what furniture will be left in the house (curtains, kitchen furniture, etc.)
- the price
- anything else you think is important

Don’t forget that a good salesperson usually exaggerates the positive side and minimizes the negative side of what he/she is selling! A will begin the conversation.

c If A is interested, arrange to show him/her the house/flat.

**5A Fashion show**

a Read and remember the text about Henry VIII.

b Tell A what you remember.

c Fashion show

You and A have similar pictures but there are five differences in each model. Take turns to describe the models. Can you find the five differences?

**5A What does it mean?**

a In one minute write down on a piece of paper as much of the following information as possible. Then swap papers with A.

1. your favourite book
2. the school where you are studying English
3. something you do in your free time to relax
4. your favourite restaurant
5. the most expensive thing in your wardrobe
6. the most beautiful city you’ve ever been to
7. the make of your/your family’s car

b A will ask you to explain the first word on your list, and ask further questions. Continue the conversation for at least a minute.

c Ask A to explain what the first word(s) he/she has written refers to. Then ask a question in the present perfect simple or continuous form:

How long have you …? or How many times have you …?

Continue until you’ve explained all the words/numbers.
Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents…

**Vocabulary Builder 11**

**HOUSES AND DECORATION**

**HOUSES**

a. Match the words and pictures. Underline the stress.

- gate
- balcony
- roof
- block of flats
- path
- fence
- terrace
- garden
- hedge
- pavement
- chimney
- wall
- detached house
- porch
- letter box

b. Look at the pictures. Remember the words.

**ADJECTIVES DESCRIBING HOUSES AND DECORATION**

a. Complete the adjectives with -y, -que, -able, -ing, -ed, -ish, -ful, -al, or -ous.

- antique (old and valuable)
- new
- modern
- modern
- comfortable
- chic
- relaxing
- luxurious
- tasteful
- badly designed

b. Underline the stress. Practise saying the words.

c. Use the adjectives to describe your house or flat and its furniture.

**VERBS RELATED TO THE HOUSE**

a. Complete the verbs. Cover and test your memory.

- answer
- change
- clear
- lay
- empty
- hang up
- wash up
- lock
- unlock
- put away
- tidy
- turn on
- turn off

b. Say which things you've done today.

**FURNITURE, ETC.**

a. Put the items in the chart (some can be found in more than one room).

- bedside table
- blinds
- bookcase
- ceiling
- chest of drawers
- curtains
- dishwasher
- fireplace
- oven
- rug
- radiator
- heater sink
- plant
- pot
- tap
- toilet
-loo
- wall
- wardrobe
- washbasin

<table>
<thead>
<tr>
<th>kitchen</th>
<th>bathroom</th>
<th>bedroom</th>
<th>living room</th>
<th>any/all rooms</th>
</tr>
</thead>
</table>

b. Underline the stress. Practise saying the words. Add two more words to each column.

c. Which things haven’t you got?
Patterns of Activity Sequencing in TEFL and their Effects on Learning

WRITING SKILLS CHECKLIST

PLANNING

Before you start to write, plan the content, organization, headings, and the kind of language you are going to use.

A Brainstorm the content
- Think about the topic, and, if necessary, research it.
- Remember/revise the topic vocabulary.
- Discuss your ideas with a partner or in groups.
- List the main points before you start writing.
- Think of examples to back up each point.

B Organize the paragraphs
- Decide how many paragraphs you need.
- Decide on the content of each paragraph and list the main points:

  An article:
  The (Italian): what we are really like
  Paragraph 1: the stereotype of people from my country (noisy, like spaghetti, sing opera all the time, etc.)
  Paragraph 2: what’s true/what’s not true about the stereotype (True: noisy, like spaghetti/Not true: not everyone likes opera (or sings it!))

- Use linkers to connect your ideas.
  Firstly / Secondly, However, Personally I think, etc.

C Use the right tenses
- Before you start writing, decide which tense(s) you need for the text type. What tense(s) would you use to write the following?
  1 a story
  2 describing the plot of a film/book
  3 an article: ‘My ideal house’
  4 a diary entry

D Use the right style and expressions
- Before you start writing decide what style to use:
  Formal: for a letter or e-mail complaining to an airline, for a ‘for and against’ composition, for a report about customs in your country
  Informal: for a letter or e-mail to a friend, for a letter or e-mail to a TV/radio ‘chat’ programme
- Remember the key aspects of each style:
  Formal: no contractions, no colloquial expressions, more formal expressions, e.g. To sum up, etc.
  Informal: use contractions and colloquial expressions, e.g. anyway, That’s all for now, etc.
- List useful expressions for the kind of text:

  An e-mail to a TV show giving your opinion:
  Personally I think .../ in my opinion ...,
  Firstly because ... , Secondly/y ... ,
  For example/For instance ...

E Use clear headings
- Sometimes you need headings to help organize your writing, e.g. a report, an article, for instructions:
  Instructions about your house/flat:
  Before you leave the flat
  Make sure you always lock the door before you go out.
  Always put the answering phone on ...
  Living room and kitchen
  The instructions for the TV and video are in the drawer.
  The remote controls are on the coffee table ...
  Plants and garden
  The indoor plants have to be watered every day ...

WRITING

When you write your text, try to make it clear, vivid and imaginative.

A Make your language more vivid
- Use adverbs and adjectives to make a text ‘come alive’. They will make it more enjoyable to read. Why is it more vivid than 1?
  1 It was raining. A man was walking along the pavement. He looked round and saw that a woman was following him.
  2 It was raining heavily. A tall middle-aged man was walking quickly along the wet pavement. Suddenly he looked round and saw that an attractive dark-haired woman was following him.

B Use a wide range of vocabulary
- The more varied vocabulary you use, the more interesting your writing will be. How can you make this sentence more vivid?
  She was wearing a nice skirt.
- Use a wide selection of nouns, adjectives, and verbs.

  E.g. for physical appearance:
  Adjectives: e.g. overweight, medium height, bold, middle-aged
  Nouns: e.g. fringe, beard, moustache, eyelashes
  Verbs: e.g. looks (younger than his age), looks like (her mother), is wearing/carrying ...

C Writing dialogue
- You may want to write dialogue as part of a story.
- Use a variety of speaking verbs:
  suggested, insisted, told, asked (not just said)
- Use an adverb to show how someone is speaking: slowly, quietly, angrily, etc.
- Remember the correct punctuation for dialogue is inverted commas around the spoken words, and a comma at the end of the spoken words (‘...’).

  ‘I’d love to come,’ she said, ‘but I’m busy.’
Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents…

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**1 READ BETTER**

**Using topic sentences to understand a text**

a. Have you seen chimpanzees in a zoo or in the wild? How 'human' do you think they are? In pairs, mark the following sentences ‘Y’ (yes), ‘N’ (no), or ‘I’ (don’t know).

- they can think
- they can smile
- they can write
- they can speak
- they have souls
- they can express emotion
- they can "use" sign language
- they can understand humans
- they understand time

b. Quickly read the introduction to a text about Panabisha, the chimpanzee in the photo. Why is she unusual?

In a well-written text, the first sentence of each paragraph (called the 'topic sentence') often summarizes what the paragraph is going to be about. Focusing on these sentences will help you understand what comes next.

c. In pairs, look at the 'topic sentences' A - F below. Imagine what the rest of the paragraph will be about.

A. Humans have been trying for years to find ways of communicating with apes.
B. Now Professor Rumbaugh has been given a US government grant for a project to see if apes can really learn to speak.
C. Panabisha has gone further than just learning to speak.
D. Some scientists believe that the discoveries in Atlanta demand a fundamental change in our attitude to our closest animal relatives.
E. Panabisha’s linguistic skills are impressive.
F. Researchers at the language research centre of Georgia State University in Alabama have, for the first time, taught an ape how to 'speak' to humans.

d. Now read the text paragraph by paragraph. Complete with the topic sentences above.
Panabisha talks through a computer that produces a synthetic voice as she presses keys on a specially designed keyboard. The keyboard has about 400 keys, each with a symbol. Some symbols have simple meanings such as ‘drink’ or ‘apple’, others express more abstract concepts such as ‘up’, ‘give me’, ‘good’, ‘bad’, or ‘help’. The apes have to learn all the symbols and then construct sentences by pressing keys in the right order. The computer ‘speaks’ the words by flashing them on a screen.

She has a vocabulary of 250 words and understands 3,000 more—she has been brought up listening to English from birth. She can construct relatively complex sentences, such as ‘Please buy me a hamburger’. She knows the difference in meaning between ‘go outside and get the ball’ and ‘take the ball outside’. She can talk about feelings because the symbols board includes concepts like ‘regret’. She remembers yesterday and understands tomorrow. Duane Rumbaugh, the university’s professor of psychology and biology, who is director of the centre, says, ‘This is exciting research. Panabisha can understand spoken words and responds with appropriate repliQ. It shows that, like us, apes hove the power of thought and reasoning. Our tests suggest that the animals have the language and mental skills of a four-year-old child.’

She is teaching the same skills to her one-year-old son Nyota, who has developed a vocabulary similar to that of a one-year-old child. He hasn’t said any whole sentences yet, but his early start means he may soon overtake his mother. Recently Panabisha has even started writing words on the floor using chalk, apparently learning letters from the computer screens.

In the 1920s scientists tried unsuccessfully to teach them to speak, but in 1979 two American scientists taught a chimpanzee to use the sign language which is used by deaf and dumb people. The chimpanzee learnt a hundred signs and was able to construct many short sentences as well as teaching the signs to other chimpanzees. But the recent experiments with apes and the voice synthesizer have shown that these animals are far more capable of learning to communicate with humans than was previously thought.

Until recently it had been thought that this was impossible because they couldn’t produce the wide variety of sounds used by humans. But then the professor’s researchers noticed that some apes were successfully copying human words and phrases. The sounds were distorted, but recognizable.

If apes can communicate and reason, do they have souls? Should they be given human rights, as has already been proposed in the New Zealand parliament? It is a question that medical researchers, who use chimpanzees to study diseases such as Aids and cancer, may find difficult to reconcile with their work. As one scientist said, ‘It’s one thing to look into a cage at a lot of dumb animals. But if they start talking back to you, it makes you wonder what gives us the right to put them there.’ Visiting a zoo may never be the same again.

Adapted from the Sunday Times.
2 BUILD YOUR VOCABULARY

Animals

a. Look at the cartoons and explain what’s happening. Which cartoon do you like best?


c. In small groups, write ten quiz questions. The answers or questions must use words/expressions from the Vocabulary Builder. Ask your questions to other groups.

Can you name (a bird which has wings and feathers but can’t fly)?
What do you call (the insect which bites you in the summer)?
What’s the difference between (a cat and a kitten)?

d. In pairs, answer the questions below.

Which wild animal(s) ...?
- are you most afraid of
- do you think are most ‘human’

Are you afraid of insects? Which ones?
Why?

If you could be an animal, which would you choose to be? Why?

Have you got any pets? How long have you had them for?
What animal do you think makes the best pet ...?
- for children
- for old people
- for working adults
Patterns of Activity Sequencing in TEFL and their Effects on Learning

4 FOCUS ON NEW LANGUAGE

Present perfect simple or continuous?

a Use your instinct. Underline the right form. If you think both are possible tick (✓) the sentence.
1 I've written / I've been writing letters all morning.
2 I've written / I've been writing seven letters.
3 I think he's broken / he's been breaking his leg.
4 How long have you lived / have you been living here?
5 How long have you known / have you been knowing each other?
6 We've painted / We've been painting the house.
7 How many films has he made / has he been making this year?
8 Hi! You look hot! Have you run / Have you been running?

b Read the rules. Then look at sentences 1 to 8 again. Explain why one or both forms are right.

1 Use the present perfect continuous:
   ∗ for continuous actions (still happening now) especially when we ask how long they have lasted, and answer with for / since.
   How long have you been working here? (= you work here now)
   I've been learning to drive for two years (= I'm still learning)
   ∗ for continuous actions which have recently finished.
   I've been shopping all morning (= I've just finished)

2 Use the present perfect simple:
   ∗ with how / how long / for / since for verbs not normally used in continuous forms (be, have, know, like, etc.).
   I've known her since I was a child.
   I've been running here.
   ∗ for completed actions where no time is given.
   We've bought a new house. I've cut my finger.
   with ever, already, just, just
   when we say "how many" or "how many times".
   I've read two books this morning.
   superlatives.
   It was the best meal I've ever had.
   I've been working here for years, or I've worked here for ages.

3 Sometimes both forms are possible (with a difference in meaning). The present perfect continuous emphasizes the activity itself and its duration.
I've been cleaning the house (= so I'm exhausted)
I've cleaned the house (= so it's really clean now)

PRÁCTICE

Complete the sentences using the present perfect continuous or simple.
1 I ________ tennis this week. (play)
2 Phone Ally urgently. She ________ to speak to you all morning. (try)
3 We ________ all day but we ________ everything we need. (shop, buy)
4 The service in this restaurant is terrible. We ________ half an hour. (wait)
5 A How long ________ Vicky ________ with Tim? (go out)
6 B About two months. Do you like him?
   A Yes, I ________ him four or five times and he seems OK. (meet)
6 My granny ________ in the same house all her life. (live)
7 A How long ________ you ________ French? (learn)
   B Since Christmas, but I ________ much. I keep missing classes. (not learn)
8 A Your hands are filthy! What ________ you ________? (do)
   B I ________ the brakes on my car. They weren't working properly. (repair)
9 They ________ for months but they ________ a flat to rent yet. (look, not find)
10 My uncle ________ all over the world and he says that Sri Lanka is the most beautiful place he ________ to. (travel, be)
11 They ________ each other for years but they ________ a serious argument. (know, never have)
12 We ________ a holiday for ages. We ________ too hard. (not have, work)

BETTER PRONUNCIATION

Saying phrases fluently: strong and weak syllables

Remember the 'music' of English comes from its rhythm and intonation. This depends a lot on the mixture of 'strong' and 'weak' syllables in a sentence. Getting this right will make you sound more fluent.

a T5: Listen and write six sentences.

b Listen again. Underline the stressed words. How are have and has pronounced? Practise saying them quite quickly with good rhythm and intonation.

c Go to Communication What does it mean?
P.120, p.124. Explain your words and numbers.
5 LISTEN BETTER
Following a speaker's argument

a Complete Vocabulary Builder 12 Animals and conservation B, p. 137.

b T3.2 Listen to two people debating the following topic: 'We worry too much about protecting wild animals and not enough about protecting people.' Decide if the sentences are T (true) or F (false).

The wildlife journalist ...
1 says TV documentaries don’t influence people at all. □
2 thinks these documentaries don’t tell the whole story. □
3 says that Gorillas in the Mist is about a woman who was killed by gorillas. □
4 says that the woman conservationist was helping the animals and the people. □
5 thinks we must solve local people’s problems first. □
The biologist …
6 says an ecosystem only involves the relationship between animals and plants. □
7 gives two reasons for the destruction of our ecosystems. □
8 doesn’t think it is a serious problem when a species becomes extinct. □
9 says that animals becoming extinct will cause world starvation. □
10 agrees with the journalist about how to save the environment. □

c Listen again. Explain why the sentences are true or false.

d Who do you agree with? Do you think there are any other arguments for or against?

6 MAKING CONVERSATION
GET IT RIGHT
Preparing before you speak
If you know in advance that you are going to be talking about a topic, thinking about what you are going to say beforehand will help you to speak more confidently and fluently. Try to think of (or look up in a dictionary) words and phrases that you will need.

a You are going to debate four topics connected with animals. First read the topics and decide if you are 'for' or 'against'. If you are 'for', make notes giving your reasons in the FOR column, and vice versa.

1 Should animals be killed for food?

FOR killing animals

AGA I NST killing animals
Animals have the right to live. We should all become vegetarians.

2 Should animals be used in medical experiments?

FOR using animals

AGA I NST using animals

3 Should dogs be banned in cities (as in some cities in Iceland)?

FOR banning dogs

AGA I NST banning dogs

4 Should hunting as a sport be made illegal?

FOR hunting

AGA I NST hunting

b Form debating groups of four. Take turns to open each debate.

7 WRITE BETTER
An opinion composition

a Go to Writing Bank 6 An opinion composition, p. 144.

b Plan your composition. Choose one of the four questions above. Decide if you are 'for' or 'against' (e.g. hunting). List three reasons why.

c Write the composition in 100–150 words. Check it for mistakes before you give it in.
Patterns of Activity Sequencing in TEFL and their Effects on Learning

GRAMMAR

1 Present perfect simple or continuous?
   Put the verbs in brackets in the correct tense.
   1 A How many photos ______ you _______ today? (take)
      B 24, I ______ the film. (finish)
   2 A How long ______ you ______ to work by scooter? (go)
      B Not long, in fact _______ only _______ it for about two months. (have)
   3 I _______ information for hours but I _______ anything useful yet. (look for, find)
   4 A You’re filthy. What ______ you _______ ? (do)
      B I _______ in the garden. I _______ two rose bushes and some tulips. (work, plant)

2 all, everything, every, each
   Cross out the wrong word. Sometimes both are possible.
   1 You’ve left everything/all in a terrible mess.
   2 There are three bathrooms, each/every with a different colour scheme.
   3 I used to go jogging each/every day, but now I can’t.
   4 Have we got all/everything that we need?
   5 I’d like all/every of you to give me the work now.

3 no, none, any(body, etc.)
   Complete with no, none, any, or any(body, etc.).
   1 A Could you look after Melissa for me tonight?
      B _______ problem. I wasn’t doing _______ tonight anyway.
   2 A Where shall we go for lunch?
      B _______ of us can do the exam. It’s too difficult.
   3 I haven’t got _______ brothers and sisters. I’m an only child.
   4 A How many chocolates are there left?
      B _______ I’ve eaten all of them.

4 Relative clauses
   Rewrite to make one sentence.
   1 I’m staying with a friend. She’s very nice. The friend.
   2 Mark failed his driving test. It was a pity. Mark.
   3 We’re staying in a hotel. It’s very noisy. The hotel.
   4 She’s saying something. I can’t hear it. I can’t.
   5 I hate the sales. There are so many people. What I hate

VOCABULARY

5 Animals and conservation
   Write the words for the definitions.
   1 an insect which makes honey  b_____
   2 the largest mammal in the world  w_____
   3 a baby cat  k_____
   4 animals are kept in these in zoos  c_____
   5 kill wild animals for sport or food  h_____
   6 the natural world around us  e_____
   7 the part of a bird that is used to fly  w_____
   8 a place to cross a road which is marked with black and white stripes  z_____

6 Word-building
   Complete with a form of the word in bold.
   1 I’m sorry but _______ I can’t come to your wedding.
   fortunate
   2 Try to _______ the new vocabulary. memory
   3 There has been a big _______ this century in the way women are treated in society. improve
   4 It was an awful experience. We were absolutely _______. terror
   5 Telepathy is a form of _______ where you use only your mind. communicate
   6 This video is _______. It won’t record. use
   7 Your kitten is really _______. adore

7 The supernatural
   Complete the dialogue.
   A I want to see a _______ yesterday. She told me about all my f_______.
   B What did she say?
   A She told me that I was going to change my job. And guess what? This morning I read my t_______, in the paper and it said exactly the same thing!
   B Wow! How s_____. What an amazing c_______! Maybe it’s true.

8 Words with more than one meaning
   Write one word for each pair of definitions.
   1 it’s used to keep the sun out of a room/ unable to see
   2 an organized sports game/it’s used to light a cigarette
   3 in good physical condition/be the right size or shape
   4 be in a horizontal position/ say something that’s not true
   5 criminal trials take place here/ an area for playing tennis

TOTAL MARKS /50

85
Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents…

**Communication**

**3 Two English kings**

a Read and remember the text about King Arthur.

Almost everything we know about King Arthur is speculation. We don’t even know if he existed at all. However, there might have been a leader of that name in the 6th century who perhaps led an army against the Anglo-Saxons. Some historians think he lived in the west of England but others say that he probably came from Wales or Scotland. What is more certain is that the King Arthur that we know about from books and films, with his Knights of the Round Table like Sir Lancelot, his famous sword, and his wife Guinevere, is pure invention. This story was invented by a 15th century writer, Thomas Malory, who in his book The Death of Arthur set his story in his own times with knights in armour. But the real Arthur (if he existed) would not have worn armour, as this was not invented until the 15th century.

b Tell B what you remember.

**4 Fashion show**

You and B have similar pictures but there are five differences in each model. Take turns to describe the models. Can you find the five differences?

**6 Sell your house**

a You want to buy a house/flat. You saw one advertised in a newspaper and you are going to phone to ask for more information. You want to know:

- where it is
- the age and condition
- the number, the size, and the layout of rooms
- the style and decoration
- the type of heating/air-conditioning
- if there is a garden/garage/balcony, etc.
- what furniture will be left in the house (curtains, kitchen furniture, etc.)
- the price
- anything else you think is important

b Spend a few minutes planning how you’re going to ask the questions and what other information you might want. Begin the conversation: Hi, I’m phoning about the house (flat) you advertised. I’d like a bit more information …

c When B has told you all the information you need, decide if you are interested in seeing the house/flat.

**7 What does it mean?**

a In one minute write down on a piece of paper as much of the following information as possible. Then swap papers with B.

1. the name of your oldest friend
2. the name of the film you’ve seen most times
3. your door number
4. a sport or hobby you really like
5. your favourite possession
6. the name of a pet you have
7. the name of the place where you have your hair cut

b Ask B to explain what the first word(s) he/she has written refers to. Then ask a question in the present perfect simple or continuous beginning: How many times have you …? Continue the conversation for at least a minute.

c B will ask you to explain the first word on your list. Continue until you’ve explained all the words/numbers.
Patterns of Activity Sequencing in TEFL and their Effects on Learning

Communication

**Two English kings**

a Read and remember the text about Henry VIII.

Henry VIII was born in 1491 and became king of England and Wales in 1509. When he came to the throne he seemed to have everything – he was tall, handsome, good at hunting, and also religious and musical – he composed several songs including the famous Greensleeves. He was also happily married to his new wife Catherine of Aragon. But Henry wanted a son to be his heir, and was prepared to do anything to get what he wanted. He broke with the Catholic Church in order to divorce Catherine, and he married five more times, although his marriages were mostly unsuccessful. He had a very bad temper and he could be extremely cruel to people who opposed him or disagreed with him, as all of his wives discovered. As he grew older he became even more terrifying. He had a painful ulcer on his leg and was so overweight that a machine had to drag him upstairs. He died in 1547, aged 55.

b Tell A what you remember.

**Sell your house**

A You want to sell your house/flat and have advertised it in the newspaper. The advertisement didn’t give any details but gave a phone number. A is going to phone you to ask for more information.

b Take a few minutes to plan what you’re going to say.

Decide about:
- where it is
- the age and condition
- the number, the size, and the layout of rooms
- the style and decoration
- the type of heating/air-conditioning
- if there is a garden/garage/balcony, etc.
- what furniture will be left in the house (curtains, kitchen furniture, etc.)
- the price
- anything else you think is important

Don’t forget that a good salesperson usually exaggerates the positive side and minimizes the negative side of what he/she is selling! A will begin the conversation.

c If A is interested, arrange to show him/her the house/flat.

**What does it mean?**

a In one minute write down on a piece of paper as much of the following information as possible. Then swap papers with A.

1 your favourite book
2 the school where you are studying English
3 something you do in your free time to relax
4 your favourite restaurant
5 the most expensive thing in your wardrobe
6 the most beautiful city you’ve ever been to
7 the make of your/family’s car

b A will ask you to explain the first word on your list, and ask further questions. Continue the conversation for at least a minute.

c Ask A to explain what the first word(s) he/she has written refers to. Then ask a question in the present perfect simple or continuous form:

*How long have you …? For How many times have you …?* Continue until you’ve explained all the words/numbers.

You and A have similar pictures but there are five differences in each model. Take turns to describe the models. Can you find the five differences?
ANIMALS AND CONSERVATION

A Animals

a Put the animals in the chart. Underline the stress.

ant  bat  bear  bee  budgerigar  butterfly  chimpanzee  (lound/limjan/zh)  cow  dachshund  dog  fly

wolf/wolf/  eel  goat  goldfish  owl  octopus  pigeon/pipjan/  rabbit  seagull  shark  sheep  whale

Wild animals  Farm animals  Birds  Insects  Pets  Sea creatures

b Add two animals to each column.

BABY ANIMALS

a Complete with words from the list.

calf/kalf/  chick  foal/foal/  kitten/kitten/  lamb/lamb/  puppy/puppy/

cat  ______  hen  ______  sheep  ______  dog  ______  horse  ______  cow  ______

b Look at the phonetics. Practise saying the words.

ANIMAL PARTS

a Label the pictures with words from the list.

beak  claws  feathers/fheez/  paws  tail  wings

1  2  3

4  5  6

b Practise saying the words.

ANIMAL IDIOMS

Explain these animal idioms. Ask each other the questions.

1 Is there a black sheep in your family?
2 Do cars stop at zebra-crossings in your country?
3 Do people in your country have hen parties and stag nights?
4 Which is faster, e-mail or snail-mail?
5 What’s the difference between pig-headed and big-headed?

B Conservation and protection of animals

a Look at the words in bold. What do they mean? How do you pronounce them? Underline the stress.

How are animals treated in your country?

1 Are there organizations that protect animals and the environment? Do you belong to one?
2 Are there any species that are in danger of extinction? Which ones?
3 Are there any national parks, safari parks, and conservation areas? Do you visit them?
4 Is there a zoo in your town? What are the conditions like? Do you think animals should be kept in cages?
5 Do people hunt wild animals and birds? Do you ever go hunting?
6 Are animals treated cruelly in national or regional celebrations? How?
7 Are animals used in medical experiments? Which animals? Why?
8 Which animals are kept as pets? Which is the most popular? Do people treat their pets well?

b Answer the questions.
Patterns of Activity Sequencing in TEFL and their Effects on Learning

5 A STORY

Bernie woke up suddenly and looked at the bedside clock...

Bernie woke up suddenly and looked at the bedside clock. It was 3:00 in the morning. 'Much too early,' he said to himself, and went back to sleep. He was a light sleeper when he knew he had to get up early, and today he was feeling responsible as he had the plane tickets for the football team, and they had agreed to meet at the airport at 7:00.

Suddenly Bernie woke up again and looked at the bedside clock. It still said 3:00. He was just falling asleep when he noticed that sunlight was coming in through the curtains. 'Oh no!' Bernie thought, looking for his watch on the table. It said 7:05.

The phone started to ring. 'What's happened to you?' a voice asked. 'It's 7:05. The plane leaves at 7:45. I'll be there as soon as I can,' Bernie promised. He put on the first clothes he could find, picked up his bag, which he'd packed the night before, took his car keys and ran out of the door...

Bernie woke up and looked at the bedside clock. It was 3:00 in the morning. A nurse came over. 'Where am I?' said Bernie. 'You're in hospital – you've had a car accident ... driving too fast, I'm afraid. Were you trying to catch a plane?'

a Read the story. Answer the questions.
1 What was Bernie going to do that day?
2 What did he realize when he noticed the sun coming through the window?
3 Who do you think phoned him?
4 Where was he at the end of the story? Why?

b Make the story more vivid using expressions from the list.

at that moment desperately especially fortunately in a panic quickly straight suddenly

Tips for writing a story
1 Always invent your plot before you start writing (A man wakes up late and drives to the airport. He has an accident and wakes up in hospital.)
2 Divide your story into three parts:
   Opening paragraph
      Set the scene, describe the situation.
   Body of the story
      Two or more paragraphs describing the events in the story.
      Closing paragraph
         How the story ends, what happens to the characters.
3 Try to use a mixture of narrative tenses (past simple, past continuous, past perfect).
4 Use time expressions to link events (when, at that moment, suddenly, etc.)
5 Use adverbs (desperately, fortunately) to make your story more vivid.

6 AN OPINION COMPOSITION

Read the composition. Complete with a word/expression from the list.

Besides Firstly such as Personally Secondly To sum up

Top sports people earn too much money nowadays
In most countries today top sports people, footballers, tennis players and basketball players, get enormous salaries. What they earn in a week is often more than ordinary people earn in a year. Is this really too much?

I don't think so.

The active life of a professional sports person is relatively short – they often retire when they're in their mid-thirties, many of them don't even play that long, as they often get injured, which means they have to retire early.

Although their salaries are very high, they are not much higher than other successful people in the entertainment industry like pop singers, actors or TV personalities, whose professional careers can last for fifty years. Sport today is watched by millions of people, so it should be considered entertainment just like the cinema or TV.

I think that top sports people's high salaries are unfair if you compare them with people doing similar jobs.

Tips for writing an opinion composition
1 Plan four (or five) paragraphs: an introduction (e.g. what the situation is in your country), the main reasons why you agree/disagree, and a conclusion (a summary of your opinion).
2 List your reasons ("for" or "against") before you start writing. Two or three main reasons is enough.
3 Start paragraph 2 with your main reason (Firstly...). Use a linker (besides, what is more) to add a related reason. Use Secondly and Finally to introduce your other arguments in new paragraphs.
4 Back up your reasons with clear examples.
5 Use a formal style (don't use contractions, or very colloquial expressions).
6 Learn and use the connectors in the list.
**Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents…**

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**FILE 6**

**Caught in the act**

**1 BUILD YOUR VOCABULARY**

**Crimes and criminals**

- Look at the picture carefully for 30 seconds. Close your book and answer your teacher's questions. Were you a good witness?
- Test your memory with this quiz.

1. Explain the difference between…
   1. to kidnap and to hijack
   2. a murder and an assassination
   3. a drug dealer and a smuggler
   4. bribery and blackmail
   5. a thief, a burglar, a robber, and a shoplifter

2. Which of these crimes have been in the news recently? What happened?
   - murder
   - kidnapping
   - hijacking
   - robbery
   - blackmail
   - terrorism
   - bribery
   - any others

3. Are there any areas or times of day in your town/city when you should be on your guard against…?
   - car thieves
   - pickpockets
   - drug dealers

**2 CHECK WHAT YOU KNOW**

**Gerunds and infinitives**

When one verb follows another, the first verb determines the form of the second. This is either the gerund (verb + -ing) or the infinitive (with or without to).

- Here is a list of the most common first verbs. What's the form of the second verb? Put them in the right column.

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<th>be able</th>
<th>can</th>
<th>choose</th>
<th>decide</th>
<th>enjoy</th>
<th>expect</th>
<th>fancy</th>
<th>hate</th>
<th>love</th>
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<th>may</th>
<th>manage</th>
<th>may not</th>
<th>might</th>
<th>(don’t) mind</th>
<th>must</th>
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- Test a partner. e.g.
  - *A promise*
  - *Promise to go*

**Remember there are other times when you need to know whether to use a gerund or the infinitive (+ to).**

- Put the verbs in the right form (… + -ing or to…).
  1. _____ on your own can be dangerous late at night. (walk)
  2. He can’t afford _____ the fine. (pay)
  3. After _____ in prison for 20 years he found it very hard to get used to _____ in the real world. (be, live)
  4. The police accused me of _____ at a red light. (not stop)
  5. When I realized that my wallet had been stolen I didn’t know where _____ (go)
  6. It’s definitely worth _____ your bike. (insure)
  7. It’s important _____ your doors and windows before you go on holiday. (lock)
  8. Psychologists think that _____ violent videos makes some children become interested in _____ crimes. (watch, commit)
  9. When I saw the burglar I didn’t know what _____ (do)
  10. He’s looking forward to _____ out of prison. (come)

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3 LISTEN BETTER
Deciphering unknown words

a. Look at the photo. Why do you think the man went to jail because of it?
b. 76.1. Now listen to part of a radio programme called Crimebusters.
   1. What was the crime?
   2. How was the criminal caught?
c. Listen again. Mark the sentences T (true) or F (false).
   1. Matt’s car was stolen while he was at dinner with friends.
   2. The car was found quite a long time after being stolen.
   3. The police were not very confident of catching the thief.
   4. The car had been slightly damaged.
   5. The radio had been stolen.
   6. Matt’s camera was not very valuable.
   7. When Matt got his photos back, there were some he didn’t recognize.
   8. The police knew who the man in the photo was.
   9. Lee and his girlfriend had taken pictures of each other in the car.
  10. The police think Lee can’t be a very intelligent man.

When you listen, you have to guess the meaning of new words from the context, just as you do when you read. Of course this is much more difficult because you only hear the word once and you do not see how it is written. Try to visualize words you think you hear, and guess their meaning.

d. 76.2. Listen to some extracts from the programme. Focus on the missing word. What does it sound like? What do you think it means?
   1. It had been just, you know, ______, at the side of the road, a couple of miles away.
   2. The thief had crashed it and the back light was ______.
   3. A week later I finished the film and sent it off to be ______.
   4. When I looked at them a bit more carefully I saw that the ______ was in my car.
   5. He even posed with the ______ he’d used to break into the car.

e. Listen again. Try to write the words.

4 WRITE BETTER
Punctuation
a. Go to Writing Bank Checking C, p.141.
b. In pairs, correctly punctuate the following witness report of a crime.

   On Tuesday May 24th I left work a bit before 6.15 am as I was walking down Camden Street. When I got home I saw a young man running out of the Italian restaurant on the corner. The man who looked about twenty was wearing jeans, a black leather jacket and trainers. He was carrying a plastic bag and he ran towards a motorbike which was parked on the corner. Another man ran after him shouting stop thief but he couldn’t catch him. I only saw him for a few seconds but if I saw him again I think I’d recognize him.

c. Look back at the situation at the beginning of the lesson. You were standing on the other side of the road and saw the robbers. Punctuate exactly what you saw in pairs. Then write a report for the police. Check it for mistakes, including punctuation, before you give it in.
Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents…

5 FOCUS ON NEW LANGUAGE
forget to do, forget doing
a Look at the pairs of sentences. What is the difference in meaning between the phrases in bold?
1 a Matt forgot to take his camera out of the car.
b I’ll never forget taking my son to school for the first time.
2 a I definitely remember closing the window.
b Remember to close the window before you leave!
3 a I tried to change the wheel, but I couldn’t.
b I don’t know why my radio isn’t working. I tried changing the batteries, but they’re OK.
4 a My shoes need cleaning. They’re filthy.
b I need to clean my shoes. They’re filthy.

b Match sentences 1–4 to a rule. Write a or b in the box.

Some verbs can be followed by either a gerund or an infinitive. With a few of them the meaning is exactly the same (e.g. start/ begin, continue). With the four verbs below the meaning changes.

**forget** + infinitive = You forget. You didn’t do something.  
+ gerund = You did something. You (won’t) forget it.

**remember** + infinitive = You remember something. Then you do it.  
+ gerund = You did something. Later you remember it.

**try** + infinitive = You make an effort to do something hard.  
+ gerund = You experiment with something.

**need** + infinitive = You have to/should do something.  
+ gerund = Something has to/should be done.

PRACTICE

**a** Complete with a verb from the list in the gerund or infinitive.

change finish get meet see send take turn off

1 I don’t remember _______ his wife. Do you?
2 Do we need _______ anything? I’m going to the shops.
3 Have you tried _______ paracetamol for your headaches?
4 I’ll never forget _______ Venice for the first time.
5 Please remember _______ the lights before you leave.
6 Could you take the car to the garage? The oil needs _______.
7 I tried _______ A Brief History of Time but I couldn’t.
8 If you go to Paris, don’t forget _______ me a postcard.

**b** Tell a partner two things that …
you always try to remember to do before you go to bed.
you’ll never forget seeing.
need doing every day in the house.
you’ve tried to learn to do but couldn’t.
you can try doing if your car won’t start.
you need to do before you get married.
you remember doing on your first day at school.
you shouldn’t forget to do before you go on holiday.

6 READ BETTER

Comparing different newspaper styles


b You are going to read two articles about the same event from different newspapers. In pairs, a read article 1 and b read article 2. Don’t worry about new words. Then talk to your partner. Decide exactly what happened.

**Article 1**

Jailed because of a cough!

As the foreman of the jury got to his feet to deliver his verdict at the climax of the two-day trial, the traditional sense of justice descended on the court.

For the defendant, Alan Rashid, it was the moment of truth. Unfortunately for him it was also the moment when a member of the jury couldn’t control the tickle in the back of his throat any longer. He suddenly coughed just at the moment when the foreman declared Mr Rashid ‘not guilty’. Because of the cough nobody heard the word ‘not’ — so in an instant an innocent man was turned into a convicted criminal.

As 32-year-old Mr Rashid, who is unemployed, stood dejected in the dock — and with the puzzled jury wondering what on earth was going on —

Judge Michael Gibson jailed him for two years on a charge of making a threat to kill. Mr Rashid’s lawyer tried to console him as he was taken to the court cells to wait for the van to take him to prison.

Judge Gibson then thanked the jurors at Cardiff Crown Court for their efforts during the trial and let them go.

But as they walked out of court a puzzled member of the jury asked a court official why Mr Rashid had been sentenced for two years after being found not guilty. The official immediately realized there had been a mistake and called everyone back to court. Mr Rashid was taken back into the dock and Judge Gibson told him he was free to go. Mr Rashid’s lawyer said afterwards, ‘He was totally confused. One moment he was facing two years in prison and the next he was going home on the bus.’

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Patterns of Activity Sequencing in TEFL and their Effects on Learning

Article 2

Juror’s cough clears throat but jails innocent man

A man found not guilty by a jury was jailed by mistake because somebody coughed as the foreman delivered the 5 verdict.

Judge Michael Gibbon sentenced Alan Rashid to two years’ imprisonment believing he had been found guilty of making a threat to kill. But the ill-timed cough threw out the vital word “not”, leaving the court and defendant convinced that he had been convicted.

Judge Gibbon, 68, told Rashid, “The maximum sentence for making a threat to kill is ten years. Taking everything into consideration, the least sentence I can give you is two years’ imprisonment.”

Mr Rashid, 32, of Llanrumney, Cardiff, was led to the cells at Cardiff Crown Court and the judge discharged the jury. But as Mr Rashid waited for a van to take him to jail, a mystified juror asked a court usher why a man they had acquitted was being imprisoned. The court was hastily reconvened and Mr Rashid was freed.

Nicholas Williamson, the court manager, said, “It was a very bizarre. The jury foreman indicated a guilty verdict and the court proceeded to sentence the defendant. One of the jurors was puzzled why he was 40 jailed after being found not guilty, and the judge was informed. Mr Rashid was a very beleaguered man when the judge explained what had happened.

Juries had not spoken up earlier during the hearing on Wednesday because they believed that Mr Rashid had been convicted of other offences.

Glossary

foreman /'fɔrəmən/ noun

verdict /'vɜːdɪkt/ noun

defendant /'defendənt/ noun

acquit /ə'kwɪt/ verb

Leader of a jury or a group of workers.

say sb is guilty the place in a court where the accused person sits or stands. small room, e.g. in a prison.

person who is accused of sb in a court of law.

say sb is not guilty

Look at the highlighted words. Guess their meaning from the context. Then match to the meanings.

1. ____________ changed into irritation, uncomfortable feelings in the body

2. ____________ made impossible to hear because of a noise

3. ____________ pleased because you fear or worry has been taken away

4. ____________ confused

5. ____________ a warning that sb may hurt/ kill you if you don’t do what he/she wants

6. ____________ The articles are from two different kinds of newspaper. Which article is more dramatic, and has more about atmosphere and feelings? Which do you think is from a tabloid, and which is from a more serious newspaper?

c. Now quickly read each other’s article with the glossary. Then in pairs answer the questions below, writing short notes. Say in which article you found the information. Write 1, 2, or B (both).

1. Where was Mr Rashid from?
2. How old was he?
3. What did he do for a living?
4. What was he accused of?
5. What was the atmosphere like before the jury gave the verdict?
6. What was the jury’s real verdict?
7. Why did the judge sentence him?
8. What was the sentence?
9. What is the maximum sentence for this crime?
10. How did Mr Rashid feel when he heard the verdict?
11. Why was Mr Rashid brought back to the court?
12. How did Mr Rashid feel when the judge told him he was free?

d. Look at the highlighted words. Guess their meaning from the context. Then match to the meanings.

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Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents…

6 A

Better pronunciation
Predicting pronunciation from spelling: ough / auh

It can be difficult to know how to pronounce words with ough and auh because there are several different possibilities. Use your dictionary if you’re not sure of the pronunciation. Try to memorize the pronunciation of common ough and auh words.

- Look at these common words. How do you pronounce them? Put them under the right vowel sound picture. They always rhyme with the word in the column.

a) although bought caught cough daughter enough laugh naughty oughtough taught through tough

scarf off stuff

short blue snow

b) T6.3 Check with your dictionary or with the teacher. Listen and practise saying the words. Which is the most common pronunciation?

c) Learn these sentences as memory aids to help you remember the pronunciation.

1. I’m feeling blue because we’re through.
2. Have we got enough stuff?
3. Don’t laugh at my scarf!
4. Although I said no, I’ll go.
5. I had a cough, so I had the day off.
6. I bought my daughter some shorts.

7 Making conversation

Get it right
Making your point

Complete the expressions for giving your opinion and agreeing/disagreeing. Try to use them in the discussions.

- ask completely opinion personally point quite

In my ________... I ________ disagree...

_______ I think... I ________ agree...

If you _______ me... I agree with you up to a ________...

a) Look at the six questions below. Decide what your opinion is on each issue. Make a few notes to back up your opinion. Use Vocabulary Builder 13, p.138 to help you.

1. Should all trials be with a jury?
2. Should a life sentence really mean ‘prison for life’?
3. Should taking soft drugs (e.g. cannabis, ecstasy) be legalized?
4. Should trials of public interest be televised?
5. Is prison the only solution for violent criminals?
6. At what age can a child be considered responsible for a crime?

b) Work in groups of three or four. Your teacher will call out a number from 1 to 6. Each person must give their opinion for that question. Keep discussing the topic until the next number is called out.
Patterns of Activity Sequencing in TEFL and their Effects on Learning

**Vocabulary Builder 13**

**CRIME AND PUNISHMENT**

**A Crimes and criminals**

a. Match the definitions A–L to the crimes below.

<table>
<thead>
<tr>
<th>Crime</th>
<th>Criminal</th>
<th>Specific verb</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>assassination</td>
<td>assassin</td>
<td>assassinate</td>
<td></td>
</tr>
<tr>
<td>blackmail</td>
<td>blackmailer</td>
<td>blackmailed</td>
<td></td>
</tr>
<tr>
<td>bribery</td>
<td>bribe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drug dealing</td>
<td>drug dealer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hijacking</td>
<td>hijacker</td>
<td>hijack</td>
<td></td>
</tr>
<tr>
<td>kidnapping</td>
<td>kidnapper</td>
<td>kidnap</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>rape</td>
<td>rapist</td>
<td>rape</td>
<td></td>
</tr>
<tr>
<td>smuggling</td>
<td>smuggler</td>
<td>smuggle</td>
<td></td>
</tr>
<tr>
<td>terrorism</td>
<td>terrorist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>theft</td>
<td>thief</td>
<td>steal</td>
<td></td>
</tr>
<tr>
<td>vandalism</td>
<td>vandal</td>
<td>vandalize</td>
<td></td>
</tr>
</tbody>
</table>

b. Which crime is not stressed on the first syllable? Underline the stress on the other words. Practice saying the words.

c. Cover the chart. Look at definitions A–L. Remember the words for each crime.

**B Courts and punishment**

a. Complete the text with words from the list.

arrested caught free innocent jury
life sentence magistrate offence trial verdict

In the UK today if you are ___________ doing something ___________ against the law, you may be arrested by the police and later charged officially accused with the crime. If it is a minor ___________, you will be sent to a magistrate’s court and the ___________ will decide your sentence (punishment). You may have to pay a ___________, do community service, or go to prison/jail.

If the crime is serious you will be taken to a crown court where you will have a ___________. Your case will be tried by a judge and a ___________ consisting of twelve people. When the lawyers have presented all the evidence and witnesses have been called, the jury will decide if you are ___________ or guilty. If the ___________ is guilty you will be sentenced. If not, you will be acquitted. The most serious punishment in the UK is a ___________. Capital punishment was abolished in the 1950s.

b. What do the words in bold mean? Underline the stress. Is the legal system the same in your country?

**VERBS CONNECTED WITH CRIME**

a. Number the sentences in a logical order.

a. He was convicted and sent to prison.
b. The police investigated the case.
c. He didn’t have an alibi.
d. Jim was arrested.
e. Jim committed a crime.
f. He went to court.
g. He didn’t get away with the crime.
h. They found some clues.
i. He was accused of burglary.

b. Compare with a partner.
Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents...

CHECKING
When you are happy with the content of your text, check it for mistakes, e.g. spelling, grammar, vocabulary, and punctuation. Make a checklist of your own typical mistakes and memorize it. That way you’ll find it easier to spot and correct them.

A. Check your spelling
- English spelling is very irregular, so it is very easy to make mistakes. Improve your spelling by:
  - reading in English
  - using a dictionary to check the spelling of words
  - making a list of words that you often misspell
- Sometimes there is a spelling rule that can help you.
  Look at the spelling rules for the -ing -ed forms.

  Double consonants
  The final consonant is doubled before -ing and -ed in:
  1. verbs which have one syllable and end in consonant, vowel, consonant (stop - stopped, get - getting).
     - The rule is the same for comparative and superlative adjectives (big, bigger).
  2. verbs which have more than one syllable but have the stress on the last syllable and end in consonant, vowel, consonant (permit - permitting, prefer - preferred).
     - Exception: kidnaped
  3. verbs which end in -ter one vowel (approach - approached, travel - travelling).

Other changes
1. verbs which end in -re lose the final -e before adding -ing (come - coming, bite - biting).
   - Exception: age - ageing.
2. Verbs ending in -ie change the -ie to a -y before adding the -ing (die - dying, lie - lying).

B. Check your grammar and vocabulary
- Typical grammar mistakes:
  - verb agreement (e.g. a plural verb with a plural noun: people are not peopleless, etc.)
  - word order (with adverbs, adjectives, questions, etc.)
  - use of tenses (present simple instead of present perfect, etc.)
  - irregular verbs (e.g. He lay down, not lie down, etc.)
  - gerunds and infinitives
- Typical vocabulary mistakes:
  - verbs which are often confused (e.g. meet and know)
  - using a formal word where the style is informal (e.g. therefore instead of so, etc.)
  - ‘false friends’ i.e. words which are similar in your language but have a different meaning
  - using the wrong preposition

C. Check your punctuation
- Make sure you know the right punctuation symbols, and when to use them. Complete the rules with the right names.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>.</td>
<td>shows the end of a sentence, and is also used after initials (P. J. Preby) and abbreviations (etc.).</td>
</tr>
<tr>
<td>,</td>
<td>shows a short pause that separates parts of a sentence, e.g. a non-defining relative clause or words in a list.</td>
</tr>
<tr>
<td>?</td>
<td>show words that are spoken (direct speech). They are also used around titles of books or films, or a nickname,</td>
</tr>
<tr>
<td>!</td>
<td>show extra information or an explanation which is not considered essential.</td>
</tr>
<tr>
<td>( )</td>
<td>An is used when two words are contracted, and to show possession, e.g. It’s Jane’s.</td>
</tr>
<tr>
<td>[ ]</td>
<td>An is used when two words are joined together, e.g. some compound nouns.</td>
</tr>
<tr>
<td></td>
<td>An is used to show surprise. It comes at the end of a sentence and is often used in dialogue.</td>
</tr>
<tr>
<td></td>
<td>A (or at the end of the sentence) shows that a direct question is being asked. It is also used in requests, e.g. Could you bring me a tea?</td>
</tr>
<tr>
<td></td>
<td>A tells you that something is coming next, for example a list.</td>
</tr>
<tr>
<td></td>
<td>A are used for the first letter of a name, a country, nationality or language, days of the week, months.</td>
</tr>
</tbody>
</table>

D. Check GB/US English
- Notice the differences between GB and US English.
  Write the British spelling of the words. What are the differences?

<table>
<thead>
<tr>
<th>British English</th>
<th>US English</th>
</tr>
</thead>
<tbody>
<tr>
<td>coal</td>
<td>coal</td>
</tr>
<tr>
<td>labor</td>
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</tr>
<tr>
<td>license</td>
<td>license</td>
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<td>defense</td>
<td>defense</td>
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<tr>
<td>catalog</td>
<td>catalog</td>
</tr>
</tbody>
</table>

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Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents…

1 BUILD YOUR VOCABULARY

Truth and lies
a Complete the quotations with a word from the list (some words are used more than once). Which quotation do you like best?
1 liar lies true truth secret deceive cheating pretend

1 "A _______ is something everybody only tells one person." Anonymous
2 "I have not told any _______, but I have been economical with the _______." Land-announcements, politician
3 "Oh what a tangled web we weave when first we practice to _______." Sir Walter Scott, writer
4 "It is always the best policy to tell the _______—unless, of course, you are an exceptionally good _______." Jerome Jerome, writer
5 "Be careful what you _______ to be, because you are what you _______ to be." Kurt Vonnegut, writer
6 "I don’t care what is written about me so long as it isn’t _______." Dorothy Parker, journalist
7 "I was thrown out of college for _______ in the metaphysics exam. I looked into the soul of the boy sitting next to me." Woody Allen

b Match the sentences. Explain the meaning of the words in bold.
1 He pretended to be ill. a He just loves gossiping.
2 He deceived her. b You can’t believe a word he says.
3 He told a white lie. c He told her he wasn’t married but he was.
4 He cheated in the exam. d He didn’t want to go to work.
5 He always tells the truth. e He didn’t want to hurt her feelings.
6 He’s not very good at keeping secrets. f He copied from a friend.
7 He’s a terrible liar. g He’s incapable of lying.

c Cover the left-hand column. Remember the expressions.
d In pairs, talk about the questions below. Use the words in bold.

Secrets and lies

Which of these do people lie about most often? Why?
a money
b their age
c their feelings

Is it acceptable to tell a lie …?
• to protect your privacy /ˈprɪvəsɪ/ 
• to keep a secret

Is it sometimes better to tell a white lie than to tell the truth? Why?
Should doctors always tell their patients the truth?
Should parents always answer their children’s questions truthfully?
Is ‘being economical with the truth’ the same as lying?
Who are better at lying, men or women?
In what jobs is it useful to be good at lying?

Do you know anyone who …
• regularly lies about his/her age? Why?
• has pretended to be ill? Why?
• told a lie and was then caught out? What happened?
• has cheated in an exam? Why?
• has been deceived by a partner or good friend they trusted?
2 CHECK WHAT YOU KNOW

Reported speech

a Complete the cartoons with one of the lies from the box.

THE EIGHT MOST COMMON LIES

a I’m in my mid-thirties.  b Of course I love you.  c I earned £100,000 a year.  d It’s the first time.

e It’s just what I wanted.  f I sent you a cheque yesterday.  g I'll come back tomorrow.  h I go to the gym three times a week.

b Look at a conversation I written in reported speech.

1 When she asked him if he could afford to buy it he said that he earned £100,000 a year. How do the verbs change? What else changes? Complete sentences 2–8 using reported speech.

2 He asked her __________ before and she answered that it

3 She asked her niece __________ the present and she replied that

4 When she asked him when __________ the bill he replied that he

5 The doctor asked him __________ a cheque __________ and he said that

6 When he asked her __________ she answered that she

7 She asked the plumber when the washing machine

8 She told her husband __________ the truth and he said that

ANY PROBLEMS? Workbook p.57

3 READ BETTER

Explaining what you’ve read

a You’re going to read a text about lying. Before you read, in pairs, discuss what you think the answers to the questions will be.
1 Is it easy to spot if someone is telling a lie? □
2 Why is it difficult to create lie-detection experiments? □
3 How many lies do most people tell a day? □
4 In which jobs are people especially good at spotting lies? Why? □
5 If a woman is lying, who will spot it first, her husband or a stranger? □
6 Are women better at detecting lies than men? □
7 Are educated people better or worse liars? Why? □
8 What emotions do liars try to hide? □
9 Do people tend to forget or to remember lies they told in the past? □
10 What kind of clues does a liar give that he or she is lying? □
11 What does the expression ‘to live a lie’ mean? □

b In one minute, A read the first two parts, B the second two. Tick (✓) the questions which are answered in your paragraphs.

c Read your paragraphs again more carefully to find the answers to the questions in A. In pairs, explain the answers in your own words.

d Now read the paragraphs your partner read. Underline any words you don’t know. Compare your underlined words with your partner’s. Guess the meaning from context or check with a dictionary.

e How good are you at spotting lies? Do you know of anybody who has lived a lie?
To tell the truth, it’s hard to spot a liar

Not as easy as you think

Ten men are interviewed on video for ten minutes. Each man gives his opinion on important social issues such as capital punishment and anti-smoking laws. All the person watching the video has to do is to decide which of the men are lying. It sounds easy, doesn’t it? Most people think it does. They are confident of their ability to detect a liar. After all, we live in a society where lies are commonplace – in one study people confessed to telling at least one lie a day (college students two). Yet psychologists at the University of California have demonstrated that most people perform really badly on the test, even though each liar gave a variety of clues. Even groups who might have been expected to score better – police officers, lawyers, judges, and FBI agents – got low marks, showing little more skill than the man in the street.

What the real experts do – the give-away signs

In fact the only two groups of people who have proved consistently good at spotting liars are US Secret Service agents, and clinical psychologists who are doing research into lying. The reason why they’re good is that they don’t rely on one single clue, a lack of eye contact for example, but they notice and interpret many different signals that liars often give out. These signals, which are different for each liar, and are virtually undetectable in very skilled liars, can be verbal and non-verbal. They indicate all the emotions which the liar wants to keep hidden: guilt, despair, anger, fear, even pleasure – the intense pleasure some liars feel at deceiving their victims. Verbal clues include using a higher voice, making speech errors, or pausing. Non-verbal signs include things like touching your nose, leaning towards the listener, and playing with small objects such as a pen.

The people who’ll deceive you best

One difficulty in studying lie detection is that experiments are rarely able to reproduce the motivations and pressures to succeed that liars experience in real life. ‘In the real world,’ said Dr Ekman from the University of California, ‘if a jury doesn’t believe you, you go to jail, and if your wife doesn’t believe you she leaves you.’ Fortunately for husbands and wives, research suggests that they have a very good chance of getting away with their lies. It appears it is easier to lie to a partner and be believed than it is to lie to a stranger. Women, however, were considerably better than men at detecting lies.

Another clue to spotting liars is how well-educated they are. Dr DePaulo, another researcher, also found that the number of lies people tell increases if they have been university-educated. ‘Education gives people the vocabulary and confidence to deceive.’

Is your neighbour really who you think he is?

Dr DePaulo is now investigating people’s memory of lies they told in the past, and their guilt feelings. Telling a lie, and especially being caught out, seems to make a very strong impression on us, and some people can still remember lies they told 50 years before. However some people go even further than simply telling a lie, and end up literally ‘living a lie’. One very dramatic case which came to light recently was that of a Frenchman who convinced his wife, family, and friends that he was a doctor in the French health service. For eighteen years he got up every day and went to his imaginary office. In fact he used to drive to a free car park and spend the day there. Sometimes he made up stories of medical congresses and foreign trips which allowed him to spend two or three days away from home. The man had started to live his lie when he failed the second year of medical college and didn’t want to disappoint his parents. This case is exceptional but gives further proof that it is very difficult for most people to spot a liar.

Adapted from the New York Times
4 FOCUS ON NEW LANGUAGE
Other forms of reported speech

a How do you think a runner could cheat in a marathon?

b T6.4 Listen to part of the sports news. Find out:
1 how Sergio cheated.
2 how he was caught.
3 what happened to him in the end.

c Listen again. Complete the sentences.
1 After the race, another runner, who finished 17th, ___________ Sergio of cheating.
2 At first, Sergio ___________ doing anything wrong.
3 Sergio ___________ that he had changed clothes.
4 Sergio ___________ for cheating.
5 The race organizers ___________ that he gave back his prize money and medal.
6 Sergio ___________ not to do it again.

d Look at the words actually used by Sergio and others. Match them to sentences 1–6 in c. Why are the phrases in italics not reported?
☐ Me! I haven’t done anything wrong.
☐ I’m terribly sorry I cheated.
☐ I won’t do it again. I give you my word.
☐ It’s not fair. He cheated.
☐ Yes, it’s true. I changed clothes with my brother.
☐ You must give the money back immediately.

e Complete Vocabulary Builder 7 Verbs B, p.132. Then look at the table below to see how the verbs are used.

<table>
<thead>
<tr>
<th>+ to + infinitive</th>
<th>+ person + to + infinitive</th>
<th>+ -ing form</th>
</tr>
</thead>
<tbody>
<tr>
<td>offer</td>
<td>refuse</td>
<td>threaten</td>
</tr>
<tr>
<td>(not) to do</td>
<td>(not) to do</td>
<td>(not) to do</td>
</tr>
<tr>
<td>apologize for</td>
<td>admit</td>
<td>deny</td>
</tr>
<tr>
<td>(ab) of</td>
<td>doing</td>
<td>doing</td>
</tr>
</tbody>
</table>

* After admit, agree, deny, insist, promise, recommend, regret, and suggest and you can also use that + a clause.
I recommended that he bought the skirt.

* After insist or use verb + -ing. After insist use that + clause.
She insisted on coming. He insisted that he was right.

PRACTICE
Complete the sentences in reported speech using a reporting verb from the chart.
1 'I'm terribly sorry. I've broken the vase.'
   She ________________________.
2 'I'll pay for the drinks.'
   Harry ________________________.
3 'Sally, I think you should get a new job.'
   Sarah ________________________.
4 'Peter, don't forget to take the dog to the vet.'
   She ________________________.
5 'It wasn't me. I didn't shoot him.'
   He ________________________.
6 'Please could you open the window, Helen?'
   She ________________________.
7 'Shall we get a taxi?' she said.
   She ________________________.
8 'I stole the money.'
   She ________________________.

5 WRITE BETTER
Writing dialogue

a Go to Writing Bank Writing C, p.140.

b Write the following text as a dialogue. What do you think Miriam said at the end? Check the punctuation carefully before you give it in.

'Why weren't you at work yesterday?' James asked ...

James asked Miriam why she hadn't been at work the day before. Miriam said that she had been ill. James accused her of lying. He insisted that he had seen her in the street the previous afternoon, and threatened to tell her boss. Miriam admitted that she hadn't been at home, but explained that she had only gone out to get some medicine from the chemist's. James apologized, and suggested going to have a coffee together. Miriam told him ...
BETTER PRONUNCIATION
Saying consonant sounds more accurately:
/t/, /d/, /n/, and /v/ sounds are similar and are often
classified. The letter /d/ in English is always pronounced
/t/ and /n/ is always /n/, but /v/ can be /v/ or /n/.

a T6.5 Listen to the pairs of words. Can you hear the
difference?
1 a true b through 6 a they b day
2 a dead b death 7 a worth b world
3 a there b dare 8 a breathe b bread
4 a three b tree 9 a theme b team
5 a path b part 10 a bet b bed
b T6.6 Listen to one word from each pair. Circle the word you
hear.
c A Say words from a for your partner to identify.
B Say which word you hear, a or b.

6 MAKING CONVERSATION
GET IT RIGHT
Plan before you speak
If you plan a story in your head before you tell it, it will
always come out better. Think for a few minutes about
how you're going to answer the questions.

a In pairs, A and B read your questions. You will have to
answer 'yes' to each question. If you have had the
experience, tell the truth. If you haven't, invent the details.

Have you ever ...
promised not to tell a secret and then broken your
promise
had to admit that you were lying
refused to pay the bill in a restaurant
had to apologize for drinking too much
persuaded a friend to cheat in an exam

b A asks the questions in Box A. As B answers, watch for
any clues which tell you that B is lying (making mistakes,
touching his/her nose, etc.). After each question, say if
you think B was lying or not. Swap roles.

7 LISTEN BETTER
Listening for gist and detail
a T6.7 Listen once to an interview with a private
detective. In general is he positive or negative about his
job?
b Listen again and take notes under these headings:
1 What his job involves
2 The worst aspects of his job
3 Tricks he uses
4 Advice for people who are deceiving others
c SONG 77
T6.8 Private investigation
Listen to the song. Underline the wrong word in
each line.

| It's a mystery to me – the game begins |  |
| For the usual fee – plus extras |  |
| Confidential information – it's in a letter |  |
| This is my job – it's not a public inquiry |  |
| I go checking out the reports – digging up the news |  |
| You get to meet all sorts in this line of business |  |
| Treachery and treason – there's never an excuse for it |  |
| And when I know the reason I still can't get used to it |  |
| And what have you got at the end of the month? |  |
| What have you got to take home? |  |
| A bottle of wine and a new set of lies |  |
| Curtains on the window and a pain behind the eyes |  |
| Scarred for life – no compensation |  |
| Private investigation |  |

d Listen again. Write the correct words.
Patterns of Activity Sequencing in TEFL and their Effects on Learning

VERBS
A Verbs which are often confused

a Use your instinct. Complete the sentences with the right verb.

1 rob/a steal
Help! I've been ______!
Someone has ______ my wallet.

2 notice/revalue
When I saw her face I ______
that I'd said the wrong thing.
I was wearing a new dress but
nobody ______

3 remember/remind
I must ______ my brother to send
a birthday card.
I must ______ to go to the bank.

4 avoid/prevent
The government is trying to ______
people from taking drugs.
He brake suddenly to ______
hitting a parked car.

5 speak/talk
She can ______ five languages.
Sorry, I don't want to ______ about it.
You should ______ / ______ to the boss.

6 matter/mind
You can bring a friend, I don't ______. (not) be important to sb
It doesn't ______ about the look.
It's an old shirt anyway.

7 hear/listen to
Did you ______ that noise? It
sounded like an accident.
How often do you ______ the radio?

8 look/seem
I only spoke to him for a few
minutes but he ______ very nice.
She had dark eyes and hair, and
she ______ Italian.

9 argue/discuss
They've been ______ it for hours,
but they still can't agree.
They've been ______ for hours,
shouting and throwing things.

10 expect/hope/wait
I ______ she comes soon. I really
want to see her.
I ______, the Labour party will
win, though I voted Liberal.
I'm not going to ______ for him
any longer. It's already 9.00.

b Cover the sentences. Look at the definitions. Remember the verbs.

B Verbs for reporting speech

a Match the verbs and speech bubbles. Underline the stress.

admit advise agree apologise offer persuade promise remind remind remind suggest threaten/verb/ warn/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/was/wa
Appendix B. Instructional material. Appendix B.3. EFUI SB front cover, back cover, contents...

Writing Bank

Writing Skills Checklist
Planning
Before you start to write, plan the content, organization, headings, and the kind of language you are going to use.

A Brainstorm the content
- Think about the topic, and, if necessary, research it.
- Remember/revise the topic vocabulary.
- Discuss your ideas with a partner or in groups.
- List the main points before you start writing.
- Think of examples to back up each point.

B Organize the paragraphs
- Decide how many paragraphs you need.
- Decide on the content of each paragraph and list the main points:
  - An article:
    - The (Italian): what we are really like
    - Paragraph 1: the stereotype of people from my country (noisy, like spaghetti, sing opera all the time, etc.)
    - Paragraph 2: what's true/what's not true about the stereotype (True: noisy, like spaghetti/Not true: not everyone likes opera (or sings it!))
- Use linkers to connect your ideas.
  
    Firstly / Secondly, However, Personally I think, etc.

C Use the right tenses
- Before you start writing, decide which tense(s) you need for the text type. What tense(s) would you use to write the following?
  1. a story
  2. describing the plot of a film/book
  3. an article: 'My ideal house'
  4. a diary entry

D Use the right style and expressions
- Before you start writing, decide what style to use:
  - Formal: for a letter or e-mail complaining to an airline, for a 'for and against' composition, for a report about customs in your country
  - Informal: for a letter or e-mail to a friend, for a letter or e-mail to TV/radio 'chat' programme
- Remember the key aspects of each style:
  - Formal: no contractions, no colloquial expressions, more formal expressions, e.g. To sum up, etc.
  - Informal: use contractions and colloquial expressions, e.g. anyway, That's all for now, etc.
- List useful expressions for the kind of text:
  - An e-mail to a TV show giving your opinion:
    - Personally I think ... in my opinion ...,
    - Firstly/Secondly, because ... Thirdly/Finally, etc.
    - For example/For instance ...

E Use clear headings
- Sometimes you need headings to help organize your writing, e.g. a report, an article, for instructions:
  - Instructions about your house/flat:
    - Before you leave the flat
    - Make sure you always lock the door before you go out.
    - Always put the answer phone on ...
    - Living room and kitchen
    - The instructions for the TV and video are in the drawer.
    - The remote controls are on the coffee table ...
    - Plants and garden
    - The indoor plants have to be watered every day ...

Writing
When you write your text, try to make it clear, vivid and imaginative.

A Make your language more vivid
- Use adverbs and adjectives to make a text 'come alive'.
- They will make it more enjoyable to read. Why is 2 more vivid than 1?
  1. It was raining. A man was walking along the pavement. He looked round and saw that a woman was following him.
  2. It was raining heavily. A tall middle-aged man was walking quickly along the wet pavement. Suddenly he looked round and saw that an attractive dark-haired woman was following him.

B Use a wide range of vocabulary
- The more varied vocabulary you use, the more interesting your writing will be. How can you make this sentence more vivid?
  - She was wearing a nice skirt.
- Use a wide selection of nouns, adjectives, and verbs.
  - E.g. for physical appearance:
    - Adjectives: e.g. overweight, medium height, bald, middle-aged
    - Nouns: e.g. fringe, beard, moustache, eyelashes
    - Verbs: e.g. looks (younger than his age), looks like (her mother), is wearing/carrying ...

C Writing dialogue
You may want to write dialogue as part of a story.
- Use a variety of speaking verbs:
  - suggested, insisted, told, asked (not just said)
- Use an adverb to show how someone is speaking: slowly, quietly, angrily, etc.
- Remember the correct punctuation for dialogue is inverted commas around the spoken words, and a comma at the end of the spoken words (', ...').
  - 'I'd love to come,' she said, 'but I'm busy.'
File 4A. Clothes to die for

Adjectives and adjectives order
The ... the + comparative
Fashion

George is a journalist who introduces a weekly programme on the radio. It mainly consists of debates about contemporary topics. Next week the boss of the channel he works for, Christine, has set him to organize a debate dealing with fashion. Very important figures from this world, including journalists and writers, will be present. Christine has suggested that he prepares a brief introduction of the subject matter to the listeners before the participants’ talk.

Firstly he decides to consult a representative of an important fashion firm, Burberrys. He wants to get information about modern tendencies in fashion regarding shopping places people usually go to and sale trends.

1. VOCABULARY BUILDER. FASHION
Fashion and shopping

1.a. Read what he told George and complete the gaps with a word from the chart. Complete the text with a word from the list. (EFUI TB 51/2; EFUI SB 54/2.a; 134/Fashion and shopping (a))

bargains /ˈbɑːɡinz/ casual /ˈkæʒəl/ discount latest fashions
department stores designer clothes in and out of fashion mail order
sales window shopping smart

Nowadays people buy clothes in many different ways, in 1. ________, chain stores, and smaller shops, or from catalogues, either by 2. ________ (buying by post) or on the Internet. In spite of the growth of ‘on-line shopping’, for many people, especially women, 3. ________ (looking at things in shop windows) and buying the 4. ________ are still enjoyable activities. Most larger stores sell a wide range of fashion, from 5. ________ clothes (for work or formal occasions) to 6. ________ clothes (to wear in your free time). 7. ________ (made by well-known fashion companies) are the most expensive.

Clothes are also the items whose prices are most reduced during the 8. ________, normally after Christmas and in the summer, when you can often find 9. ________ (things which are good value for money). Some shops offer up to a 50% 10. ________, or even more. This is because they need to change stock rapidly, as clothes quickly go 11. ________.

1.b. Underline the stress on all the words in bold and practise saying them. (EFUI TB 51/2; EFUI SB 54/2.a; 134/Fashion and shopping (b))

1.c. In case either you or your partner do not know any of the words of the list above, cover the text and take turns to explain them! Cover the text. Take turns to explain the words in the list above. (EFUI TB 51/2; EFUI SB 54/2.a; 134/Fashion and shopping (c))
**Items of clothing**

1.d. Put the clothes in the right section. (EFUI TB 51/2; EFUI SB 54/2.a; 134/Items of clothing (a)).

<table>
<thead>
<tr>
<th>Women’s fashion</th>
<th>Menswear</th>
<th>Footwear</th>
<th>Sport clothes</th>
<th>Underwear/nightwear</th>
<th>Accessories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.e. Underline the stress. Add more items to each column. (EFUI TB 51/2; EFUI SB 54/2.a; 134/Items of clothing (b)).

**Materials and adjectives describing clothes**

George also asks the representative about the latest trends in prêt-à-porter in casual clothing for both men and women.

1.f. Match them with the pictures to discover what is “in” this season (EFUI TB 51/2; EFUI SB 54/2.a; 134/Materials and adjectives describing clothes (a))

- a patterned silk scarf
- a plain wool scarf
- a V-necked cotton T-shirt
- a long-sleeved striped shirt
- a short-sleeved checked blouse
- a loose linen jacket
- a tight lycra jacket
- high-heeled leather boots

1.g. Underline the stress on the words in bold. Practise saying them. (EFUI TB 51/2; EFUI SB 54/2.a; 134/Materials and adjectives describing clothes (b))

1.h. Cover the phrases. Describe the pictures. (EFUI TB 51/2; EFUI SB 54/2.a; 134/Materials and adjectives describing clothes (c))
Phrasal verbs and idioms: clothes

1.i. Match sentences 1-10 with a-j. (EFUI TB 51/2; EFUI SB 54/2.a; 134/Phrasal verbs and idioms: clothes (a))

1. Can I try it on? a) It’s the same colour.
2. Hang your coat up. b) Breakfast’s on the table.
3. It doesn’t fit. c) You can’t go to school in those shorts.
4. It suits you. d) It’s a formal occasion.
5. It matches your eyes. e) I’m not sure if it’s the right size.
6. Get dressed! f) They’re filthy.
7. Go and get changed! g) It’s cold outside.
8. We have to dress up this evening. h) Red’s your colour.
9. Take off your shoes. i) I need a bigger size.
10. Put on a scarf. j) Don’t leave it there.

1.j. Cover 1-10. Look at a-j. Remember the first half. (EFUI TB 51/2.a; EFUI SB 54/2.a; 134/Phrasal verbs and idioms: clothes (b))

2. READ BETTER. Looking quickly through a text for information

When you are reading to find specific information, don’t read the whole text. Just look through it quickly, and only underline what’s relevant to what you want to know.

After his visit to this representative, George goes back to his office and receives the phone-call of a friend, Richard, who is also another journalist. When the latter hears about George’s task, he tells him about an article appeared in the Sunday Times. It dealt with the topic of fashion from a historic angle, going back to the 17th century. George soon becomes enthusiastic at the idea of including this type of information in his introduction. He begs Richard to send him the article by fax. This is the whole piece of writing: (EFUI SB text on pp. 56-57 and page 561 here).

2.a. The title of the article immediately attracts George’s attention. It is a “play on words”. What do you think that are the two possible meanings? Look at the title of the article. It is a “play on words”. What do you think that are the two possible meanings? (EFUI TB 53/6.a; EFUI SB 56/6.a)

2.b. George starts to read the article. In pairs, look at the main points that he highlights in the text and find the information in one minute. Do not forget to underline the corresponding parts in the article. In pairs, find different information in one minute. (EFUI TB 53/6.b; EFUI SB 56/6.b)

A underlines information about:
1. clothes which
   a) shouldn’t have been worn near open fires
   b) caused serious digestive problems
2. two items of clothing normally associated with women but which used to be worn by men
3. a type of make-up which destroyed people’s faces
4. a famous woman who was killed by an article of clothing

B underlines information about:
1. an illness that was caused by clothes made of a certain material
2. something which all men used to wear and are still worn by people in a certain profession
3. clothes which
   a) were extremely dangerous for cyclists
   b) were banned in an UK school
4. a year which was crucial in the development of comfortable shoes
Patterns of Activity Sequencing in TEFL and their Effects on Learning

CLOTHES TO DIE FOR

1. "Put fashion second and your health first, because your legs have got to last you all your life, whereas a fashion will disappear in five minutes." This was said by an orthopedic specialist after a British headmaster banned his pupils from wearing platform trainers. He was worried that they would break their ankles.

2. The problem is that in many cases, the more fashionable something is, the more uncomfortable or even dangerous it is to wear. Perhaps the earliest fashions 'to die for' (literally) were conceived in post-revolutionary France. Women then wore thin linen dresses which they had to wet to make them take on the shape of their bodies. They then went out in all kinds of weather with the wet clothes on. The result of this fashion was a new illness, linen flu, which led to many premature deaths. In Victorian times women's clothes could also prove fatal. Their corsets were so tight that most women had severe digestive problems, while the incredibly wide dresses regularly caused the death of fashionable young women. As they walked past open fireplaces, their dresses frequently caught fire, and nobody could get close enough to them to put the fire out.

3. It is not just women who have suffered for fashion. Men have had to put up with their share of discomfort too. Think of the 17th century men in Europe with their heavy wigs (still worn by lawyers today), tight corsets (yes, men too) and high-heeled shoes walking, or trying to walk, around St James Palace and Versailles. But little can compare with the heavy ruffs worn at the time; moving the neck needed serious planning if you didn't want it to be cut to pieces.

4. In the 18th century the zinc-based make-up used to whiten the faces of both men and women left their skin destroyed by the time they were 30. And at this time women wore their hair so dangerously high that they had to kneel down to get into a coach or carriage.

5. In the 1920s men's trousers, called 'Oxford bags', were so wide that men frequently tripped over in them, just like hippies in their flares 50 years later. To try to cycle in them was to risk serious injury. But cycling didn't usually suffer as much as the dancer, Isadora Duncan, whose beautiful long scarlet high fashion at the time, caught in the wheel of her sports car and strangled her.

6. Probably the part of the body that has suffered most through history are the feet. For centuries nobody knew how to shape shoes to the foot. Shoes were straight, and to be worn on either foot. They were agony. It was not until 1865 that shoes were designed for right and left feet.

7. So the discomforts and dangers we put up with today are nothing compared to some of the killers from the past. And anyway, as a famous French designer once said: Real fashion—it's agony, ma chérie, but it's always worth it.

Adapted from the Sunday Times
2.c. Read the text again carefully. Find words or phrases which mean: (EFUI TB 53/6.d; EFUI SB 57/6.d)

**Paragraph 1**
On the other hand  
Didn’t allow

**Paragraph 2**
Caused  
Extinguish

**Paragraph 3**
Endure/tolerate  
Cut many times

**Paragraph 4**
Go down on one or both knees

**Paragraph 5**
Catch your foot and fall  
Kill by squeezing in the neck

2.d. Once George has finished examining the article, he proceeds to read the elements that have seemed more interesting to him. Read again only the parts you’ve underlined. Tell your partner. (EFUI TB 53/6.c; EFUI SB 57/6.c)

2.e. Which of the clothes mentioned…? (EFUI TB 53/6.e; EFUI SB 57/6.e)
   a) have you worn yourself?
   b) do you think must have been the most uncomfortable?

3. FOCUS ON NEW LANGUAGE (1). The… the + comparative

Two particular sentences from the article have stroken George:
“Real fashion – it’s agony, ma chérie, but it is always worth it”
“The more fashionable something is, the more uncomfortable or even dangerous it is to wear”.
He thinks that it would be a good idea to include them literally in the introduction because they will probably shock the listeners and make them be attentive.

3.a. Look at the second sentence. Does it mean…? (EFUI TB 53/7.a; EFUI SB 58/7.a).
   1. Being fashionable is more important than being comfortable.
   2. There is a direct relation between something being fashionable and being uncomfortable.

3.b. Check with the rules. (EFUI TB 53/7.b; EFUI SB 58/7.b).

the...the + comparative adjective/adverb

Use the + comparative adjective/adverb to show that one thing depends on another.

The sooner you do it, the sooner I’ll pay you. (= when I pay you depends on when you do it)
The better the restaurant (is), the more expensive it is. (= the price of a restaurant depends on the quality)

Sometimes we use two comparatives without a noun or verb.
A When would you like me to do it?
B The sooner the better.
4. PRACTICE (1). *The... the + comparative*

4.a. Rephrase the sentences using *the... the + comparative*. (EFUI TB 53/Practice a; EFUI SB 58/Practice a)

If you start learning young it will be easier.

*The younger you start learning, the easier it will be.*

1. If we leave soon we’ll get there earlier.
2. If I speak fast I make more mistakes.
3. If the weather is cold you use more electricity.
4. If the restaurant is full the service is worse.
5. If the colour is bright she’ll like it more.
6. If you have a lot of money you can dress better.

4.b. Listen and check. Copy the rhythm. (EFUI TB 54/Practice b; EFUI SB 58/Practice b)
4.c. Write two endings for each phrase in the box. (EFUI TB 54/Practice c; EFUI SB 58/Practice c)

| "The harder you work..." | "The older you get..." | "The longer you wait for something..." |
| "The more money people have..." | "The more I know him..." |

5. **LISTEN BETTER. Tuning in to different voices**

Sometimes you may have difficulty understanding someone, perhaps because of their accent or the speed they speak. If this happens, don’t ‘switch off’. Just relax and try to ‘tune in’, i.e., get used to the voice.

The article makes George consider that it would be interesting to get a real account of whether fashion is still taken to its last extreme nowadays. He then decides to interview two foreign people living in Britain: Princess Mary Sapieha and Tito Lombardo, who is half English-half Italian.
5.a. Guess which one of the two said the sentences below. Write PM or TL. Listen to what they answered to George and check (Listen and check). Try to ‘tune in’ to the two voices. (EFUI TB 50/1.a; EFUI SB, 54/1.a)

1. My favourite fashion period is definitely the 60s.  
2. I think that fashion today is awful.  
3. I once spent a fortune on a Versace coat.  
4. I’ve never been a fashion victim.  
5. Women simply don’t seem to care what they look like.  
6. The only thing I have really suffered with is my hair.  
7. I’ve always been awfully vain.  
8. These days I’m more concerned about being healthy.

5.b. Once the interview has been carried out, George plays it to take note of the following points for his report: (EFUI TB 50/1.b; EFUI SB 54/1.b)

What do they say about these aspects?

**Princess Mary**
- Women’s dresses
- Platform shoes
- High-heeled shoes
- Her hair

**Tito**
- Today’s designers
- What he loves about today’s fashion
- A coat
- Wearing uncomfortable clothes

In pairs, answer the two questions that George asked them (they were asked).
6. WHAT DO YOU THINK?

Now that he has two foreigners’ version of his topic, George wants to obtain British laypeople’s opinion in fashion trends. For that purpose he designs a questionnaire about preferences in buying and wearing clothes. He draws on the portrayal that the Burberrys representative supplied to him. George gives out this questionnaire among his colleagues at work, his friends and acquaintances ...

In pairs, Student A interviews student B with the first part. Student B (books closed) answers the questions. Swap roles for the second part. (EFUI TB 51/2.b; EFUI SB 54/2.b)
7. CHECK WHAT YOU KNOW. Adjectives

As a good journalist, George wants to check that what people consciously answered in the questionnaire correlates to what they actually think and do. He goes to a big department store with a taperecorder to register customers’ conversation while shopping. They are not aware of what George is doing. The following are sparse sentences of what the journalist managed to register (activities 7 and 8.a).

Correct the mistakes and explain why they’re wrong. (EFUI TB 52/3; EFUI SB 55/3):
1. I think it’s a jacket very attractive.
2. There are a lot of different ways of wearing scarves.
3. These trousers are much more longer than those ones.
5. This waistcoat isn’t as nice than that one.
6. This skirt is too much tight. Can you get me a bigger size?
7. Jeans are the more practical things to wear.
8. Do you think these sandals are enough big?
9. Which of these dresses is the most pretty?
10. Your tie’s the same than mine.

8. GET IT RIGHT. The definite article

8.a. Complete the sentences with the definite article the, only when necessary. (EFUI TB 54/8 (Get It Right); EFUI SB 58/8 (Get It Right))

1. _____ men usually dress worse than women.
2. I normally love buying ____ but ____ clothes in fashion at ____ are hideous.
3. Today ____ people are obsessed with fashion.
4. The most important thing about ____ is that they should be comfortable.
5. Have you seen ____ shoes I was wearing yesterday?
6. I don’t like men with ____ long hair, in fact I hate ____ hairstyles of the 60s.

8.b. Tick (✓) or cross (✗) the box. (EFUI TB 54/8 (Get It Right); EFUI SB 58/8 (Get It Right)).

Do you use the…?
-when you’re talking about something in general. □
-when you’re talking about something specific. □
9. FOCUS ON NEW LANGUAGE (2). *Adjective order*

When George comes back home from the department store, his wife, Sarah, has already arrived from work. After greeting him, she tells him:

“Well, I just threw away that red hideous checked gown of yours. Why do you never wear that cotton lovely T-shirt I gave you as a birthday present?”

Is the order of the adjectives in the sentences above right or wrong? Use your instinct and then check with the rules. *(EFUI TB 52/4; EFUI SB 55/4. Instead of filling in the gaps with the right options, the students have to discover whether the two previous sentences are correct. You have to write them on the blackboard. They refer to the same drawings as on page 55 in the original textbook).*

**Rules for adjective order**

You can put more than one adjective before a noun (often two and occasionally three). These adjectives must go in a particular order (blue suede shoes NOT suede blue trousers). The chart below shows the correct order for most adjectives.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Size</th>
<th>Most other qualities</th>
<th>Age</th>
<th>Colour (then) pattern</th>
<th>Nationality</th>
<th>Material Made of?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How good?</td>
<td>How big, etc.?</td>
<td>How big, etc.?</td>
<td>How old?</td>
<td>How big, etc.?</td>
<td>How big, etc.?</td>
<td>How big, etc.?</td>
</tr>
<tr>
<td>lovely</td>
<td>big</td>
<td>warm</td>
<td>new</td>
<td>pink</td>
<td>Spanish</td>
<td>silk</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>striped</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

568
10. PRACTICE (2). Adjective order

10.a. Put the adjectives from the list below into the right categories. Use a dictionary if necessary. Check the pronunciation. (EFUI TB 52/Practice a; EFUI SB 55/Practice a)

<table>
<thead>
<tr>
<th>tiny</th>
<th>purple</th>
<th>fur</th>
<th>beige</th>
<th>foreign</th>
<th>ancient</th>
<th>soft</th>
</tr>
</thead>
<tbody>
<tr>
<td>tight</td>
<td>hideous</td>
<td>suede</td>
<td>Swiss</td>
<td>short</td>
<td>gorgeous</td>
<td>young</td>
</tr>
</tbody>
</table>

10.b. Use your instinct. Put the groups of words in the right order. Use a/an where necessary. Check with the rules. (EFUI TB 52/Practice a; EFUI SB 55/Practice a)

1. hair long fair
2. dark huge eyes
3. scarf silk Italian gorgeous
4. shoes suede hideous
5. old house lovely
6. skirt short wool
7. tight sweater purple
8. laptop Japanese expensive
9. tie striped black and white
10. sports car second-hand

10.c. George tells Sarah that he simply isn’t very fond of the T-shirt and that he would have preferred her to tell him about her intentions with his gown. He then feels too tired to start revising his notes for the introduction to the radio programme. Instead, he thinks about familiarising himself with today’s male and female prêt-à-porter trends. He flicks through his wife’s fashion magazine. There he finds the pictures of two models by a famous fashion house.

Communication Fashion show: Student A goes to Appendix 3 on page 574 and Student B goes to Appendix 4 on page 575. (EFUI TB 53/Practice c; EFUI SB 56/Practice c)
11. WRITE BETTER. Describing people

George didn’t quite like the models above. However, he finds others that please him so much that he takes some pen and paper to describe them briefly.

11.a.) Look at Writing Bank Writing B (Writing Skills Checklist. Planning). (EFUI TB 53/5.a; EFUI SB 56/5.a; 140/Writing Bank B)

<table>
<thead>
<tr>
<th>B Use a wide range of vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The more varied vocabulary you use, the more interesting your writing will be. How can you make this sentence more vivid?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>She was wearing a nice skirt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use a wide selection of nouns, adjectives, and verbs.</td>
</tr>
</tbody>
</table>

E.g. for physical appearance:

Adjectives: e.g. overweight, medium height, bald, middle-aged

Nouns: e.g. fringe, beard, moustache, eyelashes

Verbs: e.g. looks (younger than his age), looks like (her mother), is wearing/carrying….

11.b. Imagine that you are George now. Look around in your class and select someone whose style you like. Write a 50-word description of someone in the class, without naming the person. Describe their physical appearance and what they’re wearing. Swap your descriptions with other students. Identify the people. (EFUI TB 53/5.b; EFUI SB 56/5.b)

11.c. George thinks of two people that he knows well. Think of two people you know well, one male and one female. Plan how to describe them physically in as much detail as possible, and how they normally dress. Write 50-70 words. Check the description before you give it in. (EFUI TB 53/5.c; EFUI SB 56/5.c)
12. BETTER PRONUNCIATION. Saying consonants sounds more accurately: /s/, /z/ and /ʃ/

Some sounds may be difficult for you to pronounce. Make a special effort when you say words with these sounds, but remember, your pronunciation doesn’t have to be perfect, just intelligible.

Every now and then, George accomplishes his ritual of pronunciation exercises. He does not have a BBC English, which is normally required for journalists working on British T.V. and radio. He wants to sound as clear as possible. Do the following pronunciation exercises.

12.a. When George listens to words containing the sounds /s/, /z/ and /ʃ/, he cannot always distinguish them. And you? Listen to the following pairs of words. Focus on /s/, /z/ and /ʃ/. Can you hear the difference? (EFUI TB 51/Better Pronunciation a; EFUI SB 55/Better Pronunciation a)

1. a socks  b. shocks
2. a loose  b. lose
3. a see  b. she
4. a sell  b. shell
5. a eyes  b. ice
6. a price  b. prize
7. a suits  b. shoots
8. a short  b. sort
9. a advice  b. advise
10. a place  b. plays

12. b. Practise saying the words. Try to make the difference clear. (EFUI TB 51/Better Pronunciation b; EFUI SB 55/Better Pronunciation b)

12.c. Listen to just one word from each pair. Circle the word you hear. (EFUI TB 51/Better Pronunciation c; EFUI SB 55/Better Pronunciation c)
12.d. George decides to write the spelling rules for pronouncing these sounds so that he can have a look at them whenever he wants to. Say the words in each group and complete the schedule he has made with the sounds /s/, /z/ and /ʃ/.

Say the words in each group. Complete the spelling rules with /s/, /z/ and /ʃ/. (EFUI TB 51/Better Pronunciation d; EFUI SB 55/Better Pronunciation d)

1. fashion, passion (sh/ssi + vowel),
   invitation, (ti + vowel),
   official (ci + vowel)
   always pronounced _______

2. dress, price
   always pronounced _______

3. size, zip
   always pronounced _______

4. sell, skirt, lots, looks
   sometimes pronounced _______

5. music, lose, hears, eyes
   sometimes pronounced _______

6. sugar, sure
   occasionally pronounced _______

12.e. George likes tongue-twisters to practise phonetics. He thinks that it is a more enjoyable way of improving his pronunciation. Try it out! In pairs, practise saying the following sentences in pairs. Listen to each other: (EFUI TB 52/Better Pronunciation e; EFUI SB 55/Better Pronunciation e)

1. She’s got a passion for fashion.
2. She sells shoes and socks.
3. Guess the price and win the prize.
4. It’s easy to lose loose shoes.
13. MAKING CONVERSATION

After doing all his pronunciation exercises, George decides to write the introduction to the debate. For that purpose he reviews his notes and material on fashion trends from the different sources he had consulted. The debate day arrives.

Go over the accounts supplied by the Burberrys representative, the Sunday Times article, Princess Saphia, Tito Lombardo and your results of the questionnaire. Now that you have a broad idea of the topic thanks to all the information that George collected for his introduction, you can start the debate as if you were the important figures who attend his debate! Take turns to choose a topic to discuss. Try to talk about each topic for at least two minutes. Do you agree? (EFUI TB 54/8; EFUI SB 58/8)

1. Do men take as much care over their appearance as women?
2. “The richer people are, the better they dress”.
3. Do you think people should be allowed to wear casual clothes to work?
4. Do you prefer men/women with long hair or short hair?
5. “The more expensive clothes are, the longer they last”.
6. Do you think people in your country judge other people by their appearance?
7. “Most designer clothes are created by men, which is why normal women can’t wear them”.
8. Which nationality do you think dresses the best?
9. Do you think it’s worth paying more for a well-known make of clothes?
Appendix 3

*Communication Fashion Show.*

Student A

You and B have similar pictures but there are five differences in each model. Take turns to describe the models. Can you find the differences?
Appendix 4

*Communication Fashion Show.*

Student B

You and A have similar pictures but there are five differences in each model. Take turns to describe the models. Can you find the differences?
File 4B. Why men don’t iron

Wish + past simple / past perfect, would + infinitive
Men and women

1. LISTEN BETTER. Understanding people’s opinions

Natalie and Kevin have been married for 10 years. Unfortunately, there is no magic and excitement anymore in their life together. Natalie even thinks that her husband is becoming a bit “macho”, which makes her very angry. One evening they were at home listening to a radio phone-in programme about tennis. The subject being discussed was whether women tennis players should be paid the same as men.

1.a. Before you listen, explain in pairs what these words mean: (EFUI TB 57/5.b; EFUI SB 63/5.b)

<table>
<thead>
<tr>
<th>court</th>
<th>net</th>
<th>serve (v.)</th>
<th>the best of five sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Slam Tournament</td>
<td>prize money</td>
<td>spectators</td>
<td></td>
</tr>
</tbody>
</table>

1.b. Listen to the programme once. Write A if the people agree, D if they disagree, N if they neither agree nor disagree. (EFUI TB 57/5.c; EFUI SB 63/5.c)

Ben ☐  Louise ☐  Eddie ☐  Riccardo ☐  Donna ☐
1.c. Kevin agrees with Ben and consequently a bitter discussion emerges between the couple. Natalie, completely disgusted at her husband’s stance, phones a good friend of hers and briefly tells her about the programme and the listeners’ opinions. Write one sentence to summarize each person’s argument in the same way that Natalie did on the phone to her friend. (EFUI TB 57/5.d; EFUI SB 63/5.d)

Ben
Louise
Eddie
Riccardo
Donna

1.d. Do you agree or disagree? Why? Which of the following occupations are male-dominated in your country? (EFUI TB 57/5.a; EFUI SB 63/5.a)

<table>
<thead>
<tr>
<th>Law</th>
<th>medicine</th>
<th>architecture</th>
<th>teaching</th>
<th>computer technology</th>
<th>professional sport</th>
</tr>
</thead>
</table>

2. VOCABULARY BUILDER. MEN AND WOMEN (I).

The changing roles of men and women

Natalie’s friend advises her to go to a marriage guidance counsellor to try to solve her marital problems. Natalie looks for one in the Yellow Pages and finds a specialist who advertises himself with the following text:

2.a. Complete the text with words/phrases from the list. (EFUI TB 55/1.b; EFUI SB 59/1.b; 135/The changing roles of men and women (a))

| breadwinner | discrimination | divorce rate | do their share | macho |
| equal rights | feminine | feminist | partner | ‘politically correct’ |
| Ms /m z/ | new man | partner | sexist | |
| roles | sexism | | | |

In Britain until the last century the _______ of the sexes were clearly defined. Women were supposed to be _______ (to dress and behave like a woman) and they were considered inferior to men. The man was the _______ (the person who earned the money) while the woman was in charge of the housework and bringing up the children.

Women’s demand for _______ began in the early 20th century, when they won the right to vote, and began to go out to work. The _______ movement in the 1960s campaigned for equal rights for women and equal opportunities at work and for men to _______ of the housework and child care. At this time many women started to use the title _______ instead of Miss or Mrs.

Since the 1980s people have been encouraged to be more _______, i.e. to avoid _______ comments and attitudes. In the late 20th century the term _______ was invented to describe a male _______ who did his share in the house and looked after the children.

Despite improvements most women consider that we still live in a _______ (male-dominated) society where _______ (the unfair treatment of people because of their sex) is common, and that they suffer from _______ (treating one person or group worse than others), especially at work. Another result of the change in women’s role has been a rise in the _______ as women are more independent financially.

2.b. Underline the stress. Practise saying the words. Say which aspects of the text are true in your country. (EFUI TB 55/1.b; EFUI SB 59/1.b; 135/The changing roles of men and women (b))
3. WHAT DO YOU THINK?

After the previous text there appears the specialist’s invitation to join one of the workshops he runs. Natalie persuades Kevin to enrol for one of them. The following day they go to their first meeting with this counsellor. Several more couples are present in their group. The specialist, John Burke, asks each one to introduce themselves and the reason why they are there. After everybody has introduced themselves and said their reasons for being in that workshop, John draws up the following conclusion: it is an unavoidable truth that men and women are different in their behaviour and reactions. As a warm-up for the rest of the session, he gives out to the group a cartoon and asks them to briefly discuss it. Why do you think these are their favourite songs?

Look at the cartoon. Why do you think these are their favourite songs? (EFUI TB 55/1.a; EFUI SB 59/1.a)
4. READ BETTER (1)

All the couples gave very interesting ideas. John then asked the couples the following questions. In pairs, discuss the two questions below:

(EFUI TB 56/3.a; EFUI SB 60/3.a)

1) Do you think that men and women behave differently because they have been conditioned by society to do so, or because they are biologically different?
2) Do men and women have the same kind of brain?

Why men don’t iron

Part 1

During the last fifty years psychologists have made us believe that differences between men and women are mainly the result of traditional social ‘conditioning’, i.e. the way we are brought up. According to this theory women can be trained to do jobs that men traditionally do, and men can and should become more domesticated. This so-called ‘new man’ should be in touch with his ‘feminine side’, more communicative and emotional, and should do the ironing.

But two new books say that, according to recent scientific research, gender differences exist because men’s and women’s brains work completely differently and their biological differences mean that they can never think or behave in the same way.
4.b. Once John got a bit of feedback, he gave them the answer to the question from the latest perspective of science. Read the text on p. 21 quickly. Find the answers to the two questions. (EFUI TB 56/3.b: until line 14 of the reading text; EFUI SB 60/3.b: until line 14 of the reading text).

4.c. Most people were shocked and couldn’t even believe the explanation. John then asked them to do a very simple experiment. This would show them one piece of evidence of the soundness of the theory advocated by scientists. Read the rest of the text. Try the experiment. (EFUI TB 56/3.b; EFUI SB 60/3.b: from lines 15 to 25)

5. FOCUS ON NEW LANGUAGE. Wish + past simple /past perfect, Would + infinitive

5.a. The couples were surprised at the results of the experiment. John told them that the fact of not understanding these biological differences could have very negative influences for the understanding and respect of the two sexes. He then gave them out a sheet with worrying statistics. Read them and complete with a percentage from the list. Check your answers with the teacher. (EFUI TB 56/4.a; EFUI SB 62/4.a)

<table>
<thead>
<tr>
<th>23%</th>
<th>50%</th>
<th>67%</th>
<th>70%</th>
<th>80%</th>
<th>87%</th>
</tr>
</thead>
</table>

Men and women
the statistics don’t lie

Too late
☐ of married women wish they hadn’t married their husband.
☐ of married men wish they had married someone else.

Dissatisfied
☐ of men wish their stomachs were smaller.
☐ of dark-haired women wish they had blonde hair.

It really annoys me!
☐ of men wish their partner wouldn’t spend so long in the bathroom.
☐ of women wish their partner would do more in the house.
5.b. Look at the three cartoons. (EFUI TB 56/4.b; EFUI SB 62/4.b)

1) Read rules 1-3.
2) Match the cartoons and the rules and write in the example sentence.
3) Complete the rules of form with the correct tense (past perfect, past simple, or would + infinitive).

<table>
<thead>
<tr>
<th>Rule</th>
<th>Example</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You regret (= are sorry about a present situation)</td>
<td>I wish I was taller.</td>
<td>I wish + (past simple)</td>
</tr>
<tr>
<td>2. You regret a past action or situation</td>
<td>I wish it would stop raining.</td>
<td>I wish + (past perfect)</td>
</tr>
<tr>
<td>3. You want another person to do (or not to do) something, often because you are annoyed</td>
<td></td>
<td>I wish + person + (would + infinitive)</td>
</tr>
</tbody>
</table>

- As with conditional sentences, you can use was or were, I wish I was taller./ I wish I were taller. (=more formal).

- You can also use wish + would when you want something to happen. I wish it would stop raining.
6. PRACTICE. *Wish + past simple / past perfect, Would + infinitive*

While the rest are finishing examining the statistics, Natalie starts chatting with one of the women present in the room, Laura, who is Italian. She doesn’t like many aspects of her present life. Laura tells Natalie how bitterly she had been reflecting upon this when she was at work that morning.

6.a. Write an *I wish…* sentence for each of her speech bubbles (1 to 6). ([EFUI TB 56/Practice a; EFUI SB 62/Practice a])

6.b. Listen to five conversations and explain the situation. ([EFUI TB 56/Practice b; EFUI SB 62/Practice b])

6.c. Listen again. Write the sentences with wish that you hear. ([EFUI TB 57/Practice c; EFUI SB 62/Practice c])

6.d. John tells the couples that in past editions of this workshop he asked people to write down their negative impressions about their lives in all aspects (family, love, work, economical and cultural status, aspirations…). The specialist explains to them that this is an important exercise to do because all these negative feelings affect the relationship with someone’s partner. Tell your partner about: ([EFUI TB 57/Practice d; EFUI SB 62/Practice d])

- two things you wish you had/hadn’t done when you were younger
- two possessions you wish you had which would improve your life
- two things you wish you could do but you can’t
- two things you wish your partner/brother/mother, etc., would/wouldn’t do (because they annoy you)
7. BETTER PRONUNCIATION. Using your instinct with long words: word stress

There are some rules to help you pronounce long words, e.g.

- Don’t stress a long prefix.
- Words ending in -ion have the stress on the penultimate syllable.

However, the best method is to use your instinct. Remember to mark the stress on new words you learn and use your dictionary to check.

Next, John explains to the group that a good way of starting to gain knowledge of male and female divergences was to think about their own conceptions and prejudices. He gives his group a list of words and asks them to try to relate them with men’s and women’s traits.

7.a. Underline the stress on the words of the list. (EFUI TB 58/Better Pronunciation a; EFUI SB 63/Better Pronunciation a)

- discrimination
- unimaginative
- engineering
- uncommunicative
- consequently
- irresponsible
- fundamental
- opportunity
- relationships
- interpreter
- communication
- prehistoric
- repetitive
- architecture
- predominant
- immature

7.b. Listen and check. Practise saying them in pairs. (EFUI TB 58/Better Pronunciation b; EFUI SB 63/Better Pronunciation b)
8. VOCABULARY BUILDER. MEN AND WOMEN (2).  
Male and female personalities: negative prefixes

This was an introductory exercise for the “homework” that John sets his group to do at home: they have to think of adjectives of personality and decide which ones apply more to men or women. The first day of the workshop has finished.

8.a. Do John’s task as if you were one of his “students”. Decide if these adjectives of personality apply more to men or women. Underline the stress. (EFUI TB 55/1/b; EFUI SB 59/1.b; 135/Male and female personalities: negative prefixes (a))

<table>
<thead>
<tr>
<th>ambitious</th>
<th>bossy</th>
<th>communicative</th>
<th>considerate</th>
<th>faithful</th>
</tr>
</thead>
<tbody>
<tr>
<td>honest</td>
<td>imaginative</td>
<td>jealous</td>
<td>logical</td>
<td>mature</td>
</tr>
<tr>
<td>organized</td>
<td>patient</td>
<td>possessive</td>
<td>reasonable</td>
<td>responsible</td>
</tr>
<tr>
<td>selfish</td>
<td>sensitive</td>
<td>sociable</td>
<td>tidy</td>
<td>vain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Un-</th>
<th>Im-</th>
<th>In-</th>
<th>Ir-</th>
<th>Il-</th>
<th>Dis-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncooperative</td>
<td>impolite</td>
<td>insecure</td>
<td>irregular</td>
<td>illegal</td>
<td>disloyal</td>
</tr>
</tbody>
</table>

8.b. Many adjectives form the opposite by adding a negative prefix. Put the adjectives from 8.a. in the chart. Which prefix is the most common? Which four adjectives don’t have an exact opposite? (EFUI TB 55/1/b; EFUI SB 59/1.b; 135/Male and female personalities: negative prefixes (b))

8.c. Cover the chart. Look at the adjectives in 8.a. Say the opposites. (EFUI TB 55/1/b9; EFUI SB 59/1.b; 135/Male and female personalities (c))

! Negative prefixes don’t normally change the stress on words (happy – unhappy)
9. MAKING CONVERSATION

The next day of the workshop, John tells the group that they are going to receive the visit of two well-known experts in human relations and body language, Allan and Barbara Pease. They have done research on the origin of male and female differences. The speakers will come in about an hour. John asks the group to prepare questions they will like to ask them. Accordingly, he proposes discussing several stereotyped beliefs regarding men and women. In this way he attempts to inspire them to ask very specific questions to the psychologists. John then requests the group to discuss which things they consider that are more essential for men and women.

9.a. Look at the words below. Decide how important these are for each of the two sexes, and label the brains (1= the most important). (EFUI TB 55/2.a; EFUI SB 59/2.a)

<table>
<thead>
<tr>
<th>sport</th>
<th>interest in housework</th>
<th>chocolate addiction</th>
<th>expressing feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>sex</td>
<td>gossip</td>
<td>ability to find things</td>
<td>shopping addiction</td>
</tr>
<tr>
<td>sense of direction</td>
<td></td>
<td></td>
<td>TV remote control addiction</td>
</tr>
</tbody>
</table>

9.b. Compare with a partner. Explain your choices. (EFUI TB 55/2.b; EFUI SB 59/2.b)
9.c. The following are some of the sentences that certain members of John’s class said. Cross out the wrong word/expression of generalizing. (EFUI TB 55/2; EFUI SB 59/2 (Get It Right))

a) **Generally speaking/Speaking generally** men are more selfish than women.
b) **In general/On general** nobody enjoys doing housework.
c) **Actually/Nowadays** men and women can do most jobs equally well.
d) **Most/Most of** women wish their husbands helped more.
e) **All/all the** men like giving advice; none of them like getting it.
f) **The average/the medium** man can’t iron well.

Try to use these expressions when you’re discussing men and women in 9.e.

9.d. Read the sentences and mark them CT (completely true), PT (partly true), or NT (not true at all). (EFUI TB 55/2.c; EFUI SB 59/2.c).

9.e. In groups of three or four (preferably with a mixture of sexes) compare what you think. (EFUI TB 55/2.d; EFUI SB 59/2.d).

**10. READ BETTER (2). Predicting content from headings**

10.a. After discussing their beliefs about men and women, the couples selected the following questions for the speakers. The two speakers arrive at John’s workshop. Once they introduced themselves, they start answering the questions above with the help of some summarised extracts from their co-authorised book: Why men don’t listen and women can’t read maps.

Read the following paragraph headings. Think to yourself what each paragraph will be about. Then quickly read Part 2 of the text. Match the headings to the paragraphs. (EFUI TB 56/3.c; EFUI SB 61/3.c)

<table>
<thead>
<tr>
<th>Why men can’t find things?</th>
<th>Why men and women are so different?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why men don’t iron?</td>
<td>Why women are better with words?</td>
</tr>
<tr>
<td>Why women don’t fly planes?</td>
<td>Why women get lost but are safer drivers?</td>
</tr>
</tbody>
</table>

10.b. Read the text again slowly with the glossary. In pairs, underline any words or expressions you don’t understand. (EFUI TB 56/3.d; EFUI SB 61/3.d)

10.c. Look back at the six questions. In pairs, see if you remember the speakers’ answers. In pairs, explain them from memory. (EFUI TB 56/3.e; EFUI SB 61/3.e. I have slightly modified the wording of the original instructions so that they better fit in the overall communicative stage of this section).
APPENDIX B. Instructional material. Appendix B.4. CPM adapted files 4A, 4B, 4C, 5A, 6A, 6B …

Part 2

1

In prehistoric times men hunted for food, often alone, and women looked after the children, usually with other women. Men needed to be able to find and kill animals (and find their way home again). Women needed the ability to protect the home, to do several things simultaneously, and have good communication skills to get on with the other women. As a result, men's brains developed better spatial ability and became compartmentalized, programmed to focus on one specific task and to solve one particular problem at a time.

Women developed more connections between the two sides of the brain, which led to them being more fluent in speech, and better at doing several things at once.

2

Because the two sides of a woman's brain are better connected, women are generally more talkative and more fluent than men. On average women speak 6,900 words a day, and men only 2,400. Women solve problems by talking about them, and in a crisis will usually want to discuss the situation and their feelings, while men tend to interrupt and offer solutions, which isn't what women want at all. Men themselves don't like asking for advice or discussing their problems—they try to solve their problems themselves by thinking about them silently. This fundamental difference is one of the main causes of conflict in male/female relationships.

3

A man sees driving as a test of his spatial abilities—he enjoys driving fast and showing off and consequently has more accidents than women. On the other hand, generally speaking, men are much less likely to get lost when driving because of their well-developed sense of direction. For women driving is mainly about getting safely from A to B. However because of their lack of spatial ability, women generally get lost more often, and they have more difficulty in reading maps.

They also find parking a car in a small space more difficult, and have more trouble distinguishing left from right.

4

Organizing a house involves doing several things at the same time, and women's brains make them generally better at it than men. In an experiment for British TV six men and six women had to make coffee, wash up, make toast, take a phone message, and pack a briefcase in ten minutes. With one exception the men were all worse than the women. They are worse at seeing details which means they usually don't even notice that the house is dirty or in a mess, and they also have lower tolerance for repetitive jobs such as ironing. Of course men should do their share of the housework, but they will always do it in a different, and perhaps less efficient way than women.

5

Men have inherited their ancestors' long-distance 'tunnel' vision, which was vital for hunting. They can see very well and far in one direction, but they don't see things on either side, and they don't see as well as women close up. This explains why men can never find things in fridges, cupboards and drawers. Women have much wider peripheral vision than men which explains why a woman always seems to find what a man just cannot see!

6

Although some jobs today are still dominated by one or other sex it is not because of sexual discrimination, but basically because men and women are attracted to different jobs. It is logical that men are attracted to careers where spatial skills are vital, such as engineering, architecture, construction, rocket science and flying (only 1% of airline pilots are women). Also the greater amount of testosterone in men's brains means that, in general, they are far more attracted than women to jobs which involve risk, such as the stock market, or Formula One racing. On the other hand, women's superior verbal skills explain why interpreters and foreign language teachers are predominantly women. Generally speaking, they are attracted to professions that require verbal ability, e.g. writing, acting, journalism, and counselling. They also excel in jobs that require good organizational skills.

* Why men don't iron. Ann and Bill Mott: Why men don't Arbit and women can't read maps. Allan and Barbara Tewes. 
11. WRITE BETTER. An opinion composition

With the experts’ visit, the workshop has finished. John then asks the couples whether they have found it useful. Nathalie and Kevin go back to their house with renewed energies. While Nathalie was preparing dinner and Kevin was reading in the kitchen with her, the radio was on. The show broadcasted was Your Call, a debate programme. The topic for this week was ‘Men should do 50% of the housework’ and the presenter was encouraging the audience to send their e-mails with their opinions. Kevin tells Nathalie that he’s going to send one. What do you think his opinion will be? Will the workshop have influenced Kevin’s attitude at all?

11.a. In next week’s Your Call, the subject is ‘Men should do 50% of the housework’. You’re going to send an e-mail giving your opinion. Study this Writing Bank Planning D. (EFUI TB 58/6.a; EFUI SB 63/6/1.a; 140/Writing Bank D).

<table>
<thead>
<tr>
<th>Use the right style and expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Before you start writing decide what style to use:</td>
</tr>
<tr>
<td><strong>Formal</strong>: for a letter or e-mail complaining to an airline, for a ‘for and against’ composition, for a report about customs in your country.</td>
</tr>
<tr>
<td><strong>Informal</strong>: for a letter or e-mail to a friend, for a letter or e-mail to a TV/radio ‘chat’ programme.</td>
</tr>
<tr>
<td>• Remember the key aspects of each style:</td>
</tr>
<tr>
<td><strong>Formal</strong>: no contractions, no colloquial expressions, more formal expressions, e.g. To sum up, etc.</td>
</tr>
<tr>
<td><strong>Informal</strong>: use contractions and colloquial expressions, e.g. anyway, That’s all for now, etc.</td>
</tr>
<tr>
<td>• List useful expressions for the kind of text:</td>
</tr>
<tr>
<td><strong>An e-mail</strong> to a TV show giving your opinion:</td>
</tr>
<tr>
<td>Personally I think… / In my opinion…, First(ly) because …, Second(ly)…, For example/For instance…</td>
</tr>
</tbody>
</table>

11.b. Write the e-mail in about 75 words. Check it for mistakes. (EFUI TB 58/6.a; EFUI SB 63/6/1.b)

11.c. Swap e-mails with a partner. Do you agree? (EFUI TB 58/6.a; EFUI SB 63/6/1.c)
1. WHAT DO YOU THINK?

Lucy (an English teacher) and Charles (a radio producer) are a couple who are thinking about leaving their old house, buying a new one and decorating it. They are discussing which style of house and decoration they like the most. Look at the cartoons and at the items listed which belong to each style. In pairs, say which you prefer and why. (EFUI TB 59/1.a; EFUI SB 64/1.a)

2. VOCABULARY BUILDER. HOUSES AND DECORATION (1).

Their tastes do not coincide, since Charles is fond of the style on the left and Lucy of that on the right. They decide to consult a specialized magazine on houses and decoration to learn about the new tendencies. In this way, they will check if their tastes can be reconciled, whether one of them or both are outdated, etc. The first half of the magazine contains pictures with types of houses and their characteristics.

2.a. Match the pictures with the words. Underline the stress. (EFUI TB 59/1.b; EFUI SB 64/1.b; 136/Houses (a))

2.b. Look at the pictures. Remember the words. (EFUI TB 59/1.b; EFUI SB 64/1.b; 136/Houses (b))
Patterns of Activity Sequencing in TEFL and their Effects on Learning

Furniture, etc.
The second half of the magazine deals with the decoration of every single room in a house.

2.c. Put the items in the chart (some can be found in more than one room). (EFUI TB 59/1.b; EFUI SB 64/1.b; 136/Furniture, etc. (a)).

<table>
<thead>
<tr>
<th>bedside table</th>
<th>blinds</th>
<th>bookcase</th>
<th>ceiling</th>
<th>chest of drawers</th>
<th>curtains</th>
<th>dishwasher</th>
<th>fireplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>oven</td>
<td>rug</td>
<td>radiator</td>
<td>heater</td>
<td>sink (plant)</td>
<td>pot</td>
<td>tap</td>
<td>toilet/looo</td>
</tr>
<tr>
<td>wall</td>
<td>wardrobe</td>
<td>washbasin</td>
<td></td>
<td></td>
<td>wall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kitchen</th>
<th>bathroom</th>
<th>bedroom</th>
<th>living room</th>
<th>any/all rooms</th>
</tr>
</thead>
</table>

2.d. Underline the stress. Practise saying the words. Add two more words to each column. (EFUI TB 59/1.b; EFUI SB 64/1.b; 136/Furniture, etc. (b)).

2.e. Lucy and Charles discuss which of these things they haven’t got in their house. What about you? Which things haven’t you got? (EFUI TB 59/1.b; EFUI SB 64/1.b; 136/Furniture, etc. (c)).

Adjectives describing houses and decoration
Lucy and Charles continue flicking through the magazine and find some general suggestions for decorating houses.

2.f. Complete the adjectives employed in the magazine to describe houses and decoration with –y, -que, -able, -ing, -ed, -ish, -ful, -al or –ous. (EFUI TB 59/1.b; EFUI SB 64/1.b; 136/Adjectives describing houses and decoration (a))

<table>
<thead>
<tr>
<th>Furniture –old or new?</th>
<th>Design and decoration</th>
</tr>
</thead>
<tbody>
<tr>
<td>antique (old and valuable)</td>
<td>well/badly-design___</td>
</tr>
<tr>
<td>old-fashion___</td>
<td>styl___</td>
</tr>
<tr>
<td>modern</td>
<td>taste___</td>
</tr>
<tr>
<td>Atmosphere</td>
<td>origin___</td>
</tr>
<tr>
<td>comfort___</td>
<td>practic___</td>
</tr>
<tr>
<td>relax___</td>
<td>luxuri___</td>
</tr>
<tr>
<td>cos___(warm and comfortable)</td>
<td></td>
</tr>
</tbody>
</table>

2.g. Underline the stress. Practise saying the words. (EFUI TB 59/1.b; EFUI SB 64/1.b; 136/Adjectives describing houses and decoration (b))

2.h. Use the adjectives to describe your house or flat and furniture. (EFUI TB 59/1.b; EFUI SB 64/1.b; 136/Adjectives describing houses and decoration (c)).
2.i.) Lucy and Charles find the following items labelled as ‘chic’ for this season. They discuss which ones they prefer and use the previous descriptive adjectives to express their preferences. Use the same adjectives to describe the following items: (EFUI TB 59/1.c.; EFUI SB 64/Build Your Vocabulary/1.c., question 5).

a) a living room with an open fire  
b) a Louis XV table  
c) an iMac computer  
d) a bathroom with a jacuzzi  
e) Scandinavian furniture

3. BETTER PRONUNCIATION. Getting the /ɔ/ sound right (1).

3.a. Look at the phonetics of some of the words they uttered. They all contain the sound /ɔ/ (EFUI TB 59/Better Pronunciation a; EFUI SB 64/Better Pronunciation a)

3.b. Underline the stress in these words mentioned by Lucy and Charles. Underline the stress in these words. Circle the /ɔ/ sound. (EFUI TB 59/Better Pronunciation b; EFUI SB 64/Better Pronunciation b)

<table>
<thead>
<tr>
<th>furniture</th>
<th>attractive</th>
<th>radiator</th>
<th>catalogue</th>
<th>effort</th>
<th>pavement</th>
</tr>
</thead>
<tbody>
<tr>
<td>balcony</td>
<td>dishwasher</td>
<td>fireplace</td>
<td>luxurious</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.c. Listen and check. Practise making the /ɔ/ sound. (EFUI TB 59/Better Pronunciation c; EFUI SB 64/Better Pronunciation c)
4. VOCABULARY BUILDER. HOUSES AND DECORATION (2).

Verbs related to the house

While Lucy and Charles are talking about the decoration ideas of the magazine, the bulb of the lamp they are using goes off. Charles apologises to Lucy because he had forgotten that the bulb was failing. Lucy observes that many more things related to housework remain to be done. Discover these things.

4.a. Complete with the verbs. Cover and test your memory. (EFUI TB 59/1.b; EFUI SB 64/1.b; 136/Verbs related to the house (a)).

<table>
<thead>
<tr>
<th>answer</th>
<th>change</th>
<th>clear/lay</th>
<th>empty</th>
<th>hang up</th>
<th>wash up</th>
</tr>
</thead>
<tbody>
<tr>
<td>lock/unlock</td>
<td>put away</td>
<td>tidy (up)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. _______________ the heater/oven/tap
2. _______________ the rubbish bin
3. _______________ your bedroom
4. _______________ the things on the floor
5. _______________ a plug, a bulb
6. _______________ the table
7. _______________ the phone
8. _______________ the dishes
9. _______________ the door
10. ____________ your coat

4.b. Lucy and Charles make a quick list of the things they have actually done today. Say which things you’ve done today. (EFUI TB 59/1.b; EFUI SB 64/1.b; 136/Verbs related to the house (b)).

5. HOUSE QUIZ.

Do the ‘House’ quiz in five minutes. (EFUI TB 59/1.c.; EFUI SB 64/1.c.).

1) What do you call…?
   a tall building which has a lot of people living there
   b a house which is not joined to any other house
   c a house which is joined to other houses on either side

2) Name something in the house which…
   a you put your hands in to wash them
   b can make a room warmer
   c you use when you wash up by hand

3) What do you call the thing that which you…?
   a try changing when a lamp doesn’t work
   b ring when you get to someone’s house
   c turn off when a bath is full of water

4) What’s the difference between…?
   a a fireplace and a chimney
   b a roof and a ceiling
   c a door and a front door
   d clear the table and lay the table
   e a hedge and a fence
   f antique furniture and old-fashioned furniture
6. BETTER PRONUNCIATION. Getting the /ə/ sound right (2).

6.a. Underline the stressed words in these sentences uttered by the couple while they were discussing the ideas from the magazine. Underline the stressed words. Then look at the unstressed words. Circle the ones with the /ə/ (EFUI TB 59/Better Pronunciation d; EFUI SB 64/Better Pronunciation d)

   Unstressed short words also have the /ə/ sound in weak forms (to, can, the, a, was, etc.).

1. I was going to change the bulb but I forgot.
2. I can take the rug to the cleaners in the morning.
3. The chest of drawers needs to be moved to the right.
4. There were lots of glasses on a table over there.
5. There are two chairs and a lamp in the hall.

6.b. Listen and check. Practise saying the sentences quickly. (EFUI TB 60/Better Pronunciation e; EFUI SB 64/Better Pronunciation e)

7. MAKING CONVERSATION (1).

   At the back of the magazine there are advertisements of houses to buy. Lucy and Charles specially like one, and decide to phone to ask for more information. In pairs, roleplay this situation. Student A acts as either Lucy or Charles (Appendix 5 on p. 604) and Student B as the estate agent (Appendix 6 on p. 605). Communication Sell your house. Student A goes to Appendix 5 on page 604 and Student B goes to Appendix 6 on page 605. Roleplay buying and selling a house or flat. (EFUI TB 62/5.b; EFUI SB 67/5.b).
8. FOCUS ON NEW LANGUAGE (1). Have something done.

After having seen the house, Lucy and Charles decide to buy it. They now consider when they are going to decorate it. They also think of budgets. Look at the pictures. Charles says the first one since he does not want to pay a firm of builders because it will increase the budget a lot. What is the difference between the Charles’ sentence and the other sentence? Check with the rules. (EFUI TB 62/6; EFUI SB 68/6).

9. PRACTICE (1). Have something done.

While Charles is trying to persuade Lucy about the advantages of not paying a firm of builders, Lucy receives a phone-call from her sister, Sally. This call will give Charles more than one headache. Sally is very happy with the results of several changes and repairs that she and her husband, Sam, have just made to their house. For that purpose, they had hired a firm of builders. Lucy then prefers the option of paying professional people to be responsible for the decoration of her and Charles’ house.

9.a. Look at the pictures and in pairs make six sentences to say what Sally and Sam have done. Look at the pictures. In pairs make six sentences to say what the couple have done. Use these verbs. (EFUI TB 62/Practice a; EFUI SB 68/Practice a)
9.b. In five minutes, try to think of two more things you can have done at the following places: (EFUI TB 62/Practice b; EFUI SB 68/Practice b)

<table>
<thead>
<tr>
<th>hairdresser’s</th>
<th>drycleaner’s</th>
<th>garage</th>
<th>dressmaker</th>
<th>optician</th>
</tr>
</thead>
</table>

9.c. Tell a partner one thing you’ve had done recently, and one thing you’re going to have done soon. (EFUI TB 62/Practice c; EFUI SB 68/Practice c)

10. LISTEN BETTER. Listening for detail (1).

Lucy finishes talking to her sister. The next day Charles goes to pick her up at the school she works. He’s got something to show her. A colleague from the radio has given him the ad of a British newspaper which is doing research into men’s and women’s differences in decoration tastes. This newspaper is looking for a real couple to be the subjects of their research.

10.a. Read the ad. What is the newspaper’s main idea? (EFUI TB 60/2.a (first part); EFUI SB 65/2.a (first part).

It might be easy to fall in love with someone, but falling in love with their taste? That's another thing. How long have you been waiting to throw away your partner's awful old armchair and replace it with a more modern one? We are looking for a couple to ask them to completely redesign the living-room of their house. The selected couple will have a limited budget, keeping only three pieces of furniture which they already have. Then we will ask a design specialist to comment on their tastes. This specialist will offer to decorate the couple's house in the way they want for free. If you don’t want to miss this opportunity, call this number: 00875291.

10.b. Charles and Lucy agree to phone as they think it is a superb opportunity. The newspaper selects them and Lucy and Charles start designing the living-room of their new house. This is the result. Describe the two photos. Which room do you think was decorated by Charles? Which by Lucy? Why? (EFUI TB 60/2.a (second part); EFUI SB 65/2.a (second part). The original text above accompanying the photographs has been adapted so as to better fit in the communicative stage. The adaptation has consisted in the addition of the three shaded sentences and the change from past to future tenses).
The newspaper phones Lucy and Charles to arrange an interview with both to ask them their opinions about each other’s decoration.

10.c. Listen to their interviews. What do Lucy and Charles like/dislike? (EFUI TB 60/2.b; EFUI SB 65/2.b).

10.d. Listen again for more details. Make notes. What are their general criticisms? (EFUI TB 60/2.c; EFUI SB 65/2.c).

10.e. Can you remember who said these things? What exactly were they talking about? Listen again if necessary: (EFUI TB 60/2.d; EFUI SB 65/2.d).

a) It doesn’t go with the rest of the room.

b) It’s completely impractical.

c) I just don’t see the point of them.

d) They remind me of a dentist’s.

e) I wouldn’t have put them on the coffee table.

f) I would never have long ones.

11. GAME. PENNY LANE

Once the interview has finished, the journalist asks Lucy and Charles which day will be OK for them to listen to the expert’s opinion. The couple answers following day in the afternoon. They come back home. Early in the following morning, Lucy decides to drive to her sister’s to tell her about the newspaper’s research. Look at the Penny Lane picture, which is Sally’s address. It is very lively since it is Saturday morning.

Go to Appendix 7 on page 606. (EFUI TB 156).

12. FOCUS ON NEW LANGUAGE (2). Nouns: countability and plural nouns

Lucy finally arrives and she and her sister start a conversation. Sally starts preparing some breakfast for her Lucy and both talk about very different things: weather, holidays, Sally’s decoration...

Do exercises 12.a, 12.b. and 12.c. in pairs. Then read the rules in exercise 12.d.

12.a. Look at the above two sentences and at the following sparse ones said by them. Are they right (√) or wrong (X)? Use your instinct: (EFUI TB 61/3.a1; EFUI SB 66/3.a1. I have changed the order of the sentences so that those which better match the communicative stage appear at the beginning (1, 2, 3 here). For the purposes of conceptual coherence, I have also slightly modified the wording of such sentences. The new ordering (expressed with the numbers of the original sentences) is as follows: 7, 9, 1, 4, 2, 3, 5, 6, 8).

1. Would you like a chocolate, Lucy?

2. Yes, please. And I usually have two toasts for breakfast, Sally.

3. I love the furnitures in this room, Sally.

4. Your daughter has got a beautiful hair.

5. We had very good weather on our last holiday!

6. The news are good.

7. Nowadays, a lot of people has to travel a long way to work.

8. That jeans you’re wearing are filthy! Why don’t you get changed?

9. People have given me a lot of advices.
12.b. What’s the difference between …? (EFUI TB 61/3.a2; EFUI SB 66/3.a2)

*a job* and work

*iron* and *an iron*

*business* and *a business*

12.c. What do these words have in common? (EFUI TB 61/3.a3; EFUI SB 66/3.a3)

| trousers  | clothes | arms (=guns) | police | people |

12.d. Read the rules. Then cover them and explain the answers to 12.a.

**Uncountable nouns**

1. The following common nouns are always uncountable.

   traffic  weather  accommodation  health  scenery  rubbish
   work  politics (and other words ending in -ics, e.g. athletics)

   - They always need a singular verb.
   - You can’t add an *s*.
   - They can’t be used with *a/an*.

2. The following nouns are also uncountable.

   furniture  information  advice  news  luck  bread  toast
   luggage  equipment

   - They need a singular verb, etc. as above.
   - They can also be used with a *piece of* when you want to talk about an individual item.

   We bought some furniture. (= more than one thing)
   That’s a lovely piece of furniture. (= one item, e.g. a table)

   **NOT** a lovely furniture

3. Some nouns can be countable or uncountable, but the meaning changes.

   *iron* = the metal  *an iron* = the thing used to press clothes
   *business* = buying and selling  *a business* = a company, shop

**Plural nouns**

These nouns only exist in the plural.

*clothes  people  trousers/jeans  arms (= guns, etc.) police*

- They always need a plural verb.
- They can’t be used with *a/an*. 
Rhian, Sally’s daughter, appears in the living-room where her mother and aunt are chatting. The girl starts talking to her aunt and tells her what she likes most at school. Sally turns on the TV where a famous politician is giving a speech. The following are some of the sentences uttered by the two women and the girl during this part of the conversation, which continues with the same topics and other different ones too.

13.a. Cross out the wrong form. (EFUI TB 61/Practice c; EFUI SB 66/Practice c. Sentence number 2 has been reworded so that is coherent regarding the facts depicted in previous and present communicative stages).

1. People today is/are very stressed.
2. Most of the furniture in your flat is/are very well kept.
3. The traffic was/were terrible this morning.
4. What do you do when people give/gives you clothes that doesn’t/don’t suit you?
5. We had a terrible holiday. All the accommodation was/were very good and the weather was/were nice.
6. Why is/are the news always about politics? Politics is/are boring!
7. The police has/have just phoned about a robbery.
8. Mathematics is/are my favourite subject at school.

13.b. Complete with a/an or some the following sentences. (EFUI TB 61/Practice a; EFUI SB 66/Practice a)

1. I’m afraid the boss has got _____ bad news for you.
2. Can you lend me _____ jeans? Mine are dirty.
3. We’ve had _____ really bad weather recently.
4. Have you got _____ iron? I need to press my shirt.
5. We’ve got _____ luggage, _____ a really big suitcase.
6. Could you buy me _____ paper – the Guardian?
7. I’ve got _____ advice for you: don’t do it!
8. My brother’s given me _____ interesting information.
9. I’ve just bought _____ new furniture for my flat.
10. I’d like _____ glass of water, please.

13.c. In which of the sentences could you also use a piece of? (EFUI TB 61/Practice b; EFUI SB 66/Practice b)

13.d. Explain the difference between: (EFUI TB 61/Practice d; EFUI SB 66/Practice d).

1) glass / a glass
2) light / a light
3) paper / a paper
4) wood / a wood
5) chocolate / a chocolate
6) hair / a hair
14. LISTEN BETTER. Listening for detail (2)

Lucy says goodbye to her sister and her family. She comes back home and goes with Charles in the afternoon to the decoration expert’s meeting.

14.a. Listen to the designer’s comments. Which room does he prefer? Why? Do you agree? (EFUI TB 61/2.e; EFUI SB 65/2.e)

14.b. Listen again for more detail. (EFUI TB 61/2.f; EFUI SB 65/2.f)

Charles should have…

a) ______________________________________________________________________________

b) ______________________________________________________________________________

c) ______________________________________________________________________________

Lucy should have…

a) ______________________________________________________________________________

b) ______________________________________________________________________________

14.c. The designer informs them that before starting giving them his advice on decoration, he wants to ask them some questions to know their respective tastes even better. Talk to a partner. (EFUI TB 61/2.g; EFUI SB 65/2.g)

a) Do you think women have better taste than men?

b) Who takes decisions in your house about decorating?

c) What piece(s) of furniture are you especially fond of in your house?

d) Is there anything you really don’t like about…?
   - Your own house
   - Furniture and decoration in general in your country

15. GET IT RIGHT. Position

Lucy and Charles also tell the designer specific details of their new house and of their old one. Are the prepositions they use to talk about these details the same (S) or different (D)? The same (S) or different (D)? Explain the difference. (EFUI TB 62/5 (Get It Right); EFUI SB 67/5 (Get It Right). Original sentences 1 and 6 are the only ones which do not match the communicative stage in a natural way; that is why they appear at the end here.

1. There’s a lamp over/on the table.

2. Our house is by/near the park.

3. There’s a cupboard downstairs/under the stairs.

4. The photo is on/in the chest of drawers.

5. We’ve got a big picture above/over our bed.

6. There’s a bus opposite/in front of my house.

7. There’s a bookcase beside/behind the sofa.

8. Did I leave my glasses beside/next to the TV?
Patterns of Activity Sequencing in TEFL and their Effects on Learning

16. REMEMBER PHRASAL VERBS

Having listened to Lucy and Charles, the designer starts to tell them about which style of decoration he thinks will be the most suitable for them and their new house. Complete the following sparse sentences uttered by the design expert.

16.a. Complete the phrasal verbs from File 4 with the right particles of the phrasal verbs of file 4. (Original sentence 2 does not match the communicative stage in a natural way; that is why it appears at the end here. EFUI TB 63/Remember Phrasal Verbs a; EFUI SB 68/Remember Phrasal Verbs a)

   a) The discomforts we put ___ ___ today are nothing compared to some from the past.
   b) Today’s designers have run ___ ___ new ideas.
   c) The sofa doesn’t go ___ the rest of the room.
   d) Put ___ all those books and papers in that corner.
   e) Nobody could get close enough to the women’s dresses to put the fire ___.

16.b. In pairs, explain what the phrasal verbs mean.
17. READ BETTER. Retelling what you have read

The designer then informs them that the first thing they have to consider before actually thinking of the style of decoration is the organization of their house. ‘Feng shui’, of which he is a practitioner, deals with this precisely. Lucy and Charles do not know anything about it. And you?

17.a. Do you know anything about the philosophy of feng shui, e.g., where it’s from, what it’s about? (EFUI TB 62/4.a; EFUI SB 67/4.a)

17.b. After supplying them with a definition of feng shui, the designer gives Lucy and Charles a short leaflet about how to put feng shui ideas into practice. In pairs, read and remember how you can put feng shui ideas into practice. Student A reads about the living-room and student B about the bedroom. Then cover the text. (EFUI TB 62/4.b; EFUI SB 67/4.b).

A tells B about:
- arranging the furniture
- light
- bookcases
- plants and flowers
- mirrors
- family harmony
- finding a partner
- being tidy

B tells A about:
- where to put your bed
- where not to put pictures/lights/mirrors
- lighting
- paintings
- plants and TV
- studying in your bedroom
- being tidy

17.c. Read your partner’s text. Choose five new words/expressions from the whole text to learn. (EFUI TB 62/4.c (first part); EFUI SB 67/4.c (first part))

18. MAKING CONVERSATION (2).

18.a. After reading the leaflet, the designer asks the couple whether they think feng-shui is sensible, impractical, or ridiculous. Do you think feng shui is sensible, impractical, or ridiculous? (EFUI TB 62/4.c (second part); EFUI SB 67/4.c (second part)).

18.b. Both Lucy and Charles coincide this time and love feng shui. So they ask the designer how to adapt the ideas to their new house. The designer tells them that he firstly needs to know if their old house has good or bad feng shui. In this way they will know what to do or not to do in their new house. After this step, the couple will go to a furniture shop to choose the decoration with the design expert. Draw a diagram of your bedroom and of your living-room. Use the diagram to explain to a partner what the rooms are like. Decide between you if they reflect feng shui in a correct way. If not, think what changes you could do to your rooms to have good feng shui. (EFUI TB 62/5.a; EFUI SB 67/5.a)
Patterns of Activity Sequencing in TEFL and their Effects on Learning

GRAMMAR

1 Adjective order
Right or wrong? Correct the wrong sentences.
1 My sister’s got curly dark hair.
2 She’s wearing a tight cotton T-shirt.
3 Whose are those pink hideous gloves?
4 I’d like some expensive French perfume.
5 They live in a 16th century gorgeous cottage.
6 That’s a lovely new car!

2 the ... the + comparative adjective/adverb
Rewrite the sentences using the ... the ...
1 If you are tired you make more mistakes.
   The
2 When she gets angry she shouts more.
   The
3 If you live near the centre it’s more expensive.
   The
4 If we start soon we’ll finish soon.
   The

3 wish + past simple/past perfect/would
Complete with the verb in brackets in the correct form.
1 I’m so tired. I wish I _______ to bed so late last night. (not go)
2 He hates his job. He wishes he _______ another one. (can)
3 I wish I _______ you my secret. (not tell)
4 I’m tired of doing all the ironing. I wish you _______ (help)
5 The children are making a terrible noise. I wish they _______ somewhere else. (play)

4 Countability and plural nouns
Cross out the wrong word.
1 Be careful! I broke a vase yesterday and there’s still a/some broken glass on the floor.
2 Most modern furniture is/are rather uncomfortable.
3 He gave me an/some useful advice.
4 How much/many people are coming tonight?
5 There’s a/some wood over there – we could use it to make a fire.
6 Are/Is the news good or bad?

5 have something done
Complete with the correct form of have + it/them and a verb.

   clean cut paint repair
1 I don’t like the colour of the walls. I’m going to _______.
2 A Is that a new fridge or the one that was broken?
   B It’s the old one. I’ve _______.
3 A Your hair’s terribly long.
   B Don’t worry, Mum. I’m _______ tomorrow.
4 My car was filthy, so I _______ yesterday.

VOCABULARY

6 Fashion
   a Which one is different? Why?
   1 running vest, tracksuit, dressing-gown, sweatshirt
   2 linen, silk, cap, wool
   3 slippers, trainers, gloves, sandals
   4 plain, patterned, checked, striped
   b Complete the missing words.
   1 She prefers c_______ clothes to formal ones.
   2 In the sales you can often find b_______
   3 I never buy d_______ clothes like Armani or Chanel – they’re much too expensive.
   4 Is it full price or is there a d_______?

7 Men and women
Write the opposite adjective.
1 logical _______ 4 sensitive _______
2 mature _______ 5 honest _______
3 sociable _______ 6 responsible _______

8 Houses and decoration
Write the words for the definitions.
1 warm and comfortable
2 what you turn on when you need water
3 where the smoke goes out of a house
4 the part of a fence that’s like a door
5 a machine that washes plates, cups, etc.
6 a house that stands on its own

9 Verb phrases
Complete with the correct verb.
1 Here’s the key. Please _______ the door when you leave.
2 You can’t wear that! Go and _______.
3 You look great in the jacket. It really _______ you.
4 Men don’t usually _______ their share of the housework.
5 You need to _______ your room. It’s in a terrible mess.

TOTAL MARKS /50

69
Appendix 5
Communications Sell your house. Student A.

a You want to buy a house/flat. You saw one advertised in a newspaper and you are going to phone to ask for more information. You want to know:
  – where it is
  – the age and condition
  – the number, the size, and the layout of rooms
  – the style and decoration
  – the type of heating/air-conditioning
  – if there is a garden/garage/balcony, etc.
  – what furniture will be left in the house (curtains, kitchen furniture, etc.)
  – the price
  – anything else you think is important

b Spend a few minutes planning how you’re going to ask the questions and what other information you might want. Begin the conversation:
Hello, I’m phoning about the house (flat) you advertised. I’d like a bit more information …

c When B has told you all the information you need, decide if you are interested in seeing the house/flat.
Appendix 6

Communication Sell your house. Student B.

a. You want to sell your house/flat and have advertised it in the newspaper. The advertisement didn’t give any details but gave a phone number. A is going to phone you to ask for more information.

b. Take a few minutes to plan what you’re going to say. Decide about:
   – where it is
   – the age and condition
   – the number, the size, and the layout of rooms
   – the style and decoration
   – the type of heating/air-conditioning
   – if there is a garden/garage/balcony, etc.
   – what furniture will be left in the house (curtains, kitchen furniture, etc.)
   – the price
   – anything else you think is important

   Don’t forget that a good salesperson usually exaggerates the positive side and minimizes the negative side of what he/she is selling! A will begin the conversation.

c. If A is interested, arrange to show him/her the house/flat.
Appendix 7

Penny Lane.

In five minutes find ten things you can have done in Penny Lane. Write sentences.
File 5A. Animals or people?

1. VOCABULARY BUILDER. ANIMALS AND CONSERVATION (I)

Animals

Julie is a Biology student who has just finished her exams. She is very concerned with the protection of the environment, especially animals. She does not agree with the treatment of some people of their city to animals. She wants to complain to the local newspaper by writing a well-documented letter. But she feels that in order to do so she needs information from an expert. To celebrate the end of the exams, she and her boyfriend, Mark, have gone to the zoo, one of the best in the country. There are lots of animals of different species, both wild and domesticated.

1.a. Put the animals they see in the chart according to the specie to which they belong. Underline the stress (EFUI TB 64-65/2.b, EFUI SB 72/2.b.; 137/Animals (a)).

<table>
<thead>
<tr>
<th>Wild animals</th>
<th>Farm animals</th>
<th>Birds</th>
<th>Insects</th>
<th>Pets</th>
<th>Sea creatures</th>
</tr>
</thead>
</table>

1.b. Add two animals to each column. (EFUI TB 65/2.b; EFUI SB 72/2.b.; 137/Animals (b))
Baby animals

1.c. Some of the animals they see have babies too! Match each animal with its baby. (EFUI TB 65/2.b; EFUI SB 72/2.b.; 137/Baby animals (a))

<table>
<thead>
<tr>
<th>calf/kæf/</th>
<th>chick</th>
<th>foal/foːl/</th>
<th>kitten/kɪtn/</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>hen</td>
<td>horse</td>
<td>sheep</td>
</tr>
<tr>
<td>dog</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.d. Look at the phonetics. Practise saying the words. (EFUI TB 65/2.b; EFUI SB 72/2.b.; 137/Baby animals (b))

Animal parts. For each animal kept in the zoo there is a small sign directed to children. These signs contain a brief explanation of the physical traits of the animals.

1.e. Complete the explanation of the parts of the body of these two animals. Label the pictures with words from the list (EFUI TB 65/2.b; EFUI SB 72/2.b.; 137/Animal parts (a))

Animal idioms. After watching all the animals, the zoo offers the possibility of attending a workshop. It is run by a biologist called James. Julie and Mark decide to go. James tells all the people present that the workshop is aimed at awakening their consciousness of the following aspects: The fact that animals deserve a fair treatment by humans and the need of a well kept and cared environment. The beginning of the workshop consists of two simple warm-ups. The objective of the first one is to make the audience reflect about the importance of animals in men’s lives. One of the aspects where this importance is depicted is language. Several questions with animal idioms are offered as examples of this truth.

1.f. Practise saying the words. (EFUI TB 65/2.b; EFUI SB 72/2.b.; 137/Animal parts (b))

Animal idioms. After watching all the animals, the zoo offers the possibility of attending a workshop. It is run by a biologist called James. Julie and Mark decide to go. James tells all the people present that the workshop is aimed at awakening their consciousness of the following aspects: The fact that animals deserve a fair treatment by humans and the need of a well kept and cared environment. The beginning of the workshop consists of two simple warm-ups. The objective of the first one is to make the audience reflect about the importance of animals in men’s lives. One of the aspects where this importance is depicted is language. Several questions with animal idioms are offered as examples of this truth.

1.g. Explain them, and ask each other the questions. (EFUI TB 65/2.b; EFUI SB 72/2.b.; 137/Animal idioms)

a) Is there a black sheep in your family?
b) Do cars stop at zebra-crossings in your country?
c) Do people in your country have hen parties and stag parties?
d) Which is faster, e-mail or snail-mail?
e) What’s the difference between pig-headed and big-headed?
2. WHAT DO YOU THINK?

The group is then shown two cartoons by a famous designer. The setting of each one is very different. These two cartoons are used to make the audience conscious of the two possible situations undergone by animals when man is in control of them. Look at the cartoon and explain what’s happening. Which cartoon do you like best? (EFUI TB 64/2.a; EFUI SB 72/2.a)
3. ANIMAL QUIZ

In small groups, write ten quiz questions. The answers or questions must use words/expressions from the Vocabulary Builder (1) on pages 607-608. Ask your questions to other groups. (EFUI TB 65/2.c; EFUI SB 72/2.c).

- Can you name (a bird which has wings and feathers but can’t fly)?
- What do you call (the insect which bites you in the summer)?
- What’s the difference between (a cat and a kitten)?
4. READ BETTER. Using topic sentences to understand a text

After these warm-ups, there arrives the main part of the workshop. James tells the audience that they are going to read an interactive documentary on a very special chimpanzee: Panabisha. They are requested to think about this type of animal first. Have a look at the questions that were used to this end:

4.a. Have you seen chimpanzees in a zoo or in the wild? How ‘human’ do you think they are? In pairs, mark the following sentences Y (yes), N (no) or ? (don’t know) (EFUI TB 64/1.a; EFUI SB 70/1.a)

1. they can think
2. they can smile
3. they can write
4. they can speak
5. they have souls
6. they can express emotion
7. they can use sign language
8. they can understand humans
9. they understand time

4.b. The documentary starts with a Power Point slide which contains a picture of Panabisha and a short text next to it. With this introduction the group learns why Panabisha is so special and unusual. Quickly read the introduction to a text about Panabisha. Why is Panabisha unusual? (EFUI TB 64/1.b; EFUI SB 70/1.b)
In a well-written text the first sentence of each paragraph (called the ‘topic sentence’) often summarizes what the paragraph is going to be about. Focusing on these sentences will help you understand what comes next.

4.c. Following this shocking introduction, James gives out a handout with the documentary where Panabisha’s miraculous story is explained. In pairs, look at the following ‘topic sentences’ A-F below. Imagine what the rest of the paragraph will be about. (EFUI TB 64/1.c; EFUI SB 70/1.c):

A) Humans have been trying for years to find ways of communication with apes.
B) Now Professor Rumbaugh has been given a US government grant for a project to see if apes can really learn to speak.
C) Panabisha has gone further than just learning to speak.
D) Some scientists believe that the discoveries in Atlanta demand a fundamental change in our attitude to our closest animal relatives.
E) Panabisha’s linguistic skills are impressive.
F) Researchers at the language research centre of Georgia State University in Alabama have, for the first time, taught an ape how to ‘speak’ to humans.

4.d. Now read the whole text of the documentary. Do it paragraph by paragraph. Complete with the topic sentences above (EFUI TB 64/1.d; EFUI SB 70/1.d)

4.e. Read the text of the documentary again carefully, focusing on the highlighted words and phrases. In pairs, guess their meaning from the context. Be ready to explain them to the class in simpler words. What other words are new for you? (EFUI TB 64/1.e; EFUI SB 71/1.e)

4.f. James asks the group if they have liked the documentary and whether their initial impressions about what chimpanzees can do are the same as those claimed in the documentary. Look back at 4.a. According to the text, what can chimpanzees do? (EFUI TB 65/1.f; EFUI SB 71/1.f)
Panabisha talks through a computer that produces a synthetic voice as she presses keys on a specially designed keyboard. The keyboard has about 400 keys, each with a symbol. Some symbols have simple meanings such as 'drink' or 'apple', others express more abstract concepts such as 'up', 'give me', 'good', 'bad', or 'help'. The apes have to learn all the symbols and then construct sentences by pressing keys in the right order. The computer 'speaks' the words by flashing them on a screen.

She has a vocabulary of 250 words and understands 3,000 more — she has been brought up listening to English from birth. She can construct relatively complex sentences, such as 'Please buy me a hamburger'. She knows the difference in meaning between 'go outside and get the ball' and 'take the ball outside'. She can talk about feelings because the symbols on the board includes concepts such as 'happy'. She remembers yesterday and understands tomorrow. Dian Rumbaugh, the university's professor of psychology and biology who is director of the centre, says, 'This is exciting research. Panabisha can understand spoken words and responds with appropriate replies. It shows that, like us, apes have the power of thought and reasoning. Our tests suggest that the animals have the language and mental skills of a four-year-old child.'

She is teaching the same skills to her one-year-old son Nyasa, who has developed a vocabulary similar to that of a one-year-old child. He hasn't said any whole sentences yet, but his early start means he may soon overtake his mother. Recently Panabisha has even started writing words on the floor using chalk, apparently learning letters from the computer screens.

In the 1920s scientists tried unsuccessfully to teach them to speak, but in 1978 two American scientists taught a chimpanzee to use the sign language which is used by deaf and dumb people. The chimpanzee learnt a hundred signs and was able to construct many short sentences as well as teaching the signs to other chimpanzees. But the recent experiments with apes and the voice synthesizer have shown that these animals are far more capable of learning to communicate with humans than was previously thought.

Until recently it had been thought that this was impossible because they couldn’t produce the wide variety of sounds used by humans. But then the professor’s researchers noticed that some apes were successfully copying human words and phrases. The sounds were distorted, but recognizable.

If apes can communicate and reason, do they have souls? Should they be given human rights, as has already been proposed in the New Zealand parliament? It is a question that medical researchers, who use chimpanzees to study diseases such as AIDS and cancer, may find difficult to reconcile with their work. As one scientist said, 'It’s one thing to look into a cage at a lot of dumb animals. But if they start talking back to you, it makes you wonder what gives us the right to put them there.' Visiting a zoo may never be the same again.
5. CHECK WHAT YOU KNOW. *The present perfect*

5.a. *After reading the documentary, James leaves some minutes to the audience so that they can comment on it and take note of some of the most important facts. Here are some of the sentences uttered by Julia’s and Mark’s group. Say which one is the correct version in each pair and explain why.*

The same or different? Explain why:

5.a. After reading the documentary, James leaves some minutes to the audience so that they can comment on it and take note of some of the most important facts. Here are some of the sentences uttered by Julia’s and Mark’s group. Say which one is the correct version in each pair and explain why.

1. a) Humans have been trying for years to find ways of communicating with apes.
   b) Humans tried for years to find ways of communicating with apes.
2. a) She taught an ape to speak last year.
   b) She has taught an ape to speak.
3. a) How long was Professor Rumbaugh doing research?
   b) How long has Professor Rumbaugh been doing research?
4. a) Professor Rumbaugh has been to the States.
   b) Professor Rumbaugh has gone to the States.

5.b. *There is a now break in the workshop. Julie meets a friend of her mother’s (Anne) in the cafeteria next to the room where the workshop is being held. Anne is a vet. They hadn’t seen each other for a long time, so they start chatting. The following are some sparse sentences of their conversation. Right or wrong? Correct the wrong ones:* (EFUI TB 65/3.a; EFUI SB 72/3.a. I have very slightly modified the wording of the sentences so that they fit in a more natural way with this and the previous communicative phases. The ordering and targeted structural points of the sentences are exactly the same as in the original).

The same or different? Explain why:

5.b. There is a now break in the workshop. Julie meets a friend of her mother’s (Anne) in the cafeteria next to the room where the workshop is being held. Anne is a vet. They hadn’t seen each other for a long time, so they start chatting. The following are some sparse sentences of their conversation. Right or wrong? Correct the wrong ones: (EFUI TB 65/3.b; EFUI SB 72/3.b. The order and structural point of the sentences are exactly the same as the original ones. The wording has been slightly varied in sentences 3, 8, 9 and 10 so that they all fit in better with the topic of this communicative stage).

1. I am here since January.
2. We’ve travelled a lot this year.
3. My sister has learning French since she was a child so she’s fluent.
4. How long do you two know each other?
5. We got married when we have been living in Ireland.
6. Have you finished university yet?
7. They’ve been sharing a flat together since two months.
8. We don’t read a good animal documentary for ages.
9. It’s the best animal documentary I’ve read.
10. I have already spoken to your mother about it.
6. WHAT DO YOU THINK?

Julie and Ann come back to the workshop. James informs the people that he’s going to give out a simple questionnaire on animals. A question from the documentary itself is included too. If they fill in this questionnaire, they will enter in the draw to meet Professor Rumbaugh in person. Further, they will be able to participate in a debate with her about the conservation and protection of animals.

In pairs, answer the questions below. (EFUI SB/65/2.d; EFUI SB/72/2.d. The second question in 1.f. has been included as the first one here).

❖ After having seen the documentary, do you think that apes should be given human rights?

❖ Which wild animal(s)…?
   • are you most afraid of
   • do you think are most ‘human’

❖ Are you afraid of insects? Which ones? Why?
❖ If you could be an animal, which would you choose to be? Why?
❖ Have you got any pets? How long have you had them for?
❖ What animal do you think makes the best pet…?
   • for children
   • for old people
   • for working adults
7. FOCUS ON NEW LANGUAGE. Present perfect simple or continuous?

7.a. Julie and Mark fill in the questionnaire. Julie realises it got a bit late for dinner and runs back home. When she knocks the door, her mother opens it and exclaims:

1. Hi! You look hot! Have you run?/ Have you been running?

Is it right or wrong? Use your instinct. Underline the right form. Do the same with the following sentences. If you think both are possible tick (√) the sentence. (EFUI TB 65/4.a; EFUI SB 73/4.a. Same sentences as in the EFUI SB. Original sentence no. 8 appears as the first one here)

2. I’ve written / I’ve been writing letters all morning.
3. I’ve written / I’ve been writing seven letters.
4. I think he’s broken / he’s been breaking his leg.
5. How long have you lived / have you been living here?
6. How long have you known / have you been knowing each other?
7. We’ve painted / We’ve been painting the house.
8. How many films has he made / has he been making this year?

7.b. Read the rules. Then look at sentences 1 to 8 again. Explain why one or both forms are right. (EFUI TB 65/4.b; EFUI SB 73/4.b)

8. PRACTICE. Present perfect simple or continuous?

Julie and her parents sit at the table. Look at the following sentences. 1-10 were said by the family while they were having dinner. Complete the sentences using the present perfect simple or continuous. (EFUI TB 65/Practice; EFUI SB 73/Practice. The original order of the sentences has been changed in such a way that those which appear to fit in a conversation between a daughter and her parents at the time of having dinner have been placed at the beginning (sentences 1-10 here). The new distribution is as follows: 2, 3, 12, 5, 9, 11, 10, 6, 1, 7, 4, 8. Besides, new sentences 7 and 8 have been very slightly modified so that they could be inserted in this conversation in a more natural way).

1 Phone Ally urgently. She _____________ to speak to you all morning. (try).
2 We _____________ all day but we _____________ everything we need. (shop, not buy).
3 We _____________ a holiday for ages. We _____________ too hard. (not have, work).
4 A How long _____________ Vicky _____________ with Tim? (go out).
   B About two months. Do you like him?
   A Yes. I _____________ him four or five times and he seems OK. (meet).
5 They _____________ for months but they _____________ a flat to rent yet. (look, not find).
6 They _____________ each other for years but they _____________ a serious argument. (know, never have).
7 Uncle Tom _____________ all over the world and he says that Sri Lanka is the most beautiful place he _____________ to. (travel, be).
APPENDIX B. Instructional material. Appendix B.4. CPM adapted files 4A, 4B, 4C, 5A, 6A, 6B …

8 Granny ___________ in the same house all her life. (live).
9 I ___________ tennis three times this week. (play).
10 A How long ___________ you ___________ French? (learn)
   B Since Christmas, but I ___________ much. I keep missing classes. (not learn).
11 The service in this restaurant is terrible. We ___________ half an hour. (wait).
12 A Your hands are filthy! What ___________ you ___________? (do).
   B I ___________ the brakes on my car. They weren’t working properly. (repair).

9. BETTER PRONUNCIATION. Saying phrases more fluently: strong and weak syllables.

Remember that the ‘music’ of English comes from its rhythm and intonation. This depends a lot on the mixture of ‘strong’ and ‘weak’ syllables in a sentence. Getting this right will make you sound more fluent.

Pay attention to six other sentences that appeared in the conversation between Julie and her parents.

9.a. T5.1 Listen and write six sentences. (EFUI TB 66/Better Pronunciation a; EFUI SB 73/Better Pronunciation a).

9.b. Listen again. Underline the stressed words. How are have and has pronounced? Practise saying them quite quickly with good rhythm and intonation. (EFUI TB 66/Better Pronunciation b; EFUI SB 73/Better Pronunciation b).

9.c. Communication What does it mean? Student A goes to Appendix 8 (page 622) and Student B to Appendix 9 (page 623). Explain your words and numbers. (EFUI TB 66/Better Pronunciation c; EFUI SB 73/Better Pronunciation c).
10. VOCABULARY BUILDER. ANIMALS AND CONSERVATION (2).
Conservation and protection of animals

The following day Mark phones Julie to tell her that James has contacted him to inform him that both have been selected to participate in the debate with Professor Rumbaugh. It will take place the following week. The day arrives and the couple goes to the zoo again. After the researcher has introduced herself, she gives out a questionnaire to all the participants. It deals with how animals are treated in their countries. Not all of them are North-American as Professor Rumbaugh, and that’s why she’s very interested in knowing the situation of each of these countries. With this questionnaire the participants will be able to reflect on the topics that will be exploited in the following talk.

10.a. Look at the words in bold. What do they mean? How do you pronounce them? Underline the stress. (EFUI TB 66/2.b; EFUI SB 72/2.b.; 137/B a).

10.b. Answer the questions. (EFUI TB 66/2.b; EFUI SB 72/2.b.; 137/B b).

<table>
<thead>
<tr>
<th>How are animals treated in your country?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are there organizations that protect animals and the environment? Do you belong to one?</td>
</tr>
<tr>
<td>2. Are there any species that are in danger of extinction? Which ones?</td>
</tr>
<tr>
<td>3. Are there any national parks, safari parks, and conservation areas? Do you visit them?</td>
</tr>
<tr>
<td>4. Is there a zoo in your town? What are the conditions like? Do you think animals should be kept in cages?</td>
</tr>
<tr>
<td>5. Do people hunt wild animals and birds? Do you ever go hunting?</td>
</tr>
<tr>
<td>6. Are animals treated cruelly in national or regional celebrations? How?</td>
</tr>
<tr>
<td>7. Are animals used in medical experiments? Which animals? Why?</td>
</tr>
<tr>
<td>8. Which animals are kept as pets? Which is the most popular? Do people treat their pets well?</td>
</tr>
</tbody>
</table>
11. MAKING CONVERSATION

GET IT RIGHT. Preparing before you speak

If you know in advance that you’re going to be talking about a topic, thinking about what you’re going to say beforehand will help you to speak more confidently and fluently. Try to think of (or look up in a dictionary) words and phrases that you will need.

Next, Professor Rumbaugh exposes the following topics and all the participants engage in a very fruitful debate.

11.a. You are going to debate four topics connected with animals. First read the topics and decide if you are ‘for’ or ‘against’. If you are ‘for’, make notes giving your reasons in the FOR column, and vice versa. (EFUI TB 67/6.a; EFUI SB 74/6.a).

1. Should animals be killed for food?

<table>
<thead>
<tr>
<th>FOR killing animals</th>
<th>AGAINST killing animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals have the right to live. We should all become vegetarians.</td>
<td></td>
</tr>
</tbody>
</table>

2. Should animals be used in medical experiments?

<table>
<thead>
<tr>
<th>FOR using animals</th>
<th>AGAINST using animals</th>
</tr>
</thead>
</table>

3. Should dogs be banned in cities (as in some cities in Iceland)?

<table>
<thead>
<tr>
<th>FOR banning dogs</th>
<th>AGAINST banning dogs</th>
</tr>
</thead>
</table>

4. Should hunting as a sport be made illegal?

<table>
<thead>
<tr>
<th>FOR hunting</th>
<th>AGAINST hunting</th>
</tr>
</thead>
</table>

11.b. Form debating groups of four. Take turns to open each debate. (EFUI TB 67/6.b; EFUI SB 74/6.b).
12. WRITE BETTER. An opinion composition

Julie finds this experience unforgettable. She has been able to talk about animals and what worries her about them (their conservation and protection) with a reputable specialist. Now she has lots of ideas from the debate to write a letter to the local newspaper in the defence of animals. Back home, she immediately starts drafting it.

12.a. Look at Writing Bank 6 An opinion composition. (EFUI TB 67/7.a; EFUI SB 74/7.a; 144 Writing Bank 6 An opinion composition).

12.b. Plan your composition. Choose one of the four questions above. Decide if you are ‘for’ or ‘against’ (e.g. hunting). List three reasons why. Remember that you don’t necessarily need to share Julie’s stance! (EFUI TB 67/7.b; EFUI SB 74/7.b).

12.c. Write the composition in 100-150 words. Check it for mistakes before you give it in. (EFUI TB 67/7.c; EFUI SB 74/7.c)
APPENDIX B. Instructional material. Appendix B.4. CPM adapted files 4A, 4B, 4C, 5A, 6A, 6B …
APPENDIX 8

*Communication. What does it mean?* Student A.

a) In one minute write down on a piece of paper as much of the following information as possible. Then swap papers with B.

1) the name of your old friend
2) the name of the film you’ve seen most times
3) your door number
4) a sport or hobby you really like
5) your favourite possession
6) the name of a pet you have
7) the name of the place where you have your hair cut

b) Ask B to explain what the first word(s) he/she has written refers to. Then ask a question in the present perfect simple or continuous beginning:

*How long have you...?* or *How many times have you...?*

Continue the conversation for at least one minute.

c) B will ask you to explain the first word on your list. Continue until you’ve explained all the words/numbers.
APPENDIX 9

Communication. What does it mean? Student B.

a) In one minute write down on a piece of paper as much of the following information as possible. Then swap papers with A.

1) your favourite book
2) the school where you are studying English
3) something you do in your free time to relax
4) your favourite restaurant
5) the most expensive thing in your wardrobe
6) the most beautiful city you’ve ever been to
7) the make of your/your family’s car

b) Ask A to explain what the first word(s) he/she has written refers to. Then ask a question in the present perfect simple or continuous beginning:
   How long have you…? or How many times have you…?
Continue the conversation for at least one minute.

c) A will ask you to explain the first word on your list. Continue until you’ve explained all the words/numbers.
File 6A. Caught in the act

Gerunds and infinitives
Verbs + gerund or infinitive
Crime and punishment

1. LISTEN BETTER. Deciphering unknown words

A group of Spanish police officers who are studying a master in Criminology have gone to the UK to learn about the day-by-day practices of their British colleagues within a European Union funded programme. This programme is aimed at increasing and improving the collaboration among the different police systems of the Union. It includes both practical and theoretical lessons. In the first ones, the foreign police officers learn their counterparts’ daily routine; in the second ones, they receive lessons on criminology and the law system of the host country. The final day of the programme consists of a debate where there is an exchange of impressions between the British and the Spanish police officers about certain topics related to crime and courts in both countries.

This is the first day of the programme for the Spanish police officers in the UK. Daniel, one of the Spaniards, is going by bus to the police station where the course takes place. He can speak English very well. The radio is on and a programme called “Crimebusters” is being broadcasted.

1.a. Look at the photo. Why do you think the man went to jail because of it? (EFUI TB 78/3.a; EFUI SB 87/3.a).

1.b. Listen to part of this radio programme. (EFUI TB 78/3.b; EFUI SB 87/3.b).
   1. What was the crime?
   2. How was the criminal caught?
1.c. Listen again. Mark the sentences T (true) or F (false). (EFUI TB 78/3.c; EFUI SB 87/3.c).

1. Matt’s car was stolen while he was at dinner with his friends.
2. The car was found quite a long time after being stolen.
3. The police were not very confident of catching the thief.
4. The car had been slightly damaged.
5. The radio had been stolen.
6. Matt’s camera was not very valuable.
7. When Matt got his photos back, there were some he didn’t recognize.
8. The police knew who the man in the photo was.
9. Lee and his girlfriend had taken pictures of each other in the car.
10. The police think Lee can’t be a very intelligent man.

1.d. An old couple is sitting close to Daniel. They are a bit deaf, and cannot always distinguish everything said on the radio. Daniel helps them and repeats the words that they haven’t heard well. Listen to the extracts from the programme. Focus on the missing word. What does it sound like? What do you think it means? (EFUI TB 79/3.d; EFUI SB 87/3.d).

When you listen you have to guess the meaning of new words from the context, just as you do when you read. Of course this is much more difficult because you only hear the word once and you do not see how it is written. Try to visualize words you think you hear, and guess their meaning.

1. It had been just, you know, ____________ at the side of the road, a couple of miles away.
2. The thief had crashed it and the black light was ____________.
3. A week later I finished the film and sent it off to be ____________.
4. When I looked at them a bit more carefully I saw that the ____________ was in my car.
5. He even posed with the ____________ he’d used to break into the car.

1.e. Listen again. Try to write the words. (EFUI TB 79/3.e; EFUI SB 87/3.e).
2. FOCUS ON NEW LANGUAGE. *Forget to do, forget doing*

Daniel finally arrives at the police station, where the rest of his Spanish colleagues are already there. While they are waiting for the superintendent in charge of them, Daniel relates to the others the “amazing” piece of news he heard on the radio.

2.a. Look at one sentence used by Daniel and another one uttered by a police officer who misses his children very much. Look at the pairs of sentences. What is the difference in meaning between the phrases in bold? What is the difference in meaning between the phrases in bold? *Consider the rest of pair of sentences, which belong to parts of the conversation among the group:* (EFUI TB 79/5.a; EFUI SB 88/5.a)

1. a) Matt forgot to take his camera out of the car.
   b) I’ll never forget taking my son to school for the first time.
2. a) I tried to change the wheel, but I couldn’t. That’s why I almost arrive late today!
   b) I don’t know why my radio isn’t working. I tried changing the batteries, but they’re OK.
3. a) I definitely remember closing the window.
   b) Remember to close the windows before you leave!
4. a) My shoes need cleaning. They’re filthy.
   b) I need to clean my shoes. They’re filthy.

2.b. Match sentences 1-4 to a rule. Write a or b in the box. (EFUI TB 79/5.b; EFUI SB 88/5.b)

<table>
<thead>
<tr>
<th>Some verbs can be followed by either a gerund or an infinitive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>With a few of them the meaning is exactly the same (e.g. start/begin, continue). With the four verbs below the meaning changes.</td>
</tr>
<tr>
<td><strong>forget</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>!forget + gerund is usually used in the negative.</td>
</tr>
<tr>
<td><strong>remember</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>try</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>need</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
3. PRACTICE (1). Forget to do, forget doing

Complete with a verb from the chart in the gerund or infinitive. (EFUI TB 80/Practice a; EFUI SB 88/Practice a).

<table>
<thead>
<tr>
<th>change</th>
<th>finish</th>
<th>get</th>
<th>meet</th>
<th>see</th>
<th>send</th>
</tr>
</thead>
<tbody>
<tr>
<td>take</td>
<td>turn off</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. I don’t _______________ remember his wife. Do you?
2. Do we need _______________ anything? I’m going to the shops.
3. Have you tried _______________ paracetamol for your headaches?
4. I’ll never forget _______________ Venice for the first time.
5. Please remember _______________ the lights before you leave.
6. Could you take the car to the garage? The oil needs _______________
7. I tried _______________ A Brief History of Time but I couldn’t.
8. If you go to Paris, don’t forget _______________ me a postcard.
4. VOCABULARY BUILDER. CRIME AND PUNISHMENT (1)
Courts and punishment

Michael, the superintendent responsible for the Spanish group, has just arrived. He’s going to give them a brief theory class. The topic is UK court system and its comparison against the Spanish one.

4.a. With the words of the list below, complete what Michael told the Spaniards. Complete the text with words from the list. (EFUI TB 77/1.b; EFUI SB 86/1.b; 138/Courts and punishment (a)).

<table>
<thead>
<tr>
<th>arrested</th>
<th>caught</th>
<th>fine</th>
<th>innocent</th>
<th>jury</th>
<th>life sentence</th>
<th>magistrate</th>
<th>offence</th>
<th>trial</th>
<th>verdict</th>
</tr>
</thead>
</table>

In the UK today if you are 1. doing something illegal/against the law, you may be 2. charged by the police and later charged (officially accused) with the crime. If it is a minor 3. crime, you will be sent to a magistrate’s court and the 4. will decide your sentence (punishment). You may have to pay a 5. fine, do community service, or go to prison/jail. If the crime is serious you will be taken to a crown court where you will have a 6. trial. Your case will be tried by a judge and a 7. jury consisting of twelve people. When the lawyers have presented all the evidence and witnesses have been called, the jury will decide if you are 8. guilty. If the 9. is guilty you will be sentenced. If not, you will be acquitted. The most serious punishment in the UK is a 10. Capital punishment was abolished in the 1950s.

4.b. What do the words in bold mean? Underline the stress. Michael then asks them if the legal system is the same in their country. What would you answer? Is the legal system the same in your country? (EFUI TB 77/1.b; EFUI SB 86/1.b; 138/Courts and punishment/b).
Crimes and criminals

After this lesson, Michael takes the Spanish group to the room where he usually meets his subordinates. In that place he reviews the crimes committed everyday and assigns each case to different teams. The following are definitions of the cases mentioned.

4.c. What are the crimes described? Match the definitions A-L with the crime below: (EFUI TB 77/1.b; EFUI SB 86/1.b; 138/Crimes and criminals (a)).

<table>
<thead>
<tr>
<th>Crime</th>
<th>Criminal</th>
<th>Specific verb</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>assassination</td>
<td>assassin</td>
<td>assassinate</td>
<td></td>
</tr>
<tr>
<td>blackmail</td>
<td>blackmailer</td>
<td>blackmail</td>
<td></td>
</tr>
<tr>
<td>bribery</td>
<td></td>
<td>bribe</td>
<td></td>
</tr>
<tr>
<td>drug dealing</td>
<td>drug dealer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hijacking</td>
<td>hijacker</td>
<td>hijack</td>
<td></td>
</tr>
<tr>
<td>kidnapping</td>
<td>kidnapper</td>
<td>kidnap</td>
<td></td>
</tr>
<tr>
<td>murder</td>
<td>murderer</td>
<td>murder</td>
<td></td>
</tr>
<tr>
<td>rape</td>
<td>rapist</td>
<td>rape</td>
<td></td>
</tr>
<tr>
<td>smuggling</td>
<td>smuggler</td>
<td>smuggle</td>
<td></td>
</tr>
<tr>
<td>terrorism</td>
<td>terrorist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>theft</td>
<td>thief</td>
<td>steal</td>
<td></td>
</tr>
<tr>
<td>vandalism</td>
<td>vandal</td>
<td>vandalize</td>
<td></td>
</tr>
</tbody>
</table>

4.d. Which crime is not stressed on the first syllable? Underline the stress on the other words. Practise saying the words. (EFUI TB 77/1.b; EFUI SB 86/1.b; 138/Crimes and criminals (b)).

4.e. Cover the chart. Look at definitions A-L. Remember the words for each crime. (EFUI TB 77/1.b; EFUI SB 86/1.b; Crimes and criminals (c)).
5. CRIME QUIZ
Test your memory with this quiz. Do it in pairs: (EFUI SB 77/1.c; EFUI TB 77/1.c. Only the first question)

Explain the difference between…
1. to kidnap and to hijack
2. a murder and an assassination
3. a drug dealer and a smuggler
4. bribery and blackmail
5. a thief, a burglar, a robber and a shoplifter

6. PRACTICE (2). Forget to do, forget doing

After this session the superintendent tells the Spaniards that they are going to learn about a special task performed inside the police station. Michael leads them to another room where some of his colleagues carry out a phone-service for citizens. It consists of counselling them about everything they want to know regarding security measures, the state of roads and motorways, weather conditions, etc. One of these police officers is responding to a man who has phoned to ask what he should do before going on holiday to prevent thieves from getting in his house. Think about two things that this man could have received as an answer: (EFUI TB 80/Practice b; EFUI SB 88/Practice b. The last item in the original textbook appears as the first one here owing to topic coherence purposes with this communicative stage).

“Sir, you shouldn’t forget to do X/Y before you go on holiday”
Tell a partner two things that:
  a) You shouldn’t forget before you go on holiday.
  b) You always try to remember before you go to bed.
  c) You’ll never forget seeing.
  d) Need doing everyday in the house.
  e) You’ve tried to learn to do but couldn’t.
  f) You can try doing if your car won’t start.
  g) You need to do before you get married.
  h) You remember doing on your first day at school.

7. WHAT DO YOU THINK?
Michael then asks for volunteers to go patrolling with him. Daniel himself offers and they get in the Michael’s car. Daniel is very curious about the security of the British city where the programme is being held. He also wants to learn about the most common crimes recently committed in the local area. Daniel asks Michael the following questions. Think about your own city or town and answer them. (EFUI TB 77/1.c; EFUI SB 86/1.c (second and third questions)).

a) “Are there any areas or times of day in your city when you should be on your guard against…? Car thieves pickpockets drug dealers

b) Which of these crimes have been in the news recently? What happened?
Murder kidnapping hijacking robbery
Blackmail terrorism bribery any others
8. CHECK WHAT YOU KNOW. Gerunds and infinitives

Daniel’s questions make Michael remember well-known criminals and rogues of the city, as well as anecdotes that had happened to some of his younger inexperienced police officers. Daniel also tells him about certain basic security measures that people are strongly recommended to take in his city in Spain. Before finding out about their conversation, look at 8.a. and 8.b.:  

When one verb follows another, the first verb determines the form of the second. This is either the gerund (verb + -ing) or the infinitive (with or without to).

8.a. What’s the form of the second verb? In pairs, put them in the right column. (EFUI TB 78/2.a; EFUI SB 86/2.a).

<table>
<thead>
<tr>
<th>avoid</th>
<th>be able</th>
<th>can</th>
<th>choose</th>
<th>decide</th>
<th>enjoy</th>
</tr>
</thead>
<tbody>
<tr>
<td>expect</td>
<td>fancy</td>
<td>hate</td>
<td>keep on (=continue)</td>
<td>imagine</td>
<td></td>
</tr>
<tr>
<td>let (me)</td>
<td>love</td>
<td>make (me)</td>
<td>manage</td>
<td>may</td>
<td>might</td>
</tr>
<tr>
<td>(don’t) mind</td>
<td>miss</td>
<td>must</td>
<td>need</td>
<td>plan</td>
<td>practise</td>
</tr>
<tr>
<td>promise</td>
<td>refuse</td>
<td>seem</td>
<td>should</td>
<td>stop</td>
<td>tend</td>
</tr>
<tr>
<td>want</td>
<td>would like</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8.b. In pairs, take turns to test each other. Make sentences when testing if this helps you remember the correct forms. (EFUI TB 78/2.b; EFUI SB 86/2.b).

8.c. Now look at some extracts of Michael and Daniel’s conversation, which contain other verbs which are followed by a gerund or an infinitive (+to). Put the verbs in the right form (…-ing or to…): (EFUI TB 78/2.c; EFUI SB 86/2.c)

1. ________ on your own can be dangerous late at night. (walk)
2. He can’t afford __________ the fine. (pay)
3. After __________ in prison for 20 years he found it very hard to get used to __________ in the real world. (be, live)
4. The police accused him of __________ at a red light. (not stop)
5. When he realized that his wallet had been stolen he didn’t know where __________ . (go)
6. It’s definitely worth __________ your bike. (insure)
7. It’s important __________ your doors and windows before you go on holiday. (lock)
8. Psychologists think that __________ violent videos makes some children become interested in ________ crimes. (watch, commit)
9. When I saw the burglar I didn’t __________ first. (do)
10. He’s looking forward to __________ out of prison. (come)
9. WRITE BETTER. Punctuation

9.a. Look at Writing Bank Checking C (EFUI TB 79/4.a; EFUI SB 87/4.a; 141/Writing Bank Checking C)

9.2. Michael and Daniel suddenly receive the call of a robbery in an Italian restaurant in Cavendish Street. They rush to this place. Michael interrogates a witness. Here is the witness report. In pairs, correctly punctuate the following witness report of a crime. (EFUI TB 79/4.b; EFUI SB 87/4.b)

on tuesday may 24th i left work at about 6.15 on my way home i was walking down cavendish street when i saw a young man running out of the italian restaurant on the corner the man who looked about twenty was wearing jeans a black leather jacket and trainers he was carrying a plastic bag and he ran towards a motorbike which was parked on the corner another man ran after him shouting stop thief but he couldn’t catch him i only saw him for a few seconds but if i saw him again i think id recognize him
10. BETTER PRONUNCIATION. Predicting pronunciation from spelling: ough/ augh

It can be difficult to know how to pronounce words with ough and augh because there are several different possibilities. Use your dictionary if you’re not sure of the pronunciation. Try to memorize the pronunciation of common ough and augh words.

Here you have some words uttered by the two witnesses.

10.a. Look at these common words. How do you pronounce them? Put them under the right vowel-sound picture. They always rhyme with the words in the column. (EFUI TB 81/Better Pronunciation a; EFUI SB 90/Better Pronunciation a)

<table>
<thead>
<tr>
<th>although</th>
<th>bought</th>
<th>caught</th>
<th>cough</th>
<th>daughter</th>
<th>enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>laugh</td>
<td>naughty</td>
<td>nought</td>
<td>rough</td>
<td>taught</td>
<td>though</td>
</tr>
<tr>
<td>through</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10.b. Check with your dictionary or with the teacher. Listen and practise saying the words. Which is the most common pronunciation? (EFUI TB 81/Better Pronunciation b; EFUI SB 90/Better Pronunciation b)

10.c. Learn these sentences as memory aids to help you remember the pronunciation. (EFUI TB 81/Better Pronunciation c; EFUI SB 90/Better Pronunciation c)

1. I’m feeling blue because we’re through.
2. Have we got enough stuff?
3. Don’t laugh at my scarf!
4. Although I said no, I’ll go.
5. I had a cough, so I had the day off.
6. I bought my daughter some shorts.
11. GAME. Are You A Good Witness?

Daniel also interrogates another witness. She was standing on the other side of the road and managed to see the robbers. The Spanish police officer asks her several specific questions. Look at the picture carefully for 30 seconds. Close your book and answer your teacher’s questions (the questions formulated by Daniel). Were you a good witness? (EFUI TB/77/1.a; EFUI SB 86/1.a).

![Image]

12. VOCABULARY BUILDER. CRIMES AND PUNISHMENT (2).
Verbs connected with crime

With the description of the thieves supplied by the two witnesses, Michael and Daniel start searching the streets for them. They find one of them in a supermarket near his house, but are not able to catch the other one. While the first thief is being arrested, the thief’s brother comes shouting at the police officers. He threatens to kill them for having arrested his sibling. After several months, the two men are taken to court to be judged. As Daniel had already returned to Spain, Michael sends him a letter telling Daniel about what finally happened with these two robbers. In his letter, Michael talks about Jim, the man who had stolen from the Italian restaurant. Daniel tells Jim’s story to his wife, Victoria.

12.a. Number the sentences that Daniel told Victoria in a logical order. Number the sentences in a logical order. (EFUI TB 80/6.a; EFUI SB 88/6.a.; 138/Verbs connected with crime (a)).

a) He was convicted and sent to prison.
b) The police investigated the case.
c) He didn’t have an alibi.
d) Jim was arrested.
e) Jim committed a crime.
f) He went to court.
g) He didn’t get away with the crime.
h) They found some clues.
i) He was accused of shoplifting.

12.b. Compare with a partner. (EFUI TB 80/6.a; EFUI SB 88/6.a.; 138/Verbs connected with crime (b)).
13. READ BETTER. Comparing different newspapers styles

**Article 1**

**Jailed because of a cough!**

As the foreman of the jury got to his feet to deliver his verdict at the climax of the two-day trial, the traditional scene silence descended on the court.

The defendant Alan Rashid, it was the moment of truth. Unfortunately for him it was also the moment when a member of the jury couldn’t control the sneeze in the back of his throat any longer. He suddenly coughed just as the moment when the foreman declared Mr Rashid not guilty. Because of the cough nobody heard the word ‘not’ – so in an instant an innocent man was turned into a convicted criminal.

A 32-year-old Mr Rashid, who is unemployed, stood devastated in the dock – and with the puzzled jury wondering what on earth was going on – Judge Michael Gibbon jailed him for two years on a charge of making a threat to kill. Mr Rashid’s lawyer tried to console him as he was taken to the court cells to wait for the van to take him to prison.

Judge Gibbon then thanked the jurors at Cardiff Crown Court for their efforts during the trial and let them go.

But as they walked out of court a puzzled member of the jury asked a court official why Mr Rashid had been sentenced for two years after being found not guilty. The official immediately realized there had been a mistake and called everyone back to court. Mr Rashid was taken back into the dock and Judge Gibbon told him he was free to go. Mr Rashid’s lawyer said afterwards, ‘He was totally confused. One moment he was facing two years in prison and the next he was going home on the bus.’

**Article 2**

**Juror’s cough clears throat but jails innocent man**

A man found not guilty by a jury was jailed by mistake because somebody coughed as the foreman delivered the 5 verdict.

Judge Michael Gibbon sentenced Alan Rashid to two years’ imprisonment believing he had been found guilty of making a threat to kill. But the ill-timed cough drowned out the vital word ‘not’, leaving the court and defendant convinced that he had been convicted.

Judge Gibbon, 68, told Rashid, ‘The maximum sentence for making a threat to kill is ten years. Taking everything into consideration, the least sentence I can give you is two years imprisonment.’

Mr Rashid, 32, of Llanrumney, Cardiff, was led to the cells at Cardiff Crown Court and the judge discharged the jury. But as Mr Rashid waited for a van to take him to jail, a mystified juror asked a court usher why a man they had acquitted was being imprisoned. The court was hastily reconvened and Mr Rashid was freed.

Nicholas Williamson, the court manager, said, ‘It was very bizarre. The jury foreman indicated a guilty verdict and the court proceeded to sentence the defendant. One of the jurors was puzzled why he was jailed after being found not guilty, and the judge was informed. Mr Rashid was a very relieved man when the judge explained what had happened.

Jurors had not spoken up earlier during the hearing on Wednesday because they believed that Mr Rashid had 50 been convicted of other offences.

**Glossary**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>foreman</td>
<td>leader of a jury or a group of workers</td>
</tr>
<tr>
<td>convict</td>
<td>says sb is guilty</td>
</tr>
<tr>
<td>the dock</td>
<td>the place in a court where the accused person sits or stands</td>
</tr>
<tr>
<td>cell</td>
<td>small room, e.g. in a prison</td>
</tr>
<tr>
<td>defendant</td>
<td>person who is accused of a crime in a court of law</td>
</tr>
<tr>
<td>acquit</td>
<td>says sb is not guilty</td>
</tr>
</tbody>
</table>
Michael had also included two articles from different newspapers in the letter. These articles reported Jim’s brother’s trial (who had threatened Michael and Daniel). Daniel shows them to Victoria, who has become intrigued after her husband told her about Jim. She can also speak English perfectly, so they agree on reading one article each and telling the other one exactly what had happened.

13.a. You are going to read two articles about the same event from different newspapers. In pairs, A reads article 1 and B article 2. Don’t worry about new words. Then talk to your partner. Decide exactly what happened. (EFUI TB 80/6.b; EFUI SB 88/6.b)

13.b. Now quickly read each other’s article with the glossary. Then in pairs answer the questions below, writing short notes. Say in which article you found the information. Write 1, 2, or B (both). (EFUI TB 80/6.c; EFUI SB 89/6.c)

Which article?

1. Where was Mr Rachid from?

2. How old was he?

3. What did he do for a living?

4. What was he accused of?

5. What was the atmosphere like before the jury gave the verdict?

6. What was the jury’s real verdict?

7. Why did the judge sentence him?

8. What was the sentence?

9. What is the maximum sentence for this crime?

10. How did Mr Rachid feel when he heard the verdict?

11. Why was Mr Rachid brought back to the court?

12. How did Mr Rachid feel when the judge told him he was free?
13.c. Look at the highlighted words. Guess their meaning from the context. Then match to the meanings. (EFUI TB 80/6.d; EFUI SB 89/6.d)

1. changed into ___________________________
2. irritation, uncomfortable feeling in the body ___________________________
3. made impossible to hear because of a noise ___________________________
4. pleased because your fear or worry has been taken away ___________________
5. confused ____________________________
6. a warning that sb may hurt/kill you if you don’t do what he/she wants ________________

13.d. Daniel and Victoria have noticed that the articles are from two different kinds of newspaper, since they differ in style and treatment of the item of news. Which article is more dramatic, and has more about atmosphere and feelings? Which do you think is from a tabloid, and which is from a more serious newspaper? (EFUI TB 80/6.e; EFUI SB 89/6.e)
14. MAKING CONVERSATION

Coming back to the period where Daniel was in England, the programme reaches its end and the Spanish police officers have to come back to Spain. They all have found their stay in the UK very useful, and have learned a lot in their street patrols and the work carried out at the police station. On the final day, both British and Spanish police officers engage in a debate about several topics related to crime and court. Each party offers their views in accordance with what the rules are in their countries. They also comment on the citizens’ feelings about these subjects, which they know thanks to several surveys performed in Spain and the UK. The result of these contrastive views is a fruitful exchange of ideas.

14.a. GET IT RIGHT. Making your point

Complete the expressions for giving your opinion and agreeing/disagreeing. Try to use them in the discussions. (EFUI TB 81/7 (Get It Right); EFUI SB 90/7 (Get It Right)).

<table>
<thead>
<tr>
<th>ask</th>
<th>completely</th>
<th>opinion</th>
<th>personally</th>
<th>point</th>
<th>quite</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my _______________ I think … I _______________ disagree…</td>
<td>I _______________ agree …</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you _______________ me …</td>
<td>I agree with you up to a _______________ …</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14.b. Look at the six topics below. Decide what your opinion is on each issue. Make a few notes to back up your opinion. Use the Vocabulary Builder CRIME AND PUNISHMENT on pages 628, 629 and 635 to help you. (EFUI TB 81/7.a; EFUI SB 90/7.a)

14.c. Work in groups of three or four. Your teacher will call out a number from 1 to 6. Each person must give their opinion for that question. Keep discussing the topic until the next number is called out. (EFUI TB 81/7.b; EFUI SB 90/7.b)
File 6B. Economical with the truth

Reported speech
Truth and lies, reporting verbs

1. VOCABULARY. Truth and lies

Daniel and Victoria’s daughter, Irene, wants to become a private detective and a secret agent. Her parents tell Michael, the superintendent in File 6A (do you remember him? He was in charge of the Spanish police-officers who went to England following the European Union exchange programme for the improvement of the collaboration among the police systems). Michael informs Daniel that high quality courses are being currently run in his police station to achieve Irene’s professional aspirations. Michael himself is the co-director together with a professional private detective with a very good reputation: Tom Slaughter. However, a very hard entrance exam is required. It consists of an oral test which simulates a real-life situation. Candidates have to lie in a credible manner so as to gain confidence from their interlocutor and in this way obtain specific items of information from him/her. They also have to detect their interlocutor’s lies. There are short intensive courses run by both Michael and Tom too aimed at preparing candidates to pass this exam. Daniel and Victoria tell Irene about these courses and Irene immediately becomes enthusiastic at the idea of studying in England. Like her parents, she speaks perfect English too. She is determined to pass the entrance exam and immediately flies to England.

On the first day of the course at the police station, Michael introduces Tom to the applicants. As an ice-breaker, Tom supplies them with a list of quotations from famous people about truths and lies. He asks them to comment on them and to tell him which one they like best.

1.a. Complete the quotations with a word from the list (some words are used more than once). Which quotation do you like best? (EFUI TB 82/1.a; EFUI SB 91/1.a).

<table>
<thead>
<tr>
<th>liar</th>
<th>lies</th>
<th>true</th>
<th>secret</th>
<th>deceive</th>
<th>cheating</th>
<th>pretend</th>
</tr>
</thead>
</table>

1. ‘_____ is something everybody only tells one person.’

2. ‘I have not told any _____, but I have been economical with the _____.’

3. ‘Oh what a tangled web we weave when first we _____ to _____.’

4. ‘It is always the best policy to tell the _____ – unless, of course, you are an exceptionally good _____.’

5. ‘Be careful what you _____ to be, because you are what you _____ to be.’

6. ‘I don’t care what is written about me, so long as it isn’t ______.’

7. ‘I was thrown out of college for _____ in the metaphysics exam. I looked into the soul of the boy sitting next to me.’
1.b. While the candidates were commenting on the quotations, they remember certain personal anecdotes related to the topic of lying. Look at some of the sentences they uttered. Match the sentences and explain the meaning of the words in bold. (EFUI TB 82/1.b; EFUI SB 1/91.b. The order and structure of the sentences is exactly the same as in the original. Several modifications in the wording have been made so that the sentences altogether resemble utterances from a real-life conversation).

1. My little sister **pretended** to be ill that morning.
2. Brian deceived Martha.
3. He told her a **white lie**.
4. My cousin **cheated** in the exam.
5. His brother always **tells the truth**.
6. My friend Maggie is not very good at **keeping secrets**.
7. He is a terrible **liar**.

1.c. Cover the left-hand column. Remember the expressions. (EFUI TB 82/1.c; EFUI SB 91/1.c)
2. BETTER PRONUNCIATION.

2.a. **T6.5** Listen to the pairs of words. Can you hear the difference? (EFUI TB 84/Better Pronunciation a; EFUI SB 95/Better Pronunciation a).

1. a) true  
   b) through
2. a) dead  
   b) death
3. a) there  
   b) dare
4. a) three  
   b) tree
5. a) path  
   b) part
6. a) they  
   b) day
7. a) worth  
   b) word
8. a) breathe  
   b) breed
9. a) theme  
   b) team
10. a) bet  
    b) bed

2.b. **T6.6** Listen to one word from each pair. Circle the word you hear. (EFUI TB 85/Better Pronunciation b, EFUI SB 95/Better Pronunciation b).

2.c.   A Say words from 2.a. for your partner to identify.
       B Say words which word you hear, a or b. (EFUI TB 85/Better Pronunciation c; EFUI SB 95/Better Pronunciation c).
3. LISTEN BETTER. Listening for gist and detail

After this ice-breaker, Michael interviews Tom about his job in the presence of the candidates. Michael and Tom ask them to be very attentive to this interview and to take notes under certain headings. They warn them that the information provided will be very useful for the career of those who pass the entrance exam.

3.a. Listen and say whether in general Tom is positive or negative about his job. Listen once an interview with a private detective. In general is he positive or negative about his job? (EFUI TB 85/7.a; EFUI SB 95/7.a)

3.b. Listen again and take notes under the headings supplied to the students by Michael and Tom: Listen again and take notes under these headings: (EFUI TB 85/7.b; EFUI SB 95/7.b)
   1. What his job involves
   2. The worst aspects of his job
   3. Tricks he uses
   4. Advice for people who are deceiving others

4. WHAT DO YOU THINK?

After having listened to Tom’s last answer about his private life, Michael and Tom tell the applicants to carefully think if they still want to continue this course. The main part leaves. Michael and Tom then give out a questionnaire to those who stay. Of course, Irene is among them. This questionnaire will provide a psychological profile of the candidates. In this way, it will help Michael and Tom to improve their applicants’ weakest parts.

In pairs, talk about the questions below. Use the words in bold. (EFUI TB 82/1.d; EFUI SB 91/1.d).

SECRETS AND LIES

Which of these do people lie about most often? Why?
   a) money
   b) their age
   c) their feelings

Is it acceptable to tell a lie...?
   • to protect your privacy
   • to keep a secret

Is it sometimes better to tell a white lie than to tell the truth? When?
Should doctors always tell their patients the truth?
Should parents always answer their children’s questions truthfully?
Is ‘being economical with the truth’ the same as lying?
Who are better at lying, men or women?
In what jobs is it useful to be good at lying?

Do you know anyone who...
   • regularly lies about his/her age? Why?
   • has pretended to be ill? Why?
   • told a lie and was then caught out? What happened?
   • has cheated in an exam? How?
   • has been deceived by a partner or good friend they trusted?
5. CHECK WHAT YOU KNOW. Reported speech

After filling in the questionnaire, Tom asks his students which they think the eight most common types of lies are. They should also contextualise each type within a specific situation.

5.a. Discover what his students answered. Complete the cartoons with one of the lies from the box. (EFUI TB 82/2.a; EFUI SB 92/2.a).
5.b. Complete the sentences uttered by the applicants while describing the situations. Look at conversation 1 written in reported speech. (EFUI TB 82/2.b; EFUI SB 92/2.b).

1. When she asked him if he could afford to buy it he said that he earned £100,000 a year.
   How do the verbs change? What else changes? Complete sentences 2–8 using reported speech.

2. He asked her ______________ before and she answered that it

3. She asked her niece ______________ the present and she replied that

4. When she asked him when ______________ the bill he replied that
   he ______________ a cheque ______________.

5. The doctor asked him ______________ and he said that
   ______________ three times a week.

6. When he asked her ______________ she answered that she

7. She asked the plumber when the washing machine ______________ and he replied that he

8. She told her husband ______________ the truth and he said that
   ______________ her.
6. FOCUS ON NEW LANGUAGE. Other forms of reported speech

The latter was the last activity of the first day of the course. Tom and Michael thank the applicants for having come and ask them: “Why don’t we all go out for a drink?” (see 6.a.). Everybody immediately thinks this is a very good idea. Which verb of the box corresponds to Tom and Michael’s question? (Suggest).

admit advise agree apologize for encourage/mˈkɑːrdʒ/ insist (on) invite offer persuade promise recommend refuse remind/rɪˈmænd/ suggest threaten/θrɛtn/ warn/wɜːn/

6.a. Match the verbs from the box above and speech bubbles. Underline the stress. (EFUI TB 84/4.e; EFUI SB 94/4.e (first part); 132 Verbs for reporting speech (a). The first sentence was made up by me so that it fitted in with this communicative stage).

1. “Why don’t we all go out for a drink?”
2. I’ll do it tomorrow, I promise.
3. I’m terribly sorry. I’ve broken your glasses.
4. Don’t forget to buy the present.
5. Yes. OK. It was me. I wrote the letter.
6. Please come. You’d really enjoy it and I don’t want to go on my own.
7. I think you should phone him.
8. Be careful! Don’t touch it!
9. If you don’t keep quiet, I’ll shoot.
10. I’ll help you carry it.
11. Would you like to see a film?
12. OK. I’ll do it.
13. No, I won’t help you.
14. Go on! You can do it!
15. It’s definitely my case. It’s got my name on it.
16. It’s a really good restaurant.

1. ______________________________ 9. _____________________________
2. ______________________________ 10. ____________________________
3. ______________________________ 11. ____________________________
4. ______________________________ 12. ____________________________
5. ______________________________ 13. ____________________________
6. ______________________________ 14. ____________________________
7. ______________________________ 15. ____________________________
8. ______________________________ 16. ____________________________
6.b. Cover the verbs. Look at the speech bubbles. Remember the verbs. (EFUI TB 84/4.e; EFUI SB 94/4.e (first part); 132 Verbs for reporting speech (b))

6.c. Look at the table below to see how the verbs in 6.a. are used. (EFUI TB 84/4.e; EFUI SB 94/4.e (second part))

<table>
<thead>
<tr>
<th>+ to + infinitive</th>
<th>+ person + to + infinitive</th>
<th>+ -ing form</th>
</tr>
</thead>
<tbody>
<tr>
<td>offer</td>
<td>ask</td>
<td>apologize for</td>
</tr>
<tr>
<td>refuse</td>
<td>invite</td>
<td>admit</td>
</tr>
<tr>
<td>threaten</td>
<td>encourage</td>
<td>deny</td>
</tr>
<tr>
<td>agree</td>
<td>advise</td>
<td>insist (on)</td>
</tr>
<tr>
<td>promise</td>
<td>remind</td>
<td>recommend</td>
</tr>
<tr>
<td></td>
<td>warn</td>
<td>regret</td>
</tr>
<tr>
<td></td>
<td>tell</td>
<td>suggest</td>
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<tr>
<td></td>
<td>persuade</td>
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<tr>
<td></td>
<td>convince</td>
<td></td>
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<tr>
<td></td>
<td>(not)</td>
<td>(not) doing</td>
</tr>
</tbody>
</table>

6.d. When the pub session finishes, Irene comes back to her hotel. In her room, she tunes a radio channel. It deals with some sports news about a runner cheating in a marathon. T 6.4 Think of the following question: how do you think a runner could cheat in a marathon? (EFUI TB 83/4.a; EFUI SB 94/4.a)

6.e. Listen to this part of the radio sports news heard by Irene. Listen to part of the sport news. Find out: (EFUI TB 83/4.b; EFUI SB 94/4.b)

1. How Sergio cheated.
2. How Sergio was caught.
3. What happened to him in the end.
6.f. Irene finds the piece of news very amusing. On the following day she tells the others while they are all having breakfast in the cafeteria of the police station. Look at the sentences used by Irene to describe Sergio's incident. Listen again and complete the sentences. (EFUI TB 83/4.c; EFUI SB 94/4.c)

1. After the race, another runner, who finished 17th, _______________ Sergio of cheating.
2. At first, Sergio _______________ doing anything wrong.
3. Sergio _______________ that he had changed clothes.
4. Sergio _______________ for cheating.
5. The race organizers _______________ that he gave back his prize money and metal.
6. Sergio _______________ not to do it again.

6.g. Look at the words actually used by Sergio and others. Match them to sentences 1-6 in 6.f. Why are the phrases in italics not reported? (EFUI TB 84/4.d; EFUI SB 94/4.d)

☐ Me? I haven’t done anything wrong.
☐ I’m terribly sorry I cheated.
☐ I won’t do it again. I give you my word.
☐ It’s not fair. He cheated.
☐ Yes, it’s true. I changed clothes with my brother.
☐ You must give the money back immediately.
7. READ BETTER. Explaining what you’ve read

The students finish their coffee and enter the room where Tom and Michael are waiting for them. The two men tell them that they are going to read an article about lying in the New York Times written by a very famous criminal journalist.

7.a. Before they read it, they ask them in pairs to discuss what they think the answers to the following questions will be. You’re going to read a text about lying. Before you read, in pairs, discuss what you think the answers to these questions will be. (EFUI TB 83/3.a; EFUI SB 92/3.a)

1. Is it easy to spot if someone is telling a lie? □
2. Why is it difficult to create lie-detection experiments? □
3. How many lies do most people tell a day? □
4. In which jobs are people especially good at spotting liars? Why? □
5. If a woman is lying, who will spot it first, her husband or a stranger? □
6. Are women better at detecting lies than men? □
7. Are educated people better or worse liars? Why? □
8. What emotions do liars try to hide? □
9. Do people tend to forget or to remember lies they told in the past? □
10. What kind of clues does a liar give that he or she is lying? □
11. What does the expression ‘to live a lie’ mean? □

7.b. After lively discussing their guesses, the candidates start reading the article. The procedure is as follows: in pairs, one of them reads the first two parts and the other one the second two. Each of them ticks (√) the questions which are answered in their respective paragraphs. In one minute, Student A reads the first two parts and student B the second two. Tick (√) the questions which are answered in your paragraphs. (EFUI TB 83/3.b; EFUI SB 92/3.b)

7.c. Read your paragraphs again more carefully to find the answers to the questions in 7.a. In pairs, explain the answers in your own words. (EFUI TB 83/3.c; EFUI SB 92/3.c)

7.d. Now read the paragraphs your partner read. Underline any words you don’t know. Compare your underlined words with your partner. Guess the meaning from the context or check with a dictionary. (EFUI TB 83/3.d; EFUI SB 92/3.d)

7.e. Tom and Michael then ask the candidates to reflect upon how good they are at spotting liars with the information from the text. They remind them that one part of the entrance exam will consist of detecting lies. How good are you at spotting liars? Do you know anyone who has “lived a lie”? (EFUI TB 83/3.e; EFUI SB 92/3.e)
To tell the truth, it's hard to spot a liar

Not as easy as you think

Ten men are interviewed on video for ten minutes. Each man gives his opinion on important social issues such as capital punishment and anti-smoking laws.

All the person watching the video has to do is to decide which of the men are lying. It sounds easy, doesn’t it? Most people think it does. They are confident of their ability to detect a liar. After all, we live in a society where lies are commonplace—in one study people confessed to telling at least one lie a day (college students two). Yet psychologists at the University of California have demonstrated that most people perform really badly on the test, even though each liar gave a variety of clues. Even groups who might have been expected to score better—police officers, lawyers, judges, and FBI agents—got low marks, showing little more skill than the man in the street.

What the real experts do—the give-away signs

In fact, the only two groups of people who have proved consistently good at spotting liars are US Secret Service agents, and clinical psychologists who are doing research into lying. The reason why they’re good is that they don’t rely on one single clue, a lack of eye contact for example, but they notice and interpret many different signals that liars often give out. These signals, which are different for each liar, and are virtually undetectable in very skilled liars, can be verbal and non-verbal. They indicate all the emotions which the liar wants to keep hidden; guilt, despair, anger, fear, even pleasure—the intense pleasure some liars feel at deceiving their victims. Verbal clues include using a higher voice, making speech errors, or pausing. Non-verbal signs include things like touching your nose, leaning towards the listener, and playing with small objects such as a pen.

The people who’ll deceive you best

One difficulty in studying lie detection is that experiments are rarely able to reproduce the motivations and pressures to succeed that liars experience in real life. ‘In the real world,’ said Dr Ekman from the University of California, ‘if a jury doesn’t believe you, you go to jail, and if your wife doesn’t believe you she leaves you. Fortunately for husbands and wives, research suggests that they have a very good chance of getting away with their lies. It appears it is easier to lie to a partner and be believed than it is to lie to a stranger. Women, however, were considerably better than men at detecting lies.

Another clue to spotting liars is how well-educated they are. Dr DePaulo, another researcher, also found that the number of lies people tell increases if they have been university-educated.

‘Education gives people the vocabulary and confidence to deceive. The lies may not be important (so-called white lies) but they are more sophisticated and plausible than you might find elsewhere in society.’

Is your neighbour really who you think he is?

Dr DePaulo is now investigating people’s memory of lies they told in the past, and their guilt feelings. Telling a lie, and especially being caught out, seems to make a very strong impression on us, and some people can still remember lies they told 50 years before. However some people go even further than simply telling a lie, and end up literally ‘living a lie’. One very dramatic case which came to light recently was that of a Frenchman who convinced his wife, family, and friends that he was a doctor in the French health service. For eighteen years he got up every day and went to his imaginary office. In fact he used to drive to a free car park and spend the day there. Sometimes he made up stories of medical congresses and foreign trips which allowed him to spend two or three days away from home. The man had started to live his lie when he failed the second year of medical college and didn’t want to disappoint his parents.

This case is exceptional but gives further proof that it is very difficult for most people to spot a liar.

Adapted from the New York Times
8. PRACTICE. Other forms of reported speech

Tom and Michael inform the applicants that the entrance exam will take place in two days’ time. To prepare it, they should think about the question they asked them after they had read the text in 7.e. Besides, they should also reflect on how good they are at lying with credibility. The day of the exam finally arrives. While they are waiting for their turn, the candidates overhear several arrested people’s replies and confessions in the room nextdoors.

Complete the sentences in reported speech with a reporting verb from the list in 6.a. (EFUI TB 84/Practice; EFUI SB 94/Practice. I have changed the order of the sentences so that those which better match the communicative stage appear at the beginning (1 and 2 here). The new ordering (expressed with the numbers of the original sentences) is as follows: 4, 8, 1, 2, 3, 5, 6, 7).

1. ‘It wasn’t me. I didn’t shoot him.’
   He ______________________________________________________________________
2. ‘I stole the money.’
   She _____________________________________________________________________
3. ‘I’m terribly sorry. I’ve broken the vase.’
   She _____________________________________________________________________
4. ‘I’ll pay for the drinks.’
   Harry ___________________________________________________________________
5. ‘Sally, I think you should get a new job.’
   Sarah ___________________________________________________________________
6. ‘Peter, don’t forget to take the dog to the vet.’
   She _____________________________________________________________________
7. ‘Please, could you open the window, Helen?’
   She _____________________________________________________________________
8. ‘Shall we get a taxi?’, she said.
   She _____________________________________________________________________
9. WRITE BETTER. Writing dialogue

During a break in the examination sessions, Tom tells Michael about their common friends Miriam and James. Apparently James had phoned Tom to tell him that he had had an argument with Miriam and was very worried about what had happened.

9.a. Firstly look at Writing Bank Writing C (EFUI TB 84/5.a; EFUI SB 94/5.a.; 140 Writing Bank Writing C)

C Writing dialogue
You may want to write dialogue as part of a story.

- Use a variety of speaking verbs: suggested, insisted, told, asked (not just said)
- Use an adverb to show how someone is speaking: slowly, quietly, angrily, etc.
- Remember the correct punctuation for dialogue is inverted commas around the spoken words, and a comma at the end of the spoken words (‘…’).

‘I’d love to come,’ she said, ‘but I’m busy.’

9.b. Now look at what Tom told Michael. Write the following text as a dialogue. What do you think Miriam said at the end? Check the punctuation carefully (EFUI TB 84/5.b; EFUI SB 94/5.b)

‘Why weren’t you at work yesterday?’ James asked…

James asked Miriam why she hadn’t been at work the day before. Miriam said that she had been ill. James accused her of lying. He insisted that he had seen her in the street the previous afternoon, and threatened to tell her boss. Miriam admitted that she hadn’t been at home, but explained that she had only gone out to get some medicine from the chemist’s. James apologized, and suggested going to have a coffee together. Miriam told him…

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10. MAKING CONVERSATION

Irene’s turn comes. She enters the exam room with another candidate, Melissa. Tom then gives them a few hints before starting their conversation: (EFUI TB 85/6 (Get It Right); EFUI SB 95/6 (Get It Right))

GET IT RIGHT. Plan before you speak

If you plan a story in your head before you tell it, it will always come out better. Think for a few minutes about how you’re going to answer the questions.

10.a. Then, Tom explains the task procedure to the girls and wishes them good luck. In pairs, A and B read your questions. You will have to answer ‘yes’ to each question. If you have had the experience, tell the truth. If you haven’t, invent the details. (EFUI TB 85/6.a; EFUI SB 95/6.a)

A  Have you ever...?
promised not to tell a secret and then broken your promise
had to admit that you were lying
refused to pay the bill in a restaurant
had to apologize for drinking too much
persuaded a friend to cheat in an exam

B  Have you ever...?
agreed to go out with someone you really didn’t like
had to remind someone several times to pay you back the money
been warned not do something but then done it
advised a friend to break up with their partner
offered to look after someone’s dog, and then had a problem

12.2. A asks B the questions in Box A. As B answers, watch for any clues which tell you that B is lying (making mistakes, touching his/her nose, etc.). After each question, say if you think B was lying or not. Swap roles. (EFUI TB 85/6.b; EFUI SB 95/6.b)

Both Irene and Melissa pass the entrance exam. What about you?