

Overview

Lead-in	Vocabulary: Fortunes
5.1	<p>Can do: Talk about professional relationships</p> <p>Grammar: Emphasis</p> <p>Vocabulary: Business</p> <p>Speaking and pronunciation: Emphasis (1)</p> <p>Reading: Starting up and starting over</p> <p>Listening: Choosing a business partner</p>
5.2	<p>Can do: Discuss financial decisions/regrets</p> <p>Grammar: Conditional sentences</p> <p>Vocabulary: Finance and philanthropy</p> <p>Speaking and pronunciation: Contractions (2)</p> <p>Reading: Rags to riches</p>
5.3	<p>Can do: Express priorities</p> <p>Grammar: Sentence adverbials</p> <p>Vocabulary: Expressing quantity</p> <p>Speaking and pronunciation: How to... express priorities</p> <p>Reading: 100 best companies to work for</p> <p>Listening: Working conditions</p>
Vocabulary	Idioms (1)
Communication	Negotiate
Writing bank	Write a persuasive piece How to... write persuasively
Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 5.1** Talk about professional relationships
5.2 Discuss financial decisions/regrets
5.3 Express priorities
Communication Negotiate
Writing bank Write a persuasive piece

CEFR Portfolio ideas

- You are organising a dinner party for eight people. Choose any historical figures to be your seven guests. You want your guests to be interesting, but you don't want them to fight with each other, so choose carefully! Since you cannot cook, choose a menu from take-away food available locally. Write an email to one of your guests inviting them to the party, saying who will be there and persuading them to attend.
- Write an article about the best boss or manager you have ever had, explaining why this person was so good. End your article with 'Five tips for good managers'.
- Prepare a magazine advertisement for an electrical appliance. List the benefits from using the appliance.
- A friend wants you to look after his/her pet for two weeks. You do not want to accept this responsibility. Invent reasons why you cannot care for the pet. Write a dialogue in which finally, you either accept or reject this task.

Lead-in

OPTIONAL WARMER

Ss write the names of three famous wealthy people from their countries. In a monolingual class, get feedback as a class and Ss explain to you how these people became rich. In a multilingual class, pair Ss so that they are working with Ss of a different nationality. Ss share information about the names they have written with a partner, explaining how the people became so rich. Get feedback from the whole class.

1a ► Ss work in pairs to make a list of ways they can think of making a fortune. When Ss have written their lists, they compare what they have written with another pair. Ss then decide which of the ways of earning a fortune are the easiest, which are the most risky and which the quickest. Get feedback from the whole class.

b ► Focus Ss on sentences 1–8. Ask Ss to discuss in pairs the meaning of the underlined words and phrases. Check answers with the whole class.

Answers

- inherited a lot of money
- argued about the price
- the business of buying and selling shares
- an increase in wages
- describes (people) who earn a lot
- worth more than money can buy
- paid according to how much you sell
- couldn't pay its debts

c ► Ss decide if any of the words/phrases could be used to describe the photos. Get feedback from various Ss.

2 ► Ss discuss statements 1–6 in small groups. Get feedback from the groups.

EXTEND THE LEAD-IN

Write the following sentence on the board: *High-income families should pay higher taxes.* Divide the class into two groups: A and B. Tell group A that they are in favour of this idea, and group B that they are against the idea. Give the groups time to prepare what they are going to say. Invite one of the Ss in group A to start the debate by stating why they are in favour of high-income families paying higher taxes. Then get one of the Ss from group B to respond. Make sure that all the Ss in both groups contribute to the debate. You can decide at the end of the debate which group has been more convincing in their arguments.

5.1 A new leaf

In this lesson, Ss read about a television show in which ex-convicts are trained to become florists. Ss then look at how to add emphasis in sentences. Ss finish the lesson by listening to someone talking about business partnerships, and go on to discuss what makes such partnerships successful or not.

OPTIONAL WARMER

Ss write down occasions when they think it would be suitable to send or receive flowers in their countries. Ss compare what they have written with a partner, and discuss if they have ever given or received flowers on such occasions.

Vocabulary | business

1a ▶ Ask Ss to read the proposal. In pairs, they discuss the question.

b ▶ In pairs, Ss try to work out the meaning of the underlined expressions from the context. Don't ask for feedback at this point.

c ▶ To test Ss' understanding of the expressions from exercise 1a, ask them to complete the sentences in pairs. Get feedback from the whole class.

Answers

- 1 bail; out
- 2 start-up funds
- 3 make; living
- 4 fringe benefit
- 5 broken even
- 6 launch; company
- 7 profit-share
- 8 recruited

Reading

2 ▶ Ask Ss to discuss the questions in pairs or groups of three. Get feedback from the whole class.

3 ▶ Ss read the article again more carefully and answer questions 1–6. Ss compare their answers with a partner. Check answers with the whole class.

Answers

- 1 T
- 2 T
- 3 F
- 4 F
- 5 T
- 6 F

Grammar | emphasis

OPTIONAL GRAMMAR LEAD-IN

Ask Ss who was the first person to arrive in class. Write the following sentence on the board, with the student's name: _____ *was the first to arrive in class today.* Underneath write: *The person ...*. Ask Ss to complete the second sentence, using the information contained in the first sentence. Elicit the following and write it on the board: *The person who arrived first in class today was _____.* Ask Ss why the second sentence is written in this order and explain that this is one way to emphasise important information in a sentence.

4a ▶ Ss look at rule A in the Active grammar box and find further examples from the article. Ss compare answers with a partner. Check answers with the whole class.

Active grammar

- 1 ... really wanted their own shop
- 2 ... it proved very difficult indeed
- 3 Paula was not in the least bit alarmed by working with criminals.
- 4 ... even with the advantage of publicity ...; ... the project was by no means easy
- 5 ... they did know an awful lot about credit card fraud

b ▶ Ss look at rules B and C in the Active grammar box and find further examples from the article. Ss compare answers with a partner. Check answers with the whole class.

Active grammar

Cleft sentences: The reason she could be so calm was that she'd deliberately avoided finding out what crimes they'd committed.; ... The thing that amazed her was that they all wanted to be on TV ...

What clause: what they reminded her of was the children she used to teach in a British comprehensive school.

▶ Refer Ss to the Reference on page 75 and give them time to read through the notes. Monitor to answer any questions Ss have.

5a ▶ Ss rewrite sentences 1–10 to add emphasis using the words in brackets. Ss compare their answers with a partner.

Answers

- 1 He can't complain. It's his own fault he lost the money.
- 2 We're by no means certain that it isn't the same man committing the crimes.
- 3 What I really miss is having enough time to spend with friends.
- 4 They didn't understand what we wanted at all.
- 5 He didn't even stop at the red light. He just drove straight through.
- 6 The costs were very high indeed.
- 7 It was always Sammy who got into trouble.
- 8 Keith wasn't in the least bit annoyed when we cancelled the meeting.
- 9 The reason we came home early was because it started raining.
- 10 The thing I find annoying is those pop-up ads.

b ▶  1.26 Play the recording. Ss check their answers.

Pronunciation | emphasis (1)

6 ▶  1.26 Play the recording again. Ss note the main words which indicate stress in each sentence. Ss practise saying the sentences with the same stress and intonation as the recording.

7 ▶ Ss discuss questions 1–3 in pairs. Encourage Ss to use different ways of adding emphasis when talking to their partners. Monitor for correct use of emphasis. Get feedback from the whole class, congratulating Ss on any correct use of emphasis.

Listening and speaking

OPTIONAL WARMER

Write the following first halves of famous business partnerships on the board: *Saatchi, Ben, Fortnum, Hewlett, Johnson, Marks, Rolls*. Ask Ss to work in pairs to see how many of these famous business partnerships they can complete. Get feedback and write the second halves on the board: *Saatchi and Saatchi* (advertising agency), *Ben and Jerry's* (ice-cream makers), *Fortnum and Mason* (quality English food shop), *Hewlett-Packard* (computer manufacturers), *Johnson and Johnson* (manufacturer of health care products), *Marks and Spencer* (English department store), *Rolls-Royce* (luxury car manufacturers). Ss then discuss what each company does and why they think it is successful.

8a ▶ Give Ss time to read through the notes and discuss what information might be missing.

b ▶  1.27 Play the recording and ask Ss to complete the notes. Ss compare answers with a partner. Check answers with the whole class.

Answers

- 1 friends or family members
- 2 buy them out of their share
- 3 a visionary
- 4 an operations person
- 5 skills
- 6 hire help
- 7 communication
- 8 long-term

9a ▶ Focus Ss' attention on the phrases in the five sections and give them time to read them. Tell Ss that they are going to listen to the recording again, but this time there will be pauses between sections. Play the recording, pausing after each section to give Ss time to take notes about how the phrases are used. Play the recording again if necessary. Ss compare their ideas with a partner.

b ▶ If there are any words or phrases that the Ss don't know the meaning of, encourage them to answer each others' questions or consult a dictionary before asking you. Working with a partner, ask Ss to reconstruct what each speaker said using the words and phrases in the boxes and their notes from exercise 9a. Get feedback from various Ss.

10 ▶ Ss discuss the questions in pairs. Monitor the conversations and take note of any errors. Get feedback from various Ss.

5.2 Rags and riches

In this lesson, Ss read two people's experiences with money. They share this information with a partner and then look at the grammar of conditional sentences. Ss go on to read about some of the world's greatest philanthropists.

OPTIONAL WARMER

Write *money, love, health, family* on the board. Ask Ss to put these four things in order of importance to them. Then tell them to compare ideas with a partner and give reasons for their order. Ss compare their ideas with another pair and justify their choices. Get feedback from the whole class and try to reach a consensus about the order.

Reading

1 ▶ Ss read the statements and decide whether they agree or disagree with them. Ss then share their ideas with a partner and justify their opinions.

2 ▶ Put Ss in pairs. Refer Ss A to the article on page 67. Refer Ss B to the article on page 154. Ss read their texts and make notes to answer the questions as they read. Tell Ss not to worry about any words or phrases they don't know the meaning of at this stage, as you will be dealing with them later.

3 ▶ Ss now tell their partners about the person from their text, using the notes they have taken.

4 ▶ In pairs, Ss discuss the questions. Monitor the conversations for errors. Get feedback from the whole class. Write up any errors you heard on the board. Ss correct the errors with a partner.

Grammar | conditional sentences

OPTIONAL GRAMMAR LEAD-IN

Write the following jumbled sentence on the board: *If the lawyer he hadn't given power wouldn't lost of attorney, he have all money his.* Ss unjumble the sentence with a partner. If they have trouble doing so, write the first three or four words. When Ss have unjumbled the sentence, write the answer on the board: *If he hadn't given the lawyer power of attorney, he wouldn't have lost all his money.* Ask Ss to identify the structures used in this type of conditional sentence: *If + Past Perfect + would have + past participle.* Elicit why we use this type of conditional sentence (to talk about a hypothetical past situation) and its name (Third Conditional). Tell Ss they are going to be looking at other conditional structures in this lesson.

5a ▶ Focus Ss' attention on the Active grammar box. Ss identify whether the sentences are about Leon Spinks or Zhou Xiaoguang.

Active grammar

- 1 Spinks
- 2 Xiaoguang
- 3 Xiaoguang
- 4 Spinks
- 5 Spinks
- 6 Spinks
- 7 Xiaoguang

b ▶ Ss match the examples in the Active grammar box to their descriptions.

Active grammar

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

c ▶ Focus Ss' attention on the articles on page 67 and page 154. They identify sentences with conditionals or *wish*.

Answers

- Spinks wishes things had gone differently ... (*wish* + Past Perfect to talk about the past)
- If he had never been heavyweight champion ... they would still love him. (Mixed Conditional)
- ... he might have been one of them if he hadn't taken up boxing. (Third Conditional)
- ... if they eat healthy ... maybe one day they might become the champ, too. (Second Conditional)
- It might have stayed that way if Zhou Xiaoguang had not seen the potential ... (Third Conditional)
- ... she wishes she had not needed 'to become a vendor at such a young age'. (*wish* + Past Perfect to talk about the past)
- ... if she hadn't experienced those difficult times, she would not have become the extraordinary businessperson that she is today. (Third Conditional)

▶ Encourage Ss to look at the Reference on page 75. Give Ss time to read through the notes.

6 ▶ Ss rewrite the sentences using the prompts in brackets so that the meaning stays the same. Check answers with the whole class.

Answers

- 1 Supposing we left immediately, would we get to the bank in time?
- 2 If the last question hadn't been so difficult, I might/would/could have passed the exam.
- 3 I would have bought some presents if I had had my credit card with me.
- 4 If only there wasn't so much competition, the business might be/would be doing better.
- 5 Should you have any problems, you can call me.
- 6 If it hadn't been for Dr Hyde, I might not have survived the operation.
- 7 If they hadn't fallen out over money, they might/would/could still be married now.
- 8 Should you arrive late, just ask for me at the desk.

Pronunciation | contractions (2)

7a ▶  1.28 Play the recording and Ss identify the full form of the underlined words.

Answers

- 1 had; would; have
- 2 would; had
- 3 would; have

b ▶  1.28 Play the recording again. Ss listen and repeat.

Speaking

8 ▶ Ss discuss questions 1–5 with a partner. Encourage Ss to use conditional structures where possible. Monitor conversations for correct use of conditionals and any important errors. Get feedback from different pairs. Finally, write errors on the board and encourage Ss to correct them.

Vocabulary | finance and philanthropy

OPTIONAL WARMER

Focus Ss on the photo of Bill and Melinda Gates. Ask Ss to discuss in small groups what they know about the people and what the text might be about. Get feedback from the whole class.

9a ▶ Ss read the definition and identify any philanthropists they know. Get feedback from the whole class.

b ▶ Ss read the article and discuss the questions in pairs. Ask Ss if there are any words or phrases from the text that they don't understand. Encourage Ss to answer each others' questions or look in an English–English dictionary before explaining the vocabulary to the group.

10 ▶ Focus Ss' attention on questions 1–3. Put Ss in small groups to discuss the questions. Monitor the conversations closely for errors and any interesting language Ss use. Get feedback from the whole class. Write any errors you have heard on the board and encourage Ss to come up to the board and correct them. Finally, congratulate Ss on any interesting language they have used.

11 ▶ Put Ss in pairs to discuss the questions. Get feedback from the whole class.

12a ▶ Ss complete the sentences. They can look at the underlined phrases from the article to help them. Let them compare with a partner.

Answers

- 1 a
- 2 to
- 3 giving
- 4 make
- 5 in
- 6 put

b ▶ In pairs, Ss discuss which statements from exercise 12a they agree with. Get feedback from the whole class.

13 ▶ Focus Ss' attention on the Lifelong learning box. In pairs, they complete the sentences. Explain that each pair of sentences should be completed with the same word.

Answers

- 1 recruit
- 2 fund
- 3 benefit

▶ Ss write similar pairs of gapped sentences with the other five words. In pairs, they take turns to look at each others' sentences and complete the gaps.

5.3 In good company

In this lesson, Ss read an article about which companies are good to work for and look at vocabulary for describing jobs. Through this context, Ss look at the grammar of sentence adverbials. Ss listen to an interview with a company director. They finish the lesson by looking at vocabulary expressing quantity.

OPTIONAL WARMER

Write the following question on the board: *If you could work for any company in the world, what company would you work for?* Ask Ss to discuss this question in pairs. Get feedback from the whole class.

Vocabulary | describing a job

1 ► Ss list the five most important things for them in a job. Ss then compare their lists with a partner and reach agreement about the five most important things. Get Ss to share their lists with another pair and justify their choices. Monitor the conversations for errors. Get feedback from the whole class.

2 ► Focus Ss on the words and phrases from the box. Ss discuss with a partner how many they know the meaning of. Ss check the words and phrases they don't know in their dictionaries. Check answers with the whole class. Ss check if any of these words and phrases appeared in their original lists.

Speaking

3 ► Focus Ss on the words from the box. Ask Ss to discuss in groups of three or four if they know any expressions which use these words. Get feedback from different groups and write correct examples on the board.

► Ss complete the the How to... box with the words from the box. Check answers with the whole class.

Answers

Saying it's very important: My main priority is ...; This is absolutely vital; I couldn't do without ...

Saying it's not too important: I'm not really bothered/concerned about this; I could do without ...

4 ► In pairs, Ss discuss which of the factors in exercise 2 are, or are not, priorities for them. Encourage Ss to use the expressions from the How to... box. Monitor for correct use of the expressions. Get feedback from various Ss.

Reading

5 ► Focus Ss' attention on the article. Ss read the article and answer questions 1–4. Ask Ss to compare their answers with a partner. Check answers with the whole class.

Answers

- 1 It uses a survey, asking employees questions about their company, for example, about pay, benefits, etc. Then it compares the results for each company.
- 2 All of the top companies pay well, allow workers to make decisions, and offer a comfortable workplace, but the winners tend to offer things 'above and beyond the norm', which other companies don't.
- 3 'Employees first, customers second'. They also believe in giving responsibility to employees.
- 4 Because the staff, even if they are very young, can make decisions that keep the customers happy.

Grammar | sentence adverbials

OPTIONAL GRAMMAR LEAD-IN

Write the following sentence ending on the board: ... *the most important thing for employees is not money*. Tell Ss to scan the article quickly to find out how this sentence begins. When the Ss have found the sentence, write the adverbial phrase at the beginning: *Surprisingly enough*. Ask Ss what this adverbial phrase says about the writer's opinion of the workers' priorities (answer: the writer is surprised). Elicit that sentence adverbials are often used at the start of a sentence to show an opinion or attitude to a subject.

6a ► Focus Ss' attention on the article again. Ask Ss to say what purpose the underlined sentence adverbials serve.

Active grammar

Sentence adverbials can be used to make a comment (often an opinion) about the subject.

b ► Focus Ss' attention on the Active grammar box and to choose the correct options in rules A and B.

Active grammar

- A beginning
- B comma

c ▶ In pairs, Ss complete the table. Get feedback from the whole class.

Active grammar

Unexpected points: *surprisingly enough; believe it or not*

Generalisations: *by and large; broadly speaking*

How something appears: *seemingly; apparently*

Contrast: *however; on the other hand*

Reflection on the past: *looking back; with hindsight*

Partial agreement: *to a certain extent; up to a point*

d ▶ Ask Ss if they know any other adverbial phrases to add to the table.

▶ Refer Ss to the Reference on page 75 and give them time to read through the notes.

7 ▶ Focus Ss on sentences 1–6. Ss decide which of the adverbials in each sentence does not fit the context. Let them compare with a partner. Get feedback from various Ss.

Answers

- | | |
|--------------------|-----------------------|
| 1 Apparently | 4 apparently |
| 2 Seemingly | 5 Believe it or not |
| 3 Broadly speaking | 6 surprisingly enough |

Speaking

8 ▶ Put Ss in pairs or small groups. Ss discuss sentences 1–5 with a partner. Monitor the conversations for errors. Get feedback from the whole class. Read out any important errors you have heard and discuss them with the class.

Listening

9 ▶ Ask Ss to discuss the questions with a partner. Get feedback from the whole class.

10a ▶  1.29 Tell Ss that they are going to listen to an interview with a company director. Play the recording. Ss listen and take notes if they wish. Ss discuss with a partner what they think of the conditions the company director describes.

b ▶ Play the recording again. Ss listen and make notes on the different topics.

c ▶ Ss compare what they have written with a partner. Check answers with the whole class.

Answers

type of business: recruitment agency that trains and places graduates in sales jobs; a small, London-based company

staff: 60 employees, young, mostly highly qualified graduates, energetic, out-going, like-minded people

incentives: parties, annual skiing holiday, present for most-appreciated employee of the month, negotiated incentives, e.g. company cars, free breakfasts and cappuccino, help with accommodation

salaries: good, with monthly, performance-related cash bonuses

atmosphere: staff laugh a lot with their team, there is a great deal of energy, a fun atmosphere, a company bar, with free breakfasts and coffee

personal involvement: giving people a say in the company, with monthly meetings to discuss big issues and where food is offered free; help with accommodation means that working for the company becomes a lifestyle choice

11 ▶ Ask Ss to discuss the questions in small groups. Get feedback from the whole class.

Vocabulary | expressing quantity

12a ▶ Focus Ss on phrases 1–10. Ask Ss to complete the phrases using the words from the box.

Answers

- 1 as many as
- 2 a little bit more
- 3 a great deal of energy
- 4 plenty of benefits
- 5 not much of an expert
- 6 for the most part
- 7 an awful lot of time
- 8 The vast majority
- 9 quite a few staff
- 10 only a handful of people

b ▶  1.30 Play the recording for Ss to check.

c ▶ Tell Ss that they are going to listen to the phrases again. Play the recording again while Ss mark the stressed words and underline the weak forms. (See answers for exercise 12a. Stressed words are in bold. Weak forms are underlined.)

d ▶ Ask different Ss to read out the phrases again, paying attention to the stressed words and weak forms.

13 ▶ Focus Ss on sentences 1–8. Ss rewrite the sentences so that they have a similar meaning. Tell Ss they should use the words in brackets. Ss compare their answers with a partner. Check answers with the whole class.

Answers

- 1 The government spends a great deal of money on defence.
- 2 Surprisingly few people turned up to see the race.
- 3 For the most part, customers appreciate our top-quality service.
- 4 It isn't much of a fee if you consider the amount of work involved.
- 5 There are plenty of bottles on the rack.
- 6 Only a handful of people asked questions at the end.
- 7 The vast majority of workers joined the strike.
- 8 There were an awful lot of people (there).

14a ▶ Ss complete sentences 1–6.

b ▶ Ss compare their answers with a partner and explain what they have written. Get feedback from various Ss.

OPTIONAL EXTENSION

Ss choose one of the sentences from exercise 14a to write a paragraph about. Monitor and help Ss as necessary, and check what they are writing. When they have finished, invite different Ss to present what they have written to the rest of the class. Encourage the Ss listening to ask follow-up questions. When Ss have finished presenting their topics to the class, focus Ss on the example topic of getting the most from the course. Put Ss in pairs to make a list of other ways, apart from doing more homework, which would help them get the most from the course. Ss then share their lists with other pairs. Get feedback from the whole class and write Ss' ideas on the board. Discuss which of the ideas are the most practical and encourage Ss to put them into practice during the course.

5 Vocabulary | Idioms (1)

In this lesson, Ss look at different idioms connected to money.

OPTIONAL WARMER

Write the word *charity* on the board. Make sure that Ss know what a charity is by asking them to name some famous ones. Put Ss in groups of three or four. Tell each group that they have 100,000 dollars to give to charity and that they have to decide on three charities they would give money to. Get feedback from each group and ask different groups to explain to the whole class what charities they chose and why.

1 ▶ Ask two Ss to read out the short dialogue to the rest of the class. Ask Ss to discuss in pairs the two meanings of the word *fortune*. Ask a pair to explain the meanings to the rest of the class.

Answers

Fortune means (A) luck, (B) a large sum of money.

2 ▶ In pairs, Ss match the phrases. Let them compare their answers with another pair. Check answers with the whole class.

Answers

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

▶ You may want to write sentences on the board to show how *splash out on* and *treat myself to* can be used differently, e.g. *I splashed out on a new pair of jeans. I treated myself to a massage.* These sentences show how *splash out on* means buy something expensive, whereas *treat myself to* means give myself a treat.

OPTIONAL VARIATION

Divide the class into pairs, A and B. Ss A look at the phrases 1–9, Ss B look at the phrases a–i and decide what these phrases mean. Ss then tell their partners what they think their phrases mean and if any of the meanings are similar. Ss then match phrases 1–9 to phrases a–i.

3 ▶ With a partner, Ss discuss questions 1–3. In a monolingual class, ask Ss to discuss the questions before explaining any similar phrases in their own language to you. In a multilingual class, organise Ss so that they are working with a partner of a different nationality. Ss then explain to the rest of the class any similar expressions which their partners have in their language.

Answers

- 1 The phrases in a–i are more colloquial.
- 2 The phrases in 1–9 are neutral.

4 ▶ Focus Ss' attention on the photos. In pairs, Ss decide if any of the phrases they have looked at in exercise 2 could be used to describe the photos. Get feedback from the whole class.

5a ▶ Ss discuss questions 1–8 with a partner. Monitor conversations for errors.

b ▶ Ss compare their answers with another pair. Get feedback from the whole class. Write any important errors on the board and get different Ss to correct them.

5 Communication

In this lesson, Ss listen to people talking about what they would do if their company suddenly had a fortune to spend. Ss then do a role play, deciding how a company should spend a fortune.

1a ▶  1.31 Tell Ss they are going to hear two people discussing what they would do if their company suddenly had a fortune to spend. Play the recording for Ss to take notes about the ideas they hear.

b ▶ Ss compare their answers with a partner. Ss also discuss how they think the speakers' characters are different. Get feedback from various Ss. Play the recording again for Ss to check their answers.

Answers

He wants to: replace the chairs in the office; renovate the office; do something practical.

She wants to: go on a company 'jaunt' (holiday) to the West Indies; get a house by the sea for all employees to use.

2 ▶ Divide the class into groups of four. In their groups, Ss discuss what their company/university/school would do if they had a fortune to spend. Get feedback from various groups and decide as a class which group had the best ideas.

3 ▶ Ss read through the profile of Fortune Foods and answer the questions. Check that Ss have the correct answers.

Answers

The company's strengths: It has an excellent reputation and is growing. Its clients are rich businesses.

Main problems for employees: The workers often stay late at night preparing food and are stressed. It is difficult for employees to drive to work.

4a ▶ Put Ss in two groups, A and B. Tell Ss about the situation. Refer Ss A (workers) to page 150 and refer Ss B (management) to page 149. Give Ss time to prepare their arguments. Monitor and help Ss where necessary.

b ▶ When Ss are ready, they start the negotiation. Monitor the conversations for errors. When Ss have finished the negotiation, they discuss question 3 together. Note any important errors that Ss have made on the board ask them to correct them. Finally, congratulate Ss on their efforts during the negotiation.

5 Review and practice

1 ▶

Answers

- 1 They explained how the project would be too difficult to manage, and to a certain extent I agree.
- 2 They didn't know who I was talking about. Apparently, Georgia left the company years ago.
- 3 I decided to leave and change careers. With hindsight, I'm not sure that I made the right decision.
- 4 By and large, the new arrangements have worked out well. / The new arrangements have worked out well, by and large.
- 5 The new minister was faced with a seemingly impossible task. / The new minister was, however, faced with an impossible task.

2 ▶

Answers

- 1 a, c
- 2 b, c
- 3 a, c
- 4 a, b
- 5 b, c

3 ▶

Answers

- 1 We weren't in the least bit surprised to hear that she got the part.
- 2 What I couldn't believe was being told to leave!
- 3 It was very hot soup indeed.
- 4 Actually, it is surprisingly warm here. / It's actually very warm here.
- 5 She makes a lot of her own clothes.
- 6 It is by no means certain that the game will take place.
- 7 It was Rachel who had the courage to complain about the service.
- 8 They have done nothing at all to put the problem right.

4 ▶

Answers

- 1 pestering
- 2 challenging
- 3 execute
- 4 priority
- 5 promotion
- 6 splash
- 7 hard
- 8 treat
- 9 bankruptcy
- 10 rolling

5 ▶

Answers

- 1 founded
- 2 fortune
- 3 charity
- 4 remarkable
- 5 venture
- 6 vision
- 7 design
- 8 worth
- 9 mind
- 10 wealthy

SAMPLE UNIT

5 Writing bank

1 ▶ In pairs, Ss read the essay and discuss the question. Get feedback from the whole class.

2 ▶ Ss read the possible structure and discuss the questions. Get feedback from the whole class.

Answer

Yes, it does.

3a ▶ Focus Ss' attention on the How to... box. In pairs, Ss tick the phrases used. Get feedback from the whole class.

Answers

The key question is ...

The fact is ...

One example of this is ...

Some might say ...

Perhaps

might

generally

b ▶ Ss' add further phrases to the How to... box. Get feedback from the whole class.

Answers

State your position: the main point is that; the fundamental issue is ...

give examples or use lists to illustrate a point: for instance

anticipate counter-arguments: a common misconception is that ...; it has been put forward that ... (but ...)

use hedging devices: arguably; to a certain extent.

4a ▶ Individually, Ss plan a persuasive essay. Encourage Ss to use ideas from the How to... box. Go round and monitor Ss who need any help.

b ▶ Ss write their essays.