

global

intermediate teacher's book

Lindsay Clandfield & Rebecca Robb Benne

Teaching notes, extra ideas, background information,
language notes, answer keys, tapescripts

Essays by

Lindsay Clandfield

Why Global?

David Crystal

The future of Englishes: going local

Amanda Jeffries

Developing study skills and encouraging learner autonomy

Pete Sharma

Blended learning

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How we can develop as teachers

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English Language
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Winner


MACMILLAN

with Teacher's Resource Disc

global

intermediate teacher's book

Lindsay Clandfield & Rebecca Robb Benne



MACMILLAN

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Contents

Coursebook contents map	iv
Course overview	vi
Specialist essays	xx

Teaching notes

UNIT 1	Language & Culture	2
UNIT 2	Lives & Legends	16
UNIT 3	Hot & Cold	30
UNIT 4	Friends & Strangers	44
UNIT 5	Law & Order	58
UNIT 6	Seen & Heard	72
UNIT 7	Supply & Demand	86
UNIT 8	Lost & Found	100
UNIT 9	Love & Hate	114
UNIT 10	Beginnings & Endings	128
	Grammar focus answer key	142
	Introduction to the Teacher's Resource Disc	145

Coursebook contents map

		Grammar	Reading texts	Listening texts	Vocabulary	Speaking and Pronunciation
UNIT 1	Language page 6	State and action verbs (p6) Present simple and present continuous (p9)	<i>The Hobbit</i> (p6)	Greetings (p6) English for a specific purpose (p8)	Greetings (p6) English for specific purposes (p8)	(P) Intonation and different meanings (p6) Fantasy stories and films (p7) (P) Word stress (p8) Languages (p9)
	Culture page 10	Questions (p11) Subject/object questions (p12)	Towards a definition of culture (p12)	Capitals of culture (p10)	Collocations for describing places (p11) EV look (p10)	(P) Word stress (p11) Nominating a town (p11) Towards a definition of culture (p12) Culture quiz (p13)
		Function globally: Making recommendations Global English: A world full of Englishes		(p14) (p15)	Writing: Culture quiz A report Study skills: Understanding your learning style	(p13) (p16) (p17)
UNIT 2	Lives page 18	Past simple and past continuous (p19) Past simple and past perfect (p21)	<i>White Teeth</i> (p20)	An interview with a ghostwriter (p18)	-ing and -ed adjectives (p19) Relationships (p20)	Ghostwriting (p18) (P) Word stress (p19) (P) Weak forms (p21)
	Legends Page 22	Modifiers (p22) <i>used to & would</i> (p25)	Grimms' fairy tales (p23) Legendary places – modern meanings (p24)	A fairy tale (p22)	Extreme adjectives, sentence stress (p23) Prepositions (p24) EV Ways of talking about meaning (p24)	A fairy tale (p22) (P) Sentence stress (p23) Grimms' fairy tales (p23)
		Function globally: Generalising and giving examples Global voices: An important influence		(p26) (p27)	Writing: Ghostwriting a partner's experience A mini saga A narrative Study skills: Improving your reading skills	(p19) (p25) (p28) (p29)
UNIT 3	Hot Page 30	Future forms: plans & intentions (p31) <i>will & be going to</i> for predictions (p33)	Endless energy? (p32)	A desert survival expert (p30) Energy sources (p32)	Materials (p31) Energy (p32) EV Words that go with <i>problem</i> (p32)	Talking about a photo from different points of view (p30) Planning a trip (p31)
	Cold page 34	<i>so & such</i> (p34) Real conditionals (p37)	Coming in from the cold (p34) Weather ups and downs (p36)	In a department store (p36)	<i>cold</i> (metaphor) p35 Words to describe statistics (p36)	Talking about the cold (p34) (P) Intonation (p36)
		Function globally: Requests and offers Global English: Caribbean English		(p38) (p39)	Writing: An online comment: giving opinions A list poem A formal letter Study skills: Writing a learner diary	(p33) (p37) (p40) (p41)
UNIT 4	Friends page 42	Present perfect and past simple (p42) Present perfect with <i>yet & already</i> (p44)	A creative friendship (p42) <i>Guardians of the Kingdom</i> (p44)		Adjective suffixes: -ive, -ful, -ous (p43) Expressions with <i>what</i> (p44)	(P) Contrastive stress (p42) (P) Word stress (p43) Telling a friend your news (p45)
	Strangers page 46	Modals of deduction (p47) <i>somebody, anybody, nobody, everybody</i> (p49)	<i>Strangers on a train</i> (p46) Average UK Man (p48)	<i>Strangers on a Train</i> (p46) Who is Average Man? (p48)	Crime (p46) EV <i>stranger</i> and <i>foreigner</i> (p47) <i>usual</i> and <i>unusual</i> (p48)	Making predictions about a film (p47) <i>usual</i> and <i>unusual</i> (p48) The class Average Man or Woman (p49)
		Function globally: Starting a conversation Global voices: A good friend		(p50) (p51)	Writing: Giving your news Study skills: Working with mistakes	(p52) (p53)
UNIT 5	Law page 54	Modals of obligation and permission (p55) Past modals of obligation (p57)	Asimov's laws of robotics (p54)	Laws of bureaucracy (p56)	EV -ics and -ology (p54) Government collocations (p56)	Government (p56) Bureaucratic situations (p57)
	Order page 58	Present perfect simple and continuous, <i>for & since</i> (p59) Separable phrasal verbs (p61)	<i>I'm a Teacher, Get Me Out of Here!</i> (p58)	An orderly lunch (p60)	Education compound nouns (p58) EV <i>control</i> (p58) Order in the kitchen, phrasal verbs with <i>up</i> (p60)	(P) Education compound nouns (p58) Order in the kitchen, phrasal verbs with <i>up</i> (p60) (P) Phrasal verbs, sentence stress (p61)
		Function globally: Giving advice and warnings Global English: Legal protection for languages		(p62) (p63)	Writing: Cartoon captions My school years Giving instructions Study skills: Using your dictionary: phrasal verbs	(p55) (p58) (p64) (p65)

		Grammar	Reading texts	Listening texts	Vocabulary	Speaking and Pronunciation
UNIT 6	Seen page 66	Passive voice (p67) Articles (p69)	Now you see it ... now you don't! (p66) Optical illusions (p68)	Optical illusions (p68)	take (p66) Colours and shapes (p69)	Photography (p66) P the (p69) Colours and shapes (p69)
	Heard page 70	Reported statements and questions (p71) Reported requests and commands (p73)	Overheard in New York (p70)	Ways of speaking (p70) What did she say? (p71) An interview about the Stasi (p73)	Ways of speaking (p70) EV listen and hear (p70) Electronic equipment (p72)	What did she say? (p71) Describing equipment (p72)
		Function globally: Asking for and giving opinions Global voices: Good news		(p74) (p75)	Writing: A description of a place Study skills: Developing fluency in speaking	(p76) (p77)
UNIT 7	Supply page 78	Defining relative clauses (p78) Non-defining relative clauses (p81)	A good swap / Trash or treasure (p78)	Tulipmania (p80)	Inexact numbers (p79) EV -mania (p80) Wordbuilding: trade (p81)	Bartering (p79) The best way to make money (p80) P Word stress (p81)
	Demand page 82	Countable & uncountable nouns (p83) wish (p85)	Meeting our demands (p82)	Three men on a desert island (p84)	Abstract nouns (p82) EV other ways of saying funny (p84)	Something you were motivated to do (p83) P the letter i (p85) Jokes (p85)
		Function globally: Making formal phone calls Global English: A global language for business		(p86) (p87)	Writing: Describing objects for an auction Giving your opinion Study skills: Learning word families	(p78) (p88) (p89)
UNIT 8	Lost page 90	would (p91) Second conditional (p93)	Life of Pi (p90) Lost in space (p92)	Sending objects into space (p93)	Expressions with lose & lost (p91)	Describing a picture (p90) A guessing game (p93)
	Found page 94	Third conditional (p94) Past modals of deduction (p97)	Top five inventions and discoveries made by accident (p94) Finding treasure (p96)	Bulgaria's Thracian treasures (p96)	Expressions with make & do (p94) EV with or without a plan (p94) Treasure (p97)	P Intonation (p95) Finding treasure (p96) Speculating about treasures (p97)
		Function globally: Expressing sympathy Global voices: Lost and found		(p98) (p99)	Writing: How would your life have been different? An essay Study skills: Using your dictionary: learning fixed expressions	(p95) (p100) (p101)
UNIT 9	Love page 102	Verb patterns: verbs followed by -ing and infinitive with to (p103) Comparatives and superlatives (p104)	A Short History of Tractors in Ukrainian (p104)	The relationship between the English and the French (p103)	Stereotypes (p102) EV I mean (p105) Love (p105)	English and French satirical images (p102) P Stereotypes: word stress (p102) A Short History of Tractors in Ukrainian (p104)
	Hate page 106	Verb patterns: verbs followed by prepositions (p106)	Room 101 (p106) Classic sporting rivalries (p108)	Sports (p108)		P Sentence stress and meaning (p106) Categories (p107) Sports (p108)
		Function globally: Giving and accepting compliments Global English: Strong language		(p110) (p111)	Writing: Expanding sentences An informal email Study skills: Improving your listening skills	(p109) (p112) (p113)
UNIT 10	Beginnings page 114	Verb form review (p117)	Famous opening lines (p114) Birthday customs (p116)	Descriptions of novels (p114)	EV Beginnings and endings (p114) Books and reading (p115) Celebrations (p116)	P Silent letters (p114) Reading questionnaire (p115) Birthday customs (p116) Verb form review (p117)
	Endings page 118	Reflexive pronouns (p118)	Unhappy endings: the wives of Henry VIII (p118) Famous farewells (p120)	Death in sixteenth century England (p118)	Death (p118) EV farewell (p120) Leaving (p120)	A presentation (p119)
		Function globally: Saying goodbye Global voices: A favourite film		(p122) (p123)	Writing: A thank-you letter A farewell email or speech A speech Study skills: Using your dictionary: exploring synonyms	(p117) (p121) (p124) (p125)

Communication activities:
Student A: (p126) Student B: (p128)

Additional material: (p130)

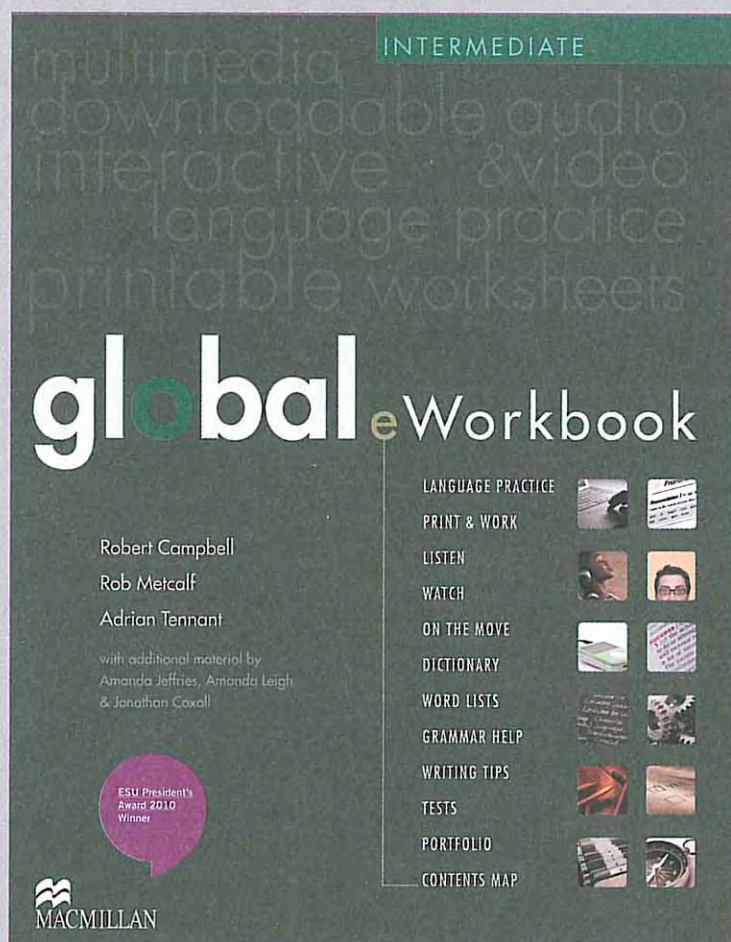
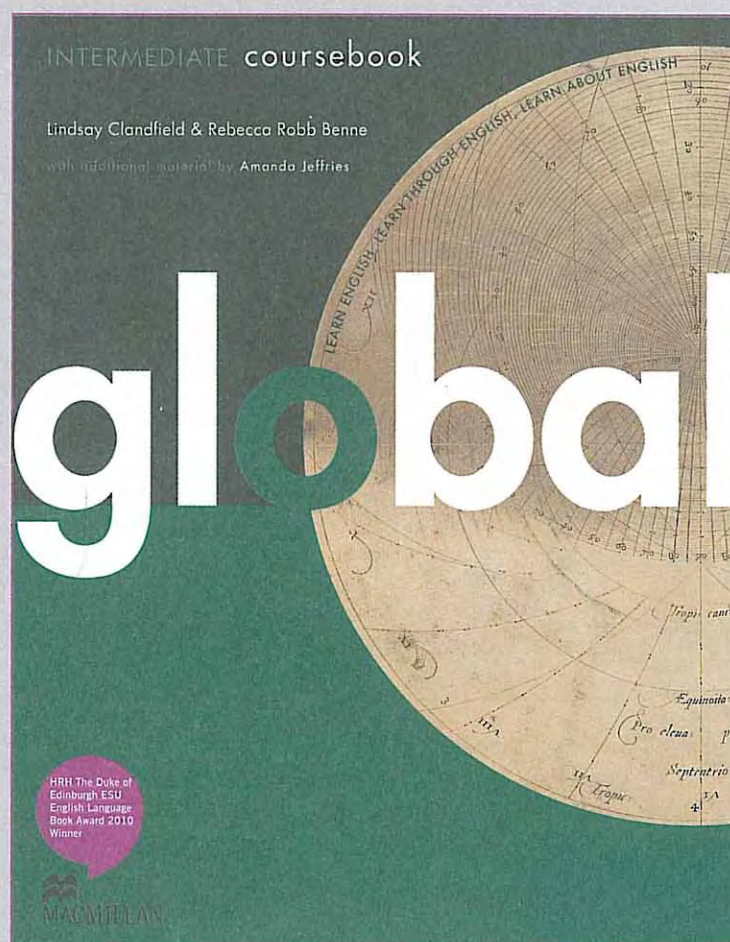
Grammar focus: (p132)

Audioscript: (p152)

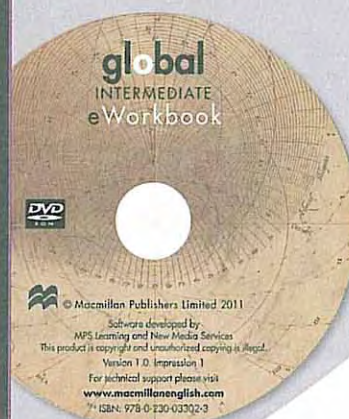
EV – Extend your vocabulary P – Pronunciation W – writing

Components for the learner

Coursebook
see pages viii-xiii

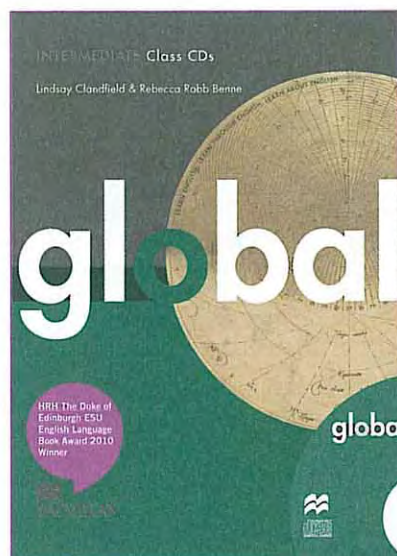


eWorkbook
see pages xiv-xv



Components for the teacher

Teacher's Book & Teacher's Resource Disc see page xvi



Class Audio CDs see page xvii



Global Digital See pages xviii-xix



Coursebook: lessons 1 and 2 of a unit

Unit structure

Each unit is divided in **SIX** two-page lessons. The first four lessons are the **CORE** part of the unit. The last two lessons include additional material (e.g. Study skills, Review). In this unit, the first two lessons are about 'lost', the next two lessons are about 'found'.

Headings

Clear headings throughout the book show what you are teaching at each stage of the lesson.

Grammar explanations

Short grammar explanations are provided on the page, with a cross reference to further explanation and practice at the back of the book.

Unit 8 Lost & Found

Part 1

Speaking
Describing a picture

Reading
Life of Pi

Grammar
would

Vocabulary
Expressions with
lose & lost

Speaking

Work in pairs. Look at the picture and follow the instructions.

- Describe what you see in the picture.
- Describe how you think this happened.
- Describe the boy's feelings.
- Describe what you think could happen next.
- Describe how the image makes you feel.

Reading

1 Read the extract from *Life of Pi*, a novel which tells the story behind the picture. What does the boy find out about himself?

2 Match words 1-4 to a-d to make collocations from the text.

1 desperate	a death
2 jump	b work
3 certain	c situation
4 hard	d overboard

3 Read the text again and answer the questions.

- How did the boy feel when he woke up?
- What did he think of doing?
- Name three.
- What did he think was going to happen to him?
- What did he decide to do in the end?

Grammar

1 Look at the sentences and choose the correct words to complete the rules.

What would I eat? What would I drink? He would come at me like a typical cat.

- these use **would** to talk about the past / future
- the sentences are about **real / unreal (hypothetical)** situations
- we can also use **would** in other ways, for example to give advice, make offers, talk about regular past actions and to make polite requests

2 Is it in these sentences **would** or **had**? Rewrite the sentences without contractions.

- I'd never sat so close to a tiger before.
- I'd forgotten how big it was.
- I wish my father were here, he'd know what to do.
- I'd love to be back at home.
- The tiger was quiet. He'd eaten already that morning.
- We'd been at sea for some weeks.
- I didn't want to sleep again, I was sure he'd attack me.

3 Complete the conversations by adding **would** where necessary. Use contractions when possible.

- A: Tea or coffee?
B: I like a tea, please.
- A: I'm here for the interview.
B: You like to sit down?
A: They say it's going to rain tomorrow.
B: It not surprise me.
- A: Which jacket should I get?
B: I get the bigger one.
- A: Have you been to the gardens in the city centre?
B: Oh yes. We walk there often when I was a child.

4 Match a use of **would** to each conversation in exercise 3.

- to give advice
- to make an offer
- to talk about regular past actions
- to talk hypothetically
- a polite request

Vocabulary

1 Choose the correct meaning to complete each sentence. Use a dictionary to help you. What are these expressions in your language?

- If you have *lost your mind*, you are ...
 - crazy.
 - very serious about something.
- If you have *nothing to lose*, then ...
 - the situation can get worse if you try something.
 - the situation can't get worse if you try something.
- If something is a *last chance*, it ...
 - is a hopeful situation.
 - is a hopeless situation.
- If you *lose face* you ...
 - don't impress people and aren't respected by them.
 - show respect to other people and they like you.
- If you *lose sight of something* ...
 - you remember it is important.
 - you forget that it is important.
- If you *lose track of time* ...
 - you are distracted and don't see time pass.
 - you are very aware of the time.

2 Work in pairs. Choose one of the tasks below.

- Choose three expressions from exercise 1 and make sentences about the text on page 90.
- Choose three of the expressions from exercise 1 and make true sentences about yourself.

Contents sidebar

Content is summarised on every spread so you can see at a glance what the lesson is about.

Literary texts

Short extracts from modern literature are included, with information about the author and the book.

Topics and Texts

Topics and texts are chosen to appeal to the learners' intellectual curiosity. Texts are authentic, with information about the real world. Attractive and stylish design makes the text more attractive and motivating to read.

Listening

Every lesson has a reading or listening text. Listening texts are supported by different tasks for gist and specific listening. The listening texts in *Global* include a variety of genres, including lectures and presentations as well as interviews and dialogues.

Unit 8 Lost & Found

Part 2

Feeling lost in space

Listening
Sending objects into space

Grammar
Second conditional

Speaking
A guessing game

Reading

- 1 Work in pairs. Look at the picture on the right. What do you think it is? Make three guesses.
It could be ... It might be ... Maybe it's ...
- 2 Read *Lost in space* and find out if your guesses were correct.
- 3 Read the text again and explain the significance of these words and phrases.
 - twelve inches
 - President Carter
 - Carl Sagan
 - forty thousand years
 - fifty-five
- 4 Do you think the Voyager Golden Record is a good idea? Why / Why not?



Lost in Space

The Voyager Golden Record is a phonographic disc that was included on the Voyager spacecraft in 1977. The twelve-inch gold and copper disc contains sounds and images that show the diversity of life and culture on Earth. The idea behind it is to communicate a story of our world to extraterrestrials. A NASA committee, organised by Carl Sagan of Cornell University, collected 115 images and a series of natural sounds of the planet and added music from different cultures and oral and spoken greetings from people in fifty-five languages.

There is also a message from US President Carter and UN Secretary General Waldheim. The disc contains information on how to play it so other life forms can hear the sounds it contains.

Glossary

cosmic (adjective) – relating to the planets, stars, space and the universe in general
diversity (noun) – the fact that very different people or things exist within a group or place
era (noun) – a historical period
extraterrestrial (adjective) – a living being believed by some people to come from another planet
NASA – a government department in the US responsible for space research
planet (noun) – a very large round object that moves around the Sun or another star

It could take forty thousand years before Voyager is close to another planetary system. As Carl Sagan has said, 'The spacecraft will be encountered and the record played only if there are advanced [...] civilisations in [...] space. But the branching of this bottle into the cosmic ocean says something very hopeful about life on this planet.'

This is a present from a small, distant world, a token of our sounds, our science, our images, our music, our thoughts and our feelings. We are attempting to survive our time so we may live into yours. US President Jimmy Carter

Listening

- 1 2.24 Listen to different people answering the same question. Which question are they answering?
 - 1 If you can send something into space, what will you send?
 - 2 If you could send something into space, what would you send?
- 2 Listen again and make a note of the objects you hear. Then work in pairs and compare your lists.
- 3 How would you answer the question? Tell your partner.

Grammar

- 1 Look at the sentences. Choose the correct words to complete the rules.

If I could send something into space, I'd send a video of traffic. I'd include that if they asked me.
If you could send anything into space, what would you send?

- we use the second conditional to talk about *real / unreal (hypothetical)* situations in the present and future / past
- use the verb in the *present / past* tense after *if*
- use *would, might or could* in the *main / if clause*

- 2 Use these words to make hypothetical sentences. Begin your sentences with *If* and change the verb forms as necessary.
 - 1 I can include a song / it be *Imagine* by John Lennon
 - 2 they ask me / I send a big note that says *Sorry*
 - 3 I can put something on the Voyager Golden Record / I put a video of traffic
 - 4 I have to include an image / it be an image of a table covered in food
 - 5 I can do anything / I go on a space journey

3 Complete the questions using the words in brackets.

- 1 How _____ (you feel) if _____ (the teacher give) you an exam tomorrow?
- 2 If _____ (you can change) one thing about yourself, what _____ (you change)?
- 3 If _____ (you not have) English class today, what _____ (you do)?
- 4 If _____ (you win) a lot of money, what _____ (you buy) first?
- 5 What job _____ (you choose) if _____ (you have) the chance to do any job in the world?
- 6 Where _____ (you go) if _____ (you can visit) any country in the world?

4 Match answers a-f to questions 1-6 in exercise 3.

- a A house near the beach for my parents.
- b I'd go to France. I've always dreamt of seeing Paris.
- c I'd go to the cinema and see a film.
- d Probably pretty nervous.
- e It would be my ears. I think my ears are too big.
- f Something in the circus. Maybe an acrobat.

Grammar focus – explanation & more practice of the second conditional on page 146

Speaking

Work in small groups. You are going to play a guessing game. Turn to page 130 and follow the instructions.



Glossary

Many texts include a short glossary of difficult words.

Grammar focus

Grammar focus sections at the back of the book provide reference and extra practice.

Coursebook: lessons 3 and 4 of a unit

Pronunciation

A focus on sounds, stress and intonation is included at regular intervals in *Global*. Pronunciation is integrated into the language points of the lesson. The aim is for students to achieve international intelligibility.

Texts

Texts are either information rich or excerpts from literary texts, modern and classic, with background information about the book and the author provided to give students extra cultural information. All the literary texts are also on the class audio, so students can read and listen to them.

Real world people

Reading and listening texts in *Global* are about real people and the real world.

Unit 8 Lost & Found

Part 3

Vocabulary
Expressions with make & do

Reading
Top five inventions and discoveries made by accident

Grammar
Third conditional

Pronunciation
Expressing future, intention

Writing
How would your life have been different?

Vocabulary

1 Are these nouns used with *make* or *do*?

decisions a difference a discovery
an experiment a favour a job a test
a mistake nothing progress sense

2 Complete the sentences with words in the box in exercise 1.

1 I always put off making _____ until the last moment, especially important ones.
2 If I do _____ for somebody, then I think that person should do something for me.
3 I just love sitting around and doing _____ at the weekend.
4 I love my work. I think I'm doing _____ that really makes _____ to people's lives.
5 I don't understand this crazy world. Sometimes I think nothing makes _____.

3 Choose three sentences from exercise 2. Then work in pairs and tell your partner if the sentences are true for you. Explain why.

Reading

1 Read *Top five inventions and discoveries made by accident*. Do you agree with the order? Which is the most important for you?

2 Which discovery or discoveries ...
1 was/were made outside a laboratory?
2 was/were a result of not cleaning up?
3 can save lives?
4 developed out of a failed idea?
5 was/were a result of a different experiment?
6 was/were a result of two lucky events?

Extend your vocabulary / With or without a plan

If you do something without a plan, you do it by mistake (negative), by chance (positive) or by accident (positive or negative).
Benedictus broke the flask by accident.
If you do something with an aim or plan, you do it on purpose, deliberately or intentionally.
Flaming didn't leave the dish out on purpose.
Think of something you've done recently by accident. Has anything happened to you by chance?

Grammar

If Spencer hadn't invented the microwave, modern eating habits might have been very different.
This wouldn't have been significant if Fleming hadn't noticed one important thing.

• we use the third conditional to imagine unreal situations in the past
• use the past perfect in the *if* clause
• use *would/might/could have* and a past participle in the main clause

1 Complete the sentences using information from the text on page 95.

1 If Alexander Fleming hadn't been so messy, he wouldn't have ...
2 Arthur Fry wouldn't have invented sticky notes if he ...
3 If Edward Benedictus hadn't knocked over a glass flask, he ...
4 Percy Lellaron Spencer wouldn't have ... if a chocolate bar ...
5 If Jacques E. Brandenburger ...

2 Think about how history would have been different if the things in the box hadn't been invented. Then work in pairs and compare your ideas.

the car the computer the printing press
the telephone the TV

If the computer hadn't been invented the internet wouldn't have been developed.
If the printing press hadn't been invented ordinary people wouldn't have been able to read books.

Grammar focus – explanation & work practice of the third conditional on page 146

Pronunciation

1 Look at the situation in the box and read and listen to the sentences. Notice the pronunciation of *would have* and *could have*. Then listen again and repeat.

You've forgotten to get the shopping for dinner.

1 If my boss hadn't made me work late, I would have got to the shops in time.
2 If you'd written me a note, I wouldn't have forgotten.

2 Work in pairs. Choose three situations and write sentences making excuses.

• You're late for a job interview.
• You didn't go to your friend's party.
• You haven't done the homework.
• You've missed a deadline at work.
• You haven't got enough money to pay the bills.
• You've forgotten your best friend's birthday.

3 Read your sentences to the class, paying attention to your pronunciation.

Writing

1 Make a list of important events in your life.

2 Write a paragraph describing how your life would have been different if the events you wrote hadn't happened.
In 2002 I got a job in Madrid. If I hadn't got this job, I'd have stayed in my home town. I wouldn't have got to know some of my best friends. And I wouldn't have met my wife ...

Top five inventions and discoveries made by accident

1 Penicillin

The laboratory of Scottish scientist Alexander Fleming was extremely untidy. One day in 1928 he came back from holiday and saw that mould had grown on a dish containing bacteria. However this wouldn't have been significant if Fleming hadn't noticed one important thing: that no bacteria were growing in the areas covered by mould. In later experiments Fleming proved that the mould could kill the bacteria that cause human infections. Using this discovery, Howard Florey and Ernst Boris Chain later developed penicillin for use as a medicine. In 1945 the three scientists shared the Nobel Prize for Medicine.

2 Sticky notes

In 1968 Spencer Silver, an American research chemist, wanted to invent a strong glue. Instead he created a weak glue that stuck to objects but could be taken off again. A few years later a colleague of Silver's, Arthur Fry, was singing in church. His bookmarks kept falling out of his song book and suddenly he remembered Silver's glue. He successfully tried the glue on his bookmarks and later developed his idea into sticky notes.

3 The microwave oven

While Percy Spencer was working on radar research in 1946, he made an interesting discovery. He was testing a magnetron (a tube which produces microwaves) when he noticed a chocolate bar in his pocket had melted. Spencer did some experiments and found out that microwaves can cook food much more quickly than conventional ovens, because the food is cooked from inside, not by warming the air around it. If Spencer hadn't invented the microwave, modern eating habits might have been very different. Today more than 90% of households in the US have a microwave oven.

4 Safety glass

In 1903 the French scientist Edouard Benedictus broke a glass flask by accident. To his surprise he saw that the glass had broken into many small pieces – but the pieces had stayed together. He found out that liquid plastic in the flask had evaporated and left a thin film of plastic inside. By chance, in the same week Benedictus read a newspaper article about how many drivers get cut by broken glass in car accidents. He realised that he had made a useful discovery.

5 Cellophane

Swiss chemist Jacques E. Brandenburger worked for a textile company. When he saw wine spill on a restaurant tablecloth, he was inspired to make a tablecloth that wouldn't stain. He used a waterproof spray, but the experiment didn't work: the tablecloth became too stiff. Brandenburger noticed, however, that the thin plastic film came off the cloth easily. Today his discovery, cellophane, is used for wrapping up food.

Glossary

bookmark (noun) – something that you put inside a book so that you can find the page you want
evaporate (verb) – if liquid evaporates it changes into gas
film (noun) – a very thin layer of something that forms on a surface
glue (noun) – a sticky substance that you use to fix things to each other
mould (noun) – a green, blue or white substance which grows on food that is not fresh, or things that are not kept clean and dry
waterproof (adjective) – something that is waterproof does not get damaged by water

Developing critical thinking

Reading tasks and discussion questions for texts encourage reflection and critical thinking.

Extend your vocabulary

Regular *Extend your vocabulary* boxes draw on language in the unit and help students gain a deeper word knowledge. Word families, easily confused words and different ways of expressing concepts are covered in these sections throughout the book.

Short writing tasks

Some lessons end with a short writing task to give students the opportunity to develop fluency in writing as well as speaking.

Balance of skills

Each lesson has a balance of skills work and language work.

Grammar practice

Grammar practice is highly contextualised and meaningful, often in texts that provide additional information about the topic of the lesson. Many grammar practice exercises are designed in a similar way to the reading texts.

Unit 8 Lost & Found

Part 4

Reading & Speaking
Finding treasure

Listening
Bulgaria's Thracian treasures
Grammar
Past modals of deduction
Vocabulary
Treasure
Speaking
Speculating about treasures

Reading and Speaking

1 Read the legal definition of *treasure*. Can people who find treasure keep it?

Treasure

According to law, *treasure* is gold or silver which is found buried in the earth and whose owner is unknown.

In most countries *treasure* must be reported to the state. Depending on the country, the owner of the land or the state, the finder, the owner of the land or the state. For example, in England *treasure* belongs to the state but the state usually pays the finder the value of the treasure. In the US the finder can usually keep the treasure but in some states the landowner has a right to claim it.

2 Work in pairs. Look at the saying in the box and answer the questions.

Finders keepers, losers weepers.

What do you think this saying means?
Is there a similar saying in your country?
Do you agree with it?
If you found a large sum of money or a valuable item, what would you do with it?

Listening

1 Listen to the information about Thracian treasure and look at the pictures. Then listen to a lecture about three treasure collections. Match the collections to the pictures.

2 Listen again and complete the table. Then work in pairs and compare your answers.

Collection	1	2	3
Year found			
How found			
Other details			

3 Work in pairs and discuss these questions.

- Do you enjoy looking at objects like these in museums?
- What can we learn from ancient treasures like these?
- Do you think archaeological treasures should be displayed in the area in which they were found?
- Do you think museums which have treasures from other countries should give them back?
- How can the theft of ancient treasures be stopped?

From around 4000 BC to AD 500 the Thracians lived in present-day Bulgaria. In the last century amazing collections of Thracian treasure have been dug up in Bulgaria, helping archaeologists to understand more about the Thracian culture.

Grammar

The objects could have been used for religious purposes.
The Thracians must have buried the jewellery at offering to the gods.

- use past modals to express how certain or uncertain you are about what happened in the past
- use a modal verb with *have* and a past participle
- use *must have* when you are sure that something happened, based on evidence
- use *can't have* when you are sure that something didn't happen
- use *might/may/could have* when you are unsure whether something happened

1 Choose the correct modal verbs to complete the text.

The Winchester hoard

In 2000 a beautiful set of gold jewellery was found in a field in England by a man with a metal detector. There were no graves nearby, archaeologists believe that somebody *must* / *can't* have buried the jewellery for safekeeping or as a religious offering. There were two necklaces: one was bigger than the other so one *can't* / *might* have been for a man and one for a woman. Important people *must* / *could* have worn the jewellery because it was very valuable. Experts aren't certain, but the jewellery *must* / *may* have belonged to a king and queen.

2 Rewrite the underlined sentences so the meaning stays the same. Use modal verbs.

- A: We found these photos in the attic. We're sure they belonged to the man who used to live here.
They _____
B: Maybe he wanted to hide them.
He _____

A: This was my grandmother's dress. It definitely wasn't cheap.
It _____
B: I'm sure it was for special occasions.
It _____

A: I'm certain my Mum bought this vase in China. My mum _____
B: Maybe she didn't buy it there. I've seen similar ones in the shops here.
She _____

Grammar focus: use past modals to express how certain or uncertain you are about what happened in the past. See the Grammar box on page 126.

Vocabulary

1 Put the words in the box into three categories: jewellery, containers and precious metals and jewels.

box bracelet brooch chain chest diamond gold jug necklace platinum silver vase

2 Which of the objects in exercise 1 is ...

- a rectangular container which may contain treasure?
- a colourless stone used in jewellery?
- a piece of jewellery worn on the wrist?
- a container for liquids?
- a very expensive silver-grey metal?
- a piece of jewellery with a pin, worn on clothes?

Speaking

1 Work in pairs. Look at the pictures of treasures. Discuss what the objects could have been used for.

Useful phrases

- I think it's a ... / It could be a ...
- People might have used it to serve / decorate / protect / clean ...
- It must have been used to ...

2 Turn to page 131. Read about the objects. Were your guesses correct?



Informal language

Informal language and idioms are introduced and discussed throughout *Global*.

Speaking

A wide variety of speaking tasks are presented in the book. Support is given in the form of vocabulary (useful language) and constructions (useful phrases).

Many speaking tasks include an element of choice (students can choose from different tasks or questions). This gives the teacher and students flexibility and can be used in mixed ability classes.

Coursebook: extra material at the end of a unit

Function globally

Every unit includes a *Function globally* section. This contains frequent functional and situational language that is immediately useful outside the classroom.

Global English

Every other unit contains an extra reading lesson, called *Global English* featuring a text by David Crystal, which provides interesting information about the English language.

Global voices

Every other unit contains a listening section featuring authentic and unscripted recordings of a wide range of native and non-native speakers of English, which expose learners to real English as it is being used around the world today.

Function globally expressing sympathy



Warm up

- 1 Work in pairs. Look at the pictures and compare and contrast them. What do you think has happened?

Useful phrases

- He looks ...
- Perhaps he's ...
- He might have ...

- 2 Work in pairs and discuss these questions.
 - In your culture, is it socially acceptable to cry in public? Is there a difference for men and women?
 - What would you say to the person in picture 2?

Listening

- 1 2.27-2.28 Listen to two conversations. Match them to the pictures.

- 2 Listen again. What has happened in each situation?

Conversation 1

- 1 He's lost his job.
- 2 He can't find some work on his computer.
- 3 He is having problems with his computer.

Conversation 2

- 1 His brother has died.
- 2 His sister-in-law has been injured.
- 3 His brother has been in an accident.

- 3 How does the other person try to help?

Language focus

Look at phrases a-h. Which can you use when ...

- 1 you want to ask why somebody looks sad or upset?
- 2 something bad but not serious has happened (for example a technical problem or a cancelled appointment)?
- 3 something serious has happened (for example a death or accident or losing a job)?
- 4 you want the other person to smile again?

- a Are you all right?
- b I'm really sorry to hear that.
- c Oh, what a shame!
- d That's a pain.
- e What's the matter?
- f Cheer up!
- g What's wrong?
- h That must have been a terrible shock.

Speaking

Work in pairs. Choose one of the tasks below. Use the new expressions you have learnt.

- 1 Role play a conversation with a friend.

A: your friend has just lost their job. Listen to what happened and how they feel and express sympathy.
B: you have just lost your job. Tell your friend what happened and say how you feel.

- 2 Role play a conversation with a colleague.

A: you are at a conference and one of your colleagues looks unhappy. Ask them what the matter is. Listen to how they feel and express sympathy.
B: you are at a conference and your day is not going well. Tell your colleague what's wrong and how you feel.

Warm up

Look at this list of things. Can you guess what they all have in common? Work in pairs and compare your ideas. Then turn to page 129 and check your answers.

false teeth	keys
cigarettes	lunch boxes
money	water skis
mobile phones	books
wheelchairs	footballs
schoolbags	pushchairs
jewellery	human skulls

Listening

- 1 2.29-2.33 Listen to five people talk about things they have lost or found. Complete the table.

Speaker	Item	Lost or found?
1 Christina, Germany		
2 Muneer, Saudi Arabia		
3 Dorothy, Scotland		
4 Richard, England		
5 Leslie, Switzerland		

- 2 Listen again and answer the questions.

- Which speaker ...
- returned what they found to the owner?
 - lost part of something?
 - often loses something?
 - lost something while they were on holiday?
 - found an item of jewellery?

Language focus: language for anecdotes

- 1 2.34 Look at the sentences from Christina and Dorothy's stories. Complete them with the phrases in the boxes. Then listen and check.

at first one evening suddenly

So (1) _____ I went out with my friends and (2) _____ I saw something ... (3) _____ I thought it was like the head of a beer bottle.

when I got home to this day it was my very last day before

(4) _____ at work (5) _____ I left to have a family. (6) _____ that evening I discovered that a ring which was very precious to me had lost its stone ... (7) _____ I was never able to find the stone.

- 2 Look at the sentences in exercise 1 and answer the questions.

- 1 Which phrases can we use to start a story?
- 2 Which word tells us that something happened quickly and unexpectedly?
- 3 Which phrase means 'until now'?
- 4 Which phrase indicates that something changes?

Speaking

- 1 You are going to tell an anecdote about an object you lost or found. Think about these questions and make notes.
 - What was it? Was there anything special about the item?
 - Where and when did you lose or find it? How did it happen?
 - What did you do with the item you found? / Did you find the item you lost?

- 2 Work in pairs. Tell your partner your story. Try to use some of the phrases from the Language focus section.



Global voices Unit 1

Listening

Students hear conversations in various situations which help contextualise the language and provide a model.

Putting it into practice

This is followed by a choice of speaking activity so that students can put the new language to use immediately.

Extended speaking

Each Global voices page ends with an extended speaking task, allowing students to personalise the language.

Coursebook: extra material at the end of a unit

Writing

Each unit focuses on a specific writing skill and a language point, presented within a particular genre. Learners' critical ability is developed by reading, analysing, and correcting one aspect of a model writing text.

Global review

Revision is crucial for language learning. Each unit contains review activities that cover the main grammar and vocabulary points.

Study skills

Developing effective study skills and strategies is an essential part of language learning. The study skills section in each unit focuses on a particular skill or strategy.

18 Writing an essay

Reading

1 Read the essay question and Jayon-Shin's essay. What would she put in the time capsule?

Write an essay on what you would put in a time capsule for your grandchildren or future generations. You could choose some items that represent the current time, personal treasures that are important for you, or both. Describe the objects, and say why they are important.

People go to museums in order to learn about the lives of people who lived a long time ago. In the same way, a time capsule would be a kind of personal museum for my future grandchildren. Perhaps the objects would be rather strange for them. (1) ... I think it would be fascinating for them to see and touch real objects that used to belong to their grandparents.

(2) ... I'd like my future grandchildren to know me as a person and to remember me for a long time. (3) ... I'd put some small personal objects into the time capsule. (4) ... I'd put in a diary about my personal life. It would be a handwritten notebook because perhaps in the future people won't use pens or pencils any more. I'd record my thoughts and feelings as well as daily events, and (5) ... I could pass on my wisdom to future generations.

(6) ... I'd like my grandchildren to have objects that would teach them about life in the past. (7) ... a first-generation computer. Nowadays, technology is developing faster and faster and machines are becoming obsolete very quickly. If my grandchildren had my old-fashioned computers, perhaps they would learn to value objects from the past. (8) ... it might encourage them to look after their possessions, and not throw them away too quickly.

2 Read the essay again. Which of those things would Jayon-Shin like her grandchildren to do?

- find out about how people lived in the past
- visit museums more often
- remember their grandmother
- gain wisdom
- learn how to use old-fashioned machines
- understand what sort of person she was
- take care of their possessions
- throw away old machines

3 Do you agree that nowadays people throw things away too quickly? Why / Why not?

Writing skills: using discourse markers

We use discourse markers to help readers understand the logic and order of our ideas.

1 Improve the essay by inserting a discourse marker where indicated.

In this way first of all for example
for this reason however moreover
secondly such as

2 Look at the essay again. Which discourse markers in exercise 1 introduce ...

- an example? • an additional point?
- a result or consequence? • a contrast?
- a first point?

3 Complete the sentences with a suitable ending.

- I'd put a family tree into the capsule. In this way, ...
- I'd like my grandchildren to see pictures of their family. For this reason, ...
- An ancient computer would be educational. Moreover, ...
- I'd like my children to have some historical documents. For example, ...
- Perhaps the technology would be obsolete. However, ...

Preparing to write

Work in pairs. Look at the list below. Which three things would you put in a time capsule? Why?

- a photo album • a mobile device
- a family tree • money
- a toy • jewellery
- a newspaper • clothes
- money • a CD or DVD

Expressing choices

- I'd put in a ...
- I'd like my grandchildren to know about / learn about / understand ...
- It would / might encourage them to ...

Writing

Write your answer to the essay question in the Reading section.

Grammar

Choose the correct words to complete the sentences.

- What *would you do* / *did you do* if you *would have* / *had* / *would have had* more time?
- If I *went* / *would go* / *could go* anywhere in the world, I *would travel* / *travel* / *would travel* to China.
- If I *would have known* / *know* / *had known* the treasure was valuable, I *would* / *would have* / *had* / *had* handed it to the police.
- I *wouldn't have* / *hadn't* / *wouldn't have* / *hadn't* all my work if my computer *wouldn't crash* / *wouldn't have crashed* / *hadn't crashed*.
- She never makes mistakes, so she *can't do* / *must do* / *can't have done* / *must have done* it accidentally.
- I don't know where Sally is – she *would* / *might* / *must* have missed the bus.

Vocabulary

Which word is different in each group? Why?

- necklace brooch chest bracelet
- by chance desperately by mistake accidentally
- silver jug platinum gold
- intentionally deliberately on purpose
- successfully
- a favour a job a decision an experiment
- nothing sense progress a mistake
- track of your mind face fault

Speaking and Writing

- Think about three important events in the lives of people you know. Write a sentence about each event, using the third conditional.
- Work in pairs. Read your sentences to your partner and explain why the events were important.
- Work in pairs. Read the sentences and discuss what might / must / can't have happened in each situation.
 - You arrive home from work and your front door is open.
 - Your friend phones you up in tears.
 - Your boss decides to give everyone a bonus.
 - You arrive at your English class but the room is empty.
 - The person next to you on the train has a very red face.
 - You find a gold watch in the street.

Using your dictionary: learning fixed expressions

Fixed expressions are groups of words which are often used together, for example *to lose track of something*. You're welcome, it's a deal, give someone the cold shoulder. The meaning is not always clear immediately. If you know fixed expressions, your English will be more natural and fluent, and you will understand English more easily. In a dictionary, fixed expressions are usually at the end of the entry for the main word, or keyword.

1 Work in pairs. Read the sentence and choose the best meaning for the expression in bold.

I think you **hit the nail on the head** when you said the plan would be too expensive.

- *had the right idea*
- *caused a problem*
- *were wrong*

2 Read the dictionary entry from the keyword *hit* and check your answer.

hit the nail on the head

to say something that is exactly right or completely true:

With regard to the government's concerns, I think he has hit the nail right on the head.

3 Work in pairs and try to guess the meaning of the expressions in bold. Then decide what the keyword is in each sentence and check your ideas in a dictionary.

- Check your facts – don't **jump to conclusions**.
- I'd **jump at the chance** of going skiing.
- I hate it when people **jump the queue**.

4 Work in pairs. Guess the correct words to complete the sentences. What do you think the expressions mean? Check your ideas in a dictionary.

- Don't **complain** – we're all in the same **boat** / **boat**.
- I feel like a **fish** / **fish** out of water.

Study tips

- Start a page for fixed expressions in your vocabulary notebook, or add them to your word family spider diagrams.
- When you read or listen to English, try to find fixed expressions and look them up in a dictionary.

Global review & Study skills Unit 18

Preparation

Structured preparation tasks, useful language and paired activities guide students towards production of a final piece of writing.

Writing models

Texts are based on authentic pieces of writing from international students at intermediate level, reflecting the interests of a worldwide audience, and providing a realistic model within their capabilities.

Extra speaking and writing practice

Speaking and writing tasks based on the unit topic provide an extra opportunity to revise and consolidate the language from the unit in a freer and more open-ended format.

eWorkbook

Comprehensive component for self-study

The *Global* eWorkbook represents an evolution in self-study materials for learners. Within a rich multimedia environment it provides a wealth of resources for the learner, enabling them to continue their studies at their own pace, and in their own time.

Language Work

The eWorkbook contains a wide range of activities which allow for extra practice and review of the language presented in the Coursebook. These activities cover all aspects of language learning. Grammar, Vocabulary, Listening and Pronunciation practice activities are available both as fully interactive activities and in a printable pen-and-paper format. There are also worksheets to practise reading and writing skills.

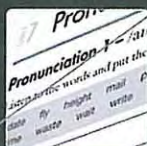
global

INTERMEDIATE

eWorkbook



LANGUAGE PRACTICE



PRINT AND WORK



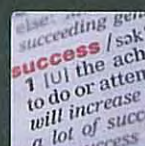
LISTEN



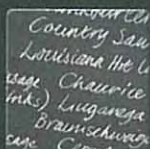
WATCH



ON THE MOVE



DICTIONARY



WORD LISTS



GRAMMAR HELP



WRITING TIPS



TESTS



PORTFOLIO



CONTENTS MAP



Software Update v1.0

Tools for reference and support

The eWorkbook offers all the support the learner may need. For instance, links to the Macmillan Dictionary Online, Word lists per unit and grammar help organised by topic. The Writing tips section includes information on general aspects of writing, such as spelling, punctuation, paragraphing, etc.

Learning on the Move

The *Global* eWorkbook provides a wide variety of authentic extra listening and video materials supplied in commonly used file formats, so learners can load them onto their portable music and video players and study and review 'On-the-go'.

Unit 1 Grammar 4 Frequency adverbs

Put the frequency adverbs/expressions in the correct place in the sentence.

What do you carry around with you?

- I take my keys with me when I go out. **always**
- I carry my wallet with me. **usually**
- I pay for things by credit card, but I have some cash in my wallet for small things. **often** **always**
- My mobile phone is in my pocket. **almost always**
- I go to the gym so my bag is full of my sports stuff. **every morning** **usually**
- I take a bag with me; I just put things in my pockets. **hardly ever** **usually**

Interactive activities

Meaningful practice.

Video

Extracts from BBC and other programmes as well as original videos that can be downloaded and used on the move.

Print and Work

For those who prefer to work offline.

global INTERMEDIATE eWorkbook

WATCH

02:50 / 14:20

Supply & Demand

Grammar 2A Non-defining relative clauses

Complete the article about the dot-com bubble with the relative pronouns in the box.

which (x 3) who (x 2) whose when

The dot-com bubble

The dot-com bubble, (1) _____ is sometimes called the IT bubble, started in around 1995. At that time the Internet sector, (2) _____ was relatively new, was expanding rapidly. Investors, (3) _____ are usually cautious, saw the opportunity to make easy money by investing in internet companies, but didn't consider the risks involved. The companies, (4) _____ web-based business gave rise to the dot-com nickname, often had no real business plans. However, their founders, (5) _____ in some cases became millionaires overnight, were able to sell their ideas to investors because of the excitement that had been generated around the dot-com industry. The bubble reached its high point on Friday March 10, 2001, (6) _____ the US NASDAQ index hit 5,048 points, and the collapse started when trading opened on Monday 13th. Over the next six days the NASDAQ index, (7) _____ reflects the performance of the technology industry, fell by almost 85%, affecting stock markets around the world.

Grammar 2B Non-defining and defining relative clauses

Read the pairs of sentences and decide which sentence is correct in each pair.

1. a. Economic bubbles *which always burst eventually* can be very hard to see at the time.
b. Economic bubbles, *which always burst eventually*, can be very hard to see at the time.
2. a. Economists *who study economic bubbles* often disagree about how they are caused.
b. Economists, *who study economic bubbles*, often disagree about how they are caused.

3. a. House prices, *that had peaked* in the US in 2006.
b. House prices, *which had peaked* in 2006, in the US in 2006.
4. a. Houses *which have small gardens* aren't usually sold as quickly.
b. Houses, *which have small gardens*, aren't usually sold as quickly.
5. a. This flat *which I've lived in for ten years* has gone down in price since I bought it.
b. This flat, *which I've lived in for ten years*, has gone down in price since I bought it.
6. a. The neighbour *who lives above me* moved in recently, but my other neighbours have lived here since the block was built.
b. The neighbour, *who lives above me*, moved in recently, but my other neighbours have lived here since the block was built.
7. a. The flat directly below mine *whose owner died recently* has been on sale for over a year.
b. The flat directly below mine, *whose owner died recently*, has been on sale for over a year.
8. a. The owner's daughter, *that doesn't want to keep the flat*, might take it off the market until prices rise again.
b. The owner's daughter, *who doesn't want to keep the flat*, might take it off the market until prices rise again.

Grammar 3A Countable and uncountable nouns

Put these nouns into the correct column according to whether they are countable or uncountable.

advice food family furniture group job
joke knowledge love need problem pyramid
respect safety violence water

Countable nouns • Have a plural form • Can go after a/an

Uncountable nouns • Don't have a plural form

Listening

Comprehensive listening section, with tracks that can be downloaded and used on the move.

50 Questions 15:25

Choose how or what to complete the question.

What How

_____ kind of car do you drive?

Previous Question Next Question Submit Test

global INTERMEDIATE eWorkbook

Word List Grammar Help Writing Tips

1. When do you not use commas?

- a. to join sentences
- b. to separate prepositional phrases
- c. to separate items in a list

Previous Question Next Question Submit Test

Self assessment

Test generator and Common European Framework checklists for self assessment.

Tools

Comprehensive tools for self study.

global INTERMEDIATE eWorkbook

Useful Phrases

In Conversation

Vocabulary Builder

Listening on the Move

Describing people
The human body
Feelings
Describing people and things
Work
Technology
Time and money
House and home
Sports and activities
New words

Teacher's Book

David Crystal: The future of Englishes: going local

When people talk about 'global English' they are usually referring to the common features which identify the variety we call standard English. Increasingly, however, attention has been drawn to the regional features which differentiate one part of the English-speaking world from another. So today we happily talk about British, American, Australian, South African, Indian, and other 'Englishes', and studies are accumulating of the way these varieties make distinctive use of pronunciation, orthography, grammar, vocabulary, and discourse. Much of the distinctiveness resides in the area of lexicology: the linguistic domain which most closely reflects cultural identity, and dictionaries have been compiled of the distinctive lexicons encountered in these regions.

It does not take long before these lexicons reach many thousands of words. When a country adopts a language as a local alternative means of communication, it immediately starts adapting it, to meet the communicative needs of the region. Words for local plants and animals, food and drink, customs and practices, politics and religion, sports and games, and many other facets of everyday life soon accumulate a local wordstock which is unknown outside the country and its environs. When someone in South Africa says 'The bakkie had to stop at a red robot', we need to know that a bakkie is a truck and a robot is a traffic-light. There are thousands of such words in a dictionary of South African English. And other parts of the English-speaking world display the same kind of creativity.

This seems to be the pattern, as English becomes a local alternative language. When a group of people in a country switch into English, for whatever reason, the subject-matter of their conversation inevitably incorporates aspects of their local environment. They talk about the shops, streets, suburbs, bus-routes, institutions, businesses, television programmes, newspapers, political parties, minority groups, and a great deal more. They make jokes, quote proverbs, bring up childhood linguistic memories (such as nursery rhymes), and recall lyrics of popular songs. All this local knowledge is taken for granted, and used in sentences without gloss. Visitors who hear such sentences, or read them in local newspapers, need to have them explained. Conventional dictionaries will not help, for they do not include such localisms, especially if the expressions are encyclopaedic in character (referring to local people, places, institutions, and suchlike).

Every English-speaking location in the world has usages which make the English used there distinctive, expressive of local identity, and a means of creating solidarity. From this point of view, notions such as 'Swedish English' take on a fresh relevance, going well beyond traditional conceptions of English spoken with a Swedish English displaying interference from Swedish grammar. Swedish English, for I define as the kind of English I need to know about when I go to Sweden, I will be unable to converse efficiently with Swedish speakers in English. It is amazingly useful to have a glossary of the English equivalents of Swedish references, but I know of none. This seems to be a neglected area for any

We need regional cultural dictionaries or glossaries. It is something everyone who does, and something to which everyone who learns English can contribute. An hour or so to accumulate a list of dozens of culturally specific items. These are written down, in the style of a glossary, it has an interesting effect. Participants feel they have somehow made the English language their own. I suspect such projects also add greatly to their linguistic confidence and self-esteem. And they can take pride in the fact that they have added their own small part to the global jigsaw puzzle that comprises the English language.



Specialist essays

The Teacher's Book features a number of specialist essays, each focusing on a different aspect of language teaching. These have been written by a range of well-known and award-winning guest ELT authors and teacher trainers, and will be of interest to teachers of all levels of experience.

Teach Global Think Local

The Teacher's Book includes comprehensive teaching notes with answer keys and audioscripts, and detailed background and language notes.

It also provides 'Teach Global Think Local' ideas: extra activities that can be adapted to individual teaching situations.

Unit 8 Lost & Found

Part 2

Lead-in

Write the following statements on the board.

I think spending money on exploring space is money well spent.

I think there is life on other planets.

If I had the opportunity I would go into space.

Ask students to decide if they agree or disagree with the statements, or don't know. Then ask students to tell the class their answers and explain their reasons.

Reading (SB page 92)

1 Direct students to the picture of the round object on page 92. Students work in pairs and discuss what they think the object is, using the prompts given. Tell students that they have three guesses.

Students tell the class their ideas. Ask students to explain their ideas if appropriate but do not confirm or reject any of the guesses at this stage.

2 Ask students to read the text and the message in the information bubble and find out if their guesses were correct. Draw students' attention to the glossary to help with the text. In class feedback, establish what the object was, where it was sent and who it was for.

3 Ask students to read the text again and explain the meaning of the words and phrases in the list.

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6 Ask students to read the text again and explain the meaning of the words and phrases in the list.

7 Ask students to read the text again and explain the meaning of the words and phrases in the list.

8 Ask students to read the text again and explain the meaning of the words and phrases in the list.

9 Ask students to read the text again and explain the meaning of the words and phrases in the list.

10 Ask students to read the text again and explain the meaning of the words and phrases in the list.

11 Ask students to read the text again and explain the meaning of the words and phrases in the list.

1 I'd include a picture of a group of people from different races. I'd include that, if they asked me.

2 I'd include the sound of a computer starting up - it's probably one of the most popular sounds on the planet now.

3 If I could put one song into space, it would be Imagine by John Lennon.

4 Some good photos of ... the planet Earth from space.

5 I'd include some images of accidents, like nuclear accidents, so that they don't think it's all good.

6 If I could send something into space, I'd send Einstein's famous formula.

7 I'd send my old red sock into space, so it can find the other one, which has been missing for years.

8 Art by Michelangelo and by Leonardo Da Vinci. That's what I'd put.

9 If they asked me, I'd send a big note that says 'Sorry, we made a mess of this world, can we come to yours?'

10 Ask students to tell their partner what they would send in to space and why.

11 Ask students to tell their partner what they would send in to space and why.

12 Ask students to tell their partner what they would send in to space and why.

13 Ask students to tell their partner what they would send in to space and why.

14 Ask students to tell their partner what they would send in to space and why.

15 Ask students to tell their partner what they would send in to space and why.

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31 Ask students to tell their partner what they would send in to space and why.

32 Ask students to tell their partner what they would send in to space and why.

33 Ask students to tell their partner what they would send in to space and why.

34 Ask students to tell their partner what they would send in to space and why.

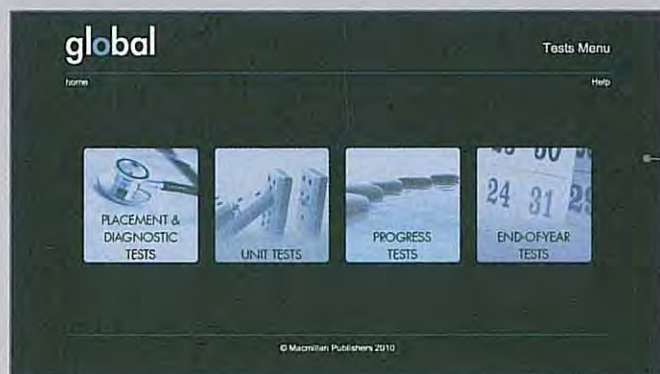
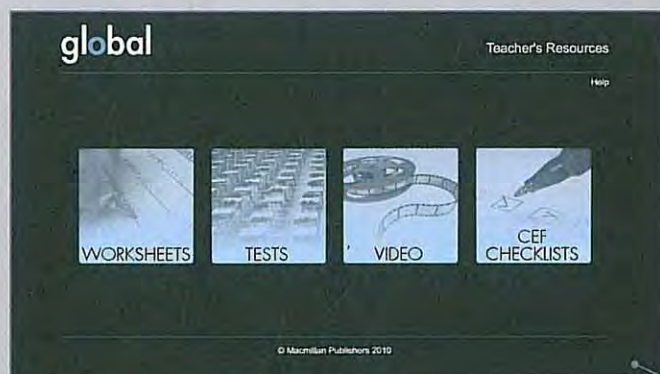
35 Ask students to tell their partner what they would send in to space and why.

36 Ask students to tell their partner what they would send in to space and why.

37 Ask students to tell their partner what they would send in to space and why.

38 Ask students to tell their partner what they would send in to space and why.

Teacher's Resource disc



Communication activities, tests, videos

The Teacher's Resource disc includes printable communication activity worksheets that practise areas of language from the Coursebook units and printable communication activity worksheets to do at different stages of the course. In addition, it provides a wide range of tests (diagnostic, progress tests, end-of-year test etc) and additional video clips and video worksheets for the teacher.

Audio CDs



The *Global* Intermediate class audio is contained on two CDs. They include the listening material from the Coursebook and recordings of the literary extracts featured in the book.

Website



The *Global* website consists of author blog, teaching tips, extra resources and much more.
www.macmillanenglish.com/global

Global Digital

Enhancing the teaching experience in the classroom

Global Digital is a digital component designed for classroom use. It can be used with an interactive whiteboard or with a computer and projector.

The Digital Book

The Digital Book allows the teacher to access and display an interactive version of any page from the Coursebook in front of the class. All of the relevant audio, video and reference materials are instantly accessible right on the page.

The screenshot displays the Global Digital interface. On the left is the **Navigation pane** with a list of pages and a 'Teacher's Area' at the bottom. The main area shows a lesson page with three sections: **Grammar**, **Vocabulary**, and **Speaking**. The **Grammar** section includes exercises on using 'be going to' and the present continuous. The **Vocabulary** section includes a listening exercise and a matching exercise. The **Speaking** section includes a role-play exercise. On the right is the **Toolbox** with various interactive tools: Select, Pen, Highlighter, Eraser, Zoom 1, Zoom 2, Zoom Out, Stopwatch, Reveal, Note, Scroll, Undo, and Delete. A vertical strip on the right side of the main area shows a list of materials: cotton, leather, metal, plastic, rubber, wood, and wool.

Grammar

1 Look at the sentences below. Then complete the rules with *be going to* + infinitive, present continuous or will.

I'm taking a group on one of our most popular courses. We're going to be in the desert for three days. I think we'll leave at 7am.

- we use _____ and the _____ to talk about future plans and intentions
- we usually use the _____ for arrangements with a date and time, for example plans with friends or travel arrangements
- we use _____ to talk about future plans which are made spontaneously, at the time of speaking

2 Complete the sentences with the correct future form of the verb in brackets. Use the present continuous when possible.

- We _____ (leave) tomorrow morning at 7am.
- We _____ (not go) by car.
- We _____ (walk) two kilometres into the desert, it isn't far.
- I'm not sure what to take – but I think I _____ (take) my phone.
- We _____ (learn) exactly what to do if you get lost.
- We _____ (learn) how to find and prepare food in the desert.

3 Choose three sentence beginnings and complete them. Then work in pairs and compare your sentences.

- After class I'm ...
- I'm not going to ... next year.
- I think I'm going to ... next summer.
- I'm not ... this weekend.
- I'm definitely going to ... soon.
- I'll probably ... after the course.

© Grammar focus – exploration & more practice of future forms on page 136

Vocabulary

1 1.30 Tony always takes a wool sweater with him to the desert. Look at the materials on the right and listen and repeat the words.

2 How many of these materials do you have with you or are you wearing today? Work in pairs and tell your partner.

I have a leather handbag. I am wearing a cotton shirt.

3 What material or materials could these be made of? Choose one likely and one unlikely material for each thing.

- a scarf
- a jacket
- a pair of shoes
- a T-shirt
- a house
- a hammer
- a toy

4 Work in pairs and compare your answers.

Likely: a cotton T-shirt; Unlikely: A wool T-shirt

Language note: when we use wool or wood to describe an object we can also say *woollen* or *wooden*

Speaking

1 Work in pairs. Follow the instructions.

You are going on a trip across the desert for three days. You can take a map, a bottle of water, a knife and three of the objects below. Decide which three things you are going to take. Give reasons for your choices.

- a hat
- sunglasses
- a mirror
- a mobile phone
- a compass
- matches

2 Work with another pair. Explain which things you are going to take with you and why.

Navigation pane

The navigation pane allows you to select a page from anywhere in the book.

Zooming in and out

The Zoom tools allow you to zoom in either on pre-defined areas or any part of the page that you choose.

Toolbox

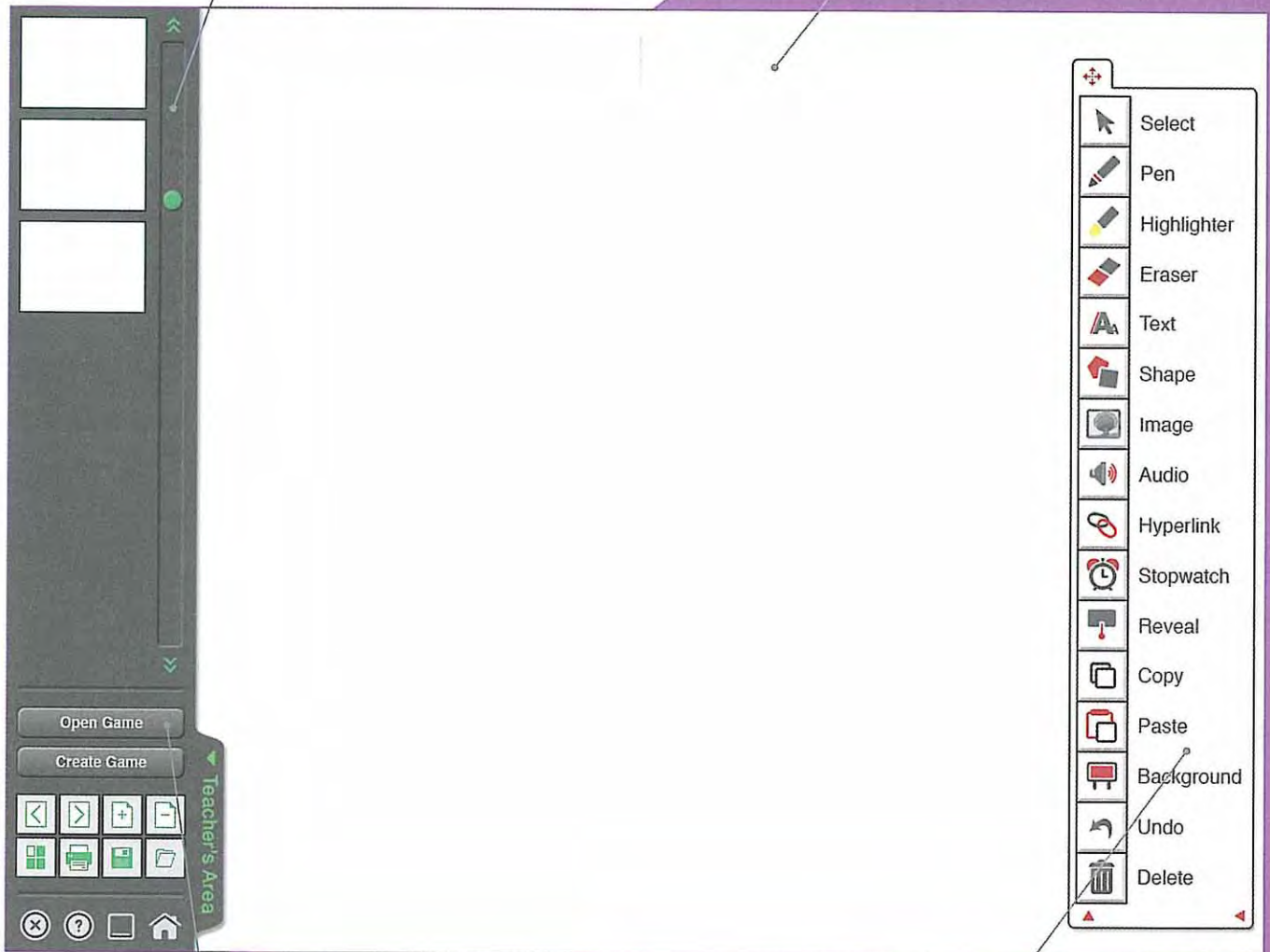
The toolbox provides a number of tools which enable you to interact with the Digital book page.

Navigation pane

The navigation pane displays thumbnails of the pages you have created in the Teacher's area.

The Teacher's Area

The Teacher's area can be used to create your own material either before or during the class. You can insert and edit text and images, add links to pages from the digital book and insert audio and website links.



Games section

The games section provides interactive game templates to which you can add your own content.

Toolbox

A toolbox which includes some different tools from the ones for the digital book enables you to make annotations and create and edit materials.

Introduction

Ideas about language teaching, like languages themselves, are subject to change. For much of the twentieth century different 'methods' were presented as the best way to learn or acquire a new language. Some argue that we are now 'beyond methods', or in a 'post-method' condition in the twenty-first century. However, suggestions and approaches, useful tips, techniques and advice for good teaching practice are still as important as they ever were.

We know that language teachers often like to be informed of the newest developments in our field. With current technology we know more about the English language than ever before. Additionally, we as teachers are harnessing technology and the internet in new and exciting ways that help us help our students in ways we could not have imagined twenty years ago. And yet, there are some things that remain the same in the classroom.

What follows are a series of short essays, each written by experts in the field. The aim of these essays is to provide you, the language teacher, with up-to-date information about your subject matter. Like the material in *Global* itself, they are thought-provoking pieces. We also believe that learning more about what we do is extremely useful for our ongoing professional development. We hope you find them useful.

Lindsay Clandfield

Contents

Lindsay Clandfield	Why <i>Global</i> ?	xxi
David Crystal	The future of Englishes: going local	xxii
Amanda Jeffries	Developing study skills and encouraging learner autonomy	xxiii
Pete Sharma	Blended learning	xxiv
Duncan Foord	How we can develop as teachers	xxv
Jim Scrivener	What does it mean to be intermediate?	xxvi
Scott Thornbury	Making the most of learner-generated content	xxvii
Rose Senior	Class-centred learning	xxviii
Jonathan Marks	Pronunciation: the right kind and the right time	xxix
Ben Goldstein	Images and critical thinking	xxx

Lindsay Clandfield: Why *Global*?

Every book is a product of its times. Nowhere is this truer than in educational materials. Notions of how people learn, of what they learn and of what is important are shaped by the world around us and the period we live through. What then, are the times that have shaped *Global*?

We live in an era of fast communication. More and more people are gaining access to internet and quicker communications technology. This means that we are writing and reading more than before, be it emails, text messages, blogs or web pages. Language learners need to work on quick and unplanned writing (writing for fluency) just as they do for speaking.

We live in an era of information. New technologies enable us to communicate more and with more people, but they have also made more and more information available than ever before – and it is available faster. Much of this information is still in English. Students need to be able to access information and assimilate it quickly.

We live in an era of uncertainty. Precisely because so much information is out there, we are often unsure what is accurate and what is opinion or even misleading. To succeed in an information-rich world one has to learn how to discern, analyse and evaluate what one sees or hears. Fostering critical thinking skills has long been an important goal of education.

We live in an era of global English. One of the most important realisations in the field of English Language Teaching of the past decade or so is that English is an international language, spoken all over the world, by people with different accents and different 'Englishes'. A learner is just as likely, if not more likely, to use his or her English with another non-native speaker as with a native speaker.

Given all this, the goals of *Global* are threefold:

- 1 For your students to **learn English**. This, as for any language course, is the primary goal of *Global*, which reflects modern developments in language teaching and learning. There is a strong lexical focus as well as a complete grammar syllabus, language presentation and practice is highly contextualised with many opportunities for personalisation, and there is plenty of meaningful communicative practice which in *Global* extends to mean writing as well as speaking fluency. *Global* includes a wide variety of reading and listening genres and practises a range of reading and listening skills. With the addition of sections to develop functional language, writing and study skills and review language, we are confident this course provides your students with the tools to become competent users of the language.
- 2 For your students to **learn through English**. The texts and topics of *Global* are selected so that in every lesson you and your students will be learning something new. We have chosen material that is thought-provoking, interesting, intelligent and above all, real. We have also included tasks that encourage students to examine the information they receive critically, and to find out more about a topic if they are interested. Unlike many other courses, texts and topics steer away from the light human interest or celebrity-related story. We use real world information from a wide variety of domains and the power of literature to unlock students' self-expression.
- 3 For your students to **learn about English**. This course also includes a focus, through extra reading and listening activities, on the English language as a subject itself. What is it? How is it changing? What kinds of English are appearing around the world? What are the implications of this? We believe these are important questions, worthy of being touched on in the language class. It is why we asked the foremost world expert author on these matters, David Crystal, to contribute to this new and innovative thread of *Global*.



David Crystal: The future of Englishes: going local

When people talk about 'global English' they are usually referring to the common features which identify the variety we call standard English. Increasingly, however, attention has been drawn to the regional features which differentiate one part of the English-speaking world from another. So today we happily talk about British, American, Australian, South African, Indian, and other 'Englishes', and studies are accumulating of the way these varieties make distinctive use of pronunciation, orthography, grammar, vocabulary, and discourse. Much of the distinctiveness resides in the area of lexicology, the linguistic domain which most closely reflects cultural identity, and dictionaries have been compiled of the distinctive lexicons encountered in these regions.

It does not take long before these lexicons reach many thousands of words. When a country adopts a language as a local alternative means of communication, it immediately starts adapting it, to meet the communicative needs of the region. Words for local plants and animals, food and drink, customs and practices, politics and religion, sports and games, and many other facets of everyday life soon accumulate a local wordstock which is unknown outside the country and its environs. When someone in South Africa says 'The bakkie had to stop at a red robot', we need to know that a bakkie is a truck and a robot is a traffic-light. There are thousands of such words in a dictionary of South African English. And other parts of the English-speaking world display the same kind of creativity.

This seems to be the pattern, as English becomes a local alternative language. When a group of people in a country switch into English, for whatever reason, the subject-matter of their conversation inevitably incorporates aspects of their local environment. They talk about the shops, streets, suburbs, bus-routes, institutions, businesses, television programmes, newspapers, political parties, minority groups, and a great deal more. They make jokes, quote proverbs, bring up childhood linguistic memories (such as nursery rhymes), and recall lyrics of popular songs. All this local knowledge is taken for granted, and used in sentences without gloss. Visitors who hear such sentences, or read them in local newspapers, need to have them explained. Conventional dictionaries will not help, for they do not include such localisms, especially if the expressions are encyclopedic in character (referring to local people, places, institutions, and suchlike).

Every English-speaking location in the world has usages which make the English used there distinctive, expressive of local identity, and a means of creating solidarity. From this point of view, notions such as 'Swedish English' take on a fresh relevance, going well beyond traditional conceptions of English spoken with a Swedish accent, or English displaying interference from Swedish grammar. Swedish English, for example, I define as the kind of English I need to know about when I go to Sweden, otherwise I will be unable to converse efficiently with Swedish speakers in English. It would be amazingly useful to have a glossary of the English equivalents of Swedish cultural references, but I know of none. This seems to be a neglected area for any language.

We need regional cultural dictionaries or glossaries. It is something every region can do, and something to which everyone who learns English can contribute. It takes only an hour or so to accumulate a list of dozens of culturally specific items. And when these are written down, in the style of a glossary, it has an interesting effect upon the participants. They feel they have somehow made the English language their own. I suspect such projects also add greatly to their linguistic confidence and self-esteem, for no-one else in the world knows their home-grown variety of English as well as they do. And they can take pride in the fact that they have added their own small piece to the global jigsaw puzzle that comprises the English language.



David Crystal is honorary professor of linguistics at the University of Bangor, and works from his home in Holyhead, North Wales, as a writer, editor, lecturer, and broadcaster. He read English at University College London, specialised in English language studies, then joined academic life as a lecturer in linguistics, first at Bangor, then at Reading, where he became professor of linguistics. He received an OBE for services to the English language in 1995. His books include *The Cambridge Encyclopedia of the English Language* and *The Stories of English*. *Just a Phrase I'm Going Through: my Life in Language* was published in 2009.

Amanda Jeffries: Developing study skills and encouraging learner autonomy

Learner autonomy can be defined as the ability of a learner to take charge of their own learning, not only by learning specific strategies or study skills but also by developing an entirely new attitude to learning. A truly independent learner of English is aware of their learning needs and goals, can reflect on how they learn, has a positive and proactive attitude to language-learning, and can make the most of learning opportunities both in and out of class.

Study skills are strategies and approaches that can lead to more effective learning. The *Global* series follows a comprehensive study skills syllabus covering metacognitive strategies (thinking about, planning, and evaluating learning) and affective and social strategies (monitoring your attitude to learning and working with others) as well as dictionary and reference skills. It also develops specific strategies for learning and practising listening, speaking, reading, writing, vocabulary, and grammar more effectively. All learners are different and research suggests that effective learning depends on choosing the right strategy, or combination of strategies, for the task, the learning context, or the particular individual.

Why deal with learner autonomy in class?

Most teachers recognise the importance of learning effectively, but many have reservations about doing learner training or learning awareness activities in class: 'It wouldn't work with my group'; 'There's already too much to do in class'; or 'I wouldn't know where to start'. It is important to remember, however, that a focused and independent learner is not only more efficient but also more motivated. Moreover, learner autonomy activities provide a valuable extra practice opportunity.

How can I help my learners to develop these skills?

You may find some of the following suggestions useful in your teaching situation.

- Include short regular learner training slots in your timetable, so that your learners get used to the idea of study skills as a key part of their learning.
- Offer students a 'menu' of possible strategies for, say, planning an essay, or memorising vocabulary to help them choose the strategy that works best for them. Comparing ideas in pairs or groups can also suggest new and useful ideas. Suggest they try out a new strategy for a week and report back on how effective they found it.
- When doing class activities, share your aims with your students and suggest useful strategies; for example, explain that you are asking them to read primarily to understand the gist of a passage and offer good gist reading tips.
- Ask students regularly to note down or discuss how well they have learned and what they have enjoyed or found puzzling, and make resolutions for how to improve.
- Find out how your students learn. You could ask them to write you a short letter about their progress and write back with suggestions!
- Make students aware of the range of practice opportunities and materials available – in a library or study centre, online, or in the media. Students can also keep a record of work outside class that they can discuss with you.
- More advanced groups might find writing learner diaries a good way to reflect on their learning styles and preferences.
- Above all, show you are convinced that developing good learning habits is a valuable learning focus – that way, your own attitude is more likely to rub off on your students.



Amanda Jeffries teaches university students and works on teacher development programmes in Oxford. She has contributed to the Macmillan *Straightforward* and *New Inside Out* series. She has written the writing, study skills and review pages for the *Global* series, and is the co-author of *Global Advanced*.

Pete Sharma: Blended learning

The term 'blended learning' is a 'buzz' term, yet one that means different things to different people. The 'classic' definition of blended learning is a course consisting of traditional 'face-to-face' language lessons, combined with 'distance learning' i.e. the opportunity to study 'beyond the classroom'. Such a course can provide many benefits for language learners.

In our book *Blended Learning*, we suggest a broader definition, taking blended learning to mean a combination of classroom teaching and the *appropriate* use of technology. Technology such as an interactive whiteboard can be used inside the classroom to enrich the learning experience. In addition, the students could have 24/7 access to their interactive learning materials, allowing them to study at anytime, anywhere.

Principles

Whichever definition is used, new technology has had a major impact on language teaching and learning. We describe four key principles for successfully integrating technology into language teaching:

- Differentiate the role you play as a teacher, and the role the technology is playing. For example, the teacher can clarify 'fuzzy' areas of grammar. The interactive exercises on a CD-ROM could then offer extra practice in 'crisp' areas of language, with students receiving feedback from the computer.
- Teaching should be principled. In other words, there should be a sound pedagogical reason for using the technology.
- The technology should complement and enhance what the teacher does. It is not a replacement for the teacher.
- 'It's not what it is, but what you do with it'. The interactive whiteboard in itself is just a 'tool'. It is how teachers actually use it, to help provide engaging language lessons, which can lead to better learning outcomes.

Integrating technology into language courses

There are many ways to integrate technology into a language course. A teacher can:

- support their face-to-face teaching with a Virtual Learning Environment, a web based platform which learners can access at any time. The VLE can be used, for example, to post language feedback for students to study after a class discussion.
- run 'learner training' sessions to show students how to benefit from the digital material in the eWorkbook at the back of their course book. For instance, you can download the audio files to their mp3 players to allow learning 'on the go'; use the 'QuickFind' feature on their electronic dictionary, and download the free interactive version of the phonemic chart from the web.
- use technology before a class. Before a fluency lesson, email students a pre-discussion reading task to get them thinking about the topic.
- use technology during a class. If you use an interactive whiteboard, you can save the electronic flip-charts you create. This allows you to build up a bank of personalised digital materials including photographs and sound files to support each of the course book units.
- use technology after a class. Students focusing on writing can collaborate together to produce an essay using a wiki, a website which contains editable web pages.

If teachers continue to provide pedagogically sound and interesting lessons, and allow the technology to support learning both inside and outside the classroom, then a blended learning approach can certainly enrich the language learning experience of students.

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Pete Sharma is an associate Lecturer at Oxford Brookes University, UK. He has written books on technology in language teaching, and is co-author of *Blended Learning: using technology in and beyond the language classroom* (Macmillan 2007). Pete is a Director of Pete Sharma Associates, which runs training in educational technology: www.psa.eu.com. He has edited the CALL Review, the newsletter of the Learning Technologies SIG of IATEFL, and blogs on technology at: www.te4be.com

Duncan Foord: How we can develop as teachers



Development means change and change is inevitable. You are not the same teacher (or person) you were a year ago. Working with a new coursebook, new students and colleagues, taking part in in-service training, preparing classes – all of these challenging elements of your day-to-day routine have changed you. You are always developing, you just have to decide how.

Our choices are framed by the culture we live in, the school we work in, government policy, students' expectations and so on. Some schools may encourage and support teacher development, others less so, but you will always have choices to make about how you teach and how you deal with challenges inside and outside the classroom. Focus on what you can do rather than what you can't.

Guiding principles

Just like a lesson, your working life needs some aims to guide your choice of development activities, your development plan, if you like. Here are six which I like.

- Take an interest in my students.
- Enjoy teaching.
- Take on challenges.
- Manage stress.
- Balance work and home life.
- Share my enthusiasm with others.

Give your teaching a 'developmental twist'

Here are some ideas for practical activities which are easy to integrate into your teaching routine and not time-consuming.

- **Get feedback** from your students. Five minutes before the end of the lesson ask the students to write on a piece of paper three things they liked about the class and one thing they didn't like, or a 'suggestion' if they prefer. Thank your students and collect the papers in. In the next class (or via email) respond to the comments.
- **Make a short video** of your class. For this you need a small hand-held camera or mobile phone with video. Get a colleague or student to video your class for about 5–10 minutes. Watch the video afterwards more than once. The first few times you will be cringing at your appearance and mannerisms! After that you will notice more interesting things about your choice of language, gestures and facial expressions and get a good idea how your students see you.
- **Try activities out first.** Before you use a speaking activity, try it out with a colleague. Afterwards assess how much time you needed, whether the instructions were clear, if you needed preparation time, what language you used, whether your students would find it easy or difficult and what help they might need. Adjust your lesson plan accordingly.
- **Break your routine.** This can be a very good way to help you understand your teaching better and add an element of surprise and fun to your classes. For example, let one of your students become the teacher for ten minutes and you become a student, move the seating arrangement, supplement the coursebook text with one you find which will particularly interest your students...
- **Create a staff 'sharing board'.** This is a place where you can share materials and teaching ideas with your colleagues. Once it catches on, the board will help build staff rapport as well as provide a source of interesting lessons and save you preparation time.

Duncan Foord is the Director of the teacher training institution OxfordTEFL. He is responsible for teacher training and development in the company and teaches on Trinity Certificate and Diploma courses in the Barcelona centre. He is co-author (with Lindsay Clandfield) of *The Language Teacher's Survival Handbook* (It's Magazines, 2008) and *The Developing Teacher* (Delta Publishing, 2009) winner of the Duke of Edinburgh ESU English Language Award 2009 for Best Entry for Teachers.

Jim Scrivener: Halfway up the mountain?

What does it mean to be intermediate?

The term 'intermediate' suggests a place somewhere in the middle. But in the middle of what? Does it mean that learners have reached a half-way point? That they have broken the back of the language learning task and will find it increasingly easy from here on?

I recall a comment I heard once that 'All students are intermediate'. And, yes, of course, any language learner is always going to be somewhere in the middle of a long route between starting out at the beginning and reaching native speaker-like competence.

The naming of levels suggests that the process of learning a language is a steady path up a mountain, with each new level clearly delineated and signposted as you arrive. Not many will ever reach the peak but there are camps, and even 'plateaus' on the way up where students can pause, looking back over the slopes they have climbed and taking stock of their achievements. Think of the pride in some students as they announce 'I am not elementary any more. Now I am pre-intermediate'.

Should we talk about a student's level or a student's levels?

It is important for teachers to be clear that shorthand level names may cover up the real level profile a learner has. They are not the whole story, but simply represent a useful simplification, an *average*. They do not reveal an in-depth portrait. For in fact any learner has many levels rather than one level. A more accurate description of a learner will refer to their knowledge and skills over a range of areas. We could, for example, think about a learner's systems or skills profiles: how much they know of grammar, lexis, pronunciation, functional language and discourse, or how good they are at listening, reading, writing and speaking. Analysing these might reveal significant differences between learners who are nominally at the same 'intermediate' level. For example, Student A has a very high level in listening and speaking, is intermediate in reading but has a significantly lower level in writing. With Student B we find a contrasting picture: very weak in listening and speaking, but quite good at reading and writing. Yet these two students are both in the same Intermediate class!

Spiky profiles

Imagine that we plot the four skills levels of each student onto a line graph. We would see some dramatic peaks and valleys as the levels rose and fell. These learners have what are known as 'spiky profiles' – competencies in some areas that are substantially different from others. Thus, rather than being able to assume that intermediate students must, by definition, resemble each other in level, we may actually find that they can be remarkably different. Their levels average out to Intermediate but when we look closer, we can see that their individual skills may vary dramatically.

Within a school where students have followed similar courses, the peaks and lows of such profiles are more likely to resemble each other than when a teacher works with people who come from different learning backgrounds.

When you go in to teach your new class, it is worth remembering this: whatever the level name is on the cover of your coursebook, the learners inside your class actually have a wide range of levels. You cannot assume that all have reached exactly the same point in each skill or system – you will find that your learners span a wide range of middle points, varying not just from one person to another, but also from one language area to another.

Is this just one more problem for the poor teacher? Or can the learners' diversity of knowledge and skills bring an extra richness to your lessons, and provide the opportunity and incentive for every student to contribute something useful to the class?



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Scott Thornbury: Making the most of learner-generated content

Learner-generated content is the language – either spoken or written – that learners produce, naturally and often spontaneously, during the course of a lesson, and which constitutes authentic communication. This distinguishes it from the language that is produced in order to answer comprehension questions and display questions (like ‘What is the past of *take*?’), or to do grammar exercises, or to perform role plays, or to write summaries, and so on.



Why use it?

Using learner output as lesson input is one way of involving learners more directly in the learning–teaching process. And research suggests that when learners have some control of the topic agenda and of the management of classroom talk, the lesson is more likely to match their particular learning needs, as well as being both more meaningful and more memorable.

When?

Learner-generated content can emerge at any stage of the lesson, and is often a by-product of some other activity, such as reading or listening. It can be deliberately prompted by personalisation tasks – that is, tasks that require students to use a pre-taught language item to talk about themselves – or by opinion-seeking tasks, such as when preparing learners to read a text, or by questions eliciting their response to the text they have just read. It can occur in the chat that opens a lesson. It can also be prompted when learners report on group discussions, or on something they have read or heard prior to the lesson. Asking the learners to come prepared to every lesson with an item of interesting news is one way of formalising this procedure. But learners are more likely to generate original content if the classroom dynamic is conducive to informal, personalised talk, and if initiating such talk is welcomed by the teacher.

How do you make the most of it?

First of all, treat the personalisation stage not as a test of pre-taught items but as a potential launch pad for classroom talk. Let’s say an individual learner has offered an opinion, or given some personal information, or referred to something going on in the world outside the classroom, and that you feel that this is a comment of general interest, and exploitable for the language ‘affordances’ (i.e. learning opportunities) that it offers. Use questions to encourage the learner to elaborate. Try to do this in as natural and conversational a way as possible. If the learner is stuck for words, supply them. Avoid correcting errors if this might inhibit the speaker. Instead, reformulate what the speaker is saying in a way that makes it more target-like. Draw other learners into the conversation. When the topic seems to have run its course, ask the learners, working in pairs or groups, to write a summary of what was talked about, as if writing to an absent classmate. Collect the texts and use these as the basis for a subsequent lesson, e.g. error correction. This could take the form of extracting a mixture of (unattributed) correct and incorrect sentences and asking the learners first to sort them, and then to correct the incorrect ones.

Set up writing activities that replicate online social networking interactions. Learners can ‘chat’ to one another in small groups using pen and paper. This conversation can then form the basis of a group ‘blog’; these blogs are then passed around the class – or posted on the classroom wall – and commented on, before being returned to their original writers. This material is then available to the teacher for subsequent analysis and development.

Finally, exploit the texts and the topics in your course book as stimuli for learner comment and opinion. Learners may not always respond to the content of a text – but they *never* will if they are not invited to!

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Rose Senior: Class-centred learning

Class-centred teaching is a framework for understanding the behaviour of effective classroom teachers that can help all language teachers to teach more successfully. As its name suggests, class-centred teaching emphasises the class group and makes the learning and social wellbeing of the class the focal point of the teacher's attention. The holistic notion of class-centred teaching is based on the premise that cohesive classes (characterised by overall feelings of openness, trust, and mutual respect) provide optimum environments for language learning.

The class-centred framework is applicable to all classroom situations, to all teaching contexts, and to all teaching approaches. Although no teacher has a 100% success rate, class-centred teachers have a higher proportion of classes that 'gel' than those who do not. The good news is that all teachers can become class-centred. The starting point involves keeping in mind that each class must sense that it is going on a collective journey towards the achievement of worthwhile learning goals.



How do class-centred teachers behave?

Class-centred teachers:

- develop rapport with their classes, ensuring that their students regard them not only as teachers with a sound knowledge of English but also as integral members of their class groups (who can laugh at themselves or behave spontaneously when something unexpected happens, for example).
- treat all students fairly and with respect, appreciating that learning a new language is a risky business because of the possibility of making mistakes and appearing foolish.
- always maintain their authority while remaining friendly towards their students and establish codes of behaviour that support student learning and enforce them in ways that do not alienate or humiliate individuals.
- understand that once social processes that enhance learning have been set in motion, teachers should find it unnecessary to behave in authoritarian ways that enforce the 'me-versus-them' divide.

How can I teach in class-centred ways?

- Encourage whole-class involvement by engaging your students in a memorable or meaningful way at the start of each new lesson. (At intermediate levels this is particularly important, since the initial excitement of learning English may have worn off.) Think of alternative, engaging ways of having your classes complete mundane tasks such as grammar exercises, remembering that variety is the essence of good teaching and that there are many ways in which learning activities can be 'tweaked'.
- As you move around your class observing students you will find yourself naturally helping small numbers of students on the spot. As the need for additional words or phrases becomes apparent, write these on the board so that other students can benefit from your input. Make a note, too, of what needs to be expanded upon or revised. Then, at a later point, re-teach these items to the class as a whole.
- Remember that although lively behaviour is evidence of student engagement, noisy, fun-filled classrooms may not be reliable indicators either of student learning – or of student satisfaction. There will be times when it is more appropriate for students to be working purposefully and reflectively, either on their own or quietly with a partner. A collective feeling of whole-class learning will prevail when this happens.

The class-centred framework will help you keep in mind that your classes function as groups – and that effective teaching and learning involves keeping every class that you teach as unified as possible for the duration of the course.

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Jonathan Marks: Pronunciation: the right kind and the right time

Teachers sometimes feel unsure about what kind of pronunciation learners should be aiming for – British? American? or something else? – and about what is the right time in a lesson to focus on pronunciation. I hope this short essay will give you some pointers in these two directions.

What kind of pronunciation should my learners aim for?

If English is a global language, it obviously needs to be internationally intelligible. But it would probably be impossible to describe a type of pronunciation that would always guarantee intelligibility between any two speakers from any two parts of the world. It seems that consonant sounds – with the exception of the notorious ‘th’ sounds! – may be particularly important. A consistent set of distinctions between vowel sounds is important too, but the total number of different vowel sounds probably doesn’t need to be as large as in standard native English. Word stress is probably important for intelligibility, and perhaps at least a basic intonation distinction between fall and rise.

There are other factors to consider, too. In some parts of the world there are well-established and widely-used regional pronunciations of English. In some countries, there may be prestige attached to British or American pronunciation, and learners may wish to aim for one of these or even be expected to do so in exams they plan to take.

At the same time, it’s important for all learners to have experience of listening to, and ‘tuning in’ to, a wide variety of different pronunciations from around the world – which is why *Global* has introduced its ‘Global voices’ section.

When is the right time to focus on pronunciation?

1 Planned pronunciation activities

Sometimes you might want to plan and include an activity to practise a particular aspect of pronunciation. For example, if you notice that your learners systematically fail to make the distinction between the vowel sounds in pairs of words like ‘cold’ and ‘called’, you might devote a 10-minute spot to practising that distinction.

2 Introducing new language

Whenever you introduce new language, you should think about how it’s pronounced, and whether learners are likely to need help with saying it. For example, if they’re learning a compound noun such as ‘reception desk’ they need to know that the stress is on the first element, or if they’re learning the idiom ‘You must be joking!’ they need to know that it has a standardised stress and intonation pattern.

3 Any other time!

A need for a focus on pronunciation can also arise at any other time. Let’s say, for example, that a class discussion about different jobs turns to the topic of having to wear a suit at work. Some learners pronounce the word ‘suit’ correctly, and others say ‘sweet’ or ‘suet’. Because ‘suit’ has become, for the moment, a key word in the discussion, it would probably be useful to intervene and establish the correct pronunciation. Or, let’s say that learners have trouble understanding part of a recording which sounds to them like ‘A bing go in there for ages’. You could help them by pointing out that: ‘I’ve’ is reduced to /ə/, the vowel sound in ‘been’ is shortened, the last sound of ‘been’ changes to /ŋ/ to make a smooth link with ‘going’, and the ‘-ing’ of ‘going’ is changed to /ɪn/. You could also give them a chance to imitate the pronunciation on the recording – not necessarily in order to learn to speak this way, but because it will help them to develop an awareness of how words can become disguised in fluent speech, and to recognise such ‘disguised’ words.

Every lesson is a pronunciation lesson, because nobody can speak without pronouncing! Thinking about ‘the right kind’ and ‘the right time’ is a first step towards giving learners effective help with their pronunciation.



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Ben Goldstein: Images and critical thinking

Using images in the language classroom is something we take for granted. However, images have been traditionally used as 'pictures' to stimulate or illustrate language, subservient to the written or spoken word, and therefore not always exploited to their full potential. Rather than asking learners simply to describe images, we can encourage them to reflect more deeply on them, to look beyond the frame and start to see images as cultural artefacts open to diverse readings. We can also allow learners to take a more active role by inviting them to bring their own images to class.



What kinds of images?

Digital technology has meant that we can now access and manipulate images as never before. Many of our learners have become experts in visualising experience, some communicate more easily through visual stimuli than verbal – this may be through photos on social networking sites, emoticons in text messages or avatars in virtual worlds. Alongside such images, it is easy for the ones we present in class to look outdated or irrelevant. Our challenge is to provide images that can truly resonate and motivate learners to take part in classroom tasks. To this aim the images in *Global* have been selected with the aim of moving away from typical language teaching representations of reality and to challenge our expectations. This is a fine starting point, but teachers should also be sensitive to local needs and interests when choosing images. Sensible criteria for selecting images might be summed up as: impact (will the images be able to stimulate or engage the learner on an imaginative level?), practicability (how easy is it for learners to access them?), familiarity (how well will the class recognize them or know how to respond?), opportunity for personalisation (how can the learners make these images their own?) and openness to multiple interpretation (how many different readings can be drawn from a certain image?).

Where can you find them?

- Try image-sharing websites which allow you to search via key words or tags and exhibit or edit your own images.
- Create your own class page and ask learners to upload files, inviting them to comment on their own work and that of others.
- Use key words to search for miscellaneous images on the internet.

What can you do with them?

We can analyse images from three different perspectives: the affective, the compositional and the critical. The first is our emotional response to the image – how does it make you feel? The second is how the image can be analysed in terms of its relationship to text, for example the way it has been framed or captured and presented to the viewer. Finally, the critical perspective asks us to bear in mind the broader context in which an image appears, what messages does it convey and how is it intended to be read? Such an approach emphasises the importance of bringing a social critique to our reading of images.

For example, imagine that you wanted to focus on a particular country in class. One idea would be to search for images that reflect something about this country's identity, customs, values, etc. Choose icons such as stamps, money, flags. Analyse these in class and collect different interpretations. Then set learners the task of finding their own visual representations of the place. Finally, source images of the learners' own country to find out how it is portrayed in different media. For example, what images are commonly found in tourist brochures of the learners' country and how representative are these in reality? As such, images can be an excellent way to encourage critical reading and intercultural awareness and consequently challenge stereotyping.

Ben Goldstein is a teacher, teacher trainer and materials writer. He teaches online at the Universitat Oberta de Catalunya in Barcelona and on the MA Tesol Program for the New School, New York. He is the main author of the *New Framework* adult coursebook series (Richmond Publishing) and author of a methodological handbook for teachers *Working with Images* (CUP). His main interests in ELT are the use of images, World Englishes and intercultural issues.

Teaching notes