

Coursebook			
Unit 9	Language	Texts	Communicative skills
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Part 2 SB page 104	Grammar Comparatives and superlatives Extend your vocabulary <i>I mean</i> Vocabulary Love	Reading and Speaking <i>A Short History of Tractors in Ukrainian</i>	
Part 3 SB page 106	Pronunciation Word stress and meaning Grammar Verb patterns: verbs followed by prepositions	Reading <i>Room 101</i>	Speaking Categories
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Function globally SB page 110	Giving and accepting compliments Listening to conversations in social situations Roleplaying a conversation at a party		
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Additional resources	
eWorkbook	Interactive and printable grammar, vocabulary, listening and pronunciation practice Extra reading and writing practice Additional downloadable listening and audio material
Teacher's Resource Disc	Communication activity worksheets to print and photocopy
Go global: ideas for further research	Love Ask students to look for the website of the Fitzwilliam Museum in Cambridge and find out more about the paintings to discuss in class. Hate Ask students to find out about three unusual phobias and report on them to the class.

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

Divide the board into two columns. On one side write English, and on the other side write French. Ask students to think of things that they see as 'typically English' or 'typically French', as seen from their culture. Elicit examples and fill the board. Then begin with *Speaking* exercise 1.

Speaking (SB page 102)

1 Pairwork. Ask students to compare and contrast the two paintings. Remind them of useful language on how to do this (from Unit 4 *Friends & Strangers* Part 1), eg *In this picture ... whereas in this one ...*

Circulate and monitor. Remember that this task is similar to those in many international English exams, so if your students are thinking of taking one of these then give feedback at the end on common problems or particularly good examples of English that you heard.

2 Ask students to read the information about where these two paintings were shown. Clarify the meaning of *satirical* (using humour to criticise people or things and make them seem silly) and *prints* (in this text, a picture that is a copy of a painting). Students then answer the two questions.

Background note

Vive La Différence was an art exhibition at the Fitzwilliam Museum in Cambridge in 2007. It displayed prints from the years 1720–1815, a time when there was a lot of travel and cross-cultural influence between the two countries but also a time when they were enemies. The Fitzwilliam Museum website provides additional background information to the exhibition.

Possible answers

In the first picture, stereotypes could be:

French women have silly hairstyles (in fact French women of the time did wear their hair tall).

French women are too concerned with their appearance.

In the second picture, stereotypes could be:

The English are fat.

The English do not dress very well.

The English are stiff and uncomfortable.

You could say of these pictures that the French and the English appear to be friendly, but are actually very critical of each other.

Vocabulary and Pronunciation (SB page 102)

1 Reproduce the first three rows of the table on the board and write the title *Stereotypes* above it. Do the first example with the class, clarifying what *assume* and *assumption* mean (if you *assume* something, you believe it is true, even though you have no proof; an *assumption* is something you believe is true even though you have no proof). Elicit the next line of the table. Students then continue completing the table themselves, using a dictionary if necessary.

noun	verb	adjective
assumption	assume	–
generalisation	generalise	general
judgement	judge	judgemental
misconception	misconceive	–
satire	satirise	satirical
stereotype	stereotype	stereotypical
tolerance	tolerate	tolerable

2 2.35 Now play the recording to let students check their answers. Go over the spelling of the words by inviting students to come up and complete the table on the board. Play the recording a second time, asking students to listen and determine which is the stressed syllable (answers in table above). Students then listen a third time and repeat the words.

3 Students now complete the sentences with the words in the box. Stress that they do not have to change the form of the words; they are all in the correct form. Feed back on the answers by asking different students to read them out loud. Correct any errors of pronunciation with the target words.

- 1 satirical
- 2 assume
- 3 stereotypical
- 4 misconception
- 5 generalise
- 6 judge
- 7 tolerate

4 Ask students to read the sentences again. Which ones do they agree with? Ask them to tick the sentences they agree with, put a cross next to the sentences they don't agree with and put a question mark next to sentences they are not sure about. They then compare answers with a partner.

Listening (SB page 103)

This is part of a lecture about the relationship between the English and the French.

1  **2.36** Ask students to read the introduction to the lecture first. Explain that 'The Sweet Enemy' was a term sometimes used by the English in the past to refer to the French (and vice versa). Concept check the phrase *the relationship ... has been hot and cold*, by asking *Does this mean it has been good, bad or a bit of both?* Students then listen and put the topics in order.

Correct order

- b 1066 Norman conquest of England
- e Allies and enemies in wars
- a English borrows words from French
- f French borrows words from English
- d Both make fun of each other's cooking
- c More love than hate

2 After checking the answers to exercise 1, tell students to look at the sentences in exercise 2. Explain that each one contains a factual error. Ask students to try and correct the errors from memory first. Then play the recording again for them to check their answers.

- 1 After the Norman conquest, **England was ruled by France**.
- 2 France and England were **allies / friends** in the 20th century.
- 3 The English use French words from cooking, **music** and the arts.
- 4 The French use English words from food, **technology** and pop culture.
- 5 The French make jokes that English cooking is **boring** and **bland**.
- 6 The English make jokes that French cooking is **inedible**.

2.36

The date 1066 is a very well-known year for English people. It is the year that the Normans, under William the Conqueror, invaded and managed to conquer England. For several decades, England was ruled by the French.

Since then the English and French have fought in many wars. They were enemies in the 14th, 18th and 19th centuries. But they were also allies in the Crimean war in the 19th century, in both World Wars of the 20th century and in recent conflicts. The French and English military continue serving together in the United Nations.

In terms of language, each country has borrowed many words from the other. The English use French words such as *chef*, *café* or *fiancé*, as well as others from cooking, music or the arts. And contemporary French uses words like *weekend*, *hotdog*, *hamburger* or *parking* as well as other modern English expressions from technology and pop culture.

Both countries enjoy making fun of the other's food. For the French, English cooking is boring and bland. The English have a higher opinion of French cooking but many English people still like to make jokes that French food is inedible (for example, snails or frogs' legs).

Despite this, the relationship between the two countries today is a good one. French is still among the most popular foreign languages for English students to learn, and English is the most common foreign language studied in France. There have been no wars between the countries in almost two hundred years. It is thought that there are more than 300,000 French people living in Britain, and more than 600,000 British people living in France. While the French still call the English 'rosbif' and the English call the French 'frogs' the realities of today's Europe mean that there will probably be more love than hate between the two countries in years to come.

3 Students work in small groups. Ask them to choose two of the questions to discuss in the group. Assign each group a group leader, who will report back on the answers. Circulate and monitor. Feed back on the answers.

TEACH GLOBAL THINK LOCAL

Mixed ability

If you are working with a mixed ability class, give each group a particular goal for the speaking activity, eg that every student must contribute two ideas. This means that stronger students do not automatically dominate the whole discussion, and weaker students have an achievable goal. Provide support as well, perhaps by writing the following sentence stems on the board:

Personally, I think that ...

I honestly believe that ...

As for me, I believe / think / agree that ...

Grammar (SB page 103)

Write the sample sentences on the board. Ask students to work in pairs. One student copies down the sample sentences while the other consults the rules in the book. Then the student with the book open quizzes the other student, using the rules given. This could be as simple as reading out part of the rule and prompting the other student to finish it.

1 Students rewrite the sentences using the word given. Do the first one as an example.

- 1 I've decided to go to France.
- 2 I expect to have a better life there.
- 3 I enjoy eating French food.
- 4 I began learning French last year.
- 5 I managed to pass my first exam.
- 6 Do you fancy coming with me?
- 7 I can't afford to go.

2 Ask students to read the text through first before completing the gaps. Ask *Why do French people go to live in England and English people go to live in France?* Then students complete with the correct form of the verb.

Answers are numbered in order they appear in the text.

- 1 to live
- 2 to go
- 3 to live
- 4 moving

Grammar focus

Refer students to the language summary on verbs followed by *-ing* and infinitive with *to* on page 148.

You can use exercises 1 and 2 on page 149 for:

- a) extra practice now
- b) homework
- c) review a couple of lessons from now.

The answers are on page 144 of the Teacher's Book.

TEACH GLOBAL
THINK LOCAL

Homework extra

Depending on the country you live in, you could ask the students to write a short composition about relations between their home and a neighbouring country. If you are teaching in a country where relations with neighbours are very strained then perhaps you may not want to do this!

Part 2

TEACH GLOBAL
THINK LOCAL

Lead-in

Before the class, find some proverbs about love that exist in your students' language (this works better in monolingual classes but can also be done in a multilingual class). Write these on the board, leaving out the last word or words. For example, the proverbs from *Speaking* exercise 1 would look like this:

Love is ...

Love knows no ...

All's fair in love and ...

Ask students to finish the proverbs off in their own language, then explain / translate them in English.

Reading and Speaking (SB page 104)

The text is an extract from the novel *A Short History of Tractors in Ukrainian* by Mariana Lewycka. It is the opening page of the novel, which focuses on the relationship between a woman, her father and his new bride-to-be who is a much younger woman.

1  2.37 Students read the English sayings and decide if there are any similar ones in their language. Ask them if they agree with the sayings.

2 Pre-teach the following words which are key to understanding the text: *bonkers* (crazy), *indulgent* (allowing someone what they want), *outraged* (very angry), *bourgeois* (typical of middle-class people and their attitudes, a disapproving word for this). Students then read and listen to the text. Ask them to choose two adjectives which they think best describe the narrator's feelings. Explain *astonished* and *delighted* if necessary.

- 1 Nadezhda's father is getting married again only two years after his wife's death, to a much younger woman.
- 2 The 'correct' answers are *astonished* and *angry*. However, if students can give you good reasons for one or the other adjectives then accept these!

3 Now ask the students to read the text more carefully to answer the questions. Tell them they should underline or otherwise mark the part of the text that gave them the answer.

- 1 a *Please let it be a joke!*
- 2 c *The traitor! And our mother barely two years dead.*
- 3 c *'After marriage you can meet.'*
- 4 a *It seems very sudden.*
- 5 a *'Why you want to meet? You not marrying her.'*

4 Ask students to discuss the questions in pairs. To help give this a more specific focus, ask them to make notes of their answers. Circulate, monitor and do full-class feed back.

Background note

Monica Lewycka is a Ukrainian born in Germany and brought up in England. *A Short History of Tractors in Ukrainian* was her first book. The book centres on the old man's obsession with the younger woman and how this affects the rest of the family. Critics have said that Lewycka has the unique ability to observe life in Britain both from the position of an insider and an outsider.

TEACH GLOBAL
THINK LOCAL

Reading extra

Ask students to close their books. Tell them you are going to read aloud the text, but you will pause at certain areas. They have to chant the missing word. Then continue reading.

Pause at places where few answers are possible linguistically, or only one. eg:

My father's voice, quavery with excitement, crackles down the ... (pause, class chants LINE).

I remember the rush of blood to my ... (pause, class chants HEAD).

This is good practice for collocations or word chunks.

Grammar (SB page 104)

1 Ask students to do this in small groups. Allow them some time to read the sentences and think of the rules. They should try and brainstorm together answers to as many of the questions as possible. Ask students from each group to come up to the board and explain different rules for the use of comparatives. Tell them to check their answers with the full grammar rules in the *Grammar focus* section on page 148.

2 Write the five adjectives on the board and check that students understand what they mean. Elicit a sentence using one of those adjectives to compare Valentina and the father, eg *She is younger than him*.

Try to push students to say this in other ways, using the same adjective, eg *He isn't as young as her. She's much younger than him*. Then ask students to make as many different sentences as they can using the other adjectives. Give them a time limit, then ask students to write their answers on the board.

Grammar focus

Refer students to the language summary on comparatives and superlatives on page 148.

You can use exercises 3 and 4 on page 149 for:

- extra practice now
- homework
- review a couple of lessons from now.

The answers are on page 144 of the Teacher's Book.

Extend your vocabulary (SB page 105)

Go through the explanation and the example sentence. Check if students have a similar expression (it may be a different word or words) in their language. The words *I mean* are also very useful for learners to buy time and reformulate something when they are speaking! Students then complete the sentences with their own ideas.

Vocabulary (SB page 105)

1 Tell students that the words below are all phrases or parts of phrases to talk about liking or loving someone. Ask them to complete the sentences, using a dictionary to help them.

- fancies
- keen
- fond
- adores
- spot
- crazy

2  2.38 Play the recording for students to listen and check their answers. Clarify the difference between *to like* someone, *to fancy* someone (to feel attracted physically to him / her) and *to adore* someone (to love him / her very much).

3 This activity is best done if you do an example first with the students. Write four sentences on the board using the target language, three of which are true and one of which is false. Ask students to guess which one is the false sentence. They should do this by asking you questions first about all four sentences.

Students then write their own sentences.

4 Pairwork. Students read each other their sentences and ask questions to guess the false ones. Circulate and monitor. Feed back by asking one or two students to read their sentences to the whole class for the other students to guess.

Part 3

TEACH GLOBAL
THINK LOCAL

Lead-in

Before the lesson, think of a personal anecdote about you (or a close friend) and an encounter with an animal or insect you are or were particularly afraid of. This could be a scary dog, a horse, a snake, a spider or a rat. The story should be quite short. Tell your story, and then ask students to retell it to each other in pairs. Ask them if they have any similar stories.

Pronunciation (SB page 106)

1 2.39 Write the target sentence on the board and ask the class to read it chorally, then drill individuals. Explain that you are going to play a recording of the sentence said five times by five different people. Each person will stress a different word, giving a different meaning to the sentence. Students must first listen and write the word they hear most stressed each time.

- 1 I **hated** rats when I was a child.
- 2 I hated **rats** when I was a child.
- 3 I hated rats when **I** was a child.
- 4 I hated rats when I was a **child**.
- 5 I hated rats when I was a child.

2 Play the recording again, pausing after the first one. Repeat the sentence again yourself. Ask students to read through the possible meanings and choose the one they think matches the intonation.

a 5 b 1 c 4 d 3 e 2

Language note

This is not easy, especially if students have a very different intonation to English! They may need to hear the sentences several times, both on the listening and through teacher models. However, the main stress in a sentence - the 'tonal unit' - is quite important to conveying meaning as English word order is relatively fixed (ie you can't stress something simply by putting it first).

3 Now students practise in pairs. One says the sentence in different ways and the other guesses the meaning. Circulate and monitor, helping where needed. This might even be harder for students to produce accurately from the first attempt, so don't expect miracles!

Reading (SB page 106)

The text is an extract from George Orwell's *1984* and an explanation of the history and cultural significance of Room 101.

1 2.40 Ask students to close their books. Play the recording so they can listen to the extract from *1984* (the first part of the text). Pause after ... *happens to be rats*. Ask students to work in pairs and say what they think this text is about. Then let students open their books, play the recording again and let them read and listen all the way through.

The room is a place where everyone has to confront the thing they hate or are afraid of most in the world.

2 Ask students to read the second part of the text again more carefully and answer the questions. Check that students understand *BBC* (British Broadcasting Corporation, the public service broadcaster in the UK).

- 1 rats
- 2 in the Ministry of Love, the headquarters of the secret police
- 3 an office in the BBC
- 4 Erich Mielke, the head of the Stasi
- 5 contestants say what things annoy them the most and that they would put in Room 101

3 Ask students if they have heard of this room before. Ask them to think of what they would put in the room and write it down on a piece of paper. Students then share what they wrote in small groups. Elicit some of the most interesting answers in open class.

Background note

George Orwell's *Nineteen Eighty-Four*, often written *1984*, is one of the most famous political novels of the twentieth century. It is the story of Winston Smith, a government worker who defies the law by falling in love and trying to join the resistance. He is finally captured and brought to Room 101 where he is tortured until he gives in. The cultural impact of *Nineteen Eighty-Four* is significant and includes such terms as *Room 101*, *Big Brother*, *doublethink* and *Thought Police* which are commonly used in describing contemporary totalitarian regimes.

Grammar (SB page 106)

1 Learning verbs and their dependent prepositions is as much about getting a sense for the language as memorising them. When they try to do this exercise tell them to refer to the text for help, or to think of sentences with the verbs in them.

on: depend, rely, spy
of: dream, know, (less common), remind somebody, taste
in: believe, succeed
for: apologise, apply, wait
about: dream, know, talk
at: shout, stare

Language note

Some of these verbs and prepositions are more fixed than others. The verb *talk* for example can be used with *about* (*we talked about the weather*), with *for* (*we talked for hours*) and with *at* (*he didn't listen, he just talked at us*). The majority of the verbs presented are fixed with that particular preposition. Where there are other possibilities for this level, we have included the most common uses.

To remind somebody of something or someone has two similar meanings. It can mean 'to make someone remember something in the past' (*he reminded me of my promise*) or it can mean 'to make someone think of someone else because they are very similar' (*she reminds me of that actress on television*).

2 Ask students to read the comments about what other people would put in Room 101. Tell them to tick the ones they think are funny or interesting. Feed back on this. Then tell them to put the missing prepositions into each sentence.

- 1 rely on
- 2 apologises for
- 3 to talk about
- 4 shout at
- 5 dream about
- 6 believe in
- 7 stare at
- 8 spies on
- 9 applied for
- 10 taste of

Grammar focus

Refer students to the language summary on verbs followed by prepositions on page 148.

You can use exercises 5 and 6 on page 149 for:

- a) extra practice now
- b) homework
- c) review a couple of lessons from now.

The answers are on page 144 of the Teacher's Book.

Speaking (SB page 107)

1 Ask students to read the categories in the list and choose five of them. They should write a brief answer for each one they choose, without writing what the category is. Give them time for this. While they are working, do the same yourself for two or three categories.

2 It's best to demonstrate the activity by doing it. Write your answers up on the board. Ask a student to guess what category they come from. Help them with the question (see the example). When students guess the category encourage them to ask *Why?* and give an answer.

In pairs, students then do the same with the answers they wrote down. Feed back by asking one or two students to perform their dialogues aloud.

TEACH GLOBAL
THINK LOCAL

Homework extra

Ask students to find out more about George Orwell and his work. Have his books been translated into their language? They could look for the meaning and modern usages of the following terms which were all used in *Nineteen Eighty-Four*: *Big Brother*, *Thought Police*, *doublethink* and *Newspeak*.

Part 4

TEACH GLOBAL
THINK LOCAL

Lead-in

Put students into groups. Write *Sports* on the board. Tell them they have to brainstorm twelve sports in two minutes. Let them do this, and call out *Stop!* after the time has elapsed. Ask them to call out their lists and correct any language mistakes you hear. Now ask them to take their list and divide it into different categories. Tell them they can use typical categories (eg sports with a ball, sports without a ball) but encourage them to be more creative (eg sports that are popular in their country, sports that can be played with a wheelchair). Feed back.

Listening and Speaking (SB page 108)

1 2.41 Ask students to put away their books and listen carefully (if you like, ask them to close their eyes, or cross their arms and put their heads down). Tell them they are going to hear different sports. They don't have to write or do anything, just listen.

Play the recording. Ask students to work in pairs and discuss what they heard. Then play the recording a second time, pausing after each sport and asking students to describe more in detail, using the *Useful phrases*.

- 1 football
- 2 swimming
- 3 running
- 4 horse racing

2.41

- 1 *sounds of football match: whistle blowing, ball being kicked, cheering*
- 2 *sounds of swimming race: whistle blowing, splash of competitors jumping into water*
- 3 *sounds of running race: voice saying 'on your marks', starter gun, cheers*
- 4 *sounds of horse race: commentator talking quickly during race, horses' hooves galloping*

2 Ask students to stay with the same partner. They now open their books and do exercise 2. Alternatively, let them leave their books closed and write the questions on the board and give the instructions for the task verbally. Circulate, monitor and feed back.

Reading (SB page 108)

This is a text about five classic rivalries in the world of sports.

1 Books closed. Write the following on the board: *It's not whether you _____ or _____, it's how you _____ the _____.* Ask students to complete the gaps. If this is too difficult, dictate the words *game, play, lose, win* and ask them to complete the sentence. They then check their answer in the book and ask and answer the questions with a partner.

2 Ask students to read *Classic sporting rivalries* and answer the question.

international politics: India vs Pakistan, Boris Spassky and Bobby Fischer
sport, religion and politics: Celtic vs Rangers
violence: Monica Seles vs Steffi Graf
two close cities: New York Yankees vs Boston Red Sox

3 Ask students to read the texts again and insert the missing sentences.

- 1 not needed
- 2 New York Yankees vs Boston Red Sox
- 3 Monica Seles vs Steffi Graf
- 4 India vs Pakistan
- 5 Celtic vs Rangers
- 6 not needed
- 7 Boris Spassky and Bobby Fischer

Once you've checked the answers you could ask the students the following questions: *Have you ever heard of these sporting rivalries? Are there any other sporting rivalries you know of?*

Background note

The 'Cold War' refers to the unfriendly relations and tension that existed between the former Soviet Union and the West from the end of the Second World War to the 1980s.

TEACH GLOBAL
THINK LOCAL

Reading extra

If you want to do more focused work on the vocabulary in this section, ask students to find expressions that are connected to rivals, enemies or competition (*rivalry, enmity, beat, political dispute, war, shooting, outbreak of violence, dominant, come under threat, challenge*).

Writing (SB page 109)

1 Demonstrate the activity first by doing the example sentences on the board. Then put students into small groups and ask them to take turns making the sentence longer. Circulate and monitor, correcting if needed.

Students should do this task in writing, meaning they should write their sentences down each time and then read them to the group.

2 Ask different groups to report on the best or most interesting sentences they produced.

TEACH GLOBAL
THINK LOCAL

Alternative procedure

If you don't have a big class, you could do this a whole class activity. Write the sentence on the board. Each team consults on how to make it longer, and then sends a person to the board to rewrite the sentence. Don't help them with this. Teams take turns until they make a grammatical or spelling mistake or the sentence becomes too long (you have to be the judge of this!).

Function globally:
giving and accepting
compliments

These lessons in *Global* are designed to provide students with immediately useful functional language. They all follow a similar format.

Warm up (SB page 110)

Aim: to introduce the topic via a quick speaking task or picture work.

Tips:

- Do not over-correct here, especially in speaking activities.
- Encourage students to use what language they can at this stage.

Listening (SB page 110)

Aim: to present the functional language in context via a conversation or series of conversations.

Tips:

- Ask students to read the questions first before listening.
- Play the recording all the way through for each task (there are always two tasks).
- For multiple conversations pause the recording after each one.
- If students find it very difficult, play the recording a final time and allow them to read the audioscript at the back of the book.

1

Conversation 1: d

Conversation 3: b

Conversation 2: a

Conversation 4: c

2

house; food; appearance / clothes; dancing

2.42–2.45

Conversation 1

A: Would you like a drink?

B: Yes please ... This is a great party ... You have a lovely garden.

A: Thank you, we love it.

Conversation 2

A: This is great food.

B: Thanks, I'm glad you like it.

Conversation 3

- A: Nice to see you again.
 B: Nice to see you too ... thank you for the invitation.
 A: What a lovely dress. You look wonderful.
 B: Do you think so? Thank you.

Conversation 4

- A: Are you enjoying the party?
 B: Yes, thanks. Good music.
 A: Umm, yes ... You're a good dancer.
 B: Thanks. You're not so bad yourself!

Language focus (SB page 110)

Aim: to draw students' attention to the items of functional language.

Tips:

- Make sure students have time to understand the form and meaning of the phrases, but you needn't translate them word for word.
- Students should be able to pronounce these phrases intelligibly, so drill them.

- | | |
|--------|-----------|
| 1 b, c | 3 b, c, d |
| 2 b, c | 4 a, c |

Speaking (SB page 110)

Aim: to allow students an opportunity to use this language in a meaningful, real-world context.

Tips:

- There is sometimes a choice of tasks. Any task involving reading a script will be easier than a task involving making students' own script. This gives you flexibility for mixed ability classes.
- Give students time to prepare this activity, and circulate and monitor carefully.
- Correct sensitively, paying attention to the target language especially.
- If time allows, ask students to repeat the task, but with a new partner.

Global English

These lessons in *Global* have two main goals. The first is to give you and your students interesting information about English and language in general. The second goal is to provide students with practice in different kinds of reading comprehension tasks that they are likely to encounter in future study (for example, exams).

Warm up (SB page 111)

Aim: to engage students with the topic, and highlight potentially difficult vocabulary in the text.

Tips:

- be generous in helping students here with any unknown words in the first task.
- ask students to relate this task, wherever possible, to similar events or texts in their own lives. This will help them with the reading.

- | |
|--|
| 1 spelling: <i>separated</i> |
| 2 double negative: <i>didn't know anything</i> |
| 3 misused apostrophe: <i>coffees</i> |
| 4 incorrect superlative: <i>happiest / most happy</i> |
| 5 incorrect comparative with countable noun: <i>fewer holidays</i> |

Reading (SB page 111)

Aim: to provide students with interesting information about English, and reading exam practice skills; where possible to focus on interesting or useful aspects of language in the text.

Tips:

- Get students to read through the whole text once first before doing the tasks.
- Many of these texts have been graded slightly, or not at all. There is a glossary of difficult words. Get students to read that first as it will help them understand the rest.
- There are two tasks. The first is an easier task, often focusing on the gist of the passage. The second is a more difficult task, similar to reading exam questions.
- If there is a third question the purpose is to raise students' awareness about a language feature; do not expect them to produce it immediately.
- This language is not tested or reviewed in future units, which means you have more flexibility with this material as to when and where you use it.

- 1 sentence 2
- 2 word stress (*controversy*); grammatical constructions (split infinitives: *to really know*); muddled meanings of words (*uninterested* and *disinterested*)
- 3
 - 1 b
 - 2 a
 - 3 b

Speaking (SB page 111)

Aim: for students to relate the material in the reading to their own language, culture and experiences.

Tips:

- This is a short speaking activity and can be done in whole class mode or in small groups.
- Wherever possible, ask students to think of and provide examples in their own language but explain them in English too.

As you go through these *Global English* lessons in the book, don't be afraid to ask students opinions and reactions to the information in the text – not only answering the comprehension questions. Which do they find interesting? Do they know of similar experiences or facts in their own language or other languages? Some of your learners might be in your class because they are very interested in language, and these texts provide a great opportunity for you to capitalise on that motivation.

Writing: an informal email

These lessons in *Global* are designed to provide students with extended writing practice. They all follow a similar format.

Reading (SB page 112)

Aim: to provide a sample text for students to analyse.

Tips:

- Many of these texts deliberately contain errors which the students will be asked to focus on and correct later in the lesson.
- At this stage of the lesson merely ask them to read the text and extract the information.
- There are often two questions for these texts: one which focuses on gist and the other on specific details.
- If a student does ask a question about an error in form, praise them for noticing it, and explain that they will be correcting them shortly.

- 1 She is enjoying life. She likes her house, she has several good friends, she goes out a lot, and she's going on holiday soon.
- 2
 - 1 F (I'll tell you all about it when I'm back in Korea.)
 - 2 F (At first, there was a bit of friction over cleaning the house ... we've sorted that out now and we get along fine.)
 - 3 F (I really hate doing housework!)
 - 4 T (I like to cook them Korean food)
 - 5 T (Some of my friends have already gone back to their countries.)
 - 6 T (I can't wait to see you, I miss you so much.)

Writing skills: using dashes (SB page 112)

Aim: to give students a chance to develop their writing through various different micro skills.

Tips:

- Sometimes this section focuses on common student errors in writing.
- Clearly explain the focus and do an example of one of the questions first with the students before asking them to continue on their own.
- Let students check their answers in pairs or small groups, then correct in open class.

1

I'm fine – I hope you're OK as well.

She's a really nice person – whenever I have a problem she's always willing to help me.

It was my fault – I really hate doing housework!

It was so spicy for them that they almost cried – it was really funny!

We sometimes go out to a museum or an art gallery – we have a great time together.

I can't wait to see you – I miss you so much.

2

1 c

2 d

3 b

4 a

Language focus: expressing affection and enthusiasm (SB page 112)

Aim: to highlight and focus on a particular aspect of language that students can use to improve their writing.

Tips:

- Sometimes this section serves as revision or reinforcement of language that students have encountered passively before in the unit (for example, in the reading texts) – make this link clear where possible.
- Let students check their answers in pairs or small groups, then correct in open class.

1

1 so

2 wait

3 dying

4 miss

5 to

6 special

2 Students' own answers.

Preparing to write (SB page 112)

Aim: to give students time to brainstorm ideas for the writing task.

Tips:

- Allow students to brainstorm ideas in pairs or small groups.
- At low levels, this may involve some use of L1 (the students' mother tongue); be tolerant of this, but be on hand to help with translations or English where needed.
- Ask students to make notes here, but not begin writing.

Writing (SB page 112)

Aim: to give students practice in more extended writing tasks.

Tips:

- This section can be done as homework.
- Remind students to refer back to the model text, but to be careful of the typical errors.
- Ask students to check their work carefully before they hand it in.

Global review

These lessons in *Global* are designed to provide students with an opportunity to review and consolidate the language they have studied in the previous unit.

Grammar and Vocabulary (SB page 113)

Aim: to give students revision of all the main grammar and vocabulary points that arose in the previous unit.

Tips:

- Demonstrate the activities by doing the first one in whole class.
- Allow students time to do this, and encourage them to look back through the unit for help.
- When you come to correct this, do not simply go around the class asking for the right answer – encourage students to say *why* they think something is correct, and seek confirmation from others before moving on.

Grammar

- | 1 | 2 |
|------|--|
| 1 i | 1 as interesting as |
| 2 e | 2 more difficult than |
| 3 h | 3 much friendlier / much more friendly |
| 4 j | 4 correct |
| 5 b | 5 this is the prettiest |
| 6 a | 6 correct |
| 7 c | |
| 8 d | |
| 9 g | |
| 10 f | |

Vocabulary

- | 1 | 2 |
|-------------------|-------------|
| 1 generalisations | 1 crazy |
| 2 satirise | 2 soft spot |
| 3 tolerant | 3 keen |
| 4 stereotypical | 4 fond |
| 5 misconception | |
| 6 judgemental | |

Speaking and Writing (SB page 113)

Aim: to provide extra speaking practice that will review and consolidate language presented in the unit.

Tips:

- Give the students time to read and understand the instructions.
- Circulate and monitor the students, encourage them to use only English here.
- Make notes of any incorrect use of language, but refrain from correcting if students are in the middle of the task.

Study skills

These lessons in *Global* are designed to provide students with skills and strategies in learner training and learner autonomy. For more on learner autonomy and learner training, see the essay on page 00.

Improving your listening skills (SB page 113)

1 Ask students to think of a reason to improve their listening skills. Elicit various ones and write them up on the board. Then tell students to write down the three best ones and compare with a partner.

Feed back, incorporating the points in the first box about how to practise listening.

Possible answers

to understand films in English
to talk to people from English-speaking countries
to understand lectures in English
to pass exams in English
to understand people from all over the world
to understand English songs

Ask the class how they have found the listening in the course so far. They can do this in pairs, or as a whole class activity. The kinds of listening activities that feature in *Global* are: listening for gist (the general idea), listening for specific details, listening as part of pronunciation practice and read and listen activities.

You could also ask them to talk about what listening they have done outside of class for example with the eWorkbook. It's worth recommending here that students can do extra listening exercises in the eWorkbook, as well as download audio of words, phrases, conversations and literary extracts to practise listening on the move.

2 Now ask students to go over the different ways of improving their listening skills. They tick the ones they have already tried. Ask if they have any other suggestions, and write these up on the board. Then ask students to choose one of the suggestions from the book or the board that they haven't tried (but could conceivably do!) and try it before the next class.

3 In pairs, students compare ideas and say why they like the ideas they have chosen. Ask for suggestions for other ways to improve their listening skills, and write these on the board.

Coursebook			
Unit 10	Language	Texts	Communicative skills
Part 1 SB page 114	Extend your vocabulary Beginnings and endings Pronunciation Silent letters Vocabulary Books and reading	Listening and Reading <i>Great opening lines</i>	Speaking Reading questionnaire
Part 2 SB page 116	Vocabulary Celebrations Grammar and Speaking Verb form review	Reading and Speaking <i>Birthdays: the beginning of a new year of life</i>	Writing A thank-you note
Part 3 SB page 118	Vocabulary and Listening Death Grammar Reflexive pronouns	Reading <i>Unhappy endings: the wives of Henry VIII</i>	Speaking A mini-project
Part 4 SB page 120	Extend your vocabulary <i>farewell</i> Vocabulary Leaving	Reading <i>Famous farewells</i>	Writing A farewell email or speech
Function globally SB page 122	Saying goodbye Formal and informal farewells Roleplaying the end of a conference and a student leaving a host family		
Global voices SB page 123	Listening to people talking about their favourite films Tenses to talk about films		
Writing SB page 124	A speech Writing a speech Wishes and hopes		
Global review SB page 125	Grammar and vocabulary review Extra speaking practice		
Study skills SB page 125	Using your dictionary: exploring synonyms		

Additional resources	
eWorkbook	Interactive and printable grammar, vocabulary, listening and pronunciation practice Extra reading and writing practice Additional downloadable listening and audio material
Teacher's Resource Disc	Communication activity worksheets to print and photocopy
Go global: ideas for further research	Beginnings Ask students to find the origins of a common tradition or custom in their country and prepare a short presentation for the class. Endings Ask students to find examples of humorous or moving epitaphs and present them to the class.

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

Books closed. Write the title of the unit *Beginnings & Endings* on the board. Ask students what happens at the beginning of each lesson, and the sort of topics they think might be included in this unit. Elicit ideas.

Ask students to flick through the unit and see what topics there are: beginnings of novels, beginning of life (birthdays), end of life (death) and saying goodbye. Ask if students had any of these topics on their lists.

Listening and Reading (SB page 114)

Background note

Pride and Prejudice, published in 1813, was written by the English novelist Jane Austen (1775–1817).

Moby Dick, published in 1851, was written by American author Herman Melville (1819–1891).

The Great Gatsby, published in 1925, was written by the American author F. Scott Fitzgerald (1896–1940).

Rebecca, published in 1938, was written by English author Daphne du Maurier (1907–1989).

The New York Trilogy, published in 1986, was written by American author Paul Auster (born 1947).

Tracks, published in 1988, was written by American author Louise Erdrich (born 1954).

1 Direct students to the book covers. Ask students if they have read any of them or seen a film version. If students have read any of the books, ask them if it was in English or in translation.

2  2.46 Check that students understand the words in the box. Then ask them to listen and match each novel to a topic in the box. Play the recording, pausing after the description of each novel.

The Great Gatsby: money

Rebecca: family secrets

Captain Corelli's Mandolin: war

Tracks: Native American culture

Pride and Prejudice: marriage

Moby Dick: adventure

 2.46

The Great Gatsby by F Scott Fitzgerald is set in the twenties in New York. It is narrated by Nick Carraway, who rents a house next door to the extremely wealthy Jay Gatsby, a man who uses his money to get what he wants. Gatsby is in love with Nick's cousin Daisy, who is unhappily married. He persuades Nick to help him to arrange a meeting with Daisy, leading to a series of tragic events.

Rebecca by Daphne du Maurier is a romantic mystery. After knowing Maxim de Winter for only a week, the narrator (whose name we don't know) marries him and moves with him to his house in Cornwall. Her husband's servants and friends make it clear she can never take the place of Maxim's first wife Rebecca. In the end the narrator learns the surprising truth about Rebecca's death.

Captain Corelli's Mandolin by Louis de Bernieres begins in 1940. The novel follows the daily life of Pelagia, who lives on the Greek island of Cephalonia. The Italian army has just invaded Greece and Pelagia's fiance has left to fight against the Italians. While he is away Pelagia begins a secret relationship with Antonio Corelli, an Italian captain who is sent to live with Pelagia and her father, and whose greatest passion is music.

Tracks by Louise Erdrich is the story of Fleur Pillager, a member of a Native American tribe who is said to be a witch. Through Fleur's story we hear about the problems facing Native American tribes in the early twentieth century: their fight to save their lands, the long winters and lack of food and disease brought by the white man.

Pride and Prejudice by Jane Austen was published in 1813 when women were expected to behave in a certain way and their parents decided who they should marry. Elizabeth is the second of five sisters and her mother wants to find good husbands for all of them. The novel follows Elizabeth's up and down relationship with Mr Darcy.

Moby Dick by Herman Melville is a dramatic tale of adventure at sea. Moby Dick is a huge white whale who is being hunted by Captain Ahab. Ahab lost one of his legs to Moby Dick and is determined to kill the whale. A sailor called Ishmael joins the crew on Captain Ahab's boat. In Ishmael's voice, the book tells the story of the whale hunt which ends in tragedy.

3 Explain that students are going to listen to the descriptions again and then tell their partner what the novel is about. Encourage them to make notes but not write down every word. Play the recording, again pausing slightly after each novel. Students work in pairs and take turns to tell their partner about one of the novels. Their partner can help them with details if necessary.

4  2.47 Direct students to the opening lines of the six novels on page 115. Students read and listen to the text and match the opening lines with the correct novels. In feedback, ask students which words helped them to match the lines to the novels.

'Dr Iannis had enjoyed ...': *Captain Corelli's Mandolin*

'We started dying ...': *Tracks*

'It is a truth ...': *Pride and Prejudice*

'In my younger ...': *The Great Gatsby*

'Call me Ishmael.': *Moby Dick*

'Last night ...': *Rebecca*

5 Ask students to work in pairs and discuss the questions. Then they feed back to the class.

6 Read out the rubric and invite suggestions from the class. Students should explain their reasons. Tell students the answer and ask if they were surprised.

- 1 *Moby Dick*
- 2 *Pride and Prejudice*

7 Read out the questions. Students answer them orally as a class. You could also ask students if they ever read the ending of a book first.

In monolingual classes discuss what books students have chosen. In multilingual classes, ask students to swap their descriptions with another student and read about each other's books.

TEACH GLOBAL
THINK LOCAL

Homework extra

Students choose the novel in their language which they think has the best opening line. They should write a short description of the book and include its opening line translated into English. They should also find out when it was published.

Extend your vocabulary (SB page 114)

Direct students to the *Extend your Vocabulary* box. Ask students to read the explanations and example sentences. Students then complete the sentences with the correct phrase.

- 1 at the end of
- 2 In the beginning
- 3 at the beginning of
- 4 in the end

Pronunciation (SB page 114)

1 Ask students to close their books. Write the words *acknowledge*, *could*, *right*, *wrong* on the board and read them out.

Ask students what all these words have in common in terms of pronunciation. Read them out again. Elicit (or tell) students that they all contain 'silent' letters. Ask students what the silent letters are.

The underlined letters are not pronounced.
acknowledge
could
iron
wrong

2 Direct students to the list of words. Ask students to look through them quickly and look up the meanings of any words that are unknown to them in their dictionary. Then students underline the silent letters in the words.

When they have done the task, ask students to read out a word in turn and say which is the silent letter. Check and correct individual pronunciation. then drill all the words as a class – perhaps as a chant in groups of three words.

ans <u>w</u> er	doub <u>t</u>	light
autumn <u>n</u>	high	sand <u>w</u> ich
ballet	hou <u>r</u>	scissors
cast <u>l</u> e	island	thoug <u>h</u>
climb	kn <u>i</u> fe	Wed <u>n</u> esday
column	know	comb

Language note

'Silent' letters are so called because they are not articulated, but their presence may change the sound of the word, typically the vowel sound. For example, in *wrong* the *w* is genuinely silent, ie the pronunciation would be the same with or without it, but in *night*, the 'silent' *gh* changes the sound of the vowel. This commonly occurs with words ending in *e*, eg in *acknowledge* the final *e* is silent but it changes the sound of the preceding *dg*. In some words the pronunciation of the silent letter is optional, eg *Wednesday* can be pronounced /'wensdei/ or /'wedansdei/.

3 Students work in pairs. Ask them to write two sentences which contain at least three of the words in exercise 2. Point out that they can be logical sentences (*I climbed up to the castle on Wednesday.*) or nonsense sentences (*I doubt you can cut sandwiches with scissors.*)

Students read their sentences out to the class, paying attention to the pronunciation of the words with silent letters.

TEACH GLOBAL
THINK LOCAL

Mixed ability

Ask early finishers to look at their sentences again. They should edit them to try and include more words from the list.

Vocabulary (SB page 115)

1 Read out the pairs of words to model pronunciation. Ask students to work in pairs and take turns to explain the difference between the pairs of words. Tell them they can use a dictionary for help if necessary. Do the first one or two pairs or words with the class as an example. Students feed back to the class.

A novel is a book about imaginary people. A biography is a book about the life of a real person.

A guidebook gives you tourist information about places. An atlas shows you where places are on a map.

A self-help book gives you help with problems in your life. An instruction manual tells you how to use a machine or piece of equipment.

A magazine contains articles on general subjects. A journal contains articles relating to a particular subject or profession.

A textbook contains information about a particular subject. A notebook contains blank pieces of paper which you can write on.

A hardback is a book with a hard cover. A paperback is a book with a soft cover.

An audio book is a book which is recorded so that you can listen to it. An ebook is a digital copy of a book which you can read on a screen.

A bookshop is a place where you buy books. A library is a place where you borrow books.

2 Direct students to the text about the British Library in London. Students complete it using words from exercise 1.

Answers are numbered in the order they appear in the text.

- 1 journal
- 2 biography
- 3 self-help book
- 4 textbook
- 5 ebooks
- 6 audio books

3 Ask students to look at the verbs in the box and decide which ones can collocate with books and magazines. Students cross out the verbs which can't be used.

Verbs which can be used: borrow; buy; enjoy; lend; listen to (audio books); order; publish; subscribe to; write

Speaking (SB page 115)

1 Ask students to read through the statements about reading habits and check that they understand them. Put students in pairs. Each student decides if the statements are true or false about their partner and notes it down.

2 Students ask their partner questions to check their answers. They note down their partner's answers and compare them with their own guesses.

Students can ask additional questions to find out more information, eg *Who's your favourite detective novel author?* *How often do you go to the library?*

3 Ask students how well they guessed about their partner's reading habits. Then ask students to tell the class one or two interesting things they found out about their partner.

Part 2

TEACH GLOBAL

THINK LOCAL

Lead-in

Ask students how they feel about their birthday. Do they look forward to it? Do they hate the idea of being another year older? Or do they ignore the day because they feel it has no particular meaning? Has their attitude changed as they have got older? Do they worry about telling people their age?

Vocabulary (SB page 116)

1 In pairs, students match the verbs and nouns to make phrases about birthdays. Check answers.

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

2  **2.48-2.52** Tell students they are going to listen to five situations. They should say what is happening in each one using phrases from exercise 1. Play the recording. Pause after each one and ask students to describe the situation.

- 1 People are drinking a toast to somebody called Ryan. (It's his 40th birthday.)
- 2 A man is giving somebody a birthday present.
- 3 A boy is blowing out the candles on his birthday cake.
- 4 A woman is going to post a birthday card.
- 5 The speaker is giving a speech. (He says thank you to the guests and his parents.)

 **2.48-2.52**

1

A: Now, er, I'd like to ask you to lift your glasses and join me in wishing Ryan a happy 40th birthday ... to Ryan.

B: To Ryan!

2

A: Happy birthday. Here's a little something from us all – I hope you like it.

B: Oh, thank you. Can I open it now?

3

A: Right, go on then. Remember to make a wish.

B: ... yeah, I did it!

4

A: I'm just going to put this in the post. I nearly forgot, it's my brother's birthday tomorrow.

B: Oh, can you take that other letter if you're going? You know, the one about the telephone bill ... thanks.

5

Can I have your attention please? ... Thank you. Well, I'd like to start by saying a huge thanks to everyone who's here today. It's been a fantastic day so far and a lot of that is down to my parents of course. Mum and Dad: thanks for everything today and ... well, for always really ... A big clap for them please ...

Reading and Speaking (SB page 116)

Background note

In many countries people have a name day as well as a birthday. On name days people celebrate the day which is linked to their name – usually the feast day of the Catholic or Orthodox saint that they were named after.

1 Direct students to the text on page 116. Students read the text and find out when ordinary people started celebrating birthdays. Check the answer with the class. You may want to drill the pronunciation of *twelfth* (/twelfθ/) which many students find difficult.

If you teach in a country which has name days or have students who come from those countries, focus on this in class.

The twelfth century

TEACH GLOBAL
THINK LOCAL

Reading extra

Focus on some of the useful vocabulary in the text. Ask students to find words in the text for ...

- large meals for lots of people (feasts)
- traditions (customs)
- being kept safe from harm (protection)
- relating to an old religion which had many gods (pagan)
- usual (common)

2 Students work in groups of three, A, B and C. Explain that each student is going to read a different text on an aspect of birthday celebrations. Ask students to read the rubric and follow the instructions. As turn to page 127 and Bs to page 129. Cs read the text on page 117. Then they should read the text and answer the two questions.

A Birthday cards

- 1 People send birthday greetings using cards and postcards. They also give cards with presents. People also send ecards as a quick, environmentally-friendly alternative.
- 2 The custom probably started in England in the early nineteenth century when the first postage stamp was issued.

B Birthday song

- 1 People often congratulate others on their birthday by singing them a song – often 'Happy birthday to You'.
- 2 The music for the song was written by two sisters in America in 1893 with different lyrics. In 1935 the writers' sister won copyright of the song.

C Birthday cake and candles

- 1 Today people have candles on a birthday cake to show how old they are. People blow out the candles and sometimes make a wish.
- 2 The custom might have started in Greece about three thousand years ago. It could also have started in Germany in the Middle Ages.

3 Students tell the other members of their group about the text they have read, using their answers to the questions in exercise 2. Students can also refer to other details.

4 Students work in AB pairs. They choose to talk about either birthday customs in their country (option A) or about another celebration (option B).

In monolingual groups, ask students to work together and talk about the questions. They can focus on what happens in their particular family as well as generally in their country.

In multilingual groups, ask students to prepare a presentation for their partner using the questions given. Students then tell their partner or another pair about their birthday customs or celebration.

In class feedback with monolingual groups, focus on personal differences and similarities. In multilingual groups, ask students to say something about their partner's customs.

Grammar and Speaking (page 117)

1 Tell students they are going to review the verb tenses and forms they have looked in the book. Direct them to the list of structures and ask them to find at least two examples of each structure in the reading texts on page 117, 127 and 129.

There are many examples of tenses in the texts; the table shows the first occurrence of each tense category.

	cake	cards	song
present tenses	celebrate	send	is
past tenses	started	sent	had originally written
future forms	will come true	will cards replace	will probably congratulate
passives	were put	is not known	are sung
conditionals	would become	couldn't wish	would have ended
reported speech	said that it symbolised		

2 Students work in pairs and compare their examples. They should try and explain to their partner when the tense or form in their example is used. If students have any difficulties or questions, they should review that structure in the *Grammar focus* section. In full-class feedback, discuss any particular difficulties students had.

3 Direct students to the text on national holidays. Ask them to skim the text quickly for the main ideas. Ask students which three people are mentioned in the text and if they are familiar with them.

Then ask students to read the text carefully again and choose the correct verb form to complete the text. Students can do this alone or in pairs. When you have taken feedback on the answers, ask students how they would answer the question in the text: whose birthday would they make into a national holiday in their country?

Answers are numbered in the order they appear in the text.

- | | | |
|--------------|-----------------|------------|
| 1 introduced | 4 honours | 7 would be |
| 2 was marked | 5 was killed | 8 has been |
| 3 have | 6 is celebrated | 9 had |

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Alternative procedure

In monolingual groups you could make the last part of exercise 3 into a vote. Individual students nominate people and explain why they have chosen this. Other students support or reject the nominations and give their reasons. Finally the class takes a vote and decides on the person they would like to honour.

4 Explain that students are going to do an information gap activity using two pictures which are similar but have some differences. First, elicit vocabulary to describe where things are in pictures and write it on the board:

on the right / on the left / in the middle of the picture
in the foreground / background
in the bottom right / top left corner

In pairs, As should turn to page 127 and Bs to page 129. They describe their pictures and find six differences. Ask them to talk about what the people *are doing*, what they *are going to do* and what they *have done*.

- Picture A: the man in the bottom right corner is going to eat a piece of cake.
Picture B: he has eaten the cake.
- Picture A: the girl on the right has blown out her candles.
Picture B: she is going to blow the candles out.
- Picture A: a couple in the foreground are about to hug.
Picture B: they are hugging.
- Picture A: a woman in the background on the left is not wearing a party hat.
Picture B: the woman is wearing her party hat.
- Picture A: a woman in the background is sitting at the table.
Picture B: the woman is getting up.

5 In pairs, students tell each other about a particular celebration in the past that they attended, and their plans for future celebrations.

Grammar focus

Refer students to the verb form review on page 150.

You can use exercises 1 and 2 on page 151 for:

- extra practice now
- homework
- review a couple of lessons from now.

The answers are on page 144 of the Teacher's Book.

Writing (SB page 117)

1 Ask students if they write thank-you letters and notes when they get a present. Ask them to read the rubric in exercise 1 and draw their attention to the *Useful phrases*. Students write a thank-you letter for the present given.

2 Students work in pairs. They read their partner's letter and decide if it is appropriate to the task.

Part 3

TEACH GLOBAL
THINK LOCAL

Lead-in

With books closed, ask students to work in pairs.

Student A looks at the picture on page 118 and describes it to Student B. Student B should say where they might expect to see such a statue.

Vocabulary and Listening (SB page 118)

1 Read out the words in the box to model pronunciation. Drill pronunciation of *funeral* (/ˈfʊnərəl/) and *grief* (/ɡriːf/). Ask students to read the definitions and match them to the words in the box. Ask students to check their answers in pairs: one reads out the definition and the partner says the answer. In feedback check that all the words are clear.

- 1 a grave
- 2 a funeral
- 3 a widow (woman) a widower (man)
- 4 a will
- 5 a body
- 6 grief

2 Ask students to make collocations using the verbs and words from exercise 1. Check the answers in class feedback. Make sure students understand what is meant by *view a body*. In multilingual classes you could ask students if this is common in their country or according to their religion.

- | | |
|--------------------------|-----------------|
| 1 attend a funeral | 4 view a body |
| 2 become a widow/widower | 5 visit a grave |
| 3 show grief | 6 write a will |

TEACH GLOBAL
THINK LOCAL

Extra activity

Death is a sensitive topic and one that people often avoid discussing. If you think it is appropriate in your class, you could give students further practice of the collocations in exercise 2 by talking about these questions in pairs.

In your country, or according to your religion:

What funeral customs are common?

Are there any rules about how a widow or widower should behave after their partner's death (for example concerning clothes or remarriage)?

Do children typically participate in funerals or are they protected from death?

Is it usual to visit the grave of dead relatives?

Who has the right to a state funeral?

Do most people write a will?

3 2.53 This exercise practises the collocations in exercise 2 in context, and prepares for the *Reading* text. Discuss what could go in the first gap. Then ask students to read the text and think about what information could go in the gaps. Play the recording. Students listen and complete the text, then compare their texts with a partner. Play the recording again if necessary.

2.53

In sixteenth century England, life expectancy was low. People usually died at home and **viewing the body** was common. People believed that the more people followed the funeral procession to **the grave**, the better their chances of **a life after death**, so people were often paid **to attend funerals**. After the death of a relative or close friend, people were expected to **show their grief**. This was called 'mourning'. A widow was expected to wear black clothes to mourn her husband and not show herself in society. **Widowers** often wore only a black hat and gloves and could continue with their work and daily lives as usual. In 1540 a law was passed, so that **people could write wills** and choose who should receive their property. Married women, however, **were not allowed to write wills** at this time.

Reading (SB page 118)

Background note

Henry VIII (1491–1547) became the ruler of England in 1509. His wish to end his marriage to Catherine of Aragon due to the lack of a male heir led to the English Reformation: the break with the Catholic Church in Rome and the foundation of the Church of England. Before this time the Pope was responsible for religious matters in England and church taxes were paid to Rome. Henry married Anne Boleyn in 1533 and was excommunicated from the Catholic Church which did not recognise his divorce and considered that he was still married to Catherine of Aragon. In 1534 an Act of Parliament made Henry the Head of the Church of England.

1 Direct students to the text on page 119. Ask them to look at the title of the text, the rhyme (top left in the text) and the pictures. Ask students what this tells us about King Henry VIII and his wives and what else they know. Go through the rhyme with students if necessary and elicit the meaning of *wedded* and *beheaded* in the rhyme.

2 Ask students to read the text, using the glossary to help them. Students note down when and how each marriage ended.

- 1 Catherine of Aragon: divorced in 1553
- 2 Anne Boleyn: beheaded in May 1536
- 3 Jane Seymour: died in 1537
- 4 Anne of Cleves: divorced in 1540
- 5 Catherine Howard: beheaded in 1542
- 6 Catherine Parr: survived Henry who died in 1547

3 Look at the questions with students. Students read the text again and answer the questions.

- 1 Jane Seymour
- 2 Catherine Parr
- 3 Anne Boleyn
- 4 Catherine of Aragon
- 5 Anne of Cleves
- 6 Catherine Howard

TEACH GLOBAL
THINK LOCAL

Reading extra

Students produce a timeline (a chronological and visual representation) of the events in the texts. Ask students to include the dates of the start and end of each marriage and any details they would like to add (details about the wives, children, etc).

Ask students to compare timelines with a partner.

4 Check that students understand the word *treat*. Ask students to choose two sentences and complete them. Students then work in pairs and compare their sentences with a partner. Students feed back to the class.

Grammar (SB page 118)

Direct students' attention to the example sentences. Ask students who Catherine and her lovers were unable to save (Catherine and her lovers). Point out that the subject and object are the same so we use *themselves*. Explain that this is called a 'reflexive' pronoun.

Ask students who Henry fell in love with (Jane) and who Jane fell in love with (Henry). Write the two names on the board and use arrows to show that the subject and object of the verb are different. In this case we use *each other*.

Check that student have understood the difference and give further examples if necessary.

Background note

Mary Stuart (1542–1587) was Queen of Scotland from 1542 to 1567. She was the daughter of King James V of Scotland.

Elizabeth I (1533–1603) was the Queen of England from 1558 to 1603. She was the daughter of Henry VIII and Anne Boleyn. She succeeded to the throne after the deaths of her half brother Edward VI and half-sister Mary I.

Direct students to the text about Mary Stuart. Ask students to complete the text with themselves or each other. Do the first sentence as an example with the class.

Answers are numbered in the order they appear in the text.

- | | | |
|--------------|--------------|--------------|
| 1 each other | 3 each other | 5 each other |
| 2 themselves | 4 themselves | 6 themselves |

G Grammar focus

Refer students to the language summary on reflexive pronouns on page 150.

You can use exercises 3, 4 and 5 on page 151 for:

- a) extra practice now
- b) homework
- c) review a couple of lessons from now.

The answers are on page 144 of the Teacher's Book.

TEACH GLOBAL
THINK LOCAL

Mixed ability

This exercise deals with the reflexive pronouns *each other* and *themselves*. For stronger students, refer to the complete list in the *Grammar focus* section on page 150 and ask students to make sentences using the verbs given there. Other verbs that commonly take reflexive pronouns are *dress*, *prepare*, *shave*, *see*, *wash*.

Speaking (SB page 119)

2 Explain that students are going to do a presentation about a historical person who came to a tragic end. Explain what type of presentation this should be (entirely oral, with the help of pictures or a poster, using presentation software, etc). Ask students to read tasks A and B and choose one task. They should do some research to find out about the person they have chosen.

2 Students make notes about the person they have chosen, using the questions given to help them.

3 Before students give their presentations, review general guidelines for presentations (students should speak loudly and clearly, make eye contact, use their notes to help them but not read directly from them.). Draw students' attention to the *Useful phrases*. Students give their presentations to the class (or to small groups in large classes). Ask listeners to listen carefully and think of any questions they would like to ask. Encourage students to comment on each other's presentations, making both positive comments and suggestions for improvement.

TEACH GLOBAL
THINK LOCAL

Alternative procedure

To give listeners a more structured listening experience and keep them focused on the presentation, ask them to make notes to answer the questions in exercise 2.

Part 4

TEACH GLOBAL
THINK LOCAL

Lead-in

In multilingual classes write *Saying goodbye* on the board and ask students to come to the board and write the words in their languages for 'goodbye'. Establish if there are different words in these languages for saying 'goodbye' for a short or long time. Write the word *farewell* on the board. Explain that this is an old-fashioned word for saying 'goodbye' but that it is still used to say goodbye when you think you might not see somebody for a long time – or at all.

In monolingual classes, ask them what words they know for saying goodbye (*goodbye, bye, see you*). Write the word *farewell* on the board and explain as above.

Reading (SB page 120)

Background note

Lawrence Oates (1880–1912) was an English Antarctic explorer. He was a member of Robert Scott's Terra Nova expedition team which set out in 1911 and tried to be the first to reach the South Pole. They reached the South Pole on 18 January 1912, only to discover that the Norwegian Roald Amundsen and his team had arrived there on 16 December.

On the way back Oates suffered from frostbite and was unable to walk as quickly as the others. The team had to walk a certain amount every day in order to reach the places where they could pick up food. On 16 March 1912 Oates walked out into a storm in the freezing cold, so that the team could travel faster without him. His body was never found. Unfortunately, his companions did not survive the journey either.

1 Direct students to the picture and the quote by Lawrence Oates. Ask students where they think Oates is and what he meant by the quote. Point out the clothes they are wearing and the flags. Elicit ideas. If necessary, explain that Oates was part of Robert Scott's attempt to be the first men at the South Pole. Tell students what Oates did (see *Background note*) and that this was his farewell to his fellow explorers.

Background note

American aviator Amelia Earhart (1897–1937) was the first woman to fly solo across the Atlantic.

King Edward VIII (1894–1972) was King of the UK from January to December 1936. When he gave up the throne his brother George VI became king.

Samuel Pepys (/pi:ps/) (1633–1703) is known for his famous diaries which gave information about many important events in London from 1660–1669.

Kofi Annan (born 1938) is a diplomat from Ghana who was Secretary General of the United Nations from 1997–2006.

The 1942 film *Casablanca* stars Humphrey Bogart as the owner of a nightclub in Casablanca, Morocco, during World War II.

Romeo and Juliet is a tragic play about two young lovers, written by the playwright William Shakespeare (1564–1616).

Oscar Wilde (1854–1900) was an Irish writer famous for his wit.

Napoleon Bonaparte (1769–1821) became Emperor of France in 1804. He was defeated by a coalition of countries which included Russia and the UK. He was forced to abdicate and go into exile on the Mediterranean island of Elba, but he later escaped.

2 Direct students to the information box on page 131 to find out about Captain Oates.

3 Students read the text on page 121. Ask them to skim the text and look at the names of the speakers. Do they know anything about the speakers? If any names are completely unknown, help students with information.

4 Ask students to read the text again and answer the questions. Explain that the answer can be one or several people.

real people: Earhart, Edward VIII, Pepys, Annan, Wilde, Napoleon

characters: Rick in *Casablanca*, Juliet in *Romeo and Juliet*

last words: Earhart, Wilde

said to group: Edward VIII, Pepys, Annan, Napoleon

written down: Earhart, Pepys

5 Ask students to find words or phrases in the text to match the definitions. Tell them to use context to help them.

1 hazards

2 burden

3 quit

4 parting

5 sorrow

6 Look at the questions with the class. Clarify the meanings of *down-to-earth* (practical and sensible) and *patriotic* (feeling love towards your country). Ask students to work in pairs and try and agree on an answer. Feed back to the class.

7 Read out the question. Ask students to answer the question and explain their reasons.

Extend your vocabulary (SB page 120)

Ask students to read the collocations in the box.

1 Students work in groups. Explain they are going to plan an *imaginary* farewell party for their last English class. Students should decide together on the list of points in the task.

2 Groups feed back to the class and present their ideas. Decide which class has the best ideas. If your situation allows it, put the ideas into practice and hold a real farewell party for the class.

Vocabulary (SB page 120)

1 Look at the sentences with the class. Explain that all the words in bold mean 'to leave' in one way or another. Ask students to work in pairs and take turns to explain the meaning of the words in bold. Point out that students can use a dictionary to help them if necessary. Students feed back to the class.

- | |
|---|
| 1 stopped working because he had reached the official age to stop |
| 2 died |
| 3 gone to a different place to live |
| 4 have ended their relationship |
| 5 left home to live somewhere else |
| 6 told her employer she was leaving her job |
| 7 finished university |
| 8 was told to leave his job |

2 Students match the two halves of the sentences. Check the answers.

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

3 Look at the two tasks with students. Students work in pairs. Ask them to choose question A or B and discuss them. Then ask them to work with a pair who have chosen the other task and exchange ideas.

Writing (SB page 121)

1 Direct students' attention to the writing tasks. Look at each task in turn with the class and elicit ideas about:

- the content. eg problems at work, good and bad memories, advantages and disadvantages of living alone
- the sort of language to be used: formal or informal, neutral, funny, emotional.

Students choose a task and do their piece of writing.

2 Students work in pairs and swap their writing. Ask them to evaluate their partner's writing using the criteria given.

Function globally: saying goodbye

These lessons in *Global* are designed to provide students with immediately useful functional language. They all follow a similar format.

Warm up (SB page 122)

Aim: to introduce the topic via a quick speaking task or picture work.

Tips:

- Do not over-correct here, especially in speaking activities.
- Encourage students to use what language they can at this stage.

Listening (SB page 122)

Aim: to present the functional language in context via a conversation or series of conversations.

Tips:

- Ask students to read the questions first before listening.
- Play the recording all the way through for each task (there are always two tasks).
- For multiple conversations pause the recording after each one.
- If students find it very difficult, play the recording a final time and allow them to read the audioscript at the back of the book.

1 Conversations 1 and 4

2

compliment: 2

thank: 1, 2 and 3

talk about another meeting: 2 and 4

send a message: 3 and 4

talk about the trip back: 2 and 4

2.54–2.57

Conversation 1

A: Time to go. Take care of yourself.

B: You too. Thanks for everything.

A: Bye! Keep in touch.

B: Yes, will do. Bye bye.

Conversation 2

A: I'm afraid I have to go now.

B: Well, it was very nice to meet you.

A: Yes, you too. I've enjoyed working with you. Have a good trip.

B: Thanks. I look forward to seeing you again sometime.

Conversation 3

A: It's been nice seeing you again. ... Please give my regards to your wife.

B: Thank you. And thanks again for all your hospitality.

A: Goodbye.

Conversation 4

A: Bye then, all the best.

B: And to you. Give my love to the family.

C: Drive safely!

A: We will ... see you soon.

Global voices

These lessons in *Global* are designed to provide students with exposure to authentic speakers of English from both native and non-native English backgrounds. They all follow a similar format.

Warm up (SB page 123)

Aim: to introduce the topic and highlight potentially difficult vocabulary the students will encounter.

Tips:

- Be generous in helping students with the vocabulary here, but let them try and work it out first.
- Circulate and monitor any speaking task, but be careful not to overcorrect.
- Follow up any short discussion pairwork with an open class discussion, asking students to report back what they said.

Language focus (SB page 122)

Aim: to draw students' attention to the items of functional language.

Tips:

- Make sure students have time to understand the form and meaning of the phrases, but you needn't translate them word for word.
- Students should be able to pronounce these phrases intelligibly, so drill them.

1			
1 b	4 g	7 j	10 c
2 l	5 a	8 d	11 e
3 h	6 i	9 k	12 f

Speaking (SB page 122)

Aim: to allow students an opportunity to use this language in a meaningful, real-world context.

Tips:

- There is sometimes a choice of tasks. Any task involving reading a script will be easier than a task involving making students' own script. This gives you flexibility for mixed ability classes.
- Give students time to prepare this activity, and circulate and monitor carefully.
- Correct sensitively, paying attention to the target language especially.
- If time allows, ask students to repeat the task, but with a new partner.

Listening (SB page 123)

Aim: to expose students to English spoken with a variety of accents.

Tips:

- Students will need to hear the recording at least twice, if not more times, to understand it. There are almost always two tasks.
- The first time they listen, tell them you don't expect them to understand every word; some of it will be hard. This is because the text has not been scripted or graded in any way. It's what they would hear in 'the real world'.
- The first task is easier and focuses on gist, the second task is more detailed.
- Pause after each speaker on the second listening, and don't be afraid to replay the whole thing if students appear to need it.
- Students can read the audioscript at the back of the book if you / they wish.
- It may be tempting to hunt for specific pronunciation or language errors, but we recommend against this. In real world communication not everyone speaks perfect English all the time, not even native speakers.

1, 2 Students' own answers.

3

Titanic: love; sea; ship

Lord of the Rings: curse; hobbit; ring

Breakfast at Tiffany's: Fifth Avenue; out all night; shop window

Mamma Mia: father; island; wedding

4 Students' own answers.

2.58–2.61

Pilar, Madrid

My favourite film is *Titanic* and the beginning is in a very big ship on the sea and is the principal idea, or the main character is a handsome man, Leonardo di Caprio and I think that the history is about the love in a sea and the love is very bad because suddenly the ship broke in the middle of the sea and all the people in the ship died.

Marc, France

One of my favourite films is *The Lord of the Rings* which is a film that has been – which is ... founded on the book of Tolkien – *The Lord of the Rings* and the beginning of the story is about a small hobbit, Bilbo ... that wants to get rid of his ring, a ring he has found years before and he gives it to his nephew. And in fact the ring is a kind of cursed ring and the idea – the quest that his nephew has to deal with is to get rid of the ring and to destroy it.

Mireille, US

One of my favourite films is *Breakfast at Tiffany's* and it starts off – you see the character Holly Golightly, she is standing in front of – standing on Fifth Avenue in front of Tiffany's, looking in the shop window, eating a croissant. It's very early in the morning, she had been out all night and she just sits there eating her croissant and drinking her coffee. That's how the movie starts.

Nicole, Switzerland

So my favourite film is called *Mamma Mia* and the beginning of the film, the film starts with a girl who is singing, or is singing, yeah, a song of Abba, and she's throwing in a letter in a box. And er ... we know then that she ask her three possible fathers to come to her wedding and then you can see the ... what the fathers are doing, or what the men are doing and how they get to the airpor... to the harbour to come to the wedding. So they meet another – the other ..., so the three meet together and come together to the island.

Language focus: tenses to talk about films (SB page 123)

Aim: to raise students' awareness of a particular piece of language present in the listening.

Tips:

- This language is not included in unit tests or reviews, it is included here to help students understand international English.
- The objective is awareness-raising, not production. Don't expect students to produce this language in an exercise or in conversation immediately.

to describe events: present simple

to describe a particular scene: present continuous

Speaking (SB page 123)

Aim: for students to discuss the same or similar questions as the speakers in the listening.

Tips:

- The speaking tasks here are slightly more open to allow for students to explore the subject. Give them time to do this.
- If students are working in pairs, circulate and monitor. Make notes of incorrect language use to correct afterwards (or in a future class).
- As you go through the book and the *Global voices* lessons, ask students for feedback on these listening activities and their potential use of English with other people. Are they very difficult? Have students used their English as a 'lingua franca' with other non-native English speakers? How did they find it? What tips do they have on understanding or making themselves understood in an international context?

Writing: a speech

These lessons in *Global* are designed to provide students with extended writing practice. They all follow a similar format.

Reading (SB page 124)

Aim: to provide a sample text for students to analyse.

Tips:

- Many of these texts deliberately contain errors which the students will be asked to focus on and correct later in the lesson.
- At this stage of the lesson merely ask them to read the text and extract the information.
- There are often two questions for these texts: one which focuses on gist and the other on specific details.
- If a student does ask a question about an error in form, praise them for noticing it, and explain that they will be correcting them shortly.

1

The reason is Alex's retirement.
The audience are Alex and his work colleagues.

2

1 c 2 d 3 e 4 a 5 b

Writing skills: writing a speech (SB page 124)

Aim: to give students a chance to develop their writing through various different micro skills.

Tips:

- Sometimes this section focuses on common student errors in writing.
- Clearly explain the focus and do an example of one of the questions first with the students before asking them to continue on their own.
- Let students check their answers in pairs or small groups, then correct in open class.

1

Paragraph 1: **Ladies and Gentlemen**, welcome to this special party ...; **As you know**, Alex is leaving us ...

Paragraph 2: **First of all**, I'd like to thank ...; **Indeed**, he has helped ...

Paragraph 3: **Well**, Alex, your dream has come true.; **On top of that**, last year you won the prize ...

Paragraph 5: **So, on behalf of everybody here**, I'd like to ...

2 She follows all of these points except for discourse markers.

Introduction, conclusion, organisation: see Reading 2

Address the audience: *You / Alex, and we / us*

Examples: *In my opinion the office will feel very empty without him ... I remember meeting Alex on his first day in the office and he told me that his ambition was to become a top-class reporter.*

Humour: *we need your bad jokes and funny stories to remind us why we come into work every morning. ... I hope you will come and visit us often and give us advice on how to improve our reports.*

Language focus: wishes and hopes (SB page 124)

Aim: to highlight and focus on a particular aspect of language that students can use to improve their writing.

Tips:

- Sometimes this section serves as revision or reinforcement of language that students have encountered passively before in the unit (for example, in the reading texts) – make this link clear where possible.
- Let students check their answers in pairs or small groups, then correct in open class.

1 hope 2 wish 3 hope 4 wish 5 hope

Preparing to write (SB page 124)

Aim: to give students time to brainstorm ideas for the writing task.

Tips:

- Allow students to brainstorm ideas in pairs or small groups.
- At low levels, this may involve some use of L1 (the students' mother tongue); be tolerant of this, but be on hand to help with translations or English where needed.
- Ask students to make notes here, but not begin writing.

Writing (SB page 124)

Aim: to give students practice in more extended writing tasks.

Tips:

- This section can be done as homework.
- Remind students to refer back to the model text, but to be careful of the typical errors.
- Ask students to check their work carefully before they hand it in.

Global review

These lessons in *Global* are designed to provide students with an opportunity to review and consolidate the language they have studied in the previous unit.

Grammar and Vocabulary (SB page 125)

Aim: to give students revision of all the main grammar and vocabulary points that arose in the previous unit.

Tips:

- Demonstrate the activities by doing the first one in whole class.
- Allow students time to do this, and encourage them to look back through the unit for help.
- When you come to correct this, do not simply go around the class asking for the right answer – encourage students to say *why* they think something is correct, and seek confirmation from others before moving on.

Grammar

1

Answers are numbered in the order they appear in the text.

- | | |
|---------------------|---------------------------|
| 1 is read | 6 will become |
| 2 were produced | 7 used |
| 3 have been written | 8 would save |
| 4 have never seen | 9 said |
| 5 still prefer | 10 would not be published |

2

- | | |
|--------------|--------------|
| 1 each other | 2 themselves |
|--------------|--------------|

Vocabulary

- | | |
|-------------|------------|
| 1 throw | 5 blow |
| 2 grave | 6 away |
| 3 subscribe | 7 notice |
| 4 fired | 8 bookshop |

Mystery word: hardback

Study skills

These lessons in *Global* are designed to provide students with skills and strategies in learner training and learner autonomy. For more on learner autonomy and learner training, see the essay on page xxiii.

Using your dictionary: exploring synonyms (SB page 125)

1 With books closed, ask students to think of words with the same meaning as *leave* and *arrive*. Write students' ideas on the board. Ask students which prepositions we use with *arrive* (*at* and *in*). You might like to ask them to think of example sentences too. Then ask students to open their books and read the tip box about synonyms.

2 Direct students to the dictionary entries and ask them to check their ideas from exercise 1.

3 Ask students to complete the sentences with the correct synonym for *arrive* or *leave*. In feedback check the answers with the class and clarify any problems. Then refer students to the study tips at the end of the page.

1, 2 Students' own answers.

3

- 1 depart
- 2 get
- 3 stormed out
- 4 set off
- 5 Go away!
- 6 reached

Speaking and Writing (SB page 125)

Aim: to provide extra speaking practice that will review and consolidate language presented in the unit.

Tips:

- Give the students time to read and understand the instructions.
- Circulate and monitor the students, encourage them to use only English here.
- Make notes of any incorrect use of language, but refrain from correcting if students are in the middle of the task.

Grammar focus answer key

Unit 1

- 1 1 do you mean 4 appear
2 I don't understand 5 sounds
3 are changing 6 never forget
- 2 1 a drives b is driving
2 a speaks b is speaking
3 a am working b work
4 a translate b are translating
- 3 1 understand
2 are studying
3 takes
4 are you going
5 don't remember
6 are living
7 is learning
8 don't want
- 4 1 is 2 is 3 Does 4 Do 5 are
- 5 1 How often do you go
2 When did you go
3 Why did you choose
4 What do you like
- 6 1 live there
2 do most people live
3 do the people speak
4 make up the government
- 7 1 Who wrote Frankenstein?
2 What time do Americans usually eat lunch?
3 How many famous authors come from Dublin?
4 What do Brazilians celebrate on 7th September?
5 Which 20th century world leader spent 27 years in prison?
6 How often does India have a national election?

Unit 2

- 1 1 had 6 prepared
2 was living 7 were living / lived
3 was travelling 8 was working
4 heard 9 helped
5 joined
- 2 1 He was living in Russia when he met his wife.
2 I was working when the fire alarm went off.
3 She was listening to the teacher when her phone rang.
4 I was having a meal in a restaurant when someone took my bag.
5 The boy was playing on the roof when he fell down and broke his leg.
- 3 1 moved; had argued
2 had finished; went
3 stopped; had fallen out
4 visited; had returned
5 refused; had lied

4 When Josh was **very** young, around six years old, his father read him books at bedtime. They were usually **very** / **quite** simple stories about animals or spacemen. However, one day Josh's father brought home a book of **very** old fairytales. While Josh listened to these stories he sometimes got **quite** / **very** frightened and hid under the blankets. However, he preferred the fairy tales to the other stories, which he found **very** / **quite** boring.

- 5 1 This place isn't very pretty.
2 Her son isn't very friendly.
3 Those curtains aren't a very nice colour.
4 That restaurant isn't very clean.
5 He isn't very clever.
- 6 Correct forms (*When I was a child* applies to all sentences):
1 used to / would
2 used to / would
3 didn't use to
4 used to
5 used to
- 7 Many people **used to believe** that there **was** a city somewhere in England called Camelot. They **used to think** that forests and plains **surrounded** it and that the famous King Arthur **lived** there. In the castle of Camelot there **was** the famous Round Table. The king **would hold** meetings with his knights around this table. Outside the castle there **was** a large green field where the king and his knights **would participate** in fairs and jousts.
(This means that they believed it in the past but no longer believe it.)

OR

Many people believe that there **used to be** a city somewhere in England called Camelot. They think that forests and plains **used to surround** it and that the famous King Arthur **used to live** there. In the castle of Camelot there **used to be** the famous Round Table. The king **would hold** / **used to hold** meetings with his knights around this table. Outside the castle there **used to be** a large green field where the king and his knights **would participate** / **used to participate** in fairs and jousts.

(This means many people believe now that there was such a place and that it is no longer there.)

Unit 3

- 1 1 are launching / going to launch
2 are going to offer
3 are beginning / are going to begin
4 is going to start
5 aren't going to stop
6 are going to continue
- 2 1 A is going to / will
B will
2 A are going to / will
B will
3 A is going to
B will
4 A will
B is going to
- 3 1 This morning I was so tired that I fell asleep at my desk.
2 Yesterday it was such a hot day that we spent the day in the park.
3 It was so late that the shops were closed.
4 He worked so hard that his back hurt.
5 It was such a bad storm that the airport was closed.
6 The roads were so icy it was impossible to drive.
- 4 1 certain
2 not certain
3 certain
4 certain
5 not certain
6 not certain
7 not certain
8 certain
- 5 A: I'll
B: it's
A: we'll
A: buy
B: Will

Unit 4

- 1 1 have called
2 painted
3 killed
4 gave
5 have found
6 used
- 2 1 did you meet
2 have you known
3 Did you go
4 Have you ever lost touch
5 Have you ever had
- 3 1 yet 4 yet
2 yet 5 yet
3 already 6 already

- 4 1 He has already walked up the wall
2 He hasn't walked down the wall yet.
3 He has already looked to the right.
4 He has already looked to the left.
5 He hasn't eaten lunch yet.
6 He hasn't polished his helmet yet.

- 5 1 might / may
2 must
3 can't
4 must
5 may / might
6 might / may
7 must

- 6 1 anybody
2 Nobody
3 everybody
4 somebody
5 anybody
6 Everybody

Unit 5

- 1 1 mustn't
2 don't have to
3 mustn't
4 don't have to
5 mustn't
6 don't have to
7 don't have to
8 mustn't
9 don't have to
10 mustn't

- 2 1 had to
2 could
3 couldn't / weren't allowed to
4 had to
5 couldn't / weren't allowed to
6 didn't have to

- 3 1 've been teaching
2 've lived
3 've been running for
4 's been doing her homework
5 've eaten pasta since

- 4 1 Can you pick some tomatoes up? /
Can you pick some up?
2 If you put chocolate and chilli
together ... / if you put them together
...
3 I've mixed the cake ingredients up. /
I've mixed them up.
4 I'll wash the dishes up later. / I'll
wash them up later.
5 Remember to turn the oven off. /
Remember to turn it off.

Unit 6

- 1 1 started
2 took
3 was recognised
4 became
5 were photographed by

- 6 was taken
7 did not get
8 have been made

- 2 1 Job applications are not currently
being accepted.
2 Refunds on purchases will not be
given.
3 Bears have been seen in the park.
4 All our prices have been cut.
5 Security cameras are being used in
this area.
6 Bad behaviour towards airport staff
will not be tolerated.
7 Part-time staff are required for
general duties.
8 Cash is not kept in the kiosk
overnight.

- 3 1 an
2 an
3 a
4 a
5 the
6 the
7 the
8 the
9 the
10 the
11 the
12 a

- 4 1 an
2 a
3 the
4 a
5 the
6 The
7 a
8 the
9 a
10 the
11 the

This describes the blue and yellow
picture on page 68.

- 5 1 was / would be
2 would do / was doing / was going to do
3 was
4 didn't know
5 had met
6 would call
6 1 They said they don't speak / didn't
speak English.
2 He said he really wanted the coat.
3 The teacher told us that the capital
of Peru is / was Lima.
4 She asked me where my boots were.
5 She said she had phoned him the
day before.
6 He asked me what I was doing there.
7 She told them to listen to her and (to)
do as she said.
8 We asked them if / whether they
worked there.

- 7 1 She asked me to sit down.
2 She asked me to show her my exam
number.
3 She told me to listen carefully.
4 She asked me to tell her about
myself.
5 She told me to look at her and not to
look at my feet.

Unit 7

- 1 Correct forms:

- 1 who / that
2 that / which
3 who / that
4 that / which
5 where
6 that / which

- 2 1 Smith's bank, which is one of the
oldest banks in the country, was the
centre of an enormous scandal last
year.
2 Many of the bank's accounts, which
belonged to old age pensioners,
were empty.
3 It seems the bank managers used
the money to make investments in
the property market, which crashed
soon after.
4 When they lost all the money the
managers, who knew they were in
trouble, tried to hide the evidence.
5 The bank managers, who were trying
to leave the country, have been
arrested.

- 3 1 accommodation
2 cash
3 clothes
4 information
5 respect (less commonly, *respect* can
be countable: *In this respect he is
right.* *need* can be uncountable: *a
friend in need*)

- 6 traffic
7 luggage
8 work

- 4 1 a coffee; coffee
2 a cheese; cheese
3 a long hair; long hair
4 salad; a salad

- 5 1 I didn't like it so much
2 I could be there
3 I had more energy
4 it was / were a bit warmer
5 I could see better
6 it was / were a bit bigger
7 I had something to eat

Unit 8

- 1 e
- 2 d
- 3 a
- 4 c
- 5 b
- 2 1 included
- 2 wouldn't be
- 3 were
- 4 would put
- 5 found
- 6 would smell
- 7 would give
- 8 did
- 3 1 If you answered my calls, I would call you.
- 2 If I spoke Chinese, I would understand this.
- 3 If it was / were a nice day, we could go to the beach.
- 4 If it wasn't / weren't a secret, I would tell you about it.
- 5 If I didn't have a lot of work to do, I could go out tonight.
- 4 1 If it hadn't been a hot day, the scientists wouldn't have decided to open the window.
- 2 If they hadn't decided to open the window, a bird wouldn't have flown into the laboratory.
- 3 If the bird hadn't flown into the laboratory, it wouldn't have flown around and (it wouldn't have) knocked over some containers.
- 4 If it hadn't knocked over the containers, the liquids wouldn't have come into contact.
- 5 If the liquids hadn't come in to contact, they wouldn't have mixed together.
- 6 If they hadn't mixed together, the scientists wouldn't have found the cure they had been looking for.
- 5 1 I'm sure you left them on the table.
- 2 I'm not sure if he was there.
- 3 I'm sure it wasn't Sue.
- 4 I don't believe she failed either.
- 5 It's possible school finished early but I'm not sure.

Unit 9

- 1 1 to find
- 2 getting started
- 3 setting up
- 4 to be
- 5 to be
- 6 to start
- 2 1 trying
- 2 sitting
- 3 noticing
- 4 doing
- 3 1 smart (*smarter*; others take *more + adj*)
- 2 cold (*colder*; others have double consonant)
- 3 cheap (*cheaper*; others end in *-ier*)
- 4 small (*smaller*; others take *more + adj*)
- 5 sad (*sadder*; others are irregular)
- 6 lovely (*lovelier*; others end in *-er*)
- 4 1 He is older than her / she is.
- 2 She is much younger than him / he is.
- 3 He isn't as lonely as he was before.
- 4 She was happier in the Ukraine than (she was) in England.
- 5 Things are better than they seem.
- 5 1 about
- 2 of
- 3 for
- 4 of
- 5 on
- 6 for
- 7 on
- 8 of
- 9 in
- 6 1 d
- 2 f
- 3 e
- 4 b
- 5 a
- 6 c

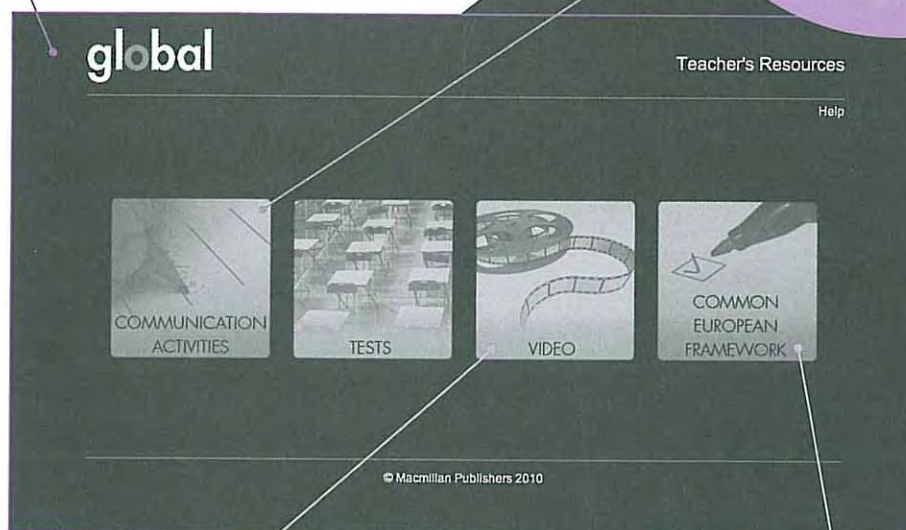
Unit 10

- 1 1 is having / is going to have
- 2 is going to be / will
- 3 have been waiting
- 4 represents
- 5 died
- 6 reached
- 7 would probably
- 8 has been considered
- 9 has existed
- 10 is given
- 11 is
- 12 picks
- 13 will become
- 2 1 to marry him
- 2 didn't think
- 3 hadn't known
- 4 wasn't going to rush
- 5 to think
- 6 would marry
- 3 I me myself
- you you yourself
- he him himself
- she her herself
- we us ourselves
- they them themselves
- 4 1 each other
- 2 themselves
- 3 themselves
- 4 each other
- 5 Correct forms:
- 1 got up
- 2 showered
- 3 correct
- 4 shaved
- 5 correct
- 6 correct
- 7 got dressed
- 8 remembered
- 9 correct
- 10 correct
- 11 correct
- 12 felt tired
- 13 correct
- 14 lay down

Global Teacher's Resource Disc

The *Global Teacher's Resource disc* includes a comprehensive range of resources

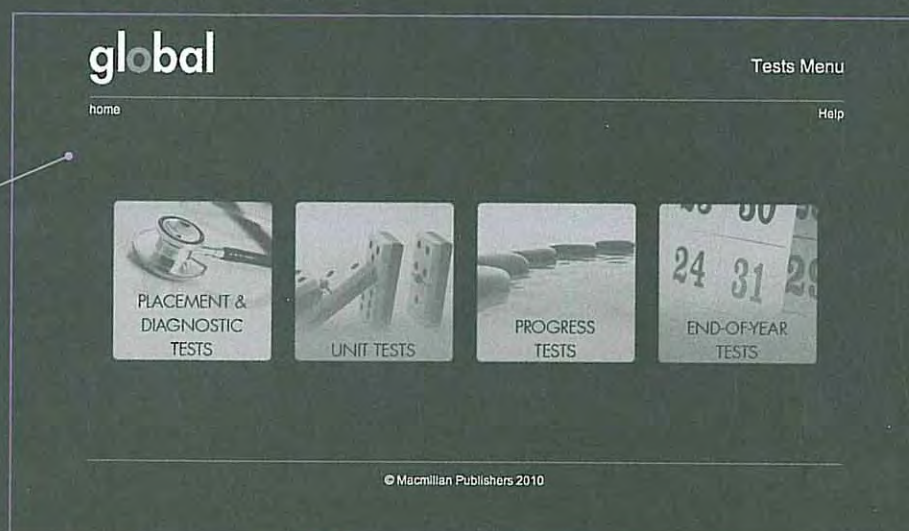
The **Communication activities** section contains a number of photocopiable worksheets for classroom use provided as printable PDFs. There are two worksheets directly linked with the content of each of the units in the Coursebook. In addition, there are generic worksheets appropriate for different points of the course (eg beginning of the year)



Also included are video clips for classroom use, with their corresponding worksheets and teacher's notes provided as printable PDFs.

Each level of *Global* is mapped against the corresponding level in the Common European Framework

The *Teacher's Resource disc* also contains numerous *Global-related* tests for use in class.



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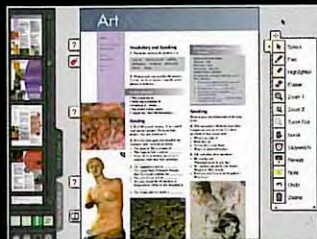
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