

Language & Culture

Coursebook

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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	Language Ask students to find two different free internet translation programmes and compare them. Culture Ask students to find out what the next Cities of Culture are going to be in different continents and prepare a short presentation about one of them.

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

If this is one of your first lessons with the class, ask everyone to stand up and greet the people next to or around them. Tell them first to do this in their *own* language (if you are working with a multilingual class you can still do this – you'll just have more languages flowing around the classroom). Once they have done that, ask them to repeat the activity again, this time in English.

Depending on how much your students know each other and are ready to have some fun, you could ask them to repeat the greeting exercise with the following instructions:

Greet each other in a language that is 1) not your first language and 2) not English.

Greet each other with a whisper.

Greet each other as loudly as possible.

Greet each other using only mime, not words.

Listening and Vocabulary (SB page 6)

1 Books closed. Ask students to make a list of different ways to say *Hello* in English. Give the following examples to get them started: *Hi, Hello ...* Students do this first individually. Then ask them to compare answers with a partner. They probably will not be able to make a very long list at this stage. Feed back on the answers, but do not provide extra phrases that the students don't come up with at this stage.

2  **1.01** Tell students they are going to listen to different conversations in which people are greeting each other. Direct their attention to the three questions. Play the first track and go through the questions with the whole class.

Possible answers

- 1 Informal. The speakers know each other and are probably friends. They are in a place where drinks are available, perhaps a cafeteria or bar.
- 2 More formal. One of the speakers doesn't know the other and is being introduced. It could be a business situation, perhaps at an office or the beginning of a meeting.
- 3 Informal. The speakers know each other. Perhaps they have met on the way to work.
- 4 Formal. A man is addressing a group of people, perhaps at the beginning of a conference, meeting or similar event.

3 Play the conversations again and ask students to make notes of all the ways they hear people greeting each other. Ask how many of these they already had. Write the answers on the board in two columns: *Informal* and *Neutral / Formal*. Drill the pronunciation.

Informal:

Hey / Hi / Hiya / How's it going? / Morning! / Hi there / How are things?

Neutral or formal:

Hello / Good evening / Nice to meet you / Good morning

Ask what students notice about the lists, using the questions as prompts.

Language note

In English, shorter expressions and contracted forms for greetings are generally considered more informal. Expressions like *Hey* or *Hiya* are considered quite informal and should only be used with friends. The longer forms are neutral, although they can be considered formal in some contexts. A lot will have to do with the intonation of the greeting, with a higher rise-fall indicating more friendliness and informality. You could point out the difference between *Nice to meet you* (suitable for first time meeting) and *Nice to see you* (suitable to greet a friend or someone you know).

 1.01

1

A: Hey.

B: Oh, hiya! How's it going? What are you doing here?

A: I finished work early, so ...

B: Great, well sit down then. Would you like something to drink?

2

A: Good evening.

B: Ah, hello Mr Sim. Mr Sim, this is Ms Parker.

A: Nice to meet you, Ms...?

C: Parker. Nice to meet you too.

3

A: Morning!

B: Hi there Jane. How are things?

A: Oh, good. Phew. I can't believe how hot it is today.

B: I know, wonderful isn't it!

4

A: Good morning. I'm happy so many of you could make it this morning. We're already a little bit late, so I would like to start right now if possible.

Reading (SB page 6)

This is an extract from the beginning of the famous English novel *The Hobbit*, by JRR Tolkien. The encounter takes place in front of Bilbo's house.

1 Tell students to look at the image of the novel and author on page 7. Ask if they know the book and/or author. Has anyone seen the *Lord of the Rings* films or read the books (in English or their language)? You could elicit different things that students know about this book. Don't worry if students have never heard of *The Hobbit*. They don't need to know the background to understand the extract.

2  1.02 Tell students to read the extract once through and answer the questions quickly.

- 1 They are talking about the weather, and then about the uses of *Good morning*.
- 2 Bilbo wants to finish the conversation.

3 Ask students to read the extract again more carefully and tick the meanings of *Good morning* that are not mentioned.

2 and 8 are not mentioned as meanings of *Good morning*.

TEACH GLOBAL
THINK LOCAL

Reading extra

To exploit this text further, tell students to pay close attention to all the words and phrases in the Glossary on page 7 when they read the second time. Then ask them to close their books. Write the words and the definitions from the glossary all jumbled up on the board. Students must try and match them from memory and then write an original sentence in English for each one.

Pronunciation (SB page 6)

1  1.03 Ask students to read the instructions. Then play the recording once all the way through. Play it a second time, pausing after each utterance. Ask students if it's friendly or unfriendly.

A and D are friendly (A is very friendly); B and C are unfriendly (B is rude, C is bored).

2 Play the recording a third time and pause after each utterance. Ask the students to repeat.

3 It's best if you demonstrate this activity. For many students, the default intonation tends to be rather neutral, or even unfriendly. Read the first sentence out with completely flat and neutral intonation. Then do the same with a rise-fall intonation, sounding more polite. Finally, say it with a falling intonation and a frown, looking unfriendly. Students the practise in pairs.

Grammar (SB page 6)

1 Read the pairs of sentences out loud to the students and ask them which one sounds more correct. Elicit possible reasons why this is correct. Ask them to read the information in the grammar box after they have the answers.

1 a 2 b

2 Ask students to read through the text once quickly and ask them what it's about (the book *The Hobbit*). Then tell them to go through and decide if the underlined verbs are correct, and correct those that are incorrect.

are believing: believe
are understanding: understand
are feeling: feel
disagree: correct
are liking: like
love: correct
are now selling: correct (but *now sell* is also correct)
are coming out: correct

Language note

Verbs can refer to events (ie actions, or things that happen) or states (ie a general condition or feeling, without any action). We do not usually use 'state' verbs in continuous tenses. However, the same verb can be a state or 'action' verb. For example, in the sentence *He has brown eyes* the verb *have* is stative and cannot be in the continuous form. But in the sentence *He's having lunch right now* the verb *have* is expressing an action.

This rule is a generalisation, and not a hard-and-fast one. There are increasingly examples of state verbs being used in continuous tenses. In Indian English, for example, *I am understanding you perfectly* is quite usual. More common, and one which your students may have seen, is the advertising campaign for McDonald's™ which uses *love* in a continuous tense *I'm lovin' it*. Just so you know, this could be an area of the language which is changing!

Grammar focus

Refer students to the language summary on state and action verbs on page 132.

You can use exercise 1 on page 133 for:

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

The answers are on page 142 of the Teacher's Book.

Speaking (SB page 7)

Ask students to work in pairs and ask and answer the questions. This could be quite a short speaking activity if students don't like novels like *The Hobbit*. To extend it further, see below.

TEACH GLOBAL
THINK LOCAL

Alternative procedure

To extend the *Speaking* activity, write these questions on the board and ask students to choose a total of four (from these and those in the book) to interview a partner:

What books did you read for school? Did you enjoy them?

Do you think it's important for young people to read classic works of literature in school?

Do you know other books that have been made into films? Were they good or bad adaptations?

If you see a film adaptation of a book, does it make you want to read the book?

What is your favourite book or story?

Alternatively you could run this as a whole class discussion, if you have a smaller class.

Part 2

TEACH GLOBAL
THINK LOCAL

Lead-in

There are two options here, depending on whether or not you are teaching in an English-speaking country. Both involve bringing in copies of the classified section of a local newspaper, one for every two students (this could be multiple originals if you have access to free newspapers, or photocopies of the jobs section).

In an English-speaking country

Distribute the copies of the classified section and ask students to find the job adverts in pairs. Ask them to go through these and answer the following questions:

Are any jobs that specifically mention English skills?

What jobs do you think you could do, with your level of English?

What jobs would you NOT want to do?

Students then compare answers with another pair. Feed back and ask which jobs in the students' own countries require them to have good English skills.

In a country where English is not the first language

Distribute the copies of the classified section (this may be in the students' own language) and ask students to find the job adverts in pairs. Ask them to find the following:

- a job for which English would be helpful
- a job for which you don't need English at all
- a job they think they would like
- a job they think they would dislike.

Students then compare answers with another pair. They must do this in English. Feedback and ask which jobs in the students' own countries require them to have good English skills.

Vocabulary and Pronunciation (SB page 8)

If you did the *Lead-in*, go straight to exercise 2.

1 In pairs ask students to discuss the questions. Direct them to the *Useful phrases* to help them. Feed back.

2 Students match the jobs to the types of English spoken.

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

3  **1.04** Once they've checked, ask students to listen again carefully. Which syllable is more stressed? Say one of the key words, emphasising the stressed syllable, eg *medical*. Then ask students to practise saying the words themselves, paying attention to the stressed syllable.

1.04

medical
legal
scientific
aviation
business
technical

Listening (SB page 8)

This is an interview with Henry Emery, an expert on aviation English. Here he talks about what is different about this kind of English and why it is important.

1 1.05 Tell students they are now going to listen to a specific kind of English, one of the kinds of English in the vocabulary exercise. Play the recording once. Ask students to guess what kind of English it is. Play the recording a second time and confirm any correct guesses. You could refer students to the audioscript on page 152 and ask them to look for words that suggest the answer (*Mayday, position, see the ground, aircraft type, altitude*).

Aviation English

2 Students match words to the definitions. Make sure they know how these words are pronounced, as they will hear them during the interview.

- | | |
|-------------|-------------------------------|
| 1 emergency | 3 air traffic control officer |
| 2 engine | 4 safety |

3 1.06 Ask students to read the statements before they listen. Then play the recording all the way through once. Students tick the correct statement.

c

4 Tell students to read the statements and decide whether they are true or false from memory. Then play the recording through again and check answers. If you think that it is still hard for them (this is the first long listening of this level of *Global*) then play it in 'chunks', pausing after each answer.

- 1 F (There are many types of aviation English.)
- 2 T
- 3 T
- 4 F (There are many differences. The words and the grammar they use must be simple and easy to understand.)
- 5 T
- 6 T
- 7 T

5 Ask students if they had heard of this kind of English before. What information did they find most interesting? You could ask students to look at the audioscript on page 152 and find one piece of information they thought most interesting.

1.06

- A: Henry Emery, you teach aviation English and at the moment you're writing a new course for pilots and air traffic control officers. Could you start by telling us what aviation English is?
- B: Well, there are many types of aviation English. Because aviation is international, people who work in lots of different areas in the aviation industry have to communicate in English. Since 2008 all international pilots and air traffic control officers must have a minimum level of English so that they can communicate with each other clearly and quickly. Many more aviation professionals are taking special aviation English courses now, and this will certainly improve the safety of communications in the future.
- A: What are the differences between aviation English and normal English?
- B: There are many differences. Perhaps the biggest difference is that pilots and air traffic control officers can't see each other because they communicate on the radio. So the words and the grammar they use must be simple and easy to understand. Most of the time, pilots and air traffic control officers use a set of simple phrases. For example, when an air traffic control officer wants a pilot to fly higher, they say something like *Fastair 345. Climb flight level 320*.
- A: So pilots and air traffic control officers don't use normal English at all?
- B: Well, they also need to have a good level of plain English too. This is so they can communicate when something unusual happens, for example when there is a medical emergency on board or if there is an engine fire. One very important area for pilots and air traffic control officers is good pronunciation. If people don't understand you, then you could be in trouble! This is true for both native and non-native English speakers. I once heard an English pilot ask an American air traffic controller to repeat his message three times!
- A: Why is a single language for aviation important?
- B: Pilots need to talk to air traffic control officers from different countries. For example, when you are flying into a busy international airport, there are many other pilots of different nationalities who are flying in too. Pilots and air traffic control officers have to understand all of the communications on the radio so they know exactly what is happening at any time.

Grammar (SB page 9)

1 Write on the board:

Pilots learn a special English for aviation.

The pilot is learning a special English for aviation.

Elicit what the difference is between the two sentences, grammatically (the second sentence uses present continuous). Then ask students to complete the rules of use. Remind them of the difference between state and action verbs (from Part 1).

First rule: present simple

Second rule: present continuous

Third rule: present continuous

2 Ask students to find examples of each in the audioscript on page 152.

Habits and routines, things that are always true; *you teach aviation English*; people who work; *pilots and air traffic control officers use*

Things happening now: *you're writing a new course*; *aviation professionals are taking*; *when you are flying*

State verbs; *they also need to have a good level of plain English*; *they know exactly what is happening*; *simple and easy to understand*

3 Ask students to read through the text once first and tell you what it is about (answer: machine translation). Students then complete with the correct form of the verb.

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

- 1 communicate
- 2 has
- 3 means
- 4 prevents
- 5 are starting
- 6 use / are using
- 7 translate / are translating
- 8 don't understand
- 9 is getting
- 10 are developing

4 Go through the first example with the class. Tell them that there may be more than one possible answer, the important thing is to communicate the time reference correctly choosing either present simple or present continuous.

Words in italics will vary according to students' own answers.

- 1 I use *a Macintosh*.
- 2 I'm sitting *on the train*.
- 3 I'm living *in the old town centre*.
- 4 I prefer *coffee, thanks*.
- 5 I *play tennis twice a week*.

Grammar focus

Refer students to the language summary on present simple and continuous on page 132.

You can use exercises 2 and 3 on page 133 for:

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

The answers are on page 142 of the Teacher's Book.

Speaking (SB page 9)

1 Go through the list of languages with the class, drilling pronunciation (note especially the stress on the last syllable of languages ending in *-ese*: *Chinese, Portuguese* etc). Ask students to choose what they think are the top five languages. Then tell them to turn to the back of the book. Were they surprised?

2 In pairs. Students discuss the questions. Question 1 refers to all languages, not just the ones in exercise 1. Point out the useful language.

Alternative procedure

Books closed after exercise 1. Write the questions on the board, or dictate them. Students then ask and answer them in pairs. Circulate and monitor. Then ask students to open the books at page 9 and look at the *Useful phrases*. Go through these, clarifying for example *to get by in a language*. Students now change partners and repeat the exercise, but this time trying to extend their English further by incorporating the expressions.

Part 3

TEACH GLOBAL THINK LOCAL Lead-in

Ask students to work in pairs and brainstorm the following questions:

Can you name a city that has a lot of culture?

Why do you think it has culture?

Feed back in open class. Build up a list of things that make a city have 'a lot of culture', eg art, museums, monuments, history, theatre.

Listening (SB page 10)

1 Read the first sentence to the students and ask the questions. Can anyone name an official Capital of Culture?

2 1.07–1.08 Tell students they are going to hear about two cities that were named Capitals of Culture. Do students know either of these cities? Explain that the first time they listen you want them to decide which city was most affected by being Capital of Culture. Play the recording.

Sibiu

3 Ask students to try to answer the questions from memory. They then compare answers with a partner. Play the recording a second time for them to check.

- | | |
|------------|------------|
| 1 Sibiu | 4 Brasilia |
| 2 Brasilia | 5 Brasilia |
| 3 Sibiu | 6 Sibiu |

1.07–1.08

Interview 1

- A: Costin, you're from Sibiu. Can you tell us about the city?
- B: Yes ... er Sibiu is in Romania, in the centre of Romania, and it's a small city ... about 150,000 inhabitants.
- A: And your country was Capital of Culture in 2007. What was that year like?
- B: It was an amazing year for Sibiu. There were three important cultural events in the city every day.
- A: So how did the year change the city?
- B: Well, Sibiu is a medieval city. When the communists were in power, they didn't look after the town so it was in a bad state. To prepare for 2007, the government restored many of the ancient monuments. They also improved the roads and invested money in the airport. We already had an international airport but it needed modernising.

- A: What about visitors? How many visitors does Sibiu have in a normal year?
- B: Before 2007, we had about 100,000 tourists a year. Sibiu has a long history – it was built by German settlers from Saxony in the twelfth century and has also belonged to Turkey and Austria – and er ... it's always been a city of art and culture. But not many tourists knew about the city until it became a capital of culture.
- A: Has the number of tourists increased since 2007?
- B: Yes, a lot. In 2007 we had about a million visitors and now more and more people are coming here.

Interview 2

- A: Marina, you're from Brasilia ...
- B: Yes, that's right.
- A: Can you tell us why Brasilia was chosen to be an American Capital of Culture?
- B: Well, firstly, because of its wonderful modern architecture. Brasilia was a planned city – if you look at it from the air, you'll see it has the shape of a flying bird or a plane. The most important buildings are in the middle and there are lots of flats and hotels on the wings.
- A: How long did it take to build?
- B: Well, the planning started in 1956 and Brasilia officially became the capital in 1960 although it wasn't finished then, of course.
- A: Still, that's very impressive. ... Who designed the buildings?
- B: Well, Oscar Niemeyer designed most of the important buildings. He was a Brazilian architect – um ... a student of Le Corbusier. Today Niemeyer's buildings are the most popular tourist attractions.
- A: What about cultural events in Brasilia? What sort of things can people experience here?
- B: Well, Brasilia is a very cosmopolitan city – lots of people come to Brasilia on business from around the world or just for shopping in the designer boutiques. So there are lots of different cultural events, from, er ... traditional festivals to exhibitions of contemporary art and fashion shows.

4 Ask students which city would they like to visit if they had the chance: the modern Brasilia or the mediaeval town of Sibiu. To make this last exercise less specific about these two cities, you could ask students any of the following questions:

Do you prefer cities with old buildings or modern architecture? Why?

Can you give examples?

Have you visited any cities like either of these? Which ones?

What were they like?

Extend your vocabulary (SB page 10)

Go over the information in the box. Students complete the phrases with *look* and the correct particle. Note that these are not all phrasal verbs, which are dealt with in Unit 5.

- 1 look for
- 2 look up
- 3 look at
- 4 look after
- 5 look around

Grammar (SB page 11)

1 Students put the words in order to make questions.

- 1 Can you tell us about the city?
- 2 What was that year like?
- 3 How did the year change the city?
- 4 How many visitors does Sibiu have in a normal year?
- 5 Has the number of tourists increased since 2007?

2 Students now match the rules with the examples from exercise 1.

First rule: 2
Second rule: 3, 4
Third rule: 1, 5

3 Tell students to read through the information about Amman quickly and tell you what it's about. They then complete the questions.

- 1 Is Amman an old city?
- 2 How many inhabitants does Amman have? (*How many people live in Amman/live there?* Is also possible but this kind of question will be addressed in the next lesson.)
- 3 What can tourists do in Amman?
- 4 When was it Capital of Culture?
- 5 What kind of things did the city do? / What kind of cultural events did Amman organise?

Grammar focus

Refer students to the language summary on questions on page 132.

You can use exercises 4 and 5 on page 133 for:

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

The answers are on page 142 of the Teacher's Book.

Vocabulary and Pronunciation (SB page 11)

1  1.09 Ask students to make common phrases to talk about places with the words in the exercise. Point out that all the words were mentioned in the listening. Then play the recording for students to listen and check their answers.

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

2 Play the recording again for students to decide whether the stress is on the first or second word. This is often hard to hear, so do an example first and echo the phrase, giving extra prominence to the stressed word. Play the rest of the recording, then play it again (or say the phrases) and ask students to listen and repeat.

 1.09

international airport
ancient monuments
tourist attractions
designer boutiques
cultural events
modern architecture

3 Ask students which of the things referred to Sibiu and which were connected to Brasilia.

Sibiu international airport: ancient monuments
Brasilia: tourist attractions, designer boutiques, cultural events, modern architecture

TEACH GLOBAL
THINK LOCAL

Extra activity

You may want to check understanding further of these phrases. To do this, you could ask further concept check questions. Here are some examples to help get you started.

Are ancient monuments old or modern?

Can you give me an example of a cultural event?

What is the difference between an international airport and another kind of airport?

Are designer boutiques the best place to get things cheap?

4 Ask students to say which things they think are important when they visit a new city. Can they add any other things to the list?

Speaking (SB page 11)

1 Explain the situation to the students. Individually, ask students to think of a town they could nominate. If you think that this is too hard for students then tell them they should talk about their own town. Direct them to the questions and tell them to make some notes. Circulate and monitor, giving help where needed.

2 Before you put students in pairs, direct them to the *Useful phrases*. Give a couple of examples yourself about a city, using the useful language. Tell students to think about how they want to start their short presentation and to mouth their first lines silently to themselves.

Now put the students in pairs. Tell them to tell each other about their choice for a city. The other student listens and asks questions.

3 Circulate and monitor the activity. After they finish, ask students to swap roles and repeat. Do some whole class feedback on what cities were mentioned and why. Take this opportunity to correct any mistakes you overheard.

If time allows, ask students to swap partners and repeat the activity. But this time they should try and do it more quickly, and more fluently.

Part 4

TEACH GLOBAL
THINK LOCAL

Lead-in

Write on the board the following sentence: *She has a lot of culture. She is a very cultured person.* Explain to the class that you want them to imagine someone said this about a teacher. What did they mean? What kinds of things do the students think this person knows? What kind of person could it be? This will begin to unwrap some of the issues surrounding a definition of *culture*.

Reading and Speaking (SB page 12)

The text is about the difficulty of defining culture and about different kinds of culture.

1 Ask students to complete the definition with their own words. This is quite a challenging task. If you think it will be too difficult to make an abstract definition of culture, give students the option of completing the sentence with examples of things that are 'cultural'. Give some examples to start them off: *Culture is classical music. Culture is literature. Culture is how people do things.* Be prepared to accept all different kinds of answers, including things like *Culture is difficult to explain.* (which is true, it's the topic of the reading!). Feed back.

2 Tell students to read the text *Towards a definition of culture* and to see if there are any examples of what they said in exercise 1.

3 Ask students to read again more closely and complete the text with the missing sentences.

The correct order is a, e, f, b, d. Sentence c is the extra sentence.

4 Check that students understand what a citizenship test is (a test given to new immigrants to a country who wish to become citizens of that country). Students then read questions adapted from an Australian citizenship test and decide whether they are questions about culture with a capital C or with a small c. They can mark these with a C or c. Note that students do not have to answer these questions, only to decide what kind of culture each one addresses.

- 1 C
- 2 C
- 3 C
- 4 c
- 5 C
- 6 C
- 7 c
- 8 C
- 9 C

5 Ask students which kind of culture they think is more important to know about. There is no one right answer to this question, but you might want to encourage students to give reasons for their answers.

TEACH GLOBAL
THINK LOCAL

Reading extra

There are several words with double consonants that students sometimes misspell. Ask students to close their books. Write the following pairs of words from the text on the board. Students have to choose the correct one.

<i>difficult</i>	<i>difficult</i>
<i>literature</i>	<i>litterature</i>
<i>beliefs</i>	<i>belieffs</i>
<i>imigrants</i>	<i>immigrants</i>
<i>comunity</i>	<i>community</i>

Tell them to open their books and check their answers again.

Grammar (SB page 12)

1 Students find examples of the different kinds of question in the reading exercise 4.

2, 3 and 6 are subject questions.

2 Now direct students' attention to the second exercise. They must complete the questions given. Do an example or two to help them get started.

- 1 What popular sports do Australians watch on television?
- 2 Who lived in Australia before European settlers arrived?
- 3 What do Australians celebrate on January 26?
- 4 How many states and territories are there in Australia?
- 5 What is a barbeque?
- 6 Which Australian city held the Olympics in 2008?

3 Tell students to open their books at page 130 and read the answers to the questions from *Reading* exercise 4. Without turning back to the original page, ask them to try and write the questions from memory. Check answers.

Grammar focus

Refer students to the language summary on subject and object questions on page 132.

You can use exercises 6 and 7 on page 133 for:

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

The answers are on page 142 of the Teacher's Book.

Writing and Speaking (SB page 13)

1 Ask students to work individually and write two to four questions about their own culture. Circulate and help students who are having trouble thinking of ideas. Give them time for this activity, and encourage students to look at the questions in *Reading* exercise 4 and *Grammar* exercise 2 for ideas.

2 Ask students to work in groups of three or four. They should share their questions with each other, making sure that everyone gets all the answers. Now tell them that they have to choose the best / most interesting questions and write them on a new piece of paper.

3 Get each group to exchange their quiz with another quiz. One student should read out the new questions to their group and everyone tries to answer the questions. Circulate and monitor. Which group had the hardest quiz?

TEACH GLOBAL
THINK LOCAL

Speaking extra

Tell students you are going to do a special dictation about culture. They will need a blank sheet of paper. Tell them to write at the top of the right corner of the page: *I AGREE*. Tell them to write in the bottom left corner: *I DON'T AGREE*.

Explain that you are going to dictate a series of statements. Students must write them on the page in the area that reflects their opinion. If they don't know or don't have an opinion on a sentence they can write the sentence in the middle of the page. Dictate the following sentences.

Citizenship tests are a good idea for new immigrants to a country.

Cultures around the world are becoming more and more the same.

It is important to know about culture.

Young people today don't know enough about their culture.

If you want to be cultured you have to have a lot of money.

Ask students to work in pairs and compare their dictations, and then to discuss where they wrote the sentences on the page. Hold a whole-class discussion at the end.

Function globally: making recommendations

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

Warm up (SB page 14)

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 14)

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 tapescript at the back of the book.

- 1 Conversation 1: what to see in the area
Conversation 2: what to do on Friday evening
- 2 Conversation 1: a walk to the harbour, a trip to the caves, the organised tour
Conversation 2: a concert, pubs with live music, the student union

1.10-1.11

Conversation 1

- A: We'd like to get a feel for the area, you know, on our first afternoon. Can you recommend anything to see nearby?
- B: Well, if you don't want to go far, I'd suggest walking down to the harbour. It's very pretty and it's a nice little walk.
- C: That sounds good, thanks. Erm, perhaps you can help us with something else. We were thinking of looking at the caves tomorrow. Are they worth seeing?
- B: Oh, yes, you shouldn't miss the caves, they're one of the most popular tourist attractions. I can really recommend the organised tour. It's very good.

A: Mmm, I think we'll do that tomorrow then. Thanks.

B: You're welcome. Enjoy your day.

Conversation 2

A: So did you have a good day?

B: Yes, thank you, I think I learned lots of new things. Juliette and I want to go out on Friday evening. Can you suggest anything? Juliette really likes music.

A: Well, what about a concert? There have lots of famous bands on at the Arena. I can look if there's anything on this Friday ...

B: That's a good idea but ... er ... it might be too expensive.

A: Yes, I suppose tickets for big bands are quite expensive ... Umm, well, there are lots of good pubs with live music. Or you could try the student union on Chambers Street. You can dance there and it's quite cheap.

B: That sounds great.

Language focus (SB page 14)

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 I'd suggest | 4 what about |
| 2 you shouldn't miss | 5 there are lots of good |
| 3 I can really recommend | 6 you could try |

2

- 1 a 2 a 3 b 4 b

Speaking (SB page 14)

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 15)

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

- 1 barbecue
- 2 dollars
- 3 small
- 4 traffic lights
- 5 a wedding

2 Students' own answers.

Reading (SB page 15)

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 student's 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

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

2

- 1 any of the following: plants and animals, customs and practices, food and drink
- 2 *bateria, lakh*
- 3 Nigeria

Speaking (SB page 15)

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: a report

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

Reading (SB page 16)

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 Students' own answers.

2

1 Persian, also called Farsi or Parsi

2 the official language, used in government, the media and education

3 parts of Afghanistan, Tajikistan, and Uzbekistan

4 over 60 languages or dialects, including Turkish, Kurdish and Arabic

5 same alphabet as Arabic; written from right to left

6 French, Arabic

Language focus: making additional points (SB page 16)

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

It is **also** sometimes called Farsi, or Parsi.

Persian is **also** spoken in parts of Afghanistan ...

We **also** have different words ...

In addition, there are cities in the south ...

In addition to Persian ...

as well as Persian words

as well as 'tashakor' or 'motehshakeram'

... if you can use some Persian words **as well**.

2

1 Use **in addition at the beginning** of a sentence. Use **as well at the end** of a sentence.

3 Use **in addition to** or **as well as before** a noun.

4 Use **also** with a verb **in the middle** of a sentence.

3

Students' own answers.

Writing skills: planning (SB page 16)

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 c 2 a 3 b

Preparing to write (SB page 16)

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 16)

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 17)

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	Vocabulary
1	1
1 come	1 legal
2 am spending / 'm spending	2 scientific
3 am having / 'm having	3 business
4 have	4 medical
5 do not usually go / don't usually go	5 technical
6 prefer	6 aviation
7 am visiting / 'm visiting	2
2	1 attractions
1 is <i>The Hobbit</i>	2 boutiques
2 wrote	3 event
3 did Tolkein die	4 architecture
4 do pilots speak	
5 can I learn	

Speaking and Writing (SB page 17)

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 xxiii.

Understanding your learning style (SB page 17)

Tell students to read the information in the box. Do they agree? Have they ever thought about the way in which they learn things? Explain that there are different learning styles, and that they are going to do a questionnaire to help them think about their own style.

1 Go through the questions first. Tell students not to worry about the headings at the moment, just to tick the sentences that they think apply best to them.

If you like, you could also do the questionnaire at the same time.

2 Put students into small groups. Tell them to go through their questionnaires together and compare their answers. Reflecting on and talking about how they learn is arguably more important than getting the results of the questionnaire. Circulate and monitor.

When groups are finishing up, write the following key on the board. The students then check their answers to discover their learning style.

A Global: a, d, f	C Impulsive: b, d, f
Analytical: b, c, e	Reflective: a, c, e
B Visual: c, f, h	
Auditory: a, d, g	
Kinaesthetic: b, e, i	

Point out that the letters correspond to the learning styles but that most people have a mixture of styles.

At the end of this activity, tell students to reflect back on what they talked about. If they find that they learn better in a certain way then tell them to try and play to those strengths, especially when studying.

Background note

It's important for you as a teacher to vary your teaching style as well so that your class has something for different learning styles each time. It is impossible to meet every single learning style in each lesson, but teachers who vary the pace and style of activities often stand a better chance of keeping the students' attention and creating a memorable learning experience. The notes and alternative procedures in the *Global Teacher's Book* should help you do that.

Coursebook			
Unit 2	Language	Texts	Communicative skills
Part 1 SB page 18	Grammar Past simple and past continuous Vocabulary and Pronunciation <i>-ing</i> and <i>-ed</i> adjectives Word stress	Listening An interview with a ghostwriter	Speaking Ghostwriting Writing Ghostwriting a partner's experience
Part 2 SB page 20	Vocabulary Relationships Grammar Past perfect and past simple Pronunciation Weak forms	Reading <i>White Teeth</i>	
Part 3 SB page 22	Grammar Modifiers Vocabulary and Pronunciation Extreme adjectives Word stress	Reading and Speaking <i>Grimms' fairy tales</i>	Listening and Speaking A fairy tale
Part 4 SB page 24	Vocabulary Prepositions Extend your vocabulary Ways of talking about meaning Grammar <i>used to</i> and <i>would</i>	Reading <i>Legendary places</i>	Writing A mini saga
Function globally SB page 26	Generalising and giving examples Talking about philosophy Talking about likes / dislikes and family / friends		
Global voices SB page 27	Listening to people talk about influences on their lives Talking about <i>stuff</i> Talking about people who have influenced your life		
Writing SB page 28	A narrative Complex sentences Writing a story		
Global review SB page 29	Grammar and vocabulary review Extra speaking practice		
Study skills SB page 29	Improving your reading skills		

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	Lives Ask students to find an American or British online genealogy or family history site and try to find anybody with the same family name as you (without registering). Legends Ask students to search for real places that use the name <i>El Dorado</i> , <i>Atlantis</i> or <i>Shangri La</i> . What places are they? Do they refer to the legend?

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

Ask students what sort of people write biographies / books about their lives. Make a list on the board together (politicians, sports stars, actors, singers, other people with interesting lives ...). Ask students if they read any of these books or if they have read an interesting biography recently.

Speaking (SB page 18)

Background note

Andrew Crofts is a British ghostwriter. He writes books for people all over the world with interesting life stories. You can find more information about him at <http://www.andrewcrofts.com/>.

1 **1.12** Tell students to look at the images on the page. Explain that the man in the photo is Andrew Crofts, a ghostwriter. Read definitions 1–3 with students and elicit the meaning of *pen name* if necessary. Ask students to decide on the definition they think is correct. Play the first part of an authentic interview with Andrew Crofts and ask students to check their answer.

Definition 3

1.12

- A: Andrew, what exactly does a ghostwriter do?
- B: A ghostwriter helps someone who has a story or an expertise that they want to put into book form but doesn't actually have the right skill to produce the book themselves. So they have the story in their head, or in their filing cabinets, or in their memory in some way and a ghostwriter will listen to what they have to say and then will create a book from that, in their voice.

2 Ask students to work in pairs and discuss the questions.

Possible answers

- People who aren't able to write their life story themselves because they have no time or aren't good at writing or writing in English.
- Advantages: you don't have to think of a story, you hear interesting stories.
Disadvantages: people don't know that you wrote the books.

Background note

Jimi Hendrix (1942–1970) was an American musician renowned for his skill on the electric guitar. Kathy Etchingham was the inspiration for his song 'Gypsy Eyes'.

3 Direct students to the three book covers and descriptions at the bottom of the page. Clarify any new words if necessary. Ask individual students which book they find most interesting and would perhaps like to read. Prompt them to explain why.

Listening (SB page 18)

This is the second and third part of the interview with Andrew Crofts

1 **1.13** Explain that students are going to listen to why Andrew Crofts became a ghostwriter. Check comprehension of the two explanations before playing the interview.

Explanation 2

1.13

- A: What were you doing, before you became a ghostwriter?
- B: I was working as a general writer and journalist, doing any sort of work that I could find, and I met a man who was a business guru, a management consultant who had been asked to ... , I was interviewing him for a magazine, and he had been asked to produce a series of books, which he wanted to do for marketing reasons but he didn't have the time to do it himself. So he suggested that I should do it for the money and that he would get the glory.

2 Direct students to the words in the box. Ask students to check the meaning of these words in a monolingual dictionary, if possible.

TEACH GLOBAL
THINK LOCAL

Alternative procedure

Explain or check the meaning of the words in context.

For example: *I'm a sucker for chocolate cake. Do I like chocolate cake? What about you?*

Would you like to work in journalism – be a reporter for a newspaper or TV?

In monolingual classes, you could explain the phrases and ask students to confirm the meaning in their own language.

3 **1.14** Direct students to the reasons why Andrew Crofts likes being a ghostwriter. Emphasise that they should not worry if don't understand everything that is said. Play the final part of the interview.

He finds other people's lives and stories interesting.

He gets out of the house and meets lots of different people.

He likes living somebody else's life for a few months.

1.14

A: You've written many successful books as a ghostwriter. Have you been tempted to stop ghostwriting and write books under your own name?

B: I have written books under my own name as well, but if I ... I'm just a sucker for a story and if somebody rings me up, particularly if they have an interesting foreign accent and I think, you know, I'm going to travel somewhere and meet somebody that's had a life I've ... is going to be new and interesting to me, I just can't resist.

A: What have you learned from your experiences as a ghostwriter, as a writer and as an individual?

B: I think as a writer it is the capturing other people's voices ... erm and learning how to structure a story so that it works in a book form.

As an individual it has taught me a huge amount about how the rest of the world lives. Otherwise ... like most writers I don't go out that much and I wouldn't go out at all if I could sit at home and write novels just from my imagination. So it has forced me to go out and meet a far more diverse ... erm number of people than I would ever otherwise have come across. But at greater depth, then I would have done in journalism which is the other option. As a journalist you get to do that, you get to meet a huge range of people but as a journalist you're there for ten minutes interviewing a film star before you're shuffled out of the hotel room or you're there for an hour or two with somebody ... erm and then you move onto the next story, which suits a lot of people. But I do actually quite like the intense couple ... two or three months of being in one person's skin and erm I've found that ... I've learnt a lot about other people.

4 Ask students to discuss the question in pairs. Invite feedback from one or two pairs, encouraging them to tell the class the reasons for their answers.

Grammar (SB page 19)

1 Copy the example from the grammar box on the board. Check comprehension by asking: *What is the main information in this sentence?* (Kathy Etchingham became Jim Hendrix's girlfriend). *What is the background information?* (Jimi Hendrix was just starting to become famous). Show the two actions visually with an arrow for the action in progress and a dot for the completed action.

Jimi Hendrix was just starting to become famous when Kathy Etchingham became his girlfriend.

Ask students if they can identify the names of the two tenses (past continuous and past simple).

Ask students to mark the verbs in the other examples with an arrow or a dot in the same way and complete the rules.

*discovered were planning
what were you doing became*

First rule: completed actions

Second rule: actions in progress

Language note

Remind students that we often use the past continuous with *while*. Direct students to the *Fighting it out* book summary on page 18 for an example.

Students should be familiar with the structure of the past continuous tense. Before doing the next exercise, revise the structure with the class using the examples in the grammar box. Remind students of the irregular spellings of some *-ing* forms (eg *planning*).

Point out that *was* / *were* are pronounced as weak forms /wəz/ and /wə/. Drill the examples in the grammar box.

2 Ask students to complete the summary of the book in pairs. Do the first one or two with the class as examples if necessary. In class feedback, elicit why each tense is used. Check pronunciation of weak forms.

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

1 was studying	5 were living
2 met	6 started
3 married	7 experienced
4 returned	8 were attacking

3 Ask students to imagine they are writing a story. Direct students to the sentences. Ask them to complete the sentences in pairs and then write two sentences of their own, making them as dramatic as possible. Point out they can do this by using lots of adjectives and adverbs to create atmosphere and add detail.

Students compare with another pair and read out their best sentence to the class.

Grammar focus

Refer students to the language summary on past simple and past continuous on page 134.

You can use exercises 1 and 2 on page 135 for:

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

The answers are on page 142 of the Teacher's Book.

Vocabulary and Pronunciation (SB page 19)

1 Tell students you saw a boring film at the cinema. Write *boring film* and *I was bored* on the board and point out the adjective endings. Say you went to see an amazing film and elicit the word for how you felt (amazed). Ask students which ending we use to describe feelings (-ed). Then ask students to work individually or in pairs and complete the table (see exercise 2 for answers). Take whole-class feedback. Use concept questions to check meaning. For example: *If somebody is a fascinating person what are they like? Are they interesting or boring?*

2  1.15 Say *fascinating*, emphasising the stressed first syllable. Ask students to listen to the other words in the table and underline the stressed syllable. Check that students have heard the correct stress. Play the track again and ask students to repeat the words, paying attention to the stress.

<u>f</u> ascinating	fascinat <u>e</u> d
conf <u>u</u> sing	confus <u>e</u> d
ins <u>u</u> ring	inspir <u>e</u> d
sh <u>o</u> cking	shock <u>e</u> d
emb <u>a</u> rrassing	embarr <u>a</u> s <u>e</u> d
disapp <u>a</u> inting	disappoint <u>e</u> d

3 Direct students attention to the example. Ask them to write six similar sentences about their lives using the adjectives in exercise 1. Give students enough time to think of ideas. Ask students to swap sentences with a partner and read their partner's work.

Writing (SB page 19)

1 Tell students to choose one of their sentences from *Vocabulary* exercise 3 and tell their partner more about what happened (*where, when, why, how*).

Alternatively if students have read each other's work, tell the partner to pick the event they would like to learn more about. The partner takes notes. Then the pairs swap roles. You might like to give each student a time limit for this.

2 Students 'ghost' their partner's experience by writing about it in their voice, starting with the structure given. Encourage students to use adjectives and adverbs to make the paragraph sound as interesting as possible.

3 Students swap paragraphs and read their ghosted experience. Ask students to give their partner feedback, focusing on factual correctness and how interesting it was to read. In class feedback, invite one or two students to rate their partner's ghostwriting skills.

Part 2

Vocabulary (SB page 20)

1 Ask students to look at the photos and say what sort of relationship (family, friends, colleagues) they think the people in the photos have with each other and why. Ask students if they think the people have a good or bad relationship and why.

Read out the words in the task, modelling pronunciation and word stress (*great-grandfather, acquaintance, fiancée*). In pairs students discuss the differences in the words, then discuss in full-class feedback. You can illustrate some relationships on the board with a family tree or invite students to do this.

Your *grandfather* is the father of one of your parents. Your *great-grandfather* is the *grandfather* of one your parents. A *friend* is somebody you know well. An *acquaintance* is somebody you don't know very well.

A *colleague* is somebody you work with, in any position. A *boss* is somebody who has a higher position than you.

Your *fiancée* is a woman you are going to marry (you are engaged to her). Your *ex-wife* is a woman you used to be married to (you are divorced from her).

A *stepbrother* is the son of your stepmother or stepfather (your mother's or father's new partner) and is not related to you by blood. A *half-brother* is the son of your mother or father with another partner and is therefore related to you by blood.

Language note

The male form of *fiancée* is *fiancé* (this follows French spelling which distinguishes male and female forms).

2 Ask students to match the sentence halves so that the words in italics make common phrases. Do the first sentence as an example.

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

3 Give students time to think up or write sentences about people they know. Then invite them to tell the class or a partner.

Reading (SB page 20)

1 Tell students they are going to read an extract about a family dispute (argument). Ask students to discuss what often causes family disputes.

Possible answers

unfair division of household tasks
different views on upbringing of children
money
problems with other family members
spending too little time with family

2  **1.16–1.17** Look at the title of the novel and the information about the author with the class. Ask if anybody has read or heard of this novel or the film adaptation.

Ask students to read the summary. Check that students understand the word *punish*.

Students read and listen to the extract and then, either individually or in pairs, write one sentence to summarise it. Students compare with a partner or another pair. Whole class feedback.

3 Ask students to read the sentences and see if they can answer any of them. Students then read the two texts again and check, or find the answers.

- | | |
|-----|--|
| 1 T | 4 F (She didn't say <i>yes</i> or <i>no</i> to him.) |
| 2 T | 5 F (He forgot what those two words meant.) |
| 3 D | |

4 Students work in pairs. Ask them to read the three tasks and then choose one. Ask students to feed back to the class about each of the tasks.

Grammar (SB page 21)

1 Read out the first example sentence. Ask students which event happened first (*put*). Ask students what words in the sentence tell them this (*and then*). Students identify the tenses of both verbs (past simple).

Give students a few moments to look at the other two examples and then ask similar questions.

- | |
|---------------|
| 1 put |
| 2 had decided |
| 3 had changed |

2 Students complete the rules.

First rule: <i>had</i>
Second rule: <i>before</i>

3 Do the first sentence as an example. Write on the board *The husband moved out of the family house because...* and encourage students to complete it using the past perfect. Then students write reasons for the other events individually or in pairs. Whole class feedback.

Grammar focus

Refer students to the language summary on past perfect and past simple on page 134.

You can use exercise 3 on page 135 for:

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

The answers are on page 142 of the Teacher's Book.

Pronunciation (SB page 21)

1 Direct students to sentences 1–4. In pairs, students read out a sentence to their partner at a natural pace. The other pays attention to how the underlined word sounds.

2  **1.18** Students listen to the pronunciation of the words. In class feedback establish which words are stressed (strong forms) and which words are unstressed (weak forms). Explain that we usually stress the words that carry meaning. Model the forms again and drill them with students.

Students complete the rules using the words in the box by referring back to sentences 1–4.

- | |
|-------------------------|
| 1 /həd/ (weak form) |
| 2 /hædnt/ (strong form) |
| 3 /kən/ (weak form) |
| 4 /kɑːnt/ (strong form) |

First rule: affirmative sentences

Second rule: negative sentences, questions and short answers

3  **1.19** Students read, listen to and repeat the quotes, paying attention to the weak forms. Point out before listening that they are not just in auxiliaries. Ask individual students to read out the sentences. Point out the weak forms and drill pronunciation.

- | | |
|--|-------------------|
| 1 <i>can</i> /kən/; <i>your</i> /jə/ | 4 <i>the</i> /ðə/ |
| 2 <i>is</i> /ɪz/; <i>than</i> /ðən/ | 5 <i>of</i> /əv/ |
| 3 <i>is</i> /ɪz/ a /ə/; <i>her</i> /hɜː/ | 6 no weak forms |

4 Look at the quotes in exercise 3 again and ask students to explain the meaning. Students then work in pairs and discuss if they agree or disagree, explaining their reasons.

In monolingual classes ask students if they can think of similar quotes in their own language. Discuss if the meaning is the same or different.

In multilingual classes invite individual students to say similar quotes in their own language and explain the meaning in English.

Part 3

TEACH GLOBAL
THINK LOCAL

Lead-in

Direct students' attention to the information on page 22 about fairy tales. Write the expression *fairy tale* on the board. Ask students to brainstorm things they associate with fairy tales and write them on the board. Help with vocabulary if necessary.

Possible answers: prince, princess, stepmother, tower, gold, giant, forest, witch, wolf.

Speaking and Listening (SB page 22)

Background note

The story in the listening is the story recorded by the Grimm brothers in later editions of their book *Children's and Household Tales*. The Grimms themselves changed the story from the first edition of 1812 in which the woodcutter's wife is the children's own mother and not their stepmother.

1 Direct students' attention to the picture of Hansel and Gretel on page 22. Ask students if they know the story.

2 Students work in pairs and describe the pictures, using the questions and useful phrases to help them. In whole-class feedback establish that Hansel and Gretel are brother and sister.

3 Read the questions and answers with the students. Ask them which answers they think are correct but don't confirm them at this stage.

4  1.20 Play the recording. Students check their answers to exercise 3. Encourage students to explain why the parents left the children (they were poor and didn't have enough food for the children; the stepmother didn't want the children) and why Gretel killed the witch (the witch wanted to make Hansel fat and then kill him).

- 1 a
2 b

 1.20

A woodcutter lived in a big forest with his second wife and his two children, Hansel and Gretel. The woodcutter was extremely poor and the family was always hungry. The stepmother wanted to get rid of the children but the woodcutter refused to listen to her. However, one evening when the children were in bed, the woodcutter said to his wife: 'Our food is nearly all gone. How are we to feed the poor children?' She answered, 'Early tomorrow morning we will take the children out into the forest and leave them there.' The woodcutter was terribly sad but he finally agreed.

The two children were awake and they heard what their stepmother had said. The next day, the woman gave the children some bread and they all walked to the forest. While they were walking, Hansel threw little pieces of bread onto the ground, so that he could find the way home.

After a while, they came to the middle of the forest and the father lit a fire. The woman said: 'Stay by the fire, children, we will go into the forest and cut some wood.' Hansel and Gretel were quite tired and soon they fell asleep. When they woke up, it was night. Hansel looked for the pieces of bread but they had gone – the birds had eaten them. The children walked all night and all day but the forest was enormous and they couldn't find the way home. At last, they reached a little cottage made of bread and cakes. The children were very hungry and they started to eat pieces from the house. Suddenly, the door opened, and an old woman came out. Hansel and Gretel were rather frightened but the old woman was kind to them and gave them food.

However, the old woman was actually a wicked witch. When a child came to her house, she killed it, cooked it and ate it. In the morning she locked Hansel in a small room. Then she said to Gretel, 'Cook something good for your brother, he needs to get fat. When he is fat, I will eat him.'

Every morning the witch felt Hansel's finger to see if he was fat enough. But she had bad eyes and Hansel tricked her: he held out a little bone instead of his finger. However, after four weeks the old woman could not wait any longer. 'Tomorrow I will kill him and cook him,' she said to Gretel.

Early in the morning, the witch heated the oven. 'Get in,' said the witch to Gretel, 'and see if it is hot enough.' She planned to close the oven, cook Gretel and eat her too. But Gretel said: 'How do I get in?' The witch put her head and shoulders into the oven to show Gretel. Then Gretel pushed the witch into the oven and she burned to death. Gretel ran to Hansel, and cried: 'Hansel, the old witch is dead!' They went into the witch's house, and there they found lots of jewels.

The children walked through the forest until they saw their house and ran inside to their father. Their father was delighted to see them. He had been miserable since he had left the children in the forest. Hansel and Gretel gave their father the jewels and they lived happily together.

TEACH GLOBAL
THINK LOCAL

Extra activity

Reconstruct the whole story with the class. Prompts students to tell you what happened. Note the main events on the board. Then go back to the story and prompt students to tell you any details they can remember.

Focus on the happy ending.

5 Direct the students to the characters in the box. Make sure they understand who the woodcutter is. Play the recording again. Students pay attention to what the characters do.

Students write down adjectives to describe each character and then compare answers in pairs. Walk round and help students with vocabulary where necessary. Alternatively you could write adjectives on the board for students to choose from.

In feedback encourage students to explain their choice of adjectives and link them to events in the story.

Possible answers

Gretel: frightened, brave
Hansel: clever, inventive
the stepmother: unkind, selfish
the witch: old, wicked,
the woodcutter: weak, sad/miserable

Grammar (SB page 22)

Language note

Quite usually means 'to some degree'. However, in some contexts and depending on intonation, it can mean 'very' or 'totally'. For example with extreme adjectives: It was *quite amazing* (with emphasis on *quite*) means 'it was totally amazing'.

1 Direct students' attention to the example sentences and elicit the meaning of the words in bold. Explain that these are modifiers – they 'modify', or change, the meaning of the adjective by making it weaker or stronger.

Read out the words in the box. Ask students to put them in the correct column using a dictionary if necessary. Alternatively give students example sentences and ask them to work out the meaning from context.

Stronger	Weaker
extremely	a bit
really	fairly
terribly	quite
very	rather

Background note

At the end of the Grimms' version of this story, Red Riding Hood, her grandmother and the huntsman fill the wolf with stones and he falls over and dies. In a continuation, another wolf speaks to Red Riding Hood on the way to her grandmother's house. She tells her grandmother and they lock the door and lie in wait for the wolf. When he comes, they make a trap for him and he falls into a trough of water and drowns.

2 Look at the picture and the title of the fairy tale. Ask students if they know the story and what *hood* means (a hat joined to a piece of clothing).

Ask students to complete the story with modifiers from exercise 1. Point out that several answers are possible.

Students then work in pairs and retell the story.

Grammar focus

Refer students to the language summary on modifiers on page 134.

You can use exercises 4 and 5 on page 135 for:

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

The answers are on page 142 of the Teacher's Book.

Vocabulary and Pronunciation (SB page 23)

1 Read out the example sentences in turn. Point out the words in bold and prompt students to explain them by completing the meaning. Drill the word stress of the three words (*enormous*, *delighted*, *miserable*).

- very big
- very happy
- very sad

2 Students work in pairs and match the definitions.

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

3 1.21 Direct students' attention to sentences 1–3.

Play the recording and ask students to repeat the sentences. Ask students to underline the stressed words, then drill the pronunciation again.

- big, enormous
- pleased, delighted
- sad, miserable

4 Students make similar sentences using the words in exercise 2. Give an example of your own if you wish (*My mobile phone isn't just old, it's ancient.*) Students practise saying their sentences silently, paying attention to sentence stress. Ask each student to tell the class one of their sentences.

5 Students complete the sentences about themselves.

6 Students work in pairs. Direct students' attention to the example. Ask them to choose three of their sentences from exercise 5 and read the sentences to their partner. The partner should comment on what they have heard.

Reading and Speaking (SB page 23)

1 Elicit from students what problems Hansel and Gretel and Little Red Riding had to deal with (an unkind stepmother, being alone, a wicked witch; a wolf / stranger pretending to be somebody else) and write them on the board. Ask students what problems children today have to deal with and write them on the board. Compare the lists and ask students if they think fairy tales can help children today to deal with their problems.

2  1.22 Direct students' attention to the text and the suggested subtitles. Students read the text and choose the best subtitle. If you think they may find the text difficult, you could play the recording for them to listen as they read. Discuss with students why they chose their answer and why the other two answers are not correct.

b Learning for life

3 Ask students to discuss the questions in pairs and then take whole-class feedback.

TEACH GLOBAL
THINK LOCAL

Homework extra

Ask students to think of a fairy tale they know from childhood and write a short version of the story (similar to the *Little Red Riding Hood* text.)

Ask students to include a couple of sentences at the end about the moral message of the story.

In small classes, ask students to read their story to the class. In larger classes, students can swap stories with a partner.

Part 4

TEACH GLOBAL
THINK LOCAL

Lead-in

Revise the prepositions of place that students already know (*behind, in front of, next to, under, in, on*) by taking an object and ask students where it is.

Then ask students to take an object from their bag. Students work in pairs; they hide their objects without their partner seeing it. Demonstrate the task with a volunteer pair. One student asks their partner questions to find the object: *Is it in your bag? Is it under your chair? Is it behind your pencil case?* The partner answers yes or no until the object is found.

Vocabulary (SB page 24)

1 Look at the words in the box with students. Convey meaning by drawing a graphic representation of each one on the board. Read the language note with the class and ask students if they know a synonym for these words (eg *under* for *beneath* and *inside* for *within*).

Then direct students to the picture of the tower. Ask students to work in pairs and complete the description of the picture.

2  1.23 Play the recording. Students listen and check their answers.

There is a tall, dark tower. In front of the tower is a horse. **Beside** the horse there is a man. There is a princess **within** the tower. **Beneath** the tower there is a secret tunnel.

Against the tower wall there is a ladder. **Around** the tower there is a circle of trees. **Beyond** the trees there are some mountains. **Above** the tower there is a dragon.

3 Students complete the sentences by choosing the correct word.

1 within	3 above	5 beneath
2 behind	4 beyond	

TEACH GLOBAL
THINK LOCAL

Extra activity

Ask students to write a short description using five of the prepositions in the box in exercise 1 and some of the objects or people in exercises 1 and 3 (*tower, forest, prince, hill, village, etc*). They can add other people and objects if they wish.

Students work in pairs and dictate their description to their partner. Their partner draws a picture. Students then compare their drawings with the descriptions.

Reading (SB page 24)

1 Direct students' attention to the names of the three places in the box. Brainstorm what students know about these places and make notes on the board. Don't give them any extra information at this stage.

2 Divide students into groups of three and ask them to choose the place they are most interested in. Students read their text individually and answer the questions.

Text A (Shangri-La)

- 1 It's an imaginary valley deep within the Himalayan mountains.
- 2 The legend comes from a 1933 novel called *Lost Horizon* by James Hilton.
- 3 Today, Shangri-La represents a hidden, perfect place or a quest for happiness.

Text B (Atlantis)

- 1 It's a legendary city beneath the sea.
- 2 The legend comes from the ancient Greeks.
- 3 Today, Atlantis means any ancient, advanced and lost civilisation.

Text C (El Dorado)

- 1 El Dorado is a legendary golden city in South America.
- 2 The legend probably comes from a tradition of the Muisca people in the highlands of Columbia.
- 3 Today, the name El Dorado can signify any place where you can make lots of money, quickly.

3 Students work in groups of three and tell their partners about their place.

4 Students stay in their groups and use their information to answer the questions.

- | | |
|--------------|--------------|
| 1 Atlantis | 4 Shangri La |
| 2 Shangri-La | 5 El Dorado |
| 3 El dorado | 6 Atlantis |

Extend your vocabulary (SB page 24)

The three texts contain different words to talk about meaning. Ask students to read the information. Model word stress (*represent*, *symbolise*) and then clarify the meaning of the three verbs: *Which one is used to talk about linguistic meaning? Which two verbs are used to talk about a symbol of something?*

Students discuss what the items in the list symbolise in their culture and then tell the class.

Background note

- 1 In many cultures green represents life and rebirth, the environment and nature. It also represents jealousy and envy.
- 2 The number 13 symbolises bad luck in some countries, but in certain places such as China it is a lucky number.
- 3 A red rose often symbolises love.
- 4 A snake can represent evil and cunning, but also rebirth.

Grammar (SB page 25)

1 Look at the examples and rules with the class. Alternatively, write the example sentences on the board. Ask if the sentences are in the past, present or future. Then establish which of the verbs refer to habitual actions and which to states.

Students complete the sentences with the correct form of *used to* or *would*. Point out that in some cases, more than one answer is possible. Ask students why *would* isn't possible in sentences 1 and 4 (because they are past states).

- | | |
|-----------------------------|---------------------------|
| 1 used to live | 3 used to sit / would sit |
| 2 used to meet / would meet | 4 used to believe |

2 Direct students to the list of topics. Ask students to pick three and make notes.

3 In pairs, students tell each other about the things they wrote about in exercise 2. Demonstrate with a student: talk about a real or imaginary experience in your past.

 Grammar focus

Refer students to the language summary on *used to* and *would* on page 134.

You can use exercises 6 and 7 on page 135 for:

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

The answers are on page 142 of the Teacher's Book.

Writing (SB page 25)

1 Students read the definition of a mini saga.

2 Explain that students are going to write a mini saga about a legendary place – real or invented. Direct students to the table with ideas. Clarify any unknown words or phrases.

3 Students write their mini sagas either in class or for homework. Then ask students to work in groups and read out their stories. Decide which is the best in each group and read this out to the class. Vote the best mini saga in the class.

Function globally: generalising and giving examples

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

Warm up (SB page 26)

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 26)

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 The speaker is a teacher or lecturer.
- 2 philosophy
- 3
 - 1 T
 - 2 T
 - 3 F (They found it difficult to live in the way that Confucius expected.)
 - 4 T
 - 5 F (He was a peasant from a simple background.)

 1.24

As we have already seen, Confucius felt that people should live moral lives. Generally speaking he believed that people have obligations rather than rights, for example to one's family and one's elders. Confucius had many followers and he expected them to change their lives to reflect his teaching. On the whole, Confucius students' were young men from good families, such as the sons of

bankers or officials. They were intelligent and skilled in communicating their ideas. Most of the time, however, these students found it difficult to live in the way that Confucius expected. For instance, Confucius thought people should always think of the interests of other people before thinking of their own personal interests. This was of course very difficult for young men who wanted to become wealthy and make a career for themselves. ... So perhaps it's not surprising that Confucius' favourite disciple was from a more simple background, a peasant called Yan Hui. From your reading last week, what can you tell me about Yan Hui? ... The young man in the second row ... yes?

Language focus (SB page 26)

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 c

2 a

3 b

2

General statements: *Generally speaking, On the whole, Most of the time*

Examples: *such as, for instance, for example*

Speaking (SB page 26)

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 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 27)

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.

Listening (SB page 27)

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

- | | |
|---------------|----------------------------------|
| 1 his parents | 3 one of his university teachers |
| 2 her aunt | 4 a friend |

2

- 2 She talked to her about **growing up**.
- 3 He encouraged him to learn more about the **practical side** of computer science.

1.25–1.28

Martin, Czech Republic

I'm going to talk about my parents who really influenced me a lot in my career, in my goals for all this stuff, what I intend to do, because they always pushed me and helped me if I had some problem or stuff. Also because they reached, I guess, really, really high goals and they are really important people in my, my country. So ... I feel like, I wanna be as them, you know ...

Eva, Switzerland

Erm, my aunt I think, had an importance influence on my life because ... erm, we're in some way very similar and it's very interesting to talk to her how it was to ... to grow up, to go through these kind of difficult years you have growing up and it's very interesting to have a perspective of a person that's 20 years older than you, not only your friends that go through the same experience at the same time. We spent a lot of time together, just doing anything, just going out and see exhibitions and just stuff like that.

Abdul, Saudi Arabia

Er, I can remember one of my teachers at university. He pushes me to do the practical part of computer science, because my major is computer science, er, rather than focusing just on the theoretical part of this knowledge, so I started to program or to practise the real environment of programming.

Erica, Italy

One of the person that most influenced my life I can say was a friend of mine that I met many years ago when I was at university. And er ... she's never been my best friend and definitely she's not at the moment because I haven't heard from her for ages, but she was very influential for ... on my life because I think she taught me the best way to study at university.

Language focus: *stuff* (SB page 27)

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.

1

- 1 things
- 2 informal
- 3 uncountable

2

- 1 Put all your stuff in the back of the car.
- 2 Most people have too much stuff.
- 3 Our supermarket sells all sorts of stuff.
- 4 I gave all my baby stuff to my sister.
- 5 Who put all this stuff on my desk?
- 6 There's a lot of good stuff on her website.

Speaking (SB page 27)

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 narrative

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

Reading (SB page 28)

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 b

2

1 both	4 N	7 N
2 N	5 both	8 N
3 H	6 H	9 H

3

Kind actions can influence and change behaviour.

Writing skills: complex sentences (SB page 28)

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

One day, **when** Hungbu was working in the fields, he found a bird ...

He took the bird home **and** looked after it carefully.

The bird gradually became stronger, **and when** summer came, it flew away to a warm place. A year later, the bird flew back **and** gave Hungbu a seed. He sowed the seed **and** it soon grew ...

When Hungbu opened one of the gourds, he was amazed ...

The next day, he bought an enormous house **and** moved there with his family.

When he heard about his brother's good luck, Nolbu was extremely jealous **and** decided to do the same as his brother. He also found a bird, **but** he broke its leg **and** looked after it until it became strong.

... goblins immediately came out of it **and** stole all his money.

... Nolbu felt ashamed **so** he went to his brother to ask for help.

Hungbu was sorry for him **and so** he invited him to share his house.

2

- 1 Hungbu sold the treasure and bought an enormous house.
- 2 When Hungbu opened the door, the bird flew away.
- 3 When Hungu found the bird, he felt sorry for it, so he took it home.
- 4 Hungbu worked hard and gave money to his family, but his brother was lazy and never gave money to anyone.

Preparing to write (SB page 28)

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 28)

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 29)

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 Possible forms

- 1 used to love / loved
- 2 often told / would often tell / often used to tell
- 3 were / used to be
- 4 exchanged
- 5 planted
- 6 had grown
- 7 climbed
- 8 came
- 9 was sleeping
- 10 stole
- 11 woke up
- 12 was
- 13 had disappeared
- 14 was following
- 15 cut
- 16 died
- 17 lived

2

Strong: extremely, really, terribly, very

Weak: quite, fairly, rather, a bit

Vocabulary

- 1 *great-grandfather*: the rest are not relatives
- 2 *dirty*: the others are extreme adjectives
- 3 *inspiring*: this is positive, the rest are negative

- 4 *while*: prepositions of time; the rest are prepositions of place
- 5 *shocking*: the rest describe how someone feels, while *shocking* describes how something makes someone feel
- 6 *protect*: the rest are synonyms
- 7 *fall out*: this is positive; the rest describe good relationships
- 8 *grandfather*: the rest are not blood relatives

Speaking (SB page 29)

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 xxiii.

Improving your reading skills (SB page 29)

1 Explain that this section focuses on reading skills. Direct students to exercise 1 and ask them to discuss the questions, giving more details.

2 Read through the information in the box with students and check that they have understood. Then ask students to match the texts given with the types of reading in sentences 1–6. Point out that there might be more than one answer, depending on different aims. When students have finished, ask them to work in pairs and compare ideas.

2

Answers depend on how interested you are, what information you need, and how important the information is.

Possible answers

poem: 1, 2 or 6

recipe: 2

bill: 4

blog: 3

newspaper article: 3

grammar page: 2 or 4

holiday brochure: 5

love letter: 1 or 2

3 Direct students to the questions and check they understood them. Students work in pairs and discuss the questions.

4 Ask students to think how they can improve their reading skills. They should think of two ideas and then compare with a partner.

Coursebook			
Unit 3	Language	Texts	Communicative skills
Part 1 SB page 30	Grammar Future forms: plans and intentions Vocabulary Materials	Listening A desert survival expert	Speaking Talking about a photo from different points of view Speaking Planning a trip
Part 2 SB page 32	Extend your vocabulary Words that go with <i>problem</i> Grammar <i>will</i> and <i>be going to</i> for predictions	Reading <i>Endless energy?</i> Listening and Vocabulary Energy	Writing An online comment: giving opinions
Part 3 SB page 34	Grammar <i>so</i> and <i>such</i> Vocabulary <i>cold</i> (metaphor)	Reading <i>Coming in from the cold</i>	Speaking Talking about the cold
Part 4 SB page 36	Grammar Real conditionals Vocabulary Words to describe statistics	Reading and Pronunciation <i>Weather ups and downs</i> Intonation Listening In a department store	Writing A list poem
Function globally SB page 38	Requests and offers Listening to conversations about clothes in shops Shopping expressions		
Global English SB page 39	Caribbean English Giving a short presentation about the weather		
Writing SB page 40	A formal letter Rules for writing formal letters Writing a job application		
Global review SB page 41	Grammar and vocabulary review Extra speaking practice		
Study skills SB page 41	Writing a learner diary		

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	Hot Ask students to find out more about one of the sources of alternative energy – are there many websites that talk about this? Cold Ask students to find one of the blogs of the Alaskan bloggers and read their latest entry.

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

Write the words *the desert* on the board and elicit words students associate with this. Examples could be *hot, sun, sand, dry, cold at night*. Ask if any students have been to a desert, and if so which one. If you are teaching in a desert country, then ask students what the advantages and disadvantages are of living in such a place.

Speaking (SB page 30)

1 Direct students' attention to the picture of the desert on page 30 and ask them to ask and answer the questions in exercise 1. Feed back as a whole class. Possible vocabulary that might emerge from this picture could be: *rock, grass, sky, desert, rain clouds ...*

2 This activity encourages the students to think critically about how different points of view can affect one's opinion about a particular place. Put the students into groups of three and ask each to choose one of the roles A, B or C in exercise 2. Allow them some time to make notes about their reaction to the situation. When they are ready, they tell the others in the group their feelings in role. Circulate and monitor, encouraging the students to give as many details as possible. If you have time, ask the students to change groups and change roles. They then repeat the activity.

TEACH GLOBAL
THINK LOCAL

Mixed ability

To provide more support for weaker students or classes, dictate the following sentence stems for them to complete, or write them on the board.

This place makes me feel ...

When I see this I get ... because ...

It's... and ... and ... and I really think it's ...

Listening (SB page 30)

This is an interview with Tony Nestor, an American expert on deserts who runs courses on survival. He has a company based in Arizona called Ancient Pathways.

1 Explain what the students are going to hear and ask them to read the information about Tony Nester. Ask them to brainstorm a list of things that he might take with him on a trip into the desert. Write these on the board and ask students to copy it down.

2  1.29 Play the recording once. Students tick the words on their list that he mentions.

3 Ask students to look at the information in the circle and try to complete what they can from memory. Then play the recording again and ask them to check their answers.

- 1 between 20 and 25
- 2 knife-only
- 3 three
- 4 how to find water
- 5 how to signal for help
- 6 how to start a fire with only one match
- 7 get lost
- 8 24
- 9 72

1.29

Well, our company is called Ancient Pathways and every year we run between 20 and 25 courses. Around two courses a month. Next week I'm taking a group on one of our most popular courses. It's a knife-only survival course. We're going to be in the desert for three days, and we're taking the following things: a hat; sunscreen; a water bottle; a T shirt and pants (but not cotton, better a mix of materials); a wool sweater for the night (it gets really cold); a knife, and that's it.

We're going to learn the three things that are most important to know if you want to survive in the desert: how to find shelter, how to find water and how to signal for help. We're also going to learn other survival techniques, like how to start a fire with only one match. We'll probably have six people on the course, but we are still waiting for more.

For this trip, we're going to the Painted Desert. It's around 30 minutes away. It's a beautiful area, but it's common for people to get lost there. People get lost in the deserts around here every month. They think they're going for a walk for just an hour or so and then they can't find their way back. The idea behind this course is to give people the tools to survive for 24 to 72 hours if they're lost in the desert.

I haven't decided yet where to take the next group. I think I'll take the next group to the Mojave Desert, as this is also a fascinating place.

4 Ask students to look at the questions and choose one that they would like to answer. Give them some time to think of what they want to say, then tell them to work in pairs and answer their questions. Check back with the whole class what different people talked about. If stronger students finish early, ask them to discuss another one of the questions.

Grammar (SB page 31)

1 Ask students to turn to the audioscript and find the sentences. Then ask them to complete the grammar rules with *be going to*, *present continuous* or *will*.

First rule: *be going to* + infinitive

Second rule: present continuous

Third rule: will

Language note

All three of these forms can be used to talk about future arrangements. *Going to* is more frequent in spoken and informal contexts. Both *be going to* and the present continuous indicate that a decision has been made, but the present continuous indicates that arrangements are in place or have been made – in the Student's Book this is explained by specific references to times or places. Be aware that a common mistake for students is to use present simple for this kind of future: *Tomorrow I go to the dentist.*

2 Ask students to look at the sentences and complete them with the verb in brackets. Tell them that for some, more than one answer is possible but they should try and use the present continuous if they can.

- 1 are / 're leaving
- 2 aren't going
- 3 are / 're going to walk
- 4 will / 'll take
- 5 are / 're going to learn
- 6 are / 're going to learn

TEACH GLOBAL
THINK LOCAL

Alternative procedure

To check answers you could ask students to listen as you read them out. Tell them to imagine you are all going on a trip into the desert together. Read out the sentences in a conversational way, at normal speed. Include the answer in the gap so that students can check if they have it right. Add your own details if you want to elaborate the story further! When you have finished, students check again with a partner. Then go through the answers in your usual way.

3 Ask students to choose three sentences from the list to complete with their own ideas. To help them get started do one or two yourself and read them to the class. Circulate and monitor, helping students where needed. Then ask students to work in pairs and complete their sentences. Ask different students to read out loud their sentences.

Grammar focus

Refer students to the language summary on future forms on page 136.

You can use exercise 1 on page 137 for:

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

The answers are on page 142 of the Teacher's Book.

Vocabulary (SB page 31)

1  1.30 Let students read the introduction and look at the photos. They should read the words quietly to themselves first. Clarify any words that are unclear. Then play the recording and let students listen and repeat the words.

2 Give a couple of examples yourself as in the book, showing the items as you do so. Then ask students to work in pairs make as many true sentences as they can in two minutes of things they have that are made of those materials.

3 Draw students' attention to the list of items and go through the example. Then ask them to think of their own examples individually. Ask students to compare their answers in pairs. Feed back. Note that the exercise calls for likely and unlikely combinations, not possible and impossible ones. Answers will vary, but use your judgement. A cotton scarf or a wool scarf is more likely. A rubber scarf is unlikely, but not impossible!

Point out the *Language note*, and drill the pronunciation of *woollen* /'wʊlən/ and *wooden* /'wʊdən/.

Speaking (SB page 31)

1 Explain the situation to the students. Make sure that they understand they already have a map, bottle of water and knife with them. They must decide on what other three objects they want to take on their trip.

Give the students the following instructions for the activity:

You must do this only in English.

You must take turns talking to each other about the items.

You must give reasons for your choices.

Make sure students understand words like compass and matches. Circulate and monitor the task.

2 Ask pairs to work with other pairs. They now compare their answers. Feedback on any interesting language or persistent errors that came up.

Note: this task is very similar to pair work speaking tasks for international exams. If your students are preparing for such an exam it may be worth pointing this out.

Part 2

TEACH GLOBAL
THINK LOCAL

Lead-in

Ask students to look around the room and write the word for anything connected to electricity they see. If they don't know the word in English, they can write it in their own language to look up later. Give them a minute or so, then ask them to compare and check answers in pairs. Conduct whole class feedback, writing any new words up on the board. Typical answers may be the appliances or devices in the room (eg *CD player, computer, light*) but also try to elicit/teach words such as *socket* (or *plug* in US English), *cable, switch* and *bulb*. Do this before *Listening* exercise 1.

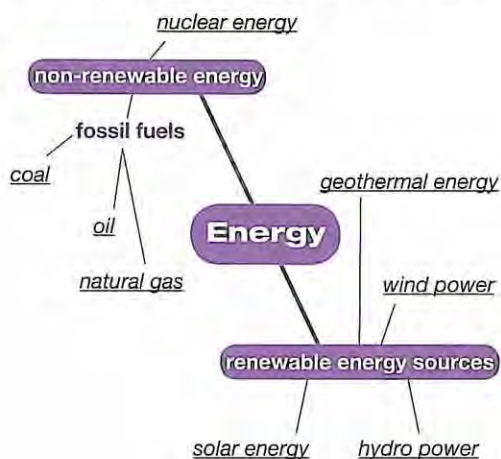
Listening and Vocabulary (SB page 32)

This is a short lecture about renewable and non-renewable sources of energy on the planet.

1 Ask students to think individually for a minute about the answer to this question. The more they think about it, the more things they can probably come up with. Tell them to write down the first five things they can think of. Check back in open class, and try to push them a bit further than typical, easy answers such as lights, car, television.

2 1.31 Ask students to read and listen to the words, which are all sources of energy. Clarify any difficult words yourself, or by getting a student to check them in the dictionary. Then play the recording again and ask students to repeat the words.

3 1.32 Tell students to put the words into two categories: renewable or non-renewable. Clarify the meaning of the categories (*renewable* means that the energy can be renewed; it is not a finite amount). Let students try to categorise the words first, but don't help them or go over answers. Explain that they are going to hear a lecture on energy sources and they must listen and check their answers. Play the recording.



1.32

The most important energy sources today are non-renewable energy sources, that is sources which we won't be able to use at some point in the future. Non-renewable energy sources include all fossil fuels – that's coal, natural gas and, of course, oil. From oil we get petrol and diesel which most of the world's cars run on. When we burn fossil fuels they produce carbon dioxide which many people believe contributes to global warming.

Non-renewable energy sources also include nuclear energy which is produced using the metal uranium. Nuclear energy is a clean source of energy that does not cause global warming but can be very dangerous.

Renewable energy sources include all energy sources that are produced more quickly than we use them. For example, solar energy from the sun, wind power, hydro power using water, waves and tides, and geothermal power which uses underground heat. These energy sources are clean sources of energy which do not cause wide-scale global warming. At the moment they do not supply a large amount of energy but in the future renewable sources will definitely play a much bigger role.

4 Students listen again and make notes of the answers. Play the recording a second time. Feed back.

- 1 fossil fuels: coal, natural gas and oil
- 2 nuclear energy
- 3 solar, wind, hydro and geothermal energy

5 Ask the last question in open class. Depending on your students, they may not know the answer to this! If they don't, you could make it a homework task to find out. However, typical answers will be oil, nuclear energy, hydro power and natural gas (although there may be more and more solar power and wind power in some countries these days).

Reading (SB page 32)

This is a text about alternative sources of energy that have been suggested to alleviate a future energy crisis.

1 Ask students to look at the pictures and speculate how these things could be used to create energy. Elicit a few answers, but do not say if they are correct or not.

2 1.33 Play the recording for students to listen and check their answers. Feed back.

Biomass is produced from plants to create heat, electricity or biofuel.

Human waste, eg from nappies, is heated to create oil.

Crowd farms create energy from people walking on a special floor.

3 Ask students to make a list of the different kinds of energy, and to read the text a second time. Play the recording for them to listen as they read and check. They should note what are the main arguments in favour and main arguments against each one. Point out that these texts are written in the point of view of someone in favour of each energy source, so the disadvantages may be harder to spot (because they are downplayed).

Biomass

- + possible to store it, cheaper in future, renewable
- requires lots of land, water and energy itself to grow it, which may be needed for growing food

Human waste

- + environmentally friendly process, large supplies of nappies available
- difficult to produce large amounts of energy

Crowd Farm

- + human movement is an abundant and cheap source
- expensive to produce

4 Remind students of the word diagram about energy they filled in earlier. Ask them to find words in the text for energy sources and verbs in the text that go with *energy*.

energy sources: biomass, heat, biofuel, electricity, (household) waste

verbs that go with *energy*: produce, use, take, make

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THINK LOCAL

Reading extra

Divide the students into three groups, A B and C. Assign each group one of the energy sources in the text. The group has to prepare a short speech to 'sell' the energy idea to others. They cannot read the text out loud; they have to explain it in their own words. Once groups are ready, reorganise the class into ABC groups of three. If you have extra students then make one or two groups bigger. Each student in the new groups takes a turn 'selling' their form of energy to the others. Circulate and monitor. At the end, ask which energy source was most effectively 'sold'.

Extend your vocabulary (SB page 32)

Point out that the text is about solutions to energy problems. Ask students to read the information in the box about other words that commonly occur with *problem*. To help concept-check the meaning of these words, ask them to choose one of the short speaking tasks and do it with a partner.

Grammar (SB page 33)

1 Ask students to find examples of the two different kinds of future in the text.

More land for fuel *will* unfortunately mean less land for growing food.

The one drawback is that it *will* perhaps be difficult to produce large amounts of fuel.

Crowd Farms *aren't going to be* practical in the next few years.

Using biomass *is definitely going to be* cheaper and more efficient in the future.

2 Students complete the rules for the tenses.

Second rule: *going to*

Third rule: *will, going to*

Language note

Will and *going to* are both used to make future predictions. *Going to* tends to be used when the prediction is based on strong evidence. *Will* is often used when evidence is not so obvious. For decisions and plans we prefer to use *going to*.

3 Ask students to look at the chart and answer the questions in pairs.

Most important energy sources: oil, gas, coal / peat.

We will use less oil. (15% less)

We will still use nuclear power.

We will use 4.5% more renewable energy. (1.1% more hydro; 3.4% more combustibles, renewables and waste – referred to as 'other' in the 2030 pie chart)

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THINK LOCAL

Mixed ability

Ask stronger students to prepare a short oral presentation on the charts. Their presentation should address all the questions, but not just list the answers one after another.

4 Explain the information about *going to*. Ask students to complete the sentences with their own ideas.

- 1 The ball is going to hit him / her.
- 2 It's going to bite him / her.
- 3 The car isn't going to stop.
- 4 She's going to take his / her bag.
- 5 He's / She's going to walk into a lamp post.

Grammar focus

Refer students to the language summary on *will* and *going to* on page 136.

You can use exercise 2 on page 137 for:

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

The answers are on page 142 of the Teacher's Book.

Writing (SB page 33)

1 Explain what a blog is. Ask if any students ever read blogs, or articles online. Do they comment on them? Tell them that they are going to write a comment about one or all of these texts.

2 Students write their comment on a piece of paper (give them some time for this). If you are worried that they won't write much, then assign a minimum of three sentences and show them the *Useful phrases*.

3 Students exchange their comments and read the new ones. Ask them to decide if they agree or not. Feed back. Note that this is an example of quick writing for fluency. Do not demand that the comments all be in correct English at this point; they can be corrected later.

If you think students would benefit from a model for the writing, give them the following:

I don't quite understand how biomass is made into bio fuel. But until now I thought biomass was an environmentally-friendly alternative to fossil fuels. Reading this article, I realised that renewable sources of energy can still harm the environment. In my opinion, we need to make sure that all future sources of energy won't cause new environmental problems.

Alternative procedure

For this activity you need large copies of each of the texts and a series of sticky labels. Pin the texts on the wall. Explain what a comment on an online site or blog is. Give each student a label. They write their comment and stick it under the text on the wall. Once all students have finished, give them another label. Ask them to read the comments on the wall, to choose one and write a second comment addressing something the first person said. Repeat the process a third time. You can collect the labels to use later on for error correction or further study.

Part 3

TEACH GLOBAL THINK LOCAL Lead-in

Before the class, choose two or three of the questions from *Speaking* exercise 1 below. Do an informal survey of 5–10 people at your school, asking the questions and making notes of the answers. Use these answers as part of the feedback on exercise 1 – say *I did a survey of people around the school using these questions. Here's what they told me ...* Students can compare their answers to those that people at the school said.

Speaking (SB page 34)

1 Ask students to read through the questions silently (you could write these on the board so the students do this with books closed) and choose four of them. They should then note their answers. Students should do all this without speaking.

2 Pairwork. Explain what students have to do, going through the instructions with them. Demonstrate with a student. Say the number of a question. The student asks you the question and you answer. Then swap roles. Once students have understood, they continue in pairs. Monitor and give feedback at the end (incorporating your own survey results if you did the *Lead-in* above).

Reading (SB page 34)

The text on page 35 is a series of short extracts about living in Alaska, from the point of view of Alaskan bloggers. All the blogs were active and real at the time of writing.

1 Ask students to tell you what they know about Alaska and write this on the board. Then ask them to read the information on page 34. Did they know any of this before? Ask them to read the information again. Ask: *Which are facts and which are opinions about Alaska?*

The 3rd, 5th, 7th and 9th sentences are all opinions.

2 Ask students to read *Coming in from the cold* on page 35 and to identify the topics mentioned.

Friendly people, sports, tourists and the weather are mentioned.

3 Students read the text a second time and put the sentences back where they belong.

- Jillian Rogers' blog
- Ian Herriott's blog, second gap
- Jean McDermott's blog, second gap
- Jean McDermott's blog, first gap
- Stefan Milkowski's blog
- Ian Herriott's blog, first gap

4 Pairwork. Students ask and answer the two questions. Feed back, encouraging them to give reasons for their answers.

TEACH GLOBAL
THINK LOCAL

Reading extra

As these are texts taken from blogs, the style is a bit more informal. Ask students to find examples of this in the texts. If they are having difficulty, give them the following characteristics to look for:

- use of CAPITAL letters to emphasise something
- use of exclamation marks (!) more than in formal writing
- use of discourse markers like *well*
- several clauses linked with commas.

Grammar (SB page 34)

Ask students to read information in the grammar box. Alternately, ask them to close their books. Write the two example sentences and leave gaps for *so* or *such*. Ask them to suggest which words go in the gaps.

1 Ask students to combine the two sentences to make one sentence. Do one as an example to help them get started.

- 1 Alaska is such a cold place that people use electric heaters to keep their cars warm at night.
- 2 The temperature is so low in winter that rubber tyres freeze.
- 3 It's such a cold day that the hairs in your nose freeze when you breathe.
- 4 It's so cold in Alaska that even dogs wear snow boots.

TEACH GLOBAL
THINK LOCAL

Extra activity

In some exams sentence transformation exercises are common. If you think your students would benefit from this, ask them to try and transform the sentences in exercise 1 so they have a similar meaning, but changing *so* for *such*. The transformations should then be the following:

- 1 Alaska is so cold that people use electric heaters to keep their cars warm at night.
- 2 There are such low temperatures in winter that rubber tyres freeze.
- 3 It's so cold that the hairs in your nose freeze when you breathe.
- 4 Alaska is such a cold place that even dogs wear snow boots.

Warning: this is quite a challenging task at this level!

2 Ask students to choose three sentences and complete with their own ideas. Do the same yourself, then circulate and monitor. Feed back in open class, including your own examples.

Grammar focus

Refer students to the language summary on *so* and *such* on page 136.

You can use exercise 3 on page 137 for:

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

The answers are on page 142 of the Teacher's Book.

Vocabulary (SB page 35)

1 Explain that in English the word *cold* is sometimes used as a metaphor for unfriendliness or loneliness. To clarify, do the first question as an example with the class *He's not talking to me. Is he giving me the cold shoulder?* and explain that this means he is ignoring the person. Students complete the exercise. Check answers.

- 1 shoulder
- 2 blood
- 3 icy
- 4 ice
- 5 in the cold
- 6 reception

Language note

In cold blood means in a cruel, calm way without showing any emotion.

if you are left *in the cold*, you are not included in a group.

2 Ask students if they have any similar expressions in their language.

Part 4

TEACH GLOBAL
THINK LOCAL

Lead-in

Before the class comes in, write up the letters from the following words in one corner of the board, jumbled up: *spring, summer, autumn, winter*. As a warm up activity before you start the lesson, ask students to make as many words as they can with three or more letters using the letters on the board. Explain that all these letters will spell four words that are connected to today's lesson, but don't say what they are. Praise any correctly spelt words that the students produce.

Reading and Pronunciation (SB page 36)

This is a text about how the weather affects sales of certain products in the USA.

1 In pairs. Students ask and answer the questions from exercise 1. Feed back on answers to the second question.

2 1.34 Students read and listen to the text *Weather ups and downs*. Ask them to compare their lists to the products mentioned in the text. Use this time to check any unknown words.

3 1.35 Ask students to focus on the three sentences in exercise 3 and to read them to themselves quietly. Then play the recording. What do they notice about them? Play the recording a second time and ask them to mark where the voice goes up and where it goes down.

1 In a good sales year in the US, there is a warm, sunny spring, a hot and dry summer, a cool autumn and a cold winter.

2 People wait to buy warm winter clothing like wool jumpers, warm coats, gloves and hats.

3 Other typical items sold in winter are hot-water bottles, medicines against colds and flu, car batteries and heating appliances.

Language note

In English pronunciation of lists, the intonation of the speaker tends to rise on individual items in the list and then fall on the last item, to indicate that the list is finished. While this is not always the case, it is a useful rule of thumb to help students be more aware of the discourse function and importance of intonation.

4 In pairs. Students take turns reading out their lists. Circulate and monitor, checking intonation. Feed back and ask students which things they usually buy on their list. Do they think that weather plays a role in how they buy things?

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THINK LOCAL

Mixed ability

If you have early finishers, refer them to the letters on the board (from the *Lead-in* activity). Can they find other words using these letters? Do they know yet what words they spell?

Vocabulary (page 36)

1 Ask students to find the verbs in the text. To help them, you could give the first letter of each word.

go up: *increase, rise, grow*

go down: *decline, decrease, fall*

2 1.36 Ask students to make two columns, one for verbs and one for nouns. They copy the verbs from exercise 1 into one column and then complete the second column with nouns. Encourage them to use dictionaries if they have them.

verb	noun	
<u>increase</u>	<u>increase</u>	} go up
rise	rise	
grow	growth	
<u>decline</u>	<u>decline</u>	} go down
<u>decrease</u>	<u>decrease</u>	
fall	fall	

Go over the answers, drawing the students' attention to the words which have the same form. Play the recording. Students listen and repeat the words. Point out the difference in stress between the noun and verb forms of *increase* and *decrease*, shown in the table above.

3 Explain that many of these verbs are useful ones to talk about graphs or figures, and that they go with certain prepositions. Let students try and complete the exercise first on their own, but allow them to use a dictionary to check. Check back answers and drill the pronunciation of the words in sentences.

1 by 2 of 3 to 4 in

4 Students now put all the language work together and try and complete the sales presentation of the graph with words from exercises 1–3. Ask students to read their presentation to each other, then feed back.

- 1 rise / increase / grow
- 2 one hundred and fifty thousand
- 3 rise / increase / grow
- 4 three hundred thousand
- 5 increase
- 6 two hundred thousand
- 7 fall / decrease / decline
- 8 fifty
- 9 fall / decrease / decline
- 10 two hundred and fifty thousand

Listening (SB page 36)

This is a series of three conversations in between customers and sales assistants in shops.

1  **1.37–1.39** Clarify what a *department store* is (a large shop divided into different sections, each section selling a different kind of thing). Explain that the students are going to hear conversations in a department store. Students listen and say which products the customers are going to buy.

1 g 2 c 3 b

2 Ask students to listen again and to make a note of the words or phrases that helped them decide (in bold in the audioscript below). If you have time and think the students will benefit from it, play the listening a final time but let them read along with the audioscript in the back of the book.

1.37–1.39

1

A: Everybody's wearing these now. They look fantastic with a casual jacket or coat. And the **wool** is lovely and soft. Let me show you ... If you look in the mirror, you'll see what I mean.

B: Hmm, I don't know ... I don't usually wear **hats** ... but it is nice and **warm**. Er ... if I change my mind, can I get my money back?

A: Yes, of course. Just keep your receipt.

2

A: ... so if you want to **program it to make coffee** for when you wake up, just do this ... it's so simple, and it's extremely energy efficient. I have one of these machines myself and I'm delighted with it – it's great when you have to get up early on a cold, dark morning at this time of year. What do you think? I know it's a bit more expensive than the others but if you take it, you won't regret it, I promise. In fact, you'll wonder what you did without it!

B: OK, OK, you've convinced me. I'll take it.

3

A: Can I help you?

B: Oh, thanks, I'm just looking at these ...

A: Yes, terrible weather at the moment, isn't it? I have to **scrape the ice off my car** every morning before I come to work ... those are very good, the **plastic** doesn't break as easily as some of them. ... And er ... we have a special offer in the store today – if you buy anything over 5 dollars, we'll put your name in a prize draw. If you're one of the ten winners, you'll get six bottles of wine.

B: Oh, OK, that sounds good. I think I'll take two of these, then.

Grammar (SB page 37)

1 Draw students' attention to the sample sentences from the listening and reading texts. Ask them to read these and complete the rules.

First rule: present simple

Second rule: present simple, *will*

Language note

The zero and first conditionals are sometimes called 'real' (as opposed to hypothetical) conditionals. In real conditionals, the present tense is used to talk about present and future events. The meaning of these conditional sentences is not hard to understand, but students most often make a mistake by using *will* + verb in the *if* clause (*if I will have time I will call you*).

2 Students read the sentences and decide which ones are false. Note that they should be reading these for meaning, and not grammatical correctness (all the sentences are grammatically correct!).

1 c

2 b

3 Point out the structure of the sentences that the students read in exercise 2 (present simple + present simple). In pairs, students make their own three sentences, two true and one false. Circulate and monitor. Then ask each pair to read their sentences to another pair. Can they guess which ones are true and which one is false?

4 Tell students to complete the sentences using the first conditional. Check answers. Point out that these sentences are all examples of weather proverbs. You may need to clarify certain words, eg *thunder*, *wonder*, *crow* and the concept of the wind *dying* (the wind stops).

- 1 If it *is* a year of snow, fruit *will* grow.
- 2 If the sun *sets* in grey; the next *will be* a rainy day.
- 3 In February if you *hear* thunder, you *will see* a summer wonder.
- 4 If crows *fly* low, the wind *will blow*, if crows *fly* high, the wind *will die*.

5 Ask students if they have any similar proverbs in their language to the ones in exercise 4. Are there any other weather sayings or proverbs from their language that they can translate? Accept any answers here, they do not have to be in the target language.

Grammar focus

Refer students to the language summary on real conditionals on page 136.

You can use exercises 4 and 5 on page 137 for:

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

The answers are on page 142 of the Teacher's Book.

Writing (SB page 37)

1 Ask students to brainstorm a list of things that they associate with hot or cold. Do a few examples yourself to help them get started. These could be a mixture of literal and figurative things, eg HOT: *fire, sun, desert, stove, summer, passion, love, sunglasses*. COLD: *ice, snow, freeze, scarf, gloves, loneliness*. Circulate and monitor.

2 Students turn to page 130 and follow the instructions. Go over these with the students. Emphasise that the poem does not need to rhyme, but it will sound better if they include extra details.

Allow students some time to do this. Circulate and monitor. At the end, invite students to read their poems out to the class.

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Homework extra

For homework ask the students to find a poem or quote about either *hot* or *cold* in English that they like. They should bring it, and the source they found it from, into class for the next day.

Function globally: requests and offers

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

Warm up (SB page 38)

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 38)

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

1 a 2 b 3 b 4 a 5 a

2

Conversation 1: the changing room

Conversation 2: the price

Conversation 3: a different size

Conversation 4: a different colour

Conversation 5: a refund

 1.40–1.44

1

A: I'd like to try this on, please.

B: The changing room is just over there.

A: Erm ... where?

B: At the back of the shop ... Shall I show you where it is?

2

A: Could you tell me how much these jeans are?

B: Erm, I think that's the last pair in that style ... I'll let you have them for £25.

A: OK, great. I'll take them.

3

A: I can't find my size in these jeans. Would you mind helping me find a size 8?

B: Sure, let me have a look. I think I've got a pair at the back of the stall ... Here you go.

A: Thanks.

4

A: Could I try these shoes in black please? I'm not so keen on the brown.

B: In black?

A: Yes please.

B: OK, I'll get them from the storeroom.

5

A: Hi, I bought this leather jacket last week and I don't think it suits me. I wonder if I could get a refund?

B: Do you have your receipt?

A: No, sorry.

B: Erm ... Usually you need your receipt. I'll ask the manager.

Language focus (SB page 38)

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 e 2 b 3 a 4 d 5 c

Speaking (SB page 38)

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 39)

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.

Reading (SB page 39)

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

a 4

b 1

c 3

d 2

2

1 does not stay dry

2 going for a walk

3 it's very hot today

4 any hot drink

Speaking (SB page 39)

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: a formal letter

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

Reading (SB page 40)

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 Voluntary work teaching sports in a community school in Tanzania.

2

Name	Stefanie Jucker
Nationality	Swiss
Teaching experience	Training to be a primary school teacher. Taught the staff of a sports shop about sports equipment.
Sports played:	Tennis, athletics, basketball, and swimming.
Personal qualities	Friendly and empathic, likes children, and can work well in a team.
Reason for applying	Wants to do something useful after she graduates. Wants to learn about other cultures and to gain more experience of teaching.
Availability for interview	Any time.

Writing skills: a formal letter (SB page 40)

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

She has broken rules 2, 4, 5, 7, 8.

2

Address: place Stefanie's address top right of the letter with the date below the address. Place the recipient's address on the left starting on the line below the date.

Body of letter: expand contracted forms *I'm*, *I'd*, *it'll* to *I am*, *I would*, *it will*.

Final paragraph: add *I look forward to hearing from you*.

Closing: amend *Yours faithfully* to *Yours sincerely*

Preparing to write (SB page 40)

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 40)

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 41)

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

- 1 If the weather **is** cold, I generally **prefer** to stay indoors.
- 2 If we **continue** to use non-renewable energy sources, **we'll face** big problems in the next few years.
- 3 **I'll probably stop** using my car if the price of petrol **doesn't go down** soon.
- 4 It's raining outside, You'll **get wet** if you **don't take** an umbrella.
- 5 Tomorrow **I'm going** to the city centre to look for some clothes for my holiday in Alaska. **I'm going to buy** some warm gloves and a woollen hat, and perhaps **I'll get** a new coat, too.

2

- 1 The jeans were so expensive that I didn't buy them.
- 2 It was such a hot day that sales of fans went up.
- 3 The Sahara desert is such a dry place that few plants grow there.
- 4 It's so cold in winter that tyres freeze.

Vocabulary

1

- cold: mood
energy: environmental
a problem: supply
toy: icy
jacket: wooden

2

- 1 by
- 2 in
- 3 of

Speaking (SB page 41)

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 xxiii.

Writing a learner diary (SB page 41)

1 Ask students to think back on the last lessons they have done with you in the book. What things do they remember? Elicit a couple of answers in open class. Then tell students to open their books at page 41 and look at the questions in exercise 1. They should read these quietly on their own and make notes of things they remember.

Feed back on this in open class, asking students some of the questions. Then read them the information about learner diaries in the box.

Students' own answers.

2 Now direct students to exercise 2 and tell them these are examples of things that learners could write in their learner diary. Students read and match each sentence to one of the questions in exercise 1. Feed back.

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

3 Tell students you would like them to try keeping a learner diary for a little while. Ask them to look at the questions in exercise 3. These will help them plan for their diary.

Students' own answers.

Background note

At intermediate level, students have enough English to be able to do an activity such as this. They needn't write a lot in their diary, and they should ideally be the ones controlling how, when and where they record this. While we recommend that all students try to keep a learner diary we also recognise that this does not suit everybody's learning style (see study skills unit 1) as it is a rather reflective activity. We also recommend the teacher not to collect these diaries to read or correct, unless the students asks you to. It should be a student-driven activity.

UNIT 4 Friends & Stranger

Coursebook

Unit 4	Language	Texts	Communicative skills
Part 1 SB page 42	Grammar Present perfect and present simple Vocabulary and Speaking Adjective suffixes: <i>-ive, -ful, -ous</i>	Reading <i>A creative friendship</i>	Speaking and Pronunciation Comparing two paintings Contrastive stress
Part 2 SB page 44	Vocabulary Expressions with <i>what</i> Grammar Present perfect with <i>yet</i> and <i>already</i>	Reading <i>Guardians of the Kingdom</i>	Speaking Telling a friend your news
Part 3 SB page 46	Vocabulary Crime Extend your vocabulary <i>stranger</i> and <i>foreigner</i> Grammar Modals of deduction	Listening and Reading <i>Strangers on a train</i>	Speaking Making predictions about a film
Part 4 SB page 48	Speaking and Vocabulary Usual and unusual Grammar <i>somebody, anybody, nobody, everybody</i>	Listening and Reading Average Man	Speaking The class Average Man or Woman
Function globally SB page 50	Starting a conversation Listening to people starting conversations in different settings Using positive and negative question tags		
Global voices SB page 51	Listening to people talking about what makes a good friend Describing positive characteristics Discussing personal qualities		
Writing SB page 52	Giving your news Punctuation Describing experiences		
Global review SB page 53	Grammar and vocabulary review Extra speaking practice		
Study skills SB page 53	Working with mistakes		

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	Friends Ask students to find an online museum with Picasso or Matisse paintings and choose a painting you like to describe to the rest of the class. Strangers Ask students to find a report or statistics about the average man or woman in your country and prepare a short presentation about him or her.

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

Before class, make a list of famous 'pairs' of friends that your students will know. Some famous English 'pairs' you could include are Batman and Robin, Tarzan and Jane, Mickey Mouse and Minnie Mouse, Tweedledum and Tweedledee (from *Alice in Wonderland*), Sherlock Holmes and Watson.

Make sure you include some local examples too, or ones from your students' cultural background. You will need enough for the whole class. Write each name on a separate piece of paper and mix them up. When students arrive, give each person a paper with a name on it. They must then find their partner, using only English. When they have found their partner, tell them to sit down together and start the lesson.

If you have an odd number, include the following group of three: Athos, Porthos and Aramis (the three musketeers!)

Speaking and Pronunciation
(SB page 42)

1 Direct students' attention to the two paintings. Ask them if they recognise the artist (they are both paintings by Picasso: *Portrait of Gertrude Stein* 1906 and *Dora Maar* 1927). Do the first question in open class. Encourage people to say more than *It's a woman*.

Possible answers

She is sitting. She isn't smiling. She has dark hair. She looks serious. She is on a chair. She is posing for the painting.

2  1.45 Explain that students will now hear someone explaining two differences between the paintings. Play the recording once and ask what differences the speaker mentions. Then play it again and ask students if they can hear the stressed words. Note: this is difficult, especially from a recording, so play the recording again if necessary, or say the sentences yourself with exaggerated stress on the words.

 1.45

In the first picture the woman looks quite **old**, but in the second picture the woman looks quite **young**.

In the first picture the woman has **one** nose, but in the second picture, the woman has **two** noses.

3 Play the recording again and ask students to listen and repeat. Make sure they are putting more stress on the key words.

Language note

This activity is to practise a feature of stress and intonation, how English uses both these to emphasise key information in a sentence. In this case, the key information the speaker wants to communicate is the difference between the images so she stresses the words that are different in each one. Working on stress in the context of describing differences is a useful skill for students to practise, especially as these tasks are common in English speaking tests and international exams.

4 Go through the *Useful phrases* with the class, drilling them for pronunciation and clarifying anything that they don't understand (eg *harmonious*). Students now discuss the other differences between the pictures in more detail. Circulate and monitor, making sure that they are stressing the key words to show the differences.

5 Ask students to answer the questions and tell you what they know about the artist. This will probably go quite quickly, but that's okay! They will find out more in the *Reading*.

Reading (SB page 42)

This is a text about the friendship that developed between the artists Pablo Picasso and Henri Matisse.

1 Ask students to read the text once through quickly. When they have finished, tell them to cover up the text and try and do exercise 1 with a partner from memory. They then refer back to the text and check their answers. Feed back.

	Matisse	Picasso
Nationality	French	Spanish
Born	1869	1881
Died	1954	1973
Personality	self-assured, reserved	passionate, decisive, ambitious

2  1.46 Play the recording for students to listen as they read the text again, making notes about the questions. They then check in pairs.

- 1 They met in Paris in 1906 when Matisse already a successful artist and Picasso was at the start of his career.
- 2 Matisse inspired Picasso to use colour. Picasso inspired Matisse to experiment with style.
- 3 Special and creative; people thought they were rivals but they said their disagreements were friendly.
- 4 He continued to refer back to Matisse in his work.

TEACH GLOBAL
THINK LOCAL

Mixed ability

To make exercise 2 more challenging, divide the class into two groups, A and B. Ask group A to close their books. Group B do exercise 2 in their books, but turn away from the board so they cannot see it. Write the answers above on the board for group A to see. Group A write questions for the answers (they can check with the text, but do not look at page 43). When they have finished, remove the questions. Form AB pairs to check their answers.

Note: group A has the more difficult task. Make sure that your weaker students are in group B.

Grammar (SB page 42)

1 As this will not be the first time students encounter these tenses you could do more testing of them on the forms and uses of these two tenses. Ask students to close their books. Write up the three sample sentences on the board. Ask students to identify the verbs and tense in each case. Then ask students to tell you rules that differentiate the two verb forms in their use. To help them, write up *specific time*, *unspecific time*, *up to now* and *in the past*.

Feed back on answers, then ask students to check in the book and circle the correct words.

First rule: an unspecific time in the past

Second rule: continues up to the present

Third rule: a specific time in the past

2 Ask students to read through the text quickly first. Ask *Who is in the painting? What is the meaning of the pink faces?* Students then complete the text with the correct form of the verbs.

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

1 *lived*

2 *worked*

3 *have become* (*became* is also possible here, if the meaning is that the artists are no longer alive)

4 *has exhibited*

5 *has painted*

6 *sold*

3 Do this as an example first. Get a student to ask you one or two of the questions. Give slightly fuller answers (not just *Yes* or *No*). Tell students you want them to do the same (ie give longer answers). Students then ask and answer the questions in pairs. Feed back on these in whole class format.

Language note

Present perfect and past simple are one of the most difficult areas for students to use correctly.

The rules of use given in exercise 1 are useful rules of thumb, but be aware that:

- present perfect can be used with a specific time, as long as it is not stated, eg *I have visited the United States, but only once.*
- the past simple can be used to refer to a specific time that is not stated, eg *We saw it.*
- it's also possible, and common, in spoken English to begin with present perfect only to add a specific time afterwards, eg *Oh, I've seen that film. Last summer.*
- in American English, the expressions *yet* and *already* are often used with the past simple, which would be considered incorrect in British English, eg *Did you do it yet? I ate already.*

Grammar focus

Refer students to the language summary on present perfect and past simple on page 138.

You can use exercises 1 and 2 on page 139 for:

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

The answers are on page 142 of the Teacher's Book.

Vocabulary and Speaking (SB page 43)

1 Ask students to find the adjectives in the text. Do one with them first. Do not check answers with them, as this is done in exercise 2.

2 1.47 Play the recording for students to check their answers. Ask students to mark the main stressed syllable on the words. Then play the recording again for students to listen and repeat.

decisive

creative

famous

jealous

successful

powerful

ambitious

Language note

One useful rule of thumb you can point out to students here is that the suffixes here are not stressed (ie do not stress *-ive*, *-ous*, or *-ful*) and the final vowel sound will be an unstressed /ə/ or /i/ sound.

3 Students now match the adjectives to their meanings. Many of these adjectives should be familiar to students already, and the text should help, but allow them to use dictionaries if necessary.

- | | |
|--------------|-------------|
| 1 jealous | 5 creative |
| 2 powerful | 6 ambitious |
| 3 decisive | 7 famous |
| 4 successful | |

4 Students now try to make adjectives from the words in exercise 4, using the same endings as in exercise 1. Let them try and do this by instinct first, before allowing them to check in a dictionary. Check answers, and drill pronunciation of the new adjectives.

religious, attractive, forgetful, humorous, mysterious, competitive, helpful, imaginative, faithful

TEACH GLOBAL
THINK LOCAL

Extra activity

If you are working in a class where all the students speak the same language it may be worth doing contrastive analysis of the adjective endings. The endings *-ive* and *-ful* often have a similar equivalent in other languages.

5 Ask students to read the two expressions and their meanings in the box. Ask them to think of examples of relationships like these, and whether or not they agree with one or both of the sayings.

6 Explain that you now want students to talk about a friend of theirs. To help them gather their thoughts, tell them to read through the questions and think of what they want to say. Give them a couple of minutes for this. Tell them they don't have to answer all the questions.

Put students in pairs. Give them the following instructions:

Tell your partner about the friendship you were thinking about. Don't just answer each of the questions, try to link your ideas together naturally. Use only English.

Help your partner by asking questions or asking for clarification.

Circulate and monitor.

TEACH GLOBAL
THINK LOCAL

Homework extra

Ask students to research a famous friendship between two other well-known people. This could be actors, authors, musicians, politicians or historical figures. The people can be from any country. Students prepare a short written account of the friendship. They have to think of an adjective to describe the friendship and give their text the title *A ... friendship*

Part 2

TEACH GLOBAL
THINK LOCAL

Lead-in

For this lead-in you will need to a few local newspapers with comics inside them. It doesn't matter whether these are in English or not. These could come from the comics section or the editorial page of each newspaper (political comics work well). Put these up around the room before students arrive. When you start the class, invite the students to walk around in pairs and look at the comics. They must try and say something in English about each one (their reaction, what they think it means, etc).

Reading (SB page 44)

This is a page from a graphic novel called *Guardians of the Kingdom* about two guards on an endless wall. The reading in this lesson is not a long text, but the students are asked to analyse the language used (both the vocabulary and the grammar) of this authentic extract quite intensively.

1 Ask students the questions in open class. Elicit the names of popular graphic novels or comics in their country. Do students think these are only for young people?

2 Students read *Guardians of the Kingdom* and answer the questions.

- | |
|--|
| 1 The men are guards / soldiers. |
| 2 They are friends. |
| 3 One guard has forgotten which side they are supposed to be guarding. |

3 Ask students to read the text again more carefully and find the words or expressions.

- | |
|--------------------------|
| 1 glorious |
| 2 barbaric |
| 3 What d'you mean 'now'? |
| 4 You've what? |
| 5 Some soldier you are! |

4 Ask students the questions in open class. Give them time to think about what point the author could be trying to make.

Answers could vary. It could be that guarding the wall is a pointless exercise. Or that the guardians come from a militaristic and patriotic country, given the references to the barbaric wastes and glorious homeland. It is essentially a comment on how most of a soldier's life probably is spent sitting around and not realising why they are there.

Background note

Guardians of the Kingdom author and illustrator Tom Gauld is quite well known for his work which has appeared in British newspapers such as the *Guardian*.

Vocabulary (SB page 44)

1 Students match the sentences with the most likely response. Tell them to underline the expressions with *what* in the exercise.

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

2  1.48 Play the recording for students to listen and check. In pairs, students then read the exchanges together. Circulate and monitor, correcting pronunciation as necessary. Then ask students to answer the questions about the conversations. If you do not have enough time, ask them to choose three of the exchanges and create the next two lines.

Answers will vary, but the relationship between all the speakers is quite close and informal.

TEACH GLOBAL
THINK LOCAL

Extra activity

Tell students to create two similar exchanges using a different expression with *what* in each one. This is a useful task for early finishers. Ask the students to read out their conversations and have others guess what the relationship between the speakers could be.

Grammar (SB page 44)

1 Ask students to study the two sentences. Ask *What tense is in each one? How do we form this tense?* Then ask them to choose which explanation is the best for both sentences. Go over the rules for using *yet* and *already*.

Sentence 2 best describes their use.

Language note

As mentioned in Part 1, *already* and *yet* are often used with the past simple in American English.

2 Students read the imagined exchanges between the two guards and complete B's answers. Check answers and pronunciation.

- 1 Sorry I haven't finished it yet.
- 2 We've already had coffee!
- 3 Have you broken it again?
- 4 They've already gone home.
- 5 Sorry, I've eaten it.

3 This activity is for students to personalise the target grammar. Do an example of one of each first about you. Write them on the board and tell the students about them, eg:

I haven't passed my driving test yet, but I want to.

I've already marked your exams this week, which I'm pretty happy about!

I've read several English books. That has helped me improve my English.

Students now do the same. Circulate and monitor. Feed back by asking volunteers to read their sentences aloud.

 Grammar focus

Refer students to the language summary on present perfect with *yet* and *already* on page 138.

You can use exercises 3 and 4 on page 139 for:

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

The answers are on pages 142 and 143 of the Teacher's Book.

Speaking (SB page 45)

1 Ask students to form pairs. As turn to page 126, Bs to page 128. Give them time to read the instructions on their page. Circulate and make sure that everyone is on the right page. Allow them time to think of things to say. Then students roleplay the conversation.

You could ask one pair to perform their roleplay in front of the class.

Part 3

TEACH GLOBAL
THINK LOCAL

Lead-in

Conduct a brainstorm of names of crimes. Students may not know the words for these in English, so ask them to use their dictionaries or be prepared to help and translate if necessary. Write these up on the board. Make sure you include serious and less serious crimes. Once you have a list of ten, ask students to work in pairs and rank them in order of seriousness.

Here are some crimes you could add to the list:

arson, assault, bike theft, blackmail, burglary, car theft, forgery, murder, rape, smuggling

Note that many of these words are rather low frequency (thankfully!). This activity should be viewed as a warmer only to introduce the topic of crime. The vocabulary in exercise 1 is more generative (collocations and word combinations) and allows students to talk about a wider range of things within the topic.

Vocabulary (SB page 46)

1 Students match the words to the other words to make other common collocations. Allow them use of the dictionary to help them. Check answers. To clarify meaning further, ask students to explain the difference between each phrase in the pairs.

- 1 be
- 2 evidence
- 3 commit
- 4 jail
- 5 have
- 6 a suspect

2 Ask students to complete the text with the phrases.

- | | |
|----------|------------|
| 1 commit | 6 suspect |
| 2 crime | 7 guilty |
| 3 have | 8 innocent |
| 4 motive | 9 jail |
| 5 arrest | |

Language note

In British English *jail* is sometimes written as *gaol*.

3 Ask students which facts in the text surprised them. If you want to structure this task a bit more, tell them to mark each fact as follows: for every fact they knew already they put a tick; for every fact they didn't know they put a question mark (?); for every fact they thought was surprising they put an exclamation mark (!). Students then compare what they wrote next to the facts. Do they think these facts would be the same in their country?

Listening and Reading (SB page 46)

This is an extract from the screenplay to *Strangers on a Train*, written by crime novelist Patricia Highsmith and made into a famous thriller film by Alfred Hitchcock in 1951.

1 Ask students to think of any famous crime novels or television shows they know and make a note of these. Elicit different examples, providing some of your own as well (television shows are more likely to work here; they do not have to be American or British shows). Ask students how realistic they think they are, given the facts they read about crime before.

2 Direct students attention to the scene and tell them it's from a film called *Strangers on a Train*. In pairs, students discuss the questions. Emphasise that the students should imagine what *they* think the scene should say. If some students know the film, tell them to keep quiet about it for now!

3  1.49 Now play the recording and let the students listen. The answer to the question is in the final sentence.

He means that they should 'cross' or swap murders, so that he kills Guy's wife and Guy kills his father.

4 Tell students to turn to the audioscript. Play the recording again, letting them read along with the audioscript. Then students turn back to page 46 and complete the summary of the conversation.

- 1 crimes / murders
- 2 Miriam
- 3 Bruno's father
- 4 they are complete strangers and they don't have a motive

 1.49

A: Want me to tell you one of my ideas for murdering my father?

B: You've been reading too many of these.

A: You want to hear about the busted light socket in the bathroom, or the carbon monoxide in the garage?

B: No. I may be old fashioned, but I thought murder was against the law.

A: But not against the law of nature. My theory is that everybody is a potential murderer. Didn't you ever want to kill somebody? Say one of those useless fellows Miriam was running around with?

B: You can't go around killing people just because you think they're useless.

A: Oh, what's a life or two? Some people are better off dead, Guy. Take your wife and my father, for instance. It reminds me of a wonderful idea I had once. I used

to put myself to sleep at night figuring it out. Now, let's say you want to get rid of your wife.

B: Why?

A: Let's say she refuses to give you a divorce. Let's say. You'd be afraid to kill her because you'd get caught. And what would trip you up? Motive. Now here's the plan ...

B: I'm afraid I haven't time to listen.

A: It's so simple, too. A couple of fellows meet accidentally, like you and me. No connection between them at all. Never saw each other before. Each of them has somebody he'd like to get rid of, but he can't murder the person he wants to get rid of. He'll get caught. So they swap murders.

B: Swap murders?

A: Each fellow does the other fellow's murder. Then there is nothing to connect them. The one who had the motive isn't there. Each fellow murders a total stranger. Like you do my murder and I do yours.

B: We're coming into my station.

A: For example, your wife, my father. Criss-cross.

5 Pairwork. Students read and discuss the questions. They can refer back to the audioscript to read the text again if there is still anything they did not understand. Circulate and monitor, helping where necessary. Feed back.

Background note

Alfred Hitchcock (1899–1980) was an English filmmaker and producer. He has been called 'The Master of Suspense' for the more than 60 films he made, many of which were in the thriller genre. *Strangers on a Train* was released in 1951. Patricia Highsmith (1921–1995) was an American novelist most famous for her books *Strangers on a Train* and *The Talented Mr Ripley*, both of which have been adapted for film. The screenplay for *Strangers on a Train* was adapted by Raymond Chandler, who students will learn more about in *Global Upper intermediate*.

Strangers on a Train has been referred to numerous times in popular American and British culture, especially in other thriller films and television shows.

Extend your vocabulary (SB page 47)

Write the words *stranger* and *foreigner* on the board. Explain that these two words are often confused by language learners. Ask if anyone can explain the difference. Then go over the information in the box. Students then discuss the questions in pairs.

TEACH GLOBAL
THINK LOCAL

Alternative procedure

As an alternative to pairwork, put students into groups of three and assign one the role of interviewer. He/she has to interview the other two using the questions. At the end, ask the interviewers to report back.

Grammar (SB page 47)

1 Students read the sentences and complete the rules of use of the different modals. This should not be too difficult as they will have already encountered these in their language learning. Go over the answers, checking the pronunciation of all the modal verbs (especially *could* and *can't* which can often be mispronounced).

First rule: *must* /mʌst/

Second rule: *can't* /kɑːnt/

Third rule: *might* /maɪt/, *may* /meɪ/

2 Working individually, students complete the sentences with the correct modal verbs. Check back answers on this first, then ask them to decide who could say each sentence, Guy or Bruno (this makes students think harder about the meaning of the sentences).

- 1 must
- 2 might
- 3 must
- 4 can't
- 5 could
- 6 can't

Grammar focus

Refer students to the language summary on modals of deduction on page 138.

You can use exercise 5 on page 139 for:

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

The answers are on page 143 of the Teacher's Book.

Speaking (SB page 47)

1 Pairwork. Make sure students understand all the phrases (point out that some of these are recycled from *Vocabulary* on page 46). Tell students they are going to speculate about how the film ends. They should read the sentences individually and then discuss with their partner how likely they think each sentence is.

Circulate and monitor, listening out for use of the target language but not correcting at this stage. Feed back and reformulate phrases to encourage them to use the modal verbs.

2  **1.50** Students listen to the summary of the film at the end and check their guesses from exercise 1.

1.50

In the 1951 film *Strangers on a Train*, Bruno Anthony meets Guy Haines on a train. Bruno suggests to Guy that Guy should kill his father and he himself will kill Guy's wife.

Guy forgets the conversation but Bruno thinks that the two have made a deal. Bruno kills Guy's wife Miriam while she is at an amusement park. The police think that Guy is the murderer because he had a motive and no alibi.

Bruno finds Guy and tells him it is now his turn to kill Bruno's father. Guy refuses and Bruno gets angry. Bruno has Guy's gold lighter which Guy left on the train. He threatens to plant the lighter as evidence at the murder scene.

Guy and Bruno get into a fight on a carousel at the amusement park. The police come to arrest Guy but there is an accident and Bruno is thrown to the ground. He dies holding the lighter and the police realise that Bruno was the murderer. Guy and Anne are free to start a new life together.

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Homework extra

Here are three possible homework ideas that follow on from this lesson:

- Ask students to watch the film, if possible.
- Ask students to find or create a tense dialogue from another thriller film. They bring their dialogue to class to read aloud.
- Ask students to research more about Alfred Hitchcock's films. What are some of the most famous Hitchcock thrillers? Who had a cameo role in many of Hitchcock's films? (himself) Which ones would they like to see?

Part 4

TEACH GLOBAL
THINK LOCAL Lead-in

Instead of doing a different lead-in, use the first exercise in *Speaking and Vocabulary* to localise the material. To do this, adapt the sentences in exercise 1 so that the words in *italics* are about local or familiar people or things to your students. Start the class by dictating the sentences and then ask a student to write them up on the board. Make sure everyone has got the correct spelling, then ask them to underline the adjectives. Then ask if the underlined words describe something usual or unusual.

Speaking and Vocabulary (SB page 48)

1 Students read the sentences and decide if the adjectives are about something usual or unusual. Do the first example with them. Check back and drill the pronunciation of the adjectives.

1 usual	5 unusual
2 unusual	6 unusual
3 usual	7 unusual
4 usual	8 unusual

2 Pairwork. Students to read the questions and select three questions to ask their partner. Alternatively, you could ask them to choose three questions *they* feel able to answer. In pairs, students indicate the questions they wish to answer and the other asks these. Circulate and monitor. Feed back by asking a few students to read a question and answer aloud.

Listening and Reading (SB page 48)

This is a lecture about Adolphe Quetelet, a Belgian mathematician who invented the statistical concept of the average man. The reading text is a series of characteristics of the Average Man in the UK, according to a television show that tried to discover this.

1 Ask students the warm up question in open-class. Elicit possible answers for *average* being a good thing and being a bad thing. Write these as *pros* or *cons* on the board. Give them an example to start with, eg:

Pros: having a quiet life, not attracting attention

Cons: not feeling special or wanting to achieve anything

2 1.51 Tell students they are going to listen to a lecture about the concept of Average Man. Play the recording once.

Sentence 2

3 Play the recording again. Students decide whether the statements are true or false.

- 1 F (He was Belgian.)
- 2 T
- 3 F (He has an average chance of being a criminal.)
- 4 T
- 5 T

1.51 Who is Average Man?

Adolphe Quetelet was a Belgian mathematician in the 19th century who was especially interested in statistics and the human population. His work was very influential in the world of statistics.

In 1835 Quetelet invented *l'homme moyen*, which is French for 'the Average Man'. Average man is very boring: he has exactly average height and weight, an average life, an average chance of being a criminal and an average number of children.

However, Quetelet believed that Average Man symbolised a perfect individual. If somebody had all those characteristics they would be ideal. Anybody who didn't have all those average characteristics was an error, according to his theory.

Of course, Average Man doesn't really exist. But, this hasn't stopped people from looking for the 'perfectly average' person though – in 2007, a television show in the UK looked for the average Englishman, and they put together the characteristics of what was, at the time, the perfectly average man in Britain.

4 Direct students' attention to the text on page 49. Ask them to read it through quickly once, then ask for a general impression. Do they think it's interesting?

Then ask them to read again and mark the facts in the following way: put an exclamation mark (!) if they think it's interesting and a tick (✓) if they think the fact would be the same for men in their country. They then compare notes, and answer the third question (what things would be different for women?). Circulate and monitor. Feed back.

Background note

The British television show to find the UK's Average Man was called *In Search of Mr Average* and aired in 2007. The show's producers claimed to have found a man who represented the perfect average for the country, an office worker in Swindon, a town in the south of England.

Grammar (SB page 49)

You could do this as a test-teach-test activity. Books closed. Dictate the four sentences from the grammar box. Students check their dictation in pairs.

Then read out the rules one by one, but elicit the pronouns, eg *Which pronouns do we use when we don't want to refer to a specific person or when we do not know who the person is?* *Which pronoun do we use in affirmative sentences and questions when we expect a particular answer?*

1 Students choose the correct option to complete the sentences. When you go through the exercise, ask students to explain why they made their choices, grammatically (ask them to refer back to the rules).

- | | |
|-------------|------------|
| 1 Everybody | 4 Is |
| 2 Nobody | 5 somebody |
| 3 anybody | |

2 Now ask students to complete the sentences with their own ideas. Do one or two examples yourself. Afterwards, ask students to work in small groups.

Language note

These words are also called 'indefinite' pronouns, and refer to things in a general and open way. While the examples (and rules) here refer to people, the same rules apply to pronouns formed in this way with *-thing*, or *-one*. There is no difference in meaning between pronouns ending in *-body* and pronouns ending in *-one*.

These pronouns also follow similar rules as to the use of *some* and *any*. For example *somebody* / *someone* can be used in questions in which the speaker expects a specific answer (*Did someone eat the last piece of cake?*) whereas *anybody* / *anyone* is more open ended (*Has anyone got a copy of today's newspaper?*)

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Extra activity

You could extend this grammar work to do more practice of the indefinite pronouns with *-where* and *-thing*. Write the following on the board: *nobody*, *nowhere*, *nothing*. Then do a question and answer drill. Ask individual students the following questions. They must answer using one of the words on the board:

T: *What did you do last night?*

S1: *Nothing!*

T: *Where did you go last weekend?*

S2: *Nowhere!*

T: *Who did you talk to yesterday?*

S3: *Nobody!*

Do this around the class. Then write *anybody*, *anywhere*, *anything* on the board and repeat. This time the students must give a longer, but still negative answer, eg:

T: *What did you do last night?*

S1: *I didn't do anything!*

Grammar focus

Refer students to the language summary on *somebody*, *anybody*, *nobody* and *everybody* on page 138.

You can use exercise 6 on page 139 for:

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

The answers are on page 143 of the Teacher's Book.

Speaking (SB page 49)

1 Divide the class into two groups. Explain the task and assign each group a group leader. One group is to do a report on 'Class average man' and the other on 'Class average woman'. (if you have a lot of women in the class then the report could be for the whole group, entitled simply 'Class average person').

2 The group leader should elicit the questions for the prompts in the box, and then ask for two other questions. When they have finished, each person in the group is assigned a question or two to ask the others. Circulate and help.

3 Now students get up and ask their question(s) to every other student in the class. They should make a note of their answers, and then calculate the average answer.

4 Students get back into groups and report their answers to the group leader. The group leader puts all the answers together to prepare a report on class average man or woman. The group leader reports back to the teacher and the class.

Function globally: starting a conversation

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

Warm up (SB page 50)

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 50)

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

- picture b (they are waiting to pay for something)
- picture c or d (they are colleagues talking about work)

2

- the woman's job, waiting
- changes at work, somebody else's health

1.52-1.53

1

- A: Sorry but er ... do I know you from somewhere?
 B: Erm ... I don't think ...
 A: Oh, I know. You work at the supermarket don't you? Quick Shop?
 B: Yes, that's right.
 A: Sorry, I'm sure you can't remember all your customers, I just thought you looked familiar. It's always very busy in there, isn't it?
 B: It certainly is. Always a queue at the till.
 A: Well ... I hope this queue goes a bit quicker.
 B: Umm, yes, slow aren't they?

2

- A: So, how was your meeting?
- B: It was fine. I've just come out. Have you heard that they're going to reorganise our office?
- A: Yes, I've ... er ... heard something about it.
- B: Mmm, I wonder when the boss is going to tell us what's happening.
- A: Well, you know what it's like here. They always tell us after they've decided.
- B: I just hope they don't move me to a different department.
- A: Yes ... I think we all work well together ... Oh, I wanted to ask you about your father ... How is he now?
- B: Oh much better, thanks. He's coming out of hospital soon.
- A: Well, that's good news ... I'm glad about that. Now, do you want to go and get some lunch? We could try that new sandwich shop round the corner.
- B: Mmm, good idea.

Language focus (SB page 50)

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.

1.54

- 1 complete strangers: 2, 5, 7, 10
people you think you know: 3, 6, 7, 8
friends: 1, 4, 7, 9
- 2 Students' own answers.
- 3 1 negative 2 positive

Speaking (SB page 50)

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 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 51)

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.

Listening (SB page 51)

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 Students' own answers.

2

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

1.55–1.60

Anna, Russia

A good friend is a person who can help you in any situation you have in your life, who can understand you. And a good friend for me is my mother because I can tell her everything and she will understand me even if I will not be right.

Sofia, Argentina

I don't know, you feel a friend. I don't know how to explain how you have a relationship with a friend. You feel is your friend or not.

Elodie, Switzerland

So, a good friend for me is somebody that you can trust in – uh somebody who is nice with you, somebody who makes you laugh. And with um, yeah, and if you can have fun with this person I think it will be a friend.

Sara, Italy

You have to divide friends and people you meet because friends you can really count them on your fingers. For me two or three friends, good, good friends you really count them because it is not easy to find.

Alena, Czech Republic

Ok so, A good friend is, well is a person uh who is kind to me and who who behaves uh in a good way I mean, who will take care of me if I need and if I need any help he will, he will or she will provide it for me and will be like my second hand.

Matt, US

A good friend is someone who I can trust and someone who's honest with me and someone who will be there despite hard times.

Language focus: describing positive characteristics (SB page 51)

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.

1

- 1 count
 - 2 take care
 - 3 trust
 - 4 kind
 - 5 make
 - 6 honest
- 2, 3 Students' own answers.

Speaking (SB page 51)

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: giving your news

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

Reading (SB page 52)

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

Paragraph 1: b

Paragraph 2: a

Paragraph 3: d

Paragraph 4: c

2

- 1 T (Life is so hectic!)
- 2 F (It was a good job and I was happy with my life ...)
- 3 T (I decided to go back to university and study Humanities. At the same time I continued working ...)
- 4 F (... in the end it was worth it.)
- 5 T (After finishing my studies, I got a grant to do a Masters ...)
- 6 F (... the grant allows me to travel abroad ... It's a wonderful opportunity ...)
- 7 F (Right now I'm living in Malaysia and it's really fascinating getting to know a different way of life.)
- 8 T (I can't wait to have him in my arms.)

Writing skills: punctuation (SB page 52)

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

1 . 2 , 3 ? 4 :-) 5 ! 6 : 7 ;

2

- | | |
|-----------------|--------------------|
| 1 full stop | 4 exclamation mark |
| 2 semi-colon | 5 emoticon |
| 3 question mark | |

3

- | | |
|--------------------------|--------------------|
| full stop: job. | question mark: it? |
| semi-colon: Netherlands; | commas: son, José, |
| colon: main news: | emoticon: arms :-) |
| exclamation mark: baby! | |

4

1 a 2 d 3 c 4 b

5

As most of you know, after leaving San Miguel College I went to Madrid to study physiotherapy. After that, I was lucky enough to find a job as a physiotherapist in a healthcare centre, where I stayed for ten years. It was a good job and I was happy with my life, but I wanted to broaden my horizons, so I decided to go back to university and study humanities. At the same time I continued working, which was quite stressful: university in the morning, lunch in my car, work in the afternoon and evening, and then housework at the end of the day! I was exhausted, but in the end it was worth it. At university I met my husband Rafael, and we got married two years later.

Preparing to write (SB page 52)

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 52)

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 53)

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 When did you buy your jacket | 6 I saw an interesting film ... |
| 2 I don't know anybody ... | 7 correct |
| 3 Everybody in this class has studied ... | 8 I haven't finished my homework yet . |
| 4 correct | 9 Nobody in my family ... |
| 5 ... so he can't be her best friend. | 10 ... it may / might / could rain later |

Vocabulary

- | | |
|--------------|--------------------------------|
| 1 | 2 |
| 1 weird | The man had a motive. |
| 2 uncommon | The man committed a crime. |
| 3 bizarre | The police found evidence. |
| 4 successful | The police caught the suspect. |
| 5 decisive | The man went to prison. |
| 6 mysterious | |

Speaking and Writing (SB page 53)

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 xxiii.

Working with mistakes (SB page 53)

1 Write the first sentence on the board: *I hate making mistakes when I speak English.* Ask students to decide whether they agree, disagree or aren't sure. Do not comment on what students say at this point. Tell them that in this activity you want them to think a bit more about the mistakes they make when they speak English.

Go through the questionnaire first to make sure students understand, then let them complete it individually. When they finish, ask them to compare answers with a partner.

2 Reproduce the diagram in exercise 2 on the board. Explain the terms *accurate* (not making mistakes) and *fluent* (able to speak a language well without pauses or hesitation). Explain that a person can be very accurate – they never make mistakes – but not very fluent because they speak slowly, hesitate a lot or don't say much. Others can be very fluent – they speak English without hesitating and easily – but make a lot of mistakes and so are not accurate. Some are in the middle. Ask students to put a cross on the line where they think they are.

At this point you could say what you believe in terms of error correction.

Background note

The authors of *Global* believe that errors are a natural part of language learning. For this reason we include a balance of accuracy-type exercises (usually the exercises in the *Grammar* or *Vocabulary* sections) and fluency-type exercises (the *Speaking* and *Writing* exercises at the end of individual lessons). For fluency-type exercises we recommend not correcting everything the student produces as it could eventually hamper their fluency. However, some correction is important. It is also worth distinguishing between an error that the student makes because he / she doesn't know the correct form and an error that the student makes because he / she was not really paying attention (but does know the correct form). The latter is sometimes called a 'slip', and the student can be encouraged to self-correct these with a simple gesture from the teacher.

It is important for students to strike a balance between trying to be overly accurate and overly fluent. The tips in exercise 3 should help raise awareness about this.

3 Go over the tips for dealing with errors. Ask students to tick the tips they would like to try. Encourage them to try at least one of the tips that week and follow up on this but asking them how it went later.