

Coursebook

Unit 5	Language	Texts	Communicative skills
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Part 2 SB page 56	Vocabulary and Speaking Government collocations Grammar Past modals of obligation	Listening Laws of bureaucracy	Speaking Bureaucratic situations
Part 3 SB page 58	Vocabulary and Pronunciation Education compound nouns Grammar Present perfect simple and continuous <i>for</i> and <i>since</i> Extend your vocabulary <i>control</i>	Reading <i>I'm a teacher; Get Me Out of Here!</i>	Writing My school years
Part 4 SB page 60	Grammar Separable phrasal verbs Pronunciation Phrasal verbs Sentence stress	Listening An orderly lunch	Speaking and Vocabulary Order in the kitchen Phrasal verbs with <i>up</i>
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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	Law Ask students to find a website with Murphy's Laws; choose the three funniest / strangest ones to talk about in class. Order Ask students to find the names of five films about classrooms or education and watch the trailers in English, then write a one-line summary of each trailer.

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

Play this version of '20 Questions'. Draw a simple image of a robot on the board. Think of an object. Tell students that they have to guess the mystery object. They can ask questions to the robot, who will answer Yes or No only! They can ask up to 20 questions maximum. Every time a student asks a question, answer either Yes or No, in a robot-like voice. Can students guess the mystery object?

For an even more local version of this game, decide on a local place or landmark. Students have 20 questions to guess where it is. Good for practising prepositions!

Reading (SB page 54)

This is a text about the term 'robotics' as invented by the science fiction writer Isaac Asimov and the three laws of robotics.

Background note

Isaac Asimov is considered one of the original masters of the science fiction genre of writing and one of the most prolific writers of the 20th century. In total he wrote or edited over 500 books. The majority of these were indeed science fiction stories, but he also wrote mysteries and non-fiction books (often about science). His most famous writing on robots was in the form of short stories which often turned on logical problems associated with the 'Three Laws'. They inspired many films, most recently being a 2004 adaptation of certain elements of the robot stories and starring the actor Will Smith.

1 Ask students if they know of any famous stories or films about robots and what they think of them. Some examples of films with famous robots in them, if students are drawing a complete blank, are:

Metropolis (the female robot figure Maschinenmensch)
2001: A Space Odyssey (the robot computer Hal controls the ship)

Terminator films (killer robots disguised as humans)

WALL-E (animated garbage collecting robot)

Forbidden Planet (Robby the Robot)

Robocop (robot police officer)

Transformers (good and evil robots fighting for planet Earth)

I, Robot (the movie based on the Asimov robot stories)

2  1.61 Explain that the students are going to read a text about the science of robotics. Ask them to read the text once through and answer the questions.

- 1 So that robots do not attack the humans that created them, a constant fear used in robot fiction.
- 2 No robots are programmed yet to follow all Three Laws.

3 Ask the students to read the text again. This task focuses more on a critical reading of the text by asking students to read between the lines. It might help to do the first question as an example with the students.

- 1 T (*although I did it unknowingly*)
- 2 T (*I am not going to let anyone in the world forget it*)
- 3 F (*we read about unique features of these stories being robot laws but we cannot infer that there weren't other robot stories*)
- 4 F (*Some scientists view the Three Laws as an ideal*)
- 5 T (*the military is one of the biggest financial donors for robotic research*)
- 6 F (*it is very unlikely that an attempt to follow these rules will happen*)

TEACH GLOBAL
THINK LOCAL

Reading extra

For a fun activity using some of the text, tell the students they are going to do a 'cough' dictation. They close their books. Say that you will read them from the text, and every time you cough, they must write down the missing word. They only write the words for the coughs. When students are ready, read the text about the three laws, coughing at the following places:

The First Law: A robot must not hurt a human cough, or through inaction, allow a human cough to be hurt. (being)

The Second Law: A robot must obey cough by human beings unless these orders conflict with the cough cough. (orders)

The Third Law: A robot must protect cough unless this conflicts with the cough or cough cough. (itself, First, Second Law)

Extend your vocabulary (SB page 54)

Write the word *robotics* on the board. Ask students to identify the root (*robot*) and the suffix (*-ics*). Ask students to read the information about suffixes in the box. Students then complete the exercise and translate the words into their language.

electronics
psychology (*psychics* works, but it's a different kind of word!)

politics
anthropology
mythology
physics

Other examples could be *sociology*, *biology*, *aeronautics*, *genetics* ...

Grammar (SB page 55)

Ask students to read the information in the grammar box.

Language note

The whole area of modals and modality may be one that does not exist in the students' language. Although the form of modals is relatively easy to understand, one common problem is avoidance of modals. Students may tend to try and use longer structures, eg *it is permitted to walk on the grass* or *It is prohibited to smoke here*. Also, the area of *must*, *mustn't*, *need to* and *needn't* (or *have to* and *don't have to*) can cause problems as in some languages *don't have to* could have the same translation as *mustn't* in English.

The structures *have to* and *need to* are sometimes called 'semi-modals', as the negative and question forms of these structures take the auxiliary *do / don't*, unlike pure modals.

1 Students match the sentences to the meanings. Make sure they understand the difference between *necessary* and *permitted*.

1 b 2 d 3 a 4 a 5 c 6 b 7 a 8 c

2 Students circle the correct modal verb to complete the sentences.

- 1 mustn't
- 2 can
- 3 needn't
- 4 may
- 5 can't

3 Ask students to read the text about possible domestic robots. Do they think such a thing may be possible? Would they like to have a robot in the home? Tell them to answer the questions in exercise 3 with their own ideas.

TEACH GLOBAL
THINK LOCAL

Mixed ability

Do not force students to use the target language to answer the questions. Instead just let them come up with their own answers. When you check answers, respond to the students' ideas but don't correct the grammar just yet. Once the ideas are out, ask them to try and reformulate them using the modal verbs they have looked at in the previous exercises.

Grammar focus

Refer students to the language summary on modals of obligation and permission on page 140.

You can use exercise 1 on page 141 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.

Writing (SB page 55)

Ask students to look at the cartoons on the page. Tell them that they should write a caption for each one. To make it a bit harder, tell them to try and include some of the language they have studied in this unit. Circulate and monitor.

Ask students to work in small groups and compare their captions. As an optional follow-up you could ask students to read their caption out loud and the rest of the class guesses which cartoon it goes with.

Background note

The original captions for the cartoons were:

I find it difficult to switch off. (robot on couch)

Get back in here and finish your lunch. (mother and child robot)

TEACH GLOBAL
THINK LOCAL

Homework extra

Ask students to find and watch a video clip of any of the English films mentioned above about robots. They should watch and listen, making note of an interesting phrase or expression they hear and report back on this the next day in class.

Part 2

TEACH GLOBAL
THINK LOCAL

Lead-in

Before the class, find the names and addresses of several big government buildings locally and make a note of them (this works best if teaching in an area where you and all the students live in the same city). Write the addresses on the board and ask students what they have in common. If they can't guess, start writing up the names of the buildings (eg Department of Transport, Department of Justice, Parliament, etc). Use this information to ask students some questions about local government buildings. Have any of the students been inside one? What do they think of them? What are some common situations that they encounter with local government? Do they know anyone who works for the government? What does he / she do?

Vocabulary and Speaking (SB page 56)

1 Students complete the sentences with the words in the box. Check answers and drill pronunciation.

- 1 civil servant
- 2 town hall
- 3 Red tape
- 4 government department
- 5 political party
- 6 prime minister
- 7 pay a fine
- 8 complete a form

2 Pairwork. Students choose and discuss three of the questions. This gives them a chance to put the vocabulary to meaningful use. Circulate and monitor. Feed back by asking a few students to present their answers to the whole class.

Listening (SB page 56)

This is a series of four conversations set in bureaucratic situations.

1 Write the word *bureaucracy* on the board and clarify its meaning. You could point out that in English *bureaucracy* has two main meanings: the first is 'a complicated and annoying system of rules and processes', while the second is 'the people employed to run government organisations'. The ironic 'laws' below refer more to the second meaning. Ask students to read about the three 'laws' that relate to bureaucracies and match each one to its explanation.

- 1 The Peter Principle
- 2 Parkinson's Law
- 3 Acheson's Rule of the Bureaucracy

Background note

All these 'laws' are intended to be satirical. They poke fun at realities of British and American bureaucracy but are easily applicable elsewhere. Another famous 'law' that is used for humorous purposes (although not only about bureaucracies) is Murphy's Law: 'If something can go wrong, it will.'

2  1.62–1.65 Explain that the students are now going to hear four conversations about bureaucracies. Ask them to listen and make a note of the problem in each one (they will answer this in exercise 3). Which conversation refers to one of the laws in exercise 1?

Conversation 4 is an example of the Peter Principle.

3 Play the recording again for students to answer the questions.

Conversation 1: his birth certificate

Conversation 2: he couldn't get away from work

Conversation 3: he had to write letters rather than emails; he had to come to the office; he had to wait a long time; he has been told to come back next week

Conversation 4: no

 1.62–1.65

Conversation 1

A: Next please!

B: Hi. Yes, I'm here for a copy of my birth certificate.

A: Have you completed the form?

B: Which form?

A: Form number BC 342. This one, here.

B: Oh, yes that one. That one. Yes, here it is.

A: OK. Two weeks.

B: Two weeks? I need it now.

A: Sorry. You should have come earlier. We can't give it to you for another two weeks.

Conversation 2

A: Hello.

B: Good morning.

A: Yes, I have a meeting with Mr ... Mr Green.

B: Hold on a minute please. Sorry, your name?

A: Mr Patel.

B: Ah yes, Mr Patel. Your meeting was yesterday.

A: Yes, I know. But yesterday was impossible. I wasn't allowed to leave work, you see.

B: Well, I'm sorry ...

A: That's okay, I can see Mr Green over there, he doesn't look busy.

B: I know, but you need an appointment.

A: But I only need to talk to him for two minutes!

B: Well ... OK then. Mr Green?

Conversation 3

A: Ah, finally.

B: Yes, is there a problem?

A: Yes, there is a problem. A big problem.

B: Please calm down.

A: Calm down? I had to write three letters to three different departments. I couldn't send emails – I had to write letters. Then I had to come down here. Then I had to wait for four hours in the queue with all these people. And now somebody has told me to come back next week!

B: I'm sorry, we have a lot of work. And this is the busiest time – you should have phoned first.

A: I pay my taxes!

B: Listen! I didn't have to come over here to talk to you, but I did. I'm trying to help you, so please, calm down.

Conversation 4

A: And it's been terrible. Really just terrible.

B: Why?

A: Well, Graham was a great colleague. He really knew everything about the system and was fun to work with.

B: So, what happened?

A: Two months ago Graham got a new job as a manager. He didn't want to leave our office, but he had to go.

B: But that sounds great. What's the matter?

A: He's not a good manager! The whole department is disorganised now. And I don't think Graham's very happy in the new job.

B: Maybe he shouldn't have taken the job.

A: I know. You're right.

4 Ask students if they can identify with any of the situations in the listening. Have they ever had a similar problem? Note that dealing with red tape and governmental bureaucracy is not always a laughing matter. If you think that this might raise potentially very sensitive issues with your students then don't force them to share these in the class.

Grammar (SB page 57)

Ask students to read the information in the box and clarify terms like *obligation* and *lack of obligation* (having to do something and not having to do it).

1 Students complete the sentences with the correct words.

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

2 Students complete the sentences with their own ideas. To help them, do a couple of examples yourself first, eg:

In the summer when I was a child ...

I didn't have to go to bed early.

I could watch all the television I wanted.

I had to spend two weeks with my grandparents.

Language note

Past modals are less difficult to understand for student, especially if they have already seen the concept of present modals. It's important to point out that the past form of *must* and *have to* is the same (i.e. *had to*) but there is no real past of *mustn't* – the closest in meaning being *couldn't* or *wasn't allowed to*. *Had to* and *was / were allowed to* are sometimes referred to as semi-modals.

TEACH GLOBAL
THINK LOCAL

Extra activity

Dictate the following adapted sentences from exercise 1.

He was allowed to leave his job.

You couldn't buy me a present.

I didn't have to understand the headmaster.

We wanted to complain but we didn't have to speak to the manager.

Ask students to think of a context (no matter how strange!) in which these sentences would make sense. This more difficult exercise forces them to focus on the meaning of the modal verbs.

Grammar focus

Refer students to the language summary on past modals of obligation on page 140.

You can use exercise 2 on page 141 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 57)

1 Pairwork. Students choose one of the situations to roleplay. Some tips on doing a roleplay in class:

Give students time to think about what they want to say. At this level they needn't script the whole conversation but it might help to get the first two lines down.

Let students practice once or twice in pairs on their own first. Circulate and monitor discreetly.

Save correction of any language mistakes until after the students have finished the activity.

If the classroom furniture is moveable, set up the activity so that one student is standing front of the desk of the other (the student sitting is the bureaucrat). This will help the students get into 'role' better.

If you have time, ask students to swap partners and repeat the role play but improvising this time.

If your students like acting in public, then get one of the better pairs to present their roleplay to the class.

TEACH GLOBAL
THINK LOCAL

Homework extra

As a follow up to the roleplay, ask students to write a letter or email based on one of the following options:

- as the customer, writing to complain about the service
- as the bureaucrat, writing a memo about the incident to his / her supervisor.

Part 3

TEACH GLOBAL
THINK LOCAL

Lead-in

Tell students you are going to ask them to visualise their school days. Ask students to close their eyes, they can put their heads down on their desks. Tell them to imagine they are going to the first school they attended. Ask the following questions:

You are going to school. How are you getting there? On foot? In a bus? In a car?

You arrive at school. What does the building look like? What does the entrance look like?

You are in front of the school doors. What can you see? What can you hear? What can you smell?

Ask students to open their eyes and give them a moment to 'come back' to the room. Then tell them to tell a partner what they saw and heard.

Note: This is a short version of a guided visualisation. Some students (and teachers!) feel uncomfortable doing these, especially closing their eyes in class. Others really enjoy it. This kind of activity works best if the students and teacher are all comfortable with each other.

Writing (SB page 58)

1 Ask students to choose one of the topics and think about their answer before they start writing. Give them a moment to do this, then tell them to start. This is an unplanned piece of writing, so tell them just to write what comes into their heads.

2 After five minutes or so, tell students to stop. In pairs, students swap papers. They should now read their partner's paragraph and think of two questions to write about the text. They write the questions on the paper. Students return the papers to each other. They should then rewrite the paragraph, answering their partner's questions.

Allow more time for this second stage of writing. Ask them to check their first paragraph for language errors too, and to try and address these when rewriting. Circulate and monitor. Follow up by collecting in the second pieces of writing. Use these to diagnose common or recurring errors in student writing.

Vocabulary and Pronunciation (SB page 58)

1 Students match the compound nouns to their definitions. Allow them to use a dictionary, if they need to.

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

Language note

There are some differences in terms used in education between American and British English. In the UK, a *college* is a place that gives diplomas below university level, often vocational qualifications. In the US, *college* is another word for *university*.

In the US, a *state school* is called a *public school*. In the UK a *public school* is the name for a *private school*, where students or their parents pay *fees*, which can be very high.

2  **1.66** Play the recording and ask students to listen and repeat the words. Once you have finished, ask students which word in each compound is stressed. Play the recording again so that students can listen out for it.

The first word is usually slightly more stressed than the second (this is a tendency, not a hard and fast rule!).

3 Ask students to read the statements to themselves. They then choose four and decide how much they agree with them by giving each statement a grade from 1 to 5. In pairs, students then discuss the statements they chose and why they agree / disagree with them.

Reading (SB page 58)

This is an excerpt from a novel about a schoolteacher's problems in keeping order in the classroom.

1 Pairwork. Ask students to look at the cover of the book and to speculate how the teacher is feeling and why he might be feeling this way. If you think the students need support, write the following sentence stems on the board to help them.

He probably feels ...

He can't feel ...

I think he could be ...

The students must be ...

The class could be ...

2  **1.67** Students read and listen to the extract and answer the questions.

Possible answers

- 1 His class 9A was not improving and he was losing control.
- 2 He asks a senior colleague to come in and discipline the class.
- 3 The pupils have now lost respect for the teacher as they think he cannot keep control of the class by himself.

Background note

Frances Gilbert taught for many years in inner-city schools in England, including one school labelled 'the worst school in the country'. Based on his experiences there he wrote *I'm a Teacher, Get Me Out of Here!* which was published in 2004. Many educators in Britain say that lack of discipline, lack of respect for the teacher and classroom management problems have been rising in recent years.

3 Ask students to read again and find the words for the definitions.

- 1 probationary
- 2 beat
- 3 mess around
- 4 stunned silence
- 5 mate
- 6 grin

4 Pairwork. Students discuss the questions. Feed back on this in open class.

5 Students complete the sentences with their own ideas. Feed back by asking one or two students to read their ideas to the whole class.

TEACH GLOBAL

THINK LOCAL

Extra activity

If you have been having some difficulties with your class in terms of classroom management or discipline, you could use this lesson as a springboard to discuss them and set up a 'class contract' to try and resolve any problems. In a class contract both the students and the teacher jointly draw up a list of things they expect from each other (eg the teacher will hand back homework on time; the students will not answer their mobile phones in class) and then sign it and put it on the wall.

Extend your vocabulary (SB page 58)

Approach this as a test-teach exercise. Books closed. Write *in control*, *out of control*, *under control*, *lose control*, *beyond someone's control* on the board. Read out the sentences in the box. Students write down the missing words in each case.

Students read the explanation in the section and amend their answer accordingly, before checking as a whole class.

- 1 lost control
- 2 beyond my control
- 3 out of control
- 4 in control
- 5 under control

Grammar (SB page 59)

Go over the rules and examples together, clarifying the meaning of the example sentences and referring to the rules.

1 Ask the students to read through the text before doing the exercise. Ask *What is 'The Class'? Has anyone seen it? Do you know of any other films about schools and classrooms? What are they?* Go over the first gap with the students, clarifying why the answer must be *for* (because *generations* is a period of time). Students do the rest of the exercise.

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

- 1 for
- 2 Since
- 3 for
- 4 Since

2  1.68–1.71 Explain that students are going to hear short extracts of conversations in schools. Show them the two sample sentence stems and tell them they have to listen and make a similar sentence, using the target language.

Play the recording, pausing after each clip to give students time to answer.

Possible answers

- 1 They have been fighting.
They have been doing something they shouldn't.
- 2 She has been making a presentation.
The class has been applauding.
- 3 They've been writing a test.
They've been doing an exam.
- 4 She's been seeing a boy.
They've been sharing secrets.

1.68–1.71

1

- A: I'm sorry, Sir.
B: Yeah, sorry.
C: Well, OK, boys, I think you know you shouldn't have done it. But if I hear that you've been doing it again, you'll be in trouble. Is that clear?

2

Thank you, Julia, that sounded amazing ... absolutely fantastic ... well done.

3

Right, put your pens down everybody ... OK, I'll come round and collect your papers now.

4

A: You won't tell, will you?

B: Of course not.

A: If my mum finds out that I've been meeting him, she'll go mad.

B: Well, I won't say anything about him.

A: Thanks, Kate.

3 Pairwork. Students ask and answer the questions. This is a short oral follow-up to the grammar exercises.

Grammar focus

Refer students to the language summary on present perfect simple and continuous, and *for* and *since*, on page 140.

You can use exercise 3 on page 141 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.

TEACH GLOBAL
THINK LOCAL

Homework extra

For homework, ask students to bring in an old photo of their old school or of them when they were a student. The next class ask students to work in small groups. Each student shows his/her photo to the others and says some words about it: when it was taken, where it was taken... The other students in the group must ask at least two questions.

Part 4

TEACH GLOBAL
THINK LOCAL

Lead-in

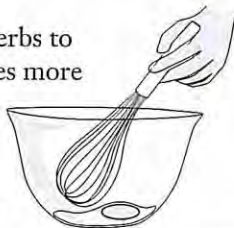
Draw a very simple floor plan of your kitchen on the board and elicit some of the words for typical things in a kitchen in the country where you are teaching (eg *stove*, *cupboards*). Write these on the board. Then ask students to make their own floor plan of their kitchen and describe it to a partner.

Speaking and Vocabulary (SB page 60)

1 Ask students to read the questions about keeping order in the kitchen and make sure they understand the words *annoyed*, *crockery*, *cutlery* and *boards*. If you have students who never work in the kitchen, then tell them they should try and answer for someone (a friend or family member) they know who does spend time in the kitchen.

2 Pairwork. Students compare their answers to exercise 1 and decide how much their partner likes order in the kitchen.

3 Individually, students match the verbs to the items. Point out that in some cases more than one answer is possible. You may have to explain what a *whisk* is – this is perhaps best done by miming or drawing a simple picture.



- | |
|--|
| 1 heat up (although you could wash up a saucepan or frying pan, and clean up / mess up a microwave!) |
| 2 wash up (clean up if you were actually cleaning the sink or bowl) |
| 3 chop up |
| 4 mix up |
| 5 eat up |
| 6 clean up |

Language note

To *clean* something is to remove the dirt from it. *Wash* is to clean something usually with soap and water. You *clean* the house, or your room but you *wash* your hands, or your hair.

TEACH GLOBAL
THINK LOCAL

Extra activity

Once students have done exercise 3, play a miming game. Mime one of the actions, and students tell you what you are doing (eg *You are washing up*). Students then continue in pairs.

4 Pairwork. Students choose two sentences and create a mini dialogue around each sentence. Read out the example to show them. Circulate and monitor. Ask students to read their dialogues aloud in pairs.

Listening (SB page 60)

This is part of a lecture about two ways of organising lunch food, from India and Japan.

1 Ask students to look at and describe the photos on page 61. Have they ever seen food prepared in this way? Would they like to eat either of these dishes?

2 1.72 Tell students they are going to hear part of a lecture about these two dishes. Play the recording for students to answer the questions.

1 B	2 T	3 T	4 B	5 T	6 B	7 B	8 T
-----	-----	-----	-----	-----	-----	-----	-----

3 Students complete the text about Tiffin wallahs and Bento boxes. Play the recording again and ask them to check their answers. Feed back.

- | | |
|----------------|---------------|
| 1 4,000 | 5 six million |
| 2 160,000 | 6 love |
| 3 colours | 7 ready-made |
| 4 organisation | 8 bread |

1.72

Tiffin is an Indian home-cooked lunch which is eaten at work or school. Wives, mothers or servants cook the food at home each morning and pack it in metal tiffin boxes. The boxes have different parts and have a handle to carry it with. Each part contains a different food: rice, stew, bread, vegetable dishes and a sweet dish. Messenger boys called tiffin wallahs pick up the lunches and take them to offices or schools by bicycle, by cart or on their heads in baskets. After lunch, the tiffin wallahs pick the tiffin boxes up again and take them back to their owners. People don't take their own boxes in the morning because they are too big and on crowded trains there isn't enough space.

The city of Mumbai has a famous tiffin delivery system. 4,000 tiffin wallahs collect up to 160,000 lunch boxes and transport them on local trains to office workers. Many tiffin wallahs can't read so the boxes have codes made up of different colours. Business schools around the world have studied the system because of its efficient organisation – on average only one tiffin box in six million doesn't arrive.

Bento is a Japanese packed lunch. It consists of two parts: rice and side dishes such as meat and fish and vegetables. Bento is a good way to use up leftovers, so families often make up their lunch from dinner the night before.

It is very important that the food looks attractive. People who prepare bento often spend a long time forming rice into special shapes like bears or hearts and chopping up vegetables or sausages so that they look like flowers, stars or fish. The food is arranged carefully in a bento box. This

is made of wood, metal or plastic. Today many people prefer plastic so that they can heat up food at work. The different parts of the meal are kept in order in the different parts of the box. Parts of the meal can also be wrapped up in paper or salad leaves. In the past Japanese housewives packed bento lunch boxes as a symbol of love – for their husband or children. Today as many women work in Japan, bento boxes can also be bought ready-made. Bento is now also popular in Western countries where bread sometimes replaces the rice.

4 Students ask and answer the questions in pairs. Feed back in whole class.

Grammar (SB page 61)

1 You could do this as a books-closed activity. Write the example sentences on the board. Ask students to:

- identify the phrasal verbs and indicate which is the verb and which is the particle (*pick up, take back; pick, take; up, back*)
- identify the objects and say which are nouns and which one is a pronoun (*the lunches, the tiffin boxes, them; lunches, boxes; them*)
- formulate a rule about objects, pronouns and phrasal verbs.

Students then open their books and complete exercise 1.

Second rule: *take them back*

Third rule: *pick up the lunches; pick the tiffin boxes up*

2 Check that students understand the phrasal verbs (using a dictionary if they have one). Ask them to read the text before they do the exercise. Do they agree with the authors about the importance of mess? Students then complete the text with the missing particles.

tidy it up
put up a barrier
mixes up parts / mixes parts up
put them together
try out new combinations / try new combinations out
make up new recipes / make new recipes up

Grammar focus

Refer students to the language summary on separable phrasal verbs on page 140.

You can use exercise 4 on page 141 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.

Language note

Phrasal verbs have different grammatical patterns. Here is a summary of the main ones.

Separable transitive phrasal verbs (i.e. that take an object): the object can go between the verb and particle or after the particle. If the object is a pronoun then it has to come between the verb and particle, eg *Pick up the boxes. Pick the boxes up. Pick them up.* The majority of transitive phrasal verbs are like this.

Inseparable transitive phrasal verbs: the object has to come after the particle, eg *Look after the children. Look after them.*

Intransitive phrasal verbs: these do not take an object, eg *Stand up.*

This should not be the first time students have encountered phrasal verbs, although in earlier units of *Global* they are usually taught as lexical items. In this lesson the grammatical feature of separable transitive phrasal verbs is taught, because this one of the most common grammatical errors students make.

Pronunciation (SB page 61)

1  1.73 Ask students to say the phrasal verbs to themselves first. Can they decide which word to stress? Play the recording and ask them to listen and repeat, then underline the stressed word.

The particle *up* is more stressed in the phrasal verb.

Pronunciation note

The stress in phrasal verbs depends on how the sentence is structured.

The main stress usually falls on the particle when it comes after a pronoun, eg *You always mix them up.*

The main stress usually falls on the noun when it is between the verb and particle, eg *You always mix the dishes up,* or after the verb and particle, eg *You always mix up the dishes.*

Note that in nouns derived from phrasal verbs, the stress is on the verb stem of the derived word:

There has been a mix-up. (noun: *mix* is slightly more stressed)

2  1.74 Students listen and underline the stressed words in the sentences.

1 up 2 up 3 onions, garlic 4 saucepan

3 Students now pay attention to word stress and phrasal verbs over a longer utterance. Ask them to say the sentences first to themselves. Ask a couple of students to read the sentences out loud, paying attention to pronunciation. Students then read the sentences to each other and say whether they agree or disagree, and how much.

Function globally: giving advice and warnings

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

Warm up (SB page 62)

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 62)

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

Tips:

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

1

Conversation 1: picture a

Conversation 2: picture b

2

1 b 2 a 3 c 4 b 5 c 6 b

1.75–1.76

Conversation 1

A: Excuse me, could you tell me how I get to Oxford Street? Should I take a taxi?

B: No, not at this time of day, the traffic is terrible. The best thing is to go on the underground – you should take the Victoria Line to Oxford Circus.

A: OK, thank you.

B: Watch out for pickpockets on the underground, though – be careful with your bag.

A: Oh, right, thank you.

B: You're welcome.

Conversation 2

A: Good afternoon. How can I help you, sir?

B: I'd like to report a mugging ... they took my mobile and ... oh dear ...

A: I think you ought to sit down, here ... Is that better? ... Right, who mugged you?

B: Two kids ... well teenagers, I suppose, a boy and a girl. I was just walking down the street, talking to my wife on the phone, and ... the boy pushed me and the girl took my mobile.

A: All right, you'd better fill out a report form. If you'd come this way, sir ... just mind your head there – and take care on the steps.

Language focus (SB page 62)

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 c, d, g, h

2 a, b, e, f

Speaking (SB page 62)

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 63)

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 63)

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

Paragraph 1: e

Paragraph 2: a

Paragraph 3: b

Paragraph 4: d

Heading c is not needed.

2

Statements 1, 2 and 4 are true, according to the text.

5 and 6 may be inferred from the text.

Speaking (SB page 63)

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: giving instructions

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

Reading (SB page 64)

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

Tips:

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

- 1 She is Katie's future employer (Katie will be her au pair).
- 2 do the cleaning, tidy the kitchen, take the children to school, load the dishwasher, pick up the children from school, do the cooking

Language focus: giving polite instructions (SB page 64)

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.

Possible answers

I'd like you to start working ... and **finish** on Friday.

It's important not to arrive late because ...

When you get back, **please** clean the house first of all.

You will need to start by tidying the kitchen ...

Please try not to overload the dishwasher otherwise ...

After that, **I'd like you to** clean the bedrooms ...

When you have finished ... **I'd like you to** get supper ready.

Finally, **could you please** pick up the children ...

You will need to help them with their homework ...

Please don't let them watch too much TV!

Writing skills: semi-formal language (SB page 64)

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 c 2 b

2

1 Thank you **for** your letter.

2 I'm glad you can baby-sit for us next week.

3 Here **are** instructions for how to find our house.

4 Here **is** some information about the house.

5 Do get in touch **if** you have any queries.

6 I look forward **to** hearing from you soon.

Preparing to write (SB page 64)

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 64)

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 65)

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 have to	1 c
2 wasn't allowed to	2 d
3 don't have to	3 b
4 for	4 e
5 pick it up	5 a
6 mustn't	6 h
7 been working	7 j
8 wasn't allowed to	8 g
9 taken	9 f
10 had to	10 i
	11 m
	12 k
	13 o
	14 l
	15 n

Speaking and Writing (SB page 65)

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.

Using your dictionary: phrasal verbs (SB page 65)

1 Ask students the question in open class and elicit a few answers. If none are forthcoming, you could suggest the following ways: making a list by verb, making a list by particle, creating sentences containing the phrasal verb.

Background note

Many students get very nervous about phrasal verbs, which are sometimes seen as a great mystery in English. The approach in *Global* is to introduce these very frequent items from an early level as simple lexical items. At intermediate level, students can begin to learn the grammar of phrasal verbs. Students should be encouraged to think of phrasal verbs as just another kind of verb they have to learn, and nothing more sinister.

Students' own answers.

2 Go over the two study tips on phrasal verbs and how they are organized in the dictionary. Then direct them to the different phrasal verbs entries for the verb *take* and ask them to answer the question. Do the first one with them.

- 1 something
- 2 a
- 3 b, d
- 4 *land* (first sense), *put something on* (first sense)

3 Once students have clarified the meaning of each of the forms of *take* in exercise 2, they match each sentence with one of the definitions.

- 1 d
- 2 a (1)
- 3 c
- 4 b (2)
- 5 a (3)

4 Students' own answers.

Seen & Heard

Coursebook

Unit 6	Language	Texts	Communicative skills
Part 1 SB page 66	Vocabulary <i>take</i> Grammar Passive voice	Reading <i>Famous doctored photographs</i>	Speaking Photography
Part 2 SB page 68	Grammar Articles Pronunciation <i>the</i> Vocabulary and Speaking Colours and shapes	Reading and Listening <i>Optical illusions</i>	
Part 3 SB page 70	Vocabulary and Listening Ways of speaking Extend your vocabulary <i>listen and bear</i> Grammar Reported statements and questions	Reading <i>Overheard in New York</i>	Listening and Speaking What did she say?
Part 4 SB page 72	Vocabulary Electronic equipment Grammar Reported requests and commands	Listening An interview about the Stasi	Speaking Describing equipment
Function globally SB page 74	Asking for and giving opinions Listening to conversations about pictures Expressing uncertainty		
Global voices SB page 75	Listening to people talking about good news <i>indeed</i> and <i>at all</i> Talking about good news		
Writing SB page 76	A description of a place Avoiding repetition Expressing purpose		
Global review SB page 77	Grammar and vocabulary review Extra speaking practice		
Study skills SB page 77	Developing fluency in speaking		

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	Seen Ask students to find a photo on the internet that they find interesting and present it to the class. Heard Ask students to find an amusing overheard conversation on the 'Overheard' websites and report it to a partner.

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

Write the following on the board:

Is photography an art or a science?

Invite students to give opinions and comments.

Speaking (SB page 66)

Direct students to the questions. Clarify the meaning of *manipulate* (to change or correct something, often in a dishonest way). Students work in pairs and ask and answer the questions. You could also ask students to show each other the latest photos they have taken on their phones, if applicable.

Reading (SB page 66)

Background note

Manipulated photographs include photos which have details changed, removed or added, and photomontages or composite photos. Photographs are manipulated for various reasons. Perhaps the primary reason today is to make photos aesthetically more pleasing – particularly celebrities in magazines, or for advertising purposes. Doctored photos are also used for political purposes or propaganda, as well as in journalism. Ethical questions arise when manipulated photos are used in a deliberate attempt to deceive viewers.

1 Read out the title of the text on page 67. Point out or elicit from students that *doctored* means the same as *manipulated* (changed). Direct students to the photos on page 66. Students work in pairs and describe the pairs of pictures.

2  2.01 Play the recording for students to listen as they read the text. In pairs, students discuss how and why each photo was changed.

Abraham Lincoln's head was put on the body of another politician. The text does not say why (many historians believe it was because there were no studio photographs of Lincoln).

A soldier was removed from a group picture with Stalin, probably because Stalin disliked him.

The Pyramids were moved closer together so that the picture would fit the format of the magazine.

French President Sarkozy's photo was altered to make him look slimmer.

3 Look at the questions with students. Ask students to read the text again, paying special attention to the four highlighted words. Students pick the best meaning using the context to help them.

1 a 2 b 3 b 4 c

4 Students work in pairs and discuss the questions. Then discuss in full class feedback.

TEACH GLOBAL
THINK LOCAL

Extra activity

Ask students to find other manipulated photos on the internet and in magazines. They can bring them to the next lesson and tell the class about what has been manipulated and why. Students discuss the ethical implications or consequences of the changes.

Vocabulary (SB page 66)

1 Point out to students that we *take* photos and that the verb *take* is used in collocations with lots of other nouns. Ask students to make phrases with *take* using the words in the box and put them in the correct list.

Check the answers and then ask questions to consolidate comprehension: *Do you take the bus to work? Do you take sugar in coffee? Do you ever take a nap at lunch time?*

transport: *take the bus, take the metro, take a train*

food or medicine: *take milk, take a pill, take drugs*

activities: *take a nap, take a walk*

exams: *take a test*

control: *take power, take responsibility*

images: *take a picture*

TEACH GLOBAL
THINK LOCAL

Mixed ability

Ask early finishers to think of or use their dictionaries to find more collocations with *take* and put them in the correct categories. For example: *take a plane* (transport), *take antibiotics* (medicine), *take exercise* (activity), *take action* (control).

2 Look at the sentence beginnings with students. Ask them to choose four and complete them. Encourage them to add extra details.

3 Students work in pairs and read out their sentences. Ask students to tell the class one of their sentences.

Grammar (SB page 67)

Look at the example sentences with the class. Ask students who took the photo or changed parts of the photo. Elicit the answer that we don't know and that it isn't important.

Look at the structure of the examples and elicit how the passive is formed and the tense of each example. Check that students understand the difference between the active and the passive and elicit examples of the active. Ask students to read the rules to consolidate.

1 Students find seven examples of the passive in the text.

photographs were changed
Lincoln's head was put
Enemies were often eliminated
Semyon Budionny was probably removed
the Great Pyramids were 'squeezed' together
the cover was manipulated
the correction was exaggerated
Past simple has been used.

TEACH GLOBAL
THINK LOCAL

Extra activity

Ask students to find five examples of the active in the text.

(Photography **lost** its innocence, the manipulation of photos **is becoming** more and more common, Tom Kennedy **stated** that ..., Paris Match **altered** a photo, it **had tried** changing the lighting).

2 Do the first verbs as an example with the class. Students complete the rest of the text with the correct passive or active form.

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

- | | |
|------------------|-------------|
| 1 produced | 5 was given |
| 2 showed / shows | 6 was made |
| 3 was given | 7 published |
| 4 received | 8 wrote |

3 Explain that the passive is sometimes used to put distance between the speaker or writer and the listener, or to avoid taking responsibility. Ask students to rewrite the letter using the passive so that it sounds more distant. Direct students to the example. Remind them to use the same tense in the passive.

We're sorry, your photographs **have been lost**. They **are usually kept** in a box on the table. The other day the shop **was being cleaned**. The box **was moved**. I'm afraid the photos **can't be found** now. A new set of photographs **will be sent** to your home address.

Grammar focus

Refer students to the language summary on the passive on page 142.

You can use exercises 1 and 2 on page 143 for:

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

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

Part 2

TEACH GLOBAL
THINK LOCAL

Lead-in

Close books. Find a picture of a classic illusion such as the vase / faces illusion or the young woman / old woman illusion. Print it out, project it on the whiteboard or draw it on the board. Tell students that this is an example of an illusion (/ɪluːʒən/), something that is not what it seems at first sight. Ask students if they can see the two pictures and to describe them.

Alternatively lead in to the topic with the first question in exercise 1 on page 68.

Reading and Listening (SB page 68)

1 Students work in pairs and look at the illusions in the four pictures. Ask them if they can see the illusion in each one. Ask students to feed back but don't give them further information at this stage – they will hear an explanation of the illusion in the listening.

Background note

Optical illusions work by tricking the mind and the eye into seeing something which is not actually there. Our brain processes images automatically: it tries to relate what the eyes see to things that have already been seen or experienced. In optical illusion images, the brain has difficulty in identifying distance, depth, colour or space.

2  2.02 Ask students if they know how an optical illusion is created. Then direct students to the text on optical illusions. Students read and answer the questions. Play the recording for them to listen as they read.

An optical illusion is created by the eyes or our mind or both together.

Mathematicians, physicists and scientists have been interested in optical illusions.

3 Direct students to the words and phrases in the box. Read out each phrase in turn and ask students in which picture they can see this (or think they can!). If students have no idea, draw the pattern or objects on the board first.

- black background, criss-crossed lines, spots, straight lines
- criss-crossed lines, parallel lines, straight lines
- parallel lines, a staircase, straight lines
- curvy lines, a rod, straight lines, towers

TEACH GLOBAL
THINK LOCAL

Alternative procedure

Ask students to look up the words and phrases that they don't understand in their dictionary. Then invite students to the board to draw them.

4  2.03 Explain that students are going to listen to an explanation of how the four illusions (a–d) work. Read out the four names (pronunciation: Schroeder /'ʃrɜːdə(r)/, Zöllner /'zɔːlnə(r)/). Students listen and match the names to the correct illusions.

- | | |
|-----------------------------|--------------------------|
| 1 c (Schroeder's staircase) | 3 b (Zöllner's illusion) |
| 2 d (The impossible object) | 4 a (Hermann Grid) |

2.03

- This is one of the most interesting illusions. It is an example of an oscillating, or moving, illusion. The mind at first sees an object one way, and after a certain amount of time has passed, it will change its point of view. In this illusion the staircase will appear to turn upside down.
- If you look at the two parts of this illusion separately they look completely normal. The top part is an image of three towers, and the bottom part is a picture of a rod in the shape of a U. If, however, the lines are connected an impossible object appears.
- This optical illusion was discovered in 1860 by a German astrophysicist. It is a series of parallel lines, criss-crossed by short lines. This makes the parallel lines look as if they are moving away from each other.
- This grid was discovered in 1870 by a physiologist. It's a series of white lines on a black background. If you look at the image, you will notice light grey spots at the intersections of the white lines.

5 Students listen again carefully to the descriptions. Then ask them to work in pairs and take it in turns to explain how each illusion works. Check students have understood each illusion. Ask if there is anybody who still can't see one of the illusions. Explain that some people simply can't see them.

Grammar (SB page 69)

Look at the example sentences with the class. Ask students to match each article in bold with the correct rule.

- an** optical illusion: something mentioned for the first time
a series of parallel lines: one of a group of things
The Hermann Grid: one of a kind
The lines: referred to before
the most interesting: superlative phrase

Background note

Maurits Cornelis Escher (1898–1972) was a famous graphic artist from the Netherlands. His work played with architecture, perspective and impossible spaces.

Ask students if they know this picture or other work by the artist. Ask students to complete the text with the correct articles and then compare their text with a partner. In full-class feedback ask students to explain why they chose *the* or *a*.

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

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

TEACH GLOBAL THINK LOCAL

Extra activity

Play *Simon Says* with articles. Prepare a list of instructions with articles. Some should be grammatically incorrect or illogical. For example:

Point to the door.

Smile at the teacher.

Look at a floor. (incorrect – only one floor)

Pick up a pencil.

Find out who has got the biggest feet in the class.

Sit on the chair. (incorrect – which one?)

Wave at the student next to you.

Give the instructions. Students should only do the actions if the articles are used correctly in the sentence and situation.

Grammar focus

Refer students to the language summary on articles on page 142.

You can use exercises 3 and 4 on page 143 for:

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

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

Pronunciation (SB page 69)

1  2.04 Ask students to look at the sentences and listen carefully to the pronunciation of *the*. Play the recording, then ask students to repeat the sentences. Write the phonetics of the two variants on the board. Ask why the pronunciation is different (before a vowel in the first sentence).

- | | |
|-------------------------------|---------------------------|
| 1 The illusion /ðiː ɪˈluːʒən/ | 2 The colours /ðə ˈkʌləz/ |
|-------------------------------|---------------------------|

Write a list of nouns (*artist, picture, colour, image, light, impression, etc*) on the board and drill the pronunciation of *the* + noun.

2 Ask students to read the rules and decide on the pronunciation of *the* in sentences 1–3. Students compare their answers with a partner.

3  2.05 Students listen and check their answers, then practise reading out the sentences to a partner.

- 1 /ði:/ artist
- 2 /ðə/ top; /ðə/ picture; /ði:/ other
- 3 /ði:/ most important picture

Language note

The /i:/ sound in *the* before a vowel is generally not as long as when *the* is pronounced /ði:/ for emphasis, and is more like the /i/ sound at the end of a word such as *happy*.

Vocabulary and Speaking (SB page 69)

1 Point to items in the classroom (walls, objects, clothes) and ask *Is this dark or light (blue)? Is this bright (green) or pale (green)?* until you have established the meaning of *dark, light, pale and bright*.

Ask students to identify the colour in the boxes on the right of the page. (from the top: brown, green, red, blue, white, orange, blue, yellow).

Then ask individual students to describe the clothing, bag, shoes, etc of the student next to them using the words in the box.

2 Point to the shapes in turn and ask students to name them. Direct them to the names of the shapes in exercise 2 for support.

Ask questions about the shapes to introduce vocabulary for the definition exercise: *How many sides does a triangle have? Is a cube one-dimensional, two dimensional or three dimensional?*

Then ask students to work in pairs and explain the differences between the shapes.

A triangle has three sides and a rectangle has four sides.
A cube is solid and a square is flat; a cube is three-dimensional and a square is two-dimensional.
A circle is round and an oval is like a long narrow circle.
A pyramid is a shape with three or four triangles which make a point at the top; a cylinder is round and the same size at both ends.
A star has five points and a diamond has four points.

3 Students form AB pairs. As turn to page 126 and Bs turn to page 128. Students take it in turns to dictate their picture to their partner. Their partner should listen carefully and draw the picture. Ask students to pay attention to the correct use of articles.

Part 3

TEACH GLOBAL THINK LOCAL Lead-in

Ask students if they would say they are more of a talker or a listener. Ask if there are situations where they talk more or less or where they prefer just to listen (with friends / strangers / at home / at work, etc).

Vocabulary and Listening (SB page 70)

1  2.06 Check students understand the ways of saying something. Choose a sentence, eg *I can't bear you*, and say it as a shout, a whisper, etc. Ask students to identify the correct verb. Then play the recording. Students listen and match the way of speaking to the correct speaker.

- | | | |
|--------------|------------|-----------|
| 1 groaning | 3 shouting | 5 sighing |
| 2 whispering | 4 mumbling | |

2.06

- 1 No, not more bad news ... oh, no ... what next?.
- 2 I heard something really interesting today but you mustn't tell anybody else ...
- 3 Turn that music down! I said, turn that music down!
- 4 A: What's the matter?
B: I'm tired.
A: What? Can you speak more clearly?
- 5 Yes. Well. At our age, what can you expect?

TEACH GLOBAL THINK LOCAL Extra activity

Ask students to think of a sentence or choose one from the book. Students work in pairs and take it in turns to say their sentence in different ways. Their partner identifies the verb.

2 Direct students to sentences 1–6. When they are finished, ask students to compare their answers with a partner.

- | | | |
|------------|----------|-----------------|
| 1 chatting | 3 demand | 5 beg |
| 2 discuss | 4 argue | 6 eavesdropping |

3 Ask students to choose three of the rewritten sentences in exercise 2 and change details so that they are true for them. Ask students to compare answers and explain their sentences.

Reading (SB page 70)

1 Students work in pairs and discuss the questions. In full class feedback, ask individual students for their answers. If you have a class with different ages, find out if older and younger people have different attitudes to the questions.

2 Ask students to read the information in the circle on page 71. Ask if they have ever come across these sites on the internet. Then students read the text and say which conversation they found funniest or strangest. Why?

3 Pairwork. Ask students to work out the context for each conversation using the questions given, paying attention to what the people say and how they say it. Feed back.

Possible answers

Astor Place: Two men, friends, talking about someone they know.

57th Street: A customer and a shop assistant or a waiter in a food shop or restaurant. They are talking about the food the girl is ordering.

55th Street and 5th: Two girls, two friends, talking about a phone call.

Washington Square Park South: A woman talking to a man working in a park. They are talking about a dead squirrel.

M4 Bus: A bus driver is talking to his passengers. He is talking about being late.

University Place and 14th Street: A man and a woman, arguing about their relationship and that the man lied.

44th Street and 9th: A man is talking about getting paid. We don't know who he is talking to.

6 train: A man, probably talking to a friend. He is talking about a girl he wanted to get to know.

Extend your vocabulary (SB page 70)

Listen and *hear* are often confused. Ask students to read the definitions for the verbs. Do they have words with similar meanings in their language? Students read the sentences and pick the best words to complete them.

- | | |
|-------------|-------------|
| 1 heard | 4 heard |
| 2 listen to | 5 overheard |
| 3 listens | |

Grammar (SB page 71)

1 Ask a student *What did you do yesterday evening?* Ask another student what he / she said. Correct the reported version if necessary and write both versions on the board. Ask students what has changed in the two versions. Focus on the reporting phrase, changes in pronouns and times references and the tense but don't go into the rules for tenses at this stage. Ask students to complete the sentences and then compare with another pair.

- 1 There's a dead squirrel around there.
- 2 I ordered coffee.
- 3 Where are you from?

- 4 We don't have a pay check for you this week but we can pay you in cheese.
- 5 I'll get you a cab.
- 6 Do you want to dance?
- 7 I don't eat meat.
- 8 I love you.

TEACH GLOBAL
THINK LOCAL

Mixed ability

Ask early finishers to find more examples of reported speech in the text and decide what the people actually said.

2 Ask students to look back at the examples of direct speech and reported speech in exercise 1 and complete the rules. In full class feedback go through each question in turn and refer back to (or ask students to refer to) an appropriate example sentence for each rule.

First rule: the past simple; the past perfect; *would*

Fourth rule: *there*; *that*

Language note

In reported speech, time references may depend on the time that has elapsed between the action and the reporting of it. In the example *They said that they didn't have a pay check for me this week ...*, the man is describing something that has just happened and so it is still *this week*. *That week* would describe something further back in time, eg *They told me the job would be finished that day but it took several days longer*.

3 Direct students to the overheard conversations in exercise 3. Ask students to read them and then report the conversations in an email to a friend. Ask them to compare their emails with a partner. Then they feed back to the class.

Possible answers

- 1 I was at the taxi rank and this woman said that she wanted to go to Rivington and Ludlow. The taxi driver said he didn't know where that was, so the woman said she would show him how to get there. Then the taxi driver asked how he would get back! It was really funny!
- 2 I was on the bus and I heard a funny conversation. A woman said she hates (hated) it when it rains (rained) because there is (was) water and you get (got) wet. Her friend said he knew exactly what she meant!
- 3 I was at the station and this woman said to her daughter that they had missed the train. Her daughter said that it wasn't her fault, it was her mum's. So her mum said of course, everything is (was) her fault. And the little girl said especially global warming!
- 4 I was standing at the station and I heard two tourists. One asked the other if they were in New York. And the other said he hoped they were!

TEACH GLOBAL
THINK LOCAL

Mixed ability

You could ask weaker students to do only one or two of the texts or pair weaker students with stronger students and ask them to work together. Alternatively you could set this task for homework to allow students to work at their own pace.

Grammar focus

Refer students to the language summary on reported statements and questions on page 142.

You can use exercises 5 and 6 on page 143 for:

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

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

Listening and Speaking (SB page 71)

1 **2.07** Explain that often it isn't important to report exactly what somebody said or to include all the details. Tell students to note down the main details from each conversation. Emphasise that they shouldn't try to write down everything they hear.

2 Students work in pairs and tell their partner what they think the people said.

3 Students listen again and check.

Possible answers

- He said he wanted two loaves of brown bread. / He asked for two loaves of brown bread.
- She said it was nice to see her (friend) because it had been such a long time.
- He was lost. He asked if Jack's cafe was near there.
- She wanted to know how much a ring cost.
- He said he'd gone jogging and broken his ankle.
- She said they'd be on holiday the week after / soon.

2.07

- Good morning. I'd like two loaves of bread, please – brown bread, please.
- It's so nice to see you again! It's been such a long time – it must be over a year.
- Oh hello, I'm a bit lost. Is Jack's café near here? I just can't find it.
- This is really nice, how much is it? The silver ring there ... yes, that one.
- And so I went jogging last week and what happened? I fell over and broke my stupid ankle!
- So, just think, this time next week, we'll be on holiday! I can't wait!

Part 4

TEACH GLOBAL
THINK LOCAL

Lead-in

Ask students to describe the man in the picture and what he is doing. Elicit or give the word *spy*. Brainstorm with the class what they understand by a spy – who they work for, the activities they do and why they do this.

Ask students if they read spy novels or enjoy these kinds of films. How 'real' do they think they are?

Background note

The photo is taken from the German film *The Lives of Others*. The film is about an agent of the secret police who is ordered to listen in to a playwright and his actress girlfriend. He becomes emotionally involved in their lives which leads to him withholding evidence against them. If some of your students have seen this film, ask them what they thought of it.

Vocabulary (SB page 72)

Language note

Headphones cover the ears. Many people today use a smaller piece of equipment to listen to music which fits inside the ears. These are called 'earbuds' or 'earphones'.

A combination of headphones / earphones and a microphone (used for example to phone over the internet) is a 'headset'.

1 Ask students to match the words to the definitions, using a dictionary if necessary. Alternatively bring in pictures of these things and use them to introduce the vocabulary.

Ask students if they enjoy listening to music or podcasts, if they mostly do this at home or while on the move, and what sort of equipment they use.

- to record: a microphone
- to listen: headphones
- to power equipment: a battery
- to play recordings: speakers
- to connect equipment: a cable

2 Read out the first sentence of the text and check comprehension of *audio surveillance*, *listen in to* and *wireless transmitter*. Ask students to complete the text with the words from exercise 1.

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

- a microphone
- a cable
- headphones
- speakers
- a battery

Speaking (SB page 72)

Ask students what they know about the history of Germany after the Second World War and if they have heard of the Stasi. Then ask them to read the information about the Stasi.

Background note

The GDR (the German Democratic Republic), also known as East Germany, was created in 1949. The most important political party was the Communist Party.

The Berlin Wall was built in 1961 between the GDR and the Federal Republic of Germany to stop citizens leaving East Germany. GDR soldiers were told to shoot anybody who tried to get across the wall and leave the GDR.

The secret service of the GDR was the Ministry of State Security, also called the 'Stasi' (short for the German *Staatssicherheit*). The Stasi was responsible for the surveillance of its own citizens and of Western secret services.

In 1989 peaceful demonstrations by citizens of the GDR led to the collapse of the GDR and the fall of the Berlin Wall. In 1990 the two parts of Germany were reunited.

TEACH GLOBAL
THINK LOCAL

Alternative procedure

If you are teaching in Germany, ask students – either in pairs or as a class to produce a short timeline showing important dates in post-German history, giving help with vocabulary as necessary. Ask them to produce a definition of the Stasi.

Students look at the photos of equipment used by the Stasi. They discuss what each was used for and how it might work, using the *Useful phrases*.

In full class feedback, ask students to present their ideas. Give them information about the items using the background note above.

Possible answers

red torch: I think this piece of equipment was used to record details of meetings. The equipment consists of a camera and a microphone. It's hidden in a torch.

black box with bug: I think these pieces of equipment were used to record phonecalls. The bug is hidden in a telephone and the battery is connected to the telephone cable outside the building.

pen: I think the pen contains a hidden camera and microphone. The listener wears the pen in a shirt or jacket pocket.

Listening (SB page 73)

The listening text is an interview with historian Dr. Paul Maddrell. As it is authentic language, it is complex in places. Point out that students do not need to understand every word to do the tasks.

1 Direct students to the list of methods used by the Stasi. Clarify the meaning of any unknown words using concept questions. For example, to elicit the meaning of the word *informers*: *What does the verb 'inform' mean? Does it mean to get or give information? So what are informers? People who ... Is it a good or bad thing to be an informer?*

Focus on the words in the box and ask them to look up those they are unfamiliar with. Then look at each word or phrase in turn with students, establish the meaning and ask which method of surveillance the word could be connected to.

recording of telephone conversations: intercept information, tap a phone

informers: source of information

agents in disguise: source of information

hidden cameras: source of information

controlling the post: intercept information, invisible ink, secret messages

listening in to radio transmission: intercept information

2 2.08 Direct students to the photo and information about Paul Maddrell and explain that students are going to listen to an interview with him. Play the recording. Students listen and tick the methods in exercise 1 that he mentions.

recording of telephone conversations

informers

hidden cameras

post control

listening in to radio transmission

2.08

A: Dr Maddrell, can you tell us more about the Stasi's surveillance methods?

B: An enormous amount of information was collected on East Germans, using many different methods. The Stasi intercepted post, recorded telephone conversations, listened in to radio transmissions and took photos of people using hidden cameras. But the most important source of information was the human informer. The Stasi asked informers to report on particular people or groups, or the places in which they worked.

A: Why were human informers so important?

B: The Stasi's aim was to watch and listen to the whole of GDR society: that means the activities of East Germans and their contacts with the outside world. The human informer was the most important source of information because the Stasi needed to know what people thought.

A: Can you give us some other examples of the surveillance methods used by the Stasi?

B: Stasi officers listened in to telephone conversations between the GDR and foreign countries, and listened in to many telephone calls in the GDR as well. In Leipzig, in the 1980s, 1,000 phones were tapped every day. The Stasi also intercepted telecommunications in West Germany and Western Europe.

A: You mentioned that the Stasi intercepted post. Can you tell us more about that?

B: Post control helped the Stasi to find spies. Western secret services told their spies to send their information to the West using invisible ink in letters, postcards and magazines. The Stasi's post control found many of these secret messages. Officers were told to look for addresses which were written very clearly: the spies wanted their letters to be delivered to the right address and so they wrote the address very neatly and clearly – but most people do not do that.

3 Ask students to read the sentences. Then play the recording again. Students listen and decide if the sentences are true or false.

In feedback, try and establish further details or reactions to the information (if appropriate).

- 1 F (It was human informers.)
- 2 T
- 3 F (They also listened to phone calls to foreign countries.)
- 4 T
- 5 T
- 6 F (They tried to write neatly and clearly so the letters reached the right address.)

Grammar (SB page 73)

Ask students to read the example sentences and the rules. Ask *What did I just ask you to do?* to elicit the answer *You asked us to read the rules.*

1 Direct students to the photo of Stella Rimington. Ask students to skim read the text and find out who Stella Rimington is. Then ask students to read the text again and complete it with reported commands and requests using the words in brackets.

- 1 asked her to do
- 2 asked MI5 to give
- 3 asked newspaper editors to meet
- 4 asked her not to write
- 5 told to change

TEACH GLOBAL
THINK LOCAL

Extra activity

Prepare a list of quirky or humorous requests and commands on pieces of paper. For example:

Can you lend me €20?

Help me with my homework.

Will you marry me?

Give me your mobile.

Can you look after my pet rat?

Give one student a piece of paper and indicate another student. The student reads out the request or command. Then pretend you haven't heard and ask the other student: *What did he / she say?* The student reports the request or command. Give help where necessary. Continue with another pair.

2 Explain that Stella Rimington has also written a series of spy novels. Ask three students to read out the extract: one as narrator, one as the man on the phone, one as the woman. After reading, ask who the characters are or might be and what is happening.

Then students work alone or in pairs and put the commands and requests in bold into reported speech. Check the answers with the class and clarify any difficulties.

3 Ask students what sort of life they think secret agents have. Is it hard? Glamorous? In pairs, they should think of the things secret agents are told to do or not do. Then they compare their ideas with another pair and tell the class some of their ideas.

Ask students if they think it is necessary for countries to have secret agents and an extensive secret service. Is it more or less important now than in the past?

Possible answers

- | | |
|------------------------|------------------------------|
| to stay alert | not to give away information |
| to observe details | not to trust people |
| to keep physically fit | not to drink too much |

Grammar focus

Refer students to the language summary on reported requests and commands on page 142.

You can use exercise 7 on page 143 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.

Function globally: asking for and giving opinions

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

Warm up (SB page 74)

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 74)

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.

Background note

Picture a on page 87 is an installation: *Controller of the Universe* (2007) by Mexican artist Damián Ortega. Picture b is *Self-portrait* (1787) by German painter Angelica Kauffmann.

1

Picture 1: The man likes it, the woman doesn't know.
Picture 2: The man likes it, the first woman doesn't like it, the second woman doesn't know.

2

Picture 2: Answers are in **bold** in the audioscript.

 2.09–2.10

Picture 1

A: So what do you think of this one?

B: Mmm, I can't decide. **I like the shape.** And **it's clever**, using those tools ... But I find it ... well, **a bit industrial**, if you know what I mean. Hmmm, I'm not sure, really.

A: Well, personally, I think **it's amazing**. It's so **dynamic**, you can almost see the movement, like those tools are going to fly out and hit you any second ... fantastic!

B: Mmm ...

Picture 2

A: I really love this one. Look at those **beautiful pale colours**. And **the expression on her face** – so calm ... lovely.

B: To be quite honest, I'm not that keen on it. **I'm not very fond of portraits**. And in my opinion this type of painting is **rather bland**. It just shows a pretty woman sitting down ... **you don't get any impression of her personality**. ... How do you feel about it, Maria?

C: I can't make up my mind. I agree with you in a way ... **it's a real chocolate box picture** but it's **well painted** ... and interestingly it's a woman painter, there weren't many of those in the eighteenth century, you know ...

Language focus (SB page 74)

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.

Asking for an opinion: 1, 7, 9, 11

Giving an opinion: 2, 4, 5, 6

Expressing uncertainty: 3, 8, 10

Speaking (SB page 74)

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 75)

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 75)

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

Tips:

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

1	2
1 children	1 Patricia
2 money	2 Maura
3 weather	3 Yordanka
4 children	4 Patricia
	5 Alison
	6 Yordanka

2.11–2.14

Yordanka, Bulgaria

Well the last piece of good news I heard was only yesterday, and, um, it was some news about our baby, who is due in three or four weeks' time. And we heard that the baby is doing fine, he's growing well, and he's moving about happily. And we also found out that he's got a full head of hair, which is really funny.

Maura, Ireland

Um, the last piece of good news that I heard was when somebody at my work told me that I was paying too much tax, and suggested that I contact the tax office. So, I did um ... and I discovered that I'd been paying too much tax for about five years. So I was really happy and it was very, very good news indeed.

Patricia, Brazil

Um, the last piece of good news I heard was that this weekend is going to be great weather, so I'm very excited about it because I come from Brazil and where I come from in the north east it's really hot, and we always have lovely sunny weather, and it's not like that here in England at all. So I'm very excited to know that this weekend I'll be able to go out and to enjoy a sunny, lovely day, and, um, I'll probably go for a picnic with my friends and um, I'm going to wear my lovely, summery dress, so ... I think it's great.

Alison, England

Well I think I would have to say when I heard about the birth of my new niece, um ... who, it was decided, would be called Sylvie. Um ... It was especially exciting because we didn't know if it was going to be a boy or a girl um ... and I knew that her ... her older sister Martha would be really excited to get a new baby sister. Um, and of course everybody was delighted to have a new member of the family.

Language focus: *indeed and at all* (SB page 75)

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

positive statement: It was very, very good news **indeed**.

negative statement: It's not like that here in England **at all**.

2

very, very, indeed

not, at all

3

1 I wasn't expecting to hear that **at all**.

2 I was very excited **indeed**.

3 I thought it was a very nice surprise **indeed**.

4 I couldn't understand him **at all**.

5 I wasn't disappointed **at all**.

6 I felt very happy **indeed**.



2.15

It's not like that here in England at all.

It was very, very good news indeed.

Speaking (SB page 75)

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 description of a place

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

Reading (SB page 76)

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 All of these

2

Importance: one of the most important tourist attractions in China, listed as a UNESCO world heritage site.

Experience of visiting: wonderful experience to walk along the wall and feel the history and atmosphere – fantastic views.

Location: stretches from the east to the west of China.

History: built over two thousand years ago by the Ming Emperors.

Function or purpose: to protect the central part of China from being attacked.

Physical description: over 8,500 km long – some of the sections are in ruins, but other sections have been repaired.

Advice for tourists: take strong shoes and walk carefully visit in spring or Autumn.

Writing skills: avoiding repetition (SB page 76)

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.

visit: go to	built: constructed
China: the country	the beacon towers: them
wonderful: amazing	sections: parts
the wall: the place	tourists: visitors

Language focus: expressing purpose (SB page 76)

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

... **in order to protect** the central part of China ...
 ... **so that people on other towers could see them** and ...
 There is a cable car **to transport** tourists.
 ... **so that you can enjoy** mild weather ...

2 Students' own answers.

Preparing to write (SB page 76)

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 76)

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 77)

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

One of **the** cheapest ways to have **a** conversation with **a** person in **a** foreign country is to use **the** internet. You can attach **a** microphone to your computer, and speak to **the** other person through **the** computer. If you attach **a** camera called **a** webcam to **the** computer, **the** person can even see you while you are speaking.

2

Daisy told Sophie that she was having a party the next day and (that she) had invited twenty people. She said she would be really busy and asked Sophie to arrive early to help. She told Sophie to phone her when she had received the message.

3

- 1 The picture was taken by Jon.
- 2 A taxi has been ordered.
- 3 We are being followed.
- 4 Conversations are recorded.

Vocabulary

1

- 1 demand
- 2 argue
- 3 discuss
- 4 whisper
- 5 overhear
- 6 mumble

2

- 1 cylinder
- 2 rectangle
- 3 oval
- 4 diamond

Speaking (SB page 77)

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.

Developing fluency in speaking (SB page 77)

1 Direct students to the quiz and clarify the title if necessary. Ask students to do the quiz and decide on their answers. Then they should check their answers in the key on page 130 (reproduced below).

Mostly As: You are doing the right things. These will help you become fluent and confident.

Mostly Bs: You are doing some of the right things but you could benefit from trying some of the ideas below.

Mostly Cs: In order to improve your speaking you need to change your habits. Try some of the ideas on page 77.

2 Ask students to read the tips in the box or read through them with students. Students decide which suggestions they think would be best for them personally.

3 Students work in pairs and compare their choices from exercise 2. They should discuss ways they can follow the suggestions. In whole class-feedback ask students if they have other suggestions and tips for the class.

They should also think about why their choices are useful, eg an exchange with an English speaker is useful because you can learn about his / her culture as well as the language.

Ask students to consider other ways of improving fluency, eg listening to podcasts on subjects that interest them, or watching films and TV programmes in English. Many countries show these in the original language with subtitles – this can be a good way of listening to English while following the story. Sometimes the translations are not exact (colloquial expressions and jokes often do not translate literally) and students can look for the differences between the original version and the translation. This is a challenging exercise, but it is something students are likely to do naturally as their level of English improves.

Supply & Demand

Coursebook

Unit 7	Language	Texts	Communicative skills
Part 1 SB page 78	Grammar Defining relative clauses Vocabulary Inexact numbers	Reading <i>A good swap</i> <i>Trash or treasure?</i>	Writing Describing objects for an auction Speaking Bartering
Part 2 SB page 80	Extend your vocabulary <i>-mania</i> Grammar Non-defining relative clauses Vocabulary and Pronunciation Word building: trade Word stress	Listening Tulipmania	Speaking The best way to make money
Part 3 SB page 82	Vocabulary Abstract nouns Grammar Countable and uncountable nouns	Reading <i>Meeting our demands</i>	Speaking Something you were motivated to do
Part 4 SB page 84	Extend your vocabulary Ways of saying <i>funny</i> Grammar <i>wish</i> Pronunciation the letter <i>i</i>	Listening Three men on a desert island	Speaking Jokes
Function globally SB page 86	Making formal phone calls Getting through and leaving messages Roleplaying telephone conversations		
Global English SB page 87	A global language for business Rules for communicating more simply Simplified languages		
Writing SB page 88	Giving your opinion Considering both sides of the argument Agreeing and disagreeing with strong statements		
Global review SB page 89	Grammar and vocabulary review Extra speaking practice		
Study skills SB page 89	Learning word families		

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	Supply Ask students to find three interesting second-hand items for sale on online auctions and describe them to a partner. Demand Ask students to look for joke websites and find a joke they like to tell the class.

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

Ask students where they usually buy things like furniture and household items, clothes, children's toys etc. Ask if they ever buy and sell things second-hand and how they do this.

Establish if students know what an auction is (a place or a website where people sell unwanted objects to whoever offers the highest price). Ask students if they have ever bought or sold anything at an auction or on an online site such as eBay.

Writing (SB page 78)

1 Explain that students are going to sell an (imaginary) object at an auction. They should think of a household object and write a short description of it. Direct students to the *Useful phrases* for help.

2 Put students' descriptions up on the board or the wall, spread them on desks or make a space on the floor for them. Write a number on each description. Then ask students to walk round and read the descriptions. They should make a note of the number of the object they would like to buy and how much they would give for it.

3 Ask students to read out their description and then ask for 'bids' or prices. Students should call out their bids until the highest price has been given. That person then explains why he or she would like the object.

TEACH GLOBAL
THINK LOCAL

Extra activity

If your students like practical activities, organise a real class auction. Ask students to bring in small inexpensive items they no longer want (old books or magazines, children's toys, knick knacks, costume jewellery etc).

Introduce some phrases used by the auctioneer:

The next item is ...

What am I bid?

Do I have (20 cents)? Twenty-five?

Going, going, gone!

Students hold up their items in turn and describe them. Other students take it in turns to be the auctioneer. Students bid for the objects. Make sure the prices are low and fair and that everybody is happy with the outcome.

Reading (SB page 78)

1 Ask students to look at the pictures and the titles of the texts on page 79. Check that students understand the words *swap* (exchange), *trash* (rubbish, usually in American English) and *treasure* (valuable things).

Students predict what the texts are about.

2 Students work in pairs. Student A reads *A good swap* and Student B reads *Trash or Treasure?* Students complete the table about their text.

A good swap

Organisation	trade exchanges
Who it is for	businesses worldwide
How it works	members swap goods and services for trade credits, members use credits to buy goods and services from other members
Advantages	businesses can get things they need without cash and don't have to pay interest on bank credit, can help businesses find new customers
Cost	trade exchanges charge a fee for each swap

Trash or treasure?

Group	online groups offering second-hand items for free
Who it is for	anybody who has internet and becomes a member of a group
How it works	people join an online group and post messages offering things for free or asking for particular things
Advantages	you can get things for free; you can find unusual items that are difficult to find in a shop; decreases the amount of rubbish; helps other people
Cost	completely free

Language note

The text uses *credit* to mean both something that can be used as the equivalent of money (*These trade credits can then be used ...*) and money that you borrow from a bank (*... pay interest on credit from a bank*). The second use is common in American English; the British English equivalent would be *loan*.

3 Students tell their partner about their text, using the table from exercise 2 to help them. Point out that students should ask their partner questions if they don't understand or want more information.

4 Discuss with the class what students think of the two systems. Encourage them to say if they have had experience of either of these. Ask what disadvantages there might be in using these systems.

Possible answers

Disadvantages could be:

trade exchange: the services and goods you need might not be available, especially if they are highly specialised; you might collect more credits than you can use if you have a popular service or goods

second hand items: people might take advantage of the service by collecting free goods and then selling them; some people might always take and never offer items

TEACH GLOBAL THINK LOCAL

Reading extra

Focus on the vocabulary in the text.

Ask students to read the text they didn't read in exercise 2 and find words or phrases that mean:

A good swap

to swap things without money (*barter*)

to ask for money (*charge a fee*)

things that cost money (*goods*)

money that you arrange to borrow from a bank (*credit*)

Trash or treasure

already used (*second-hand*)

using things again (*recycling*)

let somebody have something without payment (*give away for free*)

very different from each other (*diverse*)

Grammar (SB page 78)

Underline the relative clauses and elicit that they are used to describe something. Ask why *which* is used here (it refers to *restaurant*) and what other relative pronouns students know. Elicit examples for the others.

Point out that *each swap (that) they organise* is the object of the example sentence, and the pronoun *that* can be left out: *each swap they organise*. This also applies to *which*. Also note that *that* can be used in place of *who* or *which*, more commonly in American English.

Ask students to read the example sentences and the rules and check that everything is clear.

1 Ask students if they know what *local currency* is. Tell students to read the first text, put in the correct relative pronouns and find out. Clarify what a local currency is. Then ask students to complete the other two texts with the correct relative pronouns.

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

2 Asks students to decide which sentences in the texts in exercise 1 contain object pronouns that can be left out. Students rewrite the sentence without the pronouns.

Local currency is money people can pay with in a certain area.
It also has a local currency people use in the local villages.
The currency is part of a project villagers started.

TEACH GLOBAL THINK LOCAL

Extra activity

1 Write these nouns and sentence prompts on the board:

auction, bank, credit, currency, customer, fee, interest, member, owner

It's something / a thing which ...

It's someone / a person who ...

It's a place where ...

Ask students to work in pairs. Student A describes a word to their partner, using relative clauses. Student B guesses their partner's word. Then they swap roles and repeat.

2 Students think of their own words and describe them.

Their partner has to guess them as quickly as possible, eg:

It's something that you wear on your foot. It's made of wool or cotton. (sock)

G Grammar focus

Refer students to the language summary on defining relative clauses on page 144.

You can use exercise 1 on page 145 for:

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

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

Vocabulary (SB page 79)

Language note

Vague language is very common in English when talking about numbers. It can be used to be deliberately vague if somebody doesn't want to give exact information, to round numbers up or down to make comprehension easier or when the speakers simply doesn't know the exact figure.

Note that a *couple of* does not literally mean 'a couple / two' but 'a few'.

The suffix *-ish* is added to round numbers to mean 'about'. It is often used for ages (*He's tall, fiftyish.*) and times (*She coming at two-ish*). To talk about numbers of people or things we usually use *or so* (*I have five hundred books or so*).

Loads of is informal for *a lot of*.

1 Explain that when we refer to numbers or times we don't always give an exact figure. Explain how we use *-ish* and *loads of*.

Students then do the exercise.

- | | |
|----------------------|-------------------------|
| 1 a couple of things | 4 loads of books |
| 2 around two o'clock | 5 about a hundred euros |
| 3 ten minutes or so | 6 thirtyish |

2 Ask students to read through the sentences and check that they understand them. Then ask students to work in pairs and choose three sentences. They take it in turns to ask and answer the sentences using expressions from exercise 1. Ask them to tell the class one thing about their partner.

Speaking (SB page 79)

1 Ask students to find two objects in their bag or pockets that they can use to play a barter game, eg car keys, a packet of tissues, a bar of chocolate, a nail file. Emphasise that this is only a game and students will get their items back!

2 Direct students to the *Useful phrases*. Tell them they are going to try and swap their items for something else. They should describe their objects so they sound really useful and attractive to other students. Students work in small groups and try and swap their objects.

3 Students tell the class if they were able to swap their items and what they swapped them for, or why they didn't swap anything.

Part 2

TEACH GLOBAL
THINK LOCAL

Lead-in

With books closed, write the word *economy* on the board and ask students to brainstorm words and phrases they associate with the economy, eg *money, banks, bankers, stocks, stock market, jobs, products, manufacturing, services, agriculture*.

In multilingual classes, ask students what state their country's economy is in (good, bad, improving, getting worse).

In monolingual classes, talk about the current state of your country's economy in simple terms. Ask how it affects students personally (difficult to get a job, higher taxes, etc).

Write *Supply & Demand* on the board. Elicit what 'supply and demand' is in the economy and what the relationship is between the two (*supply*: what products and services are available; *demand*: how much people want of these products and services; the relationship affects availability and prices.)

Speaking (SB page 80)

1 Check that students understand the meaning of *invest* and *stocks*. Ask them to rank the ideas 1–7, with the best idea being number 1.

2 In pairs, students compare their lists, explaining their reasons. Establish if most students agreed on the best ideas and why / why not. As money can be a sensitive subject, keep the discussion objective.

Listening (SB page 80)

1 Draw a bubble on the board (or ask a student to do this) if students have difficulty in understanding. In monolingual classes, check comprehension by asking students to translate *bubble* in its different meanings.

Elicit what *dotcom* companies are and then what the dotcom bubble was. Do the same with the second question.

In the 1990s the internet developed very quickly. Many people invested money in internet-based ('dotcom') companies and the price of stocks in these companies rose very quickly. The bubble burst because there were too many companies and their stocks were overvalued.

In the first decade of the 21st century, many people became property owners because interest rates were low. The increased demand for housing meant prices increased and demand for property was high. Increased interest rates and unemployment meant that many people had to sell their houses, so supply was higher than demand. This happened in countries all over the world.

2 Ask students if they have heard of Tulipmania. Explain that one of the first economic bubbles focused on the buying and selling of tulips in the Netherlands. Clarify the meaning of each word in the box in words or pictures.

bulb: the part of plant that a flower like a tulip grows from
 guilder: the former currency in the Netherlands
 outstrip: become bigger than something
 trader: somebody who buys and sells something
 profit: the money that you make when you sell something

3  2.16 Play the recording. Students listen and answer the question.

Tulips were a way to show wealth and many people wanted to buy them. But it takes five to ten years to grow a tulip bulb, so demand outstripped supply.

 2.16

In the early 17th century Holland was in its Golden Age. Many Dutch traders had become wealthy through trade with the East Indies. Tulips, which had been introduced to the Netherlands a century before, were a popular way to show people's wealth. Rare bulbs could be sold for hundreds or even thousands of guilders – at a time when the average income was 150 guilders a year.

In the early 1630s tulips started to sell for higher and higher prices as demand for the flowers outstripped supply. A tulip bulb, which only flowers for a few years, takes five to ten years to grow from seed. This meant that the supply of bulbs was limited. In 1636 a special traders' market was created to sell tulips: traders signed contracts in the winter to buy tulips in the summer when the bulb had flowered. They hoped that the bulbs would be more valuable in the summer, so that they could make a profit. More and more traders bought tulips at higher and higher prices.

By February 1637 tulips cost *twenty* times more than in November 1636. One rare tulip was sold for 6,700 guilders, which was enough to buy a big house in Amsterdam. But suddenly buyers refused to pay the prices which the traders asked – and the market crashed. Prices for tulips fell as dramatically as they had risen. The tulip bubble had burst.

Today there is disagreement among economists about how strongly tulipmania actually affected the Dutch economy. But for many, the story of tulipmania remains a popular warning about the dangers of trying to make a quick profit.

4 Ask students to read through the questions and check they have understood them. Play the recording again. Students listen again and choose the correct answers.

1 b 2 c 3 b 4 a 5 a 6 c

5 In pairs, students decide which statement they agree with. Refer them to economic developments in your country if appropriate. Circulate and prompt students who need help.

Extend your vocabulary (SB page 80)

Ask students to read the information about the suffix *-mania*. Then as a class or in groups, brainstorm new *-mania* words and collect them on the board. You could also ask students to look up *mania* on the internet using a search engine and report on the *-mania* words they find there.

Grammar (SB page 81)

Direct students' attention to the example sentences and the relative clauses in bold. Ask students if the sentence still makes sense if the clause in bold is taken out. Compare with a defining relative clause such as *The tulips I bought yesterday are beautiful* where the clause is necessary to understand the sentences.

Explain that these clauses are 'non-defining': they just add extra information. Point out the use of commas which are marked by pauses when reading out the sentences. Ask students to read the rules and check that they understand them.

1 Ask students to read the text about the South Sea Company. Students then complete the text by putting the relative clauses in the correct place.

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

1 c 2 d 3 a 4 b

2 Ask students to read the notes about the bubble economy in Japan. Clarify any difficulties. Ask students to write a paragraph using the notes. They should put the non-essential information in non-defining relative clauses. Ask students to check their paragraph with a partner. They should take it in turns to read out a sentence each, paying attention to pauses before and after the clauses.

The bubble economy years, which were years of great wealth, started around 1985. In Japan, where the interest rate had gone down, many people suddenly had a lot of money. The banks, which had mostly lent money to companies, gave loans to anybody. The Japanese economy, whose share prices had risen dramatically, crashed in 1990.

Grammar focus

Refer students to the language summary non-defining relative clauses on page 144.

You can use exercise 2 on page 145 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.

TEACH GLOBAL
THINK LOCAL

Extra activity

Students play the 'expanding sentences' game. Start off by giving students a simple sentence, eg:

Our town has a famous castle.

Students have to expand the sentence using as many non-defining clauses as they can, by adding one in turn, eg:

Our town, which dates back to the fifteenth century, has a famous castle.

Our town which dates back to the fifteenth century and which is very beautiful, has a famous castle.

Our town which dates back to the fifteenth century and which is very beautiful, has a famous castle, which is very popular with tourists.

Vocabulary and Pronunciation (SB page 81)

1 **2.17** Do the first line of each table with students as an example. In pairs, they complete the two tables as far as possible, leaving a space if necessary. Then play the recording of the words for students to listen and check.

Noun	Adjective
economy	economic
finance	financial
profit	profitable
value	valuable
wealth	wealthy
poverty	poor

Verb	Noun (thing)	Noun (person)
supply	supply	supplier
invest	investment	investor
employ	employment	employer / employee
import	import	importer
produce	product	producer
trade	trade	trader

2 Play the recording for the first table. Students listen to the word stress and repeat. Ask in which words the stress 'jumps' to the next syllable. The stress is noted in the table above. Then play the recording for the second table, pausing after each line. Students say in which lines the stress changes.

Drill the pronunciation of the words in the tables by asking students to say them in different ways: loudly, quietly, sadly, happily, etc.

3 Ask students to choose the correct words to complete the sentences. Students compare with a partner, paying attention to pronunciation.

- | | |
|----------------------------|------------------------|
| 1 employees; economic | 3 Wealthy; poverty |
| 2 trade; import; suppliers | 4 financial; investors |

4 Students work in pairs and discuss whether they agree with the statements in exercise 3 or not, and why.

Part 3

TEACH GLOBAL
THINK LOCAL

Lead-in

Write this sentence on the board and ask students to complete it on a piece of paper with the first words that they think of.

_____ is / are the most important thing(s) in the world.

Make a list of students' ideas and note which were the most popular. Ask students to explain some ideas.

If the lists contain abstract nouns, use these to lead into the first vocabulary activity.

Vocabulary (SB page 82)

Language note

In English, abstract nouns are usually uncountable and used with zero article. They are not used with the definite article as in many other languages.

However, when we define these nouns with a defining relative clause or a noun phrase, then the definite article is used:

Power can be terrible thing.

The power (that) he had over his audience was frightening.

The power in his hands was amazing.

1 **2.18** Play the recording and ask students to complete the abstract nouns. Alternatively, ask students to complete the nouns with vowels as quickly as they can (you can give them a time limit) and then play the recording so that students can check their answers.

In monolingual classes, ask students to translate the words into their own language. In multilingual classes, ask students to check any meanings they are unsure of in a dictionary.

Elicit from students what all these nouns have in common (they are states, feelings and qualities). Explain that these are *abstract* nouns: nouns that have no physical existence, that you cannot touch, taste or smell.

Direct students to the *Language note*. Point out that in English we use abstract nouns without an article unless we are defining the word. In multilingual classes ask if students would use a definite article with these words in their language.

love	wealth
friendship	justice
creativity	power
peace	fear
respect	morality
health	beauty

2 Ask students to choose three of the sentences and complete them with words from exercise 1 to make sentences that are true for them. Students should think about their reasons for this.

3 Ask students to work in pairs and take it in turns to read out their sentences to each other. They should explain why they think this and their partner should say whether they agree or disagree.

Reading (SB page 82)

Background note

Abraham Maslow (1908–1970) was an American psychologist, born to Russian Jewish parents, whose hierarchy of needs was published in his 1943 paper *A Theory of Human Motivation*. While studying psychology at the University of Wisconsin, Maslow witnessed behavioural experiments with baby monkeys. He noticed that the monkeys attended to specific needs in a specific order and used these observations as a basis for his work on the hierarchy.

Today Maslow's theory is used in teacher training, in motivation training in business management, and in marketing as a way of understanding customer needs. Critics of the theory, however, claim it lacks empirical support and say there is no evidence that self-actualisation (realisation of one's full potential) can only take place once basic needs have been met: many famous artists produced outstanding work despite living in poverty, for example. Other critics have pointed out that the hierarchy is not relevant to all cultures as some place a higher value on, for example, social needs.

1  2.19 Explain that students are going to read about a well-known theory of motivation. Ask them to read the first task about the intention of the person writing the text. Clarify the words *criticise*, *convince* and *influential*. Then ask students to read the text *Meeting our demands* on page 83 and answer the question. In full-class feedback ask students why they chose this answer (the text only gives us information, it doesn't contain language that says the theory is good or bad.)

The author's intention is (2) to give information about Maslow's theory of motivation.

2 Direct students' attention to the pyramid. Ask students to read the text again and complete the pyramid with the missing words, using words from the box. Encourage students to use a dictionary to help them.

physiological: food
safety: job security
love and belonging: family
self-actualisation: problem-solving, acceptance

3 Discuss the questions with the class. Prompt the class with further questions. Focus on the idea that the demands of each level need to be met before people can move up. Do we really need to feel love and belonging before we can realise our full potential? (Many highly intelligent or creative people are loners, for example.) Are higher needs more important for some people than basic needs?

Grammar (SB page 83)

1 Elicit from students examples of a countable and an uncountable noun, eg *book* and *water*. Elicit what the differences are between the two and how we use them.

Then ask students, alone or in pairs, to look at the highlighted words in the text and decide if they are countable or uncountable. Encourage students to use a dictionary to help them. You might like to ask students to look up the first word in the text, *motivation*, and ask them whether it is given as C (countable) or U (uncountable).

In feedback after the task, point out that *crime* can be both countable and uncountable depending on the meaning. In the text it is uncountable because it refers to crime in general; *a crime* is a particular activity.

Ask students to look at the *Language note* at the bottom of the page and then give them other examples, eg:

a coffee = a cup of coffee, *coffee* is an unspecified amount
a cake = one cake, *cake* is an unspecified amount or a piece of cake

U: motivation, food, water, sleep, safety, love, belonging, friendship, esteem, respect

C: pyramid, job, family, group, people

U / C: crime

2 Ask students to read the example sentences and complete the rules with *countable*, *uncountable* or both. In feedback, ask students to give examples of the rules. In connection with the rule on the definite article, point out again that uncountable abstract nouns are generally used with zero article.

Second rule: countable

Third rule: uncountable

Fourth rule: countable and uncountable

Fifth rule: countable and uncountable

3 Ask students to complete the sentences with the correct word. Check the answers and refer students back to the rules if necessary. Point out that *weather* is uncountable but in the phrase *in all weathers* it can be used in the plural.

- 1 furniture
- 2 violence
- 3 knowledge
- 4 weather is
- 5 advice
- 6 jokes

TEACH GLOBAL
THINK LOCAL

Extra activity

Look at the completed sentences in exercise 3 and ask students to decide which of Maslow's hierarchy of needs each sentence is about.

furniture: possibly safety, as it is part of having familiar things around us

violence: safety

knowledge: self-actualisation

weather: safety

advice: esteem, or love and belonging

jokes: esteem, or love and belonging

G Grammar focus

Refer students to the language summary on countable and uncountable nouns on page 144.

You can use exercises 3 and 4 on page 145 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 83)

1 Ask students what generally motivates them to do things. Then ask them to think of a particular time when they were motivated to do something and direct them to the list of questions. Students read the questions and think about (or make notes about) their answers. Give them sufficient thinking time to do this.

2 Students work in pairs. They tell their partner their story using the questions in exercise 1 to guide them. When they have heard each other's stories, students discuss if their experiences had anything in common. Invite one or two volunteers to tell the class briefly about their experiences and what (if anything) they had in common.

Part 4

TEACH GLOBAL
THINK LOCAL

Lead-in

Tell students to imagine they can have three personal demands or wishes fulfilled. Ask students to note down what these three things would be.

Students work in pairs. They tell their partner what they wrote and why.

Listening (SB page 84)

Background note

The 'three wishes' joke exists in many variations but the basic sequence is usually the same. A magic being such as a genie or a fairy godmother appears and offers somebody three wishes. The last wish the person expresses undoes the first wish or causes a problem and therefore provides the punch line (the funny ending to the joke).

The joke in the listening is one variation of the joke.

1 Direct students to the pictures on the page. Model the pronunciation of these words. Tell students the pictures represent a well-known joke. Ask them to work in pairs and put the pictures in order to make the story.

Correct order: a, d, f, b, e

2  2.20 Ask students to listen and check the correct order of the pictures. Then ask them to draw speech bubbles for each man and write what each man wishes (answers in bold in the audioscript). Play the recording again if necessary.

Picture c is not needed.

 2.20

OK, there's a desert island and there are three men. They have been there, alone, for a long time. One day, they are walking along the beach and they see a glass bottle. When they open the bottle, there is a loud crash and a genie appears. 'You have three wishes,' says the genie. The men look at each other, and decide to have one wish each.

The first man says to the genie: '**I wish I were back in London with my wife and three children.**' I haven't seen them for ten years.'

The genie snaps his fingers and 'Bang!' the man is back in London in his family home.

It is the second man's turn. He looks at the genie and says 'I've always wanted to see Hollywood. **I wish I could be in Los Angeles right now.**'

The genie snaps his fingers again and bang! the man is standing on Sunset Boulevard.

Now there is only one man left on the island with the genie. The genie looks at the man. The man looks at the genie.

'Well?' asks the genie.

The third man looks around, sighs and says '**I wish my friends were here.**'

TEACH GLOBAL
THINK LOCAL

Mixed ability

Pair stronger students up with a weaker students. The stronger student retells the joke using the pictures and the speech bubbles. The other student listens and decides if the joke sounds right and adds any missing details.

3 Ask students if they thought the joke was funny or if they have heard it before. Ask students who know similar jokes to tell the class.

TEACH GLOBAL
THINK LOCAL

Alternative procedure

If students don't know any similar jokes, tell the class another three wishes joke such as the one below.

A man is walking down the beach and comes across an old bottle. He picks it up, opens it and a genie appears. The genie says 'Thank you. You have three wishes.' The man says 'First, I want a million dollars in a Swiss bank account.' There is a flash of light and a piece of paper with bank account numbers appears in his hand. He continues, 'Next, I want a new sports car.' There is a flash of light again and a bright red sports car appears. He continues, 'Finally, I want women to love me.' There is a flash of light and the man turns into a box of chocolates.

Extend your vocabulary (SB page 84)

Direct students to the vocabulary box. Model the pronunciation of the five words and ask students to repeat, paying attention to word stress.

amusing /əm'ju:ziŋ/

humorous /'hju:mərəs/

comical /'kɒmɪkəl/

hilarious /hɪ'leəriəs/

witty /'wɪti/

Ask students to read the explanations and say which of the words they would describe the joke in the listening with. Then students work in pairs and think of examples of the things given. Ask students to feed back to the class.

Grammar (SB page 85)

1 Direct students to the example sentences. Read out the sentences and emphasise the word in bold. Ask students to read and complete the rules. Then go through the rules with students. Ask students what you would say if you wanted a bigger flat (*I wish / if only I had a bigger flat*) or if you wanted to be better at English (*I wish I were / was better at English*).

First rule: past simple

Second rule: were

2 Direct students to the photos. Ask them to write two captions for each picture using I wish and phrases from the box.

I wish I could afford it.

I wish it / the train wasn't so crowded.

I wish it wasn't so expensive.

I wish I had a car.

I wish I didn't live on the 10th floor.

I wish the building had a lift / there was a lift.

3 Ask students to complete the sentences of the poem with their own ideas. They can be true wishes or they can be humorous. Ask students to read their poem out to a small group. Then invite the group to read out the best or funniest poem to the class.

Grammar focus

Refer students to the language summary on *wish* on page 144.

You can use exercise 5 on page 145 for:

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

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

Pronunciation (SB page 85)

1 Ask students how the letter *i* in *wish* is pronounced: /ɪ/. Then ask students how the letter *i* is pronounced in *child*: /aɪ/. Write the word and the phonetic symbols for both on the board and repeat the sounds.

Ask students to say the words in the box silently to themselves and put them in the correct group according to sound.

Check the answers with the class. Ask if students can think of other words with these sounds. Make two lists on the board.

/ɪ/

dishes

finger

if

lift

swim

think

wish

(others: witty, silly, picture, swim, chicken)

/aɪ/

I

island

might

ride

sigh

tonight

wife

(others: right, smile, light)

2 Direct students to the rhyme and proverb. Model the two. Then drill pronunciation by going quickly round the class: students should read out the rhyme one after the other, with correct pronunciation of the *i* sound. Keep things moving quickly. Then go back the other way round the class with students reading out the proverb. In large classes you can do this in groups instead.

Then discuss with students what the proverb is trying to say and if they agree.

Speaking (SB page 85)

1 Ask students to read the beginnings and endings and match them to make four jokes.

1 a 2 c 3 d 4 b

2 Students work in pairs. They choose three of the questions and discuss them.

TEACH GLOBAL
THINK LOCAL

Homework extra

Students think of a joke they know or ask family or friends, and write it down in English. Or they look for a funny English joke on the internet. Remind students it should be suitable for the English class! Next lesson ask students to tell their joke to the class or a group.

Function globally: making formal phone calls

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

Warm up (SB page 86)

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 86)

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 Phone call 2 (The person the caller wishes to speak to isn't there.)

2

1 F (He wants to make an appointment.)

2 T

3 F (Miguel Hernández wants to speak to Mike Jones.)

4 F (A receptionist answers the phone.)

5 T

6 F (An automated message answers first.)

7 F (He is polite.)

8 T

2.21–2.23

Phone call 1

A: Hello, I'd like to make an appointment with Dr Singh.

B: Just a moment, please ... Erm, He's free this Wednesday at 8.30.

A: 8.30 ... Um, yes, that's fine.

B: Right ... and your name?

A: David STYLES – that's S-T-Y-L-E-S.

B: That's 8.30 on Wednesday, then.

A: Thank you

B: Goodbye.

Phone call 2

A: Good morning, Tyson's Export. May I help you?

B: Hello, this is Miguel Hernández. Could I speak to Mike Jones please?

A: I'm afraid he's in a meeting for the next hour or so. Can I take a message?

B: Could you ask him to call me back please? He has my number.

A: Of course, what was your name again?

B: Miguel Hernández.

A: Miguel Hernández ... Certainly, I'll do that. Thank you for calling.

B: Goodbye.

Phone call 3

A: Hello, this is GLB Bank. If you would like information about a new account please press 1. If you have a query about an existing account, please press 2. Thank you. We are now processing your call. Please hold the line. ... Please hold the line ...

B: Oh, come on ...

C: Hello, Customer Services, David speaking. Sorry to keep you waiting. How can I help you?

B: Hello, I've lost my credit card and I'd like to cancel it.

C: Sorry, I'm afraid I'll have to put you through to another department for that. ... Please hold the line ...

Speaking (SB page 86)

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.

Language focus (SB page 86)

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 A	5 C
2 C	6 A
3 C	7 A
4 A	8 A

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 87)

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 87)

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

1 T

2 F (They have so far had only limited appeal.)

3 T

2 In favour: efficient communication, simpler lingua franca than English, limited vocabulary and grammar

Against: vocabulary is too limited, doesn't solve communication problems which are not related to vocabulary

3

1 a

2 b

Speaking (SB page 87)

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: giving your opinion

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

Reading (SB page 88)

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

Tips:

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

- 1 She agrees in general, although she thinks that it is a complex issue.
- 2 She makes these points:
 - 2 Most people are happy with small pleasures, like a walk in a park, a beautiful sunset, or an evening with a friend.
 - 4 I do not believe that money is the number one priority in life.
 - 5 We need to learn to be satisfied with our lives, whether we are rich or poor.
- 3 Students' own answers.

Writing skills: considering both sides of the argument (SB page 88)

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

Tips:

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

- 1 I do not think: I disagree
I think: In my opinion, In my view.

2

- 1 c
- 2 b
- 3 a

3

- 1 b
- 2 a
- 3 b

Preparing to write (SB page 88)

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 88)

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 89)

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 was / were 4 who 6 had
2 which / that / – 5 where 7 whose
3 which / that
- 1 **some** advice
4 new **furniture**
6 People **need**
2, 3 and 5 are correct

Vocabulary

- 1 about / around 3 or so
2 pair of / couple of 4 about / around 30 / thirtyish
- 1 financial 3 profitable 5 economic
2 traders 4 interest 6 value
- 1 beauty 4 peace 7 justice
2 respect 5 wealth 8 creativity
3 morality 6 power

Speaking (SB page 89)

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 xiii.

Learning word families (SB page 89)

- 1 In pairs, students write down any words they can remember which are in the same family as the words in the box. Write students' words on the board, checking the meaning. Then ask them to read the tip. You could ask students to look up another word in their dictionaries and see how many related words are listed.

Create: creative, creativity, creation
Invest: investment, investor
Produce: product, production, producer
Safe: safety, safely, unsafe
Weath: wealthy

- 2 Look at the dictionary extract with students. Direct students to the abbreviations used after each word and ask students what word class they stand for.

adj = adjective n = noun
adv = adverb v = verb

- 3 Ask students to look up the words in their dictionary and find the phonetic script for each word. Point out that /' / indicates which part of the word is stressed. Give students time to work out the pronunciation and practise saying the words with a partner. Then check pronunciation in whole class feedback. Revise key phonetic symbols.

relate: /rɪ'leɪt/ relative: /'relatɪv/
related: /rɪ'leɪtɪd/ relatively: /'relatɪvli/
relationship: /rɪ'leɪʃənʃɪp/ unrelated: /ʌnrɪ'leɪtɪd/

- 4 Students complete the text using words from the word family in exercise 2. Check the answers with the class.

1 relationship 3 relatively
2 relatives / relations 4 unrelated

- 5 Direct students to the spidergram. They decide which word class each word belongs to and write the correct abbreviation next to it, using dictionaries if necessary. Check answers.

friend: n friendship: n friendliness: n
friendly: adj unfriendly: adv befriend: v

Coursebook

Unit 8	Language	Texts	Communicative skills
Part 1 SB page 90	Grammar <i>would</i> Vocabulary Expressions with <i>lose</i> and <i>lost</i>	Reading <i>Life of Pi</i>	Speaking Describing a picture
Part 2 SB page 92	Grammar Second conditional	Reading <i>Lost in Space</i> Listening Sending objects into space	Speaking A guessing game
Part 3 SB page 94	Vocabulary Expressions with <i>make</i> and <i>do</i> Extend your vocabulary With or without a plan Grammar Third conditional Pronunciation Expressing blame Intonation	Reading <i>Top five inventions and discoveries made by accident</i>	Writing How would your life have been different?
Part 4 SB page 96	Grammar Past modals of deduction Vocabulary Treasure	Reading and Speaking <i>Treasure</i> Listening Bulgaria's Thracian treasures	Speaking Speculating about treasures
Function globally SB page 98	Expressing sympathy Different kinds of difficult situations Roleplaying a conversation with a friend or colleague		
Global voices SB page 99	Listening to people talking about things they have lost or found Language for anecdotes		
Writing SB page 100	An essay Using discourse markers Expressing choices		
Global review SB page 101	Grammar and vocabulary review Extra speaking practice		
Study skills SB page 101	Using your dictionary: learning fixed expressions		

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	Lost Ask students to find descriptions of the six books on the shortlist for the Man Booker prize this year and decide which one(s) you would or wouldn't like to read. Found Ask students to find a news article or watch a news video about treasure that has recently been found, and present it to the class.

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

Books closed. Tell students they are going to be sent to a desert island for an unknown length of time. There is food and water on the island. Students can take a bag with five essential items of their choice. Ask students to make a list of the five items in their bag. Then put students in pairs and ask them to tell their partner about their items.

As a quicker alternative, you could ask students to decide on one item and share this in a group of five or six.

Speaking (SB page 90)

Background note

Pi Patel's family have a zoo in India. Pi grows up with the zoo animals and learns how to take care of them, control them and keep them content. The family decides to move to Canada and they set off on a boat with some of the zoo animals. But the boat sinks and Pi's family and most of the animals are drowned. Pi manages to get into a lifeboat with a tiger, a zebra, an orang-utan and a hyena. The animals fight and eat each other until only Pi and the tiger are left.

Pi catches fish and turtles to feed the tiger and uses his knowledge of animals to control it. Together they spend 227 days at sea until the boat reaches the coast of Mexico.

Tell students to look at the picture with the tiger. Model the pronunciation of *tiger*. Students work in pairs and follow the instructions for the task. In full class feedback, discuss students' ideas but don't give them any information about the book at this stage.

Reading (SB page 90)

1 Direct students to the information about the book and the author. Check students understand the words *shipwrecked* and *lifeboat*. Ask students how they think it is possible to spend 227 days in a boat with a hungry tiger.

Ask students to read the extract, using the glossary to help them, and find out what Pi, the boy in the boat, learns about himself.

Pi finds out that he has a strong will to live and that he will not give up.

2 Read out the lists of words. Students match them to make collocations from the text. Ask students to check their answers by scanning the text for the collocations and reading them in context. Check that students have understood the words.

1 c 2 d 3 a 4 b

3 Ask students to read the questions. Students read the text and answer the questions. Discuss the answers in full class feedback. Then give students the background to the situation in the boat (see *Background note*) and tell them how Pi managed to survive.

- 1 He felt anxious.
- 2 He thought of jumping overboard and swimming away.
- 3 He couldn't swim the long distance to land; he didn't know what he would eat and drink; he couldn't keep the sharks away; he couldn't keep warm; he didn't know which way to go.
- 4 He thought he was going to die.
- 5 He decided to survive and to work hard so that he would not die.

TEACH GLOBAL
THINK LOCAL

Reading extra

Tell students they are Pi. Ask them to write a paragraph in the first person explaining what happened when the boat reached the coast. Explain how they felt and what they did. Students compare paragraphs with a partner.

Grammar (SB page 91)

1 Direct students to the example sentences from the text and the rules about *would*. Students read the rules and choose the correct words to complete them. Check that students understand the word *hypothetical* (not real but possible in certain circumstances) – being in a boat with a tiger is a hypothetical situation for most of us. Ask students what they would do in this situation and elicit answers with *would*.

First rule: future (from the viewpoint of the speaker)
Second rule: unreal (hypothetical)

Discuss the other uses of *would* referred to in the rules. Elicit or give students examples:

advice: *I would do it if I were you.*

offers: *Would you like a drink?*

regular past actions: *When I was a child, I would often go to the zoo.*

polite requests: *I'd like two tickets please.*

Language note

This use of *would* refers to a situation in the past that had not yet happened at the time of speaking, and so was in the future at that time. This is sometimes called the 'future in the past'.

2 Explain that *'d* is the 'contraction', the short form, of *would* and *had*. Ask students to decide if *'d* in sentences 1–7 is short for *would* or *had*. They rewrite the sentences without contractions.

- 1 had
- 2 had
- 3 would
- 4 would
- 5 had
- 6 had
- 7 would

3 Explain that the word *would* is missing from each conversation. Ask students to complete the conversations by adding *would* in the correct place. Point out that shoulders should use contractions where possible. Ask them to compare and check their answers with a partner.

- 1 Would you like tea or coffee?
- 2 Would you like to sit down?
- 3 I wouldn't surprise me.
- 4 I'd get the bigger one.
- 5 We would walk there often when I was a child.

4 Ask students to look at the uses of *would* (a–d) and match them to conversations 1–5 in exercise 3.

- a 4 b 1 c 5 d 3 e 2

Language note

The difference between an offer and a request can be unclear. In some situations, when we appear to be making an offer, we are actually asking someone to do something which is really a request or a polite instruction. In exercise 3 sentence 2, Speaker B is in a position of authority and the other person does not really have the option of saying no.

TEACH GLOBAL
THINK LOCAL

Extra activity

Outline the following situation to the class.

Your boss has requested a meeting with you. He tells you he is going to fire you from your job because you are always late for work. You know that your boss has been involved in some business dealings with a company that uses illegal workers because you received a copy of an email by mistake. You have the email as evidence. With this information you could blackmail your boss to get your job back.

What would you do in this situation? What would your decision depend on?

Grammar focus

Refer students to the language summary on *would* on page 146.

You can use exercise 1 on page 147 for:

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

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

Vocabulary (SB page 91)

1 Ask students to choose the best way to complete the explanation of expressions with *lost*. Students should use dictionaries to help them. When students have completed the task, check that students have understood using concept questions, eg *When do people sometimes lose their mind for a short time? How do they feel? What might have caused this?; In what sort of situation might you have nothing to lose?*

In monolingual classes, discuss how these expressions are translated into your language. In multilingual classes, ask if these expressions can be translated in the students' language using one verb as in English *lose*.

- 1 a 2 b 3 b 4 a 5 b 6 a

2 Students work in pairs and choose one of the tasks. Ask students to feed back to the class.

Part 2

TEACH GLOBAL
THINK LOCAL

Lead-in

Write the following statements on the board.

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

I think there is life on other planets.

If I had the opportunity I would go into space.

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

Reading (SB page 92)

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

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

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

The object is a phonographic disc that was included on the Voyager spacecraft in 1977. It contains sounds and images of life on Earth for life forms on other planets.

3 Students read the text again and explain the significance of the words and phrases in the list.

The disc is twelve inches in size.

President Carter was the American president who sent a message on the disc.

Carl Sagan organised the committee which collected the sounds, images and music.

It could take forty thousand years before Voyager is close to another planetary system.

The greetings on the disc are in fifty-five languages.

4 Ask students if they think the Voyager Golden Record is a good idea and to explain their reasons. They can do this first in pairs or groups and then in class feedback.

Listening (SB page 93)

1  2.24 Direct students to the two questions. Play the recording. Students listen and choose the correct question.

They are answering question 2.

 2.24

- 1 Me? I'd include a picture of a table. A big table covered in food.
- 2 If I could send something into space, I'd send a video of traffic. Lots of cars and how we are polluting our planet.
- 3 I'd include a photo of a group of people together ... a group of people from different races. I'd include that, if they asked me.
- 4 I would include the sound of a computer starting up – it's probably one of the most popular sounds on the planet now.
- 5 If I could put one song into space, it would be *Imagine* by John Lennon.
- 6 Some good photos of ... the planet Earth from space.
- 7 I'd include some images of accidents, like nuclear accidents, so that they don't think it's all good.
- 8 If I could send something into space, I'd send Einstein's famous formula.
- 9 I'd send my old red sock into space, so it can find the other one, which has been missing for years.
- 10 Art by Michaelangelo and by Leonardo Da Vinci. That's what I'd put.
- 11 If they asked me, I'd send a big note that says 'Sorry, we made a mess of this world, can we come to yours?'

2 Play the recording again, pausing after sentence to give students time to take notes. Students listen and note down the objects they hear. Then they work in pairs and compare their lists with their partner. In class feedback, ask students why the speakers said they would include these things or why you think they wanted to include them.

a big table covered in food
a video of traffic and lots of cars
a group of people of different races
the sound of a computer starting up
the song *Imagine* by John Lennon
photos of Earth from space
photos of nuclear accidents
Einstein's famous formula
one old red sock
art by Michaelangelo and Leonardo Da Vinci
a note which says we made a mess of our world

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

TEACH GLOBAL
THINK LOCAL

Alternative procedure

Instead of the pairwork in exercise 3, you could record your own class 'vox pops' of students explaining their ideas and opinions with a camcorder (or with a microphone and recording equipment). Ask students to prepare their answer, making notes if necessary, and then film each student in turn. Afterwards play the vox pops to the class.

Grammar (SB page 93)

1 Direct students to the examples sentences and the rules. Ask them to choose the correct words for the rules. Consolidate the rules by looking at the example sentences more carefully with students: look at the tenses in each clause and point out the use of the comma after the *if* clause.

First rule: unreal (hypothetical), future

Second rule: past

Third rule: main

2 Students make hypothetical sentences beginning with *if*. Remind them to use past simple in the *if* clause and *would* in the main clause. Do the first sentence together with students as an example.

- 1 If I could include a song, it would be *Imagine* by John Lennon.
- 2 If they asked me, I would send a big note that says *Sorry*.
- 3 If I could put something on the Voyager, I would put a video.
- 4 If I had to include an image, it would be an image of a table covered in food.
- 5 If I could do anything, I would go on a space journey.

TEACH GLOBAL
THINK LOCAL

Mixed ability

For weaker students, prepare a version of the exercise with either the first clause or the second clause completed, so that students only focus on one pattern.

3 Before students do this exercise, point out that hypothetical sentences don't always start with the *if* clause: the main clause can sometimes come first, followed by the *if* clause. In this case there is no comma – as in questions 1, 5 and 6. Elicit again from students what tense is used in which clause.

Students complete the questions using the correct tense of the words in brackets.

- 1 How **would you feel** if **the teacher gave** you an exam tomorrow?
- 2 If **you could change** one thing about yourself, what **would you change**?
- 3 If **you didn't have** English class today, what **would you do**?
- 4 If **you won** a lot of money, what **would you buy** first?
- 5 What job **would you choose** if **you had** the chance to do any job in the world?
- 6 Where **would you go** if **you could visit** any country in the world?

4 Ask students to match answers a–f to the questions in exercise 3.

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

G Grammar focus

Refer students to the language summary on the second conditional on page 146.

You can use exercises 2 and 3 on page 147 for:

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

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

Speaking (SB page 93)

1 Students work in small groups of four or five students. Ask students to turn to page 130 and follow the instructions.

One student in each group leaves the room. Then the rest of the group chooses one of the questions from the list on page 130. Each student thinks of an answer similar to those in exercise 4 on page 93: the answer should contain more than one word but not give the question away.

The student comes back into the group, listens to everybody's answers and has to guess the full question without looking at the list.

Groups repeat the activity with different students leaving the group.

Part 3

TEACH GLOBAL
THINK LOCAL

Lead-in

Brainstorm a list of important inventions and discoveries with the class. Then ask students to work in small groups and agree on their top five inventions, ranked from 1–5.

Groups feedback to the class explaining their rankings.

Vocabulary (SB page 94)

Language note

Make usually means 'to create or produce' with emphasis on the result, not the action, eg *make a cake*.

Do usually means to carry out a specific action or activity, eg *do the dishes / the washing up*.

1 Explain that all the nouns are used with either the verb *make* or the verb *do*. Give the students general guidelines for using *make* or *do* (see *Language note*) above. Ask students to decide if the words in the box go with *do* or *make*. Read out the words first to model pronunciation. Tell students to use dictionaries to help them. In feedback check that the meaning of all the phrases is clear.

make: decisions, a difference, a discovery, a mistake, progress, sense

do: an experiment, (somebody) a favour, a job, a test, nothing

2 Students complete the sentences with words from exercise 1. Point out that *make* or *do* is already given in each sentence to help them.

- 1 decisions
- 2 a favour
- 3 nothing
- 4 a job, a difference
- 5 sense

3 Students choose three sentences from exercise 2. Then students work in pairs and tell a partner if the sentences they have chosen are true for them. They should explain why they are true or why not.

TEACH GLOBAL
THINK LOCAL

Extra activity

Ask students to think of other words that go with *make* or *do*. Make a class list on the board and check that the meaning of all words is clear.

Ask students to work in pairs, pick three phrases from the lists and write a short story which includes all three words.

Alternatively, ask students to pick five phrases and make an exercise like exercise 1 for another pair. Two pairs then swap exercises.

Reading (SB page 94)

Background note

Many scientific discoveries and inventions have been made unexpectedly or through good luck. In many cases, accidental discoveries have happened while a scientist was looking for or experimenting with something else.

1 Refer students to the text on page 95. Clarify the title: explain or elicit that *by accident* doesn't mean literally that there was an accident but that it happened unexpectedly, without somebody planning to do this. Ask students to read the text quickly to find the main points. They should decide if they agree with the order of importance of the five discoveries and which discovery is most important in their life. Students then feed back to the class.

2 Ask students to read the text again in more detail and answer the questions.

- 1 sticky notes, cellophane
- 2 penicillin
- 3 penicillin, safety glass
- 4 sticky notes, cellophane
- 5 microwave oven
- 6 safety glass

TEACH GLOBAL
THINK LOCAL

Extra activity

Write this quote on the board from the French scientist Louis Pasteur:

'In the fields of observation chance favours only the prepared mind.'

Discuss what this quote means. (The person who has discovered something accidentally, must know the value of that information and how he or she can use it.)

Prompt students if necessary with these questions.

Can anybody make a scientific discovery totally by chance?

What sort of knowledge must the person who makes the discovery have?

What are the pre-conditions and requirements for a discovery such as the ones in the text?

Extend your vocabulary (SB page 94)

Direct students to the *Extend your vocabulary* box and ask them to read the explanations. Ask students the question and give them a moment's thinking time before they tell the class about their experiences.

Grammar (SB page 94)

Direct students to the first example sentence. Ask *Did Spencer invent the microwave?* (yes) Establish therefore that it is an unreal situation (modern eating habits are not different). Ask *Are we talking about past, present or future?* (past). Elicit the tense of the verb in the *if* clause (past perfect) and the form of the verb in the main clause (*might have* + past participle).

Ask students to read the rules to consolidate.

1 Students complete the sentences. Point out that different answers are possible but students should remember to use the correct form of the verb. In feedback, ask for different possible answers to each question.

- 1 he wouldn't have / might not have discovered penicillin.
- 2 hadn't been singing in church / hadn't lost his bookmarks in church.
- 3 wouldn't have discovered safety glass.
- 4 invented the microwave oven if a chocolate bar hadn't melted in his pocket / when he was testing a magnetron.
- 5 hadn't tried to make a tablecloth that doesn't stain, he wouldn't have invented cellophane.

TEACH GLOBAL
THINK LOCAL

Mixed ability

Exercise 1 is quite challenging. You could put weaker students in groups and give them the answers to exercise 1 on a worksheet as a list of jumbled clauses. They use these to complete the sentences. To make the exercise slightly more challenging, you could add one or two extra clauses.

2 Ask students to imagine how history would have been different without the inventions in the box. Direct them to the examples and ask them to write similar sentences about each of the inventions. Give them a sentence framework to work with:

If ... hadn't been invented, ... wouldn't have ...

Then ask students to work in pairs and compare their ideas.

Grammar focus

Refer students to the language summary on the third conditional on page 146.

You can use exercise 4 on page 147 for:

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

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

Pronunciation (SB page 95)

1 2.25 Read out the situation in the box. Ask students who this person could be speaking to (to their husband, wife or partner; to a flatmate). Then direct students to the excuses in sentences 1 and 2. Ask them to listen to the sentences and note the pronunciation of *would have*: /'wʊdəv/ and *wouldn't have*: /'wʊdəntəv/. Then ask students to listen and repeat.

2 Direct students to the list of situations. Ask students to work in pairs and choose three situations. They should write one or two sentences making excuses for each situation, similar to the excuses in exercise 1.

3 Students read their excuses to the class, paying attention to the pronunciation of *would have* and *wouldn't have*. The class decides who has the best excuse for each situation.

Pronunciation note

Ellision is a common feature of spoken English and weak vowels such as /ə/ may seem to disappear from contracted forms such as *would've* (/ˈwʊdəv/) and *wouldn't've* (/ˈwʊdəntəv/). Students should be able to recognise this even if they do not use it themselves.

Writing (SB page 95)

1 Ask individual students to name a couple of important events in their life. Make a list on the board of useful phrases connected to the events they mention, eg:

My family moved house when I was 12.

I got married.

My son was born.

I was promoted.

Ask students to make a list of the important events in the life. Circulate and help students with vocabulary.

2 Ask students to think what their life would have been like if these things hadn't happened. Direct them to the example. Students write a paragraph describing how their life would have been different. When they have finished, ask them to swap their paragraph with a partner. Their partner should comment on what they read. Write some useful phrases on the board for students to do this, for example:

I didn't know you ...

It's a good job you didn't ...

It would have been a shame / pity if you had / hadn't ...

To finish you could ask students to edit their partner's work, focusing on the correct use of tenses.

Part 4

TEACH GLOBAL
THINK LOCAL

Lead-in

Write these newspaper headlines on the board. Ask students to work in pairs, choose one and write a short news story for a news report.

Rare treasure found in attic

Stolen paintings found in car

Gold jewellery found in field

Students should include:

- What was found? Where?
- Who found it? How?
- How did the items get there?

Ask students to read their stories to the class.

Reading and Speaking (SB page 96)

1 Direct students to the legal definition of *treasure*. Students read it and answer the question. Make sure that students understand the word *buried*.

Ask students if they know what the law is regarding treasure in their country. If your students are from the same country, you could research this beforehand.

It depends on the law of the country. In some countries treasure belongs to the state. In some countries the finder can keep the treasure, and in some places treasure belongs to the landowner.

2 Direct students to the saying in the box and read it out, paying attention to the rhythm and rhyme. Elicit or explain that *weep* means 'cry'. Then ask students to work in pairs and answer the questions. In feedback, clarify the meaning of the saying, if students agree with it and if they have a similar saying in their language. If students express different attitudes about finding valuable items, then discuss these with the class.

The saying means that the person who finds something that belongs to somebody else should be allowed to keep it; it is just hard luck for the person who lost the item.

Listening (SB page 96)

Background note

The Thracians lived in present-day Bulgaria and parts of modern Greece, Romania, Macedonia and Turkey. They were warriors and horsemen who fought as allies of the Trojans against the Greeks in the Trojan War. They were also master goldsmiths.

There are thousands of burial mounds in Bulgaria and many have yet to be excavated by archaeologists. Unfortunately many have been excavated illegally and the treasures looted.

1  2.26 Direct students to the three pictures of treasure and the information bubble. Ask students to read the information as background to the listening. Check that they understand the words *dug* and *archaeologist* (/ɑ:(r)kɪ'blədʒɪst/).

Play the recording. Students listen and match the three treasure collections to the three pictures on page 96. They can note their answers in the first line of the table in exercise 2.

1 b	2 c	3 a
-----	-----	-----

2 Ask students to listen again for more details: when the treasure was found, how it was found and any other details about the treasure. Play the recording. Students listen again and complete the table. Pause after the information about each collection to give students time to complete their notes.

Play the recording a third time if necessary.

In feedback, establish what the three items in the photos are.

Collection 1

Year found: 1924

How found: two brothers were working in their field

Other details: 13 gold objects, cups, dishes, maybe used for religious purposes.

Collection 2

Year found: 1949

How found: workers were digging for clay

Other details: gold tableware, four drinking cups shaped like animal heads; made 3rd century BC, may have belonged to a Thracian king

Collection 3

Year found: 2004

How found: archaeologists notices a woman in a shop wearing an old gold necklace; found by her husband in his field

Other details: 20,000 pieces of gold jewellery from 3000 BC, buried as offerings to the gods.

 2.26

Treasure collection 1

In 1924 two brothers found this treasure when they were working in their field. They found thirteen gold objects: cups and dishes with lids and an object with three almond-shaped dishes. At first the farmers didn't know what they had found and tried to use them as farm tools. Present day experts think that the objects could have been used for religious purposes.

Treasure collection 2

This treasure was found in 1949 when workers were digging to find clay. They discovered a set of gold tableware including four drinking cups shaped like the heads of animals. Archaeologists think that the set was made about the beginning of the third century BC and may have belonged to the Thracian king Seuthes III.

Treasure collection 3

This treasure was discovered in 2004. One day two archaeologists went into a shop and noticed a woman wearing an old gold necklace. Her husband, a farmer, had found it in his field. Over the next three years archaeologists found more than 20,000 pieces of gold jewellery including thousands of small gold rings. The jewellery dates back to the third millennium BC. It is thought that the Thracians must have buried the jewellery as offerings to the gods.

These are only some of the many collections of treasure which have been found in Bulgaria. Unfortunately today many of Bulgaria's valuable treasures are being taken illegally from archaeological sites. They are then taken out of the country or sold quietly to private collectors.

3 Ask students to read the questions and check that they understand them. Students work in pairs and discuss the questions. Students feed back to the class. Ask what important treasures have been found in their country and from what era.

Grammar (SB page 97)

Language note

Past modals of deduction (for example, *He might have gone home*) refer to 'unreal' situations – we don't know whether they happened or not. These shouldn't be confused with past modals which describe real situations, eg *I had to go home, I couldn't go home*.

Look at the first example sentence with the class. Ask *Were the objects were used for religious purposes?* (archaeologists don't know but think it's possible). Then look at the second example. Remind students that the jewellery was buried in a field. Ask *Was it buried in a field?* (archaeologists don't know but they think it was). Explain that these forms are called 'past modals of deduction' and are used to make guesses about the past. Establish how these past modals are formed.

Ask students to read the rules.

1 Direct students to the text about the Winchester Hoard and read out the first sentence. Clarify the meaning of *metal detector*. Ask students to read the rest of the text and complete it using the correct modal verbs. Point out that they should use the context, the

information in other parts of the text, to help them choose the correct verb.

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

- 1 must have buried
- 2 might have been
- 3 must have worn
- 4 may have belonged

2 Ask students to rewrite the conversations using past modals so that the meaning stays the same. Do the first sentence as an example with students if necessary.

- 1 They must have belonged to the man who used to live here.
He might / may / could have wanted to hide them.
- 2 It can't have been cheap.
It must have been for special occasions.
- 3 My mum must have bought this vase in China.
She might / may not have bought it there.

Grammar focus

Refer students to the language summary on past modals of deduction on page 146.

You can use exercise 5 on page 147 for:

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

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

Vocabulary (SB page 97)

1 Read out the words in the box and drill the pronunciation. Check that they understand the headings for the categories. Ask students, in pairs, or on their own, to put the words in the correct category. Point out they can use a dictionary if necessary. Check the answers.

Jewellery: bracelet, brooch, chain, necklace

Containers: bowl, chest, jug, vase

Precious metals and jewels: diamond, gold, platinum, silver

2 Ask students to name the objects for the definitions. You can do this orally, explaining any difficult words (*rectangular, wrist, liquid, pin*) with gestures or examples. Ask questions about jewellery people in the class are wearing: Is anybody wearing a necklace / bracelet? Is it gold / silver? etc.

rectangular container: chest
 colourless stone: diamond
 jewellery worn on wrist: bracelet
 container: jug
 metal: platinum
 jewellery with pin: brooch

TEACH GLOBAL
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Extra activity

Students think of definitions for the other things in the table. Then they work in pairs and tell their partner their definition. Their partner says the right word.

Speaking (SB page 97)

Background note

All the objects shown on the right of the page can be found in the British Museum. They were all found as treasure.

1 Refer students to the six pictures at the right of the page. Tell students they are going to speculate about the function of these objects. Draw their attention to the *Useful phrases*. Students work in pairs and discuss the objects.

2 Ask students to feed back their ideas to the class. Then ask them to turn to page 131 and check their ideas.

For answers see SB page 131.

Function globally: expressing sympathy

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

Warm up (SB page 98)

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 98)

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 picture b | 2 picture a |
| 2 Conversation 1: 3 | Conversation 2: 3 |
| 3 Conversation 1: the other person tries to cheer him up | Conversation 2: the other person expresses sympathy |

2.27-2.28

Conversation 1

- A: What's the matter? Are you all right?
 B: Yes, fine thanks. My computer's just crashed again.
 A: Oh, that's a pain. That's always happening to me.
 B: It's just so annoying ... I've lost an hour's work.
 A: Well, come on, cheer up, it's Friday. Why don't we go for a drink after work?
 B: Um ... why not? Thanks. I'll ring computer support now. Perhaps they can find my document.

Conversation 2

- A: What's wrong?
- B: I've just had a phone call from my sister-in-law. My brother has just been taken to hospital.
- A: Oh, no. I'm really sorry to hear that. What happened?
- B: He was in a car accident on the motorway. Luckily they think he'll be all right.
- A: Oh, that's good. It must have been a terrible shock. Look, can I make you a cup of coffee? Or perhaps you should go home?
- B: No, I'm fine now. A coffee would be good – thanks.
- A: OK, I won't be a minute.

Language focus (SB page 98)

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.

- a 1
b 3
c 2
d 2
e 1
f 4
g 1
h 3

Speaking (SB page 98)

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 99)

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 99)

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

Speaker	Item	Lost or found?
1 Christina	ring	found
2 Muneer	wallet (with money)	found
3 Dot	ring	lost
4 Richard	money	lost
5 Leslie	bracelet	lost

 2.29–2.33**Christina, Germany**

So one evening I went out with my friends and suddenly I saw something blinking on the ground and I was looking after it, but at first I thought it was like the head of a beer bottle but it was a ring, a finger ring with many stones on it.

Muneer, Saudi Arabia

Actually I remember when I was a child I found, in my country of course, I found an amount of money, a bit amount of money inside a wallet and it was in the street and I got it and took it to my mom and told her about it. She said that we shouldn't take something which doesn't belong to us, and yeah, we told ... er we got it to the police and they found the owner of this money.

Dot, Scotland

It was my very last day at work before I left to have a family. When I got home that evening I discovered that a ring which was very precious to me, had lost its stone. I went back to the office to look for it but to this day I was never able to find the stone. I still have the setting for it. One day perhaps someone will buy me a diamond.

Richard, UK

I regularly lose money out my back pocket which is usually sort of £10 or £20 in one hit ... and I usually only ever find 2p or 5p on the floor. That's all I ever find I'm afraid.

Leslie, Switzerland

Umm, I think the most valuable thing I have ever lost was a bracelet and yeah, it was out of silver and I lost it when I was in Disneyland with my friends in Paris and it was absolutely impossible to find it again.

Language focus: language for anecdotes (SB page 99)

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.

 2.34**1**

- 1 one evening
- 2 suddenly
- 3 At first
- 4 It was my very last day
- 5 before
- 6 When I got home
- 7 to this day

2

- 1 one evening; it was ...
- 2 suddenly
- 3 to this day
- 4 when I got home

Speaking (SB page 99)

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: an essay

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

Reading (SB page 100)

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 Some small, personal items, a diary of her personal life and a first-generation computer.
- 2 find out about how people lived in the past; remember their grandmother; gain wisdom; understand what sort of person she was; take care of their possessions
- 3 Students' own answers.

Writing skills: using discourse markers (SB page 100)

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 However
- 2 First of all
- 3 For this reason
- 4 For example
- 5 in this way
- 6 Secondly
- 7 such as
- 8 Moreover

2

Example: for example, such as

Result: for this reason, in this way

First point: firstly

Additional point: secondly, moreover

Contrast: however

3

Possible answers

- 1 they would learn more about their family history.
- 2 I'd put them in a photo album.
- 3 it might also be valuable one day.
- 4 I might put in an old newspaper.
- 5 they might learn how to use it.

Preparing to write (SB page 100)

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 100)

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 101)

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 would you do, had
- 2 could go, would travel
- 3 had known, would have handed
- 4 wouldn't have lost, hadn't crashed
- 5 must have done
- 6 might / must

Vocabulary

- 1 chest: the others are jewellery
- 2 desperately: the others have the same meaning
- 3 jug: the others are metals
- 4 successfully: the others have the same meaning
- 5 a decision: the others are used with *do*
- 6 nothing: the others are used with *make*
- 7 fault: the others make collocations with *lose*

Speaking and Writing (SB page 101)

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.

Using your dictionary: learning fixed expressions (SB page 101)

Direct students to the explanation about fixed expressions. Ask them if they know the meaning of the expressions mentioned.

1 Ask students to read the sentence and choose the best meaning for the expression in bold. Remind them to use the context for help. Ask students why they chose their answer but don't correct at this stage.

2 Students read the dictionary entry and check their answer.

a had the right idea

3 Ask students to work in pairs and decide what the sentences in bold mean. Ask students for their ideas. Then establish what the keyword in each sentence is (*jump*) and ask students to check their ideas in their dictionary. Review the answers in whole class feedback.

- 1 make a decision about something too quickly without knowing all the facts
- 2 to take an opportunity that is offered to you in a very enthusiastic way
- 3 To move in front of people who have been waiting for longer than you have

4 Ask students to look at the sentences carefully and choose the correct word to complete the sentences. Tell them to consider which words would be more logical and why. Ask them for their answers and their ideas about what the expression means. Then ask them to check their ideas in their dictionaries. In feedback check the correct meanings. Then refer students to the study tips at the end of the page.

- 1 in the same **boat**: in the same difficult or unpleasant situation
- 2 feel like a **fish** out of water: be in a situation that you know nothing about or are not used to