

Individual & Society

Coursebook

Unit 1	Language	Texts	Communicative skills
Part 1 SB page 6	Vocabulary Everyday objects Grammar Word order in questions Pronunciation The alphabet	Reading <i>The identity (ID) card</i>	Speaking Describing personal objects Exchanging personal information
Part 2 SB page 8	Vocabulary Describing appearance Extend your vocabulary – <i>look</i> and <i>look like</i> Grammar <i>What</i> and <i>How</i> questions	Reading Identity theft Listening Describing appearance and photo identification	Speaking Describing someone familiar Finding out real and false identities
Part 3 SB page 10	Vocabulary Relationships Extend your vocabulary – <i>in touch</i> Grammar The present simple and frequency adverbs	Reading <i>The six degrees of separation theory</i> Listening Explanation of the theory	Speaking Describing links in relationships and asking questions about family, friends and colleagues
Part 4 SB page 12	Extend your vocabulary – <i>place</i> Grammar The present continuous Pronunciation Linking words	Reading <i>CCTV is watching you</i>	Speaking Expressing opinions about CCTV Comparing what people do with what they are doing now
Function globally	Common social expressions / Social responses Listening to and matching situations and pictures Students roleplay short conversations with suitable responses		
Global English	David Crystal text: <i>Same language but different</i> Students talk about communication differences in language		
Writing	A personal description for a social networking site Joining sentences using conjunctions		
Global review	Grammar and vocabulary review Extra speaking practice		
Study skills	Students evaluate their methods for language learning		

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	Individual – Ask students to find the origins of another everyday object Society – Ask students to choose a place to visit on Google Street View

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

Choose one object that you have in your bag or pockets, but do not show the students. Define this object without using the word, and students have to guess what it is, eg *It's something you use when you have a cold; it's usually white and it's made of paper (tissue)*. Students then do the same in pairs with 3 'secret' objects in their bags or pockets.

Vocabulary (SB page 6)

1 Students work on their own, matching the object described to a word from the box, before comparing answers in pairs.

In feedback, ask students which piece of information they find surprising.

You may like to model and drill the word *chewing gum* (n) /ˈtʃuːwɪŋ ˌɡʌm/ and any other problem words.

- | | |
|----------------|---------------|
| a lipstick | d credit card |
| b mobile phone | e glasses |
| c chewing gum | |

2 Before students start talking to their partner, put these questions on the board for extra discussion:

What sort/brand/type is it?

When and where did you get it?

When/how often do you use it?

Reading (SB page 6)

This is a text containing facts about ID (identity) cards.

1  1.01 Play the recording after the first task or during the second task, as appropriate for your students. Elicit some suggestions about what you can find on an ID card. For this first reading task allow 3–5 minutes.

Tell students that they do not need to worry about new vocabulary at this point. Ask for class feedback.

2 Give students time to read the task and to check any unknown words.

After re-reading the text, let them compare answers in pairs, before class feedback.

- | |
|---|
| 1 to travel to different countries |
| 2 the UK, the US, Canada, Australia, Ireland and New Zealand |
| 3 plastic |
| 4 name, date of birth, address, phone number, nationality, profession, marital status |
| 5 fingerprints, digital images of people's eyes |

3 If your class make-up allows it, put students in mixed nationality groups and let them discuss the points in exercise 3.

To provide more opportunities to talk, ask groups to try to brainstorm two advantages and two disadvantages of having ID cards. Give or elicit an example, eg *you always have to carry it around with you*. Give students five minutes to do this.

(Other possible disadvantages are: *it takes away your privacy; it makes you feel like a statistic; it could lead to identity crime (fraud)*. Possible advantages are: *it can be helpful to the police; it could be useful in an emergency situation; it is smaller to carry than a passport*.)

Ask students to give you their ideas and write them on the board, helping with any difficult vocabulary and taking the opportunity to input and upgrade any other language they need.

Grammar (SB page 7)

1 Your students will have met these forms already, so approach this as a test-teach (They attempt the task without help and then you help them if necessary).

Ask students to work alone on exercise 1, after doing an example together.

Students compare answers in pairs, then take class feedback. At this stage, elicit the grammar rules from the examples, using the board to highlight any relevant points, eg the auxiliary verb *do*, the main verb and the subject.

Then let students read the reminders under **Grammar**.

- | |
|---------------------------------------|
| 1 What do you do? |
| 2 Do you speak any foreign languages? |
| 3 What is your name? |
| 4 What's your phone number? |
| 5 Do you have any children? |
| 6 Where were you born? |
| 7 Where did you go to school? |
| 8 Where do you live? |
| 9 Are you married? |
| 10 What is your date of birth? |

Language note

In British English students may also come across *have got* to express possession (see 5: *Do you have ...?* which could be expressed as *Have you got ...?*). You may find that your students know or ask about this so be prepared to write the forms up if necessary. (See SB Unit 5 page 55).

2 Ask students to match the questions to the topics. These items are very useful as they typically appear on official forms which students may need to fill in.

Explain any items which cause difficulty, eg *education*, *marital status*.

- 1 Profession
- 2 Languages
- 3 Name
- 4 Phone number
- 5 Children
- 6 Place of birth
- 7 Education
- 8 Address
- 9 Marital status
- 10 Date of birth

3 Ask students to choose five questions they would like to ask someone and then do the task in pairs.

Monitor students, helping them with accuracy of form and pronunciation.

Grammar focus

Show students the icon. Write page 132 on the board and ask them to find it. Show students the language summary on word order in questions.

You can use exercises 1 and 2 on page 133 for:

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

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

TEACH GLOBAL
THINK LOCAL

Extra activity

Write four to six answers about yourself on the board, eg 33 (*What's your house number?*); *my husband and daughter* (*Who do you live with?*). Students find the right question (the one in your head) **and** should also use correct English. You need to indicate what the exact problem is when students ask you questions, eg (my husband and daughter) Student: *Who you live with?* You: *That's the right question here, but think about your English.* In the same way, students think of six answers about themselves, which they then show to their partner.

Pronunciation (SB page 7)

1 1.02 This is an important diagnostic activity, to see how students cope with spelling and sounds in English.

Students listen to the recording and write the words as they are spelled.

Monitor as they are listening, and then let students compare answers.

In whole-class feedback, ask different students to spell out the words. You may need to drill individual letters.

- 1 TORRANCE
- 2 JANSSEN
- 3 KENTUCKY

1.02

- 1 Man 1: Sorry, yes. My last name is Torrance. That's TORRANCE.
- 2 Woman 1: I live on Janssen Street. I'll spell that for you: JANSSEN.
- 3 Man 2: Write this down. The name of the state is KENTUCKY. That's Kentucky.

2 Ask students to work in pairs and A spells these words to B. Monitor and assist, as appropriate.

You could also input relevant functional language here. eg:

My last name is Spatola, that's SPATOLA.

My name is Scott, that's S C O double T. That's S for Spain and C for Canada. Have you got that?

3 Ask B students to spell the words to As.

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THINK LOCAL

Extra activity

If students find the pronunciation exercise difficult, ask them to put the letters of the alphabet into sound categories. Cut out a set of letters for each group of three, or simply write the alphabet on the board. Then ask students to group any letters with the same vowel sound. Give two or three examples to start with; if your students need it, also give the 'starter' phonemes for each sound group (see below).

- /eɪ/ a, h, j, k
- /i:/ b, c, d, e, g, p, t, v
- /e/ f, l, m, n, s, x, z
- /aɪ/ i, y
- /əʊ/ o
- /ɑ:/ r
- /u:/ q, u, w

Part 2

Speaking and Vocabulary (SB page 8)

TEACH GLOBAL
THINK LOCAL

Lead-in

Show students a photo of a close friend of yours. If you don't have one, draw a quick sketch on the board. Talk about his/her age, appearance, job, how you met. Spend most time on appearance, particularly how he/she has changed over the time you have been friends. At the end, let students ask questions about him/her.

1 Tell students that they are going to describe a friend or relative.

Students look at exercise 1 on page 8. Give them two minutes to think about what they are going to say.

Students then work in pairs to talk about their respective friends.

If necessary, you could clarify some of the words they are going to practise in exercise 2 beforehand, either visually, eg point to someone with *fair* hair, or with simple explanations, eg *a bald person has no hair*. It is likely that the following words will be new for at least some students: *bald, fair, medium-height, middle-aged, overweight, scar*.

2 Ask students to look at the spidergram with the circles and explain the task. Let students complete it alone, then compare answers in pairs.

Height – tall, medium-height, short

Hair – short, bald, blond, curly, fair, straight, shoulder-length

Skin – dark, fair

Features – moustache, beard, scar, bald

Age – old, in her twenties, middle-aged, young.

Weight – fat, overweight, slim

Pronunciation note

Your students may find some of these words difficult to pronounce, often because the vowel sounds are diphthongs or long sounds: *bald* /ɔ:/, *beard* /ɪə/, *curly* /ɜ:/, *fair* /eə/, *height* /aɪ/, *middle-aged* /eɪ/, *weight* /eɪ/, *scar* /ɑ:/, *shoulder(-length)* /əʊ/, *straight* /eɪ/. You could point out to students that *straight*, *weight* and *aged* all contain the sound /eɪ/ in spite of their different spellings. Drill these words as necessary.

3 Ask students to think of the friend they described in exercise 1 and to circle any words or phrases from exercise 2 which are relevant to him or her.

They should then describe their friend again, to a different partner, using the new words.

Listening (SB page 8)

These are four short conversations between two people discussing photos.

1  1.03–1.06 Let students look at photos a–j in silence for a few seconds. Students listen and choose four photos for the conversations.

- 1 A: Oh, when was this photo taken?
B: That one? Five years ago, I think.
A: Mmmm. It's quite a *good* photo of you.
B: I don't know. I don't think I looked good with that beard.
A: I think you look nice and intelligent.

(photo e)

- 2 A: How's the baby?
B: Oh *great*. Great.
A: It's a 'she', right?
B: Yes, yes. I'll show you a photo. She looks like her father.
A: Oh yeah, bald just like her dad! How old is she?
B: Six months now.
A: She looks really happy. She's got a great smile.

(photo a)

- 3 A: Who's this a photo of?
B: Don't you know? It's Bella!
A: Bella? Oh yes! She looks so different here. How long ago was this?
B: At the end of university.
A: Wow. Her hair was much longer then, and so curly.

(photo j)

- 4 A: What does the suspect look like?
I can't hear you. What does the suspect look like?
B: The suspect is a white, older man.
A: Anything else?
B: Just a second ... yes. He's got grey hair and a moustache.
A: What kind of car does he drive?
B: An old white Volvo.
A: Thanks.

(photo i)

2 Allow students to read the questions first, then to listen again.

Let students compare answers and, if necessary, replay the recording. Take class feedback.

- 1 Yes, she does.
- 2 Six months.
- 3 Her hair is shorter.
- 4 Grey.

3 First model an example to the class yourself. Then students work in pairs to describe the photos.

Extend your vocabulary – look and look like

Use the photographs from SB page 9 to focus on the target language. For example, say *He looks French* (photo i); *He looks like a film star* (photo h). Ask students to identify which photos they think you are referring to, then elicit the language you used onto the board.

Ask students what the difference is between the two forms, highlighting the difference (adjective or noun).

Let them read the rules under **Extend your vocabulary**.

Students then work in pairs to complete the exercise.

- 1 He looks like his father.
- 2 Are you OK? You look tired.
- 3 I look horrible in this photo.
- 4 That chair doesn't look comfortable.

Language note

Students typically muddle these two structures, saying for example: *he looks like angry*, *she like her mother* etc. Translation can be a useful way of getting students to focus on the differences. Ask students to translate the example sentences into their first language, if possible working with a partner sharing the same mother tongue.

Note that in the structure *to look like someone*, the verb *be* can replace *look*, eg *She is like her mother*; *She looks like her mother*. However, *be* can also refer to behaviour or character, eg *She's like her dad, always quick to get angry*.

TEACH GLOBAL
THINK LOCAL

Extra activity

Collect several photos of people from the internet or from magazines (about 6–10). Pass the numbered pictures around the class, with students working in pairs. Give students two minutes to write a mini-description in their notebooks next to each number, using either of the target structures, eg *She looks like a teacher*; *She looks very friendly*. They should also include two facts about appearance, eg *She's got shoulder-length hair*. Stick up the collection of pictures on the board in order, with the numbers written underneath. Give a little extra time if necessary. Then re-group pairs into fours. Students read out their descriptions at random for their listeners to guess which one they are describing.

Grammar (SB page 9)

1 Before reading the text, put the following questions on the board: *What is identity theft? What are typical examples? How do thieves do it? How big is the problem and why? How can you protect yourself?*

Check that students understand the questions, then put them in threes to discuss.

Take whole class feedback. Do not focus on the Grammar section at this point.

Ask students to read the text and fill in the missing questions. In feedback on the task, first check the missing words, then ask students to close their books.

Ask the questions again, and students try to give you the answers to the questions. This allows students to focus on the message, as well as the language. If necessary, let them re-read the text, before re-asking the questions.

- 1 How
- 2 What sort
- 3 How many
- 4 How much
- 5 What kinds

TEACH GLOBAL
THINK LOCAL

Extra activity

If you feel your students would benefit from focusing on the form of the questions, then do so now: the rule regarding the use of an adjective after *how* is useful and also easy to teach. You could put the first two sentences from the grammar box on the board, with the bold words gapped, then elicit the words. Students should think of two more examples for each, in pairs. They can then read the grammar explanation in the box.

2 Let students work on their own initially to complete this task. You could put up the answers on the board, as an alternative to oral feedback.

- 1 What colour are your eyes?
- 2 What colour is your hair?
- 3 How long is your hair?
- 4 What month is your birthday?
- 5 How old are you?
- 6 What street do you live on?
- 7 How tall are you?

TEACH GLOBAL
THINK LOCAL

Mixed ability

To make exercise 2 more pacy, and to suit **stronger students**, ask students to close their books and write down the numbers one to seven. Then read out each example exactly as in exercise 2, only saying each sentence twice. Students write down the correct sentence next to the number, or leave a blank if necessary. They should compare answers before feedback.

Grammar focus

Show students the icon. Write page 132 on the board and ask them to find it. Show students the language summary on *What* and *How* questions.

You can use exercise 1 on page 133 for:

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

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

Speaking (SB page 9)

1 The aim of this speaking activity is to practise the questions from exercise 2.

Give out a piece of paper to each student for exercise 1 and give time to students to write down the three pieces of information. Take in the pieces of paper.

2 Re-distribute the pieces of paper to different students, making sure that everyone has a new identity. Students need to realize that they are now the person on the paper.

3 Model the activity first, pretending to be one of the students. Their aim is to listen and find out who they are, judging from the answers. Put students in pairs.

Most students at this level will find the language relatively easy, but will nevertheless make slips when speaking. Monitor and collect some examples of language errors, to focus on after the activity.

TEACH GLOBAL
THINK LOCAL

Homework extra

If students need additional writing practice, ask them to write a description of one of their friends or family members, including some of the new lexis (SB exercise 2, page 8) and also the *look like* forms.

They should use at least 60 words, including details of their face, hair, height, weight, etc., as well as basic information (name, job, age, nationality, how they know him/her, interests, etc). They can include a photo if they wish!

Part 3

Vocabulary and Listening (SB page 10)

TEACH GLOBAL
THINK LOCAL

Lead-in

Ask students: *How well do you know your classmates?* Write these questions up for students to answer individually: *Who lives very close? Who speaks many languages? Who comes from a large family? Who enjoys learning English? Who's the youngest in the class? Who's a music lover?* Students compare answers in threes. Take open-class feedback and find out the answers!

1 Ask students to select three people from the class that they know something about. Put students in pairs.

Before they start sharing information, elicit some suggested areas to the board, eg *hobbies and interests, where from, travelling to school or work, weekends, pets, home*, etc.

2  1.07 Ask students to look at the picture of Becky and make suggestions about her age, nationality, possible job, interests, personality, etc. This also consolidates the *look like/look + adj* forms.

Ask students to look at the words in the box in exercise 2. Check understanding by asking concept questions eg a concept question for *acquaintance* could be: *This is someone you know, but how well do you know the person?*

Drill the words and elicit where the main stress is: *acquaintance, classmate, colleague, neighbour*.

Point out the four names around the photo of Becky, then play the recording for students to decide on her relationship to them.

 1.07

- Pilar is my Spanish **neighbour**. She's on vacation in Mexico, and I've got her cat and her plants.
- OK, Hans. Hans and I aren't really friends. He's more of an **acquaintance**. He's director of the German department.
- Ken is a **colleague** of mine at the university. He teaches French, and I teach German.
- I take a computer class in the evening. Sofia is my **classmate**.

3 Students read the questions before listening a second time.

- She's on vacation.
- No, she doesn't.
- Yes, she does.
- They are in the same computer class.

4 Provide a model of personal connections yourself, using the board and an oral description. Then tell students that they need to do the same, giving at least four names, as in the Becky diagram.

Give time for students to do this, then tell them to also think about three pieces of information for each of the names they have written.

Let students exchange information in pairs.

Listening and Reading (SB page 10)

This listening explains how the theory works, using the diagram in exercise 2.

1 1.08 Write *The six degrees of separation theory* on the board and ask students if anyone knows anything about it.

Pre-teach the following words: *bind – bound, planet, separate – separate*. Let students listen to and read the extract on page 11.

1.08 See SB page 11

Invite initial reactions to what they have read and point out the picture of the scientific model on page 11, which is a visual representation of the theory.

2 1.09 Tell students what they are going to listen to, instructing them to draw links between the names in the circle (SB page 10).

The theory of Six Degrees of Separation works like this. Imagine you and John are colleagues. John is married to Mary, but you don't know her personally. So you and Mary have one degree of separation. Mary has a sister, Jane. Jane and you have two degrees of separation. Jane's neighbour, let's call him Robert, works for a big hotel in the city centre. You and Robert, Jane's neighbour, have three degrees of separation. Robert doesn't own the hotel. He works for Mr. Smith, the president. You and Mr Smith ... four degrees of separation. Mr Smith, because he's an owner of a big expensive hotel, he's often in touch with important people. He's friends with the Ambassador for example. So you and the Ambassador have five degrees of separation. And well, the Ambassador goes to New York three times a year, and he knows the Secretary General of the United Nations. So, if you make all the right connections it means that you and the Secretary General of the United Nations have six degrees of separation.

3 Tell students to listen again to explain the link between the people in numbers 1–3. Play the recording twice if necessary.

Let students compare answers before class feedback.

- 1 You and John are colleagues.
- 2 Jane and Robert are neighbours.
- 3 Mr Smith is friends with the Ambassador.

4 Let students read the examples first, and think about themselves or people that are close to them. Put students in pairs or threes to discuss whether they think the theory is true and if they can think of personal examples.

Monitor for any interesting points or examples, which you can then discuss later with the whole class. At the end students could also take a vote as to whether they believe the theory is true or not.

TEACH GLOBAL
THINK LOCAL

Extra activity

If your students need extra oral fluency practice, they could change pairs and think of someone well-known they have met, giving details of when and where they met. However, tell students that they can also choose to lie if they wish. Model this activity yourself, eg *I have met ...*. Elicit up to ten questions from students about the encounter. Give convincing answers, even if the initial statement is actually false. At the end the students must decide if you are telling the truth or lying. Then students do the same.

Background note

'Six degrees of separation' refers to the idea that everyone on earth is connected to everyone else by a chain of only six steps, the first step being all the people a person knows, the second step being all the people known by those in the first step, etc. The theory has been developed and adapted by various thinkers and writers from different fields, interested in exploring the idea of human and social interconnectedness. For example, Frigyes Karinthy, a Hungarian author, writing in the 1920s and American psychologist, Stanley Milgram, working in the 1960s, looked into this theory. John Guare's play *Six Degrees of Separation*, helped to popularise the theory. Technology and globalisation has produced a growing sense of social interconnectedness; a sense that the world is getting smaller. Thus, the theory seems particularly pertinent for our times.

Extend your vocabulary – in touch (SB page 10)

Write on the board: *I'm still _____ with a woman I met when I was at university. We phone each other every few months.*

Elicit the missing phrase and elicit any other phrases they know with 'touch'.

Ask individual students to read out the examples in the book (SB page 10) and after each one, ask students to try to paraphrase, eg *He is often in touch with important people: he often meets, emails or phones important people.*

Students then complete the exercise, first alone, then check in pairs.

- 1 in touch with
- 2 not in touch
- 3 keep in touch
- 4 lose touch

Language note

In these phrases with *touch*, *touch* can be replaced with *contact*. Note that in these phrases *touch* is a noun. Students probably already know *touch* as a verb.

Grammar (SB page 11)

Depending on your students, decide whether to remind them of the rules first, before doing exercise 1, or to let them tackle exercise 1 first, before looking at the rules. Students at this level are likely to be familiar with the rules presented, but still make slips, particularly in speech. Generally speaking, a test-teach approach is therefore appropriate.

1 Tell students they are going to read and talk about how people stay in touch.

Dictate the following question: *How often do you use: a) the phone b) texting c) Facebook or other online social networks d) letters?*

Ask students to discuss *when/where/how often* or *how many/who to* with their partner.

They then turn to page 11 and complete the gap fill individually. As they are working, go around and monitor, making a note of any problems.

Students then compare answers in pairs. If the students have made a few slips, let them read the first two grammar rules under **Grammar** (SB page 11) and then re-check exercise 1, before whole class feedback.

TEACH GLOBAL
THINK LOCAL

Mixed ability

Allow students to work in pairs to talk through and possibly show their own online social network. Monitor to check that they are using the present simple for habits and routines.

- | | |
|-----------------|---------|
| 1 keep | 7 takes |
| 2 use | 8 puts |
| 3 has | 9 look |
| 4 is | 10 see |
| 5 doesn't write | 11 send |
| 6 puts | |

2 Students write the sentences out individually, then read the last two rules under **Grammar** (SB page 11). Take whole class feedback.

- 1 Becky talks to her parents on the phone three times a week.
- 2 She is always very friendly with the neighbours.
- 3 She often goes out with her colleagues.
- 4 She uses the internet every day to keep in touch with people.

Grammar focus

Show students the icon. Write page 132 on the board and ask them to find it. Show students the language summary on the present simple and frequency.

You can use exercise 1 on page 133 for:

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

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

Language note

You may want to point out to students that longer adverbs of frequency (expressions), such as *three times a week*, go at the end of the clause or can be placed at the start for emphasis (see also SB page 132).

TEACH GLOBAL
THINK LOCAL

Extra activity

If students need reminding of the present simple, then ask them to quickly re-read the texts and then to close their books. Put the following prompts on the board: *people (keep); people (use); every member (have); Jim (be); he (not write); he (put) and (put); his friends (look); they (send)*. Then students can reconstruct the text, either orally or in writing, depending on students' needs and timing. Students complete this in pairs, then check their sentences with the original text.

Speaking (SB page 11)

Refer students to the relevant pages and give them time to complete the questions on their own first, with you monitoring and assisting. Then put students in pairs to ask and answer the questions.

TEACH GLOBAL
THINK LOCAL

Homework extra

Ask students to find a recent message (emails or similar) that they have sent to friends or family in their first language. Ask them to translate it and then bring it in, for their partner to read. They can add any comments or additional relevant information to help their partners understand the message.

Part 4

TEACH GLOBAL
THINK LOCAL

Lead-in

Write CCTV and some prompts from the text on the board eg *When first used and why/Modern uses/Most common place for CCTV/City with most CCTV cameras* and ask students if they can come up with any information, working in groups of three. Then ask them to check on SB page 12.

Speaking and Reading (SB page 12)

1 Ask students to read and answer the questions individually, writing their opinion for question 3.

Then students work in pairs to discuss the answers to the three questions. Take feedback on exercise 1, but keep it fairly brief.

When discussing point 3 in particular, elicit some possible arguments for or against, but do so succinctly.

The text *Readers' response* (SB page 13) gives members of the public's responses to an earlier article entitled 'CCTV is watching you'.

2 Give students a time limit of about two minutes – you could encourage students to read the first sentence only of each mini text as this is a gist reading.

In feedback, make sure that the genre, audience and context for these texts is clear, to aid understanding.

b letters to a newspaper

3 Ask students to read the texts more closely, and allow more time for them to answer the questions. Pre-teach the word *crime* (n) and *criminal* (n).

- 1 Tatyana Ivanov
- 2 Philip Richards
- 3 Kenneth Thomas
- 4 Rajit Gadh

TEACH GLOBAL
THINK LOCAL

Mixed ability

For stronger readers, you could add extra questions, pre-prepared on a slip of paper, eg *Do they all live in dangerous places? (no – see Martha Klein's letter); How are cameras like or not like security guards? (they protect but are cheaper); Which writers have quite similar opinions? (Richards and Ivanov; Klein and Gadh).*

4 Students work in pairs to find and note down the main arguments in the texts – two for and two against – then decide which they agree with.

In feedback, elicit the arguments to the board. Highlight useful language or collocations, eg *an invasion of our*

privacy, private life, dangerous society, make you feel safe, etc. Ask for any additional suggestions and encourage students to give full answers to the question: *Which arguments do you agree with?*

Refer back to what students wrote in exercise 1 (question 3). Ask students if any of them have changed their opinions.

Two arguments in favour: They make people feel safe; they reduce crime (Philip Richards); they give protection and are cheaper than security guards (Tatyana Ivanov).

Two arguments against: The government is watching us too much and this will extend into other areas of our lives (Rajit Gadh), The government is invading our privacy (Martha Klein).

TEACH GLOBAL
THINK LOCAL

Extra activity

Ask students to write their own letter, in response to the imagined text. You could also make the situation more concrete: *the school/college is thinking of putting up CCTV cameras on the premises*. Students write in to give their reaction.

Extend your vocabulary (SB page 12)

Ensure the students' books are closed. Write the word 'place' on the board to focus students, telling them they are going to look at different expressions with this word. Ask them if they can think of any expressions with this word, prompting them by using the examples given: *The festival _____ (2 words) in October; I felt _____ (3 words) there, I didn't know anybody.*

Students then open their books on page 12 and complete the exercise on their own, before comparing answers in pairs.

- 1 in the first place
- 2 in place of
- 3 all over the place
- 4 a very quiet place
- 5 it's not our place

TEACH GLOBAL
THINK LOCAL

Extra activity

Read out the five complete sentences from the texts containing the target 'place' phrases. Students listen and translate them into their first language, either alone or in pairs if your class is monolingual, writing them down. They then convert these back into English, paying particular attention to the target phrases. When students have checked their own versions with the original, get them to underline the translated 'place' phrases in their mother tongue versions, and to find out how many different words are used for 'place'.

Grammar (SB page 13)

Before doing exercise 1, write the first two example sentences under **Grammar** on the board. Ask students to discuss in pairs why the present continuous is used.

Then refer students to the first two bullet points under the examples on page 13, and ask students to find and underline any other examples of the present continuous in the letters.

Then write on the board:

*My co-workers and I _____ with CCTV cameras.
Personally, I _____ that this is another example of government invasion of our privacy.*

Elicit what the verbs are (*agree* and *believe*, respectively). Ask students why they are in the present simple and not continuous, then refer them to the third bullet point. Elicit examples from the students, eg *I like ice cream*.

1 Tell students they are going to read another letter on CCTV. First give them one minute to read and find out if Lola is for or against CCTV. Do the first example together, eliciting why the present continuous is used and referring back to the grammar explanations.

Students then work alone to complete the task. They compare answers in pairs and should try and explain their choice, if necessary in L1.

- | | |
|--------------------|--------------|
| 1 am looking | 4 need |
| 2 belong | 5 don't like |
| 3 don't understand | |

Language note

The so-called 'stative' or 'state' verbs can often be used in a continuous form as an 'active' or 'event' verb with a change in meaning, eg *I'm having a bath* (*I am in the bath now*) versus *I have a dog* (*I own a dog*). The state verbs such as *own* or *believe* are used to describe something that is generally unchanging; it cannot be broken down into single actions or component parts.

Note that verbs such as *like* and *love* are sometimes used in the continuous form in spoken English, eg *He's really loving the course*.

Many languages show the 'temporariness' or the 'nowness' of the progressive form with adverbials, so they have only one present verb form where English has two. Where appropriate, try to find out in advance more about your students' first language, to help anticipate problem areas and to perhaps use the L1 to focus on concept.

2 Draw a stick figure of yourself on the board, and three other stick figures of people you know, with their names.

Demonstrate the activity, using both tenses, but keeping it natural-sounding, eg *This is my sister who's a nurse. She*

works in a local hospital in Wales, where she lives. She qualified about 3 years ago and she really likes her job. At the moment (look at watch), she's probably looking after the patients.

Students do the same activity, but written down. Monitor and give assistance.

TEACH GLOBAL
THINK LOCAL

Mixed ability

For students who need to see the text, provide a written copy of your model. Let students read it and then re-highlight the use of the two different tenses. Ask students to complete the same task, with your help where appropriate.

3 Put students in pairs and allow them to compare what they have written. Remind students that they need to ask at least one extra question per person described. Be prepared to assist with question forms.

Grammar focus

Show students the icon. Write page 132 on the board and ask them to find it. Show students the language summary on the present continuous.

You can use exercise 1 on page 133 for:

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

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

Pronunciation (SB page 13)

1  1.10 This exercise focuses on contractions. Let students listen to the recording as many times as they wish to count the number of words. Remind them that contractions are made up of two words.

Man: What are you doing? (4 words)

Woman: So, what do you do? (5 words)

Woman: Excuse me, we're trying to work. (7 words)

Man: You're *not* listening. (4 words)

Woman: How's it going? (4 words)

2 Ask students to listen again and write the sentences, while you monitor progress.

In feedback, write the sentences on the board and highlight any linking visually, eg *What are /ə/ you doing?* Drill the sentences, as a class and individually.

3 Put students in pairs and tell them to think of a context for each of the sentences, and a follow-on sentence. Do the first example as a whole class.

Monitor and check students are using the correct present forms. Ask some pairs to demonstrate their dialogues to the class.

Function globally: common social expressions

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

Warm up (SB page 14)

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

Tips:

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

Listening (SB page 14)

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

Tips:

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

1.11–1.14

1

A: Hello.
B: Hello.
A: First time here?
B: Sorry?
A: I said, is this your first time here? At the conference.
B: Yes. Yes.
A: Well, hello. My name's George.
B: Hi George. Nice to meet you.

picture c, situation 1

2

A: Oh, look at the time. It's getting late.
B: What time is it?
A: Eleven o'clock. And I have a class tomorrow.
B: Oh. Well, Ok then.
A: Yes. Thanks for everything.
B: No problem.
A: Goodnight.
B: Bye.

picture d, situation 2

3

A: And this is from me.
B: Aww. Oh my ...
A: It's a dog! Isn't that great?
B: Er, yes. A dog. Thank you very much.
A: You're welcome. Happy Birthday.

picture b, situation 6

4

A: Hello? Oh hi, listen I'm on the train. It's not a good time right now ...
B: Hey!
A: Wait a minute ... Oh, I'm sorry. I didn't see you and ...
B: That's all right.
A: Here, let me help you with your bag.
B: No, it's fine.

picture a, situation 7

Language focus: social expressions (SB page 14)

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

Tips:

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

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

Speaking (SB page 14)

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

Tips:

- There is sometimes a choice of task. Any task involving reading a script will be easier than a task involving making students' own scripts. This gives you flexibility for mixed ability classes.
- Give students time to prepare this activity, and circulate and monitor carefully.
- Correct sensitively, paying particular attention to the target language.
- 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).

TEACH GLOBAL
THINK LOCAL

Pre-reading activity

To help students understand the author's overall point, ask them to first look at the heading 'Same language ...'. Elicit what this means, using questions like: *Do you all speak your first language in the same way? What affects how you speak and what you say?* Try to elicit some ideas from the text, eg age, region, social class. In this way, you prepare students and also clarify words used in the text.

Warm up (SB page 15)

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

Tips:

- Be generous in helping students here with any unknown words in the first task.
- Ask students to relate this task, wherever possible, to similar events or texts in their own lives. This will help them with the reading.
- You may want to give your students an overview of the text before they read, possibly even in their first language. Make it interesting and involving.

Reading (SB page 15)

Aim: to provide students with interesting information about English, and reading exam practice skills.

Tips:

- Be ready to help less confident readers, explaining words or ideas in simpler terms if necessary.
- 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 and reassure them that you do not expect them to understand every word or idea.
- 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.

1 The author mentions differences in geography, social class and technology

2

- 1 true
- 2 false (American English)
- 3 false (U speakers had lunch in the middle of the day)
- 4 false (emails vary from highly formal to highly informal)
- 5 true
- 6 true

Language focus (SB page 15)

Aim: to highlight an interesting or useful aspect of language in the text.

Tips:

- The language focused on here is to raise students' awareness; 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 as different as chalk from cheese (line 2)
- 2 rare (line 14)
- 3 above all (line 16)
- 4 inconceivable (line 17)

Speaking (SB page 15)

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

Tips:

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

TEACH GLOBAL
THINK LOCAL

Extra activity

Students work in threes to guess the meaning of these abbreviations used in emailing (write these on the board). Listen to their ideas, then tell them the answers: TTYL (talk to you later); BFF (best friends forever); BFN (bye for now); g2g (got to go); CUL8R (see you later); NP (no problem). You could get early finishers to make up a couple of their own for English phrases.

Writing a personal description

Reading (SB page 16)

1 Students read the text and choose the best description.

1 b

2 Ask students to compare themselves with Constanza. This task demands a closer re-reading of the text. If students comment on the incorrect language, tell them that this is a real example of a student's writing and that you will look at the language later.

Writing skills: looking for errors in your work (SB page 16)

1 Students work alone to find twelve differences.

I'm twenty years old and single. I was born in Valdivia I am studying journalism at university and I like this course very much.

There are five people in my family We also have a dog called Kalu. My father is a photographer and my mother is a teacher.

In my free time I like swimming, listening to music, and seeing friends. In the future I hope to go to the USA to do a Master's

2 Students should highlight their own mistakes using a coloured pen.

3 To help students answer this question, you could do a mini-survey. Write these adverbs up: *always*, *sometimes* and *hardly ever / never*. Students decide which one applies to checking their own writing. Discuss.

Language focus: joining sentences (SB page 16)

1 Write or project the sentences up on the board one at a time. Have the conjunctions ready, each one on a separate piece of paper at the side, stuck onto the board. Once the students have read the sentence and consulted in pairs, call one student up to the front to stick the correct conjunction into the sentence and to cross out the capital letter of the second sentence, for example:

My sister trained as a teacher, ^{but} She's unemployed at the moment.

Language note

In this sentence, *and* is also possible, eg if the previous utterance was: 'My brother trained as a lawyer, but he's unemployed'. So is also an option here, eg if job prospects for teachers are currently very poor.

- 1 I'm short and slim, and I have long curly black hair.
- 2 My sister trained as a teacher but she's unemployed at the moment.
- 3 I'm thirty years old and I'm married with two children.
- 4 Clodagh isn't a common name, so people often don't know how to spell it.
- 5 I have three sisters, but I don't have any brothers.
- 6 I was born in a small village, so I find living in a big city very strange.

2 This exercise focuses on avoiding unnecessary repetition, known as 'ellipsis'. Students work in pairs to find the unnecessary words in the examples.

- 1 I'm short and slim, and I have long curly black hair.
- 2 My sister trained as a teacher but she's is unemployed at the moment.
- 3 I'm thirty years old and I'm married with two children.
- 4 Clodagh isn't a common name, so people often don't know how to spell it.
- 5 I have three sisters, but I don't have any brothers.
- 6 I was born in a small village, so I find living in a big city very strange.

Language note

In this exercise, the smallest part of the sentence that is ellipsed is the pronoun (or subject). The pronoun can only be omitted if it is the same subject as in the first clause (see example 4: 'people' cannot be ellipsed as it is a different subject). If the auxiliary or the main verbs are the same as in the first clause, these too can be omitted.

Preparing to write (SB page 16)

Remind students to refer back to the corrected Constanza text from earlier, which serves as a model.

For the first category, *Name*, point out the *Writing about names* section. You could read this out to students; personalise it for yourself; then elicit examples from individuals. Give students at least ten minutes to complete this note-taking stage. Strong students could share their ideas in feedback.

Writing (SB page 16)

Timing of a writing exercise such as this can be tricky, as some students need longer than others. Establish a clear, generous time limit at the start, asking the learners how long they think they will need. Give early finishers dictionaries to check their work.

Let students read and check each other's work, considering issues such as spelling, vocabulary and grammar.

Global review

These lessons in *Global* are intended to review some of the language and topics covered in the unit. They follow a similar format.

Grammar and Vocabulary (SB page 17)

Aim: to review the main grammar and vocabulary in the unit.

Tips:

- Students can do these exercises alone or in pairs, in class or at home, depending on their learning style and your teaching situation.
- Ask students to read the questions first to establish the grammar and vocabulary areas which are focused on.
- Encourage students to check their own answers by looking back through the unit.

Grammar 1	Grammar 2
1 Are you	1 'm trying
2 Do you	2 don't know
3 What is / 's	3 doesn't like / is looking
4 What do	4 doesn't speak
5 What colour	
Vocabulary 1	
classmate, colleague, friend, height, neighbour, profession	
Vocabulary 2	
1 He's got short grey hair. He's slim. He's got a moustache.	
2 She's young, with long fair hair.	

Speaking (SB page 17)

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

Tips:

- Before speaking, encourage students to think first about what language they need to focus on from the unit, and a good way to start their conversation.
- Monitor as students are working and note any points for feedback at the end.

Model this activity first. Ask a student to throw a dice and then two stronger students should ask you questions about the person in the box which corresponds to the number thrown. Group students into threes, instructing them to do the same.

Study skills

Being a good language learner (SB page 17)

1 Check language initially, eg *willing* (adj), *take a risk*, *make a mistake*, *organised* (adj), *guess* (v), *notice* (v), *set goals*, *monitor progress*, *review* (v). Put these words up on the board and ask students to find them in the sentences. Then, in pairs, students try to explain the meaning of the words to each other.

Check students' understanding by using concept questions or synonyms / explanations, as appropriate, eg *when or how can a learner take risks in a classroom?*

Students then complete the questionnaire alone.

2 There are some words here which you may need to clarify first, eg (*language learning*) *strategy* (n), *improve* (v), *consistent* (adj). Let students add up their score, read what it means and compare with their partner.

Take class feedback to see what students think of their results and to encourage students to reflect further on their learning strategies, ie *Do you think you are a good learner? Why? Is this a useful questionnaire?*

3 Let students read and think about the first two points on their own. If possible, give examples from your own experience of learning another language. Pairs then discuss the three points.

In whole class feedback, ask students about their ideas in relation to the third point. If students' suggestions are rather vague, eg *you need to set goals when learning vocabulary*, then elicit from students how these can be made more specific, eg *you need to learn 15 new words / phrases every week*.

4 Monitor to check on learners' goals and to see if there are some general areas of weakness for the whole class – if so, think of a teaching strategy to deal with them. For example, if most students state they find it difficult to guess the meaning of a word/phrase, you could target this overtly, eg by providing exercises in deducing meaning from context when reading in future lessons.

UNIT 2 Eating & Drinking

Coursebook			
Unit 2	Language	Texts	Communicative skills
Part 1 SB page 18	Vocabulary Food Extend your vocabulary – <i>taste</i> Grammar Countable / uncountable nouns	Reading <i>Tastes comforting</i>	Speaking Finding out about eating and drinking habits Describing personal 'comfort food' Describing a dish they like
Part 2 SB page 20	Grammar Quantifiers Vocabulary In the kitchen Pronunciation /k/ and /tʃ/	Reading <i>Ten secrets ... from the world's top kitchens</i> Listening Talk on Zao Shen	Speaking Talking about cooking Describing kitchens Discussing cultural beliefs about food / kitchens
Part 3 SB page 22	Vocabulary Containers and drinks Grammar The infinitive	Reading <i>The people behind the drinks</i>	Speaking Talking about kinds of drinks Writing Writing 'rules' for preparing a food or drink
Part 4 SB page 24	Vocabulary The human body Grammar The infinitive of purpose Pronunciation /tə/ and /tu:/	Listening Talk on water and the human body	Speaking Describing purposes of different objects Creating a questionnaire about drinks
Function globally	Eating out Roleplaying situations in restaurants		
Global voices	Listening to people describing dishes associated with home Listing foods and ingredients		
Writing	A description of food and drink Phrases to describe habits		
Global review	Grammar and vocabulary review Extra speaking and writing practice		
Study skills	Students evaluate their language learning over the unit		

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	Eating – Ask students to find a photo of an interesting kitchen and bring it in to talk about Drinking – Ask students to find instructions in English on how to make a favourite drink and bring it to class

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

Put the following words on the board. Ask students to put the food into three groups in terms of their personal preference – food they love; food they quite like; food they can live without. Model (part of) the activity, talking about your personal preferences:

chicken bread local fruit green vegetables chocolate
potatoes exotic fruit pasta cakes rice dishes
pork red meat seafood cheese spicy food

Students can then compare and discuss their preferences in groups of three.

Vocabulary and Speaking (SB page 18)

1 Ask students to look at the words in the box and the diagram below. Do the first example together, eliciting the answer. (*bitter: describing food*).

Students put the other words under the correct headings on the diagram in pairs. Check answers as a whole class and, in feedback, draw students' attention to the schwa sound in *dinner*, *breakfast* and *bitter*: /'dɪnə/, /'brekfəst/, /'bɪtə/. Ask students to listen and say what sound they hear; then repeat. Also drill *salty*: /'sɔ:ltri/.

Food verbs – cook, eat, serve, taste. *snack* is sometimes used as a verb too.

Kinds of meal – breakfast, dinner, lunch, snack.

Describing food – bitter, fresh, salty, spicy, sweet.

2 Ask students to read the questions on their own first, then to circle the five questions they want to ask their partner.

Put students in pairs, then students ask and answer. As students are talking, monitor and highlight food vocabulary which is of interest or which is causing problems. Take note of these for feedback at the end (or on the spot if appropriate).

Also remind students that the present simple is the most natural form to use in these cases (see previous unit): this is because most of the questions relate to habits and routines, as well as likes.

TEACH GLOBAL
THINK LOCAL

Mixed ability

Early finishers can add extra food-related questions of their own.

Reading (SB page 18)

This is a short reading text introducing the concept of comfort food.

1  1.15 Write *Comfort food* on the board. Elicit from students what they think it is, giving or eliciting an example.

Ask students to read the text in three minutes, responding to the question in exercise 1, as you want them to read quickly.

2 Students read again and make a list of information about each kind of food in the text. You may need to clarify some lexis from the text first, eg *childhood* (n), *popular* (adj). Give students time to compare answers in pairs.

When they have finished, allow students to look up any of the ingredients in the dictionary, eg *noodles*, *lentils* and *sauce*. For food items which your students are not likely to know, use the photos in the text or even bring some examples in.

3 Students close their books and tell each other about the four examples of comfort food.

TEACH GLOBAL
THINK LOCAL

Reading extra

If your students would benefit from a closer reading of the text, use these comprehension questions, either dictated or written on the board:

- How old is the word 'comfort food'?
- Are the four comfort dishes similar in any way?
- Which of the four dishes would you like to try?

4 Ask students to think of their two favourite comfort foods and to write them down. Put students into pairs or groups of three and mix nationalities, if possible. Students should find out if there are any similarities between their choices. Students may need to describe the ingredients of their dish, if their listeners are unfamiliar with it.

Take whole class feedback on any points of interest, and use this opportunity to pool useful new food lexis and to upgrade students' language: if students are finding it hard to express themselves, then provide the language they need immediately – this could be lexical (vocabulary), grammatical, or functional.

5 Divide the class into A and B. Ask group A to turn to page 126 and group B to page 128.

Tell them to work with the student next to them and make notes on their text (maximum 20 words), to help them remember it. Students can check their understanding of the text with you and with their partner.

Re-group the class into A and B pairs, and ask them to use their notes to re-tell the information to their new partner.

Extend your vocabulary – taste

Before students read the examples and comments, put the three unfinished sentences on the board and let them try to complete them in pairs (... *has a sweet taste*, etc).

Go around and monitor to see how students are doing. Let students refer to the explanatory comments in this section either in the middle or at the end of this activity, depending on how difficult they are finding it.

Grammar (SB page 19)

As your students are likely to be familiar with this grammar area, approach this as a test-teach, ie look at the grammar rules *after* they have tried the exercise.

1 Assuming that your students are familiar with the terms 'uncountable' and 'countable', write *U* and *C* on the board and model the task: say two of the items in exercise 1 and ask students if they are *C* or *U*. Remind students that before an uncountable noun you cannot say *a* or *an*, but should use *some*.

Students then work in pairs to categorise the items. At the feedback stage, pay attention to pronunciation. The following nouns may need drilling: *casserole*, *chocolate*, *cracker*, *noodle*, *sandwich*, *toast*, *vegetable*. Encourage students if appropriate to pronounce *chocolate* and *vegetable* with just two and three syllables, respectively: /'ʃɒklət/, /'vedʒtəbəl/.

Countable: cracker, lentil, noodle, potato, sandwich, sweet, vegetable

Uncountable: bread, cheese, meat, pasta, toast

Both: casserole, chocolate, steak, pizza

2 Write the three foods *bread*, *chicken soup* and *baklava* on the board. Tell students that these are the comfort foods of the three people in the photos on page 19. Do the first example together, then students work alone, before checking answers in pairs.

Let students read the rules under **Grammar**, making necessary amendments. Monitor and assist, before whole class feedback.

1 some, a.

2 a, any, some.

3 a, -, -.

G Grammar focus

Show students the icon. Write page 134 on the board and ask them to find it. Show students the language summary on countable/uncountable nouns.

You can use exercise 1 on page 135 for:

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

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

Language note

The concept of countability and uncountability is one which exists in many other languages. However, what is countable in one language may be viewed as uncountable in another. The rule about using *some* in affirmative sentences and *any* in negatives and questions is a useful generalisation for students. In actual use, it is not the form which dictates the choice of determiner: the word *any* is used where the amount is 'unrestricted', eg *If there are any problems, call this helpline*. In contrast, *some* has a restricted meaning, eg *We have got some vegetables*.

TEACH GLOBAL
THINK LOCAL

Extra activity

Draw three columns on the board and write *Countable*, *Uncountable* and *Both* as headings. Put students in teams and manage this as a board race, with students in their team-line at the board. Give a different coloured board pen to the first representative from each team and then dictate one food at a time, eg *lettuce*. The students rush up to the board and write the food in the correct column. Each student then passes the board pen to the next team member, so everyone has a go. Possible foods are: *pea*, *beer*, *noodle*, *rice*, *chicken*, *salad*, *lettuce*, *lamb*, *tomato*, *pork chop*, *sausage*, *pasta*, *yoghurt*, *cheese*, *potato*, etc. You could take spelling into account when scoring, eg they get an extra point for correct spelling.

Speaking (SB page 19)

1 Talk students through the ingredients of your favourite dish, who prepares it, when you eat it and why you like it. Then get students to look at the headings in exercise 1, and to think for a moment about which dish they will describe. Then give students time to make notes. Monitor and feed in necessary language. Remind students that they do not have to have exact amounts for the ingredients.

2 Put students into pairs and let them read the example. For fun, before starting, let them make a sketch of their dish. They can hold the paper up to their partner's nose at the start, saying: '*Smell this! Doesn't it smell delicious?*'

TEACH GLOBAL
THINK LOCAL

Homework extra

For homework, students write up their recipe, if possible including a relevant picture (of the finished item or ingredients). These can be displayed on the classroom wall. A recipe is a specific genre with specific layout and linguistic features, so give an example of your recipe, or another. Remind students to avoid just copying a recipe from the internet or a cookery book. If students are interested in cooking and cooking words, remind them that many video clips of people cooking in English are available on the internet, eg do a web search of: *chocolate mousse*, and clips are available.

Part 2

Reading and Speaking (SB page 20)

TEACH GLOBAL
THINK LOCAL

Lead-in

Ask students to look at the photo and to try to imagine life as a chef. In threes, students brainstorm positive and negative aspects of the job, eg + *you can be creative*; – *you often have to work very late*. Elicit an example first. In feedback, find out if any students know a chef, or would like to be one themselves, giving reasons.

- 1 Put students in pairs or small groups and tell students they have at least seven minutes to ask each other the four questions. If they finish early, add the following questions: *What makes a good cook? Are people born to be good cooks, or do they learn? Who are better cooks: women or men?* At the end, take feedback on any points of interest open class.

TEACH GLOBAL
THINK LOCAL

Pre-reading activity

An engaging way to approach this reading is to see if students can first guess any of the answers in threes. Put up about five of the problems or desired results on the board, eg:

- 1 To give soup a beautiful golden colour, ...
- 2 Too much salt in a sauce? (Add)
- 3 Eggs will stay fresh if

After class feedback, students read to find out who was right.

- 2  1.16 Pre-teach *storage* (n). Students then read and listen to the text and put each tip into the correct category, working alone before checking in pairs.

- | | |
|---|---------------|
| a | 1, 2, 5, 7, 9 |
| b | 3, 6 |
| c | 8 |
| d | 4 |
| e | 10 |

3 and 4

Put students into different pairs to discuss these food tips. Students may know other interesting food tips, eg *if you want to get rid of the smell of garlic from your hands, rub your fingers on something made of steel*.

Afterwards, share any useful tips as a whole class. Before giving their tip, students should ask the class: *Do you know how to ...?* Then, if no one knows the answer, they supply it.

TEACH GLOBAL
THINK LOCAL

Homework extra

If students enjoy this topic, get them to find more tips by either asking relatives or friends, or doing a web search using the key words: *tips for the kitchen* or *tips for cleaning* or *tips for storing food*. Ask students to find 5–10 interesting tips and report back next lesson in groups. Why not design a 'Secrets from the kitchen' poster for the classroom?

Grammar (SB page 20)

Ask students to read this section, starting with the examples. Then pairs think of two examples for each one, eg *I only use a little salt in my cooking*; *I use too much butter on my bread*. Encourage students to keep to the topic of food and food preparation.

- 1 Ask students to work individually to match the sentences and meanings. Check answers as a class.

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

- 2 Students work alone to complete the questions. In feedback, ask students why they selected either 'much' or 'many': some students may simply be completing the gap with what sounds better, but you want them to consciously focus on the rule here.

many, much, much, many, much, much

- 3 Ask students to find out how healthy their partner is by choosing four questions to ask. People answering the questions should use the expressions in the box, eg *I drink a little water with my meals but a lot when I am exercising*.

Early finishers can ask all of the questions to their partner. As pairs are working together, monitor for accuracy and note down any problems for feedback.

 Grammar focus

Show students the icon. Write page 134 on the board and ask them to find it. Show students the language summary on a *lot of*, a *little*, etc.

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

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

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

TEACH GLOBAL
THINK LOCAL

Extra activity

Put the prompts below on the board: *stress, sleep, friends, vegetables, exercise, cigarettes, alcohol, leisure*. Tell students they are going to make a questionnaire for you, the teacher, to find out how healthy you are. They can use some of the questions in exercise 2, as well as these prompts and their own ideas. Students should write at least five questions, working in threes. Then they 'interview' you: each group asks one question in turn, and listen to make sure they're not asking the same questions. Then they can give you feedback as to how healthy you are!

Vocabulary and Speaking (SB page 21)

Get students to quickly read the list of kitchen things in the *Useful language* box, and to tick off the things that they have in their kitchens.

1 and 2

Give students the chance to look at the *Useful phrases* box. Elicit examples for each of the three sentences.

Students work in pairs to describe the pictures and the differences between them. Monitor, noting down any problems, particularly with countable and uncountable nouns, for later comment.

TEACH GLOBAL
THINK LOCAL

Mixed ability

For stronger students, you could remind them of the language of comparatives, in relation to countable and uncountable nouns, eg *there are fewer plates in this kitchen; there's less space in this kitchen*.

Pronunciation (SB page 21)

1 **1.17** Introduce this activity by putting the two sounds on the board: /tʃ/ and /k/, and say that you are going to describe or define some words which contain these sounds (anywhere in the word).

Students listen and write down the words if they can, eg *you use it to eat your main meals in many cultures, and it has three sharp points (fork)*. Use the words in exercise 1 under **Pronunciation**, avoiding the word *knife*. This activity provides intensive listening practice. Students compare answers, before checking with exercise 1.

Students work in pairs to group the sounds. You could try to elicit other examples too, eg *kitchen* contains both sounds.

/k/	/tʃ/	Both	Neither
cup	chill	chocolate	knife
quick	watch	picture	
fork			
cloth			
cook			

2 Students listen again and repeat. Afterwards they could try to think of similar examples. Common examples of words with /tʃ/: *cheese, church*. Other examples like 'knife': *knee, knit, knock, know*.

/k/: c, k, ck /tʃ/: ch, tch, t (+ure)

1.17

chill chocolate cloth cook cup fork knife picture
quick watch

Pronunciation note

For some learners, the /tʃ/ sound is quite difficult to say. In particular, the consonant cluster in *picture* /'pɪktʃə/. **For stronger students**, you could introduce some exceptions: a few 'ch' words are not pronounced as a /tʃ/, eg *chemistry* and *chemical*; also *Christmas* and related words like *Christian*; words such as *chef* /ʃef/ or *Chianti* /ki:'jænti/ are French and Italian respectively.

Listening (SB page 21)

1 Students work in pairs to discuss the picture. Ask for some ideas open class.

2 **1.18** Students listen once to answer the questions and then tell you if they need to hear it again.

- 1 Zao Shen is the kitchen god.
- 2 He watches families and tells the other gods if a family is good or bad. He has the power to make families rich or poor. Zao Shen also protects the home from evil spirits.
- 3 In the kitchens of many homes in China, Taiwan and Southeast Asia.

1.18

Zao Shen is the god of the kitchen. He is a figure in Chinese mythology. He watches families and tells the other gods if a family is good or bad. He has the power to make families rich or poor. Zao Shen also protects the home from evil spirits. Many homes in China, Taiwan and Southeast Asia have a picture of Zao Shen in the kitchen.

3 Students from some cultures will find this discussion point easier than others. You could as an alternative discuss the significance of certain foods associated with festivals or celebrations at different times during the year.

Background note

Zao Shen literally translates as *God or Master of the Stove*, (stove is another word for *oven*). Many Taoist Chinese gods are believed to protect the home and the family. Zao Shen plays an important role just before the Chinese New Year, when he reports back to the Emperor of the Heavens on how the family has behaved during the year. Just before New Year, Chinese families give offerings so as to get a positive report. After the report, they are either rewarded or punished.

Part 3

Speaking and Vocabulary (SB page 22)

TEACH GLOBAL
THINK LOCAL

Lead-in

Play the game: *I went to the (super)market and I bought some ... (eg sugar), etc.* You start, saying the one item that you bought. Ask a strong student to go next: they need to first repeat your food item and then add their own item: *I went to the supermarket and I bought some sugar and some juice.* As each student takes their turn, the list gets longer and harder to remember. The last student gets a round of applause, if successful! You can play this at the end of the lesson or as a revision activity, using containers eg *a bag of sugar, a carton of juice, etc.*

- 1 Give students a time limit of two minutes to write down as many phrases as possible from the words in the box.

Hear one or two examples as a whole class and use this opportunity to focus on pronunciation: these phrases provide nice examples of both connected speech and also the schwa, eg *a glass of /əv/ milk*. Drill some examples, then students practise saying the others, first whispering quietly to themselves, then in pairs. Finally, hear some more examples whole class.

TEACH GLOBAL
THINK LOCAL

Mixed ability

For stronger students, you could introduce more challenge by giving additional food container words, eg *jar* (of jam, honey); *tub* (of ice cream, soft cheese), *bag* (of oranges, frozen peas), *packet* (of crisps, cheese), *tube* (of tomato puree or mayonnaise, or toothpaste!), *tin* (of fruit or beans). Show, draw or describe these items to elicit the words; put these on the board and ask students to think of a food item that goes in it. For your less strong students, cut up the container words and some food items, and ask groups of three to match them.

a glass of cola, juice, milk, beer, water, wine
a cup of coffee, tea
a mug of coffee, tea
a bottle of cola, milk, beer, water, wine
a carton of juice, milk
a can of cola, beer

Language note

These food and drink items occur so frequently with their associated container noun, that they are collocations. However, students and teachers should be aware that there are other possibilities dependent on context and culture, eg in some countries you drink a **glass** of tea, and you might give a **cup** of milk to a child. In US English, the word *can* is used in place of *tin* for food.

- 2 Students read the questions quietly and think of their responses for two minutes. Then put students into twos or threes to compare answers.

Listen to some answers and be prepared to input appropriate language, eg for the final question, if appropriate, teach the following: *it depends on* + noun phrase eg *the weather*; or *it depends how/what/who ...* eg *it depends how hot it is*.

Reading (SB page 22)

This reading text gives five mini factual descriptions of different drinks named after people.

- 1 Ask students if they know of any drink named after a person, showing / giving an example such as *Perrier*, or a well-known drink in your culture. Students work in pairs to look at the pictures and identify the drinks but do not read the texts yet.

- 2  1.19 Ask students to read the text and choose the best answer a, b, or c, checking students understand the phrase 'in common'. Give students a relatively short time limit of about three to four minutes. If necessary, clarify *19th century* in feedback, ie the 1800s.

a they are all more than 100 years old.

- 3 Ask students to read the texts in more detail and point out the glossary on page 23 before they complete the sentences. Allow pairs to compare answers before class feedback.

- 1 Guinness
- 2 Perrier and Dom Pérignon
- 3 Cappuccino and Earl Grey Tea
- 4 Earl Grey Tea
- 5 Cappuccino and Dom Pérignon

Background note

'Cappuccino' means 'little hood', which refers to the hoods that the monks wear.

- 4 Ask open class if students have tried any of these drinks. Invite students to comment on whether they like the drinks or not.

TEACH GLOBAL THINK LOCAL

Extra activity

Write these words from the text on the board:

politician	company	brewery	monastery
mineral water	champagne	monk	bottle
Prime Minister	beer	product(s)	bubble(s)

All the words are job or product-related. Students check the meaning with a partner, then try to pair up the words. They can use dictionaries if necessary. Drill the words before taking feedback. **Stronger students** should try to justify their pairings, eg *you find bubbles in champagne*.

Suggested answers:

politician – Prime Minister

company – products

brewery – beer

mineral water – bottle

champagne – bubbles

monk – monastery

Grammar (SB page 23)

This is a fairly straightforward aspect of grammar, so let students complete exercise 1 before reading the comment.

1 As a warm up, ask students to work in pairs to discuss for a minute the best way to make tea. Put any new vocabulary on the board. Students read and complete the extract alone, then check in pairs.

Let students read the comment under **Grammar** before taking whole class feedback.

At the end, elicit the verbs or adjectives which come before *to* in the text. Write these on the board in two columns:

Adjectives using *to*:

(It's) easy important

Verbs using *to*:

need try forget

- 1 (–)
- 2 to
- 3 to
- 4 (–)
- 5 (–)
- 6 to
- 7 to
- 8 (–)
- 9 to

Background note

George Orwell is a famous British writer. He was born in 1903 as Eric Blair in India, but he grew up in England (his mother was the daughter of a tea merchant in India). In his younger days he worked in the police force and also as a teacher; he also lived as a tramp for a while. As an adult he held strong political views as a socialist and democrat. His most famous novels are *Animal Farm* and *1984*, both written in the 1940's. He died from tuberculosis in 1950. As he was pro socialism but anti communism, his books were forbidden in the Soviet Union, but nowadays they have been translated into numerous languages.

2 Encourage students to use the target phrases (see exercise 3) and to write at least five rules. Do not draw attention to the use of the imperative at this point, eg *Don't forget to*, *Try to* etc., unless students are avoiding it in their writing.

3 Partners tell each other their rules. If students are familiar with their partner's topic, they listen to see if they agree with the guidelines.

G Grammar focus

Show students the icon. Write page 134 on the board and ask them to find it. Show students the language summary on the infinitive with *to*.

You can use exercise 1 on page 135 for:

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

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

TEACH GLOBAL THINK LOCAL

Homework extra

Tea is a very popular drink all over the world, not least in the UK, where 165 million cups of tea are drunk every day! If your students are interested in the topic, they should go to the UK Tea Council website: www.tea.co.uk. This site has lots of information on the history of tea, tea and your health, types of tea, etc. Ask students to choose an area that they find interesting, make notes and prepare to report back to a partner next lesson.

Part 4

Vocabulary (SB page 24)

TEACH GLOBAL
THINK LOCAL

Lead-in

Get a confident student to stand at the front of the class. This student will be your model. Write different parts of the body on sticky notes and attach them to the board, eg *leg, shoulder, wrist, forehead, mouth*, etc. Ensure that you leave some of the words out from Exercise 1. Nominate individuals to come up to the board and stick one note on the appropriate part of the body of the 'model'.

1 Challenge students to name as many parts of the body as they can, in two minutes, with books closed.

Ask the pair with the longest list to read theirs out. Students then complete exercise 1 on page 24.

arm, back, ear, elbow, finger, foot, hair, hand, head, knee, leg, nose.

2 This exercise partially checks students' understanding of these words. Do the first example together, then let students check the task in pairs.

I – blood, bone, brain, heart, muscle.
O – nails, skin.

3 Students should be able to see most of the inside body parts in the picture.

As students are completing this task, listen to their pronunciation. Many of the target words are likely to need practice, eg from exercise 1: /ɪə/, /'elbəʊ/ and from exercise 2: /bləd/, /bəʊn/, /breɪn/, /hɑ:t/, /'mʌsl/, /neɪl/. Drill as appropriate.

Listening (SB page 24)

This listening is a formal talk about the biological facts of water, in relation to humans.

1 Focus students on the words at the bottom of the photo of the human body: *50 to 60% water*. Ask for students' response to this.

Introduce the listening: a talk about water. Pairs check their understanding of the words in the box together, then use dictionaries to look up the unknown words.

Double-check their understanding, eg ask a student to show you what 'breathe' is; ask students to name a food which has a lot of 'nutrients', with examples, etc.

Drill the students quickly on these words, so that they will recognise them when listening.

Ask students to predict how water is connected to some of these words, eg *How is water linked to temperature?*

2  **1.20** Students listen and write down the parts of the body. You could tell them that there are six mentioned. Be prepared to re-play the recording or pause it as appropriate.

The body parts mentioned are brain, eyes, blood, skin, bones

 **1.20**

Human beings need water to live. A human being can live for weeks without food, but only a few days without water.

We often hear that our body is two thirds water, but what exactly does water do to help the human body?

Water helps to protect important parts of the body, such as the eyes.

The brain is 75% water.

We also need water to breathe, and to keep our body temperature normal.

Water carries nutrients and oxygen to all parts of the body. Blood is, in fact, 92% water.

In addition, water helps to convert food into energy and removes waste from the body. It is also very good for a person's skin.

Even the bones in our body are made up of 22% water.

The human body gets water not only from water itself but also from other drinks and food. Water is a major part of many foods, particularly fruit and vegetables, which may contain from 85 to 95% water. Because the amount of water we need may change with climate, level of activity, diet and other factors, there is no one recommendation for how much daily water you need to drink. However, adults typically need at least two litres (eight cups) of water a day, from all sources.

3 Ask students to look at the numbers before they listen again. Elicit how these numbers are said, eg *two-thirds, twenty-two per cent*.

Tell students that the numbers are not necessarily in order in the recording. Students listen again. Monitor to see how much students have grasped, and re-play some or all of the recording as necessary.

Human beings can only live **a few days** without water.

Adults typically need at least **two** litres of water a day.

Our body is **two thirds** water.

The bones in our body are made up of **22%** water.

The brain is **75%** water.

Fruits and vegetables may contain from **85 to 95%** water.

Blood is **92%** water.

4 Students discuss how much water they drink in pairs. Take feedback on any points of interest.

Grammar (SB page 24)

Put this first sentence on the board:

Human beings need to drink water to ____. Elicit what the verb might be and why the infinitive is used. Ask students what question it answers. (*Why*).

Students read the point under **Grammar**. If necessary, walk around the classroom, picking up objects to prompt similar responses with *to* + infinitive, asking: *Why do we use this / these?*, eg a pair of glasses (to see better), a board rubber (to rub out what's on the board), etc.

1 Do the first example together. Students work alone to write down the purpose of each object. Monitor here. Then students take it in turns to describe two different items to their partner.

TEACH GLOBAL
THINK LOCAL

Mixed ability

For **stronger students**, before they start exercise 1, cover the phrases in the box. They complete the activity on their own, then compare with the language used in the book.

- | | |
|-------------------------|---------------------------|
| a to water plants | d to purify water |
| b to make ice cubes | e to drink with |
| c to breathe underwater | f to serve drinking water |

TEACH GLOBAL
THINK LOCAL

Extra activity

Put the following lists of words onto separate pieces of paper, A, B and C, making enough copies for your students.

- | A | B | C |
|---------|------------|----------|
| clock | tea | scissors |
| eat | aspirin | pin |
| bicycle | computer | towel |
| glasses | dictionary | socks |

Put students into groups of three A, B and C. Distribute the lists accordingly. They then define their 'secret' words to the other two, using the infinitive of purpose. Give an example or two for the class as a model first, eg *you use this to make yourself smell nice (perfume)*. As students play the game, pay attention to their use of the target language so that you can give feedback later.

2 Sketch picture prompts on the board first, based on the reading *More water facts* – don't worry if your pictures are not very artistic! Space the pictures out: *a shower*, *a toilet* (if this does not offend), *a bag of rice* (marked 1 kg) and *a cow* (marked 1 kg).

Elicit what the pictures mean in relation to water, if possible eliciting and clarifying the appropriate verb (see exercise 2) at the same time.

Finally elicit some ideas regarding the amount of water needed, eg *how much water do you use when you have a shower?*

Students read the text and complete it, first on their own. In feedback, ask students which piece of information is the most surprising.

- 1 to have
- 2 to flush
- 3 to grow
- 4 to produce
- 5 to provide

TEACH GLOBAL
THINK LOCAL

Extra activity

Ask students to look at the last line of the *More water facts* text. Ask them how they feel about this. Count up the number of students in the classroom and relate it to the figures '1 in 6 people' worldwide. Students discuss the following in groups of three.

- 1 *There is an international charity called 'Water Aid'. How exactly do you think this helps people?*
- 2 *How many countries do you think it works in? (17)*
- 3 *If you could have only half the amount of water that you use daily, how would you cut down? Think of some practical ideas.*

Students can also do a web search, with 'Water Aid' as key words.

3 Do the first example together as a model. Students work in pairs to think of as many alternatives as possible in six minutes.

To extend the activity, you could also add the following examples on the board:

Why do people go on holiday? / Why do people go in their gardens? / Why do people read (magazines)? / Why do people wear make-up?

Grammar focus

Show students the icon. Write page 134 on the board and ask them to find it. Show students the language summary on the infinitive of purpose.

You can use exercise 1 on page 135 for:

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

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

Language note

Sometimes students' answers will sound slightly more natural with *because* rather than *to*, eg *Why do people learn English? Because they have to* or *To get a better job*. The *because* clause gives a reason, but the *to* clause gives a purpose.

Pronunciation (SB page 25)

1  **1.21** Ask students how to pronounce these before they listen, writing the examples on the board. They then listen to check.

1.21

It's too cold. /tu:/

You need to drink more water. /tə/

Language note

You may need to remind students of the difference between *too* and *very*. You can say *It's too hot in here* and *It's very hot in here*, but the meaning is not the same. In the first example, there is an idea of negativity, which is 'more than I need or like'.

- 2**  **1.22** Ask students what they know about Tunisia. Elicit 'desert', then tell students they are going to listen to a short story. Let them just listen initially to find out what happened, books closed. Then students can listen again and read, paying attention to pronunciation. Finally, let students read aloud the story to each other, paying particular attention to the target sounds.



1.22 see Student's Book page 25.

Pronunciation note

To is usually pronounced in its weak form, but it is pronounced /tu:/ in short answers ending in *to*, eg *You can't go. But I want to!* It is also pronounced in the strong form when followed by a vowel, eg *I went to /tu:/ a shop.*

Speaking (SB page 25)

- 1** Give students two minutes to think of the complete questions in their heads, before checking the question formation as a whole class.
- 2** Task **A** is easier than **B** so if you allow students to make the choice, bear in mind that timing might be an issue (task **A** will be considerably shorter). If students are doing **B**, make sure you monitor as they are writing the questionnaire, to ensure that they are asking (reasonably) accurate questions. Consider pairings carefully, eg put a stronger student with a less strong one.

TEACH GLOBAL
THINK LOCAL

Mixed ability

For stronger students, you could get them to look more closely at the different uses of *to* and *too* in this example story. Give these headings, including the word class, if appropriate to your learners: 1 (an adverb) to show that someone or something is the same / also; 2 (an adverb) more than enough; 3 with a question word; 4 purpose; 5 (a preposition) before a noun. Students can then work in pairs to solve the puzzle.

too hot = 2, *hungry too* = 1, *to buy* = 4, *how to ask* = 3, *to pay* = 4, *spoke to the owner* = 5, *gave it to me* = 5, *oranges too* = 1

Function globally: eating out

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

Warm up (SB page 26)

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

Tips:

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

Listening (SB page 26)

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

Tips:

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

1 1.23-1.25

- A: Good evening.
B: Hello. It's a table for two, please. We've got a reservation.
A: Name?
B: Moore, that's M, double O R E.
A: Ah, yes. Just this way.
A: Now, what would you like to order?
C: I'll have the fish.
B: Just a minute. I haven't seen everything on the menu yet.
C: Sorry, then can we have another minute to decide?
A: Of course.
(picture c)
- A: Here you go. Anything to drink?
B: Sorry, I think there's a mistake here. I wanted a hamburger, not a hot dog.
A: OK, sorry. Just a minute. One hamburger please.
B: Thanks.
A: Anything to drink?
B: Er, a diet Coke, please.
A: Small, medium or large?
A: Small please. (picture d)
- A: More coffee?
B: No thanks, I'm fine.
A: Did you enjoy your breakfast?
B: It was lovely, thanks.

- A: Good.
B: Could I have the bill?
A: You have to pay over there for the buffet service.
B: Sorry, where?
A: Over there, next to the plants and the exit sign.
B: Oh, I see it. Thanks again.
A: You're welcome. (picture a)

2

- The reservation is for two people under the name Moore.
The man is ready to order.
- The man ordered a hamburger, not a hot dog.
He has a small drink.
- No, she doesn't.
Next to the plants and the exit sign.

Language focus: eating out (SB page 26)

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

Tips:

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

1 and 2

1.26

- What would you like to order?
- I think there's a mistake here. C
- Could I have the bill? C
- Did you enjoy your meal?
- Small, medium or large?
- We've got a reservation. C
- You have to pay over there.
- It was lovely, thanks. C
- A table for two, please. C

Speaking (SB page 26)

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

Tips:

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

Global voices

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

Warm up (SB page 27)

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

Tips:

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

1

- | | |
|------------|--------------------|
| 1 lamb | 4 candy and sweets |
| 2 kebab | 5 fry and boil |
| 3 beetroot | |

Listening (SB page 27)

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

Tips:

- The first time students 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".
- Pause after each speaker on the second listening, and don't be afraid to re-play the whole thing if students appear to need it.
- Students can read the audioscript at the back of the book if you / they wish.
- Try to avoid hunting for specific pronunciation or language errors. In real world communication not everyone speaks perfect English all the time, not even native speakers.

1 and 2

- | | |
|-------------------|-----------------------|
| 1 Iran – kebab | 4 Germany – schnitzel |
| 2 Italy – pizza | 5 US – candy |
| 3 Russia – borsch | 6 Spain – tortilla |

- | | |
|----------------------|---------------------|
| 3 Mo, Iran: e | Marlies, Germany: f |
| Gianfranco, Italy: c | Matt, US: d |
| Elena, Russia: a | Sonia, Spain: b |

1.27–1.32

Typical traditional Persian food. It consists of rice and minced lamb, kebabs and chickens and dried fruit.

Pizza. Of course not Pizza Hut but Napoli pizza. Yes, pizza, lasagne and pasta.

Borsch – it's very interesting – it's like a salad. But it's boiled in water, I don't know ... with beetroot, with onion, potato, with meat, or maybe with chicken, or maybe with turkey. Yeah, and it's very tasty really.

A schnitzel dish. It's kind of a meat, it's fried and you most often have it with French fries and salad or potato salad which is rather typical of German food again.

Candy makes me think of home. There are certain candy brands that whenever I see them they remind me of my childhood and they remind me of growing up in the United States.

Spanish tortilla makes me think of home and that's a very typical answer but I think it is a very simple dish which is made from eggs and potatoes and it's made like any other tortilla.

Language focus: listing ingredients

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

Tips:

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

1 a 2 a 3 b 4 b

Speaking (SB page 27)

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

Tips:

- The speaking tasks here are slightly more open to allow for students to explore the subject. Give them time to do this.
- If students are working in pairs, circulate and monitor. Make notes of incorrect language use to correct afterwards (or in a future class).

Writing: a description of food and drink

Reading (SB page 28)

Tell the students they are going to listen to a student's description of his country's food and eating habits.

Students listen with books closed and guess which country is being described. Read the text aloud (when you read, omit the words 'Brazil' and 'São Paulo'). Students give suggestions. Students should then work in pairs to re-tell anything they remember from the text.

1 Students read for gist. Give them two minutes to put a title with each paragraph.

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

2 Ask students to complete the sentences individually, then compare their answers in pairs before whole class feedback.

- | | |
|------------|----------------------|
| 1 three | 4 coffee and beer |
| 2 lunch | 5 varied / delicious |
| 3 feijoada | |

For early finishers, add some extra questions, eg *Is the food the same all over Brazil? What's the difference between lunch and dinner? Do Brazilians have a healthy diet?*

Language focus: describing habits (SB page 28)

1 Ask students to find and underline any examples in Gustavo's description of ways to talk about habits. Then read out the examples in exercise 1.

2 Students work alone to complete sentences 1–6. Monitor, referring back to the examples, to improve accuracy, as appropriate.

- | | |
|--------------------|------------------------------|
| 1 tend/like | 4 normally/generally/usually |
| 2 common/customary | 5 common/customary |
| 3 tend/like | 6 normally/generally/usually |

Language note

These three ways of talking about habits are different in form. We can use adverbs (*normally, generally, usually*), which typically come before the main verb, except for the verb 'be' when they follow it; we can use verbs (*like* or *tend*, followed by *to*); we can use adjectives (*customary* or *common*) in 'it is' clauses. You might find it useful to point out the different grammatical forms to students.

Writing skills: using commas (SB page 28)

Read out the examples, to demonstrate that the comma is the written equivalent of the pause. Students read the two examples aloud in pairs, focusing on intonation and pausing.

1 Students find more examples on their own, before comparing answers in pairs.

For breakfast, we usually have coffee with milk.
We also like to eat fruits such as bananas, papaya, melon or watermelon.
We generally eat a portion of beans and rice with beef, chicken or fish and salad.
for breakfast, at work, in restaurants, and so on.
Here in São Paulo, we like to eat "feijoada".
In the north of Brazil, people eat a lot of fish.
In the south, it is common to have barbecues.
In Minas Gerais, cheese bread is a speciality.
In Bahia, the food is very spicy and hot.
On special occasions or for celebrations, we drink caipirinha.

2 For variety, write sentences 1–3 on the board. Students practise saying them in pairs, then individuals come up to the board to add commas.

- | |
|---|
| 1 In China, typical dishes are rice, noodles and dumplings. |
| 2 Noodles are made with flour, eggs and water. |
| 3 For breakfast, people tend to have coffee, bread and jam. |

Preparing to write (SB page 28)

1 Inform students of the genre / audience that they are going to be writing for: a class magazine. Let them take notes on their own, using the paragraph titles to help.

2 Put students in same nationality pairs or threes if possible to discuss and make further notes together. Refer them to the bullet points for describing meals and dishes.

Writing (SB page 28)

This could be done at home or in class, alone or in pairs. Refer them to Gustavo's model. Encourage students to do at least two drafts. At the first draft stage, comment on: accuracy of grammar / vocabulary; organisation; overall clarity. Encourage students to use a computer for the final draft, where possible, and relevant visuals. The descriptions could form a class display, or a magazine-type booklet.

Global review

These lessons in *Global* are intended to review some of the language and topics covered in the unit. They follow a similar format.

Grammar and Vocabulary (SB page 29)

Aim: to review the main grammar and vocabulary in the unit.

Tips:

- Students can do these exercises alone or in pairs, in class or at home, depending on their learning style and your teaching situation.
- Ask students to read the questions first to establish the grammar and vocabulary areas which are focused on.
- Encourage students to check their own answers by looking back through the unit.

Grammar

- 1 I need to get more sleep.
- 2 English people drink a lot of tea.
- 3 You drink too much coffee.
- 4 I use a coffee machine to make my coffee.
- 5 How many biscuits do you want?
- 6 Could I have a little sugar in my tea, please?
- 7 *Correct*
- 8 I have too few eggs to make a cake.
- 9 Don't forget to buy some noodles.
- 10 *Correct*

Vocabulary

- | | |
|--------------|-------------|
| 1 carton | 6 finger |
| 2 mug | 7 knee |
| 3 frying pan | 8 bone |
| 4 knife | 9 vegetable |
| 5 sink | 10 serve |

Speaking and Writing (SB page 29)

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

Tips:

- Before speaking, encourage students to think first about what language they need to focus on from the unit, and a good way to start their conversation.
- Before they do the writing practice, ask students to either make notes or discuss ideas with a partner to activate useful language.
- Monitor as students are working and note any points for feedback at the end.

Study skills

Evaluating your language learning (SB page 29)

1 Give students a few minutes to re-familiarise themselves with the unit. Then students can discuss in pairs what they found easy or difficult and perhaps what they liked or didn't.

2 Clarify the words 'accurately' and 'confidently'. Do the first example together: *I can describe my eating and drinking habits*, eliciting responses from two different students. This exercise encourages students to start evaluating their own language, and developing self-awareness. It marks a shift in thinking, from letting the teacher do all the assessing, to the students themselves.

3 Let students compare their answers. It would be useful to take in, note down or take whole class feedback on any areas of difficulty which are widely felt in the group, for further work. At this stage, also get students to reflect on the purpose of this exercise in terms of their learning.

4 Students read Stefan's own evaluation and underline phrases about ability, having elicited the first example together. In feedback, board the different ways, drawing attention to issues of form: *I'm quite / not good at ... (noun)*; *I find it difficult to ... (verb)*; *I need to ... (verb)*; *I need more practice in ... (noun)*. Elicit real examples from individuals, using the target language.

5 Give students time to think about their own language ability under the areas given. If necessary, your students may make notes. Students should think of at least one suggestion for each area, before listening to their partner. Remind students how to give suggestions, eg *you should ...*; *it's a good idea to ...*; *it's important to / that you ...*. Pair up students to discuss.

Finally, listen to some of the suggestions together: this is a good way to increase students' knowledge of available strategies, as well as to focus on accuracy of language.

6 As this is a reflective and personal task, let students work alone in class or at home. Depending on students' previous learning experience, be prepared to give rationale for this activity. Ask students to give concrete examples or details, where possible: most students tend to write quite general comments at this level and usually need training in this aspect.

Coursebook			
Unit 3	Language	Texts	Communicative skills
Part 1 SB page 30	Vocabulary Works of art Extend your vocabulary – <i>discover</i>	Reading <i>Discovered!</i>	Speaking Describing different art forms Talking about art / important objects
Part 2 SB page 32	Grammar Past simple and past continuous Vocabulary Furniture Pronunciation Past simple regular verbs	Reading <i>The picture of Dorian Gray</i>	Speaking Describing furniture Retelling stories Writing Reading and writing opening sentences for a short story
Part 3 SB page 34	Vocabulary Audio and video equipment and instructions Extend your vocabulary – describing decades Grammar <i>Used to</i> Pronunciation <i>Used to</i> and sentence stress	Listening Lecture on the history of sound recording	Speaking Talking about kinds of music and listening habits Discussing situations in the past Writing Writing instructions for using music equipment
Part 4 SB page 36	Vocabulary Feelings Extend your vocabulary – <i>just</i>	Listening Talk on music in film and TV Reading <i>High Fidelity</i>	Speaking Students connect music with feelings and images
Function globally	Agreeing and disagreeing Listening to opinions about films Students identify and talk about kinds of film		
Global English	David Crystal text: <i>The power of music</i> Students talk about nursery rhymes and early musical experiences		
Writing	A review of a concert Using adjectives and conjunctions		
Global review	Grammar and vocabulary review Extra speaking and writing practice		
Study skills	Students arrange conversation partners for practising English		

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	Art – Ask students to find examples of Oscar Wilde's wittiest quotes and bring them to class Music – Ask students to visit Andy Price's Sound and Images website to hear more examples of his work

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

Write out pairs of art and artists, eg *Michelangelo + David; da Vinci + Mona Lisa; Monet + Bridge over a pond of waterlilies; Van Gogh + Vase with Flowers*, etc. (one or two can be the same as from Part 1). Put these onto small pieces of paper and give each student either a piece of art or an artist. Students mingle and find their matching partner. At the end, hear the pairs and elicit any information students know about the artist / the work of art. Students remain with their new partner for at least part of the lesson.

Vocabulary and Speaking (SB page 30)

1 Students match the words to pictures, either individually or in small groups, if they need to pool their knowledge.

Early finishers can predict how to say them, marking the word stress: all of them have the stress on the first syllable (except for /self 'pɔ:trət/). Drill the new words, chorally and individually.

- a cave art
- b statue
- c sculpture
- d sketch
- e old manuscript
- f painting
- g self-portrait
- h photograph

Pronunciation note

Several of these words contain consonant clusters which may cause difficulties for students, eg *manuscript*, /'mæn.jʊskript/; *sculpture*, /'skʌlptʃə/; *sketch*, /sketʃ/; *statue* /'stætʃu:/.

2 Tell students that they are going to describe the pictures in pairs in English.

Students read the *Useful phrases* box before listening to you give a model description, using one of the pictures, eg (d) *This picture looks as if it's been drawn in pencil. It shows five faces, of young people. Most of them are girls, apart from the one in the bottom right-hand corner who looks like a young boy. The faces look thoughtful, and are not looking at the artist. It looks as if this picture was drawn from the artist's imagination, but the faces look real. This painting looks European, though one of the faces is Asian. It's probably from the 20th century. I quite like this picture as the faces are beautiful and quite peaceful. There's something romantic about it.*

The model is longer and more detailed than what students will produce, but provides ideas.

Students look at the pictures for two minutes and write down some notes in their **first** language to stimulate ideas, working if possible with a partner with the same mother tongue.

Students then change pairs and talk about two or more pictures each.

TEACH GLOBAL
THINK LOCAL

Extra activity

If your students are particularly interested in art, you could give them some extra fluency practice by asking them to rate the pictures in order of preference, giving reasons, working in threes.

Reading (SB page 30)

The text describes how four well-known pieces of art were discovered in strange and unexpected circumstances.

1  1.33 Write the text heading on the board: *Discovered! True stories of how valuable works of art were found in unexpected places.* Tell them they are about to read about some very interesting 'finds' or 'discoveries' of important pieces of art. Elicit the meaning of *valuable* (adj) /'væl.jubl/ and *unexpected* (adj) /ʌnɪks'pektɪd/.

Give them two minutes to complete the skim reading task: matching each text to a picture. Play the recording and check answers as they listen.

- In a field b
- Under a street c
- On a wall f
- At a market e

2 Refer students to the glossary (SB page 31) and check these words as appropriate, eg *What can you buy at a flea market? Have you been to one? Where?*

Students complete the sentences alone, then compare answers before whole class feedback. At the end, ask students which discovery they are most surprised by, and why. Also ask if students know of similar stories.

- 1 Aphrodite the goddess of love
- 2 the Louvre, France
- 3 electrical cables
- 4 the Museum of the Great Temple in Mexico
- 5 a reproduction of a Vincent Van Gogh
- 6 1.4 million dollars
- 7 a flea market
- 8 wooden picture frame

Extend your vocabulary – discover (SB page 30)

Write the word *discover* on the board, and elicit the word class (*verb*). Elicit other words belonging to this word family, giving prompts, eg *noun? adjective?* Students then complete the exercise in pairs.

TEACH GLOBAL THINK LOCAL Mixed ability

Stronger students can write two more gapped sentences using the same word family, as in the examples. They can read these out or put them on the board at the end, for other students to complete.

- 1 discovery
- 2 discover
- 3 discovered
- 4 undiscovered

TEACH GLOBAL THINK LOCAL Extra activity

The texts contain several natural examples of referencing. Write these sentences on the board or OHP. Students should try to complete these sentences without looking at the texts.

In 1820 a **Greek peasant** was working in his field when _____ found several blocks of stone.

In 1978, **workers** were putting down electrical cables when _____ discovered a huge sculpture.

A couple from the USA asked **an art dealer** to look at a painting in their home. While he was walking through the house, _____ dealer saw **a different painting** ... On March 10, 1991, _____ painting sold for \$1.4 million.

Elicit suggestions to the board, writing in the missing words in a different colour. Students check in their books if necessary. Students are likely to find the last point the most interesting, the change from 'a' (general) to 'the' (specific). Draw coloured arrows in each example, showing how the referencing works, eg in the first example:

In 1820 a Greek peasant was working in his field when he found ...

There is a focus on articles in Unit 10.

Speaking (SB page 30)

Give students time to decide which task they want to do, and then to think about what to say. Consider whether your students would benefit from a model from you.

If they choose **A**, they can draw a little sketch of the item first. This will help to focus them – it does not matter how artistic students are! Students should give as much detail as possible, so set a minimum time limit, which you can choose together with the students, eg 1–2 minutes.

Monitor as students are talking in their pairs, and take notes. Give feedback later on any points of interest, as well as relevant language points.

Part 2

Speaking (SB page 32)

TEACH GLOBAL THINK LOCAL Lead-in

Tell students their task is to interrupt you as many times as possible with questions, to stop you from finishing the description of your day, within three minutes. Start like this: *At the weekend / On my last day off, I got up early and decided to go to an art gallery. I sometimes really feel the need to see some art. As a child I used to paint. Anyway, I had a big breakfast, and then took the bus to the gallery* and so on. The students interrupt you with questions, eg: *What time did you get up exactly? Which art gallery did you go to? What kind of art did you like as a child?* etc. Students then do the same in threes, with one person talking and two interrupting.

1 Let students look quickly again at the pictures on pages 30 and 31, for one minute. Students read the unfinished sentences in exercise 1 in pairs, and try to continue them orally; they work in pairs to recall any information at all about the separate discoveries. All of these sentences contain the past continuous.

2 Ask students to check their memories with the texts themselves.

Grammar (SB page 32)

1 Ask students to work alone to put the verbs into the past simple. They can refer back to the texts to check.

arrived, asked, bought, discovered, found, got, paid, saw, sold, took

2 Let students put the verbs into two categories, and check answers on the board.

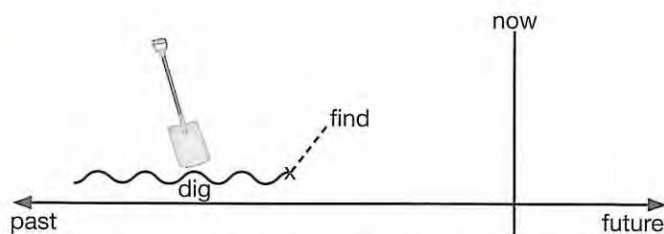
Draw two columns, headed 'Regular' and 'Irregular'. Then call out the verbs (and extra ones, such as: *be, go, drink, eat, wear*) to individual students, for them to write in the appropriate column.

Regular – arrived, asked, discovered,

Irregular – bought, found, got, paid, saw, sold, took

Ask individuals to read out the three example sentences. Ask students which of the examples are **not** the past simple, eliciting them to the board: *Yorgos was working in his field when he found ...; While he was walking ..., the dealer saw ...*. Elicit the name of the tense, and if possible why it is used.

Draw a time-line on the board and ask concept questions, eg *Why did Yorgos stop digging?* (because he found some stone blocks). *What's the main information in the sentence?* (He found some stone blocks). *Which is the 'background' information?* (He was working).



Yorgos was digging in the field when he found some blocks of stone.

Finally, ask students to read and find at least two more examples of the past continuous in the text *Discovered!* Ask them where they found most of the examples: *in the beginning, middle or end of each text?* (Most are at the start as they give background information).

Language note

Be aware that some students will find the past continuous form difficult to use actively. However, it's important to expose students to spoken and written examples of it in use at this level.

The continuous aspect is used to show what is happening at a particular time:

I can't talk now, I'm washing my hair (right now, at this point in time)

I couldn't talk this morning, because I was washing my hair. (just then, at that point in time).

These actions are / were in progress at this / that point in time. For this reason, when telling a story the past continuous (or past progressive) is often used to set the scene for an activity that interrupted it. The progressive aspect is often shown by words such as 'while' or 'when', eg *When/while he was working in the garden, he found some gold coins* OR *He was working in the garden when he found some gold coins.*

In many languages, the progressive aspect does not exist as a verb form and the 'progressiveness' is conveyed via the context, or via adverbials which mean 'at the point when' or 'while'.

3 Ask students to look at the three mini pictures in the text. Tell them they will find out about three more discoveries, and use the visuals to elicit what these were.

Students work individually on the grammar task. Monitor carefully as students are doing this activity, to see how difficult students find the differentiation task between past simple or past continuous. Students compare answers in pairs.

In whole-class feedback, ask students why they have selected which tense, and if necessary, help by using time-lines and concept questions such as: *Which is the background information in the example? What was the main event in the story? Which verb forms are used?*

- 1 were digging
- 2 discovered
- 3 were
- 4 found
- 5 was looking
- 6 was
- 7 put
- 8 visited
- 9 were examining
- 10 saw
- 11 identified

Grammar focus

Show students the icon. Write page 136 on the board and ask them to find it. Show students the language summary on past simple and past continuous.

You can use exercises 1 and 2 on page 137 for:

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

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

TEACH GLOBAL THINK LOCAL Extra activity

Ask students to complete these sentences in threes.

Encourage them to be as imaginative as possible, doing the first one together. Students can keep to the topic of discoveries, or let their imaginations run!

- 1 60 year old Freddie Smith was walking his dog one day when ...
- 2 The two young girls were working in their school garden when ...
- 3 While he was clearing out his cellar ...
- 4 ... when she discovered a huge dinosaur bone.

Monitor and assist with language as necessary. Take feedback at the end. Give praise, particularly for the most interesting sentence completions.

Vocabulary (SB page 32)

1 Before students talk about the picture in pairs, check their pronunciation, in particular: *curtain* /'kɜ:t(ə)n/; *carpet* /'kɑ:pɪt/; *mirror* /'mɪrə/.

Students look closely at the picture and tell their partners what sort of person lives in this house. Give the following prompts orally to students: *age, nationality, job, sex, likes / dislikes.*

armchair; carpet; coffee table; curtains; lamp; shelf; sofa; wall; window.

TEACH GLOBAL
THINK LOCAL

Extra activity

For stronger students, before starting exercise 2, you could put the following adjectives on the board or on a handout:
modern; fashionable; antique; valuable; fancy patterned; plain; unusual; comfortable

Clarify any words as necessary and drill. Then students complete exercise 2, trying to use at least three of these adjectives.

2 Pair students. You could add the following prompts randomly over the board, to help students to provide more details of each item they talk about in the pair chat:
What does it look like? Where did you get it? How long have you had it? What are your feelings about it? What would you like to change about it?

Reading (SB page 33)

1 **1.34** The text is an extract from the novel *The Picture of Dorian Gray*. Tell students they are going to both listen to and read a part of a novel by Oscar Wilde. Students first look at the picture of Wilde, and at the cover of the book, then read the information on Wilde. Ask students open class: *Is Wilde still alive? What did he write?* Introduce the book: it is a novel about a young man called Dorian Gray who is not a very nice person. He has a portrait of himself in his house, which he likes to look at. Clarify 'portrait'. Students read and listen.

1.34 See Student's Book page 33

TEACH GLOBAL
THINK LOCAL

Mixed ability

Most students will benefit from re-hearing / reading the text. If you feel students still need further guidance to help them understand the text, set these questions:

Cross out the *incorrect* option.

- 1 The painting was:
 - a) on the wall b) in the library c) in the bedroom
 - 2 The painting was:
 - a) of Dorian b) of Basil c) different
 - 3 The face in the painting was:
 - a) beautiful b) cruel c) unkind
 - 4 Dorian wanted:
 - a) to stay young b) the painting to grow old c) to grow old
- 1c 2b 3a 4c

The picture was growing old instead of Dorian.

2 Students read the questions in exercise 2. Before discussing, ask students to write down some short answers on their own. Monitor and assist where appropriate.

TEACH GLOBAL
THINK LOCAL

Extra activity

Tell students that by the end of the novel Dorian's portrait – his real self – is very ugly, not just old. Then students discuss the following points in threes.

- 1) *Can you usually 'know' a person from their face?, ie tell if they are kind or unkind?*
- 2) *Is it better to be good 'inside', or to have a beautiful appearance? Is physical appearance important at all?*
- 3) *How do men and women try to stay young and beautiful these days? Do you think this desire is more common these days than before? Why?*

Background note

Oscar Wilde is better known for his plays, and this was his only published novel, completed in 1891. Dorian begins the novel as a beautiful, likeable young man, but he quickly changes, becoming very cruel and increasingly single-minded. He effectively exchanges his soul for beauty, and therefore loses all sense of morality and pursues a life driven purely by his ego. By the end of the novel, although he keeps his handsome, youthful appearance, Dorian loves no one but himself, and has even murdered to get what he wants. He finally destroys his portrait in a rage, and in doing so, kills himself and assumes his real age.

Pronunciation (SB page 33)

1 **1.35** If you think your students are able, they should try to complete exercise 1 before listening.

- 1 decided – yes
- 2 walked – no
- 3 stopped – no
- 4 looked – no
- 5 opened – no
- 6 remembered – no

1.35

- 1 Dorian decided to go to bed.
- 2 He walked along the hall.
- 3 Suddenly Dorian stopped.
- 4 The painting looked different.
- 5 Quickly, Dorian opened the curtains.
- 6 He remembered his exact words.

Language note

When the infinitive ends in these unvoiced consonant sounds, eg /k/, /ʃ/, /p/, /t/, /s/ then the past simple ending is pronounced /t/, eg *push*, *pick*. If it ends in a /t/ or /d/ sound, then the past simple ending is pronounced /ɪd/, eg *pat*, *nod*. If it ends in /m/, /n/, /l/, /v/ or a (semi)vowel sound, then the past simple ending is pronounced /d/, eg *sigh*, *climb*, *marry*.

2 Model and drill the students, as appropriate.

3 Let students i) first whisper the verbs quietly to themselves, ii) check the pronunciation as a whole class, iii) say them to each other (one infinitive each in turn, with their partner saying the past simple form in response), iv) repeat the activity with a different partner, but this time faster.

At the end, ask students to think of other verbs which fall into each of the three categories, asking students to write up their examples on the board in three circles: /t/; /d/; /d/.

Writing (SB page 33)

1 Ask different individuals to read out the opening lines of the four stories and pause after each one for students to think.

2 Put students in pairs. If your students need support in terms of ideas, take one of the examples from exercise 1 and elicit suggestions of how to continue. Write up the first line, then the next three sentences of this story as a class.

Students choose their opening line and start to write in pairs (or alone, if students prefer). Give a time limit of about four minutes and monitor to see if they need extra time.

3 Ask students to swap stories with another person or pair, if they are comfortable doing this. Tell them to continue the new story with an additional three sentences, but not finish it.

Students then return the story to the original writers who can conclude their story. Students pass the completed stories around, for all to read. Take these stories in, and use them for diagnostic work.

TEACH GLOBAL
THINK LOCAL

Extra activity

For less strong or less imaginative students, give them the option of writing about something more tangible. Ask them to look back at the texts on p 31 and 32. Students work alone or in pairs to choose one of the stories, and to write it as a diary entry, in the first person. They should imagine that they are the 'discoverer', filling in their diary. Start them off as follows: *Today was an amazing day, which I will never forget. It started quite normally. I ...*

Part 3

Speaking (SB page 34)

TEACH GLOBAL
THINK LOCAL

Lead-in

You could bring in different examples of music that you particularly like. Play a sample of each one, eliciting responses from students: *What kind of music is it? Do you like it? Why/why not?* Tell students why you like each one. Inform students that they will get a chance to talk about their own taste in music later (Speaking exercise 3).

1 Write the following prompts on the board: *instruments, people and jobs, place, sound, your feelings*.

Ask students to work individually to find differences between the pictures, and to look at the *Useful language* and *Useful phrases*, clarifying any vocabulary if necessary. Give an example yourself, then let students make notes.

2 Put students in pairs to compare differences, then ask for a few examples from different pairs for class feedback.

3 Put students into different pairs. If students know each other reasonably well, ask them to predict their partner's answers to the questions.

Students then check in pairs to see if their predictions were right.

Vocabulary (SB page 34)

1 Elicit from students where one can see these signs, to establish the context. Then students work alone to unscramble them.

2  1.36 Ask students to listen and check their answers, and repeat after the recording.

 1.36

- 1 play
- 2 rewind
- 3 fast forward
- 4 stop
- 5 pause
- 6 eject

3 Students work alone initially to match the words to the pictures. They compare answers and answer the question. You could also add: *How often do you use X? Where do you keep it?*

audio cassette g	MP3 player b
CD c	record f
DVD player d	record player e
headphones h	video cassette a

4  **1.37** Students complete the gap fill individually, before listening to check.

1.37

Right, to use this DVD player, first you **plug** it in here. To turn it **on**, just press this **button**. Now press eject and put the disc in the tray. Close the tray and press play to **watch** the film. To turn **up** the volume, use this button. If it's too loud, turn **down** the volume with this button. And, to turn it **off**, press here.

5 Students write instructions in pairs.

TEACH GLOBAL
THINK LOCAL

Mixed ability

If students find this difficult, encourage them to talk about a CD player as this description will be very similar to the model text.

Monitor as they are writing, referring them to the model for relevant points of grammar, eg zero *if* clauses; use of the imperative; infinitive of purpose.

TEACH GLOBAL
THINK LOCAL

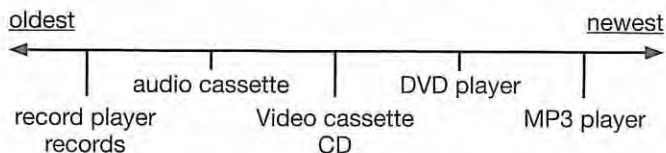
Extra activity

Students change partners so that they are working with someone with a different item. Students first tell their partner what the object is, then they give oral instructions. For each separate instruction that they hear, the listening partner mimes the action, to demonstrate understanding. Then partners swap roles.

Listening and Writing (SB page 35)

This listening is a lecture about the history of sound recording.

1 At the start, ask students to discuss the order of the music gadgets, then to arrange them from oldest to newest on the board on a cline: put pictures of the items on card; get visuals from the internet, or simply write out the words for students to come up with the order. Make sure that students agree on the final order.



2  **1.38** Students listen to check their predictions. Note that not all the words in Vocabulary Exercise 3 are mentioned.

record; record player or gramophone; audio cassette; video cassette; CD; MP3 player (missing words: DVD player and headphones)

1.38

In 1877, Thomas Edison made one of the first ever sound recordings. Edison predicted that sound recordings would be used for office dictation, speaking books, education, talking clocks and music.

In 1903, the first records were released with recordings on both sides. People used to listen to these on record players called gramophones.

In the nineteen-twenties sound recording met film. The first films with sound were called 'talking pictures'.

In 1962 the company Philips introduced the audio cassette tape player. One year later the first discotheque in America opened in Los Angeles.

The seventies and eighties saw the introduction of VHS video, cassette Walkman and CD. The CD revolutionised the music industry.

It was in the early nineties that digital music and video appeared. In 1996 the first digital music player was sold in Japan. One year later the first MP3 player came out but it wasn't until the beginning of the 21st century that digital music and MP3 players really began to become popular. In 2001 Apple released the first iPod, a portable MP3 player.

The history of sound recording has always been to make devices that are smaller, but contain more sound. The first record played for only six minutes and needed a large machine to play it on. The current generation of music players go in your pocket and can hold more than 15,000 songs, video and photographs.

3 Give students time to read the notes before they listen again.

TEACH GLOBAL
THINK LOCAL

Mixed ability

If you think your students are able, they could work with their books closed: they imagine they are college students, taking notes on important points in a lecture. Then students open their books and try to complete the text, working in pairs to share information after a few minutes. This is a considerably more challenging task.

Thomas Edison in **1877**.

office dictation, speaking **books**, education, talking **clocks** and music.

people play **records** on **record** players.

first films with sound – called **talking pictures**.

1962: Philips introduces audio cassette

1963: first **discotheque** opens in Los Angeles.

1970s-80s: VHS video, cassette walkman and **CD** – ends era of the record.

1996: first digital music player sold in **Japan**.

2001: Apple iPod, a popular **MP3 player**, appears.

Current music devices can store **15,000** songs, video and **photographs**.

Extend your vocabulary (SB page 35)

Write the word *decade* on the board, eliciting the meaning. Let students complete the sentences, referring to the explanatory notes.

Students then change the sentences so that they are true for themselves, writing them down to aid memorisation. Then students compare their sentences in pairs.

- 1 the eighties
- 2 the sixties
- 3 the seventies and eighties

TEACH GLOBAL
THINK LOCAL

Extra activity

To practise this lexical area, ask the following general knowledge questions:

- 1 *When did the first person step on the moon? (in the 1960s / in the 60s).*
- 2 *When did the second world war end? (in the 1940s / in the 40s).*
- 3 *When was the Queen of England born? (or adapt to local context) (in the 1920s / in the 20s).*

Students then work in threes to think of three more questions each, which they then pose to the rest of the class. You could do this as a team game.

Grammar (SB page 35)

1 Students read the points under **Grammar**, then ask them to look at the photo and say how their lives were different.

Students then rewrite the four sentences with the target language. Students make at least two additional sentences of their own, based on the photo. Monitor carefully in this controlled practice activity, to check for accurate use of the target language.

In feedback, write at least two of the examples up on the board, and focus if necessary on meaning and form:

Most women used to be housewives.

Ask concept check questions, eg *Are most women still housewives?* (Answer: probably not); *Were they housewives on one occasion?* (No, all the time).

- 1 Most women used to be housewives.
- 2 People didn't use to have lots of things.
- 3 Most families didn't use to have a television.
- 4 Some families used to have a radio in the living room.

2 Elicit the question form, using question 1 from exercise 1: *What did women use to do?* Write this up on the board. Students then complete the task alone.

- 1 What music did you use to listen to?
- 2 Where did you use to go to school?
- 3 Did you use to have long hair?

3 Put students in pairs. As they are using the questions in exercise 3, encourage the use of the weak form of *to* /tə/.

Grammar focus

Show students the icon. Write page 136 on the board and ask them to find it. Show students the explanation of *used to*.

You can use exercise 1 on page 137 for:

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

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

Language note

Conceptually this structure is not difficult. However, there is a potential confusion with the form *to be used to (doing)*, eg *I'm used to living in this city now, but at first I found it strange*. Do not mention this at this level unless it arises.

In actual usage, *used to* phrases are interspersed with past simple and other relevant tenses, avoiding repetition. Once the concept of a repeated habit or state is established, it typically changes to the past simple, eg *Some families used to have a radio. Very few had a TV at the time*.

Pronunciation (SB page 35)

1 1.39 Students first try to say the two sentences to each other, as naturally as possible. Hear one or two examples, then listen and compare with the recording. Elicit the position of the stresses and the schwa (the weak form). Drill chorally and individually.

My **brother** **used to** **play** the **guitar**.

I **didn't** **use to** **listen to** **classical** **music**.

2 Students work in pairs to mark the stresses in the example sentences (grammar exercise 1, SB page 35).

1.40

- 1 Most women used to be housewives.
- 2 People didn't use to have lots of things.
- 3 Most families didn't use to have a television.
- 4 Some families used to have a radio in the living room.

3 1.40 After listening and checking, students change pairs and repeat the sentences, this time paying close attention to their pronunciation.

TEACH GLOBAL
THINK LOCAL

Homework extra

Students choose a topic below and prepare a mini-presentation of 90 seconds for next lesson. They should discuss the past and the present; what has changed. Elicit one or two examples in class, eg *Families used to have only one phone in the house. Phones were bigger ...* They do research at home, and find relevant visuals.

TRANSPORT TELEPHONES MUSIC EDUCATION
SOCIAL LIVES

Part 4

TEACH GLOBAL
THINK LOCAL

Lead-in

Write up the adjectives from exercise 1 randomly over the board. Check students are familiar with most of the words. You provide mini-situations to describe one of the words at a time, using the starter sentence: *I felt this when ..., eg I felt this when I was watching TV last night. I was eating toast and wearing comfortable clothes. I'd just finished all my marking.* (Answer: *relaxed*). Students listen, and write down the answer, to compare later with their partner. Start with the easier adjectives.

Vocabulary (SB page 36)

1 Students match the words from the sentences to the words in the box in pairs. New lexis is likely to be: *cheerful* /'tʃɪəfl/, *miserable* /'mɪzrəb(ə)l/, *anxious* /'æŋksəs/ and possibly *calm* /kɑ:m/.

Students discuss the meaning of the words in pairs, then check their understanding in a monolingual dictionary, if possible. When checking the task, drill the words.

Put the new adjectives on the board and elicit the preposition, where appropriate, eg *frightened of*; *scared of*, *anxious about*, etc.

cheerful = happy, calm = relaxed, miserable = sad,
frightened = scared, sleepy = tired, anxious = tense

Language note

You may want to remind students of the structure:

X	+	make(s)	+	object	+	adjective/
				pronoun		verb:
↓		↓		↓		↓
Doing		makes		me		(feel) happy
homework						

The gerund is looked at more closely in Unit 5.

2 Students should write these sentences down. Monitor to check for accuracy, in particular with regard to the target lexis.

Students read out their sentences in groups, to find any similarities. Take whole class feedback on any points of interest, at the same time focusing sensitively on accuracy of the target lexis.

3 1.41 Ask students if any of them mentioned music in exercise 1: some people use music to calm or relax them. Elicit other ways people use music, eg some people listen to heavy metal to help release anger!

Students listen and note their feelings on hearing the music, then compare their reactions in pairs.

4 Instruct students to imagine a film scene which goes with the music extracts. They read the four questions.

Play the recording (quite loudly!) and elicit some initial suggestions, then replay it. Encourage students to be imaginative.

5 Students compare ideas in pairs. Take whole class feedback on interesting areas as this stage links to the next one.

Listening (SB page 36)

This listening text is a monologue: an expert (Price) describes the importance of music in film, giving examples.

1 1.42 Before listening, focus students on the picture and details of Andy Price, getting one of the students to read the description. Elicit the kind of music such composers might choose to show *sadness* and *anger*, considering the type of music and the instruments.

If possible, play some film music your students are likely to recognise, while students try to name the film.

Students listen and tick the feelings he mentions.

scared, tense, calm, safe, sad

1.42

Music has always been a very important part of film and television. A film can be completely transformed depending on the kind of music you use.

For example, if you want the audience to feel scared you want to use some kind of tension music. Here is an example of music that makes people feel tense or scared. It uses violins played on a very high note and very quickly.

Gentle music is good for making an audience feel calm and safe. I use guitar, violin or even piano. This kind of music is good with love scenes.

I sometimes use choral music for certain special scenes, or to make people feel sad. I use this for when a character dies in a film.

Finally, sometimes individual characters or ideas in a film have their own kind of music. I did the music for the British television programme *Robin Hood*, and every time the character of Robin appears you hear this kind of music. It uses trumpets, which are always good instruments for heroes.

In the past, to record the music for a film, the orchestra used to play in front of a large screen showing the movie, so the composer could get the timing just right. Now with computers, it isn't so necessary. Everything is much easier, and we do a lot of the work in the studio.

2 Give students time to read the text first and to ask any questions, before listening. Clarify the word 'audience'.

To facilitate the listening task, allow students to predict in pairs what the answers are first. Play the recording again. Be prepared to pause the recording and / or to replay parts.

- | | |
|-------------------|----------------|
| 1 has always been | 4 sad |
| 2 scared | 5 trumpets |
| 3 love scenes | 6 used to play |

Background note

Robin Hood is an English folk tale dating from Medieval times. Robin Hood and his gang of men lived in the woods in central England, and stole from the rich to give to the poor. This romantic and moral legend has been the topic of films, TV series, comics and plays.

3 After checking answers in pairs, if necessary get students to check with the audioscript. Ask students if any information was surprising or interesting for them.

Extend your vocabulary – using *just* (SB page 37)

To focus students, write the word 'just' and the numbers 1–5 down the board. See if students can give you 5 example sentences / phrases with the word 'just' in. If possible, try to elicit examples with different meanings of 'just'.

Then ask students to identify examples with similar or different meanings. They may mention examples which are not in the book, eg *He's just left!* (only a moment ago); *I'm just making a cake* (at this time).

Students read the examples and complete the task in pairs.

- | |
|--|
| 1 Just be quiet please. (for emphasis) |
| 2 It was just a mistake. (means 'only') |
| 3 Thank you for the CD, it's just what I wanted. (means 'exactly') |

Speaking and Reading (SB page 37)

1 and 2

Put students in pairs to write names of pop groups, but if this is not suitable for your students, go straight to the discussion in exercise 2.

3  **1.43** Introduce the extract from *High Fidelity*. Pre-teach the words: *misery* (n) (remind them of 'miserable', exercise 1, SB page 36), *violent* (adj), *violence* (n), *gun* (n) and *melancholy* (n) (see glossary). Students work in pairs to answer the question. You could conclude by playing students a sad, heart-rending pop song of your choice.

Pop music makes the writer feel miserable.
--

4 Ask students to work in pairs and discuss these two questions. You could write up the following: *Do you think that films and computer games are violent? Can you think of examples?*

Function globally: agreeing and disagreeing

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

Warm up (SB page 38)

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

Tips:

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

1

picture a musical picture c romantic comedy
picture b horror picture d action

Listening (SB page 38)

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

Tips:

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

1

Conversation 1 c
Conversation 2 a
Conversation 3 b

1.44-1.46

- 1 A: So, what did you think?
B: I don't know. Horror films, well, they should be thrilling, you know, be a bit scary.
A: I think so too.
B: And that film wasn't.
A: Oh come on, it was.
B: No, I don't agree. It – was – not – scary.
- 2 A: Now, you believe that there are too many big budget action films in the cinema.
B: That's right.
A: And that there should be more space for films from around the world. More 'world cinema'.
B: Exactly. There are lots of great films from other countries, but we only see our own American films here. And I don't think that's right.

A: I agree with you there, John. So what films do you think we should see?

B: Well ...

3 A: What about this one?

B: What, a musical?

A: I know you think that musicals are terrible.

B: Absolutely, you're absolutely right. They are awful!

A: Well, maybe but ... I read this one was different. We always see the same films anyway.

B: Oh please. We see lots of different films. Last week we saw a French film.

A: Fine, you choose the DVD then.

2

Conversation 1: No, they didn't.

Conversation 2: Action films and 'world cinema'.

Conversation 3: A musical.

Language focus: agreeing and disagreeing (SB page 38)

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

Tips:

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

1 and 2

1.47

Agreeing

I agree.
Absolutely.
Definitely.
You're absolutely right.
That's what I think too.
That's right.
Exactly.

Disagreeing

I don't agree at all.
Oh please!

In between

Well, maybe but ...
I sort of agree but ...
I sort of disagree but ...

Speaking (SB page 38)

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

Tips:

- There is sometimes a choice of task. Any task involving reading a script will be easier than a task involving making students' own scripts. This gives you flexibility for mixed ability classes.
- Give students time to prepare this activity, and circulate and monitor carefully.
- Correct sensitively, paying particular attention to the target language.
- 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).

TEACH GLOBAL
THINK LOCAL

Lead-in

Tell students a nursery rhyme in English, if possible with pictures or mime. There are also plenty available on video-sharing sites such as *YouTube*, which you can show. Afterwards, elicit the term *nursery rhyme*, clarifying the words 'nursery' and 'rhyme'. Before students do the warm-up, elicit the word for a nursery rhyme which helps a baby sleep: *lullaby*.

Warm up (SB page 39)

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

Tips:

- Be generous in helping students here with any unknown words in the first task.
- Ask students to relate this task, wherever possible, to similar events or texts in their own lives. This will help them with the reading.
- You may want to give your students an overview of the text before they read, possibly even in their first language. Make it interesting and involving.

blows, fall, all

Reading (SB page 39)

Aim: to provide students with interesting information about English, and reading exam practice skills.

Tips:

- Be ready to help less confident readers, explaining words or ideas in simpler terms if necessary.
- 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 and reassure them that you do not expect them to understand every word or idea.
- 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.

1

We are affected by music from a very young age.

2

- 1 music
- 2 word
- 3 the voice
- 4 the baby
- 5 infants
- 6 the picture
- 7 sounds
- 8 nursery rhymes

Language focus (SB page 39)

Aim: to highlight an interesting or useful aspect of language in the text.

Tips:

- The language focused on here is to raise students' awareness; 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.

Music: tune, musical, singing, melody, rhyme

Babies: womb, pregnancy, born, infant, nursery

Speaking (SB page 39)

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

Tips:

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

TEACH GLOBAL
THINK LOCAL

Extra activity

Students work in pairs (with different first languages, if your class-make-up allows it). They tell each other a nursery rhyme in their first language. Their partner listens and enjoys the rhythm. The speaker can then explain briefly what it is about, where relevant.

Writing a review

Reading (SB page 40)

1 Tell students about a concert that you have been to, giving details: what kind, when, where, what happened.

Students share information in pairs about a concert (any sort) that they have been to. They read Stefano's review and answer the questions. Students compare answers before class feedback.

- | | |
|--------------------------|-----------------------------|
| 1 Vasco Rossi | 4 everyone shouted and sang |
| 2 rock | 5 yes, very much |
| 3 Rome's Olympic stadium | |

2 Students compare their feelings about the Rossi concert in pairs. Then, if possible, play some Vasco Rossi music and get their response.

Background note

Vasco Rossi (born 1952) is a well-known Italian singer and song-writer. His career has spanned over 30 years and he is nowadays extremely popular, both at home and abroad.

Writing skills: sentences (SB page 40)

- Write up the first example and ask students what is wrong. Prompt with the word 'Punctuation'. Ask a student to read out the correct sentence in their books.
- Find another example together as a whole class, then students work alone to find twelve similar examples, before comparing answers.

Paragraph 1: ... Rossi, he ...; ... songwriter, he ...;
... stadiums, thousands ...

Paragraph 2: ... stadium, there ...; ... there, all ...;
... afternoon, I ...; ... hours, I ...; ... evening, it ...;
shouted, in ...; ... him, it ...;

Paragraph 3: ... guards, everybody ...; ... tired, I also ...;
... home, I ...

3 Write up this example from the text: *He is also a good songwriter; he writes great rock songs and also very nice love songs.*

First separate the sentence into two, as in exercise 1, then ask for an alternative: elicit how to keep one sentence, with the help of another word (see exercise 3): *He is also a good songwriter _____ he writes great rock songs and very nice love songs.* Write up the conjunctions: *and*, *but* and *so*.

Tell students to find at least three places in the text where they can join sentences or clauses together in this way, writing out the new sentences. Monitor and assist. In feedback, if you have the facilities, use an OHP or projector as it helps to see the changes.

... He is also a good songwriter, and he writes great rock songs

... Italian stadiums. Thousands of people go to listen to him there.

The concert took place in Rome's Olympic stadium, and there were very many people there, so / but all the tickets were sold out.

... the afternoon, and I had to queue for six hours. I was very excited to see Vasco Rossi.

... 9 o'clock in the evening, and it

... everybody shouted, and in the middle of the concert the crowd sang with him. It was very nice.

When the concert finished there were many security guards. Everybody went home very quickly but without problems. I was very tired, so I also went straight home, but I was happy because of the excellent concert.

Language focus: adjectives (SB page 40)

If you have dictionaries with a thesaurus, where alternative words are provided for the target item, show how these work, using the words *nice*, *good* or *great* (see the *Macmillan Online Dictionary*). Then pairs do the exercise in the Student's book, using their dictionary to check the meaning of the new synonyms too.

the most talented live artists

a talented songwriter

very tender and expressive/moving love songs

powerful rock songs

it was very moving

Preparing to write (SB page 40)

1 Ask which concerts students have been to. For students who have not been to a pop concert, suggest a folk or classical concert (they could also review a gallery, exhibition or fair). Refer students to the guidelines in exercise 1. Give students time to make notes.

2 Ensure that students are now working in different pairs. Check the words in the *Describing a concert* box.

Students talk through their notes to their partner, this time trying to use full sentences. Give listeners a brief checklist to listen for: *Where exactly – town + venue; when; who with; performer(s); sort of concert; how full; what happened; response from audience; the music; your partner's feelings both during and at the end.*

Writing (SB page 40)

Students write their review in class or for homework. Remind them that this is an informal review, different from those in magazines or newspapers. Highlight two areas to focus on: longer sentences and accurate use of commas and using alternative adjectives.

Global review

Grammar and Vocabulary (SB page 41)

Aim: to review the main grammar and vocabulary in the unit.

Tips:

- Students can do these exercises alone or in pairs, in class or at home, depending on their learning style and your teaching situation.
- Ask students to read the questions first to establish the grammar and vocabulary areas which are focused on.
- Encourage students to check their own answers by looking back through the unit.

Grammar ex 1

- 1 did you pay
- 2 didn't pay
- 3 arrived / were waiting
- 4 found / was working
- 5 sold

Vocabulary ex 1

- 1 orchestra
- 2 concert hall
- 3 statue
- 4 shelves
- 5 armchair

Grammar ex 2

- 1 did you use to listen
- 2 used to listen / didn't use to like

Vocabulary ex 2

- 1 frightened
- 2 cheerful
- 3 anxious
- 4 excited

Speaking and Writing (SB page 41)

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

Tips:

- Before speaking, encourage students to think first about what language they need to focus on from the unit, and a good way to start their conversation.
- Before they do the writing practice, ask students to either make notes or discuss ideas with a partner to activate useful language.
- Monitor as students are working and note any points for feedback at the end.

Study skills

Conversation partners (SB page 41)

1 Students first read through the bullet-point questions quietly, before sharing ideas. Take whole class feedback, then try to elicit ways to exploit or make opportunities to speak English, eg *joining a club*. Write these up on the board. Suggestions here will depend on your context: if your group is monolingual, learning English in their home country, then opportunities for speaking English will be more limited.

Focus students on the note about conversation partners at the end of exercise 1. Invite responses.

Depending on your students, you could also approach this task by giving students individual feedback slips:

Name:

Would you like to have a conversation partner? Why / Why not?

Who would you like to pair up with? (write 3–5 names):

This is more private and avoids potential embarrassment. You may choose to leave exercise 2 until you have seen students' responses.

2 Even if pairs are not sure about meeting up as conversation partners, doing this task could help them decide. Students pair up with someone they might work with as a conversation partner (let them choose, if appropriate).

Pairs should add additional topics to the third section and/or break down the initial suggestion: *Finding out about each other eg family, home, favourite food, feelings about English, feelings about the course*, etc. Remind students that they are talking here about meeting for a conversation, not having the conversation.

At the end, again elicit students' feelings about having a conversation partner. If keen, ask students to arrange to meet by a given time, eg within ten days. Tell them you will be asking for feedback on the 'experiment'. Alternatively, set up a conversation group, if you have at least four interested students: students meet once a week, perhaps before or after class, with a different student-selected topic each week, eg your weekend; hobbies; music; favourite place, etc.

3 You can only do this task if (enough) students have actually met! This task is quite challenging as it demands a certain level of awareness. Provide prompts: *conversation topics; level of understanding of your partner; place you met; level of interest; level of success (in %)*.

Students discuss their meeting in groups. At the end, they write down their individual responses, so that you know whether to exploit this idea further.

Hopes & Fears

Coursebook

Unit 4	Language	Texts	Communicative skills
Part 1 SB page 42	Vocabulary Adjectives and synonyms Grammar Future hopes and plans	Reading <i>When I grow up ...</i>	Speaking Ranking importance of personal qualities Talking about children's hopes Discussing hopes and plans for the future
Part 2 SB page 44	Vocabulary Aid organisations Pronunciation Word stress Grammar Future plans and intentions – <i>be going to</i> / present continuous	Listening Interview with two aid workers Reading <i>Pandora's box</i>	Speaking Talking about aid organisations Talking about personal plans and intentions
Part 3 SB page 46	Grammar Future prediction and ability – <i>will</i> / <i>be able to</i> Vocabulary Phrases and phrasal verbs with <i>get</i>	Reading <i>Famous dystopias in literature</i> <i>Fahrenheit 451</i>	Speaking Speculating on the future Imagining a utopian world
Part 4 SB page 48	Vocabulary Geographical features Extend your vocabulary – <i>-ed</i> / <i>-ing</i> adjectives Grammar Future time clauses with <i>if</i> , <i>when</i> , <i>after</i> , <i>before</i>	Listening Conversation about <i>An inconvenient truth</i>	Speaking Asking and talking about reducing individual carbon footprints
Function globally	Making offers and decisions Roleplaying travel situations		
Global voices	Listening to reasons for learning English Synonyms / words easily confused		
Writing	Emails: formal / informal styles Writing an email invitation		
Global review	Grammar and vocabulary review Extra speaking and writing practice		
Study skills	Students learn how to find the right dictionary entry		

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	Hopes – Ask students to interview ten people and ask them about their hopes for the future. Make them into a form of word art (see http://www.wordle.net) Fears – Ask students to find the trailer for <i>An Inconvenient Truth</i> . Visit the film's official website to find out more: www.climatecrisis.net

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

Tell students about someone who you really admire and why. Students do the same for themselves – give thinking time and allow them to make notes. Students talk in threes. Take brief class feedback and ask students to give reasons for their choice – did they choose X because of their personality, talent, money, good-looks? This requires students to consider their personal values and links to the next stage.

Vocabulary (SB page 42)

1 Refer back to the reading on Dorian Gray page 33. Students tell each other in pairs what they can remember about the extract and the novel. Remind students that he made the choice to stay young and good-looking over everything else.

Students read the phrases in exercise 1 and work alone to order the qualities in order of importance.

TEACH GLOBAL
THINK LOCAL

Mixed ability

Add extra phrases on the board, giving students time to think where they would position these in order of importance: *being happy with yourself; living in a nice, comfortable home; having good friends; having a loving family; having a secure job*

After comparing answers, invite class feedback. Ask students to try and justify their responses if they feel able to.

2 First ask students to quickly look through the adjectives in the box and to tell you how many words are new to them. If there are four new ones or more, then elicit / clarify the meaning, so that the task is manageable. Drill the students on the new items.

Pronunciation note

Note the schwa, eg /'eksələnt/, /'kleɪvə/, /'hænsəm/, /'wʌndəfəl/, /'ɔ:fəl/. You could also highlight the silent 'd' in 'handsome' and the pronunciation of the first vowel in 'awful'.

being **good-looking**: beautiful, handsome.

being **intelligent**: clever, smart.

being **rich**: wealthy, well-off.

having **good** health: wonderful, excellent.

Language note

Handsome is usually used for (adult) men, or for women with a strong face. *Beautiful* is usually used for women and young children. *Good-looking* is typically used for adult men and women. In spoken English, *good-looking* is more usual than *handsome* for describing men.

3 Elicit the answer as a whole class.

Extra words: awful, terrible

synonym: bad

4 Ask students: *Do the things you want from life change as you get older? How?* Give students a personal example to show how your own priorities have changed / will change, putting the examples on the board, using the target phrases suggested.

Students do exercise 4. Monitor and assist as students are writing. Students then compare ideas with a partner. Pick up on any areas of interest as a whole class.

Reading (SB page 42)

This text is a random collection of thoughts about the future, expressed by young children.

1 Ask students to look at the pictures and tell them they are going to read about different children's hopes, given in a survey.

Elicit some suggestions about the kind of hopes these children might have. Ask students to read the statements and make a choice of a, b or c. Take whole class feedback.

c

TEACH GLOBAL
THINK LOCAL

Mixed ability

For less strong students, ask them to provide examples from the text of a) and b). In pairs they write down at least three examples for each category.

2 Students re-read the text and choose the two most interesting quotes. At this stage, help individual students with any vocabulary queries. Students compare choices in pairs.

3 Students work in pairs or threes to discuss the questions. Provide an additional question for early finishers: *What age do you think the children in the survey were and how do you know?*

TEACH GLOBAL
THINK LOCAL

Reading extra

Ask students to look back at the text and decide what the hope tells us about the child; his/her fears; his/her situation, eg *I'd like to have less pollution in my city* – she might live in a very crowded city; *I'd like my dad to understand me one day* – he probably has a poor relationship with his father. Students choose four examples that they think are interesting. They will be using modals such as *might*, *may* or *must*; adverbials such as *maybe* or *perhaps*, or simply verb phrases such as *we think ...*. Highlight these either before or after the activity, as appropriate.

Grammar (SB page 43)

1 Students work in pairs to try to remember as many of the children's hopes for the future as possible. First elicit an example and make sure students use full sentences and talk in the first person, eg *I want to have a nice house*.

As they talk, write up any of the target language they use on the whiteboard in full sentences, eg *I hope to ...; I want to ...*. At the end, highlight the target phrases.

Refer students to the Grammar examples and information. Clarify the word 'definite' if necessary.

Then students complete exercise 1 alone, writing the examples down. Monitor and assist, referring students back to the Grammar rules. Students compare sentences.

- 1 I hope to get a good job.
- 2 I'm going to get a good job.
- 3 I'm looking forward to getting a good job.
- 4 I'm planning to get a good job.
- 5 I want to get a good job.
- 6 I would like to get a good job.

TEACH GLOBAL
THINK LOCAL

Extra activity

As a preparation for the text in exercise 2, dictate these:

- a More English boys than girls hope to pass their driving test when young.
- b More boys than girls are looking forward to having children.
- c All children say they want to live in a peaceful world.
- d Only a small number of children think of the developing world.

Students decide in pairs if these are true or false before reading.

(a T b F c F d F)

2 This text summarises findings from research in which schoolchildren were questioned about their future.

Ask students to work alone initially.

- 1 to go
- 2 to get
- 3 to pass
- 4 having
- 5 to have
- 6 living
- 7 to get

Grammar focus

Show students the icon. Write page 138 on the board and ask them to find it. Show students the language summary on future hopes and plans.

You can use exercise 1 on page 139 for:

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

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

TEACH GLOBAL
THINK LOCAL

Extra activity

This exercise focuses on ways to talk about numbers and statistics. Write the following on the board. Elicit the full phrases. Note that only some of them are in the text in exercise 2:

- a T _____ m _____ o _____ the children hope to go to university or college. (the majority of)
- b M _____ o _____ the children were optimistic. (most of)
- c A s _____ n _____ (of ...) were pessimistic. (a small number)
- d A f _____ (a few) were pessimistic.

Students work in pairs to use the phrases to describe their classmates, eg *a large number of students come to English classes on foot*.

Speaking (SB page 43)

1 First ask students to look at the list in the box and to select two areas for you their teacher to talk about. Discussing the ideas that they choose serves as a model. Give students two minutes to choose three ideas for themselves and think about what to say.

2 and 3

Pair students. Tell them that the listener should ask at least one question after each idea. Students need to keep talking until you make a signal, eg ring a bell or clap. Wait at least thirty seconds in each case. As students talk, monitor and focus on accuracy of the target language, noting details for later.

TEACH GLOBAL
THINK LOCAL

Extra activity

Write the names of different people familiar to your students on separate pieces of paper, eg *Usain Bolt (the fastest male 100m and 200m runner)*. Give each pair two different names. They write at least three hopes that each person might have for a) the immediate future b) the longer-term future, eg for Bolt a) *I'm looking forward to the Olympic Games*. b) *I'd like to be a good example to young black Americans*. Write up the different names on the board. Students then read out their secret person's hopes and see if others can guess their person.

Part 2

Speaking and Listening (SB page 44)

TEACH GLOBAL
THINK LOCAL

Lead-in

To stimulate interest and to introduce the word 'aid', show students pictures by doing an image search on the web using the key words: *aid organisations*, or charity names such as *Oxfam* or *Save the Children*. Discuss as a class: *What do these organisations do? Where do they work? How do they raise money?*

This listening is an interview with two aid workers discussing their next post.

1 Students look at the graph and discuss the questions in pairs.

2  1.48 To help students get a more global understanding first, write these two questions on the board: *Do you think Josh and Helle's new job with an aid organisation sounds a) difficult b) a positive or negative experience?* (it sounds quite difficult, but a positive experience).

Then ask students to listen again to order the interviewer's questions / comments in exercise 2.

- 1 So, tell us about yourselves.
- 2 What are you going to do there?
- 3 How did you become aid workers?
- 4 What is the most important thing in your job?
- 5 Thanks for your time.

 1.48

Interviewer: _____

Josh: OK, well. My name's Josh Gross and this is Helle Hansen.

Helle: Hi.

Josh: And ... well, we're aid workers with the Danish organisation Milene Nielsen Foundation. Helle, do you want to ... say something about it?

Helle: It's starting a new project in Guatemala next month. We're going to be in a small village ...

Josh: In the mountains.

Helle: In the mountains. It's a very poor place.

Interviewer: _____

Helle: We're going to work with the children there.

Josh: Basically, we're going to be responsible for the children during the day. Playing, cooking ...

Helle: Cleaning ...

Interviewer: _____

Josh: I'm a teacher originally, and Helle has a background in child psychology. We both wanted to help people.

Helle: I fell in love with Guatemala when I was there on a holiday two years ago. The people are friendly and the country is beautiful. I remember thinking: "I'm coming back here one day."

Josh: It's going to be my first time in Guatemala. I'm looking forward to going on this trip very much.

Helle: Yeah, me too.

Interviewer: _____

Josh: Good question. I guess I would say that hope is the most important thing. If you don't have hope, you don't have anything.

Helle: Yes, this is especially true when you're working with people who have, really, lost hope. If you have hope, well that helps you keep going.

Interviewer: _____

Josh: Thanks. We'll let you know how it goes.

Helle: Thank you.

3 Students work in pairs to share suggestions about these words before they listen again.

The aid organisation is Danish.
Guatemala is where they are going to do volunteer work.
Helle came to Guatemala on holiday two years ago.
They are starting a project in a village.

4 Put students in groups of three to answer the question and think of any positive or negative aspects of the job.

After the discussion, ask for feedback open class. (*Possible suggestions are: Positive – job satisfaction; an interesting experience; the chance to improve things; usually short term contracts; good team work; probably nice, like-minded colleagues. Negative – difficult living conditions; poor pay; frustrating because of insufficient money/politics; being an outsider; living away from family / friends.*)

Finally, ask students again whether they would like to do such a job and why / why not.

TEACH GLOBAL
THINK LOCAL

Listening extra

Students look at the audioscript and find examples of the target language for plans and hopes, eg *I'm going to ...*

Vocabulary and Pronunciation
(SB page 44)

1 Ask students to work in pairs to complete exercise 1 and then check any words in a monolingual dictionary.

TEACH GLOBAL
THINK LOCAL

Mixed ability

Early finishers work on word families in pairs: predicting the adjective (except for *war* and *natural disaster*). Students work together and then check their predictions with you / the dictionary. Encourage students to make logical guesses, eg to add 'ed' or 'ful' suffixes.

disease 4	pollution 7
homelessness 2	poverty 1
hunger 3	war 5
natural disasters 6	

2 Ask students how many syllables are in 'war' and 'natural' and show on the board how to represent word stress with small and large circles. Then ask them to complete the chart by writing a word on each line. Let students compare answers in pairs.

3  **1.49** Students listen to the words and check the stress, then repeat each word after the recording.

 **1.49**

war O
natural Oo
hunger Oo
disease oO
poverty Ooo
homelessness Ooo
disasters oOo
pollution oOo

TEACH GLOBAL
THINK LOCAL

Homework extra

Ask students to re-read the audioscript of the interview with Helle and Josh. Imagine that the interviewer then asked: *Can I ask why you both became aid workers? What are the negative and positive sides to the job? What's the hardest thing about your job?* Students continue the interview. Give a minimum word count, eg 80 words.

Grammar (SB page 45)

1 Ask students to remember at least five facts from the listening about the aid workers, eg they worked for a Danish organisation.

Write up these two gapped sentences and elicit the missing words:

We _____ work with the children. (*are going to*)
The organisation _____ a new project in Guatemala. (*is starting*)

Elicit the meaning of the target structures by asking concept questions, eg *going to*: *When did they decide? Just now or some time ago?* and *present continuous*: *Is this a possibility, or is this sure? Has the organisation already made arrangements?*

Let students read the information under **Grammar**.

Language note

The two structures are sometimes interchangeable in use. They are both used for future plans, but where the situation is more fixed, the present continuous tends to be used, eg where you know details such as when, who with, where. When talking about plans which you have limited control over and do not know the details of, it is unnatural to use the present continuous: *I'm buying a big house when I'm older*. See example 3, exercise 2, SB page 45.

Typically students at this level prefer to use 'will' or possibly 'going to'. Students sometimes find it hard to use present continuous for future reference, having initially learnt it for the present (see Unit 1).

Students complete this exercise alone first, then compare answers in pairs. In feedback, zoom in on the present continuous example: *the organisation is starting a project next month*. Ask students why this is in the present continuous, asking concept questions, eg *Is it certain? Where? Do they know exactly where in this country? When?*

- 1 Incorrect – is starting
- 2 Incorrect – is going to work
- 3 Correct
- 4 Correct
- 5 Incorrect – It's going to be

2 Ask students to choose the correct form to complete each question. Elicit the first one as an example, reminding students that sometimes both options are possible. Then students work individually.

If students need help with the question form, elicit the forms onto the board.

- | | |
|-------------------------|--------------------------|
| 1 are you doing | 4 Are you working |
| 2 Are you going | 5 Are you going to study |
| 3 Are you going to read | |

3 Ask students to ask you the questions first, and focus in on the features of natural speech, eg contractions, linking and the schwa (see **Language note** below). Then pairs work together.

 Grammar focus

Show students the icon. Write page 138 on the board and ask them to find it. Show students the language summary on future plans and intentions.

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

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

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

Language note

In terms of pronunciation, the auxiliaries are reduced or contracted in fluid speech, eg *They're going to work with the children there.*

What are /ə/ you going to do after class?

'Going to' becomes: /gəʊɪŋtə/, or even /gənə/ with the 'to' pronounced as a weak form.

In exercise 2, SB page 45, in the short answer 'meeting a friend' the subject and auxiliary are omitted via ellipsis, a common feature of spoken English. Learners tend to give a full answer where fluent speakers might not. You could highlight this to students.

Reading and Speaking (SB page 45)

This is a text summarising the story of Pandora's box from ancient Greek mythology. Your approach to this text will depend on how much your students already know.

Put the words *Pandora's box* on the board and see if students know anything about this story, pointing to the picture. Pre-teach *trouble* (in the text *trouble* is similar to *problem*) and *despair*.

Write these questions on the board for students to answer on a first reading: *What was Pandora's box? What was the one trouble she did not let out? Was this a good thing? Why / why not? How do you think people felt when she changed her mind?* Check these open class.

Students then discuss the three more general questions in pairs.

Background note

Greek myths are the stories of the Ancient Greeks and they are about heroes, gods, mythological creatures, the world and culture. This myth of Pandora is mentioned in many different stories and is interpreted in different ways. It tries to give one explanation as to why evil exists.

Hope was considered to be negative by the Greeks: it gives you the false idea that you can control the future and does not let you live properly as it distracts you from the present.

Part 3

TEACH GLOBAL
THINK LOCAL

Mixed ability

This unit focuses on *will* for future predictions. Decide if your particular students would benefit from having a break between this and the work on the present continuous / *going to* in this unit, or if they are ready to cope with this focus now.

TEACH GLOBAL
THINK LOCAL

Lead-in

This activity will work best if students have the same or similar backgrounds. Put authors' first and last names on two separate pieces of paper, eg *William + Shakespeare*; *Leo + Tolstoy*, choosing writers your students will be familiar with. Give out the halves of the names to different students. They mingle to find their other half, then together try to name any works written by the author. They may need help from you to translate their titles into English. Take whole class feedback.

Reading (SB page 46)

The three texts are summaries of the three novels, *1984*, *Brave New World*, and *A Handmaid's Tale*.

1 Students work alone and write down three titles of novels or plays that they studied at school. Discuss in threes a) what sort of books they were b) briefly what they were about and c) if they liked studying them.

Then students continue the discussion by talking about the two points in exercise 1. Take some whole class feedback on points of interest.

2 Elicit any details that students know about the three books on page 46 or their film adaptations. If possible show the film posters, by doing a web search and typing in the name of the book, and then *film*.

Tell students that the books all have similar themes, as they are all 'dystopias', referring them to the glossary on SB page 46.

3 1.50 The three texts are summaries of the three novels, and all describe oppressive regimes.

Pre-teach the words 'government' and 'control' from statement b, exercise 3.

Students complete the reading task and compare answers in pairs.

- a tick
- b tick
- c -
- d -

4 First of all, write these words on the board and let students discuss the meaning in groups of three: *enemy* (n), *nuclear accident / disaster* (n), *pregnant* (adj); *slave* (n) and *factory* (n). If necessary, let students refer to dictionaries.

Check understanding by asking concept questions, eg *How long are women usually 'pregnant' for? What happens in a 'nuclear disaster'? What sort of things are made in a 'factory'?*

Remind students that they do not need to understand every word to complete the comprehension task.

Monitor closely to see how challenging they find the task. Students compare answers in pairs.

When taking class feedback, ask students to refer to specific lines from the summaries to support their answers.

- 1 HT (many women are infertile – line 4)
- 2 1984 (line 3)
- 3 HT (nuclear accident – line 3)
- 4 BNW (people don't know war – line 2)
- 5 BNW (create babies in factories – line 5)
- 6 1984 (even people's thoughts – line 6)
- 7 1984 (fall in love – a crime – line 9)
- 8 BNW (line 3)

5 Divide students into pairs and elicit their reaction to statement 1 in exercise 4, referring them to the *Useful phrases* box.

Monitor and note down any linguistic points that you would like to highlight afterwards.

Take whole class feedback and pick up on any interesting views or comments.

Background note

1984 was written in 1948. It has political, social and sexual themes. The book has an anti-totalitarianism message and is in many ways a description of post-war Britain. The novel has been translated into 62 different languages.

Brave New World was written in 1932. Huxley gave a frightening view of the future, when other novels were describing 'utopias'. Huxley was describing the fear of losing one's individual identity in an increasingly scientific world.

A Handmaid's Tale was written in 1985. Atwood was heavily influenced by Orwell. It explores the themes of women, politics and power and though frequently a school text, is considered by many to be anti-religious and over-explicit sexually.

All of these novels have been adapted for the cinema, TV, radio and stage.

TEACH GLOBAL
THINK LOCAL

Reading extra

To focus students on prepositions, write the following on the board:

- a The novel is set _____ the future, in London. (in)
- b Winston works _____ the government. (for)
- c He is getting tired _____ life. (of)
- d They fall _____ love. (in)
- e Adults are divided _____ five social groups. (into)
- f He has to choose _____ joining them or dying. (between)
- g Offred learns _____ an underground resistance group. (about)

Students fill in the gaps alone, without looking at the texts. Check answers.

Students close their books and test each other in pairs, making sure that the student being tested does not see the board. The other reads the first half of each sentence up to the preposition, eg *The novel is set ...*. Their partner completes the sentence from memory, using the correct preposition. Swap roles and repeat. Encourage students to record the new language.

Grammar (SB page 47)

Using your fingers to represent each word, elicit the missing words in these two sentences, taken from the Grammar section:

There _____ only three countries in the world.
Women _____ have babies. Ask students concept questions: *Is this talking about the present or future?* (Future); *Are they talking about plans?* (No); *What are these?* (Predictions).

Students read the two bullet points about usage under **Grammar**.

Language note

Students often find the different choices of future forms confusing. Indeed, in many languages there is only one form used to convey the notion of futurity.

Will has many different uses as it is a modal auxiliary verb, but is often seen by learners as 'the future tense', leading to unnatural sentences such as: *I'm sorry I can't come, I will go to the dentist this afternoon*. Usually the choice is determined by the context and the speaker's perception of the event, eg

She's going to bake a cake.

This is a plan.

She'll make a cake.

This could be a prediction (based on knowledge of her behaviour), a warning, a promise, etc. These functional headings often help learners to understand 'will'.

Pronunciation note

Will is usually contracted to *'ll*, the so-called 'dark l' which learners find difficult to hear or produce, so drilling this may help.

1 Do the first example together (*The government will control society through the media*), then students work alone. This is a transformation exercise: the aim is to focus on manipulation of form rather than focusing on meaning.

People won't be able to read or own books.

The population will get all their information from the television.

They won't know their history.

Firemen won't stop fires, they will start them.

Background note

Fahrenheit 451 was first published in 1953 and was Bradbury's most popular novel. The novel is a critique of American society. It describes a world where people live for pleasure, one where reading is forbidden. Bradbury felt that television destroys literature. 451 degrees fahrenheit is the temperature at which a book starts to burn independently. The book has been made into a film.

2 Ask students if they know the word which means the opposite of *dystopia*. Write *utopia* on the board and try to elicit what this might be. Let them read the definition in their books.

Elicit a couple of examples from students and then let them work on their five predictions in pairs. If necessary, put some prompts on the board: *family life; health; work; lifestyle; money; happiness; food; travel* etc.

Then re-group students into fours, and let them decide on the six best ideas.

Let students read other groups' ideas at the end, by sticking the lists up around the room. Finally, they should vote for the best utopia.

Grammar focus

Show students the icon. Write page 138 on the board and ask them to find it. Show students the language summary on prediction and ability.

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

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

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

Vocabulary (SB page 47)

1 Tell students that they are going to look at one of the most common words in the English language: one of the top five most commonly used verbs. Students guess what it is (top five: *be, have, do, say, get*).

Students read exercise 1 and complete the table. Then encourage students to think of other examples to add to

the list if possible, as a class, eg **become:** get angry, get hungry, get sick; **receive:** get the post, get his present; **arrive:** get to your destination, get home.

become: getting tired; get pregnant; get interested

receive: get their information

arrive: get to

TEACH GLOBAL
THINK LOCAL

Alternative procedure

This approach contextualises the target lexis. Draw a stick figure of a man called Charlie, with a sad face. Tell the story about him. Every time you pause, elicit suggestions silently (raise eyebrows / use a hand gesture, etc, to signal). It does not matter if students do not give the correct suggestions.

Charlie was very, very bored with his life. He wanted to **get away** from his humdrum life, his job as a (pause) ... bank clerk, dealing with difficult customers and non-stop counting. He had no (pause) fun any more. That night, he decided to change his life. He (pause) ... packed his (pause) ... bag and had an early night. In the morning he (pause) ... **got up** with the birds and set out on a round-the-world trip. After two weeks of **getting around** mainly on foot, he had only travelled about 150 km and he felt very (pause) tired. He realised that he was actually missing even his (pause) ... job! That night, when sleeping in a cheap hotel, all his things – his bags and his money – (pause) ... were stolen. He decided to (pause) ... return home. When he **got back**, he **got together with** (pause) ... some old friends in the local pub. He also started to talk to the pretty (pause) ... barmaid. He decided that (pause) ... his life back home wasn't so bad after all!

Re-read the text without pausing. Students re-tell the story in pairs. Then elicit the target phrases with 'get', eg *He wanted to ...*

2 If you did not use the alternative procedure above, put the words on the right in exercise 2 on the board, eg *return* (v). Students in pairs try to think of a synonym with *get* for each of the five verbs, then complete the exercise.

1 b	4 e
2 d	5 c
3 a	

3 Clarify the situation: this is a perfect world. Ask the first two questions to confident students. Give a minute's thinking time. Ask students to work in pairs to ask and answer the questions.

TEACH GLOBAL
THINK LOCAL

Homework extra

Students write a single diary entry, from a utopian world. Start like this (put on the board and elicit ideas): *I woke up at 9.30 am, with the sun shining through the window onto my _____ (describe) bed. I got up and had _____ for breakfast (what?), then went to _____ (place) to _____ (why?).* Students continue it.

Part 4

TEACH GLOBAL
THINK LOCAL

Lead-in

Before class do an image search online with the key words: *polar bear* and *coral reefs* and show students selected images. Elicit why we should be worried: the polar bear's habitat / survival is threatened by melting ice; 60% of the world's coral is predicted to have died by 2030, due largely to warming waters. Elicit the global problem: *climate change* or *global warming*. Write these up on the board. Ask students if they can give other examples of climate change.

Vocabulary (SB page 48)

1 Students complete the missing words, alone initially, without a dictionary. Then they work together in pairs.

2 1.51 Ask students to listen and check their answers, then repeat the words after the recording. Drill any tricky words, eg *flood* /flʌd/, *ocean* /'əʊʃən/ and *desert* /'dezət/.

1.51

- 1 Europe – stronger **storms** and increased chance of **floods**
- 2 Africa – **lakes** and **rivers** disappearing
- 3 New Zealand – **oceans** getting warmer
- 4 Mexico, US – Numerous **forest** fires
- 5 Africa – Area of **desert** increasing
- 6 Greenland – Glacial **ice** melting

TEACH GLOBAL
THINK LOCAL

Extra activity

Students have a group discussion on climate change. Tell them you will ask groups for their opinions and comments in seven minutes (give less or more, as appropriate). Students choose a representative to take notes and report back. Dictate these:

Have you felt or seen any signs of climate change yourself?

Can you remember any other examples of climate change which you have heard of?

Are we causing climate change or is it a natural thing?

What do you think is going to happen?

Listening (SB page 48)

This listening comprises different people giving their opinions about the film and its message.

1 Students write down the name of the most terrifying film they have seen, then discuss in threes.

Ask students to look at the poster on page 49 and respond to the two questions. Explain this is not a typical 'horror movie'.

2 1.52 Students listen and compare ideas in pairs before feedback. If you have the technology, you could also watch a clip of this film on video sharing websites.

Do a web search using the key words: *An Inconvenient Truth* film or go to www.climatecrisis.net

The film is about future problems related to global warming.

1.52

- 1: *An Inconvenient Truth*? Isn't that a documentary from a few years ago about global warming? No. I haven't seen it, no. I heard it was interesting.
- 2: Well, of course I knew about global warming a bit before I saw the film ... but, well wow. I mean, it really makes me think about what I'm going to do. If we don't do something now, we'll have serious problems in the future.
- 3: All I want to say is that I saw this film. It was a great documentary, and it's very very important.
- 4: Oh, yes I remember this film. I saw it after Al Gore won the Nobel peace prize. I learned a lot. It was different from a usual Hollywood film.
- 5: I didn't like it. These kinds of documentary films are always frightening. And anyway, when this climate change happens, I'll be dead. So I don't want to worry about it now.
- 6: I haven't, but my son saw this film at school, in his geography class. He was talking about it all evening. He said: "You'll think differently after you see it." I think it's good that he learns about this kind of thing at school.

3 Give students time to read the statements for each speaker first. Write the name *Al Gore* up, explaining who he is. Play the recording and monitor – play the recording twice at this stage, if necessary.

Students compare notes before whole-class feedback.

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

Background note

Albert Gore (born 1948) is an American politician. He was the Vice-President under President Bill Clinton from 1993–2003. He is also a businessman and environmentalist. He wrote *An Inconvenient Truth* and starred in the Academy-award winning documentary based on the book, although some of the claims made are not universally accepted. He won the Nobel Peace prize (2007) for his work on climate change.

4 Students respond to the question as a whole class. Encourage students to give reasons. If one of the students uses an *-ing* or *-ed* adjective, write the sentence on the board in preparation for the next stage.

Extend your vocabulary – -ed / -ing adjectives (SB page 48)

Students read the explanation and choose the correct words individually. Monitor to check that students have grasped the difference between the two types of adjective. Take feedback.

- | | |
|----------------------|------------|
| 1 boring | 3 worrying |
| 2 relaxed, surprised | |

TEACH GLOBAL
THINK LOCAL

Extra activity

Students think of a film / book which made them feel: *surprised, tired, interested, bored, amused, excited, scared / frightened, depressed, relaxed* (clarify as necessary). Write up:

After / while watching / reading / doing X, I felt _____ (adj). It was (a) really _____ (adj) (film, book)

Provide an example yourself. Students write three full sentences about themselves, then compare notes.

Grammar (SB page 49)

1 Elicit an example of the target language first, eg *when I next _____ (go) online, I _____ (try) to buy the DVD of An Inconvenient Truth*. Check students know 'main clause' versus 'if/when' clause – students need this to do exercise 1.

As students are completing the gap-fill alone, monitor and note or point out errors relating to form. Take class feedback and point out the different order of the clauses in 4 (the main clause is first).

- | | |
|-----------------------|--------------------|
| 1 don't do, will have | 3 happens, will be |
| 2 look, will see | 4 will think, see |

Language note

The 'if' clause (subordinate clause) takes a present structure and for students this can seem odd when referring to the future. They might say, *when I will return home tonight, I'll cook dinner*.

2 Students work in pairs, both writing full sentences. Monitor.

In feedback encourage students to contract the auxiliary, eg *If the weather is good tomorrow, I'll probably go for a walk*.

If you feel your students could manage, input some examples of 'tentative language' eg *I think + I'll ... ; I'll probably ...*

Grammar focus

Show students the icon. Write page 138 on the board and ask them to find it. Show students the language summary on future time clauses.

You can use exercise 1 on page 139 for:

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

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

TEACH GLOBAL
THINK LOCAL

Extra activity

Write the following on the board:

- When / if I meet the love of my life, ...
- When / if I become rich, ...
- When I retire, ...
- When I speak perfect English, ...
- When / if I become a successful X, ...
- When I pass all my exams, ...

Students work in twos or threes with a dice. They take it in turns to throw the dice and after each throw, one student completes a correct sentence of that number.

Speaking (SB page 49)

TEACH GLOBAL
THINK LOCAL

Extra activity

Students close books. Write the words *To stop climate change, we have to ...* on the board, eliciting examples before students work in threes to brainstorm more ideas in two minutes. If your students need prompts, write words on the board eg *plastic food packaging; a packet of seeds; a light-bulb; car-keys, a bin*, etc. Listen to suggestions as a whole class, inviting students to give reasons.

1 As a lead-in to the questionnaire, introduce the task, then write up the first question on the board: Elicit two more possible questions. Students then read the six questions and think about their own answers.

2 Focus attention on the follow-up question in each case, which should be asked if their partner gives a 'yes' answer. Students work in pairs to ask and answer the questions. They should note down their partner's answers.

3 Students may find they still need to ask more detailed questions to their partner to complete this task.

Take whole class feedback to find out who is the most environmentally aware.

Background note

Your 'carbon footprint' is a measure of the amount you as an individual / group affect global warming and therefore the environment. It is a way of conceptualising the damage we do by measuring the carbon dioxide produced in units.

Function globally: making offers and decisions

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

Warm up (SB page 50)

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

Tips:

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

Listening (SB page 50)

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

Tips:

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

1 and 2

Conversation 1: situation 3. The bill is £2.75

Conversation 2: situation 1. His friend is going to drive him.

Conversation 3: situation 4. She is going to take the 6.50 train.

1.53–1.55

- 1 A: Oh. Look at the time. My train's leaving soon.
B: Shall I pay for these?
A: That would be great.
B: OK. Wait. I don't have enough for both of them.
A: Hold on. How much is it?
B: £2.75.
A: I'll pay for it. Here's five. I really have to go now though.
B: Thanks again. Have a good trip, and see you next Monday!
A: Bye! See you Monday.
- 2 A: Hey! What time do you need to get to the airport?
B: I'm planning to be there two hours before the flight. Why?
A: Well, look at the time. The airport train leaves in five minutes.
B: Oh no.
A: I'm sorry, we were talking and I didn't see the time ...

B: No, don't worry. I ... I won't take the train. I'll take a taxi.

A: A taxi? They're quite expensive. Let me drive you to the airport.

B: Really? That would be great. Thanks.

A: No problem. We can continue our conversation in the car.

3 A: Can I help you?

B: Yes, thanks. Erm, I ... I've missed my train. Can I use this ticket for the next train?

A: Yes, you can. The next train is the six o'clock fast train. You'll need to pay an extra ten euros for that. Or you can take the six fifty train and you don't have to pay anything extra.

B: Okay, I'll take the six fifty train then. Thank you.

A: You're welcome.

Language Focus: offers and decisions (SB page 50)

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

Tips:

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

1 will

2 and 3

1.56

- 1 A: Are you ready to order?
B: Yes. I'll **have** a salad.
- 2 A: I don't understand this.
B: That's all right. I'll **help** you.
- 3 A: The next train is in twenty minutes.
B: **Shall** we **take** it or wait?
- 4 A: Here, let me take those bags.
B: Thanks, but it's OK. I'll **carry** them.

Speaking (SB page 50)

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

Tips:

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

Global voices

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

Warm up (SB page 51)

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

Tips:

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

- 2** Other reasons might include: I'd like to travel; I need to speak English with my relatives / my colleagues; I want to read English books in the original; my boss has told me to; I need it to get into university; I love the sound of the language, etc.

Listening (SB page 51)

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

Tips:

- The first time students 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".
- 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.
- Try to avoid hunting for specific pronunciation or language errors. In real world communication not everyone speaks perfect English all the time, not even native speakers.

1.57–1.62

- 1 Actually, I'm learning English because it will be helpful for my career. (5)
- 2 I'm learning English because first of all I want to be a teacher of English in my country. (4)
- 3 I would like to work for some companies who work in Canada and USA and they need really good English skills and I have to speak English very well and to work for them. (3)
- 4 Well I believe that English is very important nowadays as you cannot continue studying without using English because it's the international language nowadays. (8)
- 5 I am learning English because I love it. I love the English culture, the American culture, its movie, its music. (10)
- 6 English is a world language so we need to study English. It's essential. And personally I want to be a politician or I want to be a diplomat, which my father wants. So I think English is the most important thing for a politician or a diplomat so that is why I am studying English in Britain now. (9)

Language focus: synonyms

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

Tips:

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

- 1 actually
- 2 university studies
- 3 obvious

Speaking (SB page 51)

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

Tips:

- The speaking tasks here are slightly more open to allow 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).

Writing an email to a friend

Reading (SB page 52)

1 and 2

Find out if students know anything about Edith Piaf, show them a picture or play her music. Then students read the two emails. Ask open class if they have seen or would like to see the film and encourage them to give their opinions.

They arrange to go and see *La Vie En Rose*.

Background note

Edith Piaf is a well-known French singer and songwriter (1915–63), a French icon. Two of her most famous songs are: 'La vie en rose' and 'Non, je ne regrette rien'. She had a rather tragic life and this was dramatised in the film 'La vie en rose', released in 2007.

Writing skills: informal style (SB page 52)

1 Point out that these emails are very like informal letters. Check the meaning of *salutation* and *contraction*. Students check what they know about informal writing to friends.

- | | |
|-----|-----|
| a F | c T |
| b T | d F |

2 Students work independently initially, then check their answers in pairs. You could write the changes on the board.

- | | |
|-----------------------------|---------------------------|
| 1 I'm writing ... | 8 ... acting's brilliant |
| 2 I'd like to see ... | 9 I'd love to ... |
| 3 It's a drama ... | 10 I'd really like to ... |
| 4 It's had very good ... | 11 My sister's ... |
| 5 It's the true story ... | 12 ... it's great |
| 6 I've heard ... | 13 I'll see you ... |
| 7 ... music's beautiful ... | |

Language note

This raises students' awareness of how audience affects choice of language. Students tend to either overuse or underuse contractions in both formal and informal writing. Informal written style is closer to spoken English, using different, higher frequency vocabulary, contractions and ellipsis (when the 'grammar' words are omitted, eg (I'll) See you (on) Friday).

3 Ask students to work in pairs. Note that some of these answers may differ depending on context, age and personality of the reader / writer.

- | | |
|-----------------|---------------------|
| Hello Laura (I) | Yours sincerely (F) |
| Dear Laura (F) | Bye for now (I) |
| Hi Laura (I) | Regards (F) |
| Best wishes (Q) | Yours (Q) |
| Cheers (I) | |

Language focus: making invitations and arrangements (SB page 52)

1 Ask students to choose whether the expressions are formal or informal. Students work with a different partner from the previous exercise.

- | | | |
|-----|-----|------|
| 1 F | 5 F | 9 F |
| 2 I | 6 I | 10 I |
| 3 I | 7 I | 11 F |
| 4 F | 8 F | 12 I |

2 Students can work in pairs if they wish. Encourage them to use informal expressions from exercise 1 to help them.

Preparing to write (SB page 52)

Introduce this by describing a film that you have recently seen, using some of the phrases under *Describing a film*.

Give students time to read the useful phrases. Focus students briefly on the use of *star* as a verb.

Write up any new words on the board and drill them, eg *thriller* (n) /'θrɪlə/; *documentary* (n) /ˌdɒkjə'mentəri/ and *review* (n/v) /rɪ'vjuː/. Students then describe their films in pairs.

Writing (SB page 52)

Remind students that the tone should be informal and to refer to Laura's text and to the Language focus (exercise 1 and 2) for support. If appropriate, use a local cinema guide, or the internet. Encourage students to develop the central paragraph, and give brief details of the film. Remind students this paragraph should encourage their friend to join them.

Monitor as students are writing, focusing on issues of style and clarity. Ideally, write and send the emails on computer. Take in the finished emails for diagnostic purposes.

Global review

These lessons in *Global* are intended to review some of the language and topics covered in the unit. They follow a similar format.

Grammar and Vocabulary (SB page 53)

Aim: to review the main grammar and vocabulary in the unit.

Tips:

- Students can do these exercises alone or in pairs, in class or at home, depending on their learning style and your teaching situation.
- Ask students to read the questions first to establish the grammar and vocabulary areas which are focused on.
- Encourage students to check their own answers by looking back through the unit.

Grammar

- | | |
|-------------------|----------------------|
| 1 are you doing | 5 buy / will be able |
| 2 to get | 6 going |
| 3 to learn | 7 am starting |
| 4 'm going to buy | 8 gets / will melt |

Vocabulary

Natural disasters: storm, flood, forest fire

People with a lot of money: wealthy, well-off

People helped by aid organisations: poor, homeless

Geographical features: ocean, lake, desert

Speaking and Writing (SB page 53)

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

Tips:

- Before speaking, encourage students to think first about what language they need to focus on from the unit, and a good way to start their conversation.
- Before they do the writing practice, ask students to either make notes or discuss ideas with a partner to activate useful language.
- Monitor as students are working and note any points for feedback at the end.

Study skills

Using your dictionary: finding the right entry (SB page 53)

1 Familiarise yourself with the entries in the learners' dictionaries beforehand. If possible, to aid feedback, project the relevant entries for exercises 1–5 onto the board.

2 Students check in a monolingual dictionary. In feedback, clarify the purpose of the exercise. Read the comments under Exercise 2 aloud. Ask students if they can think of other examples like 'orange'.

3 Elicit from students the typical word classes for these three words, before searching in the dictionary. Ask students to check the meaning too (sometimes the meaning is related, eg *heat* (n) and (v), but *pretty* (adj) and (adv) and *fair* (n and adj) are not connected). In these three cases the pronunciation remains the same, despite changes in meaning.

- | | |
|---|---------------------------|
| 1 | heat: noun, verb |
| 2 | pretty: adjective, adverb |
| 3 | fair: noun, adjective |

4 Remind students that there may be several meanings for one class of the word in the dictionary. Be prepared to help students unused to reading phonemic script.

- | | |
|---|---|
| 1 | tear (verb) /teə/ to pull something so that it separates into pieces; tear (noun) /tiə/ a drop of liquid that comes from your eye when you cry. |
| 2 | close (verb) /kləʊz/ to move something to cover an open area; close (adj) /kləʊs/ only a short distance away. |

5 First students cover the menu of meanings 1–6. They then read the example sentences in pairs and decide what 'green' means in each case. Students then find the relevant meanings from the list.

- | | |
|---|---|
| 1 | 3 |
| 2 | 2 |
| 3 | 5 |