

Coursebook

Unit 5	Language	Texts	Communicative skills
Part 1 SB page 54	Vocabulary Jobs and Work Extend your vocabulary – <i>job vs work</i> Grammar <i>Have</i>	Reading <i>Profile of an Indian call centre worker</i>	Speaking Discussing jobs and preferences
Part 2 SB page 56	Grammar Modal verbs Vocabulary Work issues Pronunciation Contractions	Listening Conversations between bosses and employees	Speaking Discussing and prioritising aspects of working Talking about good and bad employers and work obligations
Part 3 SB page 58	Vocabulary Leisure activities Extend your vocabulary – <i>play</i> Grammar – <i>ing</i> verb forms Pronunciation /ŋ/	Listening Presentation about <i>The serious leisure perspective</i>	Speaking Discussing leisure time Talking about casual and serious leisure activities Writing Students write a paragraph about a leisure activity
Part 4 SB page 60	Grammar Present perfect; <i>have been / have gone</i> Pronunciation Past participle vowel sounds	Reading Ten facts about amusement parks	Speaking Talking about amusement parks and personal experiences
Function globally	Turn-taking Discussing meetings; English and work Students analyse and practise turn-taking questions		
Global English	David Crystal text: <i>All work and no play</i> Students talk about jargon in language		
Writing	A CV Correcting spelling and punctuation Writing dates		
Global review	Grammar and vocabulary review Extra speaking practice		
Study skills	Students review ways of recording new words and phrases		

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	Work – Ask students to find examples of Dilbert or other humorous comics Leisure – Ask students to make a slide presentation on a favourite leisure activity and upload the slideshow to the internet or share it in class

Part 1

Speaking (SB page 54)

TEACH GLOBAL
THINK LOCAL

Lead-in

Put the quote up on the board, with two key words omitted, as follows: "When you go to work, if your name is on the building, you're rich. If your name is on your desk, you're middle-class. If your name is on your _____, you're _____."

Clarify *middle-class*. Elicit possible alternatives for the gaps, then students check in their books.

1 Students read the quote in pairs.

2 Ask students to work in pairs and check they know the different jobs in the box before speaking. Drill any words you think might cause problems, eg *politician* /pə'lɪtʃən/.

Discuss open class how they think the quote describes jobs in the US. (*suggested answer: It may imply that a class system exists for jobs, where people are labelled, and which is hard to break out of.*) Ask students if this is similar to their country.

Encourage students to give reasons for their choices of the jobs from the box. Monitor and give feedback as appropriate afterwards.

Vocabulary (SB page 54)

1 Ask students where they might see these mini job-advertisements, eg the job ad section in a newspaper. Students work alone to replace the vocabulary, then check in pairs. In feedback, elicit the word class in each case.

- 1 give work to: employ (v)
- 2 money: salary (n)
- 3 extra money: bonus (n)
- 4 giving jobs: hiring (v)
- 5 teaching of the skills: training (n)/ (v)
- 6 money per hour: wages (n)
- 7 talk about the job: interview (n)

2 To start students off, let them read the questions, then you provide two separate answers to random questions. Students decide which question you are responding to. Clarify any language at this point, eg *wage*, *shift*, *salary*.

Ask students to work in pairs to discuss the questions. Take some whole class feedback on any points of interest. These sentences also contain common job-related collocations. Elicit and record these on the board as collocations, eg *minimum wage*, *job interview*, *work night shifts*, *(a good) starting salary*.

Language note

Wage and *salary* both refer to your income from your job. Your *wage* is the money that you earn per week, often referred to in the plural: *wages*. Your *salary* is per month or year. If you are in a profession, eg a teacher or business person, you will probably use the word *salary*.

Background note

In the UK, the minimum wage is £5.93 (Jan'11); in the US the federal minimum wage is \$7.25 (Jan'11), although different US states also have minimum wage regulations.

Reading and Speaking (SB page 54)

This reading is an interview with an Indian call centre worker, talking about her work.

1 Ask students to look at the photo of the call centre and of Rajeshwari (SB page 55). Read aloud the introduction on SB page 55, then ask the whole class the questions in exercise 1 SB page 54.

Find out if students have had any personal experiences with call centres which were amusing or annoying.

TEACH GLOBAL
THINK LOCAL

Pre-reading activity

Put the following questions on the board for discussion:

How many call-centre workers do you think there are in India?; What kind of companies use them and why? What exactly does a call centre worker do?; What are the positive / negative aspects of this job?

Take feedback on suggestions, then ask them to read the text in the four circles.

2 Focus students on the photo of Rajeshwari again. Point out the glossary, then let students find out about Rajeshwari, answering the questions. After a few minutes, let students compare their answers.

- 1 She was very happy when she got the job. She misses her parents.
- 2 She works nights and she gets home from work at five in the morning.
- 3 She mainly talks to Americans. Sometimes they get angry. Sometimes she talks to Indian people who want her to speak Hindi.

TEACH GLOBAL
THINK LOCAL

Reading extra

If necessary, to help your students understand the text more fully, dictate these additional questions:

a) *Who is Katie Jones?* b) *Is her salary good?* c) *Why does Rajeshwari need to dress smartly?* d) *Does she like it when an Indian person picks up the phone?* e) *Do you think she regrets taking the job?*

TEACH GLOBAL
THINK LOCAL

Mixed ability

Stronger students work out the questions that the British journalist must have asked, eg *How did you feel when you first got this job?* (see para 1).

Monitor as students are working. Take whole class feedback.

Extend your vocabulary (SB page 54)

Approach this as a test-teach exercise. Books closed. Write the words *job* and *work* on the board, then read out the five sentences. Students write down the appropriate missing words in each case.

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

- 1 job
- 2 work/job
- 3 jobs
- 4 work
- 5 job

3 Students choose their task in pairs. If many / all students choose **B**, brainstorm the words and put them on the board. Students should justify why they have chosen their adjectives, referring to the text.

Grammar (SB page 55)

1 Do the first two examples together, reading out the sentence and asking what 'have' is used for in each one. Check that students understand the metalanguage used here, eg *possessing*, *auxiliary*, etc.

Students complete the matching task in pairs. Try to elicit similar examples when checking answers as a whole class.

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

Language note

The multiple uses of *have* can be confusing for students. All of these uses are high frequency. In relation to uses a) and b), *have* is considered a little more formal than *have got*, eg *I have several qualifications in this area*.

In American English, *have* is often preferred to *have got*, eg *I have a dog*.

2 First of all read out the **Language note**. Elicit examples or use those from exercise 1 to illustrate, eg sentences 1 and 3: *I've got a job as a call centre operator*; ~~*With a small party*~~.

Exercise 2 focuses on form and pronunciation. When students have finished, they should amend the sentences so that they are true for themselves, then compare their answers in pairs, orally. Monitor, focusing on the target language.

- 1 -
- 2 I've
- 3 -
- 4 I've
- 5 I've
- 6 -

G Grammar focus

Show students the icon. Write page 140 on the board and ask them to find it. Show students the language summary on *have*.

You can use exercise 1 on page 141 for

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

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

TEACH GLOBAL
THINK LOCAL

Homework extra

In class elicit Rajeshwari's feelings about the job – they are clearly mixed. Set the scene: Rajeshwari is feeling homesick. She writes a letter to her best friend (she can't tell her parents the truth). Start:

Dear Bina, I'm so sorry for not writing earlier. It's been a bit difficult since I left home. Please don't tell my family what I'm going to tell you now ... Elicit some suggestions of what she might say. Encourage students to be imaginative and to understand her situation.

Part 2

Listening and Vocabulary (SB page 56)

TEACH GLOBAL
THINK LOCAL

Lead-in

If appropriate, ask students to talk about their own bosses – past or present – in threes. Find out first if they are willing and able to do so. Then brainstorm onto the board what a 'good' boss does / says.

The listening text involves four different bosses talking to employees on different work-related subjects.

1 Ask students to comment on the cartoon. Then ask what other (humorous) things besides watering plants a new employee might be asked to do: students work in small groups to think of at least three things, eg making coffee and tea, doing photocopying, ordering sandwiches, etc.

2  1.63–1.66 Students listen and order the topics. In feedback, if there are / were any problems, then play the recording again for students to check.

- 1 the weekend
- 2 a dress code
- 3 the computer
- 4 a meal

 1.63–1.66

Boss 1: Oh, hello, good to see you. Listen, somebody has to work this Saturday morning. Susan has called in sick. Now, I know that you've worked every Saturday this month, but there isn't anyone else. That all right? You can take next Saturday off.

Boss 2: Excuse me? Yes, come here, please. Now, I don't know if anybody told you, but we have a dress code here. Employees mustn't wear jeans to work. It's not allowed. You don't have to wear a jacket and tie, but try to be a little bit more formal.

Boss 3: No, no, NO. How many times do I have to say this? You *can't* use the computer to send private emails and you *can't* send personal messages to each other on the computer. You are on company time, and you *must respect* that time. That means *working* everybody, and *not talking*.

Boss 4: It's OK, you know. Of course you can go on your lunch break now. You don't have to come in to my office and ask me every time. I like to keep things informal around here, and as long as everyone does their work then I don't see a problem. All right? By the way, I recommend the Italian restaurant on the corner if you don't know where to go. Very good pasta.

3 Let students circle the preferred answer in pairs before they listen. Then play the recording. Pause the recording after each line or possibly re-play it.

Write the target phrases on the board to focus students: *call in sick; take (time) off; be on company time; go on a lunch break (or have / take a break).*

- 1 Someone has called in sick.
- 1 You can take next Saturday off.
- 3 You are on company time, and you must respect that time.
- 4 Of course you can go on your lunch break now.

4 Ask students which of the four bosses they think are bad, and why.

Grammar (SB page 56)

1 Write the heading 'Modal verbs' on the board. Elicit anything they know about these, then let students read the examples.

They work in pairs to explain what the modals (in bold) mean, without looking at the rules (a–d). Clarify the word 'allowed'. Students then do the matching task in pairs. Make sure you give support to less confident learners in this guided discovery task.

Take whole class feedback. Elicit similar, additional examples, using the work context, eg

You can't leave the office before 5 pm.

TEACH GLOBAL
THINK LOCAL

Extra activity

If students find it hard to distinguish between the modals and your class make-up allows it, get them to translate sentences 1–6 into their mother tongue in pairs. They should underline the word(s) which express modality in their first language. Walk around and see if you are able to identify any patterns (whether you know their L1 or not), asking students questions – this helps students to focus on the concept.

- 1 have to, must
- 2 mustn't, can't
- 3 don't have to
- 4 can

Language note

Have to and *must* are very similar in meaning but as students tend to overuse *must*, recommend using *have to* if they are unsure. *Must* usually suggests strong obligation, the obligation often coming from the speaker him/herself: *I really must give up chocolate*, or from someone in a position of authority: (mother to child) *Listen! You must stop eating all those sweets!*

In British spoken English, both *have to* and *have got to* express obligation, eg *I've got to be / I have to be in work early tomorrow*.

Whereas *have to* and *must* (affirmative) are similar in meaning, the negative forms are not. *You don't have to wear a suit* = a suit is not necessary. *You must not wear a suit* = wearing a suit is forbidden.

2 Let students first work alone on this fairly challenging task, before checking in pairs.

When checking as a whole class, discuss options, eg in text one *employees must wear a suit* is the first option, but in the second text, they *can't* or *mustn't* send personal email messages. Highlight differences in meaning, eg the contrast between *people don't have to dress so formally* vs. *people must not dress so formally*. Ask: *Can you wear a suit on Friday if you want to?* (Answer: *yes, but it's not necessary*.)

Text 1

must
don't have to
can

Text 2

can
can't / mustn't
mustn't / can't

Text 3

have to
don't have to
can

3 Ask students to make sentences about their jobs using the modal verbs. First choose a job together and do an example on the board. Then students work alone.

Monitor and check individuals' work. Early finishers can read and check a partner's work.

Hear some examples as a whole class.

Grammar focus

Show students the icon. Write page 140 on the board and ask them to find it. Show students the language summary on modal verbs.

You can use exercise 1 on page 141 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
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Extra activity

If your students need more practice, ask them to reflect on their class rules and norms of behaviour. Imagine speaking to a new student about the class. Elicit some ideas, then students brainstorm ideas in groups, eg *you can't smoke*; *you have to come to all the lessons*, etc. Add extra prompts on the board if students dry up, eg *food/drink*; *homework*; *behaviour*; *speaking in English*; *clothes*; *dictionaries*, etc. In feedback, one member of each group reports back. Students could then roleplay in pairs: an old student chatting to a new one. Demonstrate first with a stronger student.

Pronunciation (SB page 57)

1 **1.67** Students may want to say these sentences aloud first, so ask some students to read them, then listen to the recording. Elicit from students what they now know about the pronunciation of these modals (see below).

Point out the **Language note** on British English pronunciation.

1.67

- You can't wear that.
You can wear that.
- She can't come to class today.
She can come to class today.
- You must use your books.
You mustn't use your books.

2 **1.68** Students listen and compare answers in pairs. After a quick check, students practise saying the sentences in pairs. Go around and help individuals, drilling where necessary.

- mustn't
- can't
- must

1.68

- Workers mustn't use the computers on the first floor.
- You can't take your lunch break at two o'clock.
- I really must answer emails more quickly.

Pronunciation note

Pronunciation is a key consideration: *You must wear a suit for work* (boss to new employee) is likely to be unstressed: *You must /mʌs/ wear a suit for work*. Stressing 'must' here could sound rude or dogmatic.

The negative forms, eg *can't* and *mustn't* are stressed, but generally the affirmatives are not, resulting in a schwa, eg *You can't /kɑːnt/ go* versus *you can /kən/ go*.

Speaking (SB page 57)

1 Give students time to work on their own to read the job characteristics and choose the ones important to them personally.

2 Students first read the example sentences, then work in pairs to share their ideas. Encourage students to give reasons for their choices and remind them to add their own job characteristics if they want.

At the end, ask if anyone changed their mind in the discussion. If so, why?

3 Before joining pairs together, ask students to look in the *Useful language* box, to help them discuss their points more naturally. Take whole class feedback, asking students their final choices of job characteristics, and what they changed from their original list.

TEACH GLOBAL
THINK LOCAL

Extra activity

If students need more practice, they write secret job descriptions in pairs. Others then guess the mystery job. Provide an oral model, or for **less strong students** a written model:

I have to get up very early at times, or even in the middle of the night. I sometimes have very little to do in a day, I can just read or drink coffee and do a bit of training. Luckily I don't have to sit at a computer all day, but I do have to wear a uniform in my job, and I also work shifts. I sometimes work at weekends too. Finally, for my job I have to stay quite fit.

(a firefighter)

Part 3

TEACH GLOBAL
THINK LOCAL

Lead-in

Bring in objects connected to your own hobbies, or your family's hobbies, eg trainer (tennis); wool (knitting); wooden spoon (cooking), etc. Show them the objects to elicit from students what your hobbies are. Follow this up by asking students to name one object which gives a clue to one of their hobbies. They could just say the word or draw it on the board, for others to guess their hobby. Encourage students to be a little cryptic!

Vocabulary (SB page 58)

1 Do the first example together. Students work alone first, then check in pairs.

Early finishers can add examples to *do*, *go for* and *collect*. Take feedback.

- 1 read
- 2 do
- 3 go for
- 4 collect
- 5 watch
- 6 play
- 7 chat
- 8 cook

2 Use the two examples given to remind students of the position of the adverb: adverbs usually go before the verb, except with *be* when the adverb follows it; longer adverbs go at the end of the clause.

You could elicit and write on the board other adverbs of frequency so that students have them as a reminder as they discuss in pairs if and how often they do the activities.

3 Students close their books. Write up *5.1 hours a day* and tell students this is the average time an American spends on sports and leisure. Ask them to guess the activity which takes up most of the time (*watching TV*).

Students look at the pie chart on page 58 and discuss the questions.

Add an extra question on the board for early finishers: *Would a chart for your own country be very similar to this?*

Listening (SB page 58)

This listening is a formal presentation on *The serious leisure perspective* and the differences between 'serious' and 'casual' leisure.

1  **1.69** Before listening, write *Casual leisure* and *Serious leisure* on the board. Ask students what these might mean and elicit examples.

Pronunciation note

The British pronunciation of leisure is /leɪʒə(r)/.

The American English pronunciation of leisure is /liːʒə(r)/.

Then students listen and put the slides in order.

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

1.69

Good afternoon. My name is Robert Macarthur, and I'm here to talk to you about the serious leisure perspective.

The serious leisure perspective comes from the expert on leisure, Robert Stebbins, at the University of Calgary in Canada. He has been working on this theory since 1974. According to Stebbins, there are two main forms of leisure: casual leisure and serious leisure.

Casual leisure is just that, casual. Sitting about at home is casual leisure. Doing nothing is casual leisure. Watching television, reading a book. Maybe just going for a walk. Or chatting with friends over dinner. People enjoy doing these activities because they feel good, because they're relaxing, because they're fun.

For many of us here in America, leisure has a bad reputation because it's not work. We live in a society that says work is more important than leisure because leisure is lazy.

But there is another form of leisure, called serious leisure. Serious leisure activities are activities which lead to personal development.

Doing a sport regularly, like cycling, running, skiing, or swimming are examples of serious leisure.

Serious leisure activities can also include making things, or collecting things. Here, for example, is an image of a website for collectors of rubber ducks. This is funny, yes, but an example of serious leisure too.

Finally, serious leisure can mean volunteer work. By volunteer work, I mean unpaid work helping people other than your family. For example, volunteering in a local hospital. Or in a school. Or in a home for old people.

I believe serious leisure is important because it's fun, yes, but it also satisfies a need in us, it can change our lives.

And now, moving on to my own research ...

2 Give students time to read the questions. If your students are able, they can discuss the answers in pairs before listening to check.

Students compare answers after listening the second time. Be prepared to replay the recording if necessary.

- 1 Sitting about at home, doing nothing, watching television, reading a book, going for a walk, chatting with friends over dinner.
- 2 Because they feel good, because they're relaxing, because they're fun.
- 3 It has a bad reputation because it's not work. The speaker says we live in a society that says work is more important than leisure because leisure is lazy.
- 4 Doing a sport regularly, making or collecting things, or doing volunteer work.
- 5 Because it satisfies a need in people, and changes lives.

3 Ask students to work in pairs to ask and answer the questions. Share any interesting points as a whole class.

Extend your vocabulary – play

Students complete the task on their own. Check and ask them if any of the phrases use the equivalent of the verb 'play' in their own language. Take feedback.

- 1 player
- 2 played
- 3 playful

TEACH GLOBAL
THINK LOCAL

Homework extra

Students make their own pie chart, as in the example. They should consider every day including the weekend, then find the average time spent per day. They then talk through their chart in groups next lesson.

Grammar (SB page 59)

1 You may need to clarify the metalanguage before starting, eg *subject*, *replace*. You could write up an example sentence, eg *I love cheese* and then elicit the words: *verb*, *subject* and *object*.

Students then work in pairs to complete the task. Monitor to see how they are doing. Take whole class feedback and clarify further, as necessary.

- a watching television
- b preposition
- c love, like, hate, detest

Language note

The focus here is on the *-ing* form or the 'gerund'. The verb form changes to make a noun, so it becomes more flexible in sentence construction. Students frequently make mistakes with this, saying sentences like: *People enjoy (to) do leisure activities*, or else they avoid it.

2 Put three columns on the board, with the headings *double consonant + -ing / take off e + -ing / + -ing* eg *bit, bake, say*.

Let students work out the answers in pairs, then individuals write one verb each up on the board in the correct column. If possible elicit the rules.

cutting	cycling	doing
running	smoking	playing
swimming	taking	watching
stopping	making	working

Language note

If there is a consonant at the end of a one-syllable verb which immediately follows one vowel, then the final consonant doubles before adding the suffix *-ing*. So, *cut* → *cutting*, but not *ruin* → *ruining*. In words of two or more syllables, this rule also applies, as long as the final consonant is stressed, eg *begin* → *beginning* but not *open* → *opening*.

With verbs ending in *e*, the *e* is dropped before *-ing*.

3 Ask students to write out the phrases in their notebooks, before working in pairs to see if there are any similarities. Monitor and assist.

Grammar focus

Show students the icon. Write page 140 on the board and ask them to find it. Show students the language summary on *-ing* forms.

You can use exercise 1 on page 141 for:

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

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

Pronunciation (SB page 59)

1 **1.70** Students listen and repeat.

The most common spelling is 'ng'.

1.70

- Relaxing and watching TV are my favourite things.
- I think English is a difficult language.
- No thanks, I'm stopping smoking.

2 For fun, ask students to choose just two sentences from exercise 3, in preparation for a pronunciation competition. Give students two minutes to practise. Monitor and give help as necessary, particularly to natural sentence stress, linking and phrasing.

Everyone listens to each student say their sentences (or just select random students in a larger class). The winner is the student who sounds the most natural; he or she gets a round of applause!

Writing (SB page 59)

1 Write an example on the board and ask students to identify which type it is from the list in exercise 1, eg: *I sometimes go cycling, but it's not easy for me. I like going downhill, but when I have to go uphill, I get red, hot and sweaty. I always end up getting off and I'm always the last to finish. However, I feel great after a ride, and I know it's good exercise.* (something you aren't very good at)

Give students a time limit for writing and monitor and assist where necessary.

2 Ask students to work in pairs and swap papers. Before students write the questions, remind them that their questions should relate directly to what the writer has already written. Otherwise, part 3 will not work.

TEACH GLOBAL
THINK LOCAL

Mixed ability

For **less strong students**, refer back to your example. Elicit two possible questions and write them on at the side, in a different colour. They then do the same with their partner's text. Monitor and assist.

3 Students adjust their mini texts to include the extra information. If your students need help with this, again use the example on the board to show how this might be done first.

This exercise encourages students to include more details in their writing, and possibly to support their points more fully.

TEACH GLOBAL
THINK LOCAL

Homework extra

Students choose a dangerous or extreme sport that they would like to try (or that they would never try!). Students can do a web search with the key words: *dangerous sports* or *extreme sports* for ideas, or just use one from the lesson. Depending on whether they need speaking or writing practice, students either a) write an interview with a reporter, where the reporter is finding out about their passion or b) prepare to talk about their 'new passion' in the next lesson for two minutes. They should pretend this is genuinely their own sport, so use 'I' when speaking or writing.

Part 4

Reading (SB page 60)

This text details facts about amusement parks: facts about their history; what they contain; the business side.

TEACH GLOBAL
THINK LOCAL

Lead-in

If you have the facilities, show a video clip of a roller-coaster ride by doing a web search on *roller coaster video*. If not, recount a personal anecdote of a time when you went to an amusement park. Give details about what you did; how you felt; which rides you loved or feared, etc. Try to tell your personal account in an animated way.

- Let students look at the two pictures and ask for any reactions. Elicit the term *amusement park* and *theme park* and write these on the board.
- Ask students to close their books. Put the students into teams of 3–5. Write the numbers 1–6 vertically down the side of the board, to represent the questions, and give students a few minutes to read and predict the answers to exercise 2 in their teams. Do not let them read the actual text yet.

Take feedback, writing up very short answers from each team. eg number 1: *USA*. Use different colours to highlight the different teams' answers.

Students read the text to find the answers. In feedback, elicit answers and as you do so correct teams' predictions on the board. Find out which team had the highest number of correct predictions.

- Russia
- Copenhagen, Denmark
- rides, roller coasters, eating areas
- \$11 billion (in the US)
- Disneyland in Tokyo
- Someone who invents Disney amusement park rides.

- Dictate these questions, if appropriate: *What's your favourite park / ride? When did you last go to one? Would you like to visit again? Are these parks just for children?* Students discuss these and the two questions in exercise 3 in threes.

Background note

Walter Elias Disney was born in 1901 and died in 1966. Despite starting his career with nothing, he had a major influence on the field of entertainment. He was a very creative and talented man, a film producer and director, voice actor, animator and screen writer, who won multiple awards throughout his life. The corporation he founded with his brother now makes billions of dollars per year. His studios and theme parks have developed into a multi-billion dollar television, tourist and media corporation.

Grammar (SB page 60)

Students close their books. Write this sentence from the text on the board:

The Disney Corporation _____ 11 theme parks around the world.

Try to elicit the missing words from students, filling in the gaps (*has built*). Ask the following concept questions: *Do you know when they built them?* (Answer: No). *Is the time of building important?* (Answer: No). *What is important?* (Answer: *the fact that there are now 11 theme parks*).

Add the following sentence to the board, as a follow-on sentence to the one above:

Disney created the first Disney theme park in 1955 in California.

Highlight the use of the past simple and the time reference. Ask students *Do we know when?* (Answer: Yes). So, *what tense do we use?* (Answer: *Past simple*).

Highlight the form: *subj + have/has + past participle* and give a heading: *The present perfect to talk about experiences*. Students then read the examples and notes under **Grammar**.

- Ask students to look at the two short texts with photos. Do the first example together. Let students work alone, then in pairs. Give students time and monitor carefully, referring back to the example on the board and the notes under **Grammar**.

Take feedback and ask concept questions (see above).

- | | |
|---------------|-------------------|
| 1 has visited | 5 have never been |
| 2 has taken | 6 had |
| 3 became | 7 didn't have |
| 4 took | |

- Depending on how confident your students are, you could ask them to tackle this exercise before clarifying the difference between *been* and *gone*. Then ask students to read the **Language note** under the Grammar box.

- | | | | |
|--------|--------|--------|--------|
| 1 gone | 2 been | 3 gone | 4 been |
|--------|--------|--------|--------|

Language note

The present perfect causes problems for students even at much higher levels, partly because it is not used in the same way as their first language. When talking about experiences, other languages tend to use a past simple equivalent; there is no subtle distinction made between specific versus non-specific time. At pre-intermediate level, students can be sensitised to the form and meaning, eg the fact that the present perfect is non-specific in terms of time; that it is used with certain adverbs which are connected conceptually to this notion of 'non-specificness', eg *ever* and *never*.

3 Some students will find it hard to think of ideas so at the start, you read one of the dialogues with a strong student. Try to act here, showing emotion, eg in situation 1, pretend that you are a parent who has lost their 5-year-old son at the park. Elicit possible scenarios for your example, then students choose one dialogue to continue in pairs.

Monitor and listen out for one or two nice examples, which can be shown to the whole class at the end.

Grammar focus

Show students the icon. Write page 140 on the board and ask them to find it. Show students the language summary on the present perfect.

You can use exercises 1–3 on page 141 for:

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

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

Pronunciation (SB page 61)

TEACH GLOBAL
THINK LOCAL

Extra activity

Put students into 3 or 4 teams and stand the first member of each team at the head of their team line, facing the board. Give a board pen to each of the first players from each team. Call out a random verb (infinitive), eg you say *see* and students write *seen*. The student quickest to write a legible and correctly-spelt past participle gets a point for their team. After one turn, students pass the pen to the next person in their team, and so the game continues. Students can help team members by calling out.

1 Ask students to group the past participles according to the pronunciation, or alternatively you could put these participles on pieces of card or paper, giving a set per group of three for students to then complete the task.

Early finishers could try to add any additional ones while waiting for others.

2 1.71 Students listen to check, then repeat after the recording.

1.71

/ən/	/ʌm/ or /ʌn/	/ɔ:t/	/i:n/
driven	come	bought	been
eaten	done	brought	seen
forgotten	swum	taught	
ridden	won		

Speaking (SB page 61)

1 1.72 Play the recording and focus students on the words which are stressed. Students repeat it, as close to the model as possible.

1.72

Have you ever **been** to an **amusement park**?

Pronunciation note

In present perfect questions, the auxiliary *have* or *has* is typically crushed to /həv/ or /həz/. The participle is stressed, although *been* is frequently also reduced to /bɪn/, probably because of its high frequency.

2 Highlight the form of the question, with the inversion of the auxiliary and subject (*Have you ever ... ?*)

Ask students to work in pairs to look at the questions on the leisure questionnaire and remind themselves of the past participles, referring back to exercise 1 if necessary. Remind students that the focus is on the question form and on pronunciation, so they should not answer the questions yet.

Students practise saying the questions aloud. Monitor and help with pronunciation or form problems.

3 This exercise focuses on the movement from general, non-specific time to specific time; from present perfect to past simple. This is a very natural progression in everyday speech.

Ask two students to read the sample dialogue aloud. Students say which verb tenses are used and why.

Do two or three more 'yes' examples as a whole class (from the questionnaire), including follow-up questions.

Pairs then do the same. Monitor and assist as necessary. Pick up on any relevant points or nice examples at the end.

Ask students to write down a couple of the examples as a record.

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Extra activity

For students who need more oral fluency practice, write these discussion points on the board, or dictate them for students to discuss in threes:

Why do you think amusement parks are more popular in certain parts of the world, eg the USA?

Why are these parks more popular nowadays than before?

As a parent, do/would you want your child to go to these parks often? What age would you say they are appropriate for?

Is the future good for amusement parks?

Function globally: turn-taking

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

Warm up (SB page 62)

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

Tips:

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

Listening (SB page 62)

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

Tips:

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

1 1 c 2 b 3 a

1.73-1.75

- A: Right. Hello and thanks again for coming. The purpose of today's meeting is to give you all the information about ...

B: Excuse me. Could I just ask a question?

A: Yes, Mrs Davies.

B: My son doesn't have all the books yet. Is this a problem?

A: Not at all. We can talk about the books in just a moment.

C: Can I add that my daughter doesn't have the books either? They haven't arrived.

A: Thank you, Mr Brown. Please don't worry about it now ...
- A: And I think you will find that the starting salary is very good.

C: Yes. Thank you. May I ask about working hours again? I'm not sure that I understood. What time do you expect me to arrive in the morning?

A: Seven o'clock.

C: Fine. Seven o'clock. That's early.

A: We need people early in the morning to talk to our European offices.

C: Of course.

B: Is there a problem?

C: No, not at all. Not at all.
- A: OK, so the next item on the agenda is ...

B: Can I say something here?

- A: Is it about wages?
- B: No, it isn't.
- A: All right then. Because we aren't talking about wages in this meeting.
- B: Can I just say that the dress code we have now is terrible. Terrible.
- A: Thank you, David.
- B: I *hate* these ties.
- A: I know ... which is why we are talking about a change in the dress code.
- B: Can I also mention that the trousers are so *uncomfortable*.

2 Conversation 1: a 2: b 3: b

Language focus: turn taking

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 Excuse me. Could I just ask a question? (b)

Can I add that my daughter doesn't have the books either? (c)

2 May I ask about working hours again? (a or b)

3 Can I say something here? (b)

Can I just say that the dress code ... (c)

Can I also mention that the trousers are so uncomfortable. (c)
- 1 Can I just say something?

2 Could I ask a question?

3 May I add something here?

Speaking (SB page 62)

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

Tips:

- There is sometimes a choice of 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

Ask students to work in pairs to match these words / phrases to their equivalents, writing them randomly on the board:

boot up – *start*; cardiac arrest – *heart attack*; cavity – *hole*; apprehend – *catch*; morbidly obese – *very fat*; marinate – *leave in the mixture*; infinitive – *main verb*

In feedback, explain that these words are all 'jargon' (special words / phrases understood by people who do the same kind of work). Ask students in which field they would see / hear each one (*computer; medical; dental; police; cookery; language*). Discuss why people use jargon and also why some people do not like jargon.

Warm up (SB page 63)

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

Tips:

- Be generous in helping students here with any unknown words in the first task.
- Ask students to relate this task, wherever possible, to similar events or texts in their own lives. This will help them with the reading.
- 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 63)

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

technical vocabulary

2

1 false (we need a balance between work and play)

2 false (outsiders won't understand it)

3 true

4 true

5 false (it wants specialists to speak clearly)

6 true

Language focus (SB page 63)

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 a balance

2 add precision

3 convenient

4 the public

5 in other words

Speaking (SB page 63)

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

Tips:

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

Writing a CV

Reading (SB page 64)

Students look at the photo of Ahmed and predict in pairs the following, making sure they cover up the CV: *his age, nationality, interests, degree (subject); current job*. Students then check their predictions and at the same time fill in the headings. Clarify 'referees' at the end, referring to the relevant place on the CV.

In feedback, find out who was best at predicting. Also ask how their own CVs differ in terms of layout or general content issues.

- 1 Email address
- 2 Date of birth
- 3 Education and qualifications
- 4 Work Experience
- 5 Skills
- 6 Interests
- 7 Referees

Writing skills: setting out a CV (SB page 64)

Tell students that this CV is for a different person, but there are punctuation and spelling problems. Find the first example together as a whole class. Students check their answers against Ahmed's CV.

Spelling

CURRICULUM VITAE

Email address

Education and qualifications

Work Experience:

Skills

Referees

Punctuation

1) colons to follow:

address

birth

EDF Energy

Referees

2) No capitals on:

birth

qualifications

assistant

3) Underlining or separate headings for:

Education and qualifications

Work Experience

Interests

4) Full points:

B.A. Hons.

Language focus: writing dates (SB page 64)

If you have a multinational class, ask individuals to come up and write today's date in figures and numbers on the board in their first language. Then ask them to write out today's date in English in their notebooks (both in full and in numbers). Go around and monitor to see what they write, before eliciting a correct version to the board. Contrast this with their own countries' versions. Students then read the notes on UK and America and complete the task.

UK	US
	November 22 nd 1995
14 th Feb 2000	
28 - 05 - 1982	
	10 - 02 - 95

Preparing to write (SB page 64)

Students work in pairs to discuss first what they would write for themselves. Then they write notes.

Writing

Refer students to the notes and phrases for describing skills on this page. If they need a template or further examples, they can do a web search with the key words *writing a CV*. They may find this particular site useful: www.cvtips.com

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THINK LOCAL

Alternative procedure

If students have already spent time writing their own CVs in English, they could write a CV either for their partner, based on an initial interview (this would extend the task considerably), or for you, the teacher (based on an interview). Give students a blank template of a CV to make notes on in class. Students can type this at home.

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 65)

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

- 1 have you ever been
- 2 went
- 3 writing / chatting
- 4 have never ridden / have seen

Grammar 2

- 1 have to
- 2 don't have to
- 3 mustn't
- 4 can

Vocabulary

play on the computer
do exercise
go for a walk
chat on the phone
collect stamps
read a magazine
watch television
cook a meal

Speaking (SB page 65)

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.

Study skills

Recording new words and phrases (SB page 65)

1 First ask students to refer back to a page in their notebooks where they recently wrote down new words. Go around and have a look at their example pages. Show a couple of clear, neat examples to the class.

Students then discuss the questions in exercise 1 in threes. Take class feedback on the more interesting questions, especially the final 'How' question, which focuses on the issue of recycling. If appropriate, write some of students' useful ideas on the board.

2 Students look at the examples. Take feedback on the differences as a whole class.

This activity exposes students to different ways of recording lexis. At this stage, just focus on concrete differences, eg the second approach records pronunciation features; it also gives word class and contextualises the word.

3 Students discuss the three questions in pairs.

In feedback, try to draw out the strengths and weaknesses of each. Stress there is no 'correct' way, but that some are better in terms of clarity and memorability. The first way is likely to be the most common: it is quick and natural, but also limited, eg there may not be an exact translation, and as there is no word class or example, it may prove hard to use later. The third example is visually attractive; it could work well for visual students. However, it might not be possible with all lexical items eg abstract nouns.

4 Ask students to write down which technique they will try out. Ask for and record students' decisions, to formalise this stage. Next time you have new vocabulary in a lesson, remind students to experiment. Remember to take feedback on how the experiment went too!

Coursebook

Unit 6	Language	Texts	Communicative skills
Part 1 SB page 66	Extend your vocabulary – Metaphors for <i>happy</i> Grammar Comparative adjectives and adverbs Pronunciation The schwa /ə/	Reading <i>The science of happiness</i> <i>Fitter happier</i>	Writing / Speaking Listing and comparing what makes people happy Talking about measuring happiness
Part 2 SB page 68	Vocabulary Noun suffixes Grammar Modifying comparisons	Listening Conversation about jobs in scientific research Reading <i>Frankenstein</i>	Speaking Discussing research jobs Writing A comparisons quiz
Part 3 SB page 70	Vocabulary Compound nouns Grammar Superlatives	Reading <i>Going, going, gone</i>	Speaking Discussing online auctions and internet shopping Writing Writing website and email addresses
Part 4 SB page 72	Extend your vocabulary – other ways of saying <i>yes</i> Pronunciation Word stress in compounds Grammar Phrasal verbs and objects	Listening Conversations about computer problems Reading <i>The Luddites</i>	Speaking Giving opinions about modern technology and the workplace
Function globally	Finding things in common Agreement with <i>so, too, neither</i>		
Global voices	Listening to opinions of the most important technological advances Joining clauses with <i>and, so, because</i>		
Writing	Describing advantages and disadvantages Students use listing points to sequence ideas and introduce advantages and disadvantages		
Global review	Grammar and vocabulary review Extra speaking practice		
Study skills	Students learn how to personalise their 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	Science – Ask students to interview ten people about what makes them happy and make the ideas into a form of word art, for example a 'wordle' Technology – Ask students to find a website or book that questions technology or is neo-luddite and bring findings to class

Part 1

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THINK LOCAL

Lead-in

Mime some examples of what makes you happy: draw a big smiley face on the board → and elicit some ideas about yourself eg *swimming* or *baking a cake*.

Writing and Speaking (SB page 66)

1 Ask students to write five things which make them happy, while you monitor to see if they are using the *-ing* form (from Unit 5) as the subject of the sentence, eg *Being in the countryside makes me happy*. You could comment on this here, or leave it until later. (see *TGTL* Extra activity, below).

2 Ask students to work in pairs. They compare lists and then discuss the questions. Take feedback on any points of interest from this discussion, although be sensitive with the final question: *How happy are you?*

Reading (SB page 66)

This reading text is a factual account about different factors which influence people's level of happiness.

1 First clarify *climate* (n) and *measure* (v). Put the four headings on the board and students predict in pairs what the text will say about each, before reading. Guide students by telling them that for the last question *What makes people happy?* there are three main points which they should try and anticipate too.

After discussing, hear some suggestions, then let students complete the reading task.

Take feedback on anything students find interesting.

- | |
|----------------------------|
| 1 Measuring happiness |
| 2 Climate and happiness |
| 3 Money and happiness |
| 4 What makes people happy? |

2 Students read the text and complete the questions in pairs. If your students are able, they can cover the text and then complete the questions (the questions are not in the text but the verbs and other key words are). They then check in pairs and with the text, if necessary.

Write up *satisfied* (*with sth.*) (adj) on the board.

- | |
|-----------------------|
| 1 can / do we measure |
| 2 people are most |
| 3 make people happy |
| 4 make people happy |

3 Write the first highlighted word (*calculate*) on the board: *Social scientists usually calculate ... people are.*

Encourage students to try to deduce the meaning of the word 'calculate' from context together. Elicit the word class (v), then possible meanings or synonyms. Then students complete exercise 3.

- | | |
|-------------|-------------|
| 1 valid | 4 outlook |
| 2 enjoyable | 5 calculate |
| 3 purpose | |

4 First students ask the two questions noted in the text in pairs: *How happy are you from 1–10?* *How satisfied are you with your life?* Ask students if they think these questions are 'valid' for research, without eliciting responses.

Students ask each other the questions in Exercise 4 in groups of three. To expand on the second point, write up: *How well do we know ourselves? Is it better to ask the people we live with? Could mood, age, embarrassment, etc. affect our answers?* Clarify any words as necessary, then students discuss these points in threes.

Take whole class feedback.

Extend your vocabulary – metaphors for happy

Do the first expression together, deciding if it is happy or sad (the word *lift* means going upwards). Students draw smiley or sad faces next to each expression 1–6.

After feedback, to follow on from the last Study skills section (recording new words, SB page 65), you could encourage students to store these phrases by drawing, to aid memorisation. Students draw mini pictures of the phrases, eg *I'm on top of the world* could be a picture of a stick man on top of a globe.

- | | |
|---------|---------|
| 1 happy | 4 happy |
| 2 sad | 5 happy |
| 3 sad | 6 sad |

TEACH GLOBAL
THINK LOCAL

Extra activity

At the end of the text about happiness, there are three naturally occurring examples of the gerund in paragraph four: *having close relationships*, *believing in something*, *having objectives*. As a revision task from Unit 5, students close their books and recall the three things, telling their partner. Write them on the board. Students can also look back at their five initial things (see exercise 1, SB page 66) and, where appropriate, rewrite them using the gerund.

Grammar (SB page 67)

Let students read the rules first and then complete the gapped text, after doing the first example together.

Alternatively, if your students are able, adopt a test-teach approach: students do the exercise alone before looking at the rules / examples under **Grammar**.

Monitor closely as students work, to identify any problems. Students compare answers in pairs – refer students (back) to the Grammar rules for guidance.

Take whole class feedback. Encourage students to refer to the rules explicitly, eg *why not 'stressfuler'?* Use the board to clarify further, as necessary.

(Note that this text includes a mixture of comparative forms: irregular (*good*); regular, but requiring knowledge of spelling rules (*healthy*, *late* and *fit*). If students want to know more about spelling rules, refer to the Grammar focus on page 142.)

Ask students to tell their partner which facts in the text they a) already knew b) were new and interesting for them.

You could also put these questions on the board for discussion: *Why do younger (not older) children make people happy? Why do many people become happier as they get older? Why do happier people live longer? How and why do men and women differ in terms of happiness?*

healthier	younger
longer	more stressful
better	more enjoyable
fitter	more content
happier	happier
more satisfied	later

Grammar focus

Show students the icon. Write page 142 on the board and ask them to find it. Show students the language summary on comparative and superlative adjectives and adverbs.

You can use exercise 1 on page 143 for:

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

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

Language note

For students, it is sometimes difficult to determine what a 'longer' adjective is and whether to use *more* or *adj. + -er*. Students may give a combination of both: *more stupider*. Adjectives of two syllables can often take either form, eg *cleverer* or *more clever*. However, two-syllable adjectives ending in some common suffixes like: *-ing*, *-ed*, *-ful*, *-less*, for example, typically use *more* + *adj.*, eg *more stressful*. If students are unsure, recommend using *more* + *adj.* Note that even one-syllable adjectives formed from past participles often take *more*, eg *more tired*.

The *than* phrase is often omitted in use, if it is obvious, eg *Sally's cleverer (than Bill)*.

Pronunciation and Reading (SB page 67)

1  **2.01** This exercise focuses on the schwa sound /ə/, useful not only to help students sound more natural, but also in terms of listening.

2.01

fitter	comfortable	patient
happier	regular exercise	better driver
more productive		

2 Students listen and repeat, chorally and individually. Assist further by drilling and responding to individuals, if necessary.

3 If you can get hold of a copy of the song, then play it, though in many ways it is not a song but rather a poem (see note below). Ask students to first say the lyrics quietly to themselves, paying careful attention to the crushed sounds. Then they read in pairs, alternately, as suggested.

Background note

This song is from Radiohead's album *OK Computer* and is a rather bleak comment on the consumerism and modern malaise of the 1990s. The computer-generated voice speaks rather than sings the words in an emotionless voice, to the accompaniment of a piano and other noises. It describes an apparently ideal life, yet one which feels bland and soulless.

4 Some students might find it hard to respond to the irony in the poem. Also ask students if this poem could be about their country now and why / why not.

TEACH GLOBAL THINK LOCAL

Extra activity

For students who enjoy being creative and / or who need writing practice, they compose a poem about happiness, a useful and imaginative way to recycle ideas / lexis / the *-ing* form. Give the heading: *Happiness is ...*. Elicit some ideas for the opening lines, encouraging specific examples. Include examples with 'not' too, eg *staying in bed in the morning / not having to get up in the morning*, etc. Students work on their poem in pairs. After checking their work, they write a final draft and can decorate their work for a class display.

Part 2

Speaking and Listening (SB page 68)

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THINK LOCAL

Lead-in

Put these genuine but bizarre jobs on the board, without the explanation: *breath sniffer* (to test products such as gums or mouthwash); *egg smeller* (checks broken eggs to see if they are spoiled); *gold getter* (looks through old teeth for fillings to get the gold); *gum scraper* (the person who scrapes off chewing gum from public places); *snail picker* (picks and packs snails for eating). Students talk in threes about what they think the jobs are. Take feedback and clarify what each one involves. Students say which one they would do if they had to, justifying their choice.

This listening involves two people describing two of the jobs from exercise 2.

1 Tell students they are going to read and hear about some other unusual jobs this lesson. Refer them to the *Useful language*, and ask students to discuss the three photos in pairs, without looking (they should cover the text). Hear some suggestions as a whole class.

2 Students complete the matching task and discuss what the jobs involve.

Take some feedback, encouraging them to use the words and phrases in the boxes, where relevant. Help students with the pronunciation of the longer words: *forensic entomologist* /fə'renzɪk ɛntə'mɒlədʒɪst/; *garbologist* /gɑ:'bɒlədʒɪst/. These words are very infrequent, but are fun to try and pronounce!

Picture a – forensic entomologist

Picture b – garbologist

Picture c – gravity research subject

3 Students listen once to find out which jobs are described. Take feedback.

Gravity research subject, garbologist

2.02–2.03

I did this last summer. It was an interesting part-time job – much more interesting than the other jobs I've had. There were 15 of us in total. The study was in Texas and the scientists were looking at the effects of no gravity on the human body. For the study we had to stay in bed for 15 days. Every day the scientists put us in a special machine that turned us around and around upside down for an hour really quickly. I felt like my brain was in my stomach after the first day.

But ... at the end of the project I got \$6,000 – enough to get me to Los Angeles and to look for work as an actor.

Many people think my work is just disgusting, but I think it's interesting. I spend all day working in people's rubbish.

It's not as bad as you think. Not always, anyway. I often work at a city landfill, you know, the place where they put all the

rubbish. Sometimes I study specific kinds of rubbish. I'm finishing a project at the moment on office rubbish: paper, plastic, that kind of thing. Office rubbish is much less disgusting than restaurant rubbish. That was last year's project.

4 If necessary, before listening again, ask students to share any additional information they may have heard. Give students a minute to read the four points, then they listen.

Students compare their answers in pairs. Replay the recording if necessary, before checking as a whole class.

1 c	3 b
2 a	4 a

5 Students share their views on which job is the worst and why, in pairs.

TEACH GLOBAL
THINK LOCAL

Extra activity

Students who need or enjoy oral fluency can imagine they are taking part in an interview for a radio programme called 'The Strangest Jobs' where they will talk about their strange jobs. Students choose one of the jobs from this page. Give them time to consider the following points: *your hobbies as a child, personality, current hobbies, your family's and friends' attitude to your job, daily routine, best thing about your work, your career and the future*. Students pair up with someone who holds a different job from themselves. One of them is the interviewer, one the interviewee. When they finish, swap roles. For **less strong students**, elicit possible questions first, and how to start the interview.

Grammar (SB page 68)

1 Write the first parts of the example sentences from the Grammar section on the board: *Office rubbish is less disgusting than ...; It's not as bad ...; It's a bit more ...; She works much faster than ...* (the first two are from the listening). Elicit how they might finish, and also try to elicit / clarify the meaning of the new language as you go along, eg contrast the modifiers *much* and *a bit*. Students then choose the best alternative in exercise 1.

1 a
2 b

2 Students complete the sentences alone, using the target language. Monitor and assist, focusing on accuracy.

3 Divide half the room into **A** students and the other half into **B** students. **A** students work together initially, as do **B** students, to make their five questions.

Explain that soon they will test their partners' knowledge by asking each question and responding to their partner's suggested answer. Model an example with a student and

put the two example questions given for A (page 127) and B (page 129) on the board.

Monitor and assist as students are writing the questions, then re-group them into mixed A and B pairs for the general knowledge test.

Grammar focus

Show students the icon. Write page 142 on the board and ask them to find it. Show students the language summary on comparative adjectives and adverbs with *a bit* etc.

You can use exercise 1 on page 143 for:

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

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

TEACH GLOBAL
THINK LOCAL

Extra activity

If students need some more practice of comparatives, ask them to think of their past language learning experiences and to compare the following areas: *the classroom; the other students; the way English was taught; the homework; the teacher; the class eg length*, etc. After making a few notes, students discuss their points in pairs. Students could write this up for homework, as it provides you with useful information.

Vocabulary (SB page 69)

1 Ask students to work in pairs. Check and drill the new nouns.

happiness	existence
scientist	researcher
relationship	

2 First students guess what the noun ending might be in each case. Refer students back to the choices in exercise 1, if necessary. Monitor to see how students are doing, and let students check in dictionaries at an appropriate point: this also gives practice in searching for word class.

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Mixed ability

Early finishers can find the adjectives for *economy* and *science*. Take feedback but do not focus on correct pronunciation yet.

Students predict in pairs how the nouns are pronounced, and where the stress is. Again, they can check in a dictionary. Take feedback and drill, as appropriate.

Students close their books. Call out the words from the first column (under Word) of exercise 1 at random, and any of the words from exercise 2. Nominate individuals to call out the new nouns from memory. Then ask about common noun endings for jobs, eliciting them with examples onto the board:

economist	job	silence	
friendship		teacher	job
painter	job	tourist	
nervousness		weakness	

3 Students work alone to complete the gap-fill, making logical guesses as appropriate. Students compare answers.

Take whole class feedback and invite students to comment on Karen's job and whether they would like it. Ask: *What sort of person does a job like this?*

researcher	loneliness
scholarship	silence
existence	

Reading and Speaking (SB page 69)

1 2.04 Elicit from students what they already know about the story of Frankenstein. Also ask students if the author is a man or woman. Then get a student to read out the text in the circle about Frankenstein and another to read the notes on Shelley under the picture.

Play the extract aloud, letting students read along with the recording.

Pause at the end and ask students what happens next, how this makes them feel and if they like books of this type. Then ask the question in exercise 1.

He made a monster

Background note

Frankenstein is actually the name of the maker, not the monster. Victor Frankenstein is a scientist who becomes obsessed with discovering the secret of life. He makes a creature, using old, scavenged body parts. This monster is later responsible for numerous deaths, including those of Victor's own wife and brother. As the creator, he is plagued by guilt but the struggle to capture and kill the creature ends in the scientist's own death.

2 Write the words 'dangerous knowledge' on the board but say nothing for half a minute, to focus students. Then add the question underneath: *Do you think scientific knowledge can be dangerous?*

Put students into pairs or groups of three to discuss this and to think of at least two examples. Go around and input any scientific language, as necessary.

Hear suggestions from groups, which might include: *cloning, stem-cell research, eugenics (genetic selection), nuclear / atomic weapons, or even evolution or the invention of the computer*.

Part 3

Vocabulary (SB page 70)

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Lead-in

To both introduce the topic and revise comparative structures, students compare mobile phones in threes, discussing features, size, weight, age, etc. Let them show and talk about their phones first, then stop them and ask them to make comparisons. If necessary, put some adjectives on the board to help, eg *modern, simple, light, technical, fancy*, etc.

1 Ask students to cover the text with paper or a book and look at the photo for two minutes to focus on the electronic items, including the parts. The person with the most things after the time is up reads out their list.

2 Students match the two halves of the compound nouns and tick off which ones they can see in the picture.

computer screen
headphones
keyboard
laptop
memory stick
mobile phone
mouse pad
text message
website

3 2.05 Some students may be able to predict the pronunciation, including the stress, in pairs before they listen. Drill the words, as necessary. The compound which is different is *mobile phone* (see **Language note** below).

Language note

In compound nouns, typically the first part of the compound carries the main stress, eg *memory stick*, though the second part has a secondary stress. This is the case in the examples in exercise 2, with the exception of *mobile phone*. A compound is formed when two (or more) words are joined together. They may be written as one word, with a hyphen or a space between the words. Compound nouns are usually made up of two nouns, eg *memory stick*, or an adjective and a noun, eg *blackbird*.

Reading (SB page 70)

This reading gives some facts and figures about the online auction website eBay.

1 Ask students to work in pairs to ask the two questions. You could also add: *How much time do you spend per day / per week?* Take whole class feedback, nominating individuals.

If students seem interested in others' responses, get them to write up on the board their favourite site(s), for further class discussion.

2 Write up on the board a list of goods that you could buy from eBay, eg *sun bat, boots, garden furniture, flooring, a doll's house, dog kennel, buttons, a car, a painting*. Ask students which single place they might buy these things from. Elicit / pre-teach the word *auction* (n) /'ɔ:kʃən/. Elicit from students what they know about eBay.

Pre-teach the words *jet* (n) and *kidney* (n). Put students in pairs to predict the words they will see in exercise 2.

3 2.06 Before students read, show the headline 'Going, going, gone'. Clarify the context where this appears: this is what the auctioneer says in a live auction just before he / she bangs a small hammer to close the bidding at the highest offer. Give students a short time only to scan for the words.

expensive, kidney, buy, internet, jet, sell

4 Give students about 8–12 minutes to read the text again, and before they start, point out the glossary on page 71.

Let students compare answers before whole class feedback. If appropriate, play the recording here.

- 1 buy and sell things
- 2 241,000,000
- 3 a human kidney, a 50,000 year old mammoth, the meaning of life, the internet and a world war two submarine.

5 Put students in groups of three or four to discuss online buying habits. Encourage them to refer to other people they know who have used eBay too. Take some whole class feedback on points of interest.

TEACH GLOBAL
THINK LOCAL

Reading extra

If your students would benefit from an additional comprehension task, put the following numbers from the text on the board and see how quickly students can list what each refers to: 50,000, 1999, 1995, \$4.9 million, 4th, £1.81, £61,000, £0 (the last one is a trick one, as the kidney sale was cancelled!) **Stronger students** first see how many answers they know without looking at the text again, before checking.

Grammar (SB page 70)

1 Write the words *Superlatives* and *Comparatives* on the board, eliciting / giving an example for each. Let students tackle exercise 1 before referring to the rules.

Monitor closely as students are working to evaluate their knowledge and to assess if or when to intervene. If students do well, elicit the rules from them, using the

examples they have written as a starting point. Write up two examples on the board (remember to highlight the article as part of the superlative form, eg *the strangest things*). Refer students to SB page 142.

- | | |
|-----------------|---------------|
| 1 the strangest | 4 the best |
| 2 cheaper | 5 the richest |
| 3 safer | |

2 Ask students to work in pairs to complete Exercise 2. Monitor and help, referring them back to the examples and rules under **Grammar**.

If some students finish early, they can write at least three more questions.

- | | |
|----------------|-----------------|
| 1 the longest | 4 the strangest |
| 2 the funniest | 5 the best |
| 3 the coldest | |

3 Ask students to choose three questions to ask a partner. If appropriate, they can use follow-up questions to get more information, for example (you could model this with a strong student):

*What's the longest time you've ever spent on the internet? ...
Why did you spend that much time?*

As students are talking, monitor and take notes for feedback later. Refer students to the third bullet point under **Grammar** on this page: superlatives are often used with the present perfect; they often also occur with 'ever', to talk about something extreme or momentous in your life.

Grammar focus

Show students the icon. Write page 142 on the board and ask them to find it. Show students the language summary on superlatives.

You can use exercise 1 on page 143 for:

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

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

Language note

The same spelling rules apply as for comparatives (see SB page 142). In spoken and written English the noun type and context is omitted, because it is understood, eg *I think broccoli is the healthiest (vegetable [type]) in the world [context]*; *I think Sarah is the prettiest (girl in the class)*. Students sometimes muddle superlatives with comparatives: *She is the more intelligent*; they frequently forget the article: *She is most intelligent* and they also confuse the long / short adjective rules: *She is the most nice* or *She is the most nicest*.

Listening and Speaking (SB page 71)

1  **2.07** First get students to try to tell their partner their email address. Then let them read the *Useful phrases*.

Students listen and write down the addresses they hear. This is intensive listening, so ask students if they would like to hear it again and let them compare their answers.

2.07

- www.ebay.it, (that's "i-t" for Italy).
- j324@hotmail.com
- www.facebook.com
- www.itt.com/english
- Jason_17@gmail.com
- www.myspace.com
- www.amazon.de, (not com, d-e)
- sean@yahoo.co.uk, (that's S-E-A-N at y-a-h-o-o dot c-o dot u-k)

2 Give students enough time to write their five addresses down.

3 First dictate your own example to students, at speed. Put the following up on the board, for students to use: *Can you repeat that? What comes after the ... ? That's 's' for 'soup', 'p' for Paul ...*. Put students in pairs and ensure that those students dictating cannot see what their partner is actually writing.

Once finished, they can compare. If students find this realistic task difficult, make a mental note to practise it further in a later lesson, for example as a warmer.

TEACH GLOBAL THINK LOCAL

Extra activity

If your students need further practice in pronouncing numbers, ask them to circle all the numbers in the eBay text, including dates and prices. Students then work alone to say the words to themselves before checking with their partner, and finally you. For fun, drill the long number really quickly, getting students to repeat: 241,000,000. If students enjoy this and find it useful, dictate some additional numbers, for students to note down and check in pairs, eg 257; 5,789; \$46, 296; £21,300; 821,360; 20,401. In feedback, nominate individuals to say the words back to you.

TEACH GLOBAL THINK LOCAL

Homework extra

Ask students to collect examples of either comparatives or superlatives from their daily life, eg the supermarket, TV ads, posters, leaflets, etc. If the examples are in their first language, they can translate them. Students should look for at least two examples to bring in for next lesson.

Part 4

TEACH GLOBAL
THINK LOCAL

Lead-in

Write up the four quotes from exercise 1 in the order below, with number 4 last (as this one is more tricky).

Tell students there are two short sentences in each quote. Students unjumble the quotes in pairs. Be prepared to clarify any words, eg *lack* (n), *fear* (n/v).

- 1 you Computers answers can only are useless give They
- 2 think? to us do We computers that for have Why
- 3 are fear dogs like Computers smell They
- 4 I of them fear lack computers not do the fear I

Students then check with the SB.

Speaking and Listening (SB page 72)

This listening comprises five conversations between a computer expert and a user with a problem.

1 Put students into different pairs and let them discuss whether they agree with the quotes. Take some feedback as a whole class.

2  **2.08-2.12** Tell students of a problem that you have had in relation to your computer, exaggerated if necessary! Ask students to share any problems or annoyances that they have experienced, either in small groups or as a class.

Let students read the list of phrases first, then they listen and order them. Allow students to compare answers after the first listening.

Conversation 1: internet connection

Conversation 2: printer and printing

Conversation 3: email

Conversation 4: saving work

Conversation 5: password

 **2.08-2.12**

1

A: OK. Try now.

B: No. It's still not working.

A: Nothing? Can you see anything on the screen?

B: Yes. But when I click on the internet button nothing happens.

A: And now?

B: Yes! It's working now. Oh *thank you thank you*. What did you do?

A: The cable was old. I took a new cable and connected it up to the internet again.

2

A: So, tell me the problem again?

B: OK, when I try to print out a document the computer prints out a *different* document.

A: You mean, not the one you want to print?

B: That's right.

A: Have you tried ...

B: I've tried everything!

3

A: No, no, it's OK, the computer person is here now. You're here.

A: Yes? What's the problem?

B: Well, I try to open my email ... and ... I get this.

A: Urg ... yuk.

B: Yeah. Disgusting, huh?

A: Yeah ... OK. Shut down the computer and leave it.

B: Is it a virus or something?

A: I'm afraid so.

4

A: Oh no. No!

B: What's wrong?

A: The laptop's gone down again!

B: Did you save your work?

A: No.

B: You should really back up all your work. I always do.

A: Great ... Thanks for the advice.

5

A: OK, ready to do this?

B: Yep. Definitely.

A: First, click on this button here.

B: OK ... done.

A: Now log on to the system.

B: What?

A: Log on. Type in your username and password.

B: Oh.

A: What?

B: I can't remember my password!

3 Give students time to read the questions and see if they can choose any correct answers, then play the recording again. Monitor to see if students need to listen for a third time. Students work in pairs to compare answers.

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

Extend your vocabulary – other ways of saying yes

Ask random students a couple of *yes / no* questions, to which you expect a 'yes' answer, eg *Is it normal to have problems with your computer sometimes?* Write up the word 'yes' or other answers like 'yeah' or 'definitely'.

Read out the information under the heading in the SB. Students then read the audioscript to find examples of the ways of saying *yes*. Give students sufficient time for this task.

Conversation 1: That's right.

Conversation 2: Yeah. I'm afraid so.

Conversation 3: –

Conversation 4: Yep. Definitely.

To set up the next mini stages, 2 and 3, first elicit three or four 'yes' questions directed at you, eg a student asks: *Do you come to work by car?* Answer: *That's right.* Students then work in pairs to prepare similar questions for their partner to answer.

TEACH GLOBAL
THINK LOCAL

Extra activity

A fun way to practise this language is to play the Yes / No game. Students stand up. Fire yes / no questions at individual students, who must not say yes or no, eg "Your name's Elena, isn't it?" "That's right / It is". When a student accidentally says either 'yes' or 'no', they sit down. Try to get all the students out by going as fast as you can! For large classes, choose about 10 students to play and others watch.

Vocabulary and Pronunciation (SB page 72)

1 Students who regularly use the computer will be quite familiar with at least some of these phrasal verbs. Let students work alone, then check in pairs. If the words appear to be new to (some of) them, write them up on the board.

- | | |
|--------|------------|
| 1 on | 4 in |
| 2 down | 5 out, out |
| 3 down | 6 up |

2  2.13 Students listen to check their answers.

 2.13

- Now log on to the system.
- Shut down the computer and leave it.
- The laptop's gone down again.
- Type in your username and password.
- When I try to print out a document the computer prints out a different document.
- You should really back up all your work.

3 Students repeat the sentences. In giving attention to the sentence stress, most students will also naturally practise other phonological features of connected speech such as *log on*, *print out*. Highlight these, as necessary.

Pronunciation note

'Grammar words' such as *on*, *off*, *up*, etc. are often crushed in speech. However, when they act as a particle in a phrasal verb, the particle is normally stressed and they retain the full vowel sound.

Grammar (SB page 73)

1 Without reading the Grammar notes, students complete this task in pairs, choosing the correct answer simply by what sounds right.

In feedback, elicit which alternative they selected in each case, but without saying why. Write 'Pick it up' on the board and elicit the terminology: object, pronoun, particle. Students refer to the rules.

Then elicit the relevant rules in each case, eg *In sentence 1, c can't be right because of the fourth rule.* When students have finished, get them to read out the sentences, paying particular attention to the stress and to connected speech again.

- a and b are correct
- b and c are correct
- a and c are correct

Language note

The phrasal verb focus includes both intransitive verbs (verbs with no object) and transitive verbs. The focus avoids prepositional verbs, eg *She looked up the tree*, not *She looked the tree up*. *Tree* can only go after the particle because *up* is a preposition, not an adverb. Contrast this with: *She looked up the word in the dictionary*, where the object can be moved because *up* is an adverb. However, pre-intermediate level students are unlikely to need this information!

2 Students circle the objects in each case. Take whole class feedback and draw attention to sentences 4 and 5, where 'words' occurs both before and after the particle.

- | | |
|---------------------|---------|
| 1 volume | 4 words |
| 2 – | 5 words |
| 3 the school system | 6 – |

3 Focus students on the example given. Remind students to use either *it* or *them* for this task. Students work in pairs. In whole class feedback, as students are reading out the new sentences, encourage them to say them fluidly and naturally, with the stress on the particle.

- | | |
|--------------|-------------------|
| 1 Turn it up | 4 look them up |
| 2 – | 5 write them down |
| 3 – | 6 – |

Grammar focus

Show students the icon. Write page 142 on the board and ask them to find it. Show students the language summary on phrasal verbs and objects.

You can use exercise 1 on page 143 for:

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

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

TEACH GLOBAL
THINK LOCAL

Extra activity

Ask students to think about themselves in the last 24 hours and write four true sentences and one false sentence, using the verbs from this page and the previous one, eg *at 7 pm last night, I printed out two documents; I logged off my computer at midnight*. Students write their sentences within two minutes, then read them to their partner, who has to guess the false one.

Reading and Speaking (SB page 73)

1  **2.14** Ask students to focus on the photograph with the text. Ask them what the man is going to do, eliciting the words *hammer* (n) and *destroy* (v) (these are in the text). Elicit why he might be doing this.

Inform students that this man is a 'Luddite', pointing to the heading. Students read and answer the question in exercise 1. Play the recording as appropriate.

People who were against technology

TEACH GLOBAL
THINK LOCAL

Reading extra

If you want to check students' comprehension of the text further, give the following multi-choice task, after explaining *violence* (n):

- This movement was in the
a) 1700s b) 1800s c) 1900s
- The workers were angry about
a) working conditions b) poor pay c) new machines
- They complained
a) with violence b) by letter c) through the law courts
- A 'luddite' is someone who is
a) anti-government b) anti-work c) anti-machinery

Background note

The Luddite movement began in the early 1800s, in northern England, when the working class was already suffering as a result of the Napoleonic Wars. The textile industry was very important in Britain, employing hundreds of workers, many skilled. The introduction of mechanised machinery during the Industrial Revolution threatened their livelihoods. Support grew and many cotton and wool mills were destroyed. The army intervened and many workers and supporters were executed or imprisoned; some were sent off to Australia.

2 Clarify the task and the rating procedure, giving a personalised example. When they have marked their opinion from 1–4, give students time to think of reasons and/or examples to support their opinion. Tell students you will ask them to provide reasons in both pairwork and whole class feedback.

3 Students discuss their opinions in pairs. Monitor for interesting and well-supported points and note these down for later feedback.

Bear in mind that it might be difficult to even consider the negative side of technology, particularly for younger students who have grown up with it!

TEACH GLOBAL
THINK LOCAL

Extra activity

To round off the lesson, you could do a web search using the key words: *luddite cartoons*. Show some amusing examples for your students to comment on or try to explain.

Function globally: finding things in common

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

Warm up (SB page 74)

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

Tips:

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

Listening (SB page 74)

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

Tips:

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

1

They are going to a Technology conference.
The man discovers that the woman's husband is his boss.

2.15

A: Hi, excuse me. I noticed your bag. Are you going to the Technology conference?

B: That's right.

A: Me too! Could we share a taxi?

B: Sure.

A: The conference centre, please.

C: OK.

A: Have you been to San Francisco before?

B: Er, no. No I haven't.

A: Neither have I. Nice weather.

B: Mm.

A: My name's Frank, by the way.

B: Nice to meet you. Claudia.

A: Hi Claudia.

A: Where are you from, Claudia?

B: Frankfurt.

A: Wow. Frankfurt. You don't have a German accent at all.

B: I went to school in England.

A: So did I! Well, I'm English so ... I guess that's normal.

B: Yes, I guess.

A: Sooo ... do you work for ABT Technology?

B: Yes. I work in the Frankfurt office. This is my first conference.

A: Oh, I've been to lots of conferences. They're very boring you know.

B: Really?

A: Oh yes. The worst part is listening to our president, Lance Thomas.

B: Really?

A: Gosh yes. His talks are so boring. But the evening party is quite good. Do you like parties?

B: No, not really.

A: Ah. Me neither. Not really.

B: Thanks Frank.

A: You're welcome. Are you staying in the conference hotel?

B: No, I'm not.

A: Ha. Neither am I. It's horrible. Where's your hotel?

B: I er ... I don't know. Oh look, here's my husband.

A: Oh. Oh.

B: Lance, this is Frank. Frank, this is my husband Lance.

A: Oh ... Er ...

D: Nice to meet you, Frank. Glad you could be here.

A: Hi.

2

1 ✓ 2 no 3 no 4 ✓ 5 ✓ 6 no 7 no

Language focus: finding things in common (SB page 74)

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

Tips:

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

1 so 2 neither 3 too 4 neither

Speaking (SB page 74)

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

Tips:

- There is sometimes a choice of 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 75)

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

Tips:

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

1

internet television mobile phone computer plane

Listening (SB page 75)

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

Tips:

- The first time they listen, tell them you don't expect them to understand every word; some of it will be hard. This is because the text has not been scripted or graded in any way. It's what they would hear in "the real world".
- 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.

2.16-2.22

- 1 Honor, England: I think that the most useful technical advance for me has been **the internet**, yes, because I can do things like booking tickets and so forth.
- 2 Arthur, France: **Television** is very important for the information and for entertainment.
- 3 Sara, Italy: The most important useful technological advance is, we could say now is a **computer**. It's very important. I think that nobody could really live or work without a computer.
- 4 Antonis, Greece: I think the **plane**. The aeroplanes, yeah.

- 5 Maxim, Russia: I think that most important technological advance for me it is SMS services, of course so **mobile phone**, but especially **SMS services**.
- 6 Starla, England: For me the most technological advance I'd say is **the internet** because it's convenient and quick and saves you a lot of time.
- 7 William, Ghana: Well, I think **the internet** is the most important, especially when you are looking for information.

2

Honor – says the internet because she can do things like book tickets; Arthur – says television is important for information and entertainment; Sara – says a computer because nobody could live or work without it; Starla – says the internet because it is convenient, quick and saves time; William – says the internet is important for looking for information.

Language focus: *and, so, because*

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

- 1 because 3 and 5 and 7 so
2 and 4 so 6 so

2.23

Guy Jackson, England: I think the most important technological advance – well for me personally, recently, has been a hard disk recorder for recording TV programmes, because it means I can record everything very easily and I can see exactly what I have recorded by looking at everything on screen. And I don't have to find lots of video tapes and different things like that so it's much easier now to record TV programmes than it was in the past. And because of digital television we have lots more programmes to choose from so there's much more variety and choice, so that means you need to record even more programmes than in the past.

Speaking (SB page 75)

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

Tips:

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

Writing: describing advantages and disadvantages

Reading (SB page 76)

1 Elicit who in the class has used the internet in the last 24 hours, and what for. Write headings on the board, in two columns: *The advantages (of the internet)* and *The disadvantages*. Give students two minutes to brainstorm ideas on the board, and leave the room. (This can have a galvanising effect!)

Students read the essay to find out if Mohammed has listed any different ideas, and to respond to the task in 1.

He thinks there are more advantages than disadvantages.

2 Invite feedback on Mohammed's ideas.

Language focus: listing points (SB page 76)

1 Ask students what the problem is with Mohammed's essay, then they read the corrected version of paragraph two to find the differences. Students should underline any key differences in choice of words, before comparing answers. Take feedback, putting the 'organisational' phrases on the board.

Instead of bullet points, the sentences start with the following expressions:

First of all, In addition, Another important advantage is that ...

2 Students change paragraph three in the same way. Refer them to the useful phrases in the *Listing points* box. Monitor and assist as students are writing. If necessary, allow them to work in pairs or write the paragraph as a whole class activity.

Writing skills: getting ideas (SB page 76)

Students, in pairs, consider the bullet points for two minutes, before talking in small groups. Take whole class feedback on any techniques they use, including ones not mentioned: this helps to raise awareness of different sub-stages in the process of writing and exposes them to new ideas. You can refer them to the Student's book page 8 for an example of a word map.

Preparing to write (SB page 76)

1 Tell students they are going to write an essay like Mohammed's. Students in pairs choose a topic from the list, or another of their choice (but make sure it has both pros and cons).

2 Pairs brainstorm the advantages and disadvantages of their topic in two columns. If possible, mix students with another pair focusing on the same topic, to share ideas further.

Students discuss in their pairs precisely which disadvantages and advantages from the brainstorm they will mention in the central two paragraphs, and in which order.

3 Draw students' attention to Mohammed's essay as a model. Elicit some suggestions for the introductory paragraph as a whole class. Students then write out a first draft of the introduction with their partner. Monitor and hear some examples when ready.

4 Read Mohammed's conclusion. In the same way, students draw up their own conclusion. Monitor, assist and choose two good examples from the class. Ask the writers to put the paragraphs up on the board for others to read.

TEACH GLOBAL
THINK LOCAL

Mixed ability

For **less strong students**, provide more support throughout. If the class chooses the same topic together at the start, this will make the writing process easier. The brainstorm can then be done as a class effort. You can also put this organisational overview of the essay on the board:

Introductory paragraph

Discussion of advantages

Discussion of disadvantages

Concluding paragraph

Writing

Draw students' attention to the ways of introducing advantages and disadvantages at the bottom of the page (SB page 76). Point out that these phrases occur in the central part of the essay, not the introduction. Students write their essays at home. Remind them that they can get more ideas by using some of the techniques mentioned in the previous stage, eg reading, using the internet, speaking to others, etc.

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 77)

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	Vocabulary
1 plug in the computer / plug the computer in	1 keyboard
2 back them up	2 memory stick
3 much better	3 laptop
4 harder / less hard	4 headphones
5 more convenient	5 shut down
6 the longest	6 friendship
7 as well-paid as	7 happiness
8 faster	8 researcher
9 less cold	

Speaking (SB page 77)

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.

Study skills

Personalising language learning (SB page 77)

1 First see if students can recall the different ways of storing vocabulary from the end of the previous unit (page 65), eg direct translation, etc. Different students read out Atsuko's four examples: *nervous*, *outlook*, *back up* and *comparatives*. Elicit what all the examples have in common, i.e. Atsuko personalises the language in each case.

Read the suggestion at the end of exercise 1 yourself. Ask students if they do this. Give two minutes to find similarly personalised examples in their notebooks and hear some examples.

2 Give students time to look through their notes or the student's book to find relevant words or phrases. This is also useful revision.

Read students' examples, checking that they have used the language appropriately and accurately, before the next stage.

3 Give an amusing example yourself first, eg *I used to be much fatter before I became a teacher. Now I don't have time to eat!* Students then do the same with the two target structures.

4 Put students in pairs to share and discuss their sentences. Hear a mixture of examples from exercises 2 and 3 as a whole class. Ask students to listen to each sentence and after each one, they should say what the new (Unit 6) word, phrase or structure was, eg *The inside of my car is disgusting because I haven't cleaned it for months! (disgusting)*.

To finish off the class, ask students if they liked this idea of personalising, and if they intend to use it in the future. Make a mental note to consciously personalise relevant vocabulary and structures, particularly in the next few lessons.

Coursebook			
Unit 7	Language	Texts	Communicative skills
Part 1 SB page 78	Vocabulary Prepositions of time Grammar Present perfect with <i>for</i> and <i>since</i>	Reading <i>A brief history of time zones</i>	Speaking Discussing the best times to do things
Part 2 SB page 80	Vocabulary Time expressions Pronunciation Spellings and sounds /eɪ/ and /aɪ/	Listening Talk on the concept of time Reading <i>A Tale of Two Cities</i>	Speaking Talking about time-saving inventions Discussing times in history
Part 3 SB page 82	Vocabulary Money; verb phrases Grammar Present perfect with <i>yet</i> and <i>already</i> Pronunciation /ʌ/	Reading <i>A lifetime of financial concerns</i>	Speaking Discussing questions about money issues and concerns Writing Writing a <i>to do</i> list and comparing with a partner
Part 4 SB page 84	Extend your vocabulary – <i>borrow</i> and <i>lend</i> Vocabulary Facilities in learning institutions	Reading <i>A different kind of bank</i>	Speaking Describing and comparing pictures Budgeting for equipment with a bank loan
Function globally	Shopping in a market Buying and selling Students practise selling		
Global English	David Crystal text: <i>The English language and the number four</i> Students talk about the history of their language and influences on it		
Writing	Giving your opinion Organising ideas in an essay		
Global review	Grammar and vocabulary review Extra speaking practice		
Study skills	Students learn how to manage their study time and make a study plan		

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	Time – Ask students to explore the Royal Observatory at Greenwich (www.nmm.ac.uk) and prepare a short presentation Money – Ask students to find out more information about the Grameen Bank and other micro-credit organisations

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

Students write down the answers only to these questions, which you read aloud.

How much time do you spend:

- 1 doing English homework every week?
- 2 cleaning/tidying your home?
- 3 getting ready each morning (from waking up to leaving the house)?
- 4 shopping (food, clothes, etc.) on average per week?
- 5 doing your hair each morning?
- 6 cleaning your teeth?

Amend / add any questions to suit your students' daily routines. Students work in pairs to recall the initial questions and compare answers (if they cannot remember, put word prompts on the board). Take whole class feedback on any areas of interest or amusement.

Vocabulary and Speaking (SB page 78)

1 Tell students that the topic is 'time'. Write the first line of the puzzle silently on the board. Elicit what *b* and *d* mean. Students complete the puzzle alone, then check their answers in pairs.

Monitor to see if students need to have whole class feedback too.

- 1 hours in a day
- 2 days in a year
- 3 days in February every four years
- 4 seconds in a minute
- 5 days in a week

2 Students work in pairs. After 2–3 minutes, hear some suggestions as a whole class. Read out the text in the circle and ask students if they have ever tried an IQ test, and if so, why.

suggested answers:

- 1 60 m in an h, 60 minutes in an hour / 60 s in a m, 60 seconds in a minute
- 2 12 m in a y, 12 months in a year
- 3 52 w in a y, 52 weeks in a year

Background note

IQ tests have been used since 1912 when German psychologist William Stern created them to measure children's intelligence. Nowadays, they are often used by employers during the recruitment process. During an IQ test, people solve different problems within a limited time.

3 Ask students to look at the expressions. Elicit the answer to the first gap. Students complete the task alone, checking in pairs.

Write the answers on the board for students to check.

- 1 seasons and years
- 2 dates
- 3 specific times

Language note

Students typically confuse prepositions with time phrases, eg *in the 4th November*. This may be due to the influence of their mother tongue, or because these 'little grammar words' are seen as less important in communication. To prevent errors becoming ingrained, it is worth focusing on this area as these expressions are often high frequency.

4 Students choose five questions and write down the answers independently.

TEACH GLOBAL
THINK LOCAL

Mixed ability

Early finishers complete all seven questions, and can even think up an additional, colourful example of their own.

5 Prepare students to give clear reasons with their statement: students look at the example, and give another reason, eg *people like to get married in August because it's the holiday season and most guests can come*. Tell students they need to give at least one reason for each answer.

During pair work, monitor and if there are any interesting answers – perhaps from a personal or cultural perspective – share these in whole class feedback.

Reading (SB page 78)

This reading gives interesting facts about time zones, including the history and time differences.

TEACH GLOBAL
THINK LOCAL

Mixed ability

Ask students to look at the clocks on page 79, and ask quick questions:

What's the time in London? And in Moscow? Sydney? etc. So how many hours ahead of London is Moscow, and Sydney? Does anyone know what the actual time is in London right now? So, what's the time difference between here and there? Does anyone have any relatives or friends that live in another time zone? Where, and what are they probably doing now?

1 Students read the three questions in pairs. Hear some suggestions as a whole class, to raise interest. Do not tell students if they are right or wrong at this point.

Then refer students to the mini time-zone map on page 79 and the clocks, to find the answers. Do not let students read the text yet. Take quick feedback.

2  **2.24** Students first read the statements 1–5 and then the text to find the answers. Students compare their answers in pairs, before checking as a whole class.

- 1 F (less than 200 years)
- 2 T
- 3 F (China used to have 5 time zones)
- 4 T
- 5 F (Greenwich has its own internet time)

3 For classes where students have little experience of travelling, select task **A**. Students do this task individually, writing the three points down. Encourage confident students to try and write the points down with the book closed.

Students compare answers in pairs.

For both **A** and **B** tasks, monitor and listen out for any points of interest for whole class feedback.

Possible ways of coping with jet lag might include: staying awake until 'bedtime' in the new time zone (not the previous one); not eating at all during the flight; avoiding alcohol; taking melatonin tablets.

TEACH GLOBAL
THINK LOCAL

Extra activity

Students often need further practice of prepositions with time. Ask them to write three columns headed *in*, *on* and *at*.

Dictate random time phrases, eg *Saturday, 14th October, June, 1989, 5 pm, weekend, Thursday, night, 7.39 am, the afternoon, the summer*, etc. Students write them in the appropriate column. Students compare their answers in pairs. Alternatively, do a similar activity using cards: cut up about 12–15 time expressions, giving one set per three students to categorise into 'in', 'at', 'on' groups.

Grammar (SB page 79)

1 Write up the two example sentences on the board, unfinished:

We have had standard time for less than _____.

Greenwich internet time has existed since _____.

See if students can complete, referring to the text if necessary.

Then focus students on the prepositions *for* and *since*. Try to elicit the difference. Refer them to the grammar explanation. If necessary, provide mini prompts before they do exercise 1, eg *Sunday, two months, 7 am, 10 minutes*, etc. Students decide if these are 'points' or 'periods'.

Students complete the exercise independently, then compare answers in pairs. When checking as a whole class, ask students to say why they made their choice of preposition, using the language from the grammar

section. Note that this exercise focuses on the prepositions, not the present perfect yet.

for
In
since
in
since
for

Language note

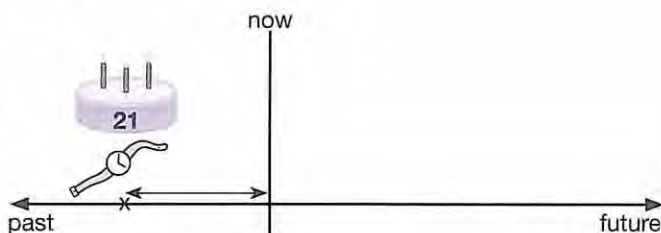
Some students confuse *for* and *since* even at much higher levels, though conceptually it is not very difficult. A *How long?* question connecting the past and the present requires a *for* and *since* answer, though the preposition may be omitted in speech, eg *How long have you been sitting here? 20 minutes.*

To explain *for* and *since*, show this:

POINT	PERIOD
<i>since 8 this morning</i> (starting point)	<i>for the whole morning</i> (length of time)

2 With books closed, elicit the following to the board, miming it: *I've had my watch since I was 21*. Students may not give you the present perfect here: if not, when the rest of the sentence is on the board, ask them to try and improve it.

When completed, draw a time-line and ask relevant concept questions: *When did I buy my watch? Do I still have it?*



I've had my watch since I was 21.

Write the heading *The Present perfect* on the board. Tell students that because the present perfect links past and present, it is often used with *how long* and *for* or *since*.

Students complete exercise 2. Monitor and assist as students are writing.

- 1 I've lived, for
- 2 I've studied, since
- 3 I've been, since
- 4 I've known, for
- 5 I've had, since
- 6 I've known, since

3 Remind students that the auxiliary *have* is contracted: *I've lived ...*. Drill the first example. Students then write out the complete sentences in their notebooks.

When ready, they compare sentences, saying them aloud.

TEACH GLOBAL
THINK LOCAL

Mixed ability

Stronger students could make three more *How long* questions, to ask other students at the end of the lesson, eg *How long have you had that jumper?* Be sure to monitor closely and to focus on accuracy of the target language. If students are still having problems discriminating between *for* and *since*, they can transform four of their sentences from exercise 3, using the other preposition, eg *I've studied English since I was 12* → *I've studied English for 14 years*.

Grammar focus

Show students the icon. Write page 144 on the board and ask them to find it. Show students the language summary on Present perfect with *for* and *since*.

You can use exercises 1 and 2 on page 145 for:

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

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

Language note

Students studied the present perfect to describe events and experiences at a non-specific time in Unit 5, so are familiar with the form. Conceptually, the unfinished past use is often the easiest to grasp. It is used here to show the link between past and present; the situation started in the past and remains true until now. In students' L1, this may be replicated by a present simple equivalent, so translation can be used to show the differences, eg students translate the first two examples of exercise 1.

Part 2

TEACH GLOBAL
THINK LOCAL

Lead-in

Copy and cut out each cartoon on page 80, blowing them up if you can for ease of visibility. Stick each one separately around the room, with a very large empty speech / thought bubble coming out of the relevant person's mouth in each one. Students then go around the room and in threes, fill in two bubbles each. Let students read or hear the suggestions and at the end choose the best caption for each picture.

Vocabulary (SB page 80)

1 Students complete exercise 1 in pairs, then check open class.

As you are going through each one, concept-check as appropriate and also personalise the questions, so that students can demonstrate understanding, eg *What do you spend too much time / waste time doing?* *What saves you time in the morning?* Write the words on the board, clarifying the part of speech too, eg *waste time* (v); *a waste of time* (n).

- c
- e
- a
- b
- d

2 Students translate the sentences in pairs where appropriate. Take class feedback on similarities or differences between expressions used in students' mother tongue(s) and English.

Listening (SB page 80)

This listening is an excerpt from a lecture about the concept of time in the English language.

1 **2.25** Although this is fairly short, the ideas and language used are quite complex. Pre-teach or check *currency* (n), *spare time* (n), *convert* (v), *connected* (adj), before playing the recording. Students may need to listen again.

TEACH GLOBAL
THINK LOCAL

Mixed ability

For less strong students, you could facilitate the task by writing up these three alternatives on the board. Students select the most appropriate:

Time is different from money; Time is very similar to money; Time is money.

Time is money.

2.25

The concept of time in the English language, and in western culture in general, is very much linked to money. Time can be seen as a form of currency. You can spend time and money, or save it. Time can be wasted. You can give someone your time, just like you can give them money. We have free time, extra time, spare time and overtime. We can convert time into money, and money into time. Time, money and work are intimately connected.

2.26 Clarify *concept* (n). Students match the two halves in pairs, then listen to check. If necessary, pause the recording when checking.

This exercise encourages students to look at verbs which collocate with both time and money, eg *spend*, *give*, *save*. In addition the verbs *have* and *waste* are mentioned in the listening. Write these on the board:

VERBS

spend

give

waste

have

save

NOUNS

money/time

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

2.26

- 1 The concept of time in the English language is connected to money.
- 2 You can spend time and money or save it.
- 3 You can give someone your time, just like you can give them money.
- 4 We can convert time into money and money into time.

3 Ask students to translate these sentences: *It saves money, it saves time; it wastes money; it wastes time*. See if the same verb is used with both nouns, *time* and *money*, in their first language, as in English. Take feedback on points of interest.

Pronunciation (SB page 80)

2.27 This exercise focuses students on the diphthongs /eɪ/ and /aɪ/. Elicit the sounds first, then quickly drill the sounds from the CD, if necessary.

2.27

/aɪ/ time

/eɪ/ save

2.28 Let students work in pairs to try and predict which word is different, without referring to a dictionary. Then students listen to check and repeat the words after the recording. Aim for accurate pronunciation of the target sounds at this point. Different nationality groups may find particular diphthongs difficult.

2.28

1 fly	gym	why	eye
2 time	smile	life	machine
3 mobile	might	friend	height
4 save	waste	mail	money
5 great	break	meat	paper

3 Give students a moment to try and find any regularities in spelling and sound. Then elicit some suggestions, putting correct ones on the board.

/aɪ/: i + consonant + e, as in *time*, *smile*, *life* (compare *bit* / *bite*, *Tim* / *time*, *mill* / *mile*).

Also *igh* as in: *light*, *might*, *fight*.

/eɪ/: a + consonant + e, as in *save*, *paper*, *male*, and *ai* as in: *mail*, *sail*, *daily*. Also *ea* as in *break*, *great*, *steak*.

4.29 Students in threes look at the four proverbs and try to explain what they mean to each other, either through definition or a situation.

Students then reflect on their own language for similar proverbs. If you have a multilingual class, consider how to group students at this stage. Hear some proverbs from students' first language as a whole class.

Finally, students listen to and repeat the English proverbs.

2.29

- 1 Time flies when you're having fun.
- 2 Time waits for no man.
- 3 So many things, so little time.
- 4 Life is short and time is swift.

TEACH GLOBAL
THINK LOCAL

Extra activity

More imaginative students could put their chosen proverb into a context. Give this example: *My daughter was at a friend's house. When I arrived to take her home at bedtime, she burst out crying, saying she had only just arrived. I replied: (Pause and elicit) Time flies ...* Students choose one of the proverbs in pairs and do the same. Monitor and assist as students are writing. Students then read their situations out, pausing at the end for their classmates to supply the appropriate proverb.

Speaking (SB page 81)

1 Tell students they are going to read about the top ten time savers. Ask students in pairs to predict five things that will be on the list, eliciting one or two examples. Students then compare with the list in exercise 1.

Students rank the top five most important inventions from the list and try to give reasons, eg *I think X is a bigger time-saver than Y because ...*. As they are discussing, students should both write the list with reasons. Monitor so that you can see which pairs have different ideas, in preparation for exercise 2.

2 Try to put pairs together who have different ideas. Refer them to the *Useful phrases* box and model the task with a strong student, using some of the phrases given. Students compare and discuss their rankings, then negotiate a new list. Take whole class feedback on any points of interest, particularly disagreements.

3 Ask students if there are any additional time savers not mentioned in the Student's book.

TEACH GLOBAL
THINK LOCAL

Speaking extra

Give out a copy of these quiz questions, to discover how effective your students are at time-keeping and time-management (A= always; S= sometimes / usually; N= never):

- How often are you on time for class and other appointments?
- How often do you catch trains, flights, etc with lots of time to spare?
- Do you get your assignments or homework in on time?
- How often do you submit these at least a day early?
- Do you wear a watch when you are in bed?
- If you are going on holiday, do you give extra hours to your work, so as to get the work done before you travel?
- Do your friends or colleagues ever comment on your good time-keeping?
- Is it impossible to distract you when you are in the middle of work?
- Do you believe good time-keeping is important always, sometimes or never?

Students compare their answers in pairs. Then they add up their totals: *each A answer = 3 points; each S answer = 2 points; each N answer = 1 point*. Then give out the results:
24–27: Time-keeping and time-management are extremely important in your life. You live life by the clock and do not like surprises. Try being a little more relaxed about it!

15–23: Overall, you have a healthy attitude towards time-keeping and time-management. You are realistic about it and you know when work stops and pleasure begins.

9–14: Your attitude to time-keeping and time-management is relaxed, but probably too relaxed! It may be a problem for your work or studies, and even relationships. Try to respect time – it could make your life easier.

Reading and speaking (SB page 81)

1  2.30 Students look at the photo of Dickens and read the short summary of his life. Ask students if they have heard of him; if they can name any of his novels; if anyone has read any, either in English or in translation?

TEACH GLOBAL
THINK LOCAL

Extra activity

You could do an image search and bring in pictures of various aspects of Victorian England. Ask if students can say anything about life in those times with regard to: *education, money, jobs and industry, men and women, health care and disease?*

Tell students they will hear an extract from one of Dickens' novels. Students read the glossary before hearing and reading the text. Tell students that in Victorian times parts of novels would be read out at the theatre. Students read the same extract like an actor, in pairs, one at a time (in this case, it helps to give an awareness of the balance of opposites in the text).

At the end, ask students what they think the opening phrases mean.



2.30 See Student's Book page 81

2 This task asks students to think broadly and critically about the positive and negative aspects of our current times: *it is the best of times, but also the worst ...*. Elicit two examples of 'best' things, eg *freedom, easier lives* and two examples of 'worst', eg *the fear of terrorism, environmental problems*.

Students work in pairs or threes to discuss the best and worst things, giving reasons for their choice. They do not write at this point.

3 Let students work alone here on the two sentences. Monitor and assist, as appropriate.

4 Students compare their ideas. Manage whole class feedback, focusing in on interesting ideas and putting new, high frequency lexis on the board.

Background note

Charles Dickens' novels were very popular in his own lifetime. Dickens himself often read extracts from his novels at the theatre. His most famous works include: *Great Expectations, Oliver Twist, A Christmas Carol, Hard Times* and *David Copperfield*. *A Tale of Two Cities* (1859) is a historical novel and romance, set around the time of The French Revolution, a bloody period when the class system changed and the poor rose up against the aristocracy. The opening and closing lines of the novel are very famous in English literature.

Part 3

TEACH GLOBAL
THINK LOCAL

Lead-in

Bring in some foreign coins / notes to show students. Do a mini general knowledge quiz of currencies, with students in pairs. Name 6 different currencies (choose ones they might know) and they write down the country, eg *yen* → *Japan*. To raise the challenge, give the countries first and students name the currency. Invite any students to add an extra currency question, to test their peers.

Vocabulary (SB page 82)

1 Students complete the matching task alone and then in pairs. You could also bring in the real objects to elicit the words instead. Check students understand that *cash* is both notes and coins; *wallet* usually belongs to a man, whereas a *purse* is for a woman.

cash c
cheque d
coins a
credit card e
notes b
purse g
wallet f

2 Do the first one together and introduce or remind students of the word 'collocation'. Students work initially alone and then in pairs.

When checking the answers as a whole class, focus on any relevant prepositions, eg *spend on sth.*, *owe money to someone*, and the phrasal verb *take out a loan*, putting these on the board.

Drill any new words, giving attention to the vowel sounds in: *earn* (v) /ɜː/, *loan* (n) /əʊ/, *owe* (v) /əʊ/. Ask concept questions to clarify meaning as appropriate, eg *owe*: *If you owe money, what did you do before?* (Answer: *you took out a loan / borrowed it*); *bill*: *What other bills do people pay?* *How often do you pay an electricity bill?* (Answer: *gas, every month / every quarter / twice a year*)

- 1 you earn money, a salary – not c
- 2 you can spend money on clothes, on food – not c
- 3 you can take out a loan from a bank, for a car – not b
- 4 you owe money to a friend, to the bank – not c
- 5 people pay electricity bills, water bills – not c

3 Students first work alone, putting a cross (X) by the ones they would not ask, and a question mark (?) by those they are unsure of. Students then compare answers in pairs.

Questions 2 and 6 are the only acceptable ones, as they are not asking personal questions.

4 After checking, students can ask each other the questions in pairs, but first elicit / input a response to questions that are inappropriate, eg *If you don't mind, I won't answer that*. This is a polite way of saying: *Mind your own business!*

Background note

Asking personal details about money issues is generally seen to be taboo in the UK, Australia and the US, except in certain circumstances, eg a bank clerk might ask you questions 1 or 8 if you were trying to get a new loan.

Reading (SB page 82)

This reading discusses typical financial concerns at different stages in people's lives.

1 Write up the title of the text on the board and elicit some ideas of what the text might be about, writing students' ideas on the board. Use prompt questions to steer them towards the text, eg *Have you got the same concerns as a 70 year old person?* Be prepared to clarify *financial* and *concerns*, using the synonyms *money* and *worries*.

Pre-teach *mortgage* (n) /'mɔːɡɪdʒ/, *inheritance* (n) /ɪn'hɛrɪtəns/, and *heir* (n) /eə/, using concept questions, as appropriate, eg *mortgage*: *Where do you get a mortgage from?* *What do you want to buy?*

2 Allow students just two minutes to gist read to check their predictions from Exercise 1.

3 Students read the text again to scan for the answers. They compare answers in pairs before whole class feedback. Early finishers can write two more questions about the text, which they can ask the rest of the class at the end.

- 1 5 Euros
- 2 No
- 3 At the end of the month
- 4 In the city centre
- 5 Paid for her house and a new car
- 6 No

4 Ask students which of these people in the text has the greatest financial concerns, in their view. Then students talk about common concerns for their age group. If you have a multicultural class, put them in different nationality groups as they may find there are interesting differences, eg perhaps fewer students go to college, etc.

TEACH GLOBAL
THINK LOCAL

Extra activity

To expand your students' lexical range, focus on the high frequency collocations in this text, eg *start / stop work*; *pay money back*; *leave someone money*; *a bank account*; *a difficult situation*; *have a child*; *pocket money*; *a student loan*. Read out example sentences, either from the text or about the text, and stop before the second part of the collocation. Elicit it from students, if possible, and put the collocation on the board, eg *The heir said her uncle _____ her some money when he died*; *She's going to put money in a _____*.

Grammar (SB page 82)

Put up the two example sentences under **Grammar** on the board. Ask students who said each one in the text. Focus students on *already* and *yet*.

They discuss the difference between the two words (students can do this in their first language in a monolingual class). Then refer students to the two bullet point rules.

1 Students search for examples in the text, writing them in their notebooks. They then complete the rules and compare notes in pairs.

present perfect
already
yet

2 To motivate students, show a picture of a busy-looking woman and elicit some ideas about her first, eg why does she look a bit stressed? Then show the *to do* list and read out the first two examples.

Students make sentences with the target language, taking it in turns to read an example each.

If this tense is unfamiliar to students, it would benefit them to write all the examples down. Monitor as they do so to check for accuracy.

She hasn't called work about a day off yet.
She has already done her English homework.
She has already been to the bank.
She hasn't phoned her parents yet.

3 Give your own pre-prepared list here, eg *I haven't marked all my homework yet*; *I haven't prepared tomorrow's lessons yet*, etc. Students then write their own lists.

4 First ask two students to read out the mini dialogue aloud. Focus students on the follow-up question: *When are you going to visit them?* and remind students that they should do the same. Students then compare lists.

Help students with the follow-up questions and responses, and monitor students as they practise.

Grammar focus

Show students the icon. Write page 144 on the board and ask them to find it. Show students the language summary on present perfect with *yet* and *already*.

You can use exercises 1 and 2 on page 145 for:

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

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

TEACH GLOBAL
THINK LOCAL

Extra activity

Students change partners, then read out their *to do* lists again. Their new partner responds by declaring the opposite in each case, eg:

Student A: *I've already done my shopping.*

Student B: *Oh, I haven't done that yet.*

Student A: *I haven't washed my car yet.*

Student B: *Oh, I've already done that.*

This activity gives very controlled manipulation of form.

Language note

Already usually goes before the verb (or past participle) but it can also come at the end of the sentence, for emphasis, eg *I've already seen him*; *I've seen him already*!

Draw students' attention to the fact that these two adverbs, *already* and *yet*, are very frequently used with the present perfect in British English, as they are both strongly connected to 'now' and there is no specific time reference given. In American English, the past simple is often used, eg *I already spoke to him*.

Pronunciation (SB page 83)

1 2.31 Students listen and repeat.

2.31
/ʌ/
sun
mother

2 2.32 Students work in pairs to first find the words with /ʌ/ then listen to check. Ask if anyone can think of other examples, particularly with *o*, eg *done*, *come*, *London*, *love*, *none*, *honey*, etc.

brother, bus, money, some

2.32

brother
bus
buy
cost
home
money
some

- 3 Give students a moment to read the poem to themselves, to think about what it actually means. Then they listen and read.

2.33 See Student's Book page 83

- 4 Students work in pairs and read the poem out, alternating with the lines. Then swap.

For fun, the whole class could recite the poem together. Nominate a 'maestro' and leave the room for five minutes for students to practise, then return for them to give you their recital. Give ideas before leaving: perhaps they could start soft and gradually get louder; different students say different words or lines, etc. Allow students to decide as much as possible on their own, where appropriate.

TEACH GLOBAL
THINK LOCAL

Speaking extra

Students who enjoy or would benefit from further oral fluency on the topic can discuss the following in groups:

Does having lots of money always bring happiness?

Do people buy things to please themselves, or to look good for other people?

Would you prefer to work harder for more money, or work less and simply have less?

How do you keep a healthy attitude to money?

Part 4

Speaking (SB page 84)

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THINK LOCAL

Lead-in

Ask students the names of any banks they know in the area. Students close their eyes for a minute and imagine they are in a bank they are familiar with. Ask: *What does it look like? What colours / pieces of furniture are there? How many cashiers and desks? What sort of machines? Is the style modern?* Pairs compare and discuss their own banks or ones they know about.

Students look at the pictures on page 84. Ask: *Which bank looks more like yours?* Students prepare to describe the pictures, looking at the language in the *Useful language* and *Useful phrases* boxes. Students find as many differences as possible, taking it in turn to say one difference each, eg *In the first picture, all the customers are women.*

Reading (SB page 84)

This reading describes an unusual bank, the Grameen Bank, set up in Bangladesh to cater for poor customers.

- 1 **2.34** First elicit some differences between the two banks: (*there are no computers, it's outside, it seems to be giving money to groups, not individuals, etc.*). Pre-teach the words *borrow* (v), *borrower* (n) and (*make a*) *profit* (n). Remind students of the word *loan* (SB page 82).

Students read and listen to find two differences between this and a normal bank.

This bank lends money to poor people instead of rich people; the bank workers go to visit the customers, not the other way around.

2.34 See Student's Book page 84

- 2 Refer students to the glossary. Read out the text in the orange circle, then the text in green. Ask students to quickly discuss in pairs: *Why was Yunus shocked and what did he do? What kind of man is Yunus?* Take whole class feedback.

Students re-read the text and answer the comprehension questions. Monitor to assess the level of difficulty and to determine how much time is needed.

Students compare answers in pairs. Take whole class feedback.

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

3 Put students in groups of three to discuss the two questions. For early finishers, put these extra ones on the board: *What are the risks? If you were rich, would you be like Yunus? Why do you think most of the borrowers are women?* Take feedback on points of interest, including linguistic ones.

Background note

Grameen means 'of the village' in Bangla. Yunus himself is Bangladeshi and is an economist. He won the Nobel Peace Prize for this project in 2006. The Grameen Bank has loaned nearly \$8 billion since it was founded. There is no legal contract between the bank and borrowers; the system is based on trust. In 2003 it set up a scheme specifically to help Bangladeshi street beggars.

Extend your vocabulary – borrow and lend (SB page 85)

Write this example on the board:

A: *I've forgotten my wallet. Can I _____ some money?*

B: *I'm sorry. I can't _____ you any. I've forgotten mine too!*

Elicit the correct words and the difference between the two. Say the sentences, this time with gestures of giving and taking (see Language note below). Students repeat the sentences after you. They read the examples on page 85 and complete the exercise alone, before checking in pairs.

- 1 borrow
- 2 lent
- 3 lend
- 4 borrowed

Language note

Students and even native English speakers confuse *borrow* and *lend*. Use your voice to emphasise key differences in the pronouns and use gestures to show lending (move your hand away) and borrowing (bring your hand towards you). *I borrow money from the bank. The bank lends me money.*

This mnemonic might help students: *I borrowed a book from Bob, and I lent my lighter to Len* or to think of 'lend' as something leaving you, and 'borrow' as bringing something towards you.

TEACH GLOBAL
THINK LOCAL

Extra activity

You could focus on verbs with two objects, such as *give*, *ask* and *lend*, particularly for stronger students. Write these two examples from the text on the board:

It gives very small loans to groups of individuals / The bank often lends money to groups of women.

Label the direct object (*small loans*) and the indirect object (*to groups of individuals*). The indirect object is usually a person, the direct object a thing. Elicit a different way of saying each example, changing the objects around and deleting the preposition eg *It gives groups of individuals very small loans.*

Students find the other example in the text: *The Nobel Committee gave Yunus the Nobel Peace Prize.* Students make 4–6 sentences to describe what they did on friends' / relatives' last birthdays using: *send*, *give*, *buy*, eg *I bought my mum some lovely flowers.*

Speaking (SB page 85)

1 Students close their books. Read out the situation in exercise 1. Students work in groups of three to brainstorm suggestions in two minutes.

Encourage them to look around the room, and possibly to consider areas outside the classroom too at this point, eg the entrance, the café, toilets, car park, etc. In feedback, students say what the problem is, eg *it's shabby; it doesn't make a good impression; it's difficult to study here because ...*, etc.

2 Students open their books and read the list and costs. Check students understand the items and let them read through the *Useful phrases* box. Give students 10 minutes to discuss and come to a decision. Monitor and ensure students are giving reasons.

3 Each group chooses a spokesperson who will briefly present their ideas to the others. Give the group a final two minutes to prepare, (this will help raise the profile of the 'presentation').

Invite the spokespeople to change places so that they are with different groups, or invite them to the front in turn. If necessary, they just note the top four things. The audience listens and notes down the main differences, and ask a couple of students to specifically check the maths too!

Function globally: shopping in a market

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

Warm up (SB page 86)

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

Tips:

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

Listening (SB page 86)

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

Tips:

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

2.35–2.37

- A: Do you speak English?
B: A little.
A: How much is the shirt?
B: This one?
A: No. The checked one.
B: Hundred and fifty.
A: A hundred and fifty? That's expensive.
B: You can have it for a hundred and twenty-five.
A: A hundred and ten?
B: Sorry, no. A hundred and twenty-five.
A: No, thanks. I'll leave it.
B: OK! OK! A hundred and ten. (photo b)
- A: Hello. Can I help you?
B: Can I have some of these, please?
A: Which ones, love?
B: The red and white ones. They'll look nice in the living room.
A: Right. Here you are. Three pounds.
B: Thank you.
A: Would you like one of these small plants? They're lovely at this time of year.
B: Oh. All right. How much is it?
A: Only 75p.
B: I'll take it. Here you are.
A: Here's your change.
B: Goodbye now.
A: Bye. (photo a)

- A: ¿Puedo ayudarte?
B: Sorry, I don't speak Spanish.
A: Can I help you?
B: No, I'm just looking, thanks.
A: OK.
B: Sorry, yes. How much is this book?
A: Two euros.
B: Only two euros. That's cheap.
A: Yes. I put the price at ten euros. Nobody wants to buy it. At five euros. Nobody wants to buy it. So I made it cheap. Two euros. Do you want to buy it?
B: Oh.
A: What's wrong?
B: I'm the author.
A: The author?
B: Yes. I wrote it. I'll take it. For two euros. (photo d)
- 1: The man wants a shirt.
A hundred and ten.
2: Flowers and a plant.
3: She wants to know the price of a book.
She is sad because she is the author and nobody wants to buy the book, which is why it's so cheap.

Language focus: shopping (SB page 86)

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

Tips:

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

1 and 2 2.38

1 How much is it? 2 Can I help you? 3 I'm just looking, thanks. 4 Have you got a red shirt? 5 You can have it for a hundred and twenty-five. 6 I'll take it. 7 No, thanks. I'll leave it. 8 That's very expensive.

Speaking (SB page 86)

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

Tips:

- There is sometimes a choice of 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).

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THINK LOCAL

Lead-in

Write up a huge number four on the board. Tell students that this number is important for the English language. Elicit how many people speak the English language (point to the number on the board to show that it is connected in some way). Also clarify who Chaucer is (if possible show them *The Canterbury Tales*) and elicit what students know about Shakespeare. Write these two writers' names up.

Warm up (SB page 87)

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

Tips:

- Be generous in helping students here with any unknown words in the first task.
- Ask students to relate this task, wherever possible, to similar events or texts in their own lives. This will help them with the reading.
- 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 87)

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

Three reasons why the number 4 is important: In 1600 4 million people spoke English in Britain; today 400 million people speak it as their mother tongue and 4 times as many speak it as a second language.

2

449 AD: Angles, Saxons and Jutes arrived in the British Isles.

849 AD: King Alfred the Great was born.

1400: Chaucer died.

1400s–1500s: 'Great vowel shift' began.

1600: 4 million people spoke English (at the time Shakespeare was writing).

2000: 400 million people speak English as their mother tongue and 4 times as many speak it as a second language.

Language focus (SB page 87)

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 a
- 2 b
- 3 b
- 4 b

Speaking (SB page 87)

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

Tips:

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

TEACH GLOBAL
THINK LOCAL

Extra activity

If your students are confident, ask those in a multi-lingual class situation to research and give mini-presentations about the history and development of their own language. They should support their talk with a timeline similar to the one given here. In a monolingual class, you could select two or three interested students to do a joint presentation on their language.

Writing: giving your opinion

Reading (SB page 88)

TEACH GLOBAL
THINK LOCAL

Pre-reading activity

Exploit the photo, eliciting where they are; what the situation is; what it says about our world today. Dictate the title of the essay to students. Put up the following paragraph starters from Tayse's essay on the board:

People have too many ...
We worry about ... and ...
We should spend more time ...

Tell students that these are opening sentences from the three paragraphs of an essay on this topic. Students work in pairs to discuss and complete the three sentences. Hear some possibilities as a whole class.

- 1 Students read and find out if Tayse agrees with the statement, and also if her ideas are similar to their own (if you did the pre-reading activity).

Yes, she agrees.

- 2 Students re-read the essay and add the sentences in. These sentences act as topic sentences, introducing and clarifying what comes next. Let students compare answers in pairs.

Paragraph 1 – c
Paragraph 2 – b
Paragraph 3 – a

- 3 Let students discuss Tayse's opinions in groups of three. Encourage students to support their own views with examples or reasons. Hear some different opinions as a whole class.

Writing skills: organising your ideas (SB page 88)

- 1 Focus students' attention on the fact that Tayse wrote a detailed plan. This task also requires students to re-read the essay more closely. Do the first paragraph together, reminding students to consider the first sentence of each paragraph too.

1 b, a, c
2 d, c, b, a
3 d, a, c, b

Language focus: giving your opinion (SB page 88)

Students complete the sentences.

1 I believe it is important to	3 We need to
2 We should	4 We can't

Language note

Interestingly, three of the four ways given here use modality (*need to* is viewed as a 'semi' modal). However, teach these as functional units of language and avoid going into great detail about form and meaning at this point.

These exponents allow the writer to show their point of view throughout the essay. Unlike some essay sub-genres, the writer does not withhold her opinion until the final paragraph.

Preparing to write (SB page 88)

- 1 Students in pairs select their title, (or you could provide an alternative title specific to your students and context). If necessary, give more support throughout the preparatory stage. You could brainstorm ideas in small groups and then as a class onto the board.

- 2 Students continue to work in pairs. Monitor and assist directly. Ensure that they have two or three points under each heading (refer them to Tayse's essay plan) and that the organisation is transparent. You could highlight on the board how to group similar ideas from the brainstorm. Elicit possible paragraph headings.

Writing (SB page 88)

Refer students to the language under **Saying what you think** and the **Language focus** section. Point out that the phrase *I personally believe*, is usually placed in the final paragraph. Depending on your students, you could elicit an opening sentence for the essay, putting it on the board.

Students could write this in class or at home. For students needing more support, one option is to let them continue to work in pairs in class, at least for part of the essay. Be on hand to help with any questions or problems.

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 89)

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

- on
- at
- in
- for
- since
- since

Grammar 2

- Have you paid the electricity bill yet?
- The bank gave me a loan.
- I have already saved three euros.
- Time flies when you're having fun.

Vocabulary 1

- | | |
|--------------|--------------|
| jet lag | student loan |
| pocket money | overtime |
| traffic jam | cash machine |
| wristwatch | |

Vocabulary 2

- lend
- borrow
- owe

Study skills

Managing your study time (SB page 89)

1 Students cover the *Top Tips* on this page, then answer the quiz on their own, before comparing answers in pairs.

Tell students you want to collect some 'top tips for study time'. Students in threes brainstorm at least three tips from their group, either stemming from questions 1–4 in exercise 1 or from their own ideas. Elicit an example, then students work together. After a few minutes, write their tips on the board.

As the board fills up, this should promote useful discussion about managing study time and differences between people. Students compare their own suggestions with the ones in the Student's book: **Top tips for study time.**

2 Students consider their study plans. Give an example. Encourage students to write at least two suggestions in relation to their time management, and to make them concrete, eg *I am going to re-read my notes on the bus home on Tuesdays and Thursdays*. Tell students you will ask them next week about their study plan. Don't forget to do so!

**TEACH GLOBAL
THINK LOCAL**

Extra activity

Get students to imagine a perfect study area for themselves. If necessary, give an example for yourself (either a very spartan room or the opposite). Write up the following or give mini sketches as prompts, if you are artistic.

The room – spacious or small; with windows or windowless; comfortable furniture or hard furniture (a bed / cushions?); a computer; music (headphones?); plants; photos; access to food and drink etc.

Ask students what kind of study area they work best in. Allow a few minutes to consider their preferences and reasons independently. Then students work in threes to discuss and compare their ideas.

Speaking (SB page 89)

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.

Home & Away

Coursebook

Unit 8	Language	Texts	Communicative skills
Part 1 SB page 90	Vocabulary The home Pronunciation /h/ Extend your vocabulary – <i>house</i> and <i>home</i> Grammar The passive voice	Listening Conversation about famous homes Reading Bram Stoker's <i>Dracula</i>	Speaking Describing your home Talking about famous homes Writing Writing a scene from a film
Part 2 SB page 92	Vocabulary Animals Prepositions of movement	Reading <i>The cat came back</i>	Speaking Discussing animal and pet preferences Retelling pet stories
Part 3 SB page 94	Extend your vocabulary – words that mean <i>trip</i> Grammar First conditional	Reading <i>A quick guide to the world's most famous guidebooks</i> <i>The Beach</i> Listening Conversations with tourists and travel guides	Speaking Discussing guidebooks, travel and tourism
Part 4 SB page 96	Vocabulary Adjectives and prepositions Grammar Second conditional Pronunciation Sentence stress	Reading <i>New kinds of tourism</i>	Speaking Describing places and kinds of tourism Asking and talking about unlikely situations
Function globally	Speaking on the telephone Telephone English for different situations Students prepare and practise a phone conversation		
Global voices	Listening to people talking about local homes and buildings Describing and comparing pictures		
Writing	Writing a description of a town <i>It vs there</i> Students extend clauses to develop ideas and make their writing interesting		
Global review	Grammar and vocabulary review Extra speaking practice		
Study skills	Students study how to record and learn words with prepositions		

Additional resources

eWorkbook	Interactive & 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	Home – Ask students to find another famous house of a famous or infamous person and bring in pictures and information Away – Ask students to research Web 2.0 sites for travellers, for example TripAdvisor, or Dopplr. What is interesting about them? Are they useful?

Part 1

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Lead-in

Draw a sketch of the layout of your house / flat on the board and then give 'a tour', to both raise interest in the topic and serve as a model. Use some of the phrases in the *Useful phrases* box, eg *Over here there's a X ...*. Alternatively, you could give a tour of the school.

Speaking (SB page 90)

Give students two or three minutes to draw the sketch of their home, then focus attention on the *Useful language* and *Useful phrases*. Students then work in pairs, starting, 'This is the front door ...'.

Pronunciation (SB page 90)

1 2.39 Books closed. Students listen and repeat.

2.39

/h/ home

Language note

Most nationalities will not find the /h/ sound too difficult, in which case focus more on the diphthong /əʊ/.

2 2.40 Write *Home is where* _____ in large writing on the left of the board. Elicit how this might finish (*the heart is*), using hints or mime.

Students work in pairs and suggest how to complete these sentences:

Home is where you hang _____ and *Home is where your* _____ *are*. before listening to the recording and referring to the exercise to check. Students underline the words with /h/.

Home, heart, happy, hang, hat, hard, hopes

2.40 See Student's Book page 90

3 After listening and repeating, pairs discuss which saying they like and, if possible, why.

Take some whole class feedback. The first one: 'Home is where the heart is', is a fixed expression. Ask students what it means and if they have a similar saying in their first language.

Listening (SB page 90)

This listening consists of three different extracts in which people talk about the three houses in turn.

1 Students look at the three pictures and try to answer the questions with a partner. Ask students if there are any words they are unsure of and respond accordingly (these words are all nouns except *haunted* (adj)).

Ask concept questions, eg *If a house is haunted, who lives there besides people?* Drill the words, drawing attention to the silent letters in *ghost* and *castle*: /gəʊst/, /'kɑ:sl/; the diphthongs or long vowel sounds in *haunted* and *tower*: /'hɔ:ntɪd/, /'taʊə/, and the schwa at the end of *prisoner*, *tower*, and *Dracula*.

Students use the language to discuss the questions in exercise 1. Elicit some possible answers at the end.

2 2.41–2.43 Clarify the task for students here. They should listen to find out if they were right: *Where are the houses* and *Who lived there?* Students compare their answers before whole class feedback.

2.41–2.43

1

The Tower of London was originally built in 1078. It was used as a home for the kings and queens of England for almost six hundred years, but also served as a prison. Two of the most famous prisoners in the Tower were the young princes Edward and Richard. In 1483, Richard the Third, their uncle and king of England, put them in the tower. They were never seen again. The princes were ten and thirteen years old. Today, people say the tower is haunted by their ghosts.

2

A: Look, look!

B: Oh, I recognise this place. It's from a film.

A: Yes, it's the house from some scary movie.

B: Right! It was used in the film *Psycho*.

A: Hold on, the guide says ... this is probably one of the most well-known film set houses in Hollywood history. The old house and motel next to it were built originally for the Hitchcock film *Psycho* in the 1960s.

B: Mmm.

A: Sometimes, at Halloween, the house and motel are opened for the public to come and stay.

B: Brrr. Staying at this place on Halloween? No thank you.

3

Well, welcome to Bran Castle, one of the most famous castles in Romania. The castle was occupied by the government in communist times, but was returned to its owners in 2006.

Of course, as many of you know, the castle is known as Dracula's castle. People believe that Vlad Tepes – the original Dracula – lived here. This isn't exactly true, however, but he was kept as a prisoner here for some time.

The castle is now a famous tourist attraction, and it is visited every year by thousands of people.

3 Give students time to read the statements first, before playing the CD.

Let students compare answers before feedback.

- 1: a T
b T
2: a T
b F
3: a F
b F

4 Find out about students' own experience of famous homes open class, asking the questions given. Also find out which of the three houses described they would like to visit and why. Ask students which one they would / would not like to stay in!

Extend your vocabulary – house and home (SB page 90)

Put the following two sentences on the board and see if students can fill in the gap. If necessary, give the two options: *home* or *house*.

I'm going _____ after the lesson.

My _____ was built about 30 years ago.

Pairs discuss the difference in meaning between the two words. Elicit ideas and clarify. Ask students to translate the two examples, to see if one or two words are used in their own language.

You could elicit other places that people can call 'home' – places which are not necessarily a house or a building, eg an igloo, a tent, a caravan, a boat, a cave, etc.

Students read the rules in the Student's Book, and complete the sentences.

- 1 home
2 home
3 house
4 house
5 home

Grammar (SB page 91)

Students read the two examples given. If possible, elicit the structure: *the passive*, writing it up on the board.

Students turn to their partner and try and explain what the passive is, if necessary in their first language. They read the information about use. Meanwhile, write up the two examples given on the board.

Ask students to complete the 'active' version for the first sentence: *People say ... (a ghost haunts the tower)*. Write this on the board underneath, as a contrast. Elicit the difference between active and passive, referring to the rules given. Do the same with the second example.

Analyse the form on the board for students. Show with colours how the object of an active sentence moves to subject position in a passive sentence:

A ghost haunts the tower. (present simple)

The tower is haunted.

Subject + *be* (or *get*) + past participle

Emphasise that the verb *be* remains in the same tense.

Language note

In writing, we can change the sentence syntax to show where the focus is (in speaking, we can use intonation and stress). So, in the passive voice, the object of the active sentence is placed at the start of the passive one.

Placing the agent in end-position can provide a dual focus on both the subject of the sentence and the agent: eg *The Sistine Chapel was painted by Michelangelo.*

Many languages have similar constructions to the English passive, though they may be used differently. Students may have problems with both concept and form. Students may omit the *be* part of the construction: *Her bag taken*; they might forget to make the subject and auxiliary agree: *the grapes is-picked by local workers*; or they may simply avoid it, sounding unnatural: *The fall injured her*.

1 Students complete the recognition task, after doing the first example together.

Let students check their answers in pairs, before feedback. Ask students to circle the *be* auxiliary and the past participle in each case, where appropriate.

- 1 P
2 A
3 P
4 A
5 P

2 First of all, ask students to scan the names of these official residences and to tell the class if they know anything about them. Students then complete the task with a partner. This task simply focuses students on the tense – both options are in the passive. Check the answers as a whole class.

Palacio de la Moncloa: was, was
 Abdeen Palace: was, is
 The Lodge: was, was
 Mariyinsky Palace: was, was
 The Zhongnanhai: was, are

Grammar focus

Show students the icon. Write page 146 on the board and ask them to find it. Show students the language summary on the passive voice.

You can use exercises 1 and 2 on page 147 for:

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

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

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Extra activity

Give students two minutes to re-read these mini texts; they should try and remember at least two facts for each one. Write the names of the buildings on the board. With books closed, students try to recall the information in pairs. Monitor to see if students are using examples with the passive. Give feedback: if students avoided the passive, ask them how to change their examples, so that they sound more natural in this context, where the focus is on the buildings, not the people.

TEACH GLOBAL
THINK LOCAL

Homework extra

If your students need further practice of the passive in context, students can choose a building (local or famous) they admire and write a description. They find information using the internet, etc and include: *when it was built; its purpose; what makes it unusual or special; any additional points of interest.*

2 Elicit from students what might happen next. Students in pairs write the next three lines, though early finishers could write more. Make sure that all students 'perform' to at least one other pair and if students enjoy it, watch some examples as a whole class.

Background note

Bram Stoker's classic is probably the most famous vampire story of all times. Dracula lives in the Carpathian mountains, in Transylvania. A young British lawyer, Jonathan Harker, visits him to carry out some legal business but is imprisoned in Dracula's castle. The vampire goes to England to begin his reign of terror, but is eventually forced to flee back to his castle, where his pursuers find and kill him. The book consists of diary entries, letters, telegrams and newspaper cuttings, for authenticity. It was received well when first published in 1897, and later film versions increased its popularity even more.

Reading and Writing (SB page 91)

1 If your students are likely to be familiar with this character, write the word *Dracula* in red on the board. Brainstorm associations, eg blood, killing, teeth (fangs), etc. Ask students: *Is the author of Dracula a man or a woman? What's the author's nationality? Was the story written about 200, 100 or 50 years ago?* Encourage students to guess, then to read the information in red about the novel, SB page 91.

Nominate two students to read Dracula's and Harker's lines and you read the narrator's part (if possible, choose a male student with a deep voice for Dracula!)

Part 2

TEACH GLOBAL
THINK LOCAL

Lead-in

Tell students that you are going to name some different animals. For each one they write two or three word associations. Emphasise that students do not write the name of the animal. Do an example with 'spider', eliciting suggestions, eg *black, hairy*. Then say the following, allowing 30 seconds for each one: *dog, cat, horse, mouse, snake, goldfish*. Students work in pairs to first recall the animal and then compare associations.

Vocabulary and Speaking (SB page 92)

1 Ask students to look at the animal photos and identify any they know. Quickly clarify any new animal words to students, eg 'budgie' (short for 'budgerigar') and 'hamster'. Then students respond to the two questions, giving reasons. Take whole class feedback.

2 Check students understand *tail, fur, fin, wing*, using gestures to clarify. Drill any words that are new, in particular *fur* /fɜː/. Students work in pairs to ask and answer the questions in turn. Monitor and respond to any problems.

a tail – budgie, cat, dog, horse, mouse, rabbit
eight legs – spider
fur – cat, dog, hamster, mouse, rabbit
big ears – dog, horse, rabbit
fins – goldfish
wings – budgie

3 Students work in pairs to ask the questions. You could add more questions on the board, depending on your class, or discuss open class: *How important is it for children to grow up with animals? Why do people keep pets? Is keeping pets common in your country? If not, why not? What sort of people keep pets in your country?*

Take feedback on any points of interest.

TEACH GLOBAL
THINK LOCAL

Extra activity

For students who need to consolidate or extend animal-related lexis, and who need extra writing practice, ask them to guess the animal, after you have read this text aloud:

This animal lives in the sea, but it is not a fish. It swims large distances and is often loved by people, although in some countries, people consider its meat to be a delicacy. This animal can live to be very large, depending on the species. Certain types can live to be over 100 years old.

Add two extra 'clues' if necessary, eg *It lays eggs; it has a hard shell*. Answer: (sea) turtle.

Students write two descriptions in the same way, in pairs. In the end, others read / listen and guess the animals described.

Reading (SB page 92)

This reading tells of four separate cats who travelled very long distances to reach home.

1 Tell students that in Britain, people are often either dog lovers or cat lovers! Students then talk about their own preferences, answering the questions in pairs. This task also revises comparative structures.

2 Students read just the introduction to the text. Ask students if they find the information surprising. Students discuss the questions in Exercise 2 in pairs.

Hear any interesting comments in feedback. You could introduce the idea of a 'black cat' to see if there are similar superstitions in other countries (in Britain, a black cat crossing your path is considered to be good luck).

3 Students first read the choice of titles. This is a skim reading task, so tell students they will only have two minutes to read the text. Take whole class feedback.

b

4  **2.44** This second reading task is more challenging. Let students read and listen and then do the task in exercise 4.

Monitor and, towards the end, let students work in pairs. Do not let students use their dictionaries (see exercise 5).

- 1 Ernie
- 2 Minosch
- 3 Ernie, Gringo
- 4 Gringo
- 5 Howie

5 This is an intensive reading task. It also practises an important sub-skill of reading: deducing words from context (unless, of course, the students know the words already). Make sure that students do not refer to their dictionaries yet. Allow time for them to work alone, writing down all four possible answers before comparing ideas in pairs.

Students then look the words up in a monolingual dictionary to check.

- | | |
|----------|-----------|
| 1 sacred | 3 filthy |
| 2 border | 4 purring |

6 Let students discuss these two questions in threes. As usual, they should try to justify their choice. If anyone has an unusual pet story, they can share it with the whole class.

If appropriate, you could input words to describe their reactions to the story, eg *That's incredible / amazing / unbelievable / remarkable!* Drill these, as they are very common in spoken English.

Vocabulary (SB page 93)

1 Students complete the pictures with the appropriate preposition. Do the first picture together, then students carry on in pairs. Some students could try to complete the exercise without looking at the options, covering the prepositions. When they have finished, they can look and amend any of their answers.

- 1 out of, across
- 2 across, through
- 3 along, in
- 4 past
- 5 up, down
- 6 into

Language note

In English we can say to *go / drive / walk up / down / along a road* and there is little difference between them. Obviously, if the road is not flat, then the preposition *up* or *down* is used, depending on the incline.

2  **2.45** Students will enjoy listening to the complete story, even if they are sure of their answers. Students then cover the text (they could use their pens to cover the writing!) and retell the story, first in their heads, then to their partner.

To make the pairwork more fun, partner A closes their books and B elicits each sentence in turn about Ernie using noises, mime, hand gestures, etc. This technique is also a good way for you to elicit the story, perhaps as a warmer, next lesson.

 2.45

- 1 Ernie jumped out of the truck and walked across the highway.
- 2 He went across a bridge, and through some fields.
- 3 He walked along the river, but fell in by accident.
- 4 He ran past some sleeping dogs.
- 5 He climbed up a tree to sleep and climbed down again the next morning.
- 6 He walked into the family home one week later.

TEACH GLOBAL
THINK LOCAL

Extra activity

There are some useful geographical phrases in the text: *in the south of France; in northern France / Germany; at the border; (on) the coast*. Elicit these, eg ask where Gringo travelled from / to, using a sketch of France. Build up the other compass points: *(in the) north (of) France, south, west and east*. Elicit the adjectives: *north + ern → northern*, etc. Ask students to describe where their town is, and then in pairs test their partner's knowledge, eg *Where's London? It's in the south of England*.

Part 3

TEACH GLOBAL
THINK LOCAL

Lead-in

Show students some guidebooks and ask them to write the introductory paragraph to their town in pairs, as a guidebook entry. Elicit a few suggestions, eg *location, size, age, characteristics, famous for ...* etc. Help students with the first sentence, eg *_____ is a small, historic town situated in the north-east ...*. Let students read others' descriptions.

Alternatively, get a guidebook of the local area / country and read or copy out five mystery destinations, omitting the place names. Students listen and guess the place. If it is too obvious, disguise it a little!

Reading (SB page 94)

Show students some different guidebooks and ask which series they have heard of. Students complete the first exercise alone, before comparing in pairs. This exercise also revises the passives in context (sentences 2 and 4). You could quickly point this out to students, asking what the focus is in these examples: *(the book)*.

- 1 Michelin
- 2 Frommer's *Europe on \$5 a day*
- 3 Baedeker's
- 4 Lonely Planet and Frommer's

Listening (SB page 94)

This listening is three extracts involving tourists or potential tourists.

1  **2.46–2.48** Students look at the four options, then listen to the three conversations for the situation.

Conversation 1: travel office

Conversation 2: city centre

Conversation 3: market

 2.46–2.48

1

A: Well, now is really the time to visit the United States.

B: Really?

A: Oh yes. The dollar is not very strong, so things are really cheap.

B: Oh. I wanted to go to France. But, cheap is good.

A: Listen, if you travel this month you'll get an extra twenty per cent discount.

B: This month isn't possible.

A: Next month?

B: Yes. I have a week's holiday next month. Are there any specials then?

A: I'll ask if you like.

B: Yes, please.

2

A: And here is the main square and the tower. The tower is more than five hundred years old, and is the tallest building in the city. The view from the top of the tower is truly amazing. Today, with this beautiful sunshine, if you go up the tower, you won't regret it.

B: Excuse me, does it cost anything to go up the tower?

A: I'm afraid so. It costs eight euros.

3

A: These are the carpets. I thought you were going to show me the food part. And have some lunch.

B: Yes, yes. The food is on the other end of the market. Do not worry, my friend. We'll go there later if you want. As your guide, though, I have to show you everything. Look, isn't this amazing.

A: Mmm.

B: Some of these carpets take more than two months to make. They are all made by hand.

A: I'm just hungry, that's all.

B: Are you sure? If you buy one of these carpets now, I can get a good price for you.

A: Oh. Well ...

B: She says if you buy two she will give you a *big* discount.

A: OK, then. How much ...?

2 Give students a minute to read through the options first. Students listen again. At the end, ask if they heard any additional facts in each conversation.

Conversation 1: c

Conversation 2: b

Conversation 3: a

TEACH GLOBAL
THINK LOCAL

Extra activity

For students who need to have more fluency practice, or simply to change the focus in the lesson, put students in pairs and allocate roles of tourist and guide / agent. Students choose either conversation 1 or 3 and have an impromptu dialogue. If they enjoy it, let them change roles.

Extend your vocabulary – words that mean *trip* (SB page 94)

Put the target words on the board: *trip*, *drive*, *flight*, *journey*, *tour* and *ride*. Ask students if they know the difference between these words and to discuss this in pairs.

Elicit some suggestions, but do not comment. Ask students to complete sentences 1–4, referring to the definitions given, if necessary.

Tell students that sometimes more than one answer is possible.

- 1 drive / ride
- 2 flight
- 3 drive / ride
- 4 journey

Language note

In British English, when you offer to take someone in your car, instead of giving them a *ride*, you give them a 'lift'.

Grammar (SB page 95)

Elicit what the guide might have said to the tourist in conversation 2, writing this on the board:

If you _____ the tower, you _____ a great view.

Ask students concept questions, such as: *Are they talking about the past, present or future? (future); Is it sure to happen? (no, but it **can** happen), etc. Refer to the form too: Is there a 'will' in the 'if' clause? (no).*

Highlight relevant parts of the example on the board:

If you go up the tower, you'll get ...

If + subj + present, subj + *will* + inf.

If clause **main clause**

Refer students to the rules and other examples under Grammar, SB page 95, and also draw attention to the negative contraction: *won't*.

TEACH GLOBAL
THINK LOCAL

Mixed ability

Stronger students could complete exercise 1 without being reminded of the rules at the start, in a test-teach approach. Monitor as they work, to see if they are having any difficulties. Let them compare answers and then tell you the rules in feedback.

1 Students complete the exercise alone, then with a partner. Take whole class feedback. Highlight the fact that in sentence 3, the *if* clause comes second.

- 1 travel, you'll
- 2 go up, won't
- 3 We'll, want
- 4 buy, will give

2 This exercise focuses on the difference between the modals. Students work in pairs to try and explain the difference, if necessary using their first language.

In whole class feedback, ask concept questions, eg for 'might': *Are you definitely going to buy an English guidebook? (no); Which is more sure, might or will? (will).* To check 'can', you could ask: *What else can I buy in London? (souvenirs, a map); Do I have to buy a guide book? (no).*

- a probable
- b less probable
- c possible

3 Give an additional example to start: *If we get no homework tonight ...* Elicit suggestions, focusing on accuracy of the target language, then students work on the exercise in pairs, writing the language down. Monitor as students work, and guide them. Encourage students to use other modals besides *will*. Take some whole class feedback.

Language note

When using the so-called 'first conditional', many students attempt to make the first clause more obviously future in form: *If you will go up the tower, you will get a great view.*

The two clauses in the first conditional can swap position, and if you put the subordinate *if* clause second, the comma is not necessary (unless it's a very long clause): *You won't regret it if you go up the tower.*

Drill the complete clauses or sentences, paying particular attention to the modals and contractions: *I can /kən/ buy an English guidebook; I'll /aɪl/ buy one.*

Grammar focus

Show students the icon. Write page 146 on the board and ask them to find it. Show students the language summary on the first conditional.

You can use exercise 1 on page 147 for:

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

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

Reading and Speaking (SB page 95)

1 Draw some 'beach' images on the board, eg an umbrella, an ice cream, a shell. Ask students where you find these. Perhaps let one or two students add any other related images! Students answer the questions in exercise 1 – do this directly as a whole class.

You may want to clarify *resort*: *a place that many people go to for a holiday, eg a ski, mountain, seaside resort.*

2  **2.49** Introduce the text and ask a strong student to read the text in the blue circle. Ask questions to check comprehension: *Where does it take place? What's special about the beach? Who's Sal?* Play the recording. Students listen and read, then respond to the questions. Take feedback on the first question, which checks their comprehension, before letting students discuss the more general second and third points in groups of three.

TEACH GLOBAL
THINK LOCAL

Extra activity

For students who like discussing more 'adult' topics, they can brainstorm the negative / positive aspects of tourism in threes. Positives might include: *money, great facilities (eg hotels, shops), blending of cultures, interest value.* Negatives could include: *can damage cultures and languages, might destroy or damage wildlife, (eg water sports can destroy sea-life etc.), the locals do not benefit, possible increase in crime, etc.*

Background note

This frightening novel describes a young traveller, Richard, who finds an idyllic, secret island resort in Thailand with two friends. Visitors are not welcomed and very few are allowed to stay by the founders. Richard and his friends do integrate into the community, but soon distrust grows, leading to several deaths and grisly events. Ultimately, Richard escapes to civilisation and safety. The novel touches on the quest for mystery and experience in today's world, and the expansion of tourism.

Part 4

TEACH GLOBAL
THINK LOCAL

Lead-in

Show students the photo of the beach on SB page 95. Ask students to write down the top eight essentials they would take for a two-week-long beach holiday in Thailand. Give students 90 seconds only, then they compare in pairs, amending their list to make one improved one between them. Monitor throughout and help with any necessary lexis. Listen to and discuss students' lists as a whole class.

Speaking (SB page 96)

Tell students they are going to discuss the photos on page 96, referring them to the *Useful language* and *Useful phrases*. Check their understanding of: *ancient* (adj), *operating theatre* (n), *storm* (n) and *disaster area* (n). Tell students they need to find the link between these photos. Students discuss them in pairs. Take whole class feedback on comparisons and suggestions. Do not tell them what the link is yet.

Vocabulary (SB page 96)

1 Let students work on their own, before comparing answers in pairs. Give out monolingual dictionaries, if possible, and let students look up any items they are unsure of. Give guidance on how to use the dictionary here if necessary. This is a strategy they may find useful when writing.

- 1 in
- 2 with
- 3 about
- 4 of
- 5 at
- 6 of

2 Students work in pairs. This exercise encourages students to read the target phrases again.

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

3 Give an example of the task yourself, giving your own ideas after each preposition, eg *I'm not good at horse riding, but I'd like to learn*. Remind students that they can finish the sentences how they choose but they should keep to the holiday theme where possible.

Students write down the answers and then compare answers in pairs. Monitor to assist and to focus students on accuracy of the target lexis.

Reading (SB page 96)

This reading describes four unusual types of tourism that have recently emerged.

1 Tell students they will now discover the link between the photos (if they haven't already identified it). Point out the glossary, checking the words further if necessary, and ask them to match a picture from page 96 with a kind of tourism. After reading, students compare their answers.

Briefly elicit some reactions to the four types of tourism, but keep this brief (see exercise 3).

- a disaster tourism
- c culinary tourism
- d literary tourism
- e medical tourism

2 Students read and add the missing sentences. Let students compare their answers, before taking whole class feedback.

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

3 Students give their opinions on the different types of tourism. First check students' understanding of *acceptable* (adj) and *unacceptable* /ˌʌnək'septəb(ə)l/; also drill them. Students complete the task alone, before discussing in groups of three. They can also comment on which one they would like to try, or perhaps have already tried.

Grammar (SB page 97)

This lesson introduces the second conditional. The contrast with the first conditional can be helpful to students in terms of the concept.

For students likely to be unfamiliar with the second conditional, put the examples below on the board. Students match the two jumbled halves in pairs; this can give them a sense of the form and meaning on a receptive level.

If I went to Morocco,	I'd learn how to prepare Italian dishes.
If we were in New Orleans,	I'd visit the market in Medina.
I love cooking, so if I had the choice	I wouldn't visit the disaster area.

Focus on the form and concept, analysing one example on the board:

If I went to Morocco, I'd visit the market in Medina.
 If + subj + past, subj + would + inf.
If clause **main clause**

Ask concept questions: *Is it possible that I will go to Morocco? (Yes). Do I think there's a big or a small chance of my going? (small).*

1 Students look at the sentences and complete the questions (questions a and b relate to form and c to meaning). They discuss their answers, if necessary in their first language.

- a past tense
- b infinitive
- c unreal situations

2 Students complete exercise 2 in pairs. This task encourages students to consider the difference in meaning between the first and second conditional.

- 1 b
- 2 a
- 3 a

Grammar focus

Show students the icon. Write page 146 on the board and ask them to find it. Show students the language summary on the second conditional.

You can use exercises 1 and 2 on page 147 for:

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

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

Language note

The second conditional is more challenging than the first: firstly, knowledge of the first conditional can interfere; secondly, the second conditional confusingly uses a past form to show hypotheticality of a present/future situation; thirdly, the perception of the speaker/reader is integral to the choice of conditional, which can be hard to grasp, eg a Botswanan who regularly goes on safari, might say: *If I go on safari this summer, I'll take my son.* Others outside Africa, with no such trip likely, would probably say: *If I went ... , I would ...* . Concept questions can focus learners on the likely versus unlikely nature (see above).

Students typically overuse the first conditional: *If I have the chance, I'll try space travel* ; they confuse the clauses: *If I would have the money, I went to Paris* ; they might use *would* in both clauses: *If I would have the opportunity, I would visit all the museums there.*

Note that the past form need not be past simple, eg *If I was wearing a swimming costume and my teacher saw me, I'd be embarrassed.* Also, other past modals can replace 'would', eg *If I had enough money, I might/could go.*

Pronunciation and Speaking (SB page 97)

1 2.50 Students may be able to complete the question before listening so provide this opportunity by giving a little time and by eliciting. This exercise focuses on natural word stress. Typically, most of the grammar words, eg prepositions, some pronouns, auxiliary verb, articles, are not stressed.

2.50

If **you** could **go** anywhere in the **world**, **where** would you go?

2 Drill students on this question, using either the recording or yourself as a model. If necessary, break up the sentence into smaller, more manageable chunks first.

Draw students' attention to the pronunciation of 'would you' in the question form (see language note in SB page 97). Also focus on the contraction in the reply: *I would go* → *I'd go*. Get several students to ask and answer this question across the class, so that everyone can hear.

3 First let students spend three minutes quietly thinking about these situations.

Before pairwork, focus on how to say these sentences naturally. Model the sentences and ask students to underline the stressed words. If necessary, repeat these and check them. Drill one or two examples chorally and individually. Ask students to use the complete sentence when answering, eg *If I ... , I would ...* but tell them that we often start the reply with just *I'd ...* in practice.

Monitor as students are talking and give feedback on accuracy, either on the spot to individuals, if appropriate, or at the end. Remember to give feedback on the content of what they say, not just the language, so elicit some interesting answers too.

TEACH GLOBAL THINK LOCAL

Extra activity

Your students may need more practice of this form. Elicit possible holiday nightmares, eg *lose your passport, get bitten by a snake, plane crash in the desert*, etc. Remind students these are unlikely. Elicit an example question and response: *What would you do if you lost your passport on the first day? I'd go to the police.* Students work in threes to make three questions, then move to mixed new groups to ask their questions. Monitor and ensure that they refer to unlikely events only.

Function globally: speaking on the telephone

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

Warm up (SB page 98)

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

Tips:

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

Listening (SB page 98)

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

Tips:

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

Pablo Alonso is trying to find information about an English learning holiday. At the end he talks to the person who has the information he wants.

 2.51–2.54

- A: Hello, Greenway Holidays.
B: Hi, my name's Pablo Alonso. I'm calling about the English learning holiday.
A: You need to speak to Mrs Knight. I'll put you through.
B: Thank you.
A: Just a moment, please.
- B: Hello?
A: I'm sorry, but the line's busy. Do you want to hold?
B: OK, I'll hold.
- A: Hello?
B: Hello, is that Mrs Knight?
A: No, I'm afraid she isn't here.
B: Can't you give me information about the English learning holiday?
A: I'm sorry, I can't. Can I take a message?
B: No, that's all right. I'll call back.
- A: Hello, Greenway Holidays.
B: Hello, this is Pablo Alonso again. Can I speak to Mrs Knight?

- A: I'll put you through ...
C: Sandra Knight speaking. Sorry to keep you waiting.
B: Oh, hello. My name's Pablo Alonso. I'm calling about the English learning holiday.
C: What would you like to know?
B: Well, I've looked on your website and I have a few questions about the cost.
C: Right, of course, Mr Alonso. Our prices, I think you'll find, are very competitive ...

Language focus: telephone English (SB page 98)

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

Tips:

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

1 and 2

 2.55

- I'm calling about the English learning holiday.
- Can I speak to Mrs Knight?
- Just a moment, please.
- I'll call back.
- Can I take a message?
- Hello, Greenway Holidays.
- Hello, this is Pablo Alonso.
- I'll put you through.

3

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

Speaking (SB page 98)

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

Tips:

- There is sometimes a choice of 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 99)

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

Tips:

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

Listening (SB page 99)

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

Tips:

- The first time they listen, tell them you don't expect them to understand every word; some of it will be hard. This is because the text has not been scripted or graded in any way. It's what they would hear in "the real world".
- 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.

 2.56–2.60

- 1 David, Georgia: So homes in Georgia are very big – some big ones and so we have two kind of homes. There are block of flats – there are many of them and we also have houses. Houses are usually are in the outside of the country – in the villages. (**c not mentioned**)
- 2 Elena, Russia: In my country we have different homes, like in England, because in England many people live in cottages, yes, but in my country we have very big houses. Many flats, but not so big, but good, and mostly Russian families have a cottage – it's not a cottage, it's maybe a little house in the countryside where we can grow fruit and vegetables but we don't live in these cottages, but what I can say more. Maybe prices – if you buy – if you sell your flat in Moscow – little flat – you can buy three houses in Great Britain. (**c not mentioned**)

- 3 Valeria, Bolivia: I would say homes in Bolivia are much more coloured. Here, above all in Oxford, all the homes looks very similar I would say, but in Bolivia you can find a red house just besides a yellow house and it is a pretty nice combination of colours. (**a not mentioned**)
- 4 Katie, Northern Ireland: Where I live in Belfast homes are ... they're quite varied. In inner city Belfast you have very small red brick terraced houses. Two up, two down houses and they're – I think they date from the 1800s – they sort of typify whenever you think of the city you think of red brick terraced houses. (**b not mentioned**)
- 5 Bea, England: Homes where I live are quite large. In my street in particular the houses have four or five bedrooms. They are usually shared between lots of different house mates. I personally live with two people I didn't know before and now one of them is a very good friend. The houses have kitchens and separate living rooms and dining rooms and the best thing about my house is that it has a large garden. (**a not mentioned**)

Language focus: adverbs of degree

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 bit, slightly ++ fairly, quite +++ extremely, very

2

1 b 2 d 3 a 4 e 5 c

Speaking (SB page 99)

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

Tips:

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

Writing a description of a town

Reading (SB page 100)

This is a student's description of her home town Rajec, in Slovakia.

Students read Aneta's description, then in pairs compare their answers to the questions. Take whole class feedback. Ask students if they would like to go to Rajec. They should give reasons.

- 1 The 16th century Town Hall, a medieval square, lots of historical buildings, thermal baths, a golf course, and tennis courts.
- 2 Likes: the countryside around the town. Dislikes: it is a bit quiet and there isn't much to do at night. There is no cinema, and there are not many bars and restaurants.

Language focus: *it* and *there* (SB page 100)

TEACH GLOBAL
THINK LOCAL

Mixed ability

For less strong students, clarify the rules beforehand. Write on the board: *Let me tell you a bit about my town. It is called Rajec* and ask students what is missing. Then ask: *What does it refer to? (my town)*, which is talked about in the previous sentence. Write up: *... is also a medieval square*. Elicit the missing word and ask: *Has the square been mentioned before? (No, this is the first time)*.

1 Do the first two or three examples together (the first example: *it will be great ...* is actually a slightly different use. Let students work alone, before checking in pairs. Check answers as a whole class, if possible projecting the letter onto the board.

Paragraph 1: It will be great to see you again.

Paragraph 2: It is called Rajec and **it** is in the north of Slovakia, near the Mala Fatra mountains.

It is not a large town (**there** are about 7,000 inhabitants) but **it** is very old and beautiful.

There is also a medieval square ... **there** are also thermal baths...

Paragraph 3: The worst thing about Rajec is that **it** is a bit quiet and **there** isn't much to do at night. **There** is no cinema, and **there** are not many bars and restaurants. **It** is wonderful to go ... **There** are mountains nearby ...

2 Students complete the rules in pairs. Take whole class feedback and ask students how this works in their own language. Students translate the two example sentences a and b, if possible with a student who shares the same first language.

a there b it

Language note

In some languages, there is no need to use the equivalent of 'there' or 'it' in the sentence, eg *It's a very large building* → *is-very-large building*. *There* is used in English before a form of the verb *be*, to say that something exists, and is followed by a noun phrase: *There is a big castle just outside the town*.

The pronoun *it* is used in discourse to mention something that has already been mentioned. *It* is also used when referring to the weather, temperature or time, eg *It's 3.30*. *It* also adds a subject, eg *It will be great to see you again*.

Writing skills: giving more information (SB page 100)

This exercise focuses on relative clauses starting with *where* and is a useful way to make language more sophisticated, helping students at this level to produce longer sentences.

Do the first example together, highlighting the comma: *There are mountains nearby, where people go skiing in winter*.

Then students work alone to complete 2, 3 and 4, writing the sentences. Show on a screen or OHP in feedback.

- 1 There are mountains nearby, where people go skiing in the winter.
- 2 But what I like best is the countryside around the town, where you can go for a day trip.
- 3 ... as well as a small lake, where you can go fishing.
- 4 Outside the town there are also thermal baths, where you can enjoy the natural hot water all year round, ...

Preparing to write (SB page 100)

Students look at the language under *Describing a town* and spend two minutes in silence considering the questions. Be on hand to respond to any questions at this point. Students then describe their town to their partner.

Writing (SB page 100)

Ask students to send you an email or letter, similar to Aneta's, which they can either write at home or in class time. Tell students that you will collect all the descriptions for a class display entitled 'Our hometowns'; students can also provide visuals for the display. It is up to you whether you correct students' writing before displaying it, though focusing on any problems with 'it' or 'there' would be appropriate. Consider whether their message is clear and be sensitive to individuals' abilities and personalities.

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 101)

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 was built
- 2 is visited
- 3 are not permitted
- 4 with
- 5 don't
- 6 had
- 7 don't
- 8 could

Vocabulary 1

- 1 giraffe
- 2 whale
- 3 bee
- 4 guidebook
- 5 suitcase

Vocabulary 2

- 1 along/down/up
- 2 across
- 3 past

Speaking (SB page 101)

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.

Study skills

Learning words with prepositions (SB page 101)

1 Students complete the exercise. Early finishers come and write the answers up on the board.

Highlight the preposition and ask students how the preposition is shown in a dictionary. Dictionaries use different devices – sometimes it is simply shown by example sentences – so check this before the lesson, where possible.

Answers: 1. at 2. as 3. for 4. on

2 Monitor as students are doing this, to check they are noting down the appropriate example sentences.

Students then underline the adjective and the preposition within the sentence in two different ways, eg *He's keen on adventure holidays.*

Answers: 1. from, to, in 2. to 3. to 4. on, to, in

3 Students work in pairs to try and predict the answers. Elicit which part they look up to check: *the noun or the verb?* (Answer: *noun*). Students then check in the dictionary.

After checking, ask students if there are any similarities in meaning between expressions sharing the same preposition, eg *to* = in the direction of a place; *on* = a holiday, cruise, picnic (something leisure-related and pleasant) etc; *for* = for the purpose of eg a drive, a ride, a drink.

- | | |
|-------|----------|
| 1 on | 6 on/for |
| 2 for | 7 on |
| 3 to | 8 to |
| 4 for | 9 to/for |
| 5 on | 10 on |