

NEW EDITION



الجامعة العربية المفتوحة
Arab Open University

PROGRESSIVE Skills in English

Level 2 Teacher's Book



Terry Phillips and Anna Phillips

Garnet
EDUCATION

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Book map

	Theme	Topics & Vocabulary	Listening	Speaking
1	Culture and civilization 	<ul style="list-style-type: none"> Coming of age Festivals Fireworks, horses and bulls Celebrations 	Skills: <ul style="list-style-type: none"> following a sequence of events understanding signpost language identifying singular and plural Grammar: <ul style="list-style-type: none"> present simple <i>wh-</i> questions joining sentences with <i>after</i> and <i>before</i> 	Skills: <ul style="list-style-type: none"> showing understanding: echo + comment/question Grammar: <ul style="list-style-type: none"> present simple open questions and negatives
2	Technology 	<ul style="list-style-type: none"> Who? What? When? Transport inventions A brief history of space travel The historic moment 	Skills: <ul style="list-style-type: none"> recognizing the organization of a lecture recognizing change of sub-topic Grammar: <ul style="list-style-type: none"> grammar of dates <i>going to</i> and <i>will</i> 	Skills: <ul style="list-style-type: none"> talking about research Grammar: <ul style="list-style-type: none"> checking questions subject questions
3	News and media 	<ul style="list-style-type: none"> News, news, news Advertising The values of magazines Media studies research reports 	Skills: <ul style="list-style-type: none"> hearing related words predicting content from linking words Grammar: <ul style="list-style-type: none"> <i>very/a lot/too/enough</i> 	Skills: <ul style="list-style-type: none"> taking part in a tutorial Grammar: <ul style="list-style-type: none"> first conditional
4	Sports and leisure 	<ul style="list-style-type: none"> Classifying sports Sports in education Board games For and against 	Skills: <ul style="list-style-type: none"> note-making: classification Grammar: <ul style="list-style-type: none"> prepositions after verbs 	Skills: <ul style="list-style-type: none"> giving a talk with slides explaining laws and rules giving advice Grammar: <ul style="list-style-type: none"> <i>must</i> and <i>should</i>
5	Nutrition and health 	<ul style="list-style-type: none"> A balanced diet Portions How to eat healthily Obesity 	Skills: <ul style="list-style-type: none"> revision Grammar: <ul style="list-style-type: none"> revision question tags 	Skills: <ul style="list-style-type: none"> revision Grammar: <ul style="list-style-type: none"> revision

Reading	Writing	Phonology	Everyday English	Portfolio
Skills: <ul style="list-style-type: none"> finding information quickly: using capital letters predicting content: using prepositions Grammar: <ul style="list-style-type: none"> recognizing extra information 	Skills: <ul style="list-style-type: none"> writing descriptive essays spelling vowel sounds comparing events and ideas Grammar: <ul style="list-style-type: none"> using time prepositions 	<ul style="list-style-type: none"> hearing and saying vowels: /u:/ and /ʌ/ saying consonants: /t/ and /d/ 	The right thing to say	Festivals around the world
Skills: <ul style="list-style-type: none"> finding information quickly: using numbers predicting content Grammar: <ul style="list-style-type: none"> understanding complex subjects 	Skills: <ul style="list-style-type: none"> writing biographies connecting ideas Grammar: <ul style="list-style-type: none"> pronouns and possessive adjectives 	<ul style="list-style-type: none"> hearing and saying blends: /tʃ/ and /ʃ/ 	Using technology	Great transport inventions
Skills: <ul style="list-style-type: none"> distinguishing between fact and possibility Grammar: <ul style="list-style-type: none"> pronouns and possessive adjectives 	Skills: <ul style="list-style-type: none"> designing and conducting a questionnaire recording and displaying results spelling the sounds /aɪ/ and /eɪ/ Grammar: <ul style="list-style-type: none"> percentages and quantifiers 	<ul style="list-style-type: none"> hearing and saying diphthongs: /eɪ/ and /aɪ/ 	Talking about the media	Mass-media usage
Skills: <ul style="list-style-type: none"> referring back: using <i>then/there</i> Grammar: <ul style="list-style-type: none"> use of zero article, e.g., with country names (1) 	Skills: <ul style="list-style-type: none"> writing argumentative essays spelling <i>schwa</i> /ə/ paragraph structure: point, explain, example Grammar: <ul style="list-style-type: none"> use of zero article, e.g., with country names (2) 	<ul style="list-style-type: none"> hearing vowels: /əʊ/ and /aʊ/ 	Talking about games	Team games
Skills: <ul style="list-style-type: none"> revision Grammar: <ul style="list-style-type: none"> revision 	Skills: <ul style="list-style-type: none"> writing analytic essays thesis statements Grammar: <ul style="list-style-type: none"> revision 	<ul style="list-style-type: none"> revision pronouncing vowels stressing words 	Getting something to eat	Fast food

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Introduction

The series

This course is part of the multi-level *Progressive Skills in English* series. The series as a whole prepares students to study wholly or partly in English medium at tertiary level, or to join the world of academic English, on the internet and in print.

This new edition has been extensively revised to take into account feedback from both teachers and students. The accompanying Workbook provides further practice in all the skills areas.

The themes

In each level of *Progressive Skills in English* there are five themes, covering a wide range of areas of human knowledge.

Level 2

- Theme 1: Culture and civilization
- Theme 2: Technology
- Theme 3: News and media
- Theme 4: Sports and leisure
- Theme 5: Nutrition and health

The sections

Within each theme there are four main sections, each dealing with a discrete skill: listening, speaking, reading or writing. A number of related topics are explored within each theme. For example, in Theme 3 the following areas are explored:

- Listening:** the history of mass media, and the advantages and disadvantages of mass-media news
- Speaking:** Advertising – stereotyping, bias, target audience and persuasion
- Reading:** the place of magazines in society, and how they influence society's values
- Writing:** how to construct a media studies research report (on mass-media usage)

The focus in each section is on **one** specific skill. The Methodology notes in the lessons stress the discrete skills focus and caution against spending too much time

on, for example, speaking in a listening section. This is not because the writers dislike integrated skills. Indeed, each theme ends with a section called Portfolio, which provides detailed guidance on integrated skills activities following the completion of a particular theme. The insistence on the target skill is because the writers believe that both the teacher and the students should focus on improvement in a specific skill in a particular lesson, rather than moving constantly between different skills. However, the key word here is *focus*. More than one skill will, of course, be involved in any particular lesson. For example, in listening lessons there is almost always a speaking output, and in writing lessons there is almost always a reading input.

The commonality of theme across the four skill sections means that, by the end of a theme, students have a much deeper knowledge of both the information and vocabulary that it comprises than is normally achieved in ELT course books.

The lessons

Each skill section contains two or four main lessons, and each lesson has a clear focus and purpose.

Additional pages

Every theme contains three additional pages:

Everyday English

This page is in the speaking section and builds skills in survival language and social English. In Theme 1, for example, this page covers *The right thing to say* and in Theme 2, *Using technology*. See the **Methodology** section for more guidance.

Knowledge quiz

This page is in the reading section and tests students on their acquisition of common core knowledge and thematic vocabulary from the theme. In Theme 1, for example, this page asks students to remember information about *Culture and civilization*. See the **Methodology** section for more guidance.

Portfolio

This section comes at the very end of each theme and provides an opportunity to integrate skills learnt during the course. Students are provided with tasks and research information in additional listening and/or reading texts, and asked to produce talks and/or written texts. In Theme 3, for example, students are asked to research and talk about *the usage of mass-media radio and news in the mass media*. See the **Methodology** section for more guidance.

Approach

Aims

In *Progressive Skills in English*, students learn to understand the main types of academic spoken language, lectures and tutorials, and the main types of academic written language, journal articles and encyclopedia entries. They also learn to produce the main kinds of student academic language, oral presentations, contributions to a tutorial and written assignments.

Moving from teaching general to academic English

Many of the teaching techniques and approaches used in general English teaching can be transferred to the teaching of academic English. The differences are more to do with the syllabus and course content. Some of the key differences we have noted include:

Grammar

Most general English courses are driven by tense grammar. Since 80 per cent of academic English is in a present tense, the focus needs to move from tenses to syntactic grammar. For more details on this point, see **Syntactic grammar for EAP** on page 9.

Skills

A general English course will focus mainly on oral communication. Listening will be extremely varied, from conversations and anecdotes to radio programmes. Reading is often relegated to third place and writing to a very distant fourth. For the academic learner, reading and writing are at least as important as the other skills. For more details, see **Discrete skills or integrated?**

Content

In EAP, listening to lectures will be more relevant than listening to anecdotes and stories. Academic students need to learn to 'grab' relevant information from a lecture after one listening only. Similarly with reading, required content will mostly be fact or theory or a mixture, rather than fiction

and anecdote. Students need to be able to decide quickly which texts, or parts of texts are relevant to the task and extract the information. Listening and reading texts in general will be much longer in EAP than in a general English course.

Vocabulary

Students need a wide range of formal language. Academic texts about a single subject tend to use a lot of synonyms for key nouns and verbs, so students need to deepen and broaden their lexical range all the time.

Topics and themes

Sometimes you find very familiar 'EFL' topics in *Progressive Skills in English*, but then you will see that the approach to that topic is different. In Theme 4: Sports and leisure, for example, students learn about the rules of games, but then they discuss *why* particular games are taught at school.

Critical thinking

Students are encouraged to ask *why* and *how* throughout the course, and to relate information from a particular text to their own selves or their own country/area. They are shown the importance of evaluating information and looking for stance or bias on the part of the speaker or writer.

Discrete skills or integrated?

In terms of presentation, *Progressive Skills in English* is very definitely a discrete skills course. Research has shown that students need to have a clear focus, with measurable objectives in order to make real progress, and this is only really possible if the skills are initially separated out. However, integration is the norm in the real world and, since the course aims to mimic real-world skills usage, integration is automatic once one moves from presentation. For example, in the receptive skills lessons, as in the real world, students have to make notes from reading and listening and then discuss their findings, thus bringing in writing and speaking to listening and reading lessons. In the productive skills lessons, as in the real world, students have to research before producing, thus bringing in reading and listening skills.

Receptive skills – listening and reading

Research strongly suggests that listening and reading are based on a continuous interaction between top-down and bottom-up processes. Top-down processes prepare the listener or reader to understand the information in the text. Bottom-up processes ensure that the listener or reader can decode information in real-time, i.e., as it is actually being heard or read.

Top-down processes

Before we can understand information, we need to recognize the context. We expect to hear different things in a restaurant, for example, from a lecture room, or to read different things in a novel and a religious text. We use context and co-text clues (pictures, newspaper headlines, diagrams) to **activate schemata** – pictures, we could say, of familiar situations. In the process, the brain makes available to us vocabulary, discourse structures and **background knowledge** of the real world, which help with bottom-up decoding. We start to develop **hypotheses** about the contents of the text, and we continually **predict** the next word, the next phrase, the next discourse point or the next communicative value as we are listening or reading. In *Progressive Skills in English*, students are taught to bring top-down processing to bear on new listening and reading texts. The course works to build schemata and background knowledge which will help students to predict content, in general and in particular. In the academic world, listening and reading normally have a productive by-product – detailed notes. Throughout *Progressive Skills in English*, students are taught to take notes and to use these notes in later activities to prove comprehension of the text.

Bottom-up processes

Top-down processes enable listeners and readers to get a good general idea of what will be heard or read in a text. However, to get a detailed and accurate understanding, the text must be broken down into meaningful units. In the case of spoken English, this means being able to turn the stream of speech into actual words, which in turn means knowing the phonological code of English. With written English, it is slightly easier if your first language has a similar orthography to English, but it will continue to pose problems for students whose L1 is Chinese or Arabic, for example. Research has shown that we use syntax to achieve this breaking into meaningful units (see below on **syntactic grammar**). In *Progressive Skills in English*, students are taught to recognize all the phonemes of English in context and to identify multi-syllable words from the stressed syllable in the stream of speech. They also learn to identify written words from the first two or three letters, a key skill which enables native speakers to understand written text at high speed. Students are also exposed to common syntactic patterns and practise breaking up incoming language into **subject, verb, object/complement** and **adverbial**.

Productive skills – speaking and writing

Production in speech and writing in the normal EFL classroom is often more or less spontaneous and personal. Students are asked to speak or write about themselves, their lives, families, opinions, etc., with very little preparation. This mimics real-life conversation and, to some extent, real-life informal letter and email writing. This type of production is rare in *Progressive Skills in English* because it is not the model for production in the academic world.

Production in academia begins with an **assignment** which requires **research**. The research almost always leads to **note-taking**. From these notes, an oral presentation, tutorial contribution or written assignment is produced. There are normally three stages to this production: **drafting**, **editing** and **rewriting**. In *Progressive Skills in English*, we teach the idea of the TOWER of writing – **thinking**, **organizing**, **writing** (for the writer), **editing**, **rewriting** (for the reader/listener).

Syntactic grammar for EAP

Grammar in ELT has traditionally been seen as largely a question of verb tense, and that certain tenses are ‘easy’ and others are ‘hard’. Progression through levels conventionally equates to the ability to manipulate different tenses, from present simple of the verb *be* at beginner level to present perfect continuous passive modal at advanced level. Most best-selling courses follow a structural syllabus which is largely a verb tense syllabus. However, English is a *syntactic* language where meaning is carried by word order rather than paradigmatic form. We cannot recover the meaning of a word or its role without a sentence or text context, because English words are not marked in most instances for part of speech or case. Many words can be nouns or verbs depending on context; *like*, to take an extreme example, can be a noun, a verb, a preposition or an adjective. Any noun can be the subject or object of a verb; only pronouns are marked for case, e.g., *He told him*.

Research has shown that native speakers use their knowledge of English syntax, together with their vocabulary, to decode sentences in speech and in writing. They do this in real time. In other words, native speakers are constantly constructing tree diagrams of incoming data which help them to predict the next item and its role in the ongoing sentence.

It is somewhat strange that this key fact seems to have gone unnoticed for so long by ELT practitioners. The reason is probably that most ELT classwork, for many decades, has been based on spoken interaction, often of informal conversation, rather than the individual

interacting with and decoding in real time a formal spoken or written text. Corpus research now shows us that conversation in English has an average phrase length of just over one word, and very short sentences, such as *I went there, She likes him, He's working in a bank*. In short sentences like this, the most salient area of difficulty is the verb form which must be dropped between the subject and the object, complement or adverbial. However, in academic or formal discourse, the average phrase length jumps to eight words. Analysis of this genre shows that noun phrases are particularly long, with pre- and post-modification of the head noun, and subject noun phrases are often preceded themselves by long adverbial phrases, so that a sentence may have a large number of words before the subject and more words before the main verb. For example:

According to research at the University of Reading into the problems experienced by children growing up with a single parent, children from one-parent families in deprived areas have a much greater chance of developing personality disorders.

The native speaker has little problem with this sentence, either in speech or writing, because he/she knows that the phrase *According to* is not the subject and the subject will come along in a while, and that *children* can be post-modified so he/she must wait for this noun phrase to end before encountering the verb, etc. The non-native speaker, trained in decoding simple short utterances, will have considerable difficulty.

Complex tenses are in fact not at all common in academic/formal English. Research shows that the majority of sentences in this genre are in the present simple, including its passive forms, for the obvious reason that most formal English presents facts, theories or states of being, which are rendered in English by this tense. The next most common tense is the past simple, because the genre often contains historical background to current facts, theories or states of being, which in turn is normally rendered in past simple. In one particular corpus study, only one example of the present perfect continuous was found in the whole academic/formal corpus. A student equipped with facility in these two tenses will understand the tense information in around 90 per cent of academic/formal sentences. However, they may not understand the noun phrases and adverbial phrases which surround these 'simple' tenses.

There is a final key issue which applies in general to long texts in the EFL classroom. In the main, when students are exposed to longer texts with a formal structure, they are allowed, even encouraged, to engage in multiple listenings or multiple readings before being asked to complete an after-doing comprehension task such as multiple choice or

true/false. This type of activity has no correlate in the real world, where listening has to be real-time – there is no opportunity for a second or subsequent hearing – and reading should be real-time if it is to be efficient. Comprehension occurs as the sentence is being received. However, real-time comprehension is only possible if the receiver understands the syntactic structures possible in the language and identifies, in real time, the structure being used at a particular time. The listener or reader is then ready for the required components of that structure and predicts their appearance and even the actual words. For example, once a native speaker hears the verb *give*, they will anticipate that a person and a thing will complete the utterance. Even if the 'person' noun phrase contains many words, the receiver will be waiting. For example: *The state gives unemployed people with a large number of children under the age of 18 still in full-time education ...* The native-speaker listener or reader is thinking, 'What? What does it give?' Conversely, the construction of extended formal text in speech and writing also requires a deep understanding of syntax, otherwise it is not possible to construct sentences of the complexity required by the genre.

While writing the syllabus for *Skills in English*, first published by Garnet Education in 2003, we were struck by the points above and began work on the implications for classroom practice. In *Progressive Skills in English*, we feel we have gone some way to presenting a coherent syllabus of relevant practice to build the skills required for real-time comprehension.

Syntactic grammar at Level 2

By this stage in their studies, students are probably fully familiar with parts of speech and with the most common syntactic patterns (see tables 1 and 2 on page 11). Since we cannot assume this familiarity, however, these points are quickly revised in the first few sections of the course. Thereafter, students are exposed mainly to basic S V O/C/A patterns, with coordination. Gradually, the length of the object noun phrase or complement is extended and coordination is introduced but with no ellipsis of subject or verb. This should ensure that students begin to get a natural feel for these patterns, can recognize them in real time in listening and reading, and produce them in speech and writing.

Table 1: Sentence roles and parts of speech

Roles in sentences	Possible parts of speech	Notes
Subject	noun, pronoun	extended noun phrase can contain other parts of speech, e.g., <i>a <u>very</u> <u>large</u> <u>piece of</u> <u>research</u></i>
Object	noun, pronoun	
Complement	noun, adjective, adverb	an object becomes a complement when it has the same reference as the subject, such as in sentences with <i>be</i> and related verbs, e.g., <i><u>She</u> <u>is</u> <u>a doctor</u>. <u>He</u> <u>was</u> <u>late</u>. <u>They</u> <u>seem</u> <u>tired</u>.</i>
Verb	verb	extended verb phrase can contain adverbs, e.g., <i>They <u>are</u> <u>still</u> <u>waiting</u>.</i>
Adverbial	adverb, prepositional phrase	note that this role in a sentence can be filled by a prepositional phrase as well as by an adverb, e.g., <i>He <u>works</u> <u>hard</u>. <u>She</u> <u>works</u> <u>in a bank</u>.</i>

Table 2: Main sentence patterns in English

We left.	S V
She is a doctor.	S V C
I am cold.	S V C
They were late.	S V A
We have been to the back.	S V A
I gave her the book.	S V O O
They made him president.	S V O C
I told her to leave.	S V O V
We saw them later.	S V O A
Accept responsibility.	V O

Exercise naming

Many ELT course books give general names to groups of exercises, such as *Presentation* or *Pronunciation*. *Progressive Skills in English* goes much further and names the target activity for each exercise in its heading, e.g., *Activating ideas* or *Predicting the next word*. By this simple means, both teacher and students are informed of the purpose of an exercise. Make sure that your students understand the heading of each exercise so they can see clearly the point which is being presented or practised.

Exercise types

As is probably clear already, *Progressive Skills in English* contains many original features, but teachers and course leaders need not be concerned that a

wholly new methodology is required to teach the course. On the one hand, exercise naming means that the purpose of new types of exercise is immediately clear. On the other, many traditional types of ELT exercises are used in the course, with only slight changes. The most significant of these changes are shown in Table 3 below.

Table 3: Adaptations to traditional exercise types

Traditional exercise	<i>Progressive Skills</i> version
grammar tables	<ul style="list-style-type: none"> - Parts of sentence are clearly shown with subject, verb, object/complement/ adverbial columns. - Parts of speech are clearly shown with colour-coding. purple = noun red = verb blue = pronoun orange = adjective green = preposition brown = adverb
gap fill	In some cases, one part of speech is removed so students can see the various contexts in which, e.g., a pronoun can appear. In other cases, one role in the sentence is removed, e.g., the subject, so students can see the different words which can make up this role.
sentence anagrams	Words are jumbled in a number of sentences in the traditional way, but when students have unscrambled them, all the sentences have the same syntactic structure, e.g., S V O A. Words in a particular phrase are kept together during the jumbling, e.g., <i>in the UK</i> , rather than all being split; this helps students to think in terms of syntactic blocks rather than individual words.
transformation	Traditional transformation, e.g., positive to negative, appears regularly, but in addition, active to passive is introduced early on in the course, because of the relatively high frequency of passives in academic English.
joining sentences	Sentences are joined by coordinators from the beginning of <i>Progressive Skills in English</i> , but the second half of the sentence retains all its features, e.g., subject, verb, negation, for most of Level 1. This is because coordinated sentences with ellipses hide the kernel syntactic structure with which we want students to become familiar, e.g., <i>Some people do not know about the problem or care</i> . The second half of this sentence is originally: <i>Some people do not care about the problem</i> but with the ellipsis, the subject, the negation and the object disappear.

Vocabulary boxes

Vocabulary is a key part of language learning of any kind but it is even more important for the student of academic English. Students need a huge vocabulary in order to understand or produce the lexical cohesion common to this genre. Vocabulary boxes appear throughout each theme. The part of speech is given in every case for single items. In addition, there is sometimes information on the precise meaning in the context of the theme, e.g., *area (n) [= location]* (as opposed to field of study, for example).

Most of the items in each box are probably new to the majority of the students in any class. A few of the items are likely to be known, but are so central to the theme that they are included for revision.

You can use the boxes in a number of ways:

- ask students to look at the box and tick the words they 'know'; do not test the students this time but encourage them to be honest
- ask students to repeat this activity at the end of the lesson, and again one week and one month later. On these occasions, test the students' knowledge, particularly in the relevant skill, e.g., to check that students can spell the words from a writing section
- get students to mark the stress on each word as they encounter it
- get students to underline or highlight in some way unusual spelling and pronunciation points
- put students into pairs or groups to test each other
- allow students to write a translation beside some or all of the words

Skills Checks

In every theme, there is at least one Skills Check. The naming of this feature is significant. It is assumed that many if not all students will have heard about the skills points in these boxes, i.e., they are skills *checks* not skills *presentations*. It is the writers' experience that many students who have gone through a modern ELT course have *heard of* the majority of skills points but cannot make practical use of them. If you feel, in a particular case, that the students have no idea about the point in question, spend considerably longer on a full presentation.

In most cases, the students are given an activity to do before looking at the Skills Check, thus a test-teach-test approach is used. This is quite deliberate. With this approach, there is a good chance that the students will be sensitized to the particular point before being asked to understand it intellectually. This is likely to be more effective than talking about the point and then asking the student to try to apply it. The positioning of the Skills Checks means that the

information relevant to an activity or set of activities is available for consultation by the student at any time. Because some students have an inductive learning style (working from example to rule) and some have a deductive style (working from rule to example), the Skills Checks have rules *and* examples.

You can use the Skills Checks in a number of ways:

- ask students to read out the rules and the examples
- get students to give you more examples of each point
- ask students to read the Skills Check and then cover it; read it out with mistakes or with wrong examples of the point being presented
- at the end of the lesson, ask students to tell you the new skill(s) they have encountered, without looking at their Course Books

Pronunciation Checks

In the speaking section, and occasionally in the listening section, there are Pronunciation Checks. See the Book map for coverage of phonology. The examples in these checks are often recorded, so you can give students good models of the target point and then drill the items (see **Further speaking practice/drilling** below). Sometimes there is additional practice material to be completed after working through the check.

Recurrent activities

As mentioned above, all exercises are named. Many of these names appear regularly throughout the course, sometimes with slight changes. This is because these activities are particularly valuable in language learning.

Activating (background) knowledge/ideas

In line with basic communication theory, the lessons always try to move from the known to the unknown. This activity at the start of a lesson allows students to show that they have knowledge or ideas about the real world before learning new information. It also enables the teacher to gauge what is already known, and build on it if necessary, before moving further into the lesson.

While students are talking about a particular area, they are in effect activating schemata, which means they are more ready for further information in the same area.

Understanding words in context

Research shows that it is possible to work out the meaning of a small proportion (perhaps ten per cent) of words in a text, if the remaining words and structures are well known. This activity guides students,

perhaps through multiple matching, to show understanding of new items.

Transferring information (to the real world)/Using new skills in a real-world task

It is essential that information is transferable outside of the classroom. This activity tries to make the bridge between information learnt in class and applications in the real world.

Reviewing key words

Students are often given the opportunity to recall words from the previous lesson(s) of a skill section. This helps students to move information into long-term memory.

Identifying a new skill

The methodology of *Progressive Skills in English*, as detailed above, is that students are presented with a text in the Real-time lesson which contains some recycled skills points and one or more new skills points. The students are not directed formally to the new point(s) but may notice while they are doing the real-time activity. Then in the next lesson, they are formally directed to the point(s). This is in line with the principle of noticing before learning.

Predicting content

Listening and reading are real-time skills. The listener must be ahead of the speaker; the reader must be ahead of the text. Activities in this type of exercise help students to get ahead.

Previewing vocabulary

This is a pre-teaching activity. Sometimes key vocabulary is required in order to complete a task later in a lesson. This key vocabulary is presented and needs to be practised thoroughly so it is fully available to students during the coming lesson.

Hearing/Understanding/Studying a model/discourse structure

Progressive Skills in English follows the principle that students must see or hear what they are later asked to produce in speech or writing. In this exercise, they work with a model in order to recognize key features, such as discourse structure.

Practising a model

Clearly, once students have seen key points about a model they should be given the opportunity to produce the text.

Producing a model

This is the third stage, after 'understanding' and 'practising'. Students are given a task which requires the production of a parallel text.

Producing key patterns

This is related to producing a model, but is at the sentence level.

Showing comprehension

Comprehension in the real world is a real-time activity and is something which happens in the brain: it is not directly observable. However, it is essential that both teachers and students see that comprehension has taken place. But remember, this sort of activity is a test of comprehension not a sub-skill in comprehension.

Researching information

Progressive Skills in English is not convergent. Students are only sent back to their pre-existing ideas of knowledge at the beginning of lessons, in *Activating knowledge/ideas*. *Progressive Skills* is divergent. Students are sent off to research and bring back information in order to give a talk, take part in a tutorial or produce a written text.

Developing vocabulary

Students of academic English need constantly to develop their vocabulary knowledge. This exercise extends their existing vocabulary.

Developing independent learning

Clearly, the ultimate aim of teaching a language is that students become independent learners who do not need a teacher to acquire new linguistic knowledge. This activity gives students a particular sub-skill to aid this process.

Developing critical thinking

We must take students beyond the 'what' and the 'when' of information. We must get them to react to information and to ask why something happened or why it is important.

Remembering real-world knowledge

Progressive Skills in English is based on the theory that people need a framework of knowledge in order to understand new information as they read or hear it. Therefore, they need to remember real-world knowledge from lessons, not just vocabulary, skills and grammar.

Using/Applying a new skill

Skills are learnt. Then they need to be applied. This activity always connects directly to *Identifying a new skill* in an earlier lesson in the skill section.

Making and checking hypotheses

Real-time listening and reading is about making and checking hypotheses. This is what makes it a real-time activity. Students need to learn a wide range of points about discourse, vocabulary and syntax which helps

with making hypotheses. They then need to be given the opportunity to check these hypotheses.

Methodology

Everyday English

These additional lessons are designed to give university students some survival English for university life. The language and topics are freestanding so the lessons can be done at any time during the skill section or theme, or can be missed out completely should you so wish. The page could last a whole lesson or you could spend a shorter time and only work on two or three of the conversations. The format of all the Everyday English lessons is similar, with between four and six mini-dialogues on a similar topic or with a similar function.

Here are some ways of exploiting each stage of the lesson:

You may wish to highlight the grammar of some of the forms used in the conversations, but in general they can be learnt as phrases without going into too much explanation. Indeed, many of the forms that we often spend a lot of time on in class could probably be better learnt as fixed phrases, since their usage in everyday life is so limited, e.g., *How long have you been learning English?*

Ask students if they think the conversations take place in a formal or informal context. If conversations are formal, it is always important to remind students to use polite intonation.

Once any tasks set in the Course Book have been completed, and you have checked students understand the conversations, you can use the conversations for intensive pronunciation practice. Use one or more of the following activities:

- Play the audio, pausing after each line for students to listen and repeat, chorally and individually.
- Drill some of the phrases from the conversations, chorally then individually.
- Students practise the conversations in pairs, from the full transcript or from prompts.
- Students practise the conversations again, but substituting their own information, words or phrases where appropriate.
- Students extend the conversation by adding further lines of dialogue.
- Students invent a completely new conversation for the situation, function or photograph.
- Add some drama to the conversations by asking students to act out the conversations with different contexts, relationships or emotions (e.g., one student should act angry and the other student bored).

Monitor and give feedback after paired practice. You may want to focus on:

- intonation of *yes/no* questions
- stressed words in short answers, e.g., *Yes, it is. Yes, it does.*
- accurate use of auxiliary *do* in present simple questions.

Knowledge quiz

Although this is an optional part of each theme, the idea behind it is central to the approach of *Progressive Skills in English*. We have found from our work with universities around the world that students often fail to understand a text *not* because the English grammar is above their level, but because they do not have the framework of real-world knowledge or the breadth of topic-specific vocabulary in order to comprehend. This page makes these items central, but revises and tests them in a variety of enjoyable ways. There are several ways in which this page can be used. The Methodology notes for each theme suggest a particular way or ways on each occasion, but broadly the page can be done as:

- a quiz for individuals, pairs or groups where it appears, i.e., at the end of the reading section
- a quiz, but *later* in the course, when students have had a chance to forget some of the knowledge and/or vocabulary
- a quiz, but *before* the students do the theme; keep the answers and see how much they have learnt after doing the theme
- a self-study test; students write their answers and hand them in, or self-mark in a later lesson in class
- a phase of a lesson – the teacher sets the task(s) in the normal way and feeds back orally.

Portfolio

The main features of the Portfolio lessons are:

- **versatility**
It is possible to spend anything from part of a single lesson to four lessons on the activities; in addition, some, all or none of the work can be done in class.
- **integrated skills**
All four skills are included in this lesson, though the focus will shift depending on the activity.
- **academic skills**
The focus is on researching, digesting and exchanging information, and presenting information orally or in writing.

- **learner independence**

At all stages from research through to oral or written presentations, the teacher should be in the roles of monitor, guide and, if necessary, manager, and should try to avoid being the 'knower' and 'controller'!

Here are some ways of exploiting each stage of the lesson:

Activating ideas

Use the photographs in the book or show your own. Make sure students have the key vocabulary for all the activities.

Gathering information

The course provides listening and reading texts. You can suggest extra internet research if you wish. The information is often presented as an information gap, with groups listening to different texts then regrouping in order to exchange information. At first, you may need to suggest the best way to take notes, e.g., in a table with relevant headings. Later, however, you should encourage students to design their own note-taking tables and headings. At all stages, encourage students to help each other with comprehension or any problems, only calling on you as a last resort. The research stages can be done in class or for homework. However, check the research has been done effectively and reasonably thoroughly before moving on to the presentation stages.

Oral presentations

To start with, these should be no more than a few sentences long. The organization of the presentations is crucial and will depend on how much time you have and the number of students in your class.

- **Formal and teacher-centred**

Set another activity for the class, or ask another teacher to do something with your class.

Remove one student at a time (or one group, if the presentation is a collaboration) to another room so that you can listen to the presentation.

- **Student-centred to some extent**

Students give presentations to other groups of students in the class. You may have between two and four presentations going on at the same time. Monitor as many as you possibly can. Make a note of students you have listened to and make sure you listen to different students next time round.

- **Student-centred and informal approach, requiring a mature class**

Students give presentations to their groups as above. However, the 'listening' students give feedback after the talk, rather than you.

It is important that if you have students listening to talks, they are not simply 'passive' listeners. They will switch off and get bored. Wherever possible, therefore, assign tasks. This is relatively easy if students are listening to new information: they can complete notes or write answers to questions. However, if they are listening to talks similar to their own, give the 'listening' students feedback or comment sheets to complete (see below).

Table 4: Example feedback form for group tasks

Did the speaker ...	Always	Sometimes	Never
look up from notes?			
make eye contact?			
speak loudly enough?			
talk at correct speed?			
use good intonation patterns?			
use good visuals/ PowerPoint slides?			
give all the important points?			
introduce the talk?			
conclude the talk?			

Please note: many of the above suggestions for oral presentations in the Portfolio lesson, including the feedback form, are also relevant for lessons in the speaking sections.

Feedback on oral presentations

You can choose between giving formal, written feedback to individual students, and more informal oral feedback to each group or the whole class. Formal written feedback could be based on a checklist of speaking sub-skills such as those provided by IELTS or Cambridge ESOL for the FCE. Alternatively, you may prefer to devise your own checklist with broader headings, e.g.:

- accuracy
- fluency
- pronunciation
- grammar
- vocabulary, etc.

Informal feedback should include some positive and encouraging statements, as well as showing students what they need to work on. With the scaffolding in *Progressive Skills in English*, students should not make a large number of mistakes in producing spoken or written work, so it should be

easier than otherwise to focus on a small number of areas for improvement. Make a note of grammar or vocabulary mistakes you hear while monitoring the class. Write the incorrect language on the board. Elicit from the class what the mistake is and how to correct it. Drill the correct sentence. Practise any words, phrases, sentences or questions that you noted were poorly pronounced.

Whichever method of feedback you choose, give the class one or two targets to work on for the next oral presentation, e.g., 'Look up from notes more often.' Even better, ask students to each set themselves a target for next time. Suggest ideas, which can be discrete (such as about the pronunciation of a particular sound) or much broader (such as about making clearer notes). Students should make a note of their target for next time and you can check it if you wish.

Dealing with writing

In the Portfolio, you can adapt the final activity as you wish. You may like to give further practice of writing a full assignment-type essay, but there are other writing activities that are worth doing:

- notes only, possibly in a table
- PowerPoint slides
- a poster or wall presentation, particularly if you can display these publicly
- a one-paragraph summary
- a complete project on the topic, containing several different articles with accompanying visuals; this can be worked on individually or produced together in a group.

Giving feedback on writing

For work set for completion in class:

Monitor and give some help to individuals. Make a note of common errors, i.e., mistakes that two or more students make. Then give feedback to the whole class. You can use the technique described above for feedback on oral errors; write the incorrect sentences the students have produced on the board and elicit the correct version.

For work that you collect in:

It is important not to get bogged down in detailed corrections and/or piles of written work waiting to be marked. For this reason, do not set too much written work as home assignments! You could, of course, ask students to comment on each other's writing in a phase in a later lesson, but this only works with relatively mature classes. Always set the length of the task: 200–400 words is probably enough for Levels 1 and 2 of this course.

Establish a marking key with the class early on in the course. For example, *sp* = spelling, *p* = punctuation, *gr* = grammar, and use the grading grids provided for each theme's final writing task. This means you are able to highlight the problem areas but leave students to make the corrections.

Focus on only two or three key areas each time you mark. Initially, these may simply be presentation and layout, e.g., using paragraphs, but later could include using more complex noun phrases or more formal language. Later you can focus on sub-skills such as organization and discourse, cohesion, longer sentences, etc.

We have tried to provide model answers wherever possible, even for open-ended activities like the writing and speaking assignments. Always show these to the class and discuss possible variations, in order to avoid the models being too prescriptive. If you have students with good writing skills, ask their permission to show their written work to the class as example answers.

Listening

'How many times should I play the audio of lectures?' This is a question we are often asked by teachers. On the one hand, we need to train our students to deal with the real-life lecture situation, in which students will only have the opportunity to hear the information once. On the other hand, students may simply not understand the lecture after only one playing. So what is the solution?

- Firstly, it is important to make sure all the pre-listening activities are carried out effectively so that students can begin to predict the lecture content.
- Next, play the first section of the lecture once only for completion of the exercise or activity; this is a kind of 'test' to find out how well students would perform in the 'real-life' situation. It also trains students to listen for as much information as they can on the first hearing. Check how well students have completed the task and elicit the correct answers.
- Once you have confirmed the correct answers, move on to the next section of the lecture and corresponding exercise. Repeat the above procedure.
- When students have heard all the sections of the lecture, replay the complete lecture, with or without the transcript. This is where learning takes place, because students have the opportunity to see why they missed information or did not fully understand during the first playing.

- Finally, as a follow-up, students should be encouraged to listen to the complete lecture several times on their own at home, both with and without the transcript.

What other strategies can the teacher use?

- Remember that the key to comprehension in a foreign language is prediction, so students must have time to assimilate what they have just heard and predict what is coming next. You can pause the lecture any number of times during the first listening if you think your class needs this extra time. But, of course, pause at logical points – certainly the end of sentences and preferably the end of topic points.

What other strategies can the students use?

- Nowadays, most lecturers in the real world provide pre-lecture reading lists and notes, PowerPoint slides and visuals, and handouts. Summaries are also often available on the university's portal. Students should be made aware of all of these resources and encouraged to use them.

Further speaking practice/drilling

In the notes for individual speaking lessons, we often say 'practise the sentences with the class'. You can use one or more of the example drilling techniques below. There are many other techniques, but we have just given a sample below.

- **Simple repetition, chorally and individually**
Highlight the pronunciation area you want to focus on when you model the sentence or question, e.g., showing the intonation pattern with your hand, or using an intonation arrow on the board.
- **Question and answer**
When do you take national exams in your country?
We take them at 16 and 18.
(Do not simply accept *16 and 18* in a controlled practice phase – encourage a full sentence.)
Alternatively, you can practise short answers. Tell students if you require *yes* answers or *no* answers:
Is a nursery school for young children?
Yes, it is.
Does primary mean 'first'?
Yes, it does.
Do most children leave school at 18?
Yes, they do.
- **Transformation**
These examples focus on forms of the present simple tense.
Many children begin school at seven.
Sorry, but they don't begin school at seven. OR
Actually, they begin school at five.

Substitution

Say a phrase or sentence and ask the class to repeat it. Then give prompts that can be substituted as follows:

History is a very important subject at school.
useful

History is a very useful subject at school.
isn't

History isn't a very useful subject at school.
university

History isn't a very useful subject at university.
Drama

Drama isn't a very useful subject at university.

Prompts

These can be given orally or they can be written on the board. They are particularly good for practising question forms:

Nursery / young children?

Is a nursery school for young children?

When / take / A levels?

When do you take A levels?

Setting up tasks

The teaching notes for many activities begin with the word *Set ...* This single word covers a number of vital functions for the teacher, as follows:

- Refer students to the rubric, or instructions.
- Check that they understand **what** to do: get one or two students to explain the task in their own words.
- Tell the students **how** they are to do the task, if this is not clear in the rubric (as individual work, pairwork, or group work).
- Go through the example, if there is one. If not, make it clear what the **target output** is: full sentences, short answers, notes, etc. Many activities fail in the classroom because students do not know what they are expected to produce.
- Go through one or two of the actual prompts, working with an able student to elicit the required output.

Use of visuals

There is a large amount of visual material in the book. This should be exploited in a number of ways:

- **before** an activity, to orientate the students; to get them thinking about the situation or the activity and to provide an opportunity for a small amount of pre-teaching of vocabulary
- **during** the activity, to remind students of important language
- **after** the activity, to help with related work or to revise the target language.

Pronunciation

Only the speaking section of each theme directly focuses on oral production. In this section, you must ensure that all the students in your group have reasonable pronunciation of all target items. Elsewhere, in the other skill sections, it is important that you do not spend too long on oral production. However, do not let students get away with poor production of basic words, even if the focus of the lesson is not speaking.

Comparing answers in pairs

This activity is suggested on almost every occasion when the students have completed an activity individually. This provides all students with a chance to give and to explain their answers, which is not possible if the teacher immediately goes through the answers with the whole class.

Monitoring

Pairwork and group work activities are, of course, an opportunity for the students to produce spoken language. This is clearly important in the speaking section but elsewhere, these interactional patterns provide an opportunity for the teacher to check three points:

- that the students are performing the correct task, in the correct way
- that the students understand the language of the task they are performing
- the elements which need to be covered again for the benefit of the whole class, and which points need to be dealt with on an individual basis with particular students.

Feedback

At the end of every activity there should be a feedback stage, during which the correct answers (or a model answer, in the case of freer activities) is given, alternative correct answers (if any) are accepted, and wrong answers are discussed.

Feedback can be:

- high-speed, whole class, oral – this method is suitable for cases where short answers with no possible variations are required
- individual, oral – this method is suitable where answers are longer and/or where variations are possible
- individual, onto the board – this method is suitable when the teacher will want to look closely at the correct answers to highlight points of interest or confusion.

Remember, learning does not take place, generally speaking, when a student gets something right. Learning usually takes place after a student has got

something wrong and begins to understand why it is wrong.

Confirmation and correction

Many activities benefit from a learning tension, i.e., a period of time when students are not sure whether something is right or wrong. The advantages of this tension are:

- a chance for all students to become involved in an activity before the correct answers are given
- a higher level of concentration from students – tension is quite enjoyable!
- a greater focus on the item as students wait for the correct answer
- a greater involvement in the process – students become committed to their answers and want to know if they are right and if not, why not.

In cases where learning tension of this type is desirable, the detailed teaching notes say *Do not confirm or correct (at this point)*.

Highlighting grammar

The expression *Highlight the grammar* is often used in the teaching notes. This expression means:

- Focus the students' attention on the grammar point, e.g., *Look at the verb in the first sentence.*
- Write an example of the target grammar on the board.
- Ask a student to read out the sentence/phrase.
- Demonstrate the grammar point in an appropriate way (see below).
- Refer to the board throughout the activity if students are making mistakes.

Ways of dealing with different grammar points:

- for **word order**, show the order of items in the sentence by numbering them, e.g.:
1 2 3 4
They often have a special party.
- for **paradigms**, show the changes with different persons of the verb, e.g.:
I go
He goes

Self-checking

On a few occasions during the course, the teaching notes encourage you to ask the students to check their own work. This can be done by referring students to the full transcript at the end of the course. This is an excellent way to develop the students' recognition and correction of error. Listening, in particular, obviously happens inside someone's head, and in the end each student has to understand his/her own error or misunderstanding.

Gap fill

Filling in missing words or phrases in a sentence or text, or labelling a map or diagram indicates comprehension of both the missing items and the context in which they correctly fit. It is generally better to provide the missing items to ensure that all the required items are available to all the students. In addition, the teacher can vary the approach to gap fills by sometimes going through the activity with the whole class, orally, pens down, then setting the same task individually. Gap fills or labelling activities can be photocopied and set as revision at the end of the unit or later, with or without the missing items box.

In *Progressive Skills in English*, gaps often contain the same kind of word (e.g., nouns) or the same role in a sentence (e.g., the subject) in order to reinforce word class and syntax.

Two-column activities

This type of activity is generally better than a list of open-ended questions or gap fill with no box of missing items, as it ensures that all the target language is available to the students. However, the activity is only fully effective if the two columns are dealt with in the following way. Ask students to:

- **guess** the way to complete the phrase, sentence or pair
- **match** the two parts from each column
- cover column 2 and **remember** these parts from the items in column 1
- cover column 1 and **remember** these parts from the items in column 2.

Additional activities are:

- students test each other in pairs
- you read out column 1 – students complete with items from column 2, books closed
- students write as many of the items as they can remember – Course Books closed.

Ordering

Several different kinds of linguistic elements can be given out of order for students to arrange correctly. The ability to put things in the correct order strongly indicates comprehension of the items. In addition, it reinforces syntactic structure, particularly if:

- you present a number of jumbled sentences together with the same underlying syntax
- you keep elements of each phrase together, e.g., *in the UK* rather than breaking everything down to word level.

This type of activity is sometimes given before students listen or read; the first listening or reading task is then to check the order. To make the exercise

more enjoyable, and slightly easier, it is a good idea to photocopy the items and cut them into strips or single words. Students can then physically move the items and try different ordering. The teacher can even make a whiteboard set of sentences and encourage students to arrange or direct the arrangement of the items on the board.

Tables and charts

Students are often asked to transfer information into a table. This activity is a good way of testing comprehension, as it does not require much linguistic output from the students at a time when they should be concentrating on comprehension. Once the table has been completed, it can form the basis of:

- a checking activity – students compare their tables, note and discuss differences
- a reconstruction activity – students give the information in the table in full, in speech or writing.

Error correction

It was once thought that showing students an error reinforced the error, and that students would be even more likely to make that error in the future. We now know that recognizing errors is a vital part of language learning. Rather than reinforcing the error, showing it can serve to highlight the problem much better than any number of explanatory words. Students must be able to recognize errors, principally in their own work, and correct them. For this reason, error recognition and correction activities are occasionally used.





Theme 1

Culture and civilization

- Coming of age
- Festivals
- Fireworks, horses and bulls
- Celebrations

Listening: Coming of age

1.1 Real-time listening: *Seijin no hi*

Objectives

By the end of this lesson, students should be able to:

- show understanding of common core knowledge about a festival in Japan;
- show understanding of a spoken text containing target vocabulary, grammar and sub-skills from Theme 1;
- use previously learnt sub-skills in order to complete notes in a table.

Methodology notes

1. Religion is touched upon in this section, so you need to be sensitive to students' different beliefs. In general, we try to avoid this topic in order not to stir up controversy, but in this theme many rituals and festivals are inextricably linked with religion. Note that many rituals are pagan in origin. The phrase *the gods* mainly refers to more primitive societies who believed in more than one god, e.g., the ancient Greeks and Romans.
2. Coming-of-age rituals and harvest festivals are two of the oldest and most widespread festivities around the world, which is why we have especially focused on these in this theme. You will find a great deal more information on both topics on the internet.

Introduction

Use Exercise A as the introduction.

A Previewing vocabulary

Students discuss the questions in pairs. Elicit ideas.

Answers

Answers depend on the students. Discuss all ideas.

B Activating ideas

Exploit the visual on the right-hand side of the page by asking:

Which country is this? (Japan)

What are the women wearing? (kimonos)

What else do you know about Japan?

(capital, language and writing, food, etc.)

Ask students to read the instructions.

Ask questions:

Who is Juri? (an anthropology student)

What is she going to talk about? (a festival in Japan)

Set the task. Students discuss in pairs. Make sure students write a list. Elicit ideas but do not confirm or correct at this stage.

Answers

Answers depend on the students.

C Predicting the next word

1. Remind students of the value of the task: to improve active listening in a foreign language. Set the task and play 1.1.
2. Play 1.2 and ask students to check their answers.
3. In pairs, students discuss which of their questions from Exercise B were answered and tick them off. For feedback, ask different students to tell you one of their questions, and how Juri answered it.

Answers

Answers depend on the students.

Transcripts

Presenter:

Juri:

Track 1.1

I'm going to talk to you today about a festival in [PAUSE]. The festival is called *Seijin no hi*, which is spelt S-E-I-J-I-N N-O H-I. The name means 'the coming of age festival'. It is a very old [PAUSE]. It started at least 800 years [PAUSE].

Coming of age is celebrated all around the [PAUSE]. Coming of age means a child becomes an [PAUSE]. In some countries, it is only for boys or only for [PAUSE]. But in Japan, the festival is for boys *and* [PAUSE]. In some countries, children come of age at 18 or 16, or even 14, but in Japan, coming of age happens at 20 years [PAUSE].

The festival takes place on the second Monday of January each [PAUSE]. So all boys and girls who become 20 that year can take part in the *Seijin no hi*.

Coming of age means different things in different [PAUSE]. In some countries, it means you can drive a [PAUSE]. In other countries, it means you can get [PAUSE]. In Japan, it means you can vote ... and [PAUSE]!

The day starts with a ceremony in the local town hall. Town halls are local government offices. The ceremony is called *Seijin shiki*. First, a government official makes a [PAUSE]. Then he gives each boy and girl a small [PAUSE].

Before going to the [PAUSE], the girls put on traditional dresses called kimonos. The word is spelt K-I-M-O-N-O. They usually rent the kimonos because these special dresses can cost as much

as a [PAUSE]. The boys used to wear dark kimonos too, but now most of them wear business [PAUSE].

After attending the ceremony, the new adults go to special [PAUSE]. Finally, the young people go [PAUSE]. It is usually very late at [PAUSE]. They went out in the morning as children. They go home as [PAUSE].

Presenter:
Juri:

Track 1.2

I'm going to talk to you today about a festival in Japan. The festival is called *Seijin no hi*, which is spelt S-E-I-J-I-N N-O H-I. The name means 'the coming of age festival'. It is a very old festival. It started at least 800 years ago.

Coming of age is celebrated all around the world. Coming of age means a child becomes an adult. In some countries, it is only for boys or only for girls. But in Japan, the festival is for boys *and* girls. In some countries, children come of age at 18 or 16, or even 14, but in Japan, coming of age happens at 20 years old.

The festival takes place on the second Monday of January each year. So all boys and girls who become 20 that year can take part in the *Seijin no hi*.

Coming of age means different things in different countries. In some countries, it means you can drive a car. In other countries, it means you can get married. In Japan, it means you can vote ... and smoke!

The day starts with a ceremony in the local town hall. Town halls are local government offices. The ceremony is called *Seijin shiki*. First, a government official makes a speech. Then he gives each boy and girl a small present.

Before going to the ceremony, the girls put on traditional dresses called kimonos. The word is spelt K-I-M-O-N-O. They usually rent the kimonos because these special dresses can cost as much as a car. The boys used to wear dark kimonos too, but now most of them wear business suits.

After attending the ceremony, the new adults go to special parties. Finally, the young people go home. It is usually very late at night. They went out in the morning as children. They go home as adults.

Methodology note

Students listen to 1.2 a second time here. We do not usually do this for the main sub-skill activity because this is not true to life; you cannot ask a lecturer to repeat the whole lecture a second time if you have not understood it the first time round. However, on this occasion the repetition enables the students to develop another sub-skill of academic listening: taking notes.

Similarly, a lecturer will not always pause in order to give students time to make notes. It is suggested here, but do not pause the recording for too long.

D Making notes

Give students time to read the notes in the table. Explain that using questions is a good way of guiding note-taking. Remind students to listen for key (stressed) words for their notes. Play 1.2 as far as the example, pause and check students understand what to do. Play the rest of the audio. Pause if necessary to give students time to write. Students complete their notes individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection.

Optional activity

In pairs, students ask and answer the questions about *Seijin no hi*, preferably with their books closed. Write prompts on the board for students to refer to, e.g.:

Where?

Called?

Who?

When? etc.

Answers

Model answers

Where is the festival?	Japan
What is it called?	<i>Seijin no hi</i>
Who is it for?	All young people who become 20 years old in that year.
When is it?	The second Monday of January.
Why is the occasion important?	Because in Japan after you are 20 you can vote and smoke(!).
What happens on the day?	There is a ceremony in local town halls. Government officials make speeches and give small presents to the new adults.
Do the people wear special clothes?	Yes, women wear kimonos. The kimonos are often rented as they can cost as much as a car. The men mostly wear business suits, although a few wear dark kimonos.
What happens after the ceremony?	The young adults go to special parties.

E Understanding spoken definitions

Students discuss the meanings in pairs. Elicit answers. If necessary, replay the relevant section of the audio again.

Answers

1. the coming of age festival
2. a ceremony in the town hall
3. offices of local government
4. traditional Japanese dress

F Identifying words from the stressed syllable

1. Remind students that they must be able to identify words from the stressed syllable because they will often only hear this syllable clearly in the stream of speech.
Go through the example. Give students time to mark the stress themselves, then check their answers in pairs. Do not give feedback at this point.
2. Go through the example. Play the sentences from 1.3. Give feedback, getting students to say each word in order and with the correct stress.

Answers

a. 'government	10
b. 'celebrated	9
c. 'ceremony	3
d. 'festival	1
e. o'fficial	2
f. a'ttend	6
g. 'adult	5
h. tra'ditional	8
i. 'present (n)	4
j. 'special	7

Transcript

Presenter:
Voice:

Track 1.3

1. I'm going to talk to you today about a festival.
2. An official makes a speech.
3. There is a ceremony at the town hall.
4. Each boy and girl receives a present.
5. Coming of age is when a child becomes an adult.
6. All the young men and women attend.
7. After that, there are special parties.
8. This is a traditional event in Japan.
9. Coming of age is celebrated all around the world.
10. Town halls are local government offices.

Optional activity

Say the words below. Students write each word in the correct column according to the (main) vowel sound.

*after all although called dark first
girl hall or parties person small*

Give feedback, building up the table on the board.

car	talk	word
dark	hall	person
after	although	girl
parties	called	first
	small	
	or	
	all	

Closure

Play 1.3 again, with students following the transcript.

1.2 Learning new listening skills: Following a sequence of events

Objectives

By the end of this lesson, students should be able to:


- recognize signpost words in a talk in order to follow a sequence of events;
- recognize the vowel sound /u:/;
- discriminate between singular and plural subjects in the present simple tense;
- identify the subject in sentences with *before + ~ing* and *after + ~ing*.

Introduction

If you have not done so before, play the audio of Juri's talk about the Japanese festival from the previous lesson, with students following the transcript.

A Reviewing key words

These are all words from Juri's talk in Lesson 1.1. Check students understand the task and go over the example. Make sure students realize they will hear the words in context – in a sentence.

Play  1.4. Students complete the task individually, then compare their answers in pairs. Elicit answers. Play the audio once more, if you like.

Transcript and Answers

Presenter:

Voice:

Track 1.4

- First of all**, I'm going to talk about coming of age in general.
- People **celebrate** festivals all over the world.
- At the start of the **ceremony**, everyone sings a song.
- She got a **present** from her friends.
- There is always a **ritual** involved in a festival.
- We have a big **party** after the ceremony.
- Everybody eats a **traditional** meal.
- The main **event** is in the morning.
- Parents **pass** rituals on to their children.
- There is **an official** dinner in the evening.

B Identifying vowel sounds

- Students discuss in pairs. Do not elicit answers at this stage.
- After students have read the Pronunciation Check, elicit the answer: the words all have the sound /u:/.
- Students discuss in pairs. If you like, you can ask students to use dictionaries to check the pronunciation of the words. While students are working, write on the board the words from the second column of the Pronunciation Check (or use flashcards of the words). Point to each word, or show a flashcard, and elicit the correct pronunciation.

Draw students' attention to – and emphasize – the tip at the end of the Pronunciation Check box about checking the pronunciation of words with these letters.

Answers

1./2. All words have the sound /u:/

- | | |
|-----------|----------|
| 3. sew | /səʊ/ |
| colleague | /kəli:ɡ/ |
| cut | /kʌt/ |
| put | /pʊt/ |
| build | /bɪld/ |
| about | /əbaʊt/ |
| go | /gəʊ/ |
| book | /bʊk/ |
| does | /dʌz/ |
| love | /lʌv/ |

C Identifying a new skill (1)

- Once again, the sentences are all from the talk in the previous lesson. Set the task. Students complete the activity individually, then compare their answers. Do not elicit answers at this stage.
- Ask different students to read out a section each from Skills Check 1, with the rest of the class following in their books.

Ask a few questions to check understanding, for example:

How can we introduce a topic? (I'm going to ...)

What words do we use for a sequence of events? (first, second, then, next, etc.)

What kind of word follows after and before? (the gerund: ~ing form)


With students' books closed, elicit the example sentences, and write them on the board. Highlight the signpost words.

Finally, give confirmation of the correct answers from Exercise B1 by reading each completed sentence aloud with students following in their books. Students listen and correct their answers.

Answers

- I'm *going* to talk to you today *about* a festival in Japan.
- First*, a government official makes a speech.
- Then*, he gives small presents to the new adults.
- Before* going to the ceremony, the girls put on traditional dresses.
- After* attending the ceremony, the new adults go to special parties.
- Finally*, the young people go home.

D Recognizing a sequence of events

Give students time to read the information about the USA ceremony. Check the meaning of vocabulary. Elicit ideas for why the girl changes her shoes – but do not confirm or correct answers at this stage. Play  1.5. Students complete the task individually, then compare their answers in pairs. Elicit correct answers and replay the audio if necessary.

Ask students if they can now explain why the girl changes her shoes; she changes from flat shoes to shoes with high heels. This represents the end of her childhood.

Repeat the procedure for the Korean ceremony; this is a bit more difficult and you may need to play the audio twice.

Give out copies of the transcript and ask students to read and underline the signpost words. This should help the students further understand any answers they got wrong.

Optional activity

In pairs, without looking at the transcript, students each choose one of the coming-of-age ceremonies. Each student then explains the ceremony to their partner.

Answers

Sweet Sixteen in the USA

3	changes shoes
4	dances with father
1	lights candles
2	sits in a chair
5	watches a video

Sung-Nyun-Sik in Korea

6	bows to the guest
2	changes clothes three times
5	drinks from a special cup
7	is given a new name
3	listens to advice
4	receives good wishes
1	visits the grave of an ancestor
8	receives congratulations

Transcript

Presenter:

Voice 1:

Track 1.5

Sweet Sixteen is a coming of age ceremony for girls in the United States of America. It is for girls who have reached the age of 16. On the day of the ceremony, first, the girl lights 16 candles. The candles represent 16 important people in her life. Then, she sits in a chair. Her father helps her take off flat shoes and put on shoes with high heels. Next, the father and daughter dance. Finally, everybody watches a video of the girl from babyhood to the present day.

Voice 2:

Sung-Nyun-Sik is a coming of age ceremony for boys in Korea. It is for boys who have reached the age of 20. Before going to the ceremony, the boy visits the grave of one of his ancestors. At the ceremony, the boy changes his clothes three times. After changing his clothes each time, he listens to advice from the guests. After the third time, the guests wish him health, good luck and a long life. Next, the boy drinks from a special cup and bows to the guests. Then, the boy is given a new name. Finally, the boy is congratulated on becoming an adult.

E Identifying a new skill (2)

In this activity, students practise recognizing the difference between contracted *s* and plural *s*. There are a number of ways in which you can do this activity.

After each line has been played from **1.6**:

- students shout out (or nominate individuals) *singular or plural*
- students shout out (or nominate individuals) the subject
- students repeat the sentence (chorally or individually)
- students write the number and write *S* or *P*
- students write the complete sentence as a dictation

Finally, use an electronic projection of the sentences and play the audio again.

Transcript

Presenter:

Voice:

Track 1.6

1. The house is very interesting.
2. The houses are very interesting.
3. The rituals are very strange.
4. The festival is very old.
5. The main event happens in the morning.
6. The parties happen in the evening.
7. The girls sit on the floor.
8. The father dances with his daughter.
9. The mother gives presents to her son.
10. The officials make speeches.
11. The day starts early.
12. The guests watch a video.

Answers

- | | | | | | |
|------|------|------|-------|-------|-------|
| 1. S | 2. P | 3. P | 4. S | 5. S | 6. P |
| 7. P | 8. S | 9. S | 10. P | 11. S | 12. P |

F Making sentences

Set for pairwork, then elicit the sentences from the class, preferably using an electronic projection.

Answers

1. The name of the festival is Hogmanay.
2. It is very popular in Scotland.
3. Hogmanay is over 500 years old.
4. It starts on New Year's Eve.
5. It ends on 1st January or 2nd January.
6. The name 'Hogmanay' means 'New Year's Gift'.
7. During the festival, people visit the houses of their neighbours and take traditional gifts such as salt and coal.
8. On the evening of 1st January there is a special dinner.

G Making questions


Again, set for pairwork, then elicit the questions as a class.

Answers

1. What is the name of the festival?
2. Where is it popular?
3. How old is the festival?
4. When does Hogmanay start?
5. When does the festival end?
6. What does the name 'Hogmanay' mean?
7. What do people do during the festival?
8. What happens on the evening of 1st January?

Refer students to Skills Check 2 to check their understanding. See page 12 of the Introduction for ideas on how to exploit the Skills Checks.

H Identifying a new skill (3)

Students have not done this type of exercise before, so it will need careful explanation and setting up. Reassure students that on this occasion you will play the audio twice, so they should not worry if they do not get all the answers first time round. Play  1.7 and go over the example.

Students listen and complete the rest of the sentences individually. Students compare their answers in pairs.

Play the audio once more. Elicit answers. Give out copies of the transcript or use an electronic projection. If students found the task difficult, play the audio one last time with the students reading the sentences.

Transcript

Presenter:

Voice:

Track 1.7

1. After getting money from the bank, the man goes to the supermarket.
2. Before leaving home, the woman always turns off all the lights.
3. After playing football on Wednesday evening, the boy is very tired.
4. Before going to the ceremony, the girls make special presents.
5. After making speeches, the officials shake hands with the guests.
6. After listening to the speech, the students leave the hall.
7. After checking all the application forms, the manager makes a shortlist.
8. Before attending the interview, the candidates research the company.
9. After interviewing all the candidates, the interviewer chose the best one.
10. After hitting the rain droplets, the light splits into the colours of the rainbow.

Answers

3	the boy
	the boys
	the candidate
8	the candidates
1	the man
7	the manager
	the men
2	the woman
4	the girls
9	the interviewer
10	the light
	the lights
	the official
5	the officials
	the student
6	the students

Refer students to Skills Check 3 to check their understanding

I Making past participles

Set for individual work and pairwork checking. Elicit the answers quickly as a class.

Answers

1. buy – bought
2. get – got
3. make – made
4. put – put
5. see – saw
6. say – said

J Joining sentences with *after*

Students complete in pairs. Elicit the answers, preferably using an electronic projection.

Answers

1. After they have put on their special clothes, ...
2. After he/she has said hello to the boys and girls, ...
3. After he/she has made a speech, ...

Closure

Write the three countries for the coming of age ceremony texts (from Lessons 1.1 and 1.2) on the board: Japan, USA, Korea.

Ask students to discuss in groups of three what some of the similarities and differences are between the three ceremonies from those countries.

Workbook answers

Listening

Exercise A

Answers depend on students.

Exercise B

1. modern
2. primitive
3. anthropologists
4. celebrated
5. special
6. deaths
7. rituals
8. procedures
9. origins
10. festivals
11. traditional
12. generation

Exercise C

Answers depend on students.

Exercise D

	birthday	cake	card	celebration	invitation	party	present	congratulations
give		✓	✓		✓	✓	✓	
go to				✓		✓		
have	✓	✓	✓	✓	✓	✓	✓	
make		✓	✓		✓		✓	
open			✓		✓		✓	
receive		✓	✓		✓		✓	
send		✓	✓		✓		✓	✓
take place				✓		✓		

Exercise E

Oo	oO
adult	again
after	become
birthday	event
children	invite
party	involve
people	receive
person	
special	
women	

Practice

Exercise A

- 1./2. a. She gave me a present for my wedding.
b. We had a big celebration for my 18th birthday.
c. I made him a chocolate cake for his birthday.
d. John opened the card and a £20 note fell out.
e. My mother received lots of flowers and cards in hospital.
f. Please send my congratulations to your daughter.
g. The celebrations will take place on March 5th.
h. Did you go to Mandy's 18th birthday party?
i. I didn't go because I didn't receive an invitation.

Exercise B

- 1./2. a. After lighting 16 candles, the girl sits on a chair.
b. After putting on special dresses, the girls go to the town hall.
c. After opening all his cards, John opened his presents.
d. After leaving school at 18, I went to university.
e. After doing the research for my assignment, I discussed it with my tutor.
f. After completing the application form, I went for an interview.
3. a. Before sitting on a chair, the girl lights 16 candles.
b. Before organizing some of his files, he tidied his desk.
c. Before starting work for a national paper, he worked on a local newspaper.
d. Before giving the reasons, I will give some examples.
e. Before starting the essay, organize the information into paragraphs.
f. Before changing the fuse, switch off the electricity.

Exercise C

I am going to talk (1) about / for a festival in Malaysia called *Hari Raya Aidilfitri*. It takes place (2) on / in the first of Shawwal every year. It lasts (3) with / for three days. It is called *Hari Raya* (4) because / and it is the 'king of days'. It is the day we give thanks to God for the end of Ramadan.

My family prepares for weeks (5) after / before the festival. My father paints the house and puts money (6) in / in the envelopes for the little children. My mother cooks ketupat (7) in / at home.

There (8) are / is lots of different events to celebrate Hari Raya. First, we go to the mosque early (9) in / on the morning. We say prayers (10) to / to the God. (11) After / next that, we all visit my grandmother's grave. My father always says a prayer. Then, we go to my uncle's house. (12) There / It is money in colourful envelopes for me and my brothers and sisters.



Exercise D

1./2.

I'm going to talk to you today about a festival in (1) Japan. The festival is called *Seijin-no-hi*, which means 'the coming of (2) age'. It is a very old (3) festival. It started at least 800 years (4) ago.

Coming of age is celebrated all around the (5) world. Coming of age means a child becomes an (6) adult. In some countries, it is only for boys or only for (7) girls. But in Japan, the festival is for (8) both. In some countries, children come of age at 18 or 16 or even (9) 14. In Japan, coming of age happens at 20 years (10) old.

Coming of age means different things in different (11) countries. In some countries, it means you can drive a (12) car. In other countries, it means you can get (13) married. In Japan, it means you can vote ... and (14) smoke!

Extended listening

Exercise A

1. give	presents
2. make	speeches
3. wear	traditional clothes
4. go to	a party
5. eat	special food
6. spend	time with the family
7. have	special events
8. listen to	special music

Exercises B, C and D

Answers depend on students.

Speaking: Festivals

1.3 Real-time speaking: Local festivals

Objectives

By the end of this lesson, students should have:

- shown understanding of common core knowledge – the symbolism and social functions of festivals;
- understood a spoken text containing target vocabulary, grammar and sub-skills from the theme;
- used intonation patterns associated with yes/no questions.

Methodology note

You may like to familiarize yourself with the pronunciation of the Polish name *Noc Swietojanska* by listening to 1.8 before you give this lesson.

Introduction

Use Exercise A on this occasion.

A Activating ideas

Go through the examples with the class. Elicit a further example or offer one yourself if you wish. Give students time to think and to note down some dates.

Set the task for pairs or small groups.

Give feedback briefly, taking care not to ask students to describe the festivals in detail, as this might pre-empt the work that students will do in Exercise C3.

Methodology note

If your students are all from the same country, ask them to decide which are the five most important days in the year for the people of their country. This will almost certainly generate debate.

B Studying a model

1. Give students time to read through the conversation silently. Tell them to ignore the text gaps for the moment. Clarify any vocabulary problems.

Refer the class to the first question, *Are there any traditional festivals in your country?*, and elicit ideas for Speaker A's second question.

Set the task for pairwork.

Give feedback on a few ideas, but do not correct or confirm at this stage.

2. Set the task for individual work and pairwork checking. Tell students they do not need to worry about spelling when writing their answers. Play 1.8.

Give time for pairs to check their answers. Monitor and assist. Emphasize once more that spelling is not as important in this task as writing an appropriate question. Play the audio again if you wish.

Place feedback onto a copy of the conversation, preferably using an electronic projection. Make sure you elicit ideas for each text gap from a different pair of students each time. Make sure also that you praise any answers which are perhaps not worded in the exact manner as in the recording, but which are coherent and well formed nonetheless.

Transcript

Presenter:

Voice A:

Voice B:

Voice A:

Voice B:

Voice A:

Voice B:

Voice A:

Voice B:

Voice A:

Voice B:

Voice A:

Voice B:

Voice A:

Voice B:

Voice A:

Track 1.8

Are there any traditional festivals in your country?

Yes, we have one in the summer. It's called *Noc Swietojanska* in Polish. I like it a lot.

Sorry? Did you say *Noc*?

Yes. It means 'night'. Saint John's Night. We celebrate the longest day of the year, and the shortest night. It's on the 23rd of June.

We celebrate that in my country, too. What do you do exactly?

Well, people dress in colourful traditional clothes. There is music, dancing and fireworks. The young women make wreaths of flowers with candles on them.

Sorry? Could you repeat that?

If a woman is single, she makes a wreath – a ring of flowers. Then she puts the flowers on a lake or river. When a young man finds it, he falls in love with the girl – that's the tradition.

Ah, OK. Do the men give flowers to the girls?

No, they don't. In some places, they make a fire and jump over it.

Why do they do that?

Because it shows that they are strong and brave.

How do you prepare for the celebration?

We make the food during the day, too. The men prepare the music and the lights outside.

When does it start?

Voice B: It starts at about 8 p.m. We dance and talk and eat. The party continues all night – it doesn't stop until sunrise.
 Voice A: Sunrise? Does everybody work the next day?
 Voice B: Yes, they do. But they're very tired!

Methodology note






Intonation is one of the least-covered areas of spoken English in textbooks. (This is mainly because it is not thoroughly understood by linguists, and because teachers worry that they might not produce an accurate model for their students.)

However, since intonation is known to be crucial to meaning in speech, students must be trained to produce it by following general guidelines which are accessible to both them and their teachers.

You should refer to a book on English phonology for information on – and examples of – simple intonation patterns.

C Practising a model

Write the words *Yes* and *No* on the board. Use arrows to elicit five basic intonation patterns:

rise	
fall	
rise-fall	
fall-rise	
level	

Drill them. Say the words *Yes* or *No* with one of the intonation patterns. Students tell you which pattern you used. Elicit the fact that the meaning of *Yes* or *No* is different each time.

Ask students – both individually and in pairs – to say the words using the patterns.

Use simple sentences in the same way. Make sure you show that the intonation pattern refers to the main sentence stress, i.e., the most stressed syllable in the sentence.

1. Play the first question from ❶ 1.8. Elicit the fact that it has a fall-rise pattern.

Mark this on a copy of the conversation on the board, using an electronic projection.

Follow the same procedure for the other questions.

Elicit the fact that for questions with a *Yes/No* answer the intonation pattern on

the stressed syllable is *fall-rise*. In 'open' questions – where the speaker is looking for more information from the listener – the intonation pattern on the stressed syllable is *fall*.

Drill the questions using the recording.

Challenge students to copy the intonation of the speaker as closely as they possibly can.

The intonation 'rule' in this exercise is in fact only a general guideline, but it is crucial that you train your students to notice and copy such patterns.

2. Ask two able students to demonstrate.

Set the task for pairwork. Remind students to use the correct intonation for the questions as far as possible.

Note: If you wish, students can read the conversation from the Course Book.

However, this will simply be a reading aloud task, which students are unlikely to do fluently. Instead, write Speaker A's questions on the board and tell students that Speaker B can invent his/her part of the conversation based on memory. There is no need for him/her to reproduce the original text exactly.

3. Refer students to the celebrations they mentioned in Exercise A. Ask them to think briefly about the details of one of these events.

Demonstrate the exercise yourself with a more able student, making sure that you ask him or her several questions, so that it is a two-sided conversation and not a description.

Set the task for pairwork. Monitor and assist with vocabulary. Make a note of common errors as you go along.

As feedback, ask volunteers to describe what their partner told them.

Either at this stage, or during the Closure stage, you can go over any general errors that you noticed while monitoring.

D Developing critical thinking

Elicit one or two ideas. Set the task for small group work. Monitor and assist as necessary. Again, note common errors or problems.

Give feedback to the class as a whole. As always, encourage all students to contribute their ideas, and encourage students to give reasons for – and examples of – their ideas.

You can possibly elicit the point that there is a difference between the origins of some

festivals (which were probably religious) and their current usage (where religion plays a much smaller part).

Answers

Answers depend on students. Here are some ideas which students will probably try to express. Traditional festivals are important because:

- They celebrate and make social groups stronger.
- They can provide fun and relaxation; an enjoyable event to look forward to.
- They help keep social groups calm and steady; everybody cooperates in organizing and making them a success.
- They are an opportunity to meet others and to socialize.
- They are a way of passing on societal traditions and knowledge to the younger generation.

Students may also express some of the ideas from the Listening section, e.g., that rituals are a way of talking to God.

Optional activity

Show the table below on the board, using an electronic projection. Students must decide what sound the four words in each line have in common.

Do the first one with the class as an example. Then set the task for pairwork.

Place feedback on the board. Drill all the words.

Answers

1. /ʌ/	1	jump	young	love	colourful
2. /æ/	2	have	happy	man	candle
3. /θ/	3	wreath	third	birth	through
4. /ɪ/	4	women	tradition	ring	single
5. /z/	5	sunrise	who's	is	falls

Closure

1. Go over any common errors that you noticed while monitoring the discussions in the lesson.
2. Practise the conversation from Exercise B2 as open pairs, changing the pair regularly.
3. Students say the simple sentence *Hello, my name's X*, using one of the five basic intonation patterns on their name. The class must say which intonation pattern was used.

Everyday English: The right thing to say

Objectives

By the end of this lesson, students should be able to:

- use fixed expressions in a variety of situations relating to different social rituals.

Introduction

Use Exercise A as a warm-up activity.

A Activating ideas

1. Briefly exploit the pictures and elicit some of the vocabulary, for example, *birthday, candles, test, death, tired, happy*.
2. Set the task; students discuss in pairs. As feedback, elicit one or two ideas, but do not confirm or correct them yet.

B Studying models

See notes on page 14 in the Introduction to this book for how to exploit Everyday English activities. Remind students that:

- the key words in each conversation are stressed.
 - sense groups in each conversation are said together.
1. Play **1.9** for students to complete the exercise.
 2. Ask students to practise each conversation in pairs.

Transcript and answers

Presenter:

Voice A:
Voice B:
Voice A:
Voice B:

Track 1.9

Conversation 1.
What's wrong?
Oh, I didn't get the job.
Bad luck. I'm sorry.
Thanks.

Presenter:

Voice A:
Voice B:
Voice A:
Voice B:

Conversation 2.
Hi there! Happy birthday!
Oh, thanks!
And here's a card.
That's really nice of you. Thank you!

Presenter:

Voice A:
Voice B:
Voice A:
Voice B:

Conversation 3.
What's the matter? Has something happened?
Yes. My grandmother has died.
Oh, I'm so sorry.
Thanks. We were really close.

Presenter: Conversation 4.
 Voice A: Are you tired?
 Voice B: Yes, I am. We've just had a new baby.
 Voice A: Congratulations! Is it a girl or boy?
 Voice B: A boy.

Presenter: Conversation 5.
 Voice A: You look a bit stressed.
 Voice B: Yes. I've got an important exam tomorrow.
 Voice A: Well, good luck. I'm sure you'll be fine.
 Voice B: Thanks. I hope so.

Presenter: Conversation 6.
 Voice A: I passed my test!
 Voice B: Sorry? Which test?
 Voice A: My driving test.
 Voice B: Well done! That's great!

C Practising a model

Go through the list of situations with the class. Clarify any difficulties in understanding.

Demonstrate the first role play yourself with a more able student. Emphasize that students need only produce short conversations. Remind students to use the correct intonation patterns for the questions.

Set the task for pairwork. Monitor and assist as necessary.

Closure

1. Ask volunteers to perform role plays from Exercise C.
2. With books closed, ask students in pairs to have conversations from Exercise B from memory.

1.4 Learning new speaking skills: Echoing and commenting

Objectives

By the end of this lesson, students should be able to:

- accurately produce the consonant sounds /t/ and /d/;
- accurately produce the vowel sounds /ʌ/ and /u:/;
- demonstrate understanding of echoing, with a question or comment, to show understanding;
- ask and answer open questions in the present simple with a variety of question words;
- produce present simple negatives;
- apply correct stress in producing open questions and negatives.

Introduction

1. Elicit the subject of the conversation in Lesson 1.3 – the midsummer celebrations in Poland.
2. Read out the part of Speaker B beginning with: *Yes, we have one in the summer. It's called Noc Swietojanska in Polish ...*

Use gestures and prompts to elicit the questions that Speaker A asked. Do not worry if students cannot remember the questions accurately – this is only a brief activity to remind them of the conversation.


Methodology note

Voicing in consonants is important in English and may present difficulties, especially in word-initial and word-final positions. Both sounds are confused with (or used as a replacement for) *th* by students. The pronunciation of *th* is used as a contrast in the exercise. Continue to sensitize students to points of articulation – in this case the hard palate – and to the concept of voicing.

A Saying consonants

1. Go through Pronunciation Check 1 with the class. Clarify any problems.
 With the Pronunciation Check box covered, elicit which of /t/ and /d/ is voiced and which unvoiced.
2. Follow the usual procedure here.
 Demonstrate the exercise yourself.

B Saying vowels

1. Give students time to read Pronunciation Check 2 and to discuss any difficulties in pairs.
With the Pronunciation Check covered, elicit the spelling for each of the sounds, with example words, on the board. Drill the example words.
2. Check that students understand the task, then set it for pairwork.
As feedback, elicit some ideas from the class, but do not confirm or correct them at this stage.
3. Play  1.10. Students in pairs can check their answers before your final feedback. Put feedback onto a copy of the table on the board. Drill all the words. Put students into pairs to practise saying the words. They should correct each other if necessary. Monitor and assist.

Transcript

Presenter:
Voice:


Track 1.10

- | | |
|---------|-----------|
| a. club | f. useful |
| b. cool | g. rude |
| c. come | h. run |
| d. two | i. colour |
| e. few | j. cut |

Answers

- | | |
|--------------|----------------|
| a. club /ʌ/ | f. useful /uː/ |
| b. cool /uː/ | g. rude /uː/ |
| c. come /ʌ/ | h. run /ʌ/ |
| d. two /uː/ | i. colour /ʌ/ |
| e. few /uː/ | j. cut /ʌ/ |

C Identifying a new skill (1)

1. Give students time to read through Skills Check 1. Elicit ways of showing interest: echoing; asking a question; making a comment; using *voice and face*, i.e., intonation and eye contact or nodding. Drill the examples in the Skills Check with the intonation marked.
2. This exercise sensitizes students to the intonation patterns in operation.
Clarify the task and set it for individual work and pairwork checking. Play  1.11. Give feedback orally.
3. Remind students that a good reply shows interest. Play the audio again. Students say *Yes* or *No* according to whether they consider the reply to show interest.

Transcript

Presenter:

Voice A:
Voice B:

Track 1.11

My cousin got married last week.
Your cousin? Did you go?

Voice A:
Voice B:

I got a present today.
That is not interesting for me.

Voice A:
Voice B:

I'm taking my exam tomorrow.
Tomorrow? Are you going to pass?

Answers


In replies a. and c. the speaker seems to be interested.

D Practising a new skill (1)

1. Refer students to the speech bubbles. Elicit the fact that the second speaker echoes and then asks a question. Ask them to think of a statement that the second speaker might have made instead of asking a question.

Example:

At New Year? In my country we eat cakes on Christmas day.

Set the task for pairwork. Give feedback to the whole class. Accept all reasonable answers. Try to elicit both questions and statements in each case. Play  1.12. Pause after each sentence and elicit at least one question and one comment.

2. Make sure you ask all students for ideas during the exercise. Use the first sentence as an example – it is very similar to the sentence in the previous exercise so students should respond quickly.

Transcript

Presenter:

Voice:

Track 1.12

- a. We eat delicious cakes at New Year.
- b. It's my birthday next month.
- c. In my country, we have spring cleaning.
- d. In my country, a married woman wears a ring on her right hand.

Optional activity

Elicit onto the board a sample response for each sentence. Mark it with an arrow indicating the intonation, as in Skills Check 1. Drill each one. Do not worry if students are not completely accurate. They are still at the stage of getting used to working with intonation.

Answers

Answers depend on the students.

E Identifying a new skill (2)

1. Have the students read Skills Check 2. Elicit ideas.
2. Let students read through the questions, and clarify any vocabulary problems. Set the task for individual work and pairwork checking. Drill the questions.

Note: Pay attention to stress and intonation. In open questions:

- the question word is usually stressed
- the auxiliary is unstressed: *do* /du:/ and *does* /dəz/
- intonation is usually *high start, low finish*

3. Put students into pairs. Demonstrate the task yourself with a more able student. Encourage students to give informative answers. Set the task, monitor and assist, supplying vocabulary as necessary.

Answers

- a. What is the origin of the name of your country?
- b. *Where* do most people live – in the countryside or in the city?
- c. *When* do you eat the biggest meal – at midday or in the evening?
- d. *Who* is the leader of your country?
- e. *Which* days in the year are holidays?
- f. *How many* days a week do children go to school?
- g. *Why* do people enjoy festivals?

F Practising a new skill (2)

Set for individual completion and pairwork checking. Elicit example answers, accepting any variations that make sense.

Answers

- a. Where were you born?
- b. How old are you?
- c. Where do you live?
- d. What's your father's job?
- e. How many people live in your house?
- f. What's your favourite colour?
- g. What (activities) do you like to do at the weekend?
- h. What was your favourite subject at secondary school?
- i. What are your career plans?
- j. What is your (main) reason for learning English?

G Identifying a new skill (3)

Go over the examples in Skills Check 3 with the class. Make sure that they understand that the target is to make *negative* sentences, and there are no right answers. Set the task for pairwork. Monitor and assist as necessary.

Place feedback on the board and, again, drill the sentences, paying special attention to the stress on the negative element and on other main information words.

Answers

Answers depend on students.

H Practising a new skill (3)

Set for individual completion and pairwork checking. Elicit answers, preferably using an electronic projection.

Answers

1. I can't see you at the weekend.
2. You mustn't drive over 70 mph in the UK.
3. My sister shouldn't eat so much./My sister should eat less.
4. I won't tell your teacher./I promise I won't tell your teacher.
5. The children couldn't reach the sweets.
6. We can't come to the phone right now.
7. You shouldn't miss any lectures.
8. You mustn't speak in the library.

Closure

Ask students to make negative sentences about themselves using verbs that you write on the board, for example, *like, do, live, work, have, be, play*.

Ask them to make negative sentences about each other using *he/she* or *they*.

Workbook answers

Speaking

Exercise A

1. Answers depend on students.
2. card, present

Exercise B

	Oo	oO	Ooo	oOo	ooO
adult	✓				
celebrate			✓		
event		✓			
marriage	✓				
modern	✓				
official				✓	
origin	✓				
ritual	✓				
symbol	✓				
tradition				✓	

Exercise C

1. See transcript on page 114 of the Workbook.
2. culture 2 originally 5
lucky 2 birthday 2
relative 3 symbol 2
birth 1 colourful 3
evil 2 card 1

Exercise D

Answers depend on students.

Practice

Exercise A

1./2.

a. luck	h	original
b. birth	g	name
c. special	e	pass
d. sign	f	adult
e. card	i	each
f. candle	d	die
g. occasion	b	Thursday
h. symbol	c	present
i. people	a	culture

Exercise B

1./2.

noun	adjective
a. 'colour	'colourful
b. 'culture	'cultural
c. 'death	'dead
d. e'vent	e'ventful
e. 'luck	'lucky
f. 'marriage	'married
g. 'origin	o'iginal
h. tra'dition	tra'ditional

Exercise C

- Tell me where you live exactly./Tell me exactly where you live.
 - The party went on for nearly six hours.
 - I'm not sure about how many people were there. I think there were about 30.
 - Thanks for inviting me. I really enjoyed myself.
 - The lesson actually starts at 9.00./Actually, the lesson starts at 9.00.
 - Originally, the building was a hotel, but now it's a block of flats./The building was originally a hotel, but now it's a block of flats.
 - I completely agreed/I agreed completely with all the points in the meeting.
 - Susie and I went to the lecture together.
 - I think all the guests/the guests all enjoyed the party very much.
- I think ~~the~~ every guests enjoyed the party very much.

Exercise D

- This exercise isn't very difficult.
- We aren't from the same country.
- You don't need to bring your book to the next lesson.

4. Students can't bring laptops to the classroom.
5. There isn't a bus from the station to the university.
6. I don't send my aunt a birthday card every year.
7. This lecturer doesn't usually give handouts at the end of the lecture.
8. The student accommodation doesn't have internet access.

Exercise E

1./2.

	echo	comment/question
8	Too big?	Yes, you're right.
4	Next month?	That's quite soon.
5	Your father?	What kind of car has he got?
7	You don't enjoy it?	Why not?
9	Nervous?	Well, go in your mother's car instead.
1	Your 18 th birthday?	What did you get?
2	A car?	I didn't know you could drive.
3	You failed?	Oh, I'm sorry.
6	His new Mercedes?	Wow!

Extended speaking

Exercise A

1.

a.	done	some	(huge)
b.	(but)	good	bull
c.	food	(culture)	shoe
d.	luck	cover	(look)
e.	(hut)	statue	music
f.	new	(colour)	cool
g.	just	(juice)	young
h.	(move)	would	wood

2. Answers depend on students.

Exercise B

Answers depend on the students, but here are some suggestions:

What's it called?

Where is it?

How (when) did it start?

Do the people wear special clothes?

Why is the occasion important?

Who is it for?

What happens on the day?

Exercises C, D and E

Answers depend on students.

Reading: Fireworks, horses and bulls

1.5 Vocabulary for reading: Guy Fawkes Night

Objectives

By the end of this lesson, students should have:

- revised target vocabulary from the theme;
- demonstrated understanding of some new vocabulary for this section;
- demonstrated understanding of common core knowledge about a traditional British event; bonfire night.

Introduction

Use Exercise A as the introduction. Alternatively, find out how much students know about bonfire night in the UK.

A Reviewing vocabulary

Set the task. Students complete the activity in pairs, taking it in turns to say each word. The word endings can also be written as a homework activity. Check the understanding of meanings.

Answers

1. festival
2. attend
3. celebrate/celebration
4. ceremony
5. ritual
6. origin/s
7. tradition/al
8. relative
9. culture

Methodology note

Some of the proper nouns in the text may be difficult to pronounce. Here is the correct pronunciation:

Parliament – /pɑ:ləmənt/
Lewes – /lu:wis/
Guy Fawkes – /gʌi fɔ:ks/

B Understanding vocabulary in context

1. Exploit the visuals and pre-teach some of the vocabulary:

- *Houses of Parliament* – this is where the British Government meets. The clock tower in the picture is the famous Big Ben.
- *(figure of) Guy Fawkes*
- *parade*
- *fireworks*
- *bonfire*

Find out how much students already know about 'bonfire night' in the UK.

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

2. Set for individual work and pairwork checking.

Answers

- a. compete
- b. earlier
- c. failure
- d. takes place
- e. decorate
- f. take part
- g. dress up
- h. lit
- i. attracts
- j. poster

Optional activity

If students have studied the Listening and Speaking sections of this theme, they should be very familiar with these questions, so a quick revision will be all that is required.

Write these questions on the board:

What? When? Where? Why? Who?

Elicit a question about the text in Exercise B for each word in the above list, for example:

What is the event called?

What are the origins of the event?

When is bonfire night?

Where is bonfire night/Lewes?

What do people do before the fireworks?

What do people do after the fireworks?

What happens after the parade?

What do people wear?

Why do people celebrate bonfire night?

Why is it important?

Who was Guy Fawkes?

Students can then ask and answer the questions in pairs. Monitor and give feedback.

Closure

Choose two or three of the questions from the Optional activity. Write them on the board – or say them aloud, if you prefer. Students write answers to the questions.

1.6 Real-time reading: The Palio in Siena

Objectives

By the end of this lesson, students should be able to:

- use co-text and topic sentences to predict information in a text;
- demonstrate understanding of a text by transferring information to a table.

Introduction

Find out how much students already know about Italy. For example:

- capital and famous cities
- language – well-known phrases – *ciao*, *mamma mia*, etc.
- food
- football teams
- cars
- the Pope
- fashion
- tourism
- art and architecture – Italy contains about 60 per cent of the world's art treasures, etc.

Tell students that they are going to learn about the city of Siena – a very beautiful historic place with many Renaissance buildings and art treasures. Siena is located in Tuscany, which contains most of Italy's art treasures.

A Activating ideas

Remind students that before they read a text they should use the illustrations, headings and subheadings to predict the content. Students should do this, then discuss the questions in pairs. Elicit answers.

Answers

1. Where is the text from?	<i>Tourist guide</i>
2. Who is the text for?	<i>Tourists</i>
3. What is the text about?	<i>The Palio in Siena</i>
4. What information do you expect to find in the text?	<i>Details of the event – where, when, what, who ...</i>

Methodology notes

1. There are a few Italian phrases in the text. These words do not need to be learnt, of course, but simply understood for the purposes of the lesson. The phrases are:
 - *Palio* (a traditional competition or race, in this case a horse race)
 - *piazza* (a town centre square, in this case called *Piazza Del Campo*)
 - *contrada* (a kind of club based on an area of a town)
2. The text also refers to the Middle Ages. This is a historical period of about 1,000 years, dating from roughly the 5th century to the 16th century. It is also known as the medieval period.

B Predicting content

Students cover the text on page 21. Tell students that the sentences in the left-hand column are topic sentences. Revise the meaning of the word *flag*. Ask students to discuss in pairs what kind of information might follow each topic sentence. Elicit a few ideas.

Set the task. Students complete the activity individually, then compare their answers in pairs. Then students uncover the text and quickly check their ideas. Set a time limit of one minute. Do not deal with vocabulary issues yet. Students can deal with any new words in Exercise C, when they have the full context.

Answers

See table over.

1. Siena was once an important centre for banking and for art.	5	It only lasts 90 seconds.
2. Siena is best known today for a horse race.	1	The Black Death of 1348, however, killed thousands of people.
3. For three days before the event, flags fly from houses and shops.	4	Then, in the late afternoon, there is a parade in the Piazza del Campo.
4. On the day of the event, the young men and women of the city dress up in colourful costumes from the Middle Ages.	3	The flags belong to the 17 <i>contradas</i> or areas of the city.
5. Finally, at exactly 7.30 p.m., the race begins.	2	Thousands of visitors come to the city every year just to see it.

Methodology note

You may need to explain that *the Black Death* was the name for a terrible illness that killed millions of people in Europe. It is thought that it was a disease caused by fleas carried on rats. There is lots of information about the Black Death on the internet if students are interested.

C Understanding a text

Ask students to read the questions first, then find the answers in the text. Students should make notes of their answers. Students compare their answers in pairs. Elicit answers and check the meanings of new vocabulary and words from the word list, e.g., *dress up*, *recover*, *parade*, *flag throwing*, *winning*, *the Black Death*, *last* (v).

Answers

1. in central Italy
2. a horse race
3. nearly 3,000 years ago
4. on 2nd July and 16th August
5. costumes from the Middle Ages
6. at 7.30 p.m.
7. in the Piazza del Campo/main piazza or square
8. ten
9. 90 seconds
10. 7.31 and a half p.m., presumably

Methodology note

The ability to design and draw a table in order to organize information and notes is an important skill. In *Progressive Skills Level 1*, tables were usually provided for the students. Now we are encouraging students to be more independent and design their own simple tables.

D Transferring information

If necessary, elicit ideas for drawing the table. For example:

- *How many columns will they need?*
- *What headings will be in the first column?*
- *What about the second column?*

Set the task for individual completion. Go around and give help where necessary.

Elicit answers, preferably using an electronic projection.

Answers

What?	Palio = horse race
Where?	Siena, C. Italy – Piazza del Campo
When?	2 nd July and 16 th August
What time?	7.30 p.m.

Closure

Students close their books. Write the following numbers on the board. Elicit what each number refers to in the text.

- 56,000 (population of Siena)
- 120 (kilometres from Florence)
- 200 (kilometres from Rome)
- 1348 (date of the Black Death)
- 3,000 (the age of the race and Siena)
- 2nd (date in July)
- 16th (date in August)
- 17 (the number of *contradas*)
- 10 (the number of horses – and riders – in the race)
- 7.30 (the time the race starts)
- 90 (the time the race lasts for)

Finally, you can remind students that they have now heard about fireworks and horses. In Lesson 1.8, they will learn about bulls. (It does not matter if students do not know what bulls are yet!)

1.7 Learning new reading skills: finding information quickly; predicting content using prepositions

Objectives

By the end of this lesson, students should be able to:

- use proper nouns to scan a text;
- use prepositions to predict the next word in a sentence;
- pick out the extra information in sentences with a SVO or SVC pattern;
- identify the different parts of speech in sentences with a SVO or SVC pattern.

Introduction

Students reread the text about the Palio in Siena on page 21.

A Reviewing vocabulary

Exploit the visual:

What are they wearing? (costumes from the Middle Ages)

Where are they? (possibly in Siena or another Italian town)

Set the task. Point out that students may not be able to be accurate, but they should be able to get a general idea of the meaning of the underlined words. Students discuss in pairs. Elicit answers.

Answers

1. a disease
2. became important again
3. areas
4. a period in history
5. something to watch
6. riders

B Identifying a new skill (1)

1. Students read Skills Check 1. Elicit answers and check the meaning of *proper nouns*.
2. Set the task, giving a time limit of 30 seconds only. You could ask students to say how many capitalized phrases there are, rather than proper nouns, as each phrase has one referent, e.g., *the Black Death* = one phrase. When the time limit is up, ask students how many words and phrases they have underlined. Ask the student with the highest

number to read out all his/her words. The rest of the class listen and say if any have been missed out.

Optional activity

Repeat Exercise B2 with a different text, for example the one about India on page 38.

Each phrase has one referent so, e.g., *New Delhi* = one phrase.

Answers

There are 16 words or phrases with capital letters.

In total there are 19 capitals in proper nouns.

1: The Palio in Siena

Siena is a city of around 56,000 people. It is situated in central Italy, 120 kilometres south of Florence and 200 kilometres northeast of Rome. It is built on a high hilltop.

Siena was once an important centre for banking and for art. The Black Death of 1348, however, killed thousands of people. In some ways, the city never recovered.

Siena is best known today for a horse race. It is as old as Siena, in other words, nearly 3,000 years old. It takes place on 2nd July and 16th August each year. The race is called the Palio. It is famous throughout the world. Thousands of visitors come to the city every year just to see it.

For three days before the event, flags fly from houses and shops. The flags belong to 17 *contradas*, or areas of the city. Young men from ten of the *contradas* take part in each race.

On the day of the event, the young men and women of the city dress up in colourful costumes from the Middle Ages. First, in the morning, they walk around the streets, looking like actors from a Shakespeare play. Then, in the late afternoon, there is a parade in the Piazza del Campo. This is the main square in the centre of the city. After that, there is an exhibition of flag throwing, with lots of drumming.

Finally, at exactly 7.30 p.m., the race begins. It only lasts 90 seconds. In that time, the horses and jockeys race three times around the piazza. After the race, the men and women from the winning *contrada* carry their flags through the city. Then there are special dinners in each *contrada*. The most special, of course, is in the restaurants of the winning *contrada*.

Methodology note

Some of the verbs in Exercise C can be described as *phrasal* or *prepositional verbs*; for example, *put on*, *dress up (in)*, *take part in*. However, this does not really matter since the key thing for students to understand is the type of information that follows. There is a big difference between the sort of information which will follow, for example, *put on* (e.g., a dress) and the sort of information that would follow *put off* (e.g., an event).

C Identifying a new skill (2)

1. Give students time to study Skills Check 2, then elicit the answers to the questions.
2. Students discuss in pairs, then elicit ideas. Answers depend on the students but some ideas are given below.
3. Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

1. A verb or a noun can go in front of a preposition. A noun goes after a preposition, or an adjective + noun.
- 2./3.

a. The girls put on ...	some kind of clothes.	<i>silver tiaras.</i>
b. The people dress up in ...	some kind of <i>special</i> clothes.	<i>medieval costumes.</i>
c. The town has a population of ...	a number (of people).	<i>50,000.</i>
d. The people take part in ...	some kind of performance.	<i>an opera.</i>
e. The doll looks like ...	a person/an animal.	<i>The President.</i>
f. The young people of ...	a particular town or area.	<i>the neighbourhood.</i>
g. I went to an exhibition of ...	some kind of art.	<i>modern sculpture</i>
h. The car reached speeds of ...	number + kph/mpg.	<i>160 kph.</i>
i. The people give thanks to ...	God/a particular god.	<i>Krishna.</i>

Methodology note

It is essential that students learn to find the object or complement of a sentence in academic English in order to understand a text. The object/complement of sentences can become 'buried' or 'hidden' in academic texts because:

- the sentences are often very long;
- many clauses and pieces of extra information are added to the basic SVO or SVC sentence.

These activities help to address this problem in a simple way, in order to get students used to the idea of looking for the subject of a sentence.

D Identifying a new skill (3)

Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

See table over.

Optional activity

Refer students to the text about the Palio in Siena on page 21. Get them to find the parts of the sentence, as shown in the table on the following page. Remind them that there are often phrases before the subject – we looked at this earlier in the theme.

E Practising a new skill

Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection.

Answers

1. posters
2. a traditional event
3. the Houses of Parliament
4. Lewes
5. five bonfire societies
6. a figure
7. carts
8. Guy Fawkes
9. big parade
10. flags

<i>extra information before the subject</i>	subject	verb	complement	extra information about the complement
1.	Venice	/ is	/ a city	/ of around 300,000 people.
2.	Venice	/ was (once)	/ an important centre	/ for trade.
3. <i>Every year in September,</i>	/ there	/ are	/ boat races	/ in the city.
4. <i>For many days before the event,</i>	/ people	/ fly	/ flags	/ from their houses.
5. <i>On the day,</i>	/ there	/ is	/ a parade	/ along the Grand Canal.
6.	The first race	/ is	/ for children	/ from different areas of the city.
7. <i>Then,</i>	/ there	/ are	/ races	/ for men and women from the areas.
8. <i>After the races,</i>	/ there	/ are	/ big dinners	/ in each of the areas.

Closure

Discuss the similarities and differences between Siena and Venice. For example:

- Location – Siena is on a hill in central Italy, Venice is on the sea in Northern Italy.
- Size – Venice is much bigger.
- Races – Siena has a horse race, Venice has a boat race.
- Areas of city – There are races for people from the different areas of the cities (*contradas*).
- Food – There is a big dinner after each race in both cities.
- People – In Siena the race is only for men; in Venice there are races for women and children too.

Introduction

Ask students the research questions about the Palio in Siena (see Lesson 1.6, Exercise C). For preference, write the questions on the board in full or in prompt form. They can then be referred to throughout this lesson, in order to help students with their notes for the text about bull racing in Bali. Also, students can then ask and answer the questions in pairs.

A

Reviewing vocabulary

Note that all the words in this exercise appear in the text for this lesson.

Check students understand the task. Students complete the exercise individually, then compare their answers in pairs. Write the correct answers on the board so that students can correct their own work.

1.8 Applying new reading skills: Bull racing in Bali

Objectives

By the end of this lesson, students should be able to:

- use the new reading sub-skills, vocabulary and grammar from the theme in order to make notes on a text;
- demonstrate understanding of common core knowledge about a traditional event.

Answers

1. island
2. coast
3. population
4. agricultural
5. capital
6. attract
7. visitor
8. event
9. harvest
10. decorate

Methodology note

Remind students once more of the research questions they read in Lesson 1.6, Exercise C. Similar questions for this text will help them organize their notes. Research questions were also fully practised in Lesson 1.1 of this theme. If students have not studied this Listening lesson, or are having difficulties, you can write prompts on the board to help them. See also the suggestion for less able students below.

B Understanding a text

1. Students prepare to read the text – they should immediately know what to do now (they should look at the illustrations, the title and the first paragraph). Ask some research questions, e.g.:
Where does the event take place? (Negara, Bali)
Where is Bali? (Indonesia)
What type of event is it? (traditional – bull racing)

2. Check students understand the task. Point out that some notes can be written immediately because of the 'prepare to read' activity which they have just done.
 Students complete their notes individually. Monitor and give help where necessary. Students should try to write as many notes as they can without worrying too much about new vocabulary at this stage – this will be covered in Exercise C.

Elicit answers, preferably using an electronic projection to show them on the board.

For less able classes:

Ask: *What information does a tourist want to know about a traditional event?*

Ask students to make a list of questions.

Example:

Research questions	Answers
1. Where does the event take place?	<i>Bali – island in Indonesia</i>
2. What is it called?	
3. When does it take place?	
4. When did the event first begin?	
5. What does the event celebrate?	
6. How do people prepare?	
7. Do people wear special clothes?	
8. What happens on the day?	
9. What happens after the event?	

Answers

Research questions	Answers
1. Where does the event take place?	<i>Bali – island in Indonesia</i>
2. What is it called?	<i>Bull racing</i>
3. When does it take place?	<i>Every 2 weeks, Sept and Oct</i>
4. When did the event first begin?	<i>About 100 yrs ago</i>
5. What does the event celebrate?	<i>Harvest?</i>
6. How do people prepare?	<i>Decorate cart, connect bulls together, tie pairs to chariots</i>
7. Do people wear special clothes?	<i>Not clear in the text</i>
8. What happens on the day?	<i>Race downhill for 2 km</i>
9. What happens after the event?	<i>No real information except there is no obvious winner because the bulls don't run at the same time</i>

C Understanding new words in context

Remind students how to deal with new words and work out the part of speech. Check students understand the task and explain that students only need to have a rough meaning, not an exact one. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

1. coconut	<i>n</i>	kind of fruit
2. buffalo	<i>n</i>	kind of animal/bull
3. chariot	<i>n</i>	kind of cart
4. ribbon	<i>n</i>	something to decorate with
5. connect	<i>v</i>	put together
6. mount	<i>v</i>	get on
7. tail	<i>n</i>	part of an animal
8. steer	<i>v</i>	move in the correct direction
9. peculiar	<i>adj</i>	strange
10. spectator	<i>n</i>	person watching

D Developing critical thinking

Check students understand the task. Students must give reasons, for example:

Young children might not enjoy the event because bulls are frightening.

You could extend the activity by asking students to match the tourist types with the other events from the Reading section:

- *bonfire night*
- *the Palio in Siena*
- *the boat race in Venice*

You could also add to the types of tourist:

- *a single man or woman*
- *a honeymoon couple*
- *a group of schoolchildren*

Closure

Ask students which of the events they would most like to go to and why.

Knowledge quiz: Who? What? When? Where? How?

Objectives

By the end of this lesson, students should have:

- reviewed core knowledge in the areas of culture and civilization;
- recycled the vocabulary and grammar from the Listening, Speaking and Reading sections.

Introduction

Tell students they are going to do a Knowledge quiz on this theme so far. If you like, while you are waiting for everyone in the class to arrive, students can spend a few minutes looking back over the theme.

Quiz

All students' books should now be closed!

Divide the class into two teams, A and B. Tell Team A to answer all the odd-numbered questions, 1, 3, 5, etc., and Team B to answer all the even numbers, 2, 4, 6, etc.

When you give feedback, give one point to each team for a correct answer. If a team gives an incorrect answer, the other team can then have a go. If they get it correct, they get two bonus points. Keep a running score on the board for each team.

Answers

1. Who studies societies in the past and primitive societies?	<i>anthropologists</i>
2. Who tried to destroy the British parliament in 1605?	<i>Guy Fawkes</i>
3. Where do people celebrate <i>Seijin no hi</i> ?	<i>Japan</i>
4. What is a harvest?	<i>cutting crops like wheat</i>
5. What are rituals?	<i>things you do to attract the attention of God or the gods</i>
6. What is a wreath?	<i>a ring of flowers or leaves</i>
7. What are buffalo?	<i>a kind of bull</i>
8. What was the Black Death?	<i>a terrible disease mainly in the Middle Ages</i>
9. What is a statue?	<i>a large figure of a person</i>
10. What are <i>Seijin no hi</i> and <i>Sweet Sixteen</i> examples of?	<i>coming of age rituals</i>
11. What do the candles on a birthday cake represent?	<i>time or good spirits</i>
12. When do girls come of age in: a. Japan and Korea? b. The USA?	20 16
13. When were the Middle Ages?	<i>roughly 5th century to 16th century</i>
14. Where is Bali?	<i>Indonesia</i>
15. Where do people celebrate Saint John's Night?	<i>Poland</i>
16. Where do people celebrate <i>Sun-Nyun-Sik</i> ?	<i>Korea</i>
17. Where does the Palio take place?	<i>Siena in Italy</i>
18. When is Hogmany celebrated?	<i>New Year's Eve – 1st or 2nd of January</i>
19. How long does the Palio race last?	<i>90 seconds</i>
20. How do people decorate the Negara chariots?	<i>with flags and ribbons</i>

Closure

Tell students to learn the information for any of the answers they got wrong in class.

Workbook answers

Reading

Exercise A

noun	verb
a. attraction	attract
b. competition	compete
c. connection	connect
d. decoration	decorate
e. exhibition	<i>exhibit</i>
f. congratulations	<i>congratulate</i>
g. recovery	recover
h. marriage	<i>marry</i>
i. procedure	<i>proceed</i>

Exercise B

1.		verb	preposition
a.	Would you <u>like</u> to come to a party on Saturday?	✓	
b.	What's your flat <i>like</i> ?		✓
c.	Do you <i>like</i> vegetarian food?	✓	
d.	Do you look <i>like</i> your mother or your father?		✓
e.	How do you <i>like</i> your coffee?	✓	
f.	Who does your favourite singer sound <i>like</i> ?		✓
g.	What did your first day at university feel <i>like</i> ?		✓
h.	Can you play music as loud as you <i>like</i> in your room?	✓	
i.	Is your mobile phone still <i>like</i> new?		✓

2. Answers depend on students.

Exercise C

The town		
name	Siena	Negara
country	Italy	Bali
location	south of Florence	western coast
distance from capital	200 kms	50 kms
population	56,000	34,000
industry	banking/art	agriculture
The festival		
name	the Palio	none
type	horse race	bull race
age	3,000 years	100 years
date	2 nd July 16 th August	every 2 weeks Sept–Oct
equipment	none	a chariot
number of jockeys	ten	40
distance	3 times around the piazza	2 kms
speed		50 kph
time	7.30 p.m./ 90 seconds	–

Exercise D

The traditional events in Siena and Negara are very similar in some ways. They are both races and they both use (1) *animals*. Both events are very colourful and (2) *exciting*. But some people say they are similar in another way. They say these events are (3) *cruel* to the animals.

However, there are also quite a lot of differences. In the Palio, the race is short and (4) *fast* and uses only ten horses and (5) *riders*. In this small space in the centre of the town, the horses sometimes reach (6) *65 kph*. The whole race only takes (7) *90 seconds*. The Negara race is slower and longer. The race takes place on a track in a (8) *rice field*. The bulls often reach (9) *50 kph*. In the Negara bull race, each jockey has two bulls and (10) *a cart*. In Siena, of course, each jockey can only ride one (11) *horse* at a time!

Perhaps the biggest difference is the price of the tickets. In Siena, a ticket for a good seat for the main race costs about (12) *£180*. And in Negara? Well, a ticket there only costs about (13) *5p or £0.05*.

Writing: Celebrations

1.9 Vocabulary for writing: Fasting

Objectives

By the end of this lesson, students should be able to:

- correct spelling of previously learnt vocabulary;
- demonstrate understanding of target vocabulary from the theme;
- demonstrate understanding of common core knowledge about the ritual of fasting.

Introduction

Use Exercise A as the introduction.

A Reviewing vocabulary

Set the task. Students complete the activity individually, then compare their answers in pairs. Point out that the mistake might be an extra letter, a wrong letter or a missing letter. Write the correct answers on the board so that students can correct their own work. Check understanding of the vocabulary; much of it is used throughout this section. One way you could do this is to ask students to look back through the previous sections of this theme and find an example sentence for each word. (Allocate different words to different students so that students do not have to find all ten words. This will save time.)

Answers

1. ceremony
2. costume
3. decorate
4. exhibition
5. influence
6. occasion
7. procedure
8. ritual
9. traditional
10. visitor

B Building vocabulary and knowledge

Ask students how much they know about Ramadan.

Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Check/revise meanings of some of the other vocabulary in the text (much of it has appeared in previous lessons), for example: *major, religion, follower, tradition*.

Answers

See Exercise C.

Methodology note

Throughout the course, students are taught many fixed and semi-fixed phrases.

In the next exercise, some of the expressions are fully fixed. If students can learn to use them correctly, they do not need to worry about the internal grammar of the phrase, i.e.:
on the one hand
on the other hand
ancient and modern
at certain times of the year
for a period of time

The other phrases are semi-fixed. In other words, there is a fixed element and a variable element, i.e.:

According to ... (someone/something)
During a period called ... (name)
During the X of Y ...

C Using fixed and semi-fixed phrases

Check students understand the task and go over the example with them. Students complete the activity individually, then compare their answers in pairs. Monitor and give help where necessary. Give feedback, preferably using an electronic projection of the answers.

Answers

Note: It may be possible to put certain phrases in other locations.

Fasting is going without food (6) *for a period of time*. (1) *According to anthropologists*, every major religion has asked its followers to fast (4) *at certain times of the year*. But the tradition goes back to primitive societies. Fasting rituals have appeared in all societies, (3) *ancient and modern*.

Fasting has two main purposes. Firstly, it happens before an important event. For example, in some cultures, a child must fast before the coming of age ritual. In other cultures, fasting happens before a hunt or a battle in a war. Secondly, it is often connected with religious cleaning of the body. (2) *According to many religions*, a person is closer to God after fasting.

There are two well-known periods of fasting. The Islamic tradition of fasting is still practised throughout the Muslim world (5) *during the holy month of Ramadan*. (7) *On the other hand*, the Christian tradition of fasting during a period called Lent has largely died out.

Closure

Dictate ten words, or briefly show ten words on flashcards for students to write down.

1.10 Real-time writing: Eid al-Fitr

Objectives

By the end of this lesson, students should:

- know more about the festival of Eid al-Fitr;
- be able to organize notes in a spidergram;
- demonstrate understanding of the discourse structure of a text about a festival;
- have attempted to complete a text about a festival using target language from the theme.

Introduction

Revise the information students learnt about fasting from the previous lesson.

Exploit the visuals. Point out that in this lesson students are going to write about the Eid al-Fitr festival. Refer students to the assignment at the bottom of the right-hand column. You might like to say at this stage that not all of these events happen at Eid al-Fitr in all Muslim countries, but fireworks and prayers at the graves of ancestors are common in some countries.

A Reviewing vocabulary

Check students understand the task and go over the example. If you think students will find this difficult, elicit all the answers first with the students' pens down. Students complete the activity individually, then compare their answers in pairs. Elicit answers and write them on the board so that students can check their spelling.

Answers

1. celebrate
2. make
3. decorate
4. see
5. visit
6. parade
7. say
8. give
9. put on
10. cook

Methodology note

If you have a large number of Muslim students, you can miss out Exercise C. Students can complete the spidergram from their own knowledge. Give feedback, building up a model spidergram on the board.

B Activating ideas

Students look at the spidergram. Ask: *What is the name of the festival?* (Eid al-Fitr)

Students discuss the questions in pairs. Elicit answers.

Answers

1. Three sections.
2. Because there are two possible origins – you may well have to explain this.
3. See Exercise C.

Methodology note

Note that there are two origins here (in Texts 2 and 3) as this accords with a common experience of research on the internet, and sets up the contrast which is common in academic texts – *Some people believe/Other people say ...*

C Gathering information

Divide the class into four groups and name them from A–D. Refer them to their texts.

Make sure students know where their section is and what to do – they should add the information from their section to the spidergram.

Optional activity

Photocopy the four texts and put them up on the wall in four different parts of the classroom. One student from each group can go to the wall as many times as they want (or set a maximum) and bring back information – but they cannot take notes or bring back the text.

Monitor while the groups are working and give help where necessary. Explain the abbreviation CE = *Common Era* (another way of saying AD, which means *Anno Domini* = *Year of Our Lord*).

Redivide the class into groups of four, making sure you have one student from each of the original groups. Students exchange information and add it to the spidergram so that all four sections are now complete. Monitor and give help where necessary.

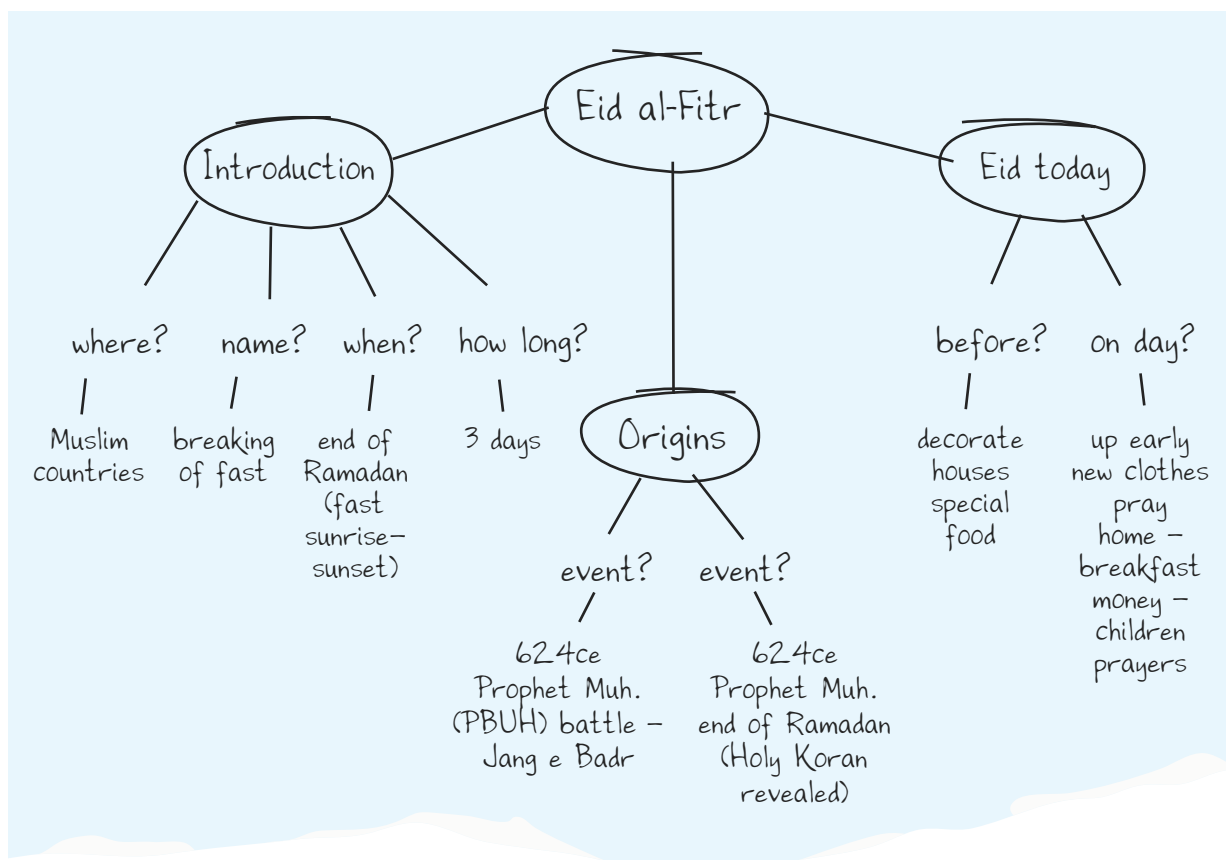
Make sure students have corrected their spidergram notes before you set Exercise D. The final writing activity is not likely to be successful unless students are working from accurate notes.

D Describing a festival

1. Set the individual reading.
2. Have students work in pairs to agree on the topic sentence. Check the answer as a class.
3. Use this activity to generate discussion, either in small groups or as a class. Elicit extra sentences, putting them up on an electronic projection and agreeing the wording as a class.

Answers

2. The first sentence is the topic sentence in this paragraph.
3. Answers depend on students.



1.11 Learning new writing skills: Spelling vowel sounds; using fixed phrases to compare events and ideas using time prepositions

Objectives

By the end of this lesson, students should:

- have demonstrated understanding that one vowel, or pair of vowels, can have different sounds;
- be able to use fixed phrases in order to compare events;
- use prepositions of time more accurately;
- use some fixed time phrases more accurately;
- demonstrate understanding of rules for using prepositions of time.

Introduction

Dictate two or three sentences from the essay about Eid al-Fitr from the previous lesson.

A Developing vocabulary

1. Make sure students do not read Skills Check 1 yet. Set the task. Students complete the activity individually, then compare their answers. Monitor and give help if necessary. Do not elicit answers – the idea is that students should check their own answers at the end of the activity.
2. Repeat the procedure for the missing vowels.
3. Students use Skills Check 1 to correct their own answers. Once students have finished, go over any spellings or sounds they had difficulty with.

Use flashcards to check sight-sound relationships of the words in Exercise A.

Answers

1.	a.	happen	last	says	want
	b.	prepare	special	new	they
	c.	give	festival	like	third
	d.	money	clothes	holiday	women
	e.	buy	put	up	use

2.	a.	country	you	house
	b.	mean	early	breakfast
	c.	balloon	cook	good
	d.	their	receive	neighbour
	e.	fields	friends	countries

Methodology note

Exercise B is an extremely mechanistic exercise, but deliberately so. At this level, students must not be struggling to use these everyday time expressions in their writing. They must know them automatically. There is still a place in the ELT classroom for a small amount of behaviourist language learning for knowledge of this kind.

B Using time prepositions

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Optional activity

Students can do the activity orally, either before or after they complete it in writing. If doing the activity after writing it, only one student can have the book open.

Divide the class into pairs and set the task as follows:

S1 (book open): 1890

S2 (book closed): *in*

S1: *Yes, that's right.*

S1: 4.00 p.m.

S2: *in*

S1: *I don't think so.*

S2: *at?*

S1: *Yes, that's right.*

Answers

1. *in* 1890
2. *at* 4.00 p.m.
3. *in* April
4. *from* April to June
5. *at* Eid
6. *for* five days
7. *for* many years
8. *on* 10th March
9. *on* National Day
10. *at* night
11. *from* morning to night

12. *at sunset*
13. *on the day of the event*
14. *in the evening*
15. *at the moment*
16. *10.00 a.m. to 12 noon*

C Using fixed phrases of time

Check students understand the task and the fact that on this occasion this is not a real festival. Go over the exercise orally with the class so that students understand they can say anything that fits grammatically/semantically. Then students complete the task individually. Monitor and give help where necessary.

Answers

Answers depend on students.

D Identifying a new skill

Check understanding of the meaning of *fixed phrases*; give examples such as: *last week, at the moment, in the morning, have a nice day*, etc.

Focus students' attention on Skills Check 3 and the title: *Comparing events and ideas*.

Check understanding. Ask a student to read the information aloud with the rest of the class following in their books. Check understanding.

Ask different students to read out a pair of fixed phrases each. With more able classes, you can ask them to cover the phrases in Skills Check 3 when you set the task.

Students complete the task individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection. Highlight the kind of word that follows fixed phrases with *some* and *other* (plurals). Elicit more examples of plural words that can follow and write them on the board:
some/other + plural (people, countries, places, towns, adults, teenagers, young people, tourists, festivals, etc.)

Answers

New Year's Day

At one time, New Year's Day was celebrated on 15th March in Europe. Nowadays, it is celebrated on 1st January. *Some people believe that* it is lucky to clean the house on New Year's Day.

Other people say that you should eat a particular kind of food to get good luck for the year. *In some countries*, people spend the day

with their relatives. *Before the day*, in the UK people send cards. On the day, *there are* football matches and a big parade through the centre of London.

Methodology note

In this activity, students should not have to do research but should complete the sentences according to their own knowledge or experience. Students can write about any traditional event that they are familiar with: Christmas, Easter, Midsummer Day, May Day, Islamic New Year, Chinese New Year, birthdays, Saints' days, National Day, Halloween, etc.

E Practising a new skill

Check students understand the task. Students should probably write their answers in a notebook or on a piece of paper. Students can write about one event, or they can write about a different event for each pair of sentences. They can change the first sentence to *In my ... town/city/house/street/group of friends*, etc.

Elicit some ideas for completing the first sentence or two and write them on the board, for example:

In my family, we eat fish on Christmas day.

In other countries, they eat turkey.

In my town, there is a big firework display for National Day.

In other towns, they have fireworks and a parade.

Students complete the task individually. Monitor and give help where necessary, making a note of common errors. When most students have finished the task, give feedback on the errors you noted.

Answers

Answers depend on students.

Closure

Write some fixed phrases of time on the board and ask students to complete them with true information. This can be done orally, in writing, or set for homework.

- *During August I ... went on holiday to Spain/worked in a beach café/stayed at my parents' house.*

- *For two years I ... studied computer science/lived in London/went to the gym every day.*
- *On New Year's Day I ... got up at 3.00 in the afternoon/went for a long walk/saw my friends.*

1.12 Applying new writing skills: Thanksgiving

Objectives

By the end of this lesson, students should be able to:

- organize research notes about the festival of Thanksgiving;
- use target vocabulary, language and discourse structure from the theme to produce a text;
- write about the origins and sequence of events at a traditional festival.

Introduction

Exploit the visuals and elicit some of the concepts for Thanksgiving and target vocabulary for the lesson:

- *Top: Origins – Native Americans sharing food from harvest with the native American Indians who helped them survive their first year.*
- *Left: Thanksgiving parade, lorry, balloons.*
- *Right: Thanksgiving dinner, turkey, pumpkin pie.*

Find out anything else students may know about Thanksgiving in the USA or Canada.

A Reviewing vocabulary and grammar

All these sentences will be required for the writing activity later on.

Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

1. The festival was first celebrated hundreds of years ago.
2. The festival takes *place* on the first Monday of June.
3. The festival *lasts* one day.
4. According *to* tradition, the event was originally a harvest festival.
5. Some people *say/believe* that the festival started in the seventeenth century.

6. Other people say that it began in the *sixteenth* century.
7. Special sports events are *held* on the day.
8. *In* the evening, there is a big dinner for all the family.
9. Before *starting* the meal, the family say prayers.
10. Everyone *gives* thanks for something, for example good health.

B Thinking and organizing

1. If possible, copy the notes in the Course Book on the board using an electronic projection. This is so the notes can be referred to throughout this activity. Give students time to read through the notes. Check students recognize the division of sections in the notes.
2. Students discuss in pairs, then give feedback. Ask questions about the notes to check understanding, e.g.:
What date is Thanksgiving in North America? (fourth Thursday in November)
What about Canada? (second Monday in October)
How long does it last? (1 day)
What are the two possible origins for Thanksgiving? (1. the harvest, 2. rain during prayers)
What do people do before the day? (children make special things, etc.)
What do people do on the day? (watch lorries driven through streets, etc.)
 Check understanding of some of the abbreviations used:
N.A. = North America
C17th = seventeenth century (i.e., 1600–1699)
3. Check understanding of the essay type by referring to the Skills Check.

Answers

1. three = Introduction, Origins, Thanksgiving today
2. 1st = present because general facts; 2nd = past because it is origins; 3rd = present because routines / rituals of the festival

C Writing

Set the task. Find examples of these two tenses in Exercise A (e.g., 1. is past simple passive; 7. is present simple passive). Also, remind students about time prepositions and comparing events and ideas (Lesson 1.11).

Elicit some sentences for the Introduction and write them on the board. Students copy and

complete the essay. Monitor and give help where necessary. Make a note of common errors for feedback later in the lesson.

D Editing

Remind students how to mark each other's work using the grid on page 35. Monitor and give help where necessary. Continue to make notes of errors. Give feedback on errors before students start writing their final drafts.

E Rewriting

This can be done in class or it can be set for homework. At some point, the model answer can be copied and distributed for comparison, but students may have different versions that are also correct. If you are not able to monitor all the work in class, collect it in for marking.

More able classes: They could research extra information about Thanksgiving and add it to their writing.

Less able classes: Give out copies of the model answer below before students do their final writing task. Allow them to study it for a few minutes and highlight some of the features for them. Remove the model answer, then ask students to write about Thanksgiving. You could also provide students with prompts to help them with this.

Closure

If you have not already done so, give out copies of the model answer below for students to compare with their own version. You could also set another writing task: students research the origins of a festival from their own country. Notes should be made in a spidergram or a table. Students should then write an essay about the festival using the same format as the one used in this lesson.

Answers

Model answer:

Thanksgiving Day

Introduction

Thanksgiving is celebrated in North America. The name means 'the act of giving thanks'. The festival takes place on the fourth Thursday in November in the USA, and on the second Monday in October in Canada. It lasts for one day.

Origins

The first Thanksgiving was celebrated in the 17th century by a group of religious people in North America. Some people believe that the first Thanksgiving event occurred in 1621. They say it gave thanks for the harvest. According to this tradition, the festival was held during September, October or November. It lasted for three days. Other people say that the festival was not connected with the harvest. They say it was a day of fasting and prayer originally. It changed to a thanksgiving festival in 1623 because it started to rain during the prayers.

Thanksgiving today

Before the festival, children make special things at school. People make special clothes for the parade. Lorries are decorated with figures and they are driven through the streets. Large balloons are often attached to the lorries. They are figures of animals or cartoon characters. Special sports events are held on Thanksgiving Day including American football matches. In the evening, families sit down to a big dinner. Before starting the meal, the family say prayers. Then everyone gives thanks for something, for example the food, good health, friends or neighbours. Finally they eat the meal of turkey, roast potatoes and pumpkin pie.

Workbook answers

Writing

Exercise A

1. The dance is <i>traditional</i> .	A
2. Many people attend the <i>festival</i> each year.	N
3. People make <i>special</i> food for the event.	A
4. An <i>official</i> makes a speech at the end of the evening.	N
5. The dresses are made from colourful <i>material</i> .	N
6. The <i>original</i> celebration lasted for three days.	A
7. Many <i>rituals</i> are linked with this occasion.	N
8. Celebrations have a very strong <i>cultural</i> importance.	A

Exercise B

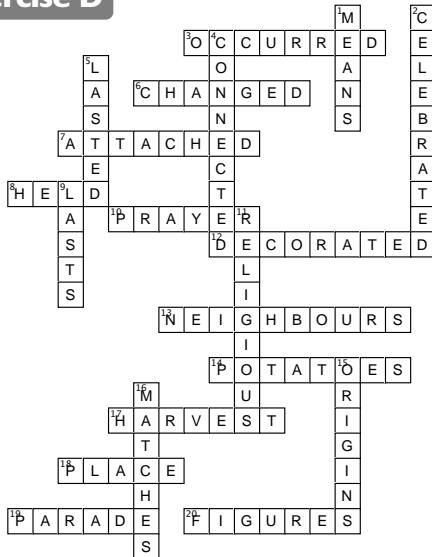
Missing letter is 'u'.

1. around
2. costume
3. during
4. mosque
5. congratulate
6. tourist
7. influence
8. procedure
9. victorious
10. throughout

Exercise C

1. <i>fast</i>	<i>not eat and quickly</i>
2. take	<i>last (a period of time) and remove</i>
3. mount	<i>small mountain and get onto a horse</i>
4. grow	<i>get bigger and raise crops</i>
5. race	<i>large group of people and competition</i>
6. square	<i>area of a town with buildings on four sides and four-sided figure</i>
7. light	<i>not heavy and lamp</i>
8. ring	<i>call on the telephone and circular piece of metal for the finger</i>
9. present	<i>now and gift</i>
10. figure	<i>statue, person from history, number and diagram</i>

Exercise D



Practice

Exercise A

1. In other ...
2. Other ...
3. Nowadays ...
4. In ...
5. Nowadays ...
6. In other countries ...
7. Other people ...
8. In other countries ...
9. Other people ...
10. Nowadays ...

Exercise B

Answers depend on students.

Extended writing

Exercise A

1. There is a fantastic kite festival every year in my town.
2. It is usually in the summer and it takes place near the beach.
3. There are usually about 200 kites.
4. They are all different colours, shapes and sizes.
5. There is a prize for the most beautiful kite.
6. There are many rules for the kites, for example they must not fly too high.
7. Many families come and watch the display. It is an event that lasts for several hours.
8. There is a kite festival every weekend of the year somewhere in the world.
9. Kite flying is popular in most countries. It is one of the fastest growing sports.
10. There is an international kite festival every year. It is on the second Sunday of October. Kite flyers in nearly every country of the world fly a kite. It is called 'One Sky One World'.

Exercise B

Answers depend on students.

Portfolio: Festivals around the world

Objectives

By the end of the lesson(s), students should have:

- revised target vocabulary from the theme;
- used integrated skills to practise language and revise knowledge from the theme;
- practised questions to ask for clarification about new information;
- used integrated skills in order to talk and write about different festivals;
- learnt more common core knowledge about different festivals, their origins and rituals.

Introduction

Start by saying:

We are going to do a project now. It brings together all the work we have done for the last (five) weeks. The project for this theme is: Festivals around the world.

Write the title on the board.

A Activating schemata

Set the task; students discuss the questions in pairs. Elicit answers and check the meanings of target vocabulary.

Answers

1. special clothes, balloons, fun, masks, special food, prayer, dancing, crowds
2. rituals for God or the gods to see

Methodology notes

1. The festivals students are going to listen to information about are in Turkey and Iran. The names might sound very strange to students from other parts of the world. Write the names on the board and say them aloud for students to hear before you begin the activity: *Novruz, Nooruz, Seezdah Bedar*. You might like to listen to the recordings so that you can familiarize yourself with the correct pronunciation of these names before you teach this lesson.

2. If dividing the class into three groups is too complicated or cannot be organized for practical reasons, you can just do one or two of the listening texts with the whole class.

B Gathering information (1)

1. The questions in the Course Book could be made into a handout with spaces for students to write notes for the answers. Divide the class into three groups and set the task. Monitor while students are working and give help where necessary. Make a note of common errors. If necessary, students can replay the audio, or ask for it to be replayed.
2. Redivide the class into groups of three, checking that there is one student each from Groups A, B and C. Check students understand the task (they basically need to exchange information). Practise the questions students need to complete for each section (from Exercise B1). Give feedback, preferably using an electronic projection of the completed table. You could also give out photocopies of the model notes.
Remind students to 'echo' and ask questions as they learnt to do in Lesson 1.4 and Everyday English:
 - Showing understanding (echo + questions /comment)
 - Showing you don't understand (echo + *I don't understand*, etc.)
3. Students discuss in pairs. Elicit answers.

Answers

See table of model notes on next page.

Transcripts

Presenter:

Voice:

Track 1.13

Group A: Novruz.

I'm going to talk to you today about a festival in Turkey. The festival is called Novruz – N-O-V-R-U-Z. As I say, it takes place in Turkey, but there are similar festivals in Iran and many other countries, including Uzbekistan. The name comes from two Turkish words, *nev* meaning 'new' and *ruz*, which means 'day'.

It happens on the 22nd of March every year. It is a very, very old festival. People celebrated the end of winter on this day because, on the 22nd of March, the hours of daytime and night time are equal. From this day on, the days are longer than the nights.

People prepare for the event for many days or even weeks before. They buy new clothes. They clean their houses and their gardens. On the day, people put on their new clothes. Some people travel to high areas of land, mountains and hills. Other people visit the graves of their relatives. Some people fire guns into the air.

People have a special meal for the festival of Novruz. The meal has seven foods and all the foods begin with the letter S. There is *samsa*, *seb*, *sümelek*, *sebzi* (or vegetables), *sedena*, *serya* and *süt* (which is milk).

Presenter:

Track 1.14

Voice:

Group B: Nooruz.

I'm going to talk to you today about a festival in Iran. The festival is called Nowruz – N-O-W-R-U-Z. The name comes from two Farsi words, *now* meaning 'new' and *ruz* which means 'day'.

It starts on the last Wednesday of the month. This is called *Chahar Shanbeh Soori* – that's spelt C-H-A-H-A-R, S-H-A-N-B-E-H, S-O-O-R-I. It means 'Wednesday fire'.

The festival is probably thousands of years old. Some people say a Persian ruler, Jamshid, gave it the name *Nowruz* over 8,000 years ago. It celebrates the start of a new year.

People prepare for the event for many days or even weeks before. They buy new clothes. They clean their houses and their gardens. They build bonfires. Every family brings several piles of wood.

On the day, people put on their new clothes. Singers dress up as a character called Haji Firoz, with black faces and bright red, blue, yellow or purple clothes. They sing and dance and parade through the streets.

Just after sunset, someone lights the bonfire. Everybody jumps over it. Some people believe that the fire takes away illness and gives health. There are fireworks in the country areas. Children go from house to house asking for sweets or money. People eat seven foods. Firstly, there is vinegar, which is called *serkeh*, then apple, which is *seeb*, garlic – *seer*, wild olive – *senjed*, berries – *sumac*, and the juice of germinating wheat, which is called *samanu*. Finally, there are vegetables, called *sabzeh*.

Presenter:

Track 1.15

Voice:

Group C: Seezdah Bedar.

I'm going to talk to you today about a festival in Iran. The festival is called Seezdah Bedar. That's S-E-E-Z-D-A-H, B-E-D-A-R. It means 'getting rid of 13'. It happens on the 13th day of the new year. The festival is probably thousands of years old. Some people say it is connected with the 12 signs of the Zodiac. Each sign, they say, will rule the Earth for 1,000 years and then the world will end, so 13 is an unlucky number in Iran.

People prepare for the event for many weeks before. They put grains of wheat or barley into a dish to grow the *sabzee*. The grains produce green shoots in time for the new year.

On the day, families get up early in the morning and go to parks, hills and mountains. They have a picnic and play games. At the end of the picnic, the family throws the *sabzee*, or green vegetables, into a stream. These vegetables are supposed to contain all the bad luck of the family for the next year.

In the picnic, they eat sandwiches and special snacks called *ajil*. *Ajil* are nuts, seeds and dried fruit.



Gathering information (2)

1. This activity focuses on reading and note-taking. Divide the class into pairs. Give each student in each pair a number, 1 or 2. Allocate the texts as follows:
S1 – should read the text about the Venice Regatta on page 37;
S2 – should read the text about the Holi Festival on page 38.

Monitor and give help where necessary while students are making notes. The questions from Exercise B should be used as a guide to the note-taking. All the notes can go into a table (see model answers on page 62 of this book), if you wish.

During this stage, refer students back to the text if they have missed key points. Use the model notes at the end of this lesson and check them against the notes that are emerging from each student.

2. The focus now shifts to oral work; students must now ask questions and listen to their partners' answers in order to make further notes.

Check students understand the task. Each student must give the relevant information of his/her traditional event and the other student takes notes. Encourage listeners to ask questions if they are not sure of information. Monitor and assist each pair of students. Once again, use the model notes to ensure that the groups are producing good notes on both festivals. Finally, give feedback in two stages: firstly on students' performance and oral production; and secondly, use an electronic projection for feedback on the notes. As there are so many notes, you may even wish to copy the notes and distribute as handouts.

Answers

See table of model notes on next page.

called?	Novruz	Nooruz	Seezdah Bedar
mean?	<i>nev</i> 'new' + <i>ruz</i> 'day'	'new day'	'getting rid of 13'
where?	Turkey + Iran + e.g., Uzbek	Iran	Iran
when?	22 nd March	last Wed of month. <i>Chahar Shanbeh Soori</i> = Wed fire.	13 th day of the new year
begin?	v. old; day = night	8,000+ yrs old? Persian ruler, Jamshid = start of new year.	1,000s yrs old? connected with 12 signs of Zodiac. Each sign = 1,000 years and then world will end so 13 = unlucky number.
prepare?	clean their house and gardens; buy new clothes	clean their houses and gardens; buy new clothes; build bonfires	people put grains of wheat or barley into dish = grow <i>sabzee</i> ; grains produce green shoots in time for new year.
on the day?	travel to high areas; visit the graves of their relatives; fire guns into the air	just after sunset, lights bonfire; everybody jumps over it. some = bonfire takes away illness / gives health; fireworks in country areas; child. = ask for sweets / money.	families up early; go to parks, hills / mountains; have picnic; play games. after picnic, family throws <i>sabzee</i> or green veg into a stream = take all bad luck for next year.
special clothes?	people put on new clothes	people put on new clothes; singers = Haji Firoz black faces, bright red, blue, yellow or purple clothes	text doesn't say
special food?	people eat seven foods – begin with S. = 1. samsa 2. seb 3. sümelek 4. sebzi – vegetables 5. sedena 6. serya 7. süt – milk	people eat seven foods – begin with S. = 1. vinegar (serkeh) 2. apple (seeb) 3. garlic (seer) 4. wild olive (senjed) 5. berries (sumac) 6. juice of wheat (samanu) 7. vegetables (sabzeh)	sandwiches, snacks such as ajil = nuts, seeds and dried fruit

D Giving a talk

Remind students about the pronunciation of some of the target vocabulary and the importance of stressing key words (from Lesson 1.1).

When students have chosen a festival to speak about, divide the class into groups of students with the same choice. If you do not get roughly equal numbers for each festival, ask some students to change their group.

Students work individually to start with. Give students time to turn notes into sentences for a talk. Help individual students who are struggling.

Now ask students to practise their talks, one sentence at a time, with help from the others in their group. Students should help each other with pronunciation, vocabulary and grammar. Monitor and assist each group. Talks should last no longer than one or two minutes.

Redivide the groups so that there is a mixture of topics to be presented. Students give their talks

in turn. Encourage other students to ask questions. Students do not need to write anything down.

Monitor and give feedback on two or three of the following areas:

- fluency
- accuracy (especially present tenses – both active and passive – and *must*)
- pronunciation of target vocabulary
- pronunciation of target consonant sounds /t/ and /d/
- pronunciation of target vowel sounds /ʌ/ and /u:/
- stressing key words/phrases in sentences
- successful completion of task

E Writing

Monitor and give help while students are writing their essay. Make a note of common errors. Give feedback on the errors.

Answers

Answers depend on students.

Model answers/notes for Exercise C1

called?	Venice Regatta	Holi Festival
mean?	race for boats	<i>Holi</i> = 'burning' in Sanskrit; celebrates on old legend in India
where?	Venice, n.e. Italy	all over India including Jaipur, Rajasthan, India = elephant festival
when?	first Sunday in Sep	around 25 th March every year
begin?	celebrates parade 1489? Q. Caterina of Cyprus = island to Venice = parade	1,000s yrs old? This festival is held to celebrate an old legend.
prepare?	fly flags, prepare costumes	paint elephants – trunks, heads and feet; cover elephants in gold cloths and jewels
on the day?	parade along Grand Canal. 3.30 p.m. boats line up, travel to a pole, go round the pole and come back; four races: 1. children 2. women 3. men 4. champions. areas race against each other. After = people travel up and down in the canals in boats; clowns and artists; big dinners	This festival begins with a procession of jewelled and bedecked elephants, horses and folk dances. Then there is a game of elephant polo and a tug of war between an elephant, on one side, and 19 men and women on the other side.
special clothes?	clothes from the Middle Ages	old clothes because people throw bags of brightly coloured powder
special food?	no	no





Theme 2

Technology

- **Who? What? When?**
- **Transport inventions**
- **A brief history of space travel**
- **The historic moment**

Listening: Who? What? When?

2.1 Real-time listening: Transport inventions

Objectives

By the end of this lesson, students should be able to:

- show understanding of common core knowledge – key inventions in the history of transport;
- show understanding of a spoken text containing target vocabulary, grammar and sub-skills from the theme by making notes on key information;
- use previously learnt Listening sub-skills in order to understand the organization of a talk about transport inventions.

Methodology note

The Listening text revises some of the previously learnt Listening sub-skills from *Progressive Skills Level 1* and the previous theme. Take any opportunity to revise the following areas:

- understanding spoken definitions
- understanding spoken dates
- identifying important words
- predicting content
- predicting the next word
- understanding spoken spellings
- understanding signpost language.

Introduction

Write the title of the lesson on the board: *Transport inventions*.

Elicit the part of speech of the word *invention* (n).
Elicit the other parts of speech of this word: *invent* (v) and *inventor* (n).

A Activating ideas

Check students understand the task. Students discuss in pairs or small groups. Do not give feedback on this – it is the content of the listening text in Exercise C.

B Understanding the organization of a lecture

Students read the instructions. Ask: *What's the lecture going to be about?* (The history of transport.) Check students understand the task and the word *method*. Play 2.1. Students complete the task individually, then compare their answers in pairs. Elicit answers.

Answers

Transport inventions

1. the different methods of transport
2. when each method was invented
3. the most important method

Transcript

Presenter:
Lecturer:

Track 2.1

I'm going to talk to you today about inventions – that is, new ways of doing something. All the inventions are in the field, or area, of transport. First, I'm going to talk about different methods or types of transport. After that, I'll tell you when each method was invented. Finally, I'm going to say which invention was the most important, as far as I'm concerned ...
I mean, in my opinion.

C Making notes

1. Check students understand the task. Play 2.2. Students complete the activity individually, then compare their answers in pairs. Elicit answers and write them on the board.
2. Students discuss the question in pairs, then elicit answers. Replay any sections of the audio that students had difficulty in understanding.

Optional activity

Ask some comprehension questions, for example:

- *What was the first method of transport?* (walking)
- *When was the boat invented?* (40,000 years ago)
- *What kind of power followed wind power?* (steam)
- *When did the railway age begin?* (1830)
- *What did Macmillan invent?* (the bicycle)
- *When did Benz invent the motor car?* (1888)
- *How far did the first plane fly?* (1,000 km)
- *Who invented it?* (the Wright brothers)

Answers

1.

Picture A	Picture B
1775, Perier	1839, Macmillan
Picture C	Picture D
no information	no information
Picture E	Picture F
1830, Stephenson, the <i>Rocket</i>	1888, Benz
Picture G	Picture H
1903, the Wright brothers, the <i>Flyer</i>	40,000 y.a. – Indonesian natives

2. Picture C, Rocket; Picture D, Helicopter.

Transcript

Presenter:

Lecturer:

Track 2.2

OK. So, first, what are the main methods of transport that we use today? We can, of course, travel on land, on sea and in the air. We use cars and bicycles, trains, small boats and big ships and, of course, planes. OK. So, there are several methods of transport. But when was each method invented?

The first method of transport was, of course, walking. But about 40,000 years ago – yes, that's right, 40,000 – some Indonesian natives made a boat and sailed from one island to another.

For centuries man sailed the seas, using only the power of the wind. Then, in 1775, J. C. Perier – that's P-E-R-I-E-R – invented the steam ship. Steam also powered the first train. In 1830, James Stephenson drove his engine, called the *Rocket*, along a track and the railway age began. Just nine years later, in 1839, a man called Macmillan invented the bicycle. Fifty years after that, in 1888, Karl Benz – that's B-E-N-Z, invented the motor car. So now man could move quickly on land and on the sea.

Finally, at the beginning of the 20th century, the Wright brothers conquered the air. That's *Wright* with a silent W. On the 17th of December in 1903, they flew their plane, called *Flyer*, a distance of 1,000 kilometres, and went down in history.

D

Understanding an opinion

Students read the instructions. Ask students which invention they think is the most important and why. Play 2.3. Elicit the correct answer. Ask students if they agree with the lecturer and her reasons.

Answer

The lecturer thinks the invention of the plane is the most important. It helps us visit and therefore understand other cultures.

Transcript

Presenter:

Lecturer:

Track 2.3

So we have heard about the main inventions in the field of transport. But which invention was the most important? In my opinion, it was the last invention, the plane. This invention has made the world into a much smaller place. People can travel right to the other side of the world in a day. Why is that important? Because the more we travel, the more we understand other people and other cultures.

Optional activity

Elicit the meanings of the following vocabulary from the whole lecture (this could be combined with one of the Closure activities below, if you prefer, with students referring to the transcript):

- *conquer the air*
- *go down in history*
- *made the world into a smaller place*
- *the more we travel, the more we understand*
- *track*
- *field (area)*

Closure

Choose one of the following:

1. Students listen to the audio about transport again. Pause the audio and ask students to tell you the next word. Do not let more confident students shout out the answers until everyone has had a chance to think. After you confirm the correct answer, say that part of the talk again.
2. Give out copies of the transcript. Play the audio again with students following the words.

2.2 Learning new listening skills: Recognizing the organization of a lecture and change of sub-topic; hearing dates, years and time periods; understanding *going to* and *will*

Objectives

By the end of this lesson, students should be able to:

- recognize the organization of a lecture;
- recognize the change of a topic in a lecture;
- discriminate between the two consonant sounds /f/ and /tʃ/;
- show understanding of years and dates;
- relate spoken years and dates to their written figures;
- recognize the prepositions *in*, *on*, *around* with dates and years;
- recognize the adverbs *earlier*, *later* and *ago* with number of years;
- use *going to* to describe future plans.

Introduction

Ask about the dates of the various transport inventions and the names of their inventors from the previous lesson, e.g.:

Who invented the car?

When did he invent it? etc.

Students could work in pairs to ask and answer questions about all the inventions – one student with the course book open, the other with it closed.

A Reviewing vocabulary

Students may not have done this kind of activity before so it will need careful setting up. Check students understand the task and give them time to read all the words in the table. Play **2.4** to go over the example. If necessary, do another sentence with the class as a further example.

Play the rest of the audio. Students complete the activity individually, then compare their answers. Elicit answers.

Answers

1. inventions ✓	inventing
2. travelling	transport ✓
3. land ✓	ground
4. invented ✓	invent
5. air	wind ✓
6. track ✓	road
7. sky	air ✓
8. opinion ✓	mind
9. world	place ✓
10. civilizations	cultures ✓

Transcripts

Presenter:

Lecturer:

Track 2.4

1. I'm going to talk to you today about ...
2. All the inventions are in the field of ...
3. We can, of course, travel on ...
4. When was each method ...
5. Sailing boats use the power of the ...
6. In 1830, James Stephenson drove his engine, called the *Rocket*, along a ...
7. In 1903 the Wright brothers conquered the ...
8. The plane was the most important invention, in my ...
9. The plane has made the world a much smaller ...
10. The more we travel, the more we understand other people and other ...

B Hearing short vowel sounds

1. Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Do not elicit answers yet.
2. Play **2.5**. Students correct their answers. Use an electronic projection of the completed table so that students can do a final check. Replay, or say yourself, any words that students had difficulty with.

Transcript

Presenter:

Voice:

Track 2.5

because, engine, history, jet, petrol, rocket, that, track, transport, was, went, what, when, which, wind

Answers

ship	land	tell	on
/ɪ/	/æ/	/e/	/ɒ/
history	that	engine	because
which	track	when	was
wind	transport	jet	what
		petrol	rocket
		went	

C Hearing long vowel sounds

Repeat the same procedure as for Exercise B, but play 2.6 here.

Transcript

Presenter: **Track 2.6**
Voice: after, called, concerned, course, each, far, flew, last, more, move, people, source, steam, transport, use, world

Answers

sea	car	first	horse	new
/i:/	/ɑ:/	/ɜ:/	/ɔ:/	/u:/
each	after*	concerned	called	flew
people	far	world	source	move
steam	last*		more	use
			transport	
			course	

* point out that some native English speakers will say these with /æ/.

D Identifying a new skill (1)

1. Check students understand the task. Play 2.1. Do not elicit the answer yet.
2. Students read Skills Check 1, then discuss their answers in pairs. Elicit the answer to Exercise D1. Ask students what other words they know for organizing a talk: *second(ly)*, *third(ly)*, *next*, *then*, etc.
3. Check students understand the task and go through the first introduction as an example. Play 2.7 and build up the organization of notes on the board. For the first two extracts you can replay the audio if necessary. However, for the third extract, try to get students to make notes from one playing only – this is much more true to life. Students compare answers. Elicit answers and write the notes on the board. Replay any sections of the audio students had difficulty with.

Point out that in an actual lecture you could leave a lot of space in each section for writing the detailed notes, e.g.:

Festivals

1. *origins*
(space for writing notes)
2. *most important*
(space for writing notes)
3. *best tourist attractions*
(space for writing notes)

Optional activity

Replay 2.7 with students following the transcript.

Answers

1. The lecturer is explaining the order of the sub-topics.

3. Introduction 1

Festivals

1. *origins*
2. *most important*
3. *best tourist attractions*

Introduction 2

Turkey

1. *basic facts*
2. *natural features*
3. *modern history*
4. *future*

Introduction 3

Weather

1. *main conditions*
2. *how come about / causes*
3. *damage*
4. *climate change*

Transcript

Presenter:

Track 2.7

Lecturer 1:

Introduction 1.

I'm going to talk to you today about festivals. First, I'm going to explain the origins of festivals in general. How does a particular festival start? After that, I'll tell you about some of the most important festivals in the world. Finally, I'm going to say which festivals are good tourist attractions as far as I am concerned ... I mean, in my opinion.

Presenter:

Lecturer 2:

Introduction 2.

The topic of today's lecture is Turkey. I'll begin by giving you some basic facts about the country – size, population, etc. Then I'll describe the main natural features of the country. After that, I'll tell you a few things about the modern history of Turkey. Finally, I'll give you some ideas about the future for Turkey.

Presenter: Introduction 3.
 Lecturer 3: Today we're going to talk about the weather. Firstly, I'll mention briefly the main weather conditions. Then I'll explain how each weather condition comes about – what causes rain, for example, or snow. Next, I'll say a few words about damage which can be caused by weather – floods, landslides, hurricanes. Finally, the big topic: climate change. What is happening to our weather?

E Identifying a new skill (2)

1. Check students understand the task. On this occasion, the sentences in Skills Check 2 are recorded. Play **2.8**. Elicit answers. Students may just give a general answer – *the lecturer is changing the topic* – or they may want to be more explicit – see Answers opposite.
2. Check students understand the task. Play **2.9**. Students complete the task individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection.

Optional activity

Play the audio again with students following the transcript.

Transcript

Presenter: **Track 2.8**
Extract 1.
 Lecturer: So, first, what are the main methods of transport ...

Presenter: **Extract 2.**
 Lecturer: So, there are several methods of transport. But when ...?

Presenter: **Extract 3.**
 Lecturer: So we've heard about the main inventions in the field of transport. But which invention ...?

Presenter: **Extract 4.**
 Lecturer: In my opinion, ...

Presenter: **Track 2.9**
 Lecturer 1: Finally, I'm going to say which festivals are good tourist attractions as far as I am concerned ... I mean, in my opinion. So, first, how does a festival start?

Lecturer 3: The most destructive weather condition is the hurricane, in general, although of course tsunamis sometimes kill huge numbers of people. So we have heard about natural disasters. Now, climate change ...

Lecturer 2: Perhaps the most important recent event is the application by Turkey to join the EU. The other countries are still considering the application. So we have seen some important events in recent history. But what does the future hold for the country?

Lecturer 1: So all festivals begin with an event, and modern rituals often remember something about that event. Right, that's origins. What about today? What are the most important festivals in the modern world?

Lecturer 2: As you can see, Turkey is a big country in terms of population and quite big in terms of area. OK, now let's look at the main natural features – mountains, lakes and so on.

Answers

1. So, first, what are the main methods of transport ...	She is starting the first topic.
So, there are several methods of transport. But when ...	She has finished talking about methods. Now she is going to talk about the invention of each method.
So we've heard about the main inventions in the field of transport. But which invention ...	She has finished talking about the main inventions. Now she is going to talk about a particular invention.
In my opinion ...	She is going to give her own opinion.

2. a. 5 b. 4 c. 2 d. 3 e. 1

F Hearing blends

Students read the Pronunciation Check as far as the first set of examples. Say the example words for the students. Point out there are one or two words with *ch* in English which have a different sound, e.g., *technology*, *machine*.

Students read the rest of the Pronunciation Check. Say the example words for the students.

Point out there are several common words in English ending in *-tion* which have a different sound for some native English speakers, e.g.:

- *question* = for some speakers /'kwesjən/; for others /'kwesʃən/; but can also be /'kwesʃən/.
- *suggestion* = for some speakers /sə'dʒesʃən/; but can also be /sə'dʒestʃən/. Play **2.10**. Students complete the task individually, then compare their answers in pairs. Elicit answers.

Answers

1. fresh
2. each
3. relationship
4. match
5. shuttle
6. much
7. research

8. change
9. which
10. check

Transcript

Presenter:
Voice:

Track 2.10

1. fresh
2. each
3. relationship
4. match
5. shuttle
6. much
7. research
8. change
9. which
10. check

G Understanding years and dates

1. Students read Skills Check 3.
2. Set the task. Play 2.11. Students complete the activity individually, then compare their answers.
3. Repeat the procedure for Exercise G2 but play 2.12.
4. This activity is different from the preceding ones in that students will hear a text, rather than just words and phrases. They will need to work out the dates from context. Exploit the visuals. Give students time to read all the vehicles in Table 1 and check their understanding. Set the task. Play 2.13. Students complete the table individually, then compare their answers when the audio is finished. Elicit answers. Play the audio once more.

Transcripts

Presenter:
Voice:

Track 2.11

- | | |
|------------------------------------|---------------------------------------|
| a. in 1762 | f. in 2010 (twenty ten) |
| b. around 1543 | g. in 1033 |
| c. in 2004 (two thousand and four) | h. in 1914 |
| d. around 1691 | i. in 1940 |
| e. in 1938 | j. in 1802 (eighteen hundred and two) |

Presenter:
Voice:

Track 2.12

- a. on the first of February
- b. on the tenth of December
- c. on May sixteenth
- d. on November the ninth
- e. on October the thirty-first
- f. on the seventh of September
- g. on the nineteenth of August
- h. on June eleventh
- i. on July the second
- j. on January the thirteenth

Presenter:
Lecturer:

Track 2.13

The first carts with wheels appeared around 3500 BCE. Around 2000 BCE, horses were used for the first time for transportation. The first horse-drawn bus appeared in 1662. More than 100 years later, in 1769, the first steam-powered car was built. Fourteen years later, the Montgolfiere brothers took off in the first hot-air balloon. In 1862, the first petrol engine car appeared – before that, cars used steam. Five years later, the first motorcycle was built.

The first powered flight took place on the 17th of December, 1903. Planes developed very quickly, and on the 14th of October, 1947, a jet plane flew faster than the speed of sound. But perhaps the greatest advance in the history of transport was the landing on the Moon. On the 21st of July, 1969, the first man stepped from his spacecraft onto the surface of another object in our Solar System.

Answers

4.

c 3500 BCE	The first wheeled carts
c 2000 BCE	The first horses for transportation
1662	The first horse-drawn bus
1769	The first steam-powered car
1783	The first hot-air balloon
1862	The first petrol-engine car
1867	The first motorcycle
17/12/1903	The first powered flight
14/10/1947	The first flight faster than sound
21/07/1969	The first man on the moon

H

Writing about plans

Set for pairwork completion. Go round and monitor to check for common mistakes. Refer students to Skills Check 4 to check understanding.

Answers

Answers depend on students.

I

Using yes/no questions

Students should complete individually, then check in pairs. Elicit answers, preferably using an electronic projection.

Answers

1. Are you going to go to the cinema this evening?
2. Are you going to get a job in the summer holidays?
3. Are you going to go on holiday this year?
4. Are you going to work at the weekend?

5. Are you going to go to Joe's party next week?
6. Are you going to buy a new car next month?

J Using *wh*- questions

Follow the same procedure as in Exercise I.

Answers

1. What are you going to see?
2. What are you going to do?
3. Where are you going to go?
4. What are you going to study?
5. What are you going to wear?
6. What are you going to pay (for it)?

Closure

Hand out copies of the transcript for 🎧 2.13. Play the audio once more with students following the transcript.

Workbook answers

Listening

Exercise A

1. You can ride a ... *bicycle/motorbike/horse*.
2. You can sail a ... *boat/ship/ferry*.
3. You can drive a ... *car/bus*.
4. You can fly a ... *plane/helicopter*.
5. You can go by ... *car/bus/train/plane/boat/ferry/taxi*.
6. You can get on a ... *motorbike/bus/train/plane/boat* or get in a *car/taxi*.

Exercise B

power source	walking	boat/ship	bicycle	horse	car	train	plane	spacecraft
human	✓	✓	✓					
animal				✓				
wind		✓						
steam		✓				✓		
electricity						✓		
petrol					✓		✓	
rocket								✓
jet							✓	

Exercise C

Answers depend on students, but possible points include:

1. too fast, too dangerous
2. batteries are very heavy, electric cars are expensive
3. human power is not strong enough to lift the human body off the ground
4. nuclear, water, hydrogen?

Exercise D

1./2.

1. air	2	after
2. cart	6	drove
3. first	5	ground
4. flight	9	human
5. power	4	mind
6. road	7	space
7. sail	8	walk
8. source	1	wear
9. move	3	world
10. jet	10	petrol

Exercise E

- a. verbs
- b. power source
- c. methods of transport
- d. parts of car
- e. person

a. drive	move	go	sail	ride	e.g., fly
b. human	animal	wind	steam	electricity	e.g., petrol
c. plane	car	ship	bus	horse	e.g., train
d. engine	wheel	door	seat	light	e.g., boot
e. driver	astronaut	pilot	captain	passenger	e.g., rider

Exercise F

1./2.

- a. The *invention* of the aeroplane was the most exciting of the 20th century.
- b. Who was the first person to *sail* around the world in a boat?
- c. In the old days, people *travelled* on foot or on horseback.
- d. In some parts of the world, farmers still use a horse and *cart* to take crops and vegetables to the market.
- e. Wind is a 'greener' power *source* than petrol.
- f. His new motorbike has a very powerful *engine*.
- g. Be careful when you go out. The *road* is very icy.
- h. What time is your *flight* to Hong Kong?
- i. She only *rode* her new bike once then forgot about it.
- j. No planes *flew* from Heathrow yesterday because of the bad weather.

Exercise G

1./2.

Word 1

- a. The farmer grows carrots in that *field*. (land used for growing crops)
- b. She is well known in the *field* of science. (a particular subject or activity that somebody works or is interested in)
- c. The sports *field* is down that road on the right. (a space used for the purpose mentioned)
- d. The *field* for the user's name is 20 characters. (part of a record that is a separate item of data)

Word 2

- a. They are building 12 new houses on that piece of *land* over there. (an area of ground)
- b. What time does the plane *land*? (to come through the air to the ground)
- c. I felt a few drops of rain *land* on my head. (to come through the air to settle on another object)
- d. Most of the *land* around here belongs to the Queen. (the area of ground that someone owns)

Word 3

- a. I need more *space* for all my books. (a place or area that is empty and available to use)
- b. The managing director has a personal parking *space*. (a place that is empty)
- c. It's a beautiful town with lots of green open *space*. (a large area of land with no building on it)
- d. Who was the first woman in *space*? (the area outside the Earth's atmosphere)

Word 4

- a. Teenage gangs have too much *power* in this area of London. (the ability to control people or things)
- b. Wind *power* is replacing other energy sources in many areas. (the strength or energy contained in something)
- c. We need to find new ways to *power* cars. (to supply a machine or vehicle with the energy that makes it work)
- d. Germany is an important *power* in Europe. (a country with a lot of influence in world affairs)

Word 5

- a. The new high-speed trains will *travel* at over 400 kph. (to move at a particular speed)
- b. I would like to *travel* the world after university. (to go from one place to another)
- c. I didn't take the job because there was too much *travel*. (the act or activity of travelling)
- d. News *travels* fast. (to move at a particular speed)

Word 6

- a. The train driver saw the cow on the *track* and stopped just in time. (rails that a train moves along)
- b. The house is at the end of that *track*. (a rough path or road)
- c. There are only nine *tracks* on this CD. (a piece of music or song on a CD)
- d. I can't *track* the source for this quote. (to find something/somebody by using information, signs or marks)

Practice

Exercise A

1./2.

- a. The Wright brothers flew the first plane in 1903.
- b. The propeller plane lasted for nearly 30 years.
- c. In 1970, an American aircraft company invented the jumbo jet.
- d. On 12th April, 1981, the first Space Shuttle took off from Florida.
- e. The first carts with wheels appeared around 3500 BCE.
- f. In October 1947, a jet plane flew faster than the speed of sound.
- g. The greatest advance in the history of transport was the landing on the moon.
- h. More than 40 years ago, Man stepped from his spacecraft onto the surface of the moon.

Exercise B

Part A:

- 1. jet plane
- 2. jumbo jet
- 3. helicopter
- 4. rocket
- 5. Space Shuttle

Part B:

1961	1. A man went into space in a rocket.
1903	2. The first flight of a plane with an engine.
1910	3. The invention of the first helicopter.
1926	4. invention of the first rocket.
1930	5. The invention of the jet engine.
1970	6. The invention of the jumbo jet.
1976	7. The invention of the Space Shuttle.

Extended listening

Exercise A

Earliest to latest:

plane
helicopter
jet engine
space rocket
jumbo jet
space shuttle

Exercise B

1. 1900 – nineteen hundred
1905 – nineteen – oh – five
1910 – nineteen ten
1914 – nineteen fourteen
1936 – nineteen thirty-six
2. Whittle – /'wɪtəl/
Boeing – /'bəʊwɪŋ/
Wright – /raɪt/
Sikorsky – /sɪ'kɔːskiː/
Goddard – /'ɡɒdɑːd/

Exercise C

Topic: Flying inventions		
Subtopics:		
1. different methods		
2. when/who invented		
3. most important		
When?	What?	Who?
1903	the plane	Wright brothers
1910 (but didn't fly until 39)	the helicopter	Sikorsky
1930	the jet engine	Whittle
1926	the space rocket	Goddard
1970	the jumbo jet	Boeing
1976	the Space Shuttle	NASA
Lecturer's opinion: Lecturer thinks space shuttle = most important because we can see Earth from space.		

Speaking: Transport inventions

2.3 Real-time speaking: Over a billion in the world

Objectives


By the end of this lesson, students should:

- have practised a conversation about researched information;
- show understanding of target language and sub-skills in context;
- have learnt some common core knowledge about the invention of the bicycle.

Introduction

Ask how many people ride a bicycle regularly. Elicit the reasons why students cycle (sport, pleasure, travel to college or work), or why they prefer not to use a bicycle (perhaps because they find bicycles uncomfortable, slow or unfashionable).

A Activating ideas

1. Set the question. Refer students to the web page extract. Give them a moment to agree on their answers in pairs.
2. Tell students to cover the conversation in Exercise B. Play  2.14. Set the task for individual work and pairwork checking. Place feedback onto a copy of the web page extract, ideally using an electronic projection.

Answers

1. The web page contains interesting and unusual facts about bicycles. It gives four main pieces of information.
2. There are over *one billion* bicycles in the world. Nearly *half* of them are in China.
The bicycle was invented by Kirkpatrick Macmillan in 1893.
The speed record for a bicycle is 268 kilometres an hour. The rider was Fred Rompelberg in 1995.
Leonardo da Vinci, the famous Italian painter and inventor, drew a picture of a bicycle more than 300 years earlier.

Transcripts

Presenter:

Voice A: Look at this.
Voice B: What are you doing?
Voice A: I'm reading about transport inventions.
Voice B: Oh, you're doing research for the next lecture.

Track 2.14

Voice A: Look at this.
Voice B: What are you doing?

Voice A: I'm reading about transport inventions.

Voice B: Oh, you're doing research for the next lecture.


Voice A: Did you know there are over a billion bicycles in the world?
Voice B: Only a million?
Voice A: No, one billion, apparently. It says here that it was invented in the 19th century by Kirkpatrick Macmillan and now there are a billion.
Voice B: When was it invented?
Voice A: In 1893 ... Wow!
Voice B: What?
Voice A: According to this, the speed record for a bicycle is 268 kilometres an hour. It was set in 1995. Apparently, he was riding behind a car.
Voice B: Amazing.
Voice A: But it seems that Leonardo da Vinci actually drew a picture of a bicycle more than 300 years earlier.
Voice B: Pardon? Who drew a bicycle?
Voice A: Da Vinci. D-A and V-I-N-C-I. The famous Italian painter and inventor drew a bicycle.
Voice B: No he didn't! I read about that. Apparently someone else drew the bicycle in Leonardo's notebook in 1970.
Voice A: Are you sure? But it says here that he did it.
Voice B: Maybe – but you shouldn't believe everything you read on the internet.

Methodology note

Exercise B works on the skill of using prediction to aid efficient listening comprehension. It is an exercise type that you can use with any audio recording, whether originally intended for that purpose or not.

B Studying a model

1. Tell students to uncover the conversation. Go over the example. Point out that each text gap contains between one and five words. Elicit ideas for one or two more text gaps if you wish.
2. Set the task for individual work and pairwork checking. Tell students that they should not write their final answers in the text gaps yet, as they will hear the audio twice – they could either use pencils or write their answers in their notebooks.

When students are ready, play  2.14. Give feedback, ideally using an electronic projection of the conversation.

Play the conversation again and ask students to listen to the intonation of the questions in particular. Elicit the fact that most of the questions have a rising intonation, because they are checking information. Practise and drill some of the questions with the class.

Point out that in the conversation, Speaker B uses extended turns to answer Speaker A's questions. This demonstrates and reinforces skills that the students have already worked on.

3. If you wish, demonstrate the role play yourself with a more able student. Set the task for pairwork. Monitor and assist. Make a note of any common errors to cover at the end of the task or lesson.

Optional activity

It is very important for their research that students realize the unreliability of some of the information on the internet. They must learn to be critical of both the source and content of web-based information.

Elicit whether students think that the internet is a reliable source of facts.

Put students into pairs to discuss the issue. Give feedback to the class as a whole.

Answers

Answers depend on the students, but here are some suggestions which you will need to paraphrase and simplify.

Information on the internet may be unreliable because:

- it is written by non-experts;
- it is not reviewed or edited by experts (in the way that, say, a book in hard copy is) before publication;
- it is written by people who wish to present anonymously a distorted view of facts;
- it represents only the writer's opinion, but does not make this clear;
- having the appearance of authority by being 'published', it is then propagated as accurate fact.

Closure

1. Cover errors that you picked up whilst monitoring the students, if you have not already done so.
2. Expand the discussion about the internet as a resource. Elicit ideas as to how authorities might guarantee the quality of the information it contains, whether they should try to do so, and who those authorities might be.

Everyday English: Using technology

Objectives

By the end of this lesson, students should be able to:

- use appropriate language to ask about, and describe, how machines and technology work.

Introduction

Do a quick survey: How many items of technology do the students have with them? For example, mobile phones, laptop computers, cameras, etc.

On the board, elicit ten machines – electronic or otherwise – that students have used in the last 24 hours.

Methodology note

As well as the target question in each conversation in this lesson, there is also a lot of new vocabulary. Make sure that students make a note of it and that you drill the pronunciation of all new vocabulary so that they can use it in the Speaking tasks.

A Activating ideas

1. Briefly exploit the pictures and elicit some of the key vocabulary, for example: *washing machine, laundrette, photo booth, photocopier, library, scanner*.
2. Elicit problems (or possible problems) that students have experienced when using the machines in the pictures.


Answers

Answers depend on students, but some possibilities are:

- *washing machine/laundrette*: door won't open; machine doesn't start; instructions aren't clear; the clothes shrink; colours run
- *computer*: program crashes; you lose work by accident; you lose your internet connection
- *photocopier*: the machine is jammed; it runs out of paper; it runs out of ink/toner
- *photo booth*: pictures look funny; booth is out of order

- *mobile phone*: you are out of credit; you can't get reception; the battery is low
- *scanner*: the scanner won't read the code on the book

B Studying models

1. Go through the sentences with the class. Clarify any problems.
Elicit the picture for the first sentence, *The photocopier is broken* (Picture 3).
Set the task for pairwork. Do not offer feedback at this stage.
2. Set the task for individual work and pairwork checking. Play  2.15. Give feedback orally.

Answers

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

Transcript

Presenter:

Track 2.15

Conversation 1.

- Voice A: I can't get the washing machine to work.
Voice B: Put in the powder.
Voice A: I've done that.
Voice B: OK. Pull this thing out. Put the coins in here. Push it in. Switch it on.

Presenter:

Conversation 2.

- Voice A: How do you set the time?
Voice B: Press the 'Menu' button and go to 'Settings'.
Voice A: OK, and then I choose 'Date and time'.
Voice B: That's right. We're an hour behind Berlin.

Presenter:

Conversation 3.

- Voice A: How does this thing work?
Voice B: Follow the instructions on the screen.
Voice A: 'Insert coins.' OK. 'Press Button A'.
Voice B: When the light flashes, it takes a picture.

Presenter:

Conversation 4.

- Voice A: The photocopier is broken.
Voice B: No, it isn't. It's run out of paper.
Voice A: How do you put more paper in?
Voice B: It says here: 'Open cover. Insert paper. Replace cover.'

Presenter:

Conversation 5.

- Voice A: Have you ever used the SPSS program?
Voice B: Yes, I have. But I'm not very good at it.
Voice A: Do you know how to input new data?
Voice B: Click on 'Data view'.

Presenter:

Conversation 6.

- Voice A: Do you know how to use the book checkout?
Voice B: Just put the book on the scanner.
Voice A: But it won't read my library card.
Voice B: Let's ask for help.

Optional activity

Ask students to work individually and to underline ten words or expressions related to the use of technology. They should then compare their answers in pairs. Write a selection of the words and expressions on the board and drill – students will probably need to use them in the next exercise.

Suggested vocabulary for focus is underlined:

1. A: I can't get the washing machine to work.
B: Put in the powder.
A: I've done that.
B: OK. Pull this thing out. Put the coins in here. Push it in. Switch it on.
2. A: How do you set the time?
B: Press the 'Menu' button and go to 'Settings'.
A: OK, and then I choose 'Date and time'.
B: That's right. We're an hour behind Berlin.
3. A: How does this thing work?
B: Follow the instructions on the screen.
A: 'Insert coins'. OK. 'Press Button A'.
B: When the light flashes, it takes a picture.
4. A: The photocopier is broken.
B: No it isn't. It's (has) run out of paper.
A: How do you put more paper in?
B: It says here: 'Open cover. Insert paper. Replace cover.'
5. A: Have you ever used the SPSS program?
B: Yes, I have. But I'm not very good at it.
A: Do you know how to input new data?
B: Click on 'Data view'.
6. A: Do you know how to use the book checkout?
B: Just put the book on the scanner.
A: But it won't read my library card.
B: Let's ask for help.

In particular, highlight the use of the modal *It won't* (meaning 'it refuses to') *read my card*. Point out that it suggests the machine has free will of its own!

Note: You may wish to do a separate focus on the use of *Have you ever* + past participle? (Conversation 5).

C Real-time speaking

1. Play 2.15 again if you wish. Set the task for pairwork. Monitor and assist with pronunciation. Note any common pronunciation errors.
2. Put the students into new pairs. Demonstrate the task yourself with a student.
Set the task, and remind the students of the list of expressions on the board from the previous exercise. Monitor and assist. Again, make a note of problems and errors.
As feedback, ask volunteers to role-play one of their conversations.

Closure

1. Go over errors that you picked up during your monitoring.
2. Ask students to cover the conversations in the Course Book and look at the pictures. They must try to remember the conversation for each picture.
3. Say the first word(s) of some expressions from the lesson. Students must complete them.

Example:

T: *Press the ...*

Ss: *button!*

You could use these expressions:

I can't get the machine (to work)

Put in (the powder)

Pull this (thing) out

Follow (the instructions)

Follow the instructions on (the screen)

It has run (out of paper)

Do you know how to input (new data)

It won't (read my library card)

2.4 Learning new speaking skills: Talking about research; asking checking questions and subject questions

Objectives

By the end of this lesson, students should be able to:

- accurately produce the consonant sounds /tʃ/ and /ʃ/;
- demonstrate understanding of phrases to introduce explanation of research;
- ask checking questions using a variety of question words;
- produce checking questions with *Who/What* as the subject;
- apply correct stress and intonation in using checking questions.

Introduction

Elicit what students can remember about the invention of the bicycle from Lesson 2.3 Real-time speaking, on page 46.

Methodology note

Lip position in articulation is very important. Together with voicing and tongue position, it is one of the three defining features in articulating individual sounds correctly. Any work that you do on helping students notice and copy lip position in pronunciation is very valuable.

A Saying blends

1. Use familiar words on the board to elicit the target sounds /tʃ/ and /ʃ/ (for example *catch* and *shoe*). Set the task for individual work and pairwork checking. Do an example with the class if you wish. Do not offer feedback yet.
2. Go through the Pronunciation Check with the class. Clarify any problems.
With the Pronunciation Check box covered, elicit what /tʃ/ and /ʃ/ have in common (they both have a rounded lip position and they are both unvoiced).

Give students a moment to check their answers again in pairs, then place feedback on the board using a copy of the table.

3. Play **2.16**. Students repeat after each word. Check pronunciation, insisting on the correct pronunciation of the target sounds.

Answers

/tʃ/	/ʃ/
research picture switch lecture choose	should sure inventions information push

Transcript

Presenter:

Voice:

Track 2.16

sure, should, picture, switch, research, choose, inventions, push, information, lecture

B

Identifying a key skill

1. Tell students to cover Skills Check 1. Make sure they understand that they will hear words or phrases that they will use to complete the text gaps.

Set the task for individual work and pairwork checking. Play **2.17**.
2. Give students time to read the Skills Check and to compare answers.

Give feedback by filling in the text gaps onto a copy of the activity on the board.

Drill all the sentences, focusing on the intonation by asking students to copy the speaker's voice as closely as possible – to 'impersonate' him or her.
3. Refer students to the conversation in Lesson 2.3 Real-time speaking on page 46. They should work in pairs to find examples of the phrases from the Skills Check. As feedback, elicit the examples from the class and put them on the board.

Transcript

Presenter:

Voice:

Track 2.17

- a. It seems that humans can never travel to other stars.
- b. Apparently, people from Asia sailed across the Pacific 600 years ago.
- c. It says here that the motorcycle was invented in 1885.
- d. According to this, the first cars were always black.
- e. Did you know that the scientific name for a horse is *equus caballus*?
- f. It seems that bamboo sometimes grows a metre a day.

Answers

1./2. See transcript.

3. • *Did you know* there are over a billion bicycles in the world?
• *According to this*, the speed record for a bicycle is 268 kilometres an hour.
• *Apparently*, he was riding behind a car.
• But *it seems that* Leonardo da Vinci actually drew a picture of a bicycle more than 300 years earlier.
• *Apparently*, someone else drew the bicycle in Leonardo's notebook in 1970.

C

Practising a key skill

Ask students to work in open pairs to practise making a research statement and reacting to it, using the sentences from Exercise B.

Example:

Student A: *Did you know that the scientific name for a horse is 'equus caballus'?*

Student B: *That's interesting.*

Student A: *It seems that humans can never travel to other stars.*

Student B: *Really? Why not?*

Divide the students into two groups, A and B. Each group should refer to its own information in the Course Book (on pages 168 and 169) and cover the other information. Within these groups, students practise framing a statement about each piece of information using one of the target phrases. Monitor and assist as necessary.

Put students back into pairs, one student from Group A and one from Group B. They must take turns to make a statement and react to it. Remind the class of the target phrases and reactions in Skills Check 1. Demonstrate the task yourself with a more able student.

Set the task. Monitor and note common problems and errors as usual.

As feedback, ask volunteer pairs to perform their dialogues. Go over any errors that you noted during your monitoring.

D Asking checking questions (1)

1. Have students read Skills Check 2. Go over the first question as an example. Point out that each one demands different information for the text gap, and that students may need to write several words in the missing section. First, give students enough time to predict what they think goes in each text gap. They must not write anything down yet.
2. Set the task for individual work and pairwork checking. Play **2.18**. Give feedback, using an electronic projection.
3. Drill all of the statements and checking questions. Encourage the students to copy the intonation in the checking questions. Use open pairs and then closed pairs to role-play each exchange.
4. Students role-play the conversations in pairs.

Transcript and answers

Presenter:

Track 2.18

Voice A: The French Revolution was in 1789.
Voice B: When was the French Revolution?

Voice A: The Incas built a city on a 2,000-metre mountain.
Voice B: Who built a city on a mountain?

Voice A: Apparently, penicillin comes from a fungus.
Voice B: Pardon? Where does it come from?

Voice A: It seems Henry the Eighth had six wives.
Voice B: Pardon? How many wives did he have?

Voice A: It says here that too much water makes you ill.
Voice B: Sorry? What makes you ill?

Voice A: Some animals sleep in winter to save energy.
Voice B: Sorry? Why do they sleep in winter?

Methodology note

The process of asking checking questions relies on firstly deciding which part of the statement you want to check, secondly forming a correct question, and finally delivering the question with the correct intonation.

E Asking checking questions (2)

With a less able class, you could give students time to read through all the statements, and ask them to decide in pairs on an appropriate checking question for each one. If possible, however, tell students to look only at their own

information and react in real time to their partner's statements.

Set the task for pairwork. Remind students of the need for correct intonation, and review this briefly if necessary. Monitor and assist, noting errors and problems for later attention.

Answers

Student A	Student B
1. Steam trains are still used all over Africa, Asia and South America. <u>Where</u> are steam trains still used?	4. Animals use different colours to hide from each other. <u>What</u> do animals use colours for?
2. They found an important shipwreck under the sea. <u>What</u> did they find?	5. The Polynesians discovered America first. <u>Who</u> discovered America first?
3. The force of gravity makes things fall. <u>What</u> makes things fall?	6. Chinese New Year starts between 21 st January and 20 th February. <u>When</u> does Chinese New Year start?

F Matching subject questions and answers

1. Set for individual work and pairwork checking.
2. Students complete in pairs, then ask and answer the questions for practice, if there is time.

Answers

See table on the next page.

1. Who lives in the White House?	3	A rabbit.
2. Who climbed Everest in 1953?	5	Neil Armstrong walked on the moon.
3. What lives in a burrow?	4	Jane Austen.
4. Who wrote <i>Pride and Prejudice</i> ?	7	John Lennon.
5. What happened in July 1969?	2	Edmund Hillary and Sherpa Tenzing.
6. What exploded after 73 seconds in 1986?	10	The moon.
7. Who was shot outside the Dakota Building in New York?	1	The President of the United States.
8. What sank on the night of 15 th April, 1912?	9	The Second World War.
9. What started on 3 rd September, 1939?	6	The Space Shuttle <i>Challenger</i> .
10. What takes nearly 28 days to go round the Earth?	8	The <i>Titanic</i> .

G Making questions using the correct tense

Set for individual completion. Elicit answers, preferably using an electronic projection.

Answers

1. lives
2. was killed
3. happened
4. happens
5. lives
6. happens
7. wrote
8. goes

Closure

1. Work on students' intonation. Using only your voice – humming, with no words – ask students to tell you which of the five basic intonation patterns you are using.
2. Ask a more able student to make a statement from the lesson. You then reply with a checking question – sometimes with the correct intonation, sometimes with the wrong intonation. Students must say when your intonation is right.
3. Refer students to Skills Check 3 to check understanding.

Workbook answers

Speaking

Exercise A

Answers depend on students. Here are some suggestions:

aircraft – propellor: an aircraft has a propellor

steam – track: steam powers a train; the train runs on a track

in the air – on land – in space: ways of travelling

jet – engine: a jet is a kind of engine

shuttle – astronaut: astronauts travel to space in a shuttle

sail – sea: you sail (a boat/ship) on the sea

power – electricity: electricity is a kind of power

jumbo jet – spacecraft: both fly/travel in the air

rocket – space: a rocket travels into space.

Exercise B

1. *MA = windscreen wipers*
GT = fire-resistant materials
GH = computer programs
SK = Kevlar
2. Answers depend on students.

Exercise C

Answers depend on students, but below are some suggestions.

Male inventors are generally better known than their female counterparts. Some common arguments as to why this is so are:

- There are simply more male than female inventors because it is said that men have a more creative/risk-taking nature than women, and because women often focus all their time and energy on looking after the home.
- Men are expected to be creative. In women this is not so acceptable in many cultures.
- Women's inventions are more practical/everyday and less scientific/spectacular than men's – compare the example of the coffee filter (which was invented by a woman) with, say, the telephone.
- In the past, many women were not educated and have only recently been accepted at universities (about 100 years ago in the UK). Women were expected to stay at home and raise families.

Exercise D

1./3.

~a/ adjective	noun
a. alpha'betical	'alphabet
b. e'lectrical	elec'tricity
c. in'dustrial	'industry
d. me'chanical	me'chanic
e. 'personal	'person
f. 'physical	'physics
g. 'practical	'practice
h. 'punctual	punctu'ality
i. resi'dential	'residence

4. *Material* can be a noun or an adjective.

Exercise E

1./2. a. son /Sun

b. breaks /brakes

c. male / mail

d. right / write

e. know / no

f. wear / where

g. new / knew

h. for / four

i. wood / would

j. weak / week

k. wait / weight

Exercise F

1.

a. I was late for the bus so I <i>ran</i> as fast as I could.	e	flow
b. The buses don't <i>run</i> on a Sunday.	f	last
c. My mother <i>runs</i> a restaurant in the town centre.	c	manage
d. My computer is <i>running</i> very slowly this morning.	b	operate a service
e. Save water; don't leave the tap <i>running</i> .	a	use legs
f. My mobile phone contract <i>runs</i> for another month.	d	work

2.
 - a. I ran *after* the bus but it didn't stop.
 - b. He was only 15 when he ran *away* from home.
 - c. The little girl was run *over/down* by a car.
 - d. I ran *into* my friend in the shopping mall. We were really surprised to see each other.
 - e. I'm afraid I've run *out* of coffee but I've got tea.
 - f. Sorry I'm late. My lecture ran *over*.
3. Possible answers.

a. in your car?	petrol
b. the office?	paper, ink, etc.
c. in the kitchen?	milk, sugar, tea, coffee, etc.
d. in the bathroom?	soap, shampoo, toilet paper, etc.
e. in your day-to-day life?	[money, time, patience, etc.]

Practice

Exercise A

1.

no.	question
4	Can you give me an example?
1	Could you help me with my project on inventors?
2	Have you got any good ideas?
5	Pardon? When did she invent it?
6	Sorry, but what's a streetcar?
3	Sorry? Did you say women inventors?
7	Why did he do that?

2. Answers depend on students. See transcript for  23 on page 117 of the Workbook.

Exercise B

1.
 - a. Did you know that Mary Anderson invented windscreen wipers in 1903?
 - b. Apparently, she was on a streetcar in New York.
 - c. It seems it was snowing.
 - d. The driver stopped the streetcar because he could not see the road.
 - e. The driver brushed the snow off the windows.
 - f. According to my research, everyone laughed at the idea at first.
 - g. Did you know the first wipers were mechanical?
 - h. They were rubber blades attached to an arm.
 - i. Apparently, a few years later an automatic wiper was invented.
 - j. Very soon, all cars, buses and streetcars had wipers.

Exercise C

1. Japan has 8,462 ships which carry goods. The USA has only 5,642.	<i>How many ships does the USA have?</i>
2. The USA has 3.9 million miles of roads and 5,400 public airports.	How many airports does the USA have?
3. Americans drive about 3 trillion miles each year! Three trillion is a 3 and 12 zeros.	What is three trillion?
4. More than 50 countries drive on the left side of the road.	Which side do they drive on?
5. In 1911, a pilot flew from the West Coast to the East Coast of the United States. The journey took 49 days.	How long did the journey take?
6. Americans spend about ten per cent of their annual incomes on their cars.	Who spends ten per cent of their annual income?
7. More than 61 per cent of all journeys in the UK between one and two miles were made by car.	What percentage of journeys are made by car?
8. The wings of a Boeing 747 jet are longer than the Wright brother's first flight.	What are the wings longer than?
9. Each year, more than 500,000 people die in road accidents. Seventy per cent of these deaths are in developing countries.	Where do 70 per cent of the deaths happen?
10. There are more than 6,000 flights every day into London's three main airports.	How many flights are there every day?

Extended speaking

Exercise A

1. Answers depend on students.
2. See transcript for 🎧 26 on page 117 of the Workbook.

Exercise B and C

Answers depend on students.

Reading: A brief history of space travel

2.5 Vocabulary for reading: The Solar System

Objectives

By the end of this lesson, students should be able to:

- understand target vocabulary for the Reading section;
- identify vocabulary in its written form;
- demonstrate understanding of some common core knowledge about the Solar System.

Introduction

Exploit the visual. How many of the planets can students name?

A Reviewing vocabulary

Set the task. Make sure students understand they should circle the correct word. Students complete the activity individually, then compare their answers in pairs. Elicit answers and explain why each answer is correct. This may be for grammatical, semantic or collocation reasons.

Answers

1. The rider got on / in the motorbike.
2. The age of flying began just over a hundred years behind / ago.
3. The steam engine was a very important invent / invention.
4. The pilot / driver of the plane has a lot of experience of flying.
5. There are many different methods of travel / transport.
6. The head / captain ordered the men to start the ship's engines.

B Understanding vocabulary in context

Set the task. Students complete the activity individually, then compare their answers in pairs. Write the answers on the board, in the correct order, for students to check themselves.

Ask a few questions to further check understanding:

- *What did people believe about the Earth?* (it was the centre of the universe)
- *What did Copernicus say?* (the Earth goes round the Sun)

- *What is the Sun exactly?* (it is a star)
- *How many planets are there?* (8 or 9)
- *Why is Pluto usually the furthest planet from the Sun?* (The answer is not in the text. But students can infer that its orbit takes it inside another planet sometimes. That planet is Neptune and Pluto moves into its orbit every 240 years!)
- *Why do some people say that Pluto is not a planet?* (because it is too small)
- *What is the name of the natural satellite that orbits the Earth?* (the moon)
- *Where is our Solar System?* (in space)
- *When did men land on the moon for the first time?* (in 1969)
- *Which planet will man land on next?* (probably Mars)

You can also check some of the vocabulary: *What's the difference between ...*

- *the universe and space?* (the universe includes all of space, the planets and the Solar System)
- *a star and a planet?* (a planet has an orbit)
- *launch, take off, and land?* (*launch* is for spacecraft and rockets; *take off* is for planes; *land* is for spacecraft and planes)
- *inhabit and live?* (we / families / couples / people live in houses / flats / a town, etc.; we / large groups of people inhabit an area or a planet)

Answers

Hundreds of years ago, people in Europe believed that the Earth was the centre of the *universe*. They thought that the Sun and all the *planets* went round the Earth. However, at the start of the 16th century, a Dutchman called Copernicus said: 'The Earth and all the planets *orbit* the Sun.'

We know now that the Sun is a *star* at the centre of our Solar System. Some *astronomers* say that there are nine *planets* in our system. Others believe that there are only eight. Pluto is usually the *furthest* planet from the Sun, but it is so small that some people say it is not a planet *at all*. The Earth is the third planet from the Sun. It is the planet that we *inhabit*. It has a natural *satellite* which orbits the Earth. It is called *the moon*. Our *Solar System* is in space. No human being went into space until the second half of the 20th century. In 1969, men landed on the moon and returned safely to Earth. Now, spacecraft *are launched* almost every month. Many scientists think that the next object for space *exploration* is the planet Mars.

C Developing critical thinking

Students discuss the question in pairs. Elicit ideas.

Answers

Answers depend on students, but here are some suggestions:

*Because the Sun appears to rise in the morning, travel across the sky during the day and set in the evening.
People didn't think the Earth was turning.*

Closure

Refer students to the text in Exercise B once more for some grammar revision.

Students find and:

1. underline all the verbs in the past simple.
2. circle all the passive verbs.

2.6 Real-time reading: Cannons and rockets

Objectives

By the end of this lesson, students should be able to:

- show understanding of common core knowledge – the history of space travel and rockets;
- show understanding of a text containing target vocabulary, grammar and sub-skills from the theme, including transferring numerical information from text to table;
- use previously learnt reading sub-skills in order to deal with co-text and topic sentences.

Introduction

Use flashcards to revise some of the vocabulary from the previous lesson.

A Activating ideas

Revise the word *fireworks* (Lesson 1.5). Students discuss in pairs. Elicit some of their ideas but do not confirm or correct at this stage.

Revise the meanings of *spacecraft*, *launch*, *planet*, *exploration* from Lesson 2.5 if necessary.

Answers

Answers depend on students.

B Predicting content

1. Remind students to look at the illustrations, heading, subheadings and first paragraph. Ask them to cover the rest of the text. Tell students a simple answer is all that is necessary.
2. Tell students they are going to use topic sentences to predict information in a text. Check students understand the task and go over the example. Students read the rest of the sentences in the table, then discuss the answers in pairs. (Some students might find the task quite difficult, so reassure them and tell them just to put a question mark if they are not sure about anything.) When students have written something for every answer, allow them to uncover the text and check their ideas. Elicit the answers, referring to the relevant section of text when necessary.

Answers

1. The text is about space travel.
2. See table over.

C Understanding a text

Remind students how to deal with new words. Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers and check vocabulary as you go along.

You could spend a few minutes discussing with the class the idea that Werner von Braun wanted to use the rockets to explore space, but they were used to make war instead.

Answers

1. What happened around 800 BCE?	5	Fireworks and as the power source for cannons.
2. What is gunpowder?	8	Space travel.
3. What did the Chinese use gunpowder for?	1	Someone invented gunpowder.
4. When did gunpowder arrive in Europe?	2	A mixture of S, KNO ₃ and C.
5. What did Europeans use gunpowder for?	3	Fireworks and rockets.
6. Why did gunpowder lead to the end of castles?	4	Some time around the 13 th century.
7. What was the power source of von Braun's rockets?	7	Liquid oxygen.
8. What did von Braun want to use his rockets for?	6	Because cannons with gunpowder could blow holes in the castle walls.

Methodology note

The key in this activity is for students to 'have a go' at scanning the text for the numbers. This sub-skill will be dealt with more fully later in this section.

D Transferring information

Once again, we are trying to encourage students to plan their own table, rather than supplying one to them. However, you can start them off if necessary by giving them the extract from the table below. Do this after you have elicited some ideas for organizing the table from the students. Monitor and give help where necessary.

Note: Students should bring their timeline/table to the next lesson, where they will continue to work on it.

date	event
c 800	Chinese invented gunpowder
C 10 th –C 13 th	...

Closure

Check the meanings of some of the vocabulary in the text by asking:

Which word or phrase in the text means ...

- *people you are fighting in a war?* (enemies)
- *periods of 100 years?* (centuries)
- *very old?* (ancient)
- *from the Middle Ages?* (medieval)
- *petrol, oil?* (fuel)
- *gas with the symbol O?* (oxygen)
- *Earth, Mars, Venus, etc.?* (planet)

Answers to Exercise B

1. The new invention of gunpowder was mainly used by the Chinese in fireworks.	<i>Paragraph 1 will probably be about Chinese fireworks.</i>	<i>True? But 'mainly' = used for something else too?</i>
2. Between the tenth and 13 th centuries, Arab traders in China learnt about gunpowder.	<i>Paragraph 2 will probably be about Arab traders.</i>	<i>True</i>
3. Cannons could blow huge holes in castle walls.	<i>Paragraph 3 will probably be about castles.</i>	<i>True</i>
4. Werner von Braun, a German scientist, studied the rockets of the ancient Chinese and the cannons of medieval Europe.	<i>Paragraph 4 will probably be about cannons in medieval Europe.</i>	<i>False – it will probably be about von Braun.</i>
5. On 8 th September, 1944, the first rocket hit London.	<i>Paragraph 5 will probably be about the future.</i>	<i>False – it will probably be about the rockets in London in the past.</i>

2.7 Learning new reading skills: Finding information quickly: using numbers; predicting content; understanding complex subjects

Objectives

By the end of this lesson, students should be able to:

- use numbers to find information quickly in a text;
- predict the content of a text by using the adverb *mainly*;
- find the subject of longer sentences;
- understand longer sentences with nominalization.

Introduction

Write some of the numbers from the text in the previous lesson on the board and elicit why they are important:

1934 (von Braun invented a rocket)

1944 (rocket hit London)

500 (number of rockets Germany launched to attack the UK)

9,000 (number of people killed by rockets)

25,000 (number of people injured by rockets)

A Reviewing vocabulary

Set the task. Students should try to work out the meaning from only the context first. They can then use a dictionary to check their ideas.

If you think the activity will take up a lot of time, you can divide the class into two groups, A and B. Group A can find the meanings of all the odd numbers, 1, 3, 5, etc., only. Group B can work on the even numbers, 2, 4, 6, etc. When they have finished, divide the class into pairs, one from Group A and one from Group B. Students exchange meanings. This should save time, as students do not have to find the meanings of all ten words. Elicit answers.

Answers

1. Mixture: a substance made by mixing other substances together
2. mainly: (adverb) more than anything else
3. enemies: people who hate somebody or who act or speak against somebody
4. traders: people who buy and sell things as a job

5. battle: a fight between armies, ships or planes, especially during a war
6. eventually: at the end of a period of time or a series of events
7. fuel: any material that produces heat or power, usually when it is burnt
8. attacked: an act of using violence to try to hurt or kill somebody
9. wounded: injured by a weapon
10. remarked: something that you say or write which expresses an opinion, a thought, etc., about somebody/something

B Identifying a key skill (1)

1. Set the task. Ask students to read Skills Check 1.
2. Set a time limit of one minute for this activity which should be done individually. When students have finished underlining, they can compare their answers in pairs. Ask students to count how many numbers they have underlined.

If you like, you can quickly read out which numbers students should have underlined but try not to spend too long on this!

You can also get students to find numbers in other texts in the theme so far.

Answers

1. Numbers 1 to 10 and centuries.
2. There are 14 including the word *one* in two phrases with *one of ...* and NOT including the words *first*, *second*.

Methodology note

We have given some rules for the use of the adverb *mainly* below. These are in line with frequency adverbs such as *always*, *never*, etc. However, it is possible to use *mainly* after a main verb, for example:

Early cars used mainly petrol as a power source.

In order to avoid confusion for the students, we have only used examples in the Course Book that follow the pattern they are already familiar with for frequency adverbs.

C Identifying a key skill (2)

- Students read Skills Check 2. Elicit the answer to the question. Point out the position of the word *mainly* in these sentences:
 - after the verb *be*
 - before a main verb
 - between the auxiliary and the main verb
- Set the task and go over the example. In pairs, students read each sentence and discuss possibilities for the following sentence. Monitor and give help where necessary. Elicit answers. Summarize the activity by reminding students that the word *mainly* can help them predict the next piece of information.

Answers

- It is an adverb.
- Answers depend on students, but here are some possible answers:

a. The people of the area mainly lived in villages.	Some people lived in towns and cities.
b. Early cars mainly used petrol as a power source.	Some cars used other power sources, e.g., steam.
c. Von Braun was mainly interested in space travel.	He was interested in other things as well.
d. Liquid oxygen is mainly used to power space rockets.	It's used for other things as well.
e. This article is mainly about the Ancient Chinese.	It's about other people as well.
f. The festival of Eid al-Fitr is mainly for Muslims.	Other religions can also take part.

Methodology note

Students may well know the symbols for elements and molecular structure in their own language, but may not know the words in English. These items are:

S = sulphur

KNO₃ = potassium nitrate

C = carbon

Methodology note

In academic English, the verb – although frequently 'simple', i.e., *is*, *was*, reported – is often postponed in the sentence. The subject and the verb can become separated with the addition of other words and phrases. This activity is designed to help students overcome this particular aspect in academic texts. Further postponement can occur because the sentence begins with an adverbial phrase, e.g., *According to research at an American university ...* The authors once came across a text being used in an EAP classroom with 55 words before the main verb – which was *is*.

D Finding the subject and the verb

- Exploit the visual and teach/ elicit the word *parachute*. Ask students what they know about Leonardo da Vinci. Students read the sentences about da Vinci and the invention of the parachute. Check students understand the vocabulary and the information. Set the task and go over the example. Ask students to notice that there are several words before the verb in each sentence. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

subject	extra information	verb	
a. <u>The earliest picture</u>	of a parachute	was drawn	around 1485 CE.
b. <u>An inventor</u>	in Italy	made	the drawing.
c. <u>The drawing</u>	by an Italian, Leonardo da Vinci,	shows	a man hanging from four ropes.
d. <u>The four ropes</u>	of the parachute	are attached	to a frame.
e. <u>The sides</u>	of the frame	are	just over seven metres.
f. <u>The frame</u>	of the device	is	the base of a pyramid.
g. <u>The pyramid</u>	on top of the frame	has	the same height as the base.
h. * <u>the size and the shape</u>	of the device	are	extremely important.

* h. begins with an adverbial phrase: *According to da Vinci*, which is not part of the basic S V O / C. The use of an introductory adverbial phrase is very common in academic English.

2. Set the task and go over the example.
Remind students that the extra information in these sentences begins with a preposition. Students complete the activity individually, then compare their answers in pairs. Elicit answers. If students have problems, go back to the main sentence and write it on the board, for example:
The earliest picture was drawn around 1485 CE.
An inventor made the drawing.

Answers

See table on previous page.

E Finding the original sentences

Before you set the task, ask students to find the verb in the long sentences in the left-hand column. This reinforces once more that in academic English the verb is often 'hidden'.

Now set the task and go over the example. Students discuss the answers in pairs. Elicit answers and, if there is time, write the original sentences on the board (or use an electronic projection).

Answers

1. The <u>invention</u> of the steam engine by James Watt led to faster travel on land and at sea.	James Watt <u>invented</u> the steam engine. It led to faster travel on land and at sea.
2. The <u>flight</u> of Orville Wright in the <i>Flyer</i> in 1903 was the start of the air age.	<i>Orville Wright</i> <u>flew</u> the <i>Flyer</i> in 1903. <i>It was the start of the air age.</i>
3. The <u>design</u> of a helicopter by Sikorsky in 1910 did not result in the production of working machines.	<i>Sikorsky</i> <u>designed</u> a helicopter in 1910. <i>It did not result in the production of working machines.</i>
4. The <u>launch</u> of von Braun's rockets during the Second World War was the start of the space age.	<i>Von Braun</i> <u>launched</u> rockets during the Second World War. <i>This was the start of the space age.</i>
5. The <u>death</u> of Hitler in 1945 marked the end of the Second World War in Europe.	<i>Hitler</i> <u>died</u> in 1945. <i>This marked the end of the Second World War in Europe.</i>
6. The <u>failure</u> of Guy Fawkes to blow up Parliament in 1605 is celebrated every year in Britain.	<i>Guy Fawkes</i> <u>failed</u> to blow up Parliament in 1605. <i>It is celebrated every year in Britain.</i>

Closure

Write the following nouns on the board and elicit the verbs:

nouns	verbs
arrival	arrive
attack	attack
death	die
design	design
discovery	discover
exploration	explore
failure	fail
flight	fly
injury	injure
invention	invent
launch	launch
life	live
mixture	mix
remark	remark

Elicit which verbs have the same forms for both the noun and the verb.

2.8 Applying new reading skills: Dogs, men, women and shuttles

Objectives

By the end of this lesson, students should be able to:

- use co-text to predict the content of a text;
- apply all the sub-skills, vocabulary and grammar learnt in the theme to understand a text about the history of space travel;
- show understanding of a text giving important dates and events in space travel;
- find evidence in texts to support statements.

Note: Remind students *before* this lesson to bring their timelines or table of information from Lesson 2.6.

Introduction

Revise some of the dates and events from the text about the history of space travel from Lesson 2.6.

A Reviewing vocabulary

Check students understand the task and go over the example. Elicit which words in the box are nouns and which are verbs (*launch*, *kill* and *wound* are verbs but *wound* can also be used a noun.)

Students continue discussing the words' connections in pairs. Elicit some of the students' ideas. Write any particularly interesting sentences on the board.

Answers

Answers depend on students.

B Activating ideas

Exploit the visual on the right-hand side. It shows Laika, the dog, on board *Sputnik 2*. Revise the word *satellite*.

Set the task, giving students a time limit of only ten seconds. Elicit ideas, particularly about the subheading of the text on page 57: *Dogs, men, women and shuttles*. Students should at least be able to infer that the article is about dogs, men and women going into space. The meaning of the word *shuttle* will become clear when students have read the text.

Spend a little more time, once you have elicited the answer, on exploiting the visuals, but try not to pre-empt the text too much.

Answers

The article is about dogs, men and women going into space.

Methodology note

The text contains examples of the points featured in Lesson 2.7. Students will therefore need to use the decoding skills taught in those lessons in order to understand the text and do the exercises.

C Understanding a text

Firstly, ask students to read through the True/False sentences. Elicit the meaning of *missile* (a kind of weapon). Point out there are a lot of words with capital letters in the sentences. Elicit what they refer to; some are the names of people, and some are the names of rockets or satellites.

Students now read the text and complete the True/False answers individually. Students then compare their answers in pairs, and discuss why the answers are true or false. Students can make notes, as in the example in the Course Book, or simply discuss. Monitor, and if students find this difficult, you can give prompts where necessary. Alternatively, tell students to move on to the next answer – reassure them you will explain all the answers during feedback time.

Elicit answers, preferably using an electronic projection of the table.

Answers

See table below.

1. Missiles are not 'just very big rockets' now.	True	It says <i>at that time</i> , so things have changed since that time.
2. Von Braun's work did not contribute to the production of the first space rocket.	False	It did not <i>directly</i> produce – but <i>indirectly</i> .
3. Korolev knew about von Braun's work.	True	It says <i>The study of ...</i> = he studied.
4. <i>Sputnik 1</i> did not carry a person.	True	It says Gagarin was first man in space, four years later.
5. John Shepard orbited the Earth in 1961.	False	John Glenn was the first American to do that.
6. For the first 20 years, astronauts came back to Earth in their rockets.	False	In a small capsule.
7. The rocket was recovered after each flight.	False	It says <i>the rocket did not return to Earth</i> = the rocket was lost.
8. The Space Shuttle was used for a number of purposes.	True	It says <i>mainly used to take astronauts</i> , etc.
9. The Space Shuttle programme was suspended for three years after the second accident.	False	After the first accident.
10. <i>Columbia</i> crashed because the heat shield was damaged.	True	It says <i>Damage to the heat shield</i> = the heat shield was damaged.

D Using a key skill

1. Set a time limit of one minute for this activity. Ask students to complete the activity individually. Students then compare their answers in pairs.
2. Do one or two answers with the class, then students can discuss the rest in pairs. This information will be added to the timeline in Exercise E.

Answers

1. At the end of the war in 1945, Werner von Braun went to the United States. He became director of the US missile programme. Missiles at that time were just very big rockets.

However, von Braun's work on missiles did not directly produce the first space rocket. The study of Braun's work by a Russian, Sergei Korolev, led to the launch of the first space rocket in October 1957. It put the first artificial satellite, *Sputnik 1*, into orbit around the Earth. In the same year, Russian scientists launched *Sputnik 2* with a dog on board.

It took four years for the Russians to send a man into space. Yuri Gagarin orbited the Earth once in 1961. Two years after that, Valentina Tereshkova became the first woman to go into space. She was also Russian. The first American in space was Alan Shepard in 1961. However, most people remember the name of John Glenn instead, because he actually orbited the Earth one year later.

All of these space journeys, and many more in the first 20 years of space travel, had one thing in common. The astronauts went up in a rocket and came back to Earth in a small capsule. The rocket itself did not return to Earth. It was expensive for the Americans to lose the rocket each time. There was a much cheaper way. It was called the Space Shuttle.

On April 12, 1981, American scientists at Cape Canaveral in Florida launched the first Space Shuttle. It went up on a rocket but came back like a normal aeroplane. In total, there were more than 130 flights.

At first, the Shuttle was mainly used to put artificial satellites into orbit. Then it was used to take astronauts and equipment to the International Space Station.

The use of the Shuttle reduced the cost of space exploration considerably. However, there were also terrible accidents. For

example, the explosion of *Challenger* on 28th January, 1986, led to the suspension of the Shuttle programme for three years. Damage to the heat shield on Columbia resulted in the loss of the Shuttle on February 1, 2003.

E Transferring information

If students have remembered to bring their timelines, they can continue with it. If not, they can start a new timeline; you might have to remind them how to do this.

Answers

Answers depend on students.

Closure

Ask students to do some more research as homework. They should find five more facts about space travel for their *A brief history of space travel* timeline.

Knowledge quiz: The course so far ...

Objectives

By the end of this lesson, students will have:

- reviewed core knowledge;
- recycled the vocabulary from the course so far.

Methodology note

With a more able class or group of students, get them to cover the answer column in some cases and ask them to try and think of the answer, rather than finding it on the page.

Introduction

Tell students they are going to do a Knowledge quiz on the course so far.

- 1 Divide the class into two teams, A and B. Tell Team A to answer all the odd-numbered questions, 1, 3, 5, etc., and Team B to answer all the even numbers, 2, 4, 6, etc.

When you give feedback, give one point to each team for a correct answer. If a team gives an incorrect answer, the other team can then have a go. If they get it correct, they get two bonus points. Keep a running score on the board for each team.

2 Decide if you want students to use dictionaries or not. Students complete in pairs. The pair of students who finish first and with the most correct answers are the winners. For feedback, only focus on the most difficult words and briefly practise pronunciation if you have time.

3 Divide the class back into two teams, A and B, again. Once again, allocate odd and even numbers as for Exercise 1. When students have completed their seven words, regroup the class into pairs, one student from Team A, the other from Team B. Students 'swap' answers so that each student finishes with the answers to all 15 questions. For feedback, use an electronic projection of the answers.

Closure

Tell students to learn the information or vocabulary for any of the answers they got wrong in class.

Answers

1.

1. What can you race?	9	They try to prove it.
2. What can you inhabit?	7	Space.
3. What orbits the Earth?	8	North and south of the Equator.
4. When do you need a parachute?	4	To escape from a damaged plane.
5. Who can you pray to?	12	As a weapon or to get into space.
6. What does a primitive society not have?	1	Horses, cars, other people, etc.
7. What does an astronomer study?	2	A house, a town, an area, a country, etc.
8. Where are the Tropics?	3	The moon.
9. What do scientists do with a hypothesis?	5	God or the gods.
10. What do you do with a firework?	11	Climate or human activity.
11. Why are some animals becoming extinct?	10	Set light to it.
12. What can you use a rocket for?	6	A lot of technology.

2.

1. friend	7	land
2. be born	6	negative
3. inland	10	reject
4. insert	9	industrial
5. horizontal	3	on the coast
6. positive	4	remove
7. take off	1	enemy
8. put	5	vertical
9. agricultural	2	die
10. accept	8	take

3.

1. almost	4	end
2. attend	10	impolite
3. around	14	take place
4. conclude	8	interest
5. everyone	9	perhaps
6. field	11	get to
7. bay	1	nearly
8. hobby	12	take part
9. maybe	5	all the people
10. rude	15	energy
11. reach	3	about
12. participate	7	harbour
13. continue	6	area
14. happen	13	go on
15. power	2	go to

Workbook answers

Reading

Exercise A

- Answers depend on students.
-

order	the Solar System
5	Jupiter
4	Mars
1	Mercury
8	Neptune
9	Pluto

order	the Solar System
6	Saturn
3	the Earth
7	Uranus
2	Venus

Exercise B

1. When was gunpowder invented?	800 BCE
2. When did Arab traders introduce gunpowder to Europe?	between the 10 th and 13 th century
3. When did the Germans invent a rocket?	1934
4. When did the Germans attack London with a rocket?	1944
5. When did von Braun go to America?	1945
6. When did the Russians use a rocket to send a satellite into space?	1957
7. When did a dog go into space?	1957
8. When did the first woman go into space?	1963
9. When did the Americans launch the first Space Shuttle?	1981
10. When did the Space Shuttle accidents happen?	1986/2003

Exercise C

1.

infinitive	past tense
become	<i>became</i>
blow	<i>blew</i>
build	<i>built</i>
come	<i>came</i>
drive	<i>drove</i>

infinitive	past tense
fly	<i>flew</i>
go	<i>went</i>
hit	<i>hit</i>
know	<i>knew</i>
lead	<i>led</i>

infinitive	past tense
light	<i>lit</i>
make	<i>made</i>
put	<i>put</i>
send	<i>sent</i>
take	<i>took</i>

- The Chinese *made* rockets from gunpowder.
 - Their invention *led* to space travel.
 - Arab traders *took* gunpowder to Europe.
 - The Europeans *put* gunpowder in cannons.
 - A German scientist, Werner von Braun, *built* a long-distance rocket.

- f. Von Braun *became* director of the American Missile Programme.
- g. The first astronauts *went up* in a rocket.
- h. They *came back* in a small capsule.

Exercise D

1. Gunpowder *was invented* by the Chinese about 1,200 years ago.
2. The film *Avatar* *was directed* by James Cameron.
3. The lost children *were found* near the playground.
4. How *was* the car *damaged* in the accident?
5. Not many ships *are made/manufactured* in the UK nowadays.
6. Greenhouse gases and pollution *are produced* by petrol engines.
7. The internet *is used* regularly by about 35 million people in the UK.
8. Your assignment *is written* well. You will get a good mark for it.
9. The best spaghetti *is made/produced* in Italy. I always buy Italian spaghetti.
10. All the clothes in the fashion show *were designed/made* by the art students.

Exercise E

Possible endings.

1. An iPod is a device for *storing music*.
2. A dishwasher is a machine for *washing dishes*.
3. Microsoft Word is a program for *producing documents*.
4. It took ten minutes for me *to complete the exercise*.
5. It takes a long time for *doctors to learn medicine*.
6. It was difficult for women inventors *to get support / recognition*.
7. It was dangerous for *people to travel in the old days*.
8. It is expensive for *a family to go on holiday nowadays*.

Exercise F

1. The invention of the rocket made ...	8	a reduction in space exploration.
2. The end of the Second World War led to ...	4	an expensive problem for the US.
3. The work of von Braun was ...	1	space travel possible.
4. The loss of the space rocket each flight was ...	5	the cost of space exploration.
5. The use of the Shuttle reduced ...	7	the destruction of the Shuttle.
6. The explosion of the <i>Challenger</i> resulted in ...	6	the suspension of the Shuttle programme.
7. The damage to <i>Columbia's</i> heat shield caused ...	3	very important for US space exploration.
8. The loss of interest in space has led to ...	2	von Braun's move to the USA.

Exercise G

1.



spacesuit



rocket



parachute



crater



medals

2./4.

The first woman in space

Valentina Tereshkova was born in Russia on 6th March, 1937. In 1963, she became the first woman to fly in space, aboard a rocket called *Vostok 6*.

1. f

Valentina's father was a tractor driver and her mother worked in a textile factory. After school, Valentina worked in a factory and studied engineering by correspondence course.

2. d

In 1962, she joined the female cosmonaut programme. Four hundred women wanted to join the programme but only five were successful. Valentina was the only one who later completed a space mission.

3. b

During the 70.8-hour flight, she orbited the Earth 48 times. It was not until 1982 that a second woman flew into space.

4. a

In 1977, she received a doctorate in Engineering. She never flew again, but she did become an important spokesperson for the Soviet Union. She is now head of the Russian Government's Centre for International Scientific and Cultural Co-operation.

5. c

Their first child, a daughter called Elena, was born in 1964. Scientists in the USSR were very interested in her because she was the first child born to astronauts. Elena later went on to become a doctor.

6. e

She has received the United Nations Gold Medal of Peace. In 2000, she won the Greatest Woman Achiever of the Century award in London. In addition, she also has one very special award that she has never seen; a crater on the far side of the Moon is named 'Tereshkova'.

Writing: The historic moment

2.9 Vocabulary for writing: Transport

Objectives

By the end of this lesson, students should be able to:

- demonstrate understanding of some of the target vocabulary for the theme;
- produce written sentences using target vocabulary.

Introduction

Write the title of the section on the board, *The historic moment*, and elicit the meaning (an important event that will always be remembered). Elicit some examples:
the first man on the moon
the first steam engine
the assassination of President Kennedy/Martin Luther King/Benazir Bhutto
the first telephone call
9/11

Methodology note

Exercise A checks vocabulary that students are expected to know from previous learning; they have not been *taught* it in this theme.

A Reviewing vocabulary

Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers, using an electronic projection to show them on the board; try not to spend too long on this as these are fairly simple words that students should know. However, do make sure during feedback time that students are checking their spelling. Point out that the past participle is needed for the passive. (It is also needed for the present perfect tense, of course, but that is not relevant here.)

Answers

See table below.

Methodology note

It may be time-consuming for all the students to do all of Exercise B, so you could allocate different words to different students. A simple way to do this is to divide the class in half. One half finds the answers for 1–5, the other half does 6–10. When they have finished, re-divide the class into pairs, with one student from each half of the class. Students 'swap' answers.

B Building vocabulary

Check students understand the task and go over the example. Remind students that the dictionary extracts contain:

- a definition written in 'print'
- an example sentence written in *italics* (the tilde ~ is where the target word should go).

Students complete the activity individually, then compare their answers in pairs. Elicit answers. Focus on the word *row*. Elicit the past tense *rowed*. Point out that it sounds like the words *road* and *rode*. Write the words on the board so that students can see the spellings. We call

transport	person	place	verb: infinitive	verb: past simple	verb: past participle
car	driver/passenger	road	drive	drove	driven
bicycle	rider	road	ride	rode	ridden
plane	pilot/passenger	sky/airport	fly	flew	flown
boat	sailor/passenger	sea/port	sail	sailed	sailed

words like this – with one sound but different spellings – *homophones*.

Less able classes: Write the first letter of each answer (word) on the board to help students.

Optional activity

Students' books closed. Say the word. Students tell you the definition, beginning with *It means ...* This can also be done in pairs, one student with the book open, the other with the book closed.

Answers

land; submarine; kite; row; navy; control; take off; glider; crash; vehicle

Answers

noun	verb
land	land
submarine	–
kite	–
–	row
navy	–
control	control
take off	take off
glider	glide
crash	crash
vehicle	–

C Using new vocabulary

Check students understand the task. They should write a different example sentence from the one given in Exercise B. (However, see the note on less able classes below.) Students complete the activity individually. If you prefer, as suggested in the Methodology note for Exercise B, you can allocate different sentences to different students. In the final activity where students regroup and 'swap' sentences, students can dictate their sentences to each other.

Another alternative is for students to write some of the sentences in class, and finish the rest as homework.

Less able classes: Students cover Exercise B. Give prompts from the sentences in Exercise B to help students remember the sentences. Students write the sentences.

Answers

Answers depend on students.

Closure

Refer students to the dictionary definitions in Exercise B. Ask them which nouns can also be used as verbs, and which verbs can also be used as nouns. Build up a table on the board. Deal with differences of meaning between the noun and the verb if they are the same word.

2.10 Real-time writing: The first powered flight

Objectives

By the end of this lesson, students should be able to:

- demonstrate knowledge of the first powered flight;
- demonstrate understanding of the discourse structure of a timeline;
- demonstrate understanding of the discourse structure of a biography;
- attempt to complete a text about the Wright brothers, using the past simple tense.

Introduction

If students studied Lesson 2.1 Real-time listening, they will already have heard about the first powered flight. Find out how much they can remember about the Wright brothers, their invention and the first powered flight.

Revise the meaning of the phrase *historic moment* (see notes from the previous lesson).

A Reviewing vocabulary

Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. If the exercise is too difficult, do one of the following:

- Write the answers (words) in the wrong order. Students copy the words into the correct sentences.
- Write the first letter of each answer (word) on the board:
 1. p_____
 2. e_____ (etc.)

Elicit answers; write the words on the board so that students can check their spelling. Further check understanding of the vocabulary if necessary.

Answers

1. On 15th January, 2009, the pilot of flight 1549 got into his plane.
2. He started the *engine*.
3. The plane *took* off from La Guardia Airport, New York.
4. It *flew* for a few minutes without any problems.
5. Then suddenly the engine lost *power*.
6. The *airport* was too far away. They could not return.
7. The pilot *landed* on the Hudson River.
8. The *wings* went under the water.
9. But the pilot managed to *control* the plane.
10. It *crashed*, but no one was injured.

Optional activity

Use the answers on the board as the basis for another activity in the following way. Students close their books. Point to each answer on the board in the correct order. Elicit the full sentence, making sure students are using the past simple tense accurately.

B Activating ideas

Students discuss in pairs. Elicit answers.

Answers

Answers depend on students, but these are some possibilities:

1. Main similarities
 - they both fly
 - they are both made of wood (probably) and material
 - they are both made of square/box/rectangular shapes
 - they both look dangerous
 - they are both 'open' (no cabin)
2. Main differences
 - one has an engine
 - the glider can steer, the flyer possibly can

C Using the present simple

Remind students of the word *timeline* – a list of dates and events. It can be about someone's life or an invention, or other important event. It is usually written in the present simple because it is in note form. This may seem surprising because, of course, many of the dates are in the past.

Refer students to the timeline on the opposite page. Set the task; students discuss the questions in pairs. Elicit answers.

Ask a few questions to check students' understanding of the information in the timeline, e.g.:

Who was the oldest brother: Wilbur or Orville? (Wilbur, by four years)

What did they sell and repair? (bicycles)

What did they do later? (they designed and built bicycles)

Why did they become interested in flying? (because a glider pilot died in a crash)

What did they build first? (a bicycle with wings – it flew like a kite)

Why did they build a wind tunnel? (to test their glider)

When did they start building planes for the US Army? (1909)

Answers

1. The information is organized chronologically.
2. The connection is the lives of the Wright brothers.
3. The present simple.
4. The missing items are articles.
5. The main event is the flight in 1903 (we know this because it is in the section called 'The historic moment').

D Using the past simple

Students study the assignment information. Elicit the meanings of *aeronautics* and *astronautics* (to do with flight and space travel).

1. Make sure students are looking at the correct part of the page. Elicit the answer to the question (the verbs are all in the past simple – *was, lived, moved*).

- Set the task. Students can refer back to the timeline notes to help them select the correct verb. Students complete the activity individually, then compare their answers in pairs. Elicit answers and check the spelling of irregular past simple verbs.

Answers

- The past simple.

- Model answer:

The Wright brothers

The early years

Wilbur Wright was born in 1867 in Indiana in the USA and lived for several years in Indiana, but his family moved to Dayton, Ohio, in about 1870. His brother, Orville, *was born* in 1871. In 1889, the brothers *started* a printing company in Dayton. Three years later, they *started* a bicycle shop. At first, the brothers *sold* and *repaired* bicycles. Later, they *designed* bicycles and *built* them. In 1896, a famous pilot *died* in a glider crash. The brothers *heard* about the crash and *became* interested in flying.

2.11 Learning new writing skills: Connecting ideas with *and* and *but*; using pronouns and possessive adjectives

Objectives

By the end of this lesson, students should be able to:

- spell some common irregular past simple verbs correctly;
- use the logical connectors *and* and *but* in written sentences;
- join sentences with the same subject;
- use pronouns and possessive adjectives to replace nouns in written sentences;
- decide when it is appropriate to replace the noun in written sentences;
- join sentences with *and* and *but* in a biographical text;
- demonstrate understanding of information about another transport invention.

E Developing critical thinking

Set for group discussion. Give feedback orally.

Answers

Possible answers:

They knew about machines from their work with bicycles.

They did lots of experiments, especially with the wind tunnel.

They learnt how to control the machine.

They didn't give up.

Perhaps because there were two of them – they could encourage each other.

Introduction

Dictate some words from the theme so far.

A Spelling key words

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers and write them on the board, getting students to spell the verbs. Students correct their own work. Tell students they must learn any irregular verbs and spellings they got wrong.

Answers

1. is	was	6. make	made
2. are	were	7. put	put
3. build	built	8. keep	kept
4. go	went	9. buy	bought
5. learn	learnt	10. become	became

Closure

Give feedback on any errors you noted while monitoring students for Exercise D.

Methodology note

If you prefer, you can ask the students to write out the sentences in Exercise B in full in their notebooks. Or you can set the activity in class, go through the answers orally, and set the full written sentences as homework. Another variation on the exercise is to exploit the Skills Check first, and then set Exercise B.

B Identifying a new skill (1)

Check students understand the task and go over the examples. Students complete the activity individually, then compare their answers in pairs. Monitor. Do not elicit answers at this point.

Refer students to Skills Check 1. Students read it silently. Check the meaning of *expected* and *unexpected* (you *do/don't* think something will happen; *unexpected* can also mean 'surprising').

Now ask students to check their answers to Exercise B once more. When they have finished you can give feedback, preferably using an electronic projection of the full sentences. Make sure students understand when they can delete the subject of the second verb.

Optional activity

Students' books closed. Write on the board the first half of two or three of the sentences from Exercise B. Students copy and complete, choosing which way to end the sentence. They will need to remember the information and to use the correct past simple verb.

Answers

1. He was born in 1867 in Indiana
 - a. *and* he lived there for several years.
 - b. *but* he moved to Dayton, Ohio, in about 1870.
2. The Wright brothers went to high school
 - a. *and* they did quite well.
 - b. *but* they didn't graduate.
3. They heard about the crash
 - a. *and* they became interested in flying.
 - b. *but* it did not change their plans.
4. The glider flew well
 - a. *but* it kept crashing.
 - b. *and* they learnt how to control it.
5. They bought an engine for the glider
 - a. *and* they put the engine in the plane.
 - b. *but* it was too heavy.
6. In 1909, the brothers won a contract to build army planes

- a. *but* Wilbur died just three years later.
- b. *and* they built many planes in the next three years.

C Using logical connectors

Check students understand the task and that the person they are writing about is fictional. Elicit some possible ways to complete some of the sentences:

She was born in 1954 in Paris, France, and ...

- *had a happy childhood.*
- *went to school there too.*

She went to university in 1972, but ...

- *not in France.*
- *failed her exams.*
- *wasn't very happy there.*

Monitor while students are writing and give help where necessary. Make a note of common errors and of any particularly imaginative sentence completions students have thought of.

When most of the class have finished writing, elicit some of the sentence completions you noted. Finally, give feedback on some of the errors you noted.

Answers

Answers depend on students.

D Identifying a new skill (2)

Exploit the visual of the Eiffel Tower and the airship. Explain that the text is about the inventor of the airship. (It is not about the inventor of the hot-air balloon – that was the Montgolfier brothers.) Ask students to read the text and tell you what is wrong with it (too many nouns are repeated).

Check students understand the task. Elicit the first one or two sentences as examples, and write them on the board. Once again, point out the use of the past simple tense for writing a biography. Students copy and complete the text, working individually. Monitor and give help where necessary, once again making a note of common errors. Elicit answers, preferably using an electronic projection.

Answers

Model answer:

Alberto Santos Dumont was born in 1873 in Brazil in South America.

His father owned a large farm and knew about machines.

Alberto worked on his father's farm and learnt engineering from his father.

Alberto's father sold his farm in 1891, and moved his family to France.

In Paris in the 1890s, Alberto took flights in hot-air balloons and became interested in them.

He started designing hot-air balloons.

He built a hot-air balloon (called The Brasil) and made controls for it. (He called it The Brasil.)

He attached a petrol engine to it, and it was the first hot-air balloon with a petrol engine.

Hot-air balloons with engines and controls are called 'airships'.

On 18th September, 1898, he flew his airship for the first time.

In 1901, he flew it around the Eiffel Tower and became the most famous person in the world.

Closure

Give feedback on the errors you noted during the writing activity.

2.12 Applying new writing skills: The first working submarine

Objectives

By the end of this lesson, students should be able to:

- use notes from a timeline to organize a biographical text;
- use target vocabulary, language and discourse structure from the theme to produce a biographical text about an inventor (Cornelius Drebbel).

Introduction

Exercise A is about Robert Fulton, the inventor of the steamship. The bottom picture on page 64 shows his steamship, which was a paddle steamer. You could direct students to these websites for more pictures and information:

en.wikipedia.org/wiki/Steamship

inventors.about.com/library/inventors/blsteamship.htm

science.howstuffworks.com/steam-technology6.htm

Exploit the visual of the steamship and elicit the words *steam* and *smoke*. Ask: *How did the steamship work?* (It used steam to make the wheel go round – visible in the picture; look on the side of the ship.)

Methodology note

All the sentence patterns in Exercise A will be needed for the main writing activity in Exercises B, C, D and E, so this is an important scaffolding activity.

A Reviewing vocabulary and grammar

Tell students they will read some sentences from a biography about Robert Fulton (the inventor of the steamship). Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Highlight and discuss the following language points with the students:

- past simple tense used throughout
- past simple negative: *he did not go to university*
- use of prepositions, especially *to* and *on*
- repetition of nouns (e.g., *Robert Fulton*) avoided; pronouns and possessive adjectives used instead
- use of *but* in sentence 2

You may like to point out that Fulton demonstrated his steamship on the Hudson River in New York. This is the same river for the emergency crash landing of flight 1549 in January 2009. Students read about this in Lesson 2.10.

Answers

1. Robert Fulton was born in Pennsylvania, USA, in 1765.
2. He went to school, but *did not* go to university.
3. He moved *to* Philadelphia in 1782.
4. In 1786, he went to London *to* study art.
5. From 1793 to 1797, he worked as an engineer in England.
6. In about 1800, *he* realized that New York needed a good system of water transport.
7. In 1807, he built a steamship from an earlier design by a man *called* John Fitch.
8. On 18th August, 1807, he demonstrated *his* steamship on the Hudson River.
9. He went *on* to build other boats, including a steamship for the US Navy.
10. Robert Fulton died *on* 14th February, 1815.

B Thinking and organizing

Methodology note

If necessary, use a map of Europe to show where the Netherlands is. In Drebbel's time, it was in fact ruled by the Spanish, but it is probably less confusing for the students to refer to Drebbel as Dutch. Alkmaar, Drebbel's home town, is pronounced /ɒlkma:/.

Remind students, if necessary, about the TOWER method of writing. This exercise focuses on the thinking and organizing stages of the process.

Exploit the visual of the early submarine. Students read the notes about Cornelius Drebbel. Ask students to try to work out the meanings of the following vocabulary (write the words on the board):

- apprentice
- printer
- water supply system
- demonstrate
- leather
- navy
- reject

If students find this too difficult, they can use dictionaries. Elicit their ideas.

Check students understand the meaning of all the abbreviations, for example:

O = oxygen

K. James I = King James the first

b. = born

4m = 4 metres

Ask some questions to check understanding of the information:

What nationality was Cornelius? (Dutch – see Methodology note)

How old was he when he became an apprentice? (14)

When did he design a water supply system? (1595)

Why did he go to England? (to demonstrate his inventions to the King)

What did he build his first submarine from? (wood and leather)

How did the sailors breathe underwater? (they used KNO_3 – they literally burnt the potassium nitrate on board so it would give off oxygen)

What else is KNO_3 used for? (gunpowder and fireworks)

How far did the first submarine travel underwater? (4 metres)

Now set the task: students must divide the notes into four sections. Students discuss in pairs. Elicit answers.

Answers

	<u>Cornelius Drebbel</u>
	<u>The early years</u>
1572	<i>b. Alkmaar, Netherlands</i>
1579–1585	<i>goes to school (not university)</i>
1586–1590	<i>becomes apprentice to printer; learns chemistry; starts inventing</i>
1595	<i>designs water supply system for Alkmaar</i>
1604	<i>moves to England; demonstrates inv. to K. James I</i>
1604–1610	<i>works for K. James; makes fireworks, special clock, etc.</i>
	<u>The development of the invention</u>
1618–1619?	<i>builds first submarine – uses earlier design (Will. Bourne) rowing boat (wood + leather) but sailors need O underwater so makes O from potassium nitrate (KNO_3)</i>
	<u>The historic moment</u>
1620	<i>23/8 demonstrates submarine; goes up and down R. Thames; 4m. under water; British Navy rejects!</i>
	<u>Later life</u>
1620–1628	<i>better sub = Drebbel II; 6m. underwater; but not accepted; D. gets no money</i>
1629–1633	<i>very poor in London</i>
1633	<i>d. London</i>

C Writing

Students read through the instructions. Refer students back to the relevant pages in the Writing section for each language point, if necessary.

Elicit some sentences for the first section, *The early years*, and write them on the board. Students copy, then complete the essay, using the template. Monitor and give help where necessary. Make a note of common errors; you can give feedback on these later in the lesson.

D Editing

Remind students how to mark each other's work, using the grid on page 67. Monitor and give help where necessary. Continue to make notes of errors. Give feedback on errors before students start writing their final drafts.

E Rewriting

As usual, this can be done in class or it can be set for homework. At some point, the model answer can be copied and distributed for comparison, but students may have different versions that are also correct.

If you are not able to monitor all the work in class, collect the essays in for marking.

Able classes: They could research extra information about Drebbel and his inventions, and add it to their writing.

Less able classes: Give out copies of the model answer below before students do their final writing task. Allow them to study it for a few minutes and highlight some of the features for them. Remove the model answer, then ask students to write about Drebbel. You could also provide students with prompts to help them with this.

Answers

Model answer:

The early years

Cornelius Drebbel was born in 1572 in Alkmaar in the Netherlands. From 1579 to 1585, he went to school but didn't go to university. In 1586, he became an apprentice to a printer and worked with him for four years. He learnt chemistry at this time and started inventing things. In 1595, he designed the water supply system for his home town. In 1604, he went to London to demonstrate his inventions to King James I of England. Between 1604 and 1610, he worked for King James I. During this time, he made fireworks and a special clock.

The development of the invention

Around 1618 or 1619, Drebbel built the first submarine. He used an earlier design by a man called William Bourne. It was a rowing boat. It was made of wood. The wood was covered in leather. Drebbel realized that the sailors needed a supply of oxygen underwater so he made oxygen from potassium nitrate.

The historic moment

On 23rd August, 1620, Drebbel demonstrated his submarine. It went up and down the River Thames for several minutes. It went four metres underwater. However, the British Navy rejected the idea.

Later life

Drebbel went on to build a better submarine. The Drebbel II travelled six metres underwater, but the ship was not accepted by the British Navy. Drebbel got no money for the invention. For the final four years of his life, Drebbel was very poor. He lived in London until his death in 1633.

Closure

If you have not already done so, give out copies of the model answer for students to compare with their own version.

Discuss with the following questions:

How did the sailors on the first two submarines probably feel? (excited? terrified?)

Why were they probably frightened? (dangerous; they could have drowned or the submarine could have exploded)

Why wasn't the submarine successful? (no money for further research; did not have technology/knowledge)

Why did Drebbel die in poverty? (no one believed in his ideas)

Portfolio: Great transport inventions

Objectives

By the end of this lesson, students should have:

- revised target vocabulary from the theme;
- used integrated skills to practise language and revise knowledge from the theme;
- practised questions to ask for clarification about new information;
- used integrated skills in order to talk and write about different transport inventions;
- learnt more common core knowledge about different transport inventions and their inventors.

Introduction

Use Exercise A as the introduction to this lesson.

A Activating schemata

Set the task; students discuss the questions in pairs. Elicit answers and check the meanings of target vocabulary.

Answers

- Picture 1 = parachute
Picture 2 = Kevlar heatproof suits
Picture 3 = hot-air balloon
Picture 4 = paddle steamer
Picture 5 = radar
Picture 6 = windscreen wipers
- Answers depend on students.

Methodology notes

- If dividing the class into three groups is too complicated, or cannot be organized for practical reasons, you can just do one or two of the listening texts with the whole class.
- The questions in the Course Book could be made into a handout with spaces for students to write notes for the answers.

B Gathering information (1)

- Divide the class into three groups and set the task. Monitor while students are working and give help where necessary. Make a note of common errors. If necessary, students can replay the audio, or ask for it to be replayed.

- Redivide the class into groups of three, checking that there is one student from Groups A, B and C. Check students understand the task (they basically need to exchange information). Practise the questions students need to complete for each section (from Exercise B1). Give feedback, preferably using an electronic projection of the completed table. You could also give out photocopies of the model notes.

Remind students about the speaking skills they have learnt in Lesson 2.4:

- introducing information – *Did you know that ...? Apparently ..., etc.*
- commenting on, or showing interest – *That's interesting ... Really? etc.*

You can also remind students to 'echo' and ask questions as they learnt to do in Theme 1:

- showing understanding (echo + questions/comment)
- showing you don't understand (echo + *I don't understand, etc.*)

- Students discuss in pairs. Elicit answers.

Answers

See model notes below.

Transcripts

Presenter:
Lecturer:

Track 2.19

I'm going to talk to you today about an invention in the field of transport. Firstly, I'm going to talk about the invention. After that, I'll tell you a little about the inventor. Finally, I'll talk about the uses of the invention. The invention is important for both transport and safety.

OK. So first, what is the invention? It's called kevlar, that's K-E-V-L-A-R. It is a very strong material. In fact, it is five times stronger than steel.

called?	<i>Kevlar</i>	<i>car windscreen made of non-reflecting glass</i>	<i>train ventilator</i>
do?	<i>v. strong; 5 times > steel</i>	<i>lets all light pass through = safer, clearer</i>	
who?	<i>Stephanie Kwolek</i>	<i>Katherine Blodgett</i>	<i>Olive Dennis</i>
nationality?	<i>American</i>	<i>American</i>	<i>American</i>
born?	<i>1923, PA</i>	<i>1898, NY</i>	<i>1885? 1895?</i>
early life?	<i>chem at uni.</i>	<i>phys at Cam. Uni</i>	<i>maths & astron. Columbia Uni</i>
work?	<i>chemical industry NY</i>	<i>Gen. Elec. 1917</i>	<i>train company as draughtsman then engineer</i>
how?	<i>tried to make stronger tyres</i>	<i>worked for many years; found way to make very thin layers of glass</i>	<i>worked as research scientist; invented many things</i>
when?	<i>1965</i>	<i>1938</i>	<i>not in text</i>
develop?	<i>bullet-proof vests; sails, ropes, parts for space rockets</i>	<i>cameras, microscopes, computer screens</i>	<i>still in use today</i>

The inventor was an American woman called Stephanie Kwolek. That's K-W-O-L-E-K. She was born in 1923 in Pennsylvania in the USA. She studied chemistry at university, then she went to work for the chemical industry in New York. Her company wanted to improve the strength of car tyres. If a car tyre explodes at high speed, it is very dangerous.

Kwolek succeeded in making the new material in 1965. She made it from petroleum. Kevlar was used to make tyres safer, but people realized it had many other uses. It is used in sails, ropes and equipment, including parts for space rockets. However, Kevlar is now famous for stopping bullets and fighting fires! Police officers in many countries wear Kevlar bullet-proof vests. Fire officers wear Kevlar heat-proof suits. Kwolek retired in 1986 but she is still a consultant. She has won many awards for her work and inventions in chemistry.

Presenter:
Lecturer:

Track 2.20

I'm going to talk to you today about an invention in the field of transport. Firstly, I'm going to talk about the invention. After that, I'll tell you a little about the inventor. Finally, I'll talk about the uses of the invention. The invention is important for both transport and safety.

OK. So first, what is the invention? It's the car windscreen made of non-reflecting glass. What does that mean? Well, the windscreen, of course, is the piece of glass in a car which the driver looks through. Glass normally reflects or sends back eight to ten per cent of the light that shines on it. But with Blodgett's glass, all the light passes straight through. This, of course, means that you can see more clearly through the glass.

The inventor of non-reflecting glass was an American woman called Katherine Blodgett, that's B-L-O-D-G-E-T-T. She was born in 1898 in New York State. She obtained a master's degree in physics from the University of Chicago. She was only 19 years of age. She joined General Electric Company in 1917. She was its first female scientist. She left for some time to continue her studies. She became the first woman to get a PhD in physics from Cambridge University, England, in 1926.

Blodgett then returned to General Electric Company. She worked for many years in the research laboratory. Then, in 1938, she found a way to make very thin layers of glass which did not reflect light at all. Blodgett's glass is used in all kinds of devices, including cameras, microscopes and computer screens.

Blodgett received many awards for her work. She retired in 1963 and died in 1979 in the town where she was born.

Presenter:
Lecturer:

Track 2.21

I'm going to talk to you today about an invention in the field of transport. Firstly, I'm going to talk about the invention. After that, I'll tell you a little about the inventor. Finally, I'll talk about the uses of the invention.

OK. So first, what is the invention? It's the train ventilator. A ventilator is something that brings fresh air into a closed space. This invention made travelling by train much more enjoyable. The inventor was an American woman called Olive Dennis. That's D-E-N-N-I-S. She was born in 1885. She obtained master's degrees in mathematics and astronomy from Columbia University. She was only the second woman to obtain a degree in civil engineering from Cornell University. She found it difficult to find a job as an engineer. So she started work as a draughtsman for a train company in 1920. In 1921, she became the first female engineer for the company. She worked as a research scientist for the company for the next 30 years.



Gathering information (2)

1. This activity focuses on reading and note-taking. Divide the class into pairs. Give each student in each pair a number, 1 or 2. Allocate the texts as follows:
S1 – should read the text called *A brief history of transport safety* (Part 1) on page 69
S2 – should read the text called *A brief history of transport safety* (Part 2) on page 70
Monitor and give help where necessary while students are making notes. The questions from Exercise B should be used as a guide to the note-taking. All the notes can go into a table (see model answers below), if you wish. During this stage, refer students back to the text if they have missed key points. Use the model notes at the end of this lesson and check them against the notes that are emerging from each student.
2. The focus now shifts to oral work; students must now ask questions and listen to their partners' answers in order to make further notes.
Check students understand the task. Each student must give the relevant information of his/her information about transport safety and the other student takes notes. Encourage listeners to ask questions if they are not sure of information. Monitor and assist each pair of students. Once again, use the model notes to ensure that the groups are producing good notes on both texts. Finally, give feedback in two stages: firstly on students' performance and oral production; and secondly, use an electronic projection for feedback on the notes. As there are so many notes, you may even wish to copy the notes and distribute as handouts.

Answers

Model notes.

called?	<i>parachute</i> <i>para = against; chute = fall</i>	<i>RADAR</i> <i>radio detection and ranging</i>
do?	<i>gets people down safely from heights</i>	<i>detects location and distance of objects</i>
who?	<i>Leonardo da Vinci</i>	<i>Robert Watson-Watt</i>
nationality?	<i>Italian</i>	<i>British (Scottish)</i>
born?	<i>1452</i>	<i>1892</i>
early life?	<i>asked too many questions at school; made hundreds of drawings</i>	<i>engineering at Dundee Uni Coll.</i>
work?	<i>15 = artist</i>	<i>1915 = meteorologist</i>
how?	<i>frame with cloth attached; man hangs on underneath</i>	<i>sends out radio waves, gets reflections from objects, shows them on an oscilloscope</i>
when?	<i>between 1483 and 1486</i>	<i>1935</i>
develop?	<i>1. Vrancic (Cro.) made own para; tested it in 1617</i> <i>2. reinvented in 1783 by Lenormand (Fr.)</i> <i>3. Blanchard (Fr.) = dog 1783 then himself 1793</i> <i>4. now = spacecraft, sports cars, sport, air-force pilots</i>	<i>1. helped Britain win WWII</i> <i>2. now tracks weather systems</i> <i>3. used at all airports and planes</i> <i>4. used on all ships</i>

D Giving a talk

Remind students about the pronunciation of some of the target vocabulary and the importance of stressing key words. When students have chosen an invention to speak about, divide the class into groups of students with the same choice. If you do not get roughly equal numbers for each topic, ask some students to change group.

Students work individually to start with. Give students time to turn notes into sentences for a talk. Help individual students who are struggling.

Now ask students to practise their talks, one sentence at a time, with help from the others in their group. Students should help each other with pronunciation, vocabulary and grammar. Monitor and assist each group. Talks should last no longer than one or two minutes.

Redivide the groups so that there is a mixture of topics to be presented. Students give their talks in turn. Encourage other students to ask questions.

Students do not need to write anything down. Monitor and give feedback on two or three of the following areas:

- fluency
- accuracy (especially present tenses – both active and passive – and *must*)
- pronunciation of target vocabulary
- pronunciation of target consonant sounds /t/ and /f/

- stressing key words/phrases in sentences
- successful completion of task

E Writing

Elicit some ideas. If students are finding this too difficult, elicit ideas through mime, diagrams and explanation, e.g.:

- seat belts
- air bags
- traffic lights
- catseyes (reflective studs in roads)
- ABS (Automatic Braking System)
- mini roundabouts
- ALS (Automatic Landing System on aeroplanes)
- baby seats

Monitor and give help while students are writing their essay. Make a note of common errors. Give feedback on the errors.

1. This could be done as an assignment or set up as a homework activity if you prefer. Students should make notes on their research before they start writing the text. The research could be done in pairs or groups, with students exchanging information on the invention they have chosen.
2. If students are writing in class, monitor and give help where necessary.

Answers

Answers depend on students.

Workbook answers

Writing

Exercise A

1.

vehicle	noun	start	move	end	person in charge	other people
a. plane	flying	take off	fly	land	pilot	passenger
b. car	driving	get in	drive	get out	driver	passenger
c. ship	sailing	embark	sail	dock	captain	sailors
d. shuttle	flying	launch	fly	land	commander	crew
e. bicycle	riding	get on	ride	get off	cyclist	
f. horse	riding	get on	ride	get off	rider	

2. Answers depend on students.

Exercise B

1./2. Model answer

Edith Flanigen was born in 1929 in New York and spent most of her childhood there. When she was at school, her teacher encouraged her interest in science, especially chemistry. Edith obtained a degree in Chemistry from D'Youville College in New York, and her two sisters, Joan and Jane, did the same. Later, both Jane and Edith received masters' degrees in Chemistry from Syracuse University.

Edith was a very good student at Syracuse University, but she had an accident in the laboratory. She received terrible burns on her hands and had to stay in hospital for the rest of the semester. Luckily, her sister, Joan, went to her classes for her and took notes! Because of this experience, Edith says she has always been very careful about laboratory safety since then. After university, all three Flanigan sisters went to work for the Union Carbide Corporation, but they did not all start work there at the same time.

Exercise C

Development of the invention

In 1952, at Union Carbide, Edith began a 42-year career in research. (1) *She* joined the silicone chemistry department. In 1956, (2) *she* invented a method of changing petroleum into gasoline. Petroleum is found in the Earth as crude oil but (3) *we* cannot use (4) *it* in this form because (5) *it* is too heavy. First, chemists must divide (6) *it* into separate parts. (7) *They* use a kind of molecule to do this, which is called a zeolite.

Uses of the invention

Zeolites are now an essential part of everyday life. (8) *They* produce every litre of petrol in (9) *your* car. (10) *They* clean and dry domestic gas for heating and cooking. (11) *They* stop the liquids in (12) *your* fridge and air conditioning from freezing. (13) *They* are in (14) *your* washing-up liquid and cleaning materials. Edith's invention has made gasoline production cleaner, safer and more efficient. (15) *It* is also used to help purify, or clean, water and the environment.

Exercise D

1./2.

Later life and achievements

(1) *During* the 1960s, Edith was also involved (2) *in* the early research (3) *into* laser technology. (4) *For* this work, scientists needed a large supply (5) *of* perfect, big crystals. Real crystals, (6) *for* example, diamonds and emeralds, were too expensive. Edith used zeolites once again and developed a process (7) *for* making synthetic emeralds. Because they were so good, many jewellery shops started (8) *to* sell the emeralds.

(9) *By* 1985, Flanigen and her team had won more than 30 patents. (10) *In* 1992, Edith won the highest award (11) *for* work (12) *in* the field (13) *of* chemistry – the Perkin Medal. She was the first woman (14) *to* win this.



Theme 3

News and media

- News, news, news
- Advertising
- The values of magazines
- Media studies research reports

Listening: News, news, news

3.1 Real-time listening: The early history of mass-media news

Objectives

By the end of this lesson, students should be able to:

- show understanding of common core knowledge – the history of the mass media;
- show understanding of a lecture about the history of mass media, which contains target vocabulary, grammar and sub-skills from the theme;
- use previously learnt Listening sub-skills in order to understand a lecture on the topic of mass media.

Introduction

Check the meaning of *mass media* and go straight on to Exercise A.

A Activating ideas

1. Set the task. Students discuss the question in pairs or small groups. Do not elicit answers at this stage.
2. Check students understand the task and go over the example. Play 3.1. Students work individually, and then compare their answers in pairs. Elicit answers, checking the meaning of vocabulary as you go along.

Transcript

Presenter:

Theme 3: News and media
Track 3.1

Voice:

Picture A: A Roman man is making an official announcement to the crowd.
Picture B: This is a very early newspaper.
Picture C: This is an example of early printing from China.
Picture D: This is an early machine for printing.
Picture E: This is one of the first newspapers in the world.
Picture F: This is one of the very first newspaper advertisements.
Picture G: The people are listening to a story from a newspaper because some of them cannot read.
Picture H: This is a range of print media from the present day.

B Understanding the organization of a lecture

Give students time to study the instructions and the student notes. Check students understand the task. Play 3.2. Students compare their answers in pairs. Elicit answers, preferably using an electronic projection.

Answers

Mass media for news and entertainment: Early history

1. Spoken news
2. Written news – Rome, China
3. Printing, early newspapers
4. Assignment

Transcript

Presenter:

Lecturer:

Track 3.2

Today I'm going to talk about the early history of the mass media for news. I'm not going to talk about the complete history today – just the early history. And I'm not going to talk about the mass media for entertainment, just the mass media for news. We'll talk about the mass media for entertainment another day. First, I'll talk about spoken news. Then, I'll tell you about written news in Ancient Rome and Ancient China. Next, I'll describe the start of printing and the development of daily newspapers. Finally, I'll set you an assignment.

C Understanding the key information

1. Give students time to read all the statements. Set the task. Play 3.3. Students complete the table individually, then compare their answers in pairs. Elicit answers. Replay any sections of the audio that students had difficulty with.
2. Set the task. Replay the audio if necessary, pausing after each relevant section to give students enough time to write down their answers. Elicit answers.
3. Students discuss in pairs. Elicit the answer and write the question on the board word by word.

Answers

- 1./2. See table over.
3. The assignment question is: What is the link between the mass media for news and advertising?

a. People did not get news of events in early history.	F	<i>They got news in speech.</i>
b. The first written news appeared in Ancient Greece.	F	<i>Ancient Rome.</i>
c. The first printed text appeared in Ancient China.	T	
d. Gutenberg invented the printing machine in 1464.	F	<i>1446.</i>
e. Gutenberg's machine made printing easy but expensive.	F	<i>Easy and cheap.</i>
f. Printed books were not popular at first.	F	<i>In 50 years, 9 million books.</i>
g. The first advertisements appeared in 1477.	F	<i>The first book with adverts.</i>
h. There was a link between printing and literacy.	T	
i. The lecturer thinks the mass media is linked with advertising.	T	
j. We can only advertise products and services in the mass media.	F	<i>We can advertise ideas and opinions too.</i>

Transcript

Presenter:

Track 3.3

Lecturer:

For many thousands of years in human history, there was no mass media for news because ancient people didn't have written language. Gradually, ancient people developed written language. But most people were not literate – they could not read or write their own language. People communicated news in speech. For example, in England, there were town criers. These people shouted the news in the streets. But news was not communicated to all the people in a particular area at the same time – for example, everybody in one town or city – because all communication was in speech. There was no method of transmitting speech to a large number of people. Transmission of speech to a mass audience started with the invention of the radio in the late 19th century.

So, there was no written news for thousands of years. Then around 60 BCE, the first written news appeared. It was called *Acta Diurna*, which means 'daily acts' or 'events'. It was not printed, it was handwritten. It appeared each day on message boards in the squares of Ancient Rome. However, as I said, most people could not read. Therefore, this was not really mass media. Someone had to read the news to individuals or groups of people. At around the same time, there were daily reports in Ancient China called *Pao*. But these reports were for government officials. They were not for the general public.

So how did the mass media for news really start? In around 900 CE, the first real printing appeared. It was invented in China. There was one wooden block for each character. The printer could move these around to make text. However, the process was very slow, so printing was very expensive. Then, in 1446 a German, Gutenberg, invented the first printing press. This was really the start of the mass media for news. The printing machine produced text quickly and cheaply. So the printer could make hundreds or even thousands of copies and distribute them all over the town, the area, or even the country. In 1450, book distribution was very small. There were only a few thousand books in Europe. All of them were produced by hand. By 1500, there were more than nine million books. The general public wanted to read the books. So they started to learn to read. Printing led to literacy in the general public, and literacy led to the first daily newspapers at the start of the 17th century. In 1477, a tiny event occurred. However, it is

very important in the history of the mass media. An Englishman, William Caxton, produced the first book with advertisements. Why is this so important? Because the mass media and advertising are very closely linked.

OK. We have heard that the mass media really began in the 15th century and newspapers in the 17th century. We have seen that literacy for the general public also started around then. But we have also noted that, almost from the first, there was a link between the mass media for news and advertising. What are the links today? That is your assignment. Think about the different kinds of mass media for news today. Just news, for the moment. What is the link with advertising? By the way, I'm not just thinking about advertising products and services. I'm thinking about advertising ideas and opinions as well.

D

Identifying words from the stressed syllable

1. Give students time to look at the words. Tell them to think about the sound of each word, especially the main stressed syllable. Play the example on **3.4**. Demonstrate to the students how to answer the question. Play the rest of the items.
2. Set for individual work and pairwork checking. Play the audio again for students to mark the stress. Give feedback orally.

Answers

- | | |
|-------------------|----|
| a. 'history | 2 |
| b. 'literacy | 10 |
| c. 'media | 1 |
| d. 'process | 8 |
| e. 'public | 7 |
| f. a'ppeared | 6 |
| g. co'mmunicate | 3 |
| h. communi'cation | 4 |
| i. di'stributed | 9 |
| j. trans'mitting | 5 |

Transcript

Presenter:

Voice:

Track 3.4

- When did the mass media for news begin?
- I'm going to talk about the early history of the subject.
- At first, people could only communicate in speech.
- So communication of the news was still through speech.
- There was no method of transmitting speech over large distances.
- The first newspaper appeared in Ancient Rome.
- But most of the general public couldn't read.
- The Gutenberg printing machine made the process much faster.
- Newspapers were very widely distributed.
- The ability to read is called *literacy*.

Closure

Ask students to talk about each picture on page 73 of the Course Book. Students use information from the lecture to complete the task.

Example:

Picture A – Someone is talking to a crowd. He is telling them the news.

Answers

Answers depend on the students, but you can refer to the transcript and answers for Exercise A, as well as to the list of possible answers below. Ideally, students will go beyond this and give some extra information from the lecture in each case.

Picture A – At one time, people heard the news at public meetings.

Picture B – This is a very old newspaper.

Picture C – This is an old Chinese newspaper.

Picture D – Gutenberg invented the printing press.

Picture E – (no model)

Picture F – Advertising is linked with the mass media.

Picture G – Many people were not literate, so someone had to read the news.

Picture H – Nowadays, there are thousands of newspapers around the world.

3.2 Learning new listening skills: Hearing related words; predicting content from linking words

Objectives

By the end of this lesson, students should be able to:

- recognize the next communicative purpose from linking words in a listening text;
- develop common core knowledge about the mass-media news industry;
- identify vowel sounds /eɪ/ and /aɪ/;
- recognize lexical cohesion – related nouns and verbs;
- identify words from their stressed syllable;
- predict related word forms.

Introduction

Ask students to look again at the illustrations on page 73 and tell you something about each one.

Methodology note

Notice that in Exercise A, the sound for both choices appears in the sentence, but context should help the student decide what he/she actually heard. This is a vital skill of decoding after hearing information. It is the difference between correctly hearing a sound – a skill in itself – and correctly interpreting it meaningfully in context.

A Reviewing key words and phrases

Give students time to read all the pairs of words. Play 3.5 for the first sentence and go over the example. Play the remaining sentences. Students complete the task individually, then compare their answers in pairs. Replay the audio if necessary. Elicit answers.

Transcript

Presenter:

Voice:

Track 3.5

- I will define the word *media*.
- I am going to talk about the news media.
- Medium* has two main meanings.
- A medium is a way of communicating, too.
- The mass media gets to or reaches a large number of people.

6. People communicated in pairs or small groups or even in large crowds.
7. In around 900 CE, the first printing appeared.
8. The *Acta Diurna* appeared on message boards.
9. However, most people could not read.
10. Therefore, this was not really mass media.

Answers

1. fine	define ✓
2. news ✓	new
3. two ✓	to
4. two	too ✓
5. each	reaches ✓
6. even ✓	event
7. round	around ✓
8. boards ✓	bored
9. how	however ✓
10. four	therefore ✓

B Identifying vowel sounds

1. Write the two phonemic symbols on the board and say the sounds aloud for the students. Set the task. You can suggest that the students put the words into a table, for example:

/eɪ/	/aɪ/
case	define

Students complete the task individually and then compare their answers. Do not elicit answers at this stage.

2. When students have read the Pronunciation Check, ask some of the students to read aloud the example words containing the target sound. Check the students' pronunciation. Elicit answers to Exercise B1. Ask students to add any new words, e.g., *Ancient, China*, etc., to the table suggested above.

Answers

/eɪ/	/aɪ/
case	define
make	time
way	why
radio	kind
explain	assignment

C Identifying words from the stressed syllable

Check students understand the task and give them time to read all the words in the table.

Play the first sentence on **3.6** and go over the example.

Play the rest of the audio. Students complete the task individually, then compare their answers in pairs. Elicit answers. Replay the audio if necessary. Refer students to Skills Check 1 to check understanding.

Optional activity

For more able classes, ask students to remember the sentences on the transcript and try to elicit them.

Answers

1. celebrate (verb)
2. combine (verb)
3. competition (noun)
4. explore (verb)
5. motivate (verb)
6. production (noun)
7. qualified (verb)
8. description (noun)
9. participate (verb)
10. preparation (noun)

Transcript

Presenter:
Voice:


Track 3.6

1. The festival is celebrated in August.
2. When you combine all the colours of the rainbow, white light appears.
3. The competition is won by the strongest man.
4. Man has always wanted to explore space.
5. It is very important to motivate people to do a good job.
6. At first, the Wright brothers made bicycles, but later they changed to the production of planes.
7. You must get a person who is qualified for a job.
8. In this lecture, I'm going to talk about the natural features of the country. After this description, I will tell you a little about the history.
9. Everyone in the town participates in the festival.
10. The careful preparations of the Wright brothers helped them to succeed.

Methodology note

Exercise D is a new type of activity and it is also quite a difficult one. You will need to set it up carefully, and may have to do more than one example with the class.

D Predicting related word forms

Once again, give students time to read through all the words. Check understanding of meanings. Set the task and go over the example. Play  3.7, pausing after each sentence. Replay the first few sentences if necessary but try to get students to do some of the answers after only one hearing.

Elicit answers. Use an electronic projection of the transcript, so that you can explain why answers were correct or incorrect. Play the audio once more, if you wish.

Answers

7	advertisement	4	measurement
1	application	2	organization
3	attendance	8	situation
9	decision	5	transmission
6	explanation	10	behaviour

Transcript

Presenter:

Voice:

Track 3.7

1. In this talk, I'm going to tell you how to apply to university.
2. It is very important to organize your files logically.
3. You must attend every lecture.
4. During the experiment, we measured the distance for each container.
5. Marconi found a way to transmit speech over long distances.
6. First, I'm going to explain the rules.
7. You must choose the best place to advertise.
8. The country is situated in northern Europe.
9. The selection panel decides the best candidate.
10. Extroverts sometimes behave in a rude way.


E Identifying a new skill

1. Ask students to think about the question *What sort of information ... ?* in the Course Book. Do not elicit answers (students probably do not have the language to explain this yet).
2. Students study Skills Check 2. Ask students, *How can linking words help you understand a speaker?* (They help you predict what kind of information is coming next.)

Methodology note

The transcript for Exercise F is, in fact, a mini-lecture about the power of advertising on the news media. The exercise is a teacher-centred one, so it is rather different from all the other activities in the course. Do not let students shout out the answers – give everyone a chance to think about the question before you elicit answers.

F Practising a new skill

Check students understand the task and go over the example. Give students time to read all the phrases in the exercise. Play  3.8, pausing after the first half of each sentence. Elicit what the linking word was at the end of the first introductory phrase, *because*. Then elicit which phrase is the best one to complete the sentence with. Do not confirm or correct answers at this stage. Play the second half of the first sentence. Elicit if students were correct or not.

Once you have played all the sentences and elicited the answers, play the whole audio through once more, with students following in their books.

Ask a few questions:

Why are there adverts during news

programmes? (because the news itself does not make money)

How much does one minute of news cost? (\$20,000)

Where do the media companies buy the pictures from? (other companies)

What do they employ people to do? (talk about the pictures and link the different items)

Why are mass media news companies so big? (because it is very expensive to produce the news)

Answers

5	mass-media news companies are very big.
2	one minute of TV news could cost the company \$20,000.
1	the mass-media companies do not make money from the news itself.
3	they add the sound.
4	they employ people to link the news items.

Transcript

Presenter:

Voice:

Track 3.8

1. There are advertisements during most mass-media news programmes because ... [PAUSE] the mass-media companies do not make money from the news itself.
2. In fact, ... [PAUSE] one minute of TV news could cost the company \$20,000.
3. Most mass-media news companies buy the pictures from other companies but ... [PAUSE] they add the sound.
4. They pay a person to talk over the pictures. In addition, ... [PAUSE] they employ people to link the news items.
5. It is very expensive to produce news programmes, so ... [PAUSE] mass-media news companies are very big.

verb	noun
1. demonstrate	demonstration
2. indicate	indication
3. occur	occurrence
4. behave	behaviour
5. situated	situation
6. accept	acceptance
7. attend	attendance
8. remind	reminder
9. organize	organization
10. invent	invention
11. measure	measurement

G Using linking words and phrases

Students complete individually. Elicit answers, preferably using an electronic projection.

Answers

1. *because*
2. *but*
3. *because; In addition*
4. *so; In fact/Actually*
5. *However*
6. *because; in fact*
7. *so*
8. *but*
9. *so*

H Giving opinions on amounts

1. Have students read Skills Check 3 and give some ideas. Don't confirm or correct at this stage.
2. Students complete the task individually and then check their answers in pairs.
3. Students discuss in pairs. Elicit some opinions for class discussion.

Answers

1. *It's too expensive.*
2. *too much*
not enough
not enough/too much
too many
too many
too much
not enough
3. *Answers depend on students.*

Closure

Build up the table of verbs and nouns on the board (see below), perhaps by supplying all the verbs; the students give you the noun. You could also do the activity as a simple drill, e.g.:

T: *demonstrate* ...

Ss: *demonstration*

Check carefully that students are stressing the correct syllable.

Workbook answers

Listening

Exercise A

Answers depend on students, but some suggestions are:

- they are ways of communicating
- they are relatively new
- they all have advertising
- they all have news information

Exercise B

Nowadays, there are many information organizations. For example, we have television, radio, newspapers and, of course, the **internet**. They all provide entertainment and information to the general **public**. The word for all these sources is **media**. It is an unusual word because it is plural. The singular word is **medium**. This word has different meanings in everyday English. But here it means a way of **communicating**. For example, we can say 'The internet is the most important news and information medium today'.

We often talk about the **mass media**. The word *mass* means a large amount, so the mass media reaches a large number of **people**. We say it has a big **audience**.

The mass media use modern technology to get the news very fast to **millions** of people. So the media have a big **influence**.

In television and radio, we say that information is broadcast to viewers and **listeners**. The means it is sent to a large area, perhaps the whole **world**. People in many different countries often watch breaking news events at the same time on **live** television.

Exercise C

Answers depend on the students, but here are some suggestions:

1.

Picture a	Picture b
18 th June, 1815 – Belgium Battle of Waterloo (Britain vs France) 400 km from London news – four days no reporters, broadcasting messages slowly overland	20 th January, 2009 Washington, D.C. Barack Obama became first African-American president of USA reporters quickly broadcast news live to billions

2. Today the news reaches billions of people very quickly.

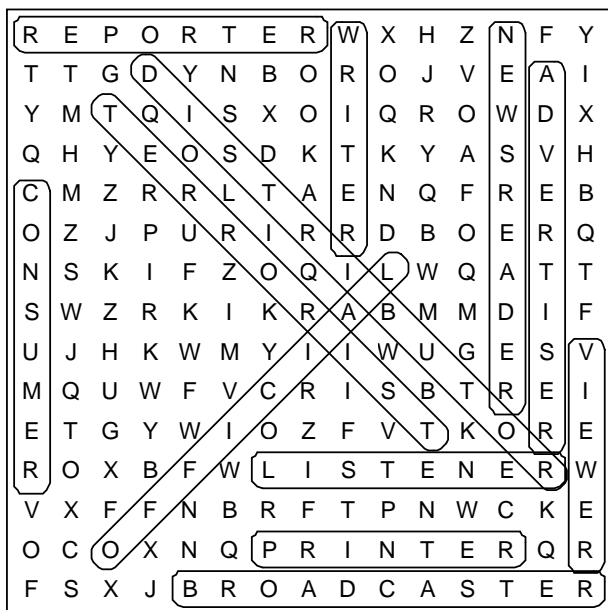
Exercise D

Possible ideas:

- wars
- natural and man-made disasters and accidents
- political events
- economic events
- crimes including murders, robberies, etc.
- deaths of famous or important people
- environmental problems
- discoveries, inventions
- social problems
- social events, for example the Oscar ceremony, events to do with royalty or other important or famous people
- sports events
- terrorism

Exercise E

1.



2./3.

1. re'porter
2. 'listener
3. 'printer
4. 'broadcaster
5. con'sumer
6. 'writer
7. 'newsreader
8. 'advertiser
9. 'viewer
10. distributor
11. 'terrorist
12. o'fficial

Exercise F

1./2.

break	the news	✓
	your leg	✓
	for lunch	✓
	a window	✓
	the law	✓
	your phone	✓
	your car	
	a promise	✓
	your heart	✓
	your brain	

reach	a place	✓
	a person	✓
	a level	✓
	a decision	✓
	a suggestion	
	an audience	✓
	the first floor	✓
	home	✓
	the chair	
	a height	✓

Exercise G

- 1./2. a. In general, women live longer than men. verb
 b. There's a live football match from Barcelona later this evening. adjective
 c. I don't live with my parents any more. verb
 d. I live in a studio flat in the centre. verb
 e. This is a live broadcast from Iceland, near the area of the volcano. adjective
 f. We are against experiments on live animals. adjective
 g. Careful – that wire is live. adjective
 h. In the winter, the animals live in that small building over there. verb
 i. There will be live music at the party. adjective
 j. Most students live in halls of residence near the university. verb

Exercise H

1./2.

	formal verb		informal verb
a.	communicate	f	get to
b.	distribute	b	give out
c.	inform	i	choose
d.	occur	d	happen
e.	produce	e	make
f.	reach	g	send
g.	transmit	a	speak
h.	participate	h	take part
i.	select	c	tell
j.	attend	j	choose

Exercise I

1./2.

- | | |
|----------------------|---------------------|
| a. breaking news | f. general public |
| b. news report | g. large audience |
| c. live event | h. strong influence |
| d. government secret | i. printing press |
| e. mass media | j. crime scene |

Exercise J

1. A: Have you heard about the Icelandic volcano?
B: Yes, I watched it on *the* news this morning.
A: It's sending a cloud of ash 7,000 metres up into *the* sky!
B: I know. It's amazing. In Iceland, they can't see *the* Sun in some places.
A: It's a really good story for *the* media. They are saying *the* government might cancel _ _ flights in and out of *the* UK.
B: Oh no, I hope not. I've got a flight booked for this weekend. I'm going _ _ home for my sister's wedding.
A: Perhaps you should go by _ _ train instead!

Extended listening

Exercise A

1./2.

stressed syllable	word	notes
a. me /mi:/	<i>media or medium</i>	
b. tel	<i>television</i>	
c. chan	<i>channel or channels</i>	
d. me /me/	<i>message</i>	
e. miss /mɪʃ/	<i>transmission</i>	
f. mun /mju:n/	<i>communicate</i>	
g. vert	<i>advertisement</i>	<i>cannot be 'advert or 'advertiser – different stressed syllable</i>
h. port	<i>report or reporter</i>	
i. ven	<i>event or events</i>	
j. news /nju:s/	<i>newspaper</i>	sound is slightly different from <i>news</i>

Exercises B and C

Mass-media news: advantages and disadvantages	
+	–
1. fast – many reporters/good comms	1. needs stories all the time = not really news?
2. cheap – consumer does not pay	2. influence of advertisers
3. can't keep secrets	3. no privacy

Practice

Exercise A

1./2. In the past, it took a long time for the news to reach an (1) *audience*. The (2) *mass media* originated in the 15th century. At this time, the (3) *printing* press was invented and the (4) *literacy* of the general public improved.

Nowadays, the mass media has three main advantages. The first is the (5) *speed* that news can reach the general public. And reporters can get to the (6) *scene* of a crime, disaster or other event very quickly. Another is that news is cheap for (7) *consumers*. The third advantage is openness. This means that governments and people in public life cannot keep (8) *secrets* any more.

There are also disadvantages. Perhaps there is too much focus on (9) *quantity* over quality. Also advertisers can (10) *influence* the news on TV and other media. In other words, there is (11) *bias* in the news so we cannot always believe it. Openness in the media can mean that people do not have any (12) *privacy*.

Exercise B

Answers depend on students. See transcript for 39 on page 119 of the Workbook.

Speaking: Advertising

3.3 Real-time speaking: Magazine advertisements

Objectives

By the end of this lesson, students should have:

- shown understanding of common core knowledge – how magazine advertisements work;
- understood a spoken text containing target vocabulary, grammar and sub-skills from the theme.

Introduction

Write on the board the following groups of people, and check meaning: *young people, disabled people, men, women, ethnic minorities, children, old people.*

Note: *disabled* = with limited movement or senses because of a medical condition;

ethnic minority = a small group of a particular race living in an area, or country, where most people are of a different race.

Ask students to briefly discuss the following question, or hold a short class discussion about it: *Which types of people do you rarely see in advertising? Why?*

A Activating ideas

- 1./2. Elicit the answers to question 1 from the class, and then set question 2 for discussion. Alternatively, set both questions for discussion in pairs or groups of three. Give feedback to the class as a whole. Encourage different points of view.

Answers

1. The advertisements are selling: cosmetics (make-up); ocean cruises; loans for buying a home.
2. Answers to this question depend on the students. Some suggestions for stereotypes in the advertisements are:
cosmetics – beautiful young white woman with perfect looks
ocean cruise advert – older white people with time and money; older married couple
home loans – young couple are happy, in love and can afford to buy a house

Methodology note


This role play is demanding, as the conversation is long. However, there are three participants, so the load is divided.

We have kept the model conversation with three participants only in order to make the task more manageable in the classroom. However, in Exercise C, students can have similar conversations in larger groups, if you wish, in order to make the activity more like a real tutorial.

B Studying a model

1. Students read the conversation. Go through the words in bold as a class.
2. Elicit what type of word is missing in each space (*adjectives*). Check students understand the vocabulary but try not to spend too long on this. Set the task. Students try to complete the missing adjectives individually. Ask students for their ideas but do not confirm or correct them at this stage.

Less able classes: Write all the adjectives on the board in the wrong order. Students copy the adjectives into the correct spaces.

Play  3.9 for students to check their ideas. Students compare their answers in pairs. Elicit answers.

3. Drill some of the sentences from the conversation with the class. Play the audio once more with students following in their books.
Form groups of three. Each student chooses a part, A–C. Point out that A and B have more to say, so students can decide which of them would prefer the more demanding parts.
Demonstrate the role play, taking the part of Speaker A yourself.
Students practise the conversation; meanwhile monitor and make notes of common pronunciation problems.
When students have finished the role play, give feedback and practise any problem areas from the conversation again (for example, by playing the recording once more, and pausing to drill pronunciation). Finally, set the role play again, with each student taking a new role.

Transcript

Presenter:

Track 3.9

Voice A: Where do you think the first advert is from?
Voice B: I think it comes from a women's magazine.
Voice A: And who is the target audience?
Voice B: Young women.
Voice C: I agree. Maybe older women, too.
Voice A: What is the purpose of the ad?
Voice C: To sell cosmetics.
Voice A: Why is the target audience interested in adverts like this?
Voice C: Because most women want to look attractive. They feel it's important.
Voice B: That's a stereotype!
Voice C: Maybe. But it's true.
Voice A: And how does the ad persuade them to buy the product?
Voice C: The woman is very beautiful. The message is: if you use this make-up, you will look beautiful, too.
Voice A: Do you think it's a good advert?
Voice B: I don't like it. In my opinion, the image doesn't represent reality.
Voice A: And how about you?
Voice C: I don't believe it's a bad advert. It's not reality, but I think it's very effective.
Voice A: Who created the ad? Who designed it?
Voice C: I think an advertising agency designed the image.
Voice B: I agree. And the cosmetics company paid for it. I think it was very expensive.

Methodology note

Exercise C is based on the adverts in the Course Book. If you prefer, bring adverts from local magazines to use instead. Alternatively, use them in the Optional activity for additional practice.

C Practising a model

Put the questions from the conversation in B2 on the board:

- *Where do you think the first advert is from?*
- *And who is the target audience?*
- *What is the purpose of the ad?*
- *Why is the target audience interested in adverts like this?*
- *And how does the ad persuade them to buy the product?*
- *Do you think it's a good advert?*
- *Who created the ad? Who designed it?*

Form new groups of between three and five students. (The task is designed to reflect a tutorial situation, in which there are usually about five students with the tutor.)

Demonstrate the task with a volunteer student and take the tutor's part, Speaker A, yourself. Talk about only one of the adverts in the Course Book.

Set the task. Monitor and assist as necessary, taking note of common pronunciation errors and difficulties as you go along. As feedback, ask volunteer groups to perform their conversations.

Optional activity

Use advertisements from the local press for extra practice. It is important that students reinforce the vocabulary and pronunciation in the lesson; it is also important, though, that they get some practice in thinking about advertisements in terms of the questions raised in the Course Book conversation.

Closure

Cover errors that you picked up while monitoring.

Everyday English: Talking about the media

Objectives

By the end of this lesson, students should be able to:

- use appropriate language to discuss a range of aspects of the media.

Introduction

This activity could generate a lot of discussion, but do not spend too much time on it.

Ask students to note down their favourite (if they have one) magazine; book; TV programme; film; newspaper; artist. Either put students into small groups to compare their ideas briefly, or have a short class discussion to see which are the most popular.

Methodology note

As the target questions in this lesson are in a variety of tenses (which might need clarification by you), the vocabulary load has been kept fairly low: there are only two new words per conversation.

A Activating ideas

1. Briefly exploit the pictures and elicit some of the key vocabulary, for example: *exhibition, documentary, photography, author, painting, fashion*.
2. Elicit ideas for the first picture. Set the task for discussion in pairs.

Answers

1. A. television
B. photography
C. literature/fiction
D. newspapers
E. art/painting
F. magazines
2. Answers depend on students.

B Studying models

1. Go through the sentences with the class. Clarify any problems. Set the task for pairwork. Do not offer feedback at this stage.
2. Set the task for individual work and pairwork checking. Play 3.10. Give feedback orally.
3. Elicit the picture for the first sentence, *Have you seen the new Vogue?* (Picture F). Students match the remaining pictures.

Answers

- 1./2. Conversation 1 = a.
Conversation 2 = d.
Conversation 3 = b.
Conversation 4 = c.
Conversation 5 = e.
Conversation 6 = f.
3. 1 F, 2 C, 3 A, 4 B, 5 D, 6 E

Transcript

Presenter:

Track 3.10

Conversation 1.

Voice A: Have you seen the new *Vogue*?
Voice B: No. The shop has run out.
Voice A: There's an article on the Milan Fashion Week.
Voice B: I'll get one tomorrow.

Presenter:

Conversation 2.

Voice A: Have you read the review of the book?
Voice B: Yes, I saw it in the literature magazine.
Voice A: What did you think?
Voice B: I think it was a bit biased.

Presenter:

Conversation 3.

Voice A: Did you see that documentary last night?
Voice B: That awful thing on Channel 7 about cinema?
Voice A: Yes. Didn't you like it?
Voice B: No. I didn't think much of it.

Presenter:

Voice A: Conversation 4.
Voice B: What sort of media do you work with?
Voice A: TV and film mostly. How about you?
Voice B: Photography.
Voice B: That's interesting.

Presenter:

Voice A: Conversation 5.
Voice B: Do you read the papers?
Voice B: Yes, every day.
Voice A: Do you have a favourite?
Voice B: No, I like to read all the different styles.

Presenter:

Voice A: Conversation 6.
Voice B: Are you going to see the Rembrandt exhibition?
Voice B: Yes. When is it on?
Voice A: It starts tomorrow for three months.
Voice B: Good. I really like his stuff.

Optional activity

Focus on the following vocabulary in each conversation:

1. *article, fashion*
2. *review, biased*
3. *documentary, I didn't think much of it*
4. *mostly, photography*
5. *papers, styles*
6. *exhibition, When is it on?, stuff*

Also highlight the question forms, which students will use in the next exercise. Review the verb forms and time references as necessary.

C Practising a model

1. Play the audio from Exercise B again if you wish. Set the task for pairwork. Monitor and assist with students' pronunciation. Note any common pronunciation errors.
2. Put the students into new pairs. Use the first question to demonstrate the task yourself with a student. Set the task. Monitor and assist with vocabulary and pronunciation. Again, make a note of common problems and errors. As feedback, ask volunteers to perform one of their conversations.

Closure

1. Go over any errors that you picked up during your monitoring.
2. Ask students to cover the texts in the Course Book and look at the pictures. They must try to remember the conversation for each one.

3.4 Learning new speaking skills: Taking part in a tutorial; talking about future possibilities

Objectives


By the end of this lesson, students should be able to:

- discriminate between, and pronounce accurately, the diphthongs /eɪ/ and /aɪ/;
- use target language and sub-skills to take part in a tutorial;
- make sentences using introductory phrases – *I (don't) think/feel/believe ...*;
- give and ask for opinions using target language from the theme;
- use the first conditional to talk about future possibilities.

Introduction

Elicit from the students details of the three advertisements in Lesson 3.3 Real-time speaking, and what they said about them.

A Saying diphthongs

1. Write on the board – and review – the symbols /ɪ/, /e/ and /æ/. Show that they can exist in combination as /eɪ/ and /aɪ/; elicit examples, e.g., *day*; *why*.
Set the task. Copy the table on the board (or use an electronic projection) and elicit which column the first word goes in. Students work individually and then check their answers in pairs. Do not give feedback yet.
2. Give students time to read the Pronunciation Check. Give feedback in task, using the table on the board.
3. Play  3.11. Pause after each word and drill, both chorally and individually. Insist on the correct pronunciation of the diphthongs, with the first sound being stronger than the second.

Answers

/eɪ/	/aɪ/
while	case
my	way
otherwise	change
buy	maybe
find	always
fight	paper
like	they
wife	

Transcript

Presenter:

Voice:

Track 3.11

while, my, case, way, change, otherwise, buy, maybe, always, find, fight, paper, like, they, wife

Methodology note

Exercise B, like the others in this section, refers to tutorials as they are commonly held at universities in the West. Tutorial groups are usually small (three to five students, or so). Each student is expected to bring researched information and some initial ideas to the discussion. Some students find sharing ideas like this uncomfortable at first, but the tutorial is a very useful opportunity. It is unacceptable academic behaviour not to contribute to a tutorial discussion, and students may be marked down as a result.

B Identifying a new skill (1)

1. Make sure students understand the heading, *Taking part in a tutorial*. You could perhaps spend a few minutes with students discussing the difference between *taking part in* and *going to* a tutorial (see Methodology note).
Give students a few minutes to read Skills Check 1. Check understanding of each point. You may, for example, need to revise the meaning of some of the vocabulary: *influence*, *copy*, *form an opinion*, etc. Elicit answers.
2. Students discuss the question in pairs, going through each point in the Skills Check. Elicit ideas.

Answers

Answers depend on the students, but here are some suggestions:

- a. Before a tutorial:
 - *research the topic* – you must know something about the topic in order to talk about it
 - *form an opinion about the topic* – you must think critically about the information you found: is it true, useful, relevant?
- b. During the tutorial:
 - *give/express your opinion* – in the tutorial, you must share the information you found, as well as your opinion of it, with your classmates
 - *give reasons for your opinion* – you must show why you have the opinions you express, in order to help your classmates understand you, and to help them think critically about the information too
 - *give examples* – these help make your points clearer

Methodology note

Make sure students understand all the statements in Exercise C. If you have not done all of the previous themes, you may wish to ask students to miss out the statements. You could perhaps replace them with others, e.g., *There should be more control over the media. Older people are badly represented in the media. There are too many stereotypes in advertisements.*

The table on page 81 can be enlarged on a photocopier and made into a handout so that students can have space to add more notes.

C Practising a new skill (1)

1. Check students understand the task and use the first statement as an example. Make sure students understand that they do not need to give an opinion at this stage. They are only researching ideas.

Students should make a note of their own ideas first, for and against each statement. Then they can compare their ideas with a partner.

Elicit some ideas from the class for points for and against each statement, but avoid getting into a discussion here. There will be an opportunity for this later on.

2. Students should now decide what their own opinion is about each statement, or they could perhaps select just two or three statements that they feel strongly about. Students add one or two further examples to their notes in the table.

Answers

Suggested ideas:

statement	for	against
Maths is the most important subject at school.	You need maths in every job.	English is an international language so it is more important.
TV is a bad influence on children.	Children copy bad behaviour.	Some TV is educational.
Boys and girls should go to mixed schools.	Boys behave better with girls in the class.	Girls get better exam results in single-sex schools.
It is better to be an extrovert than an introvert.	Extroverts often have more friends.	Extroverts can sometimes bully other people.
Sociology is more useful than psychology.	Sociology is about groups of people. This is much more important than individuals.	Psychology is about individuals. Individuals are responsible for all behaviour, including group behaviour.
Some people can't find a job because they are lazy.	You can always find a job if you move to a different place/are prepared to do anything.	At the moment, there are not many jobs.

Methodology note

We have avoided explaining the grammar of *I don't think ...* as this is covered in the Grammar for speaking lesson. If it arises in the lesson, however, you can give a brief explanation. Alternatively, you can simply encourage students to use *In my opinion + negative*, for example: *In my opinion, maths isn't very important.*

Remember, the key skill here is to give reasons for an opinion, and to participate in a discussion, rather than practising grammar.

D Practising a new skill (2)

1. Play **3.12** with the students following the conversation. Drill the sentences from the conversation. Students practise the conversation in groups of three.

Point out some of the key phrases and write them on the board:

In my opinion ...

I think (that) ...

I (dis)agree ...

For example ...

Students can use these phrases in the next activity.

2. Elicit the question for each statement and drill each one if you think it is necessary. Divide the class into groups of three and set the task. You may need to ask a more able group of students to demonstrate the activity. Monitor while students are working in their 'tutorial' groups. Give feedback.

Optional activity

Students can write a tutorial discussion for two or three of the statements in the table, using the conversation in their books as a model.

Transcript

Presenter:

Voice A:

Voice B:

Voice C:

Track 3.12

What is the most important subject at school?

In my opinion, Maths is the most important subject because you need it for every job. For example, in a shop or bank.

I agree. But I think English is also very important. It's an international language.

Methodology note

We have chosen the simplest option here for agreeing and disagreeing with an opinion. There are many other possibilities, but they would involve quite complex grammatical explanations. We have therefore left them for another time. This keeps the focus on the main objective of the lesson, which is about expressing opinions.

E Using introductory phrases

Check students understand the task and go over the examples. Drill the example sentence and the two possible responses. Elicit some possible sentences for the activity, for example: *I don't think smoking is very good for you. I think living in a different country is really expensive.*

Drill the elicited sentences. Encourage more able students/classes to give reasons for their opinions. Students then continue in pairs, and should agree or disagree with each statement. Monitor. Give feedback.

Answers

Answers depend on students.

F Making questions

1. Check students understand the task. Students discuss in pairs. Do not elicit answers yet.
2. Once again, students discuss in pairs, but do not elicit answers at this point.

Answers

Correct questions are a, d, f.

G Using *think, feel, believe*

1. Ask students to look at the visual of the advert. Students can discuss the advert briefly, but do not elicit ideas at this stage. Play **3.13**. Pause after each question and elicit one or two possible answers. Write the answers on the board.
2. Using the phrases from D on the board as prompts, students try to remember the questions from the transcript. Drill the questions, if you like, but do not allow students to write them down. Then students ask and answer the questions in pairs. Students can add more questions of their own if they wish. Monitor and give feedback. Finally you can give out copies of the transcript, or show it using an electronic projection.

Transcript

Presenter:

Voice:

Track 3.13

1. What do you think the advert is selling?
2. Who do you think the advert is for?
3. Do you think there is anything strange about the advert?
4. Do you think it gives you any information?
5. How much influence do you think advertisers have?
6. What do you think the role of advertising is in your life?

Answers

Possible ideas:

1. children's shoes
2. parents (maybe children might also see it)
3. giant size shoes; grass, etc., does not look real
4. hidden message – shoes are strong, fun, for different ages
5. depends on students
6. depends on students

H Identifying a new skill (2)

Students read Skills Check 2. Set for individual work, then elicit answers from the class.

Answers

2. a. If children see adverts for cigarettes,
b. If you don't get good qualifications,
c. If students watch a lot of television,
d. If an advert is funny,
e. If you don't go to all the lectures,
f. If an advert isn't interesting,

f

it won't be successful.

d

people will remember it.

a

they will start smoking.

c

they won't study properly.

e

you won't be able to do the assignments.

b

you won't get a good job.

I Practising a new skill (3)

1. Students complete in pairs. Check the answers as a class.

Answers

1. a. *they might start smoking*
b. *you might not get a good job*
c. *they might not study properly*
d. *people might remember it*
e. *you might not be able to do the assignments*
f. *it might not be successful*
2. a. *are; will be* b. *don't do; won't have*
c. *have; will help* d. *do; revise*
e. *will stop; introduces* f. *will rise; leave*

Closure

1. Bring in some other magazine adverts. Students ask each other similar questions to the ones in Exercise B.
2. Ask for students' personal opinions on some media-related topics. You could use the questions below. Students must give an opinion and then add a supporting reason.

If you wish, ask individual students yourself.

Alternatively, set the task for pairwork, monitor and then give feedback to the whole class.

Do you think we watch too much TV?

Do you think TV has a responsibility to educate people?

Do you think sexism is a problem in the media?

Do you think the media needs to be controlled?

Do you think TV and radio presenters are paid too much?

Which do you think is more popular, TV or radio?

Do you think TV is good or bad for children?

Do you think newspapers are too expensive?

Do you think TV ads are necessary?

Workbook answers

Speaking

Exercise A

1. appearance – appear
distribute – distribution
explanation – explain
privacy – private
behave – behaviour
2. Answers depend on students.

Exercise B

- 1./2. 1. 'stereotype
2. co'mmunity
3. im'pression
4. generali'zation
5. re'ality
6. 'issue
3. a. What is a stereotype? The word means 'a typical member of a *community*.'
b. *Stereotypes* can help us to understand each other quickly.
c. You quickly form an *impression* of the person.
d. As you can see, the *issue* is important, and difficult.
e. Stereotypes are useful, but they don't represent *reality*.
f. Many stereotypes are negative *generalizations*. For example, 'All women are housewives'.

Exercise C

- 1./2. a. A: What's a **feature**?
B: It's the main article in a magazine
b. A: What's the difference between **ad** and advert?
B: There's no difference. They're both short for *advertisement*.
c. A: Does **audience** mean people at a concert?
B: Yes. And it means the people who see an advertisement.
d. A: What does **generalize** mean?
B: It means make general statements about something, usually from a stereotype.
3. Answers depend on students.

Exercise D

- 1./2. Answers depend on the students, but here are some suggestions:
Photos 1 and 2 show stereotypes. Photos 3 and 4 go against stereotypes.
teenagers – energetic/rude/lazy/stay in bed all day/always eating
different nationalities – clever/loud/polite
politicians – dishonest/rich
old people – kind/lonely/wise
men – strong/aggressive
women – caring/interested in clothes

Exercise E

- 1.–3. a. advert f. reporter
b. critic g. issue
c. reviewer h. article
d. design i. feature
e. image j. editor

Exercise F

1./2.

	short vowel	long vowel	diphthong
com <u>e</u> dy	✓		
dr <u>a</u> ma		✓	
cr <u>i</u> me			✓
co <u>o</u> kery	✓		
det <u>e</u> ctive	✓		
doc <u>u</u> mentary	✓		
gar <u>a</u> dening		✓	
geo <u>o</u> graphy	✓		
hol <u>o</u> iday	✓		
l <u>e</u> gal		✓	
nat <u>u</u> re			✓
new <u>s</u>		✓	
pol <u>i</u> tics	✓		
prop <u>e</u> rties	✓		
qu <u>i</u> z	✓		
rom <u>a</u> ntic	✓		
ser <u>i</u> al			✓
so <u>a</u> p			✓
sport <u>s</u>		✓	
tal <u>e</u> nt	✓		
wildl <u>i</u> fe			✓

3. Answers depend on students.

Practice

Exercise A

- 1./2. a. ~~I'm thinking~~ I think smoking is very bad for you.
b. I don't feel that qualifications ~~is~~ are very important.
c. I'm sorry, I ~~am not~~ don't agree with you.
d. Where ~~is~~ that student ~~is~~ from?
e. What do you think ~~is~~ this advert ~~is~~ about?
f. The advert persuades ~~to~~ us to buy the product.
g. What was your impression ~~in~~ of the TV political debate last night?

- h. Magazines should avoid ~~to have~~ *having* stereotypes in their articles.
 i. Television is a bad influence ~~for~~ *on* children.
 j. I'm sure *an advertising agency* designed the image ~~an advertising agency~~.

Exercise B

1./2.

a. Did you enjoy the poetry reading?	b	No, I don't.
b. Do you think the TV news is biased?	g	No, I'm not.
c. Is there too much politics in the news at the moment?	e	No, it hasn't.
d. Are there too many stereotypes in women's magazines?	h	Yes, I have.
e. Has that documentary started yet?	f	Yes, it does.
f. Does that comedy programme start at 8?	a	No, I didn't.
g. Are you going to the literature festival?	d	Yes, there are.
h. Have you seen the photos of the earthquake in today's paper?	c	Yes, there is.

3. Answers depend on students.

Exercise C

Answers depend on students.

Extended speaking

Exercise A

A /eɪ/	B /aɪ/
1. wait	white
2. late	light
3. main	mine
4. race	rice
5. lake	like
6. way	why
7. trade	tried
8. replayed	replied
9. A	I
10. may	my

Exercise B

1.

Source
<i>Where</i> is the advert from?
<i>Who</i> created it?
Audience
<i>Who</i> is the target audience?
<i>Why</i> is the target audience interested in adverts like this?
Purpose
<i>What</i> is the purpose of the advert?
<i>How</i> does the advert persuade people to buy the product?
Reaction
<i>Do</i> you like the advert?
<i>Why</i> is the advert effective?

2. Answers depend on students.

Exercises C and D

Answers depend on the students.

Reading: The values of magazines

3.5 Vocabulary for reading: Values

Objectives

By the end of this lesson, students should be able to:

- understand some of the target vocabulary for the Reading section;
- identify vocabulary in its written form;
- understand some basic concepts about the influence of mass media.

Introduction

Select about ten flashcards of some of the words you have used in the previous sections.

Use a blank piece of card to cover the last few letters of each word so that students have to recognize the word from the first three letters only. If this is difficult, gradually reveal more letters until only the last one is covered. Exercise A provides further written practice of this sub-skill.

A Reviewing vocabulary

This is another exercise based on recognizing a word from the first few letters – a skill that native speakers have.

Set the task and go over an example. Students complete the activity individually and then compare their answers in pairs. Elicit answers and write them on the board so that students can check their spelling.

Answers

1. att	itude
2. aud	ience
3. bro	adcast
4. dis	tribute
5. imp	ression
6. me	ssage
7. por	tray
8. pri	vacy
9. ste	reotype
10. tra	nsmision

Methodology note

This activity explores the idea that the mass media has a strong influence on our lives. It is important for students to begin to realize that the choices they make are not always as free as they would like to think. The information in these activities could lead to some interesting class discussions.

B Understanding vocabulary in context

Exploit the visual of the graph. Make sure students understand that the graph shows that money becomes more important as we get older. Spend one or two minutes discussing why this is so. (For example, income often drops because of retirement – as a result, older people start to worry more about money. Also, people generally have more things the older they get – therefore, they have more to lose than when they are younger.)

Set the task. Students complete the activity individually, then compare their answers in pairs. If students find the activity difficult, give them the first letter of each word.

Ask a few questions to further check understanding:

What are the two meanings of the word value? (the cost of something, and the things that are important to you)

What kind of values do people have? (religious beliefs, opinions, attitudes)

Where do people get their values from? (in the past: religion, parents; nowadays: sometimes from the mass media)

What values do we get from the mass media? (money is important; celebrities are important; if you are beautiful you will be successful)

Finally you can ask students to discuss the two questions at the end of the text:

Will young people still think that money is not important in a few years' time?

What effect will the mass media have on their values?

Answers

What is the value of your mobile phone? The word *value* normally means the cost or price of something. But the plural – *values* – has a different meaning. Your values are the important things in your life. For some people, family life is the most important thing. For other people, the most important thing is a set of religious *beliefs*. Finally, your values are your opinions or *attitudes*, e.g., *How should young people behave towards older people?* At one time, values came from religion and parents. But perhaps nowadays some people get their values from the mass media. There *may* be a problem with this. The mass media shows *celebrities* all the time. The message is: 'Money is the most important thing.' Money buys the *lifestyle* of celebrities. However, there is some interesting research into modern values. According to *surveys* in Western Europe, young people do not think money is very important (see Figure 1). Will they feel the same in a few years' time? What *effect* will the mass media have on their values?

C Developing critical thinking

Students discuss the questions in pairs. Elicit ideas, helping with vocabulary as necessary. Encourage students to have a long discussion on this, otherwise they may not be able to realize the mass media's influence at this stage.

Closure

Write the following phrases from the text on the board:

For some people ...

For other people ...

Finally ...

At one time ...

But perhaps nowadays ...

However ...

According to ...

Ask students to find and underline each phrase in the text. They should then study the words that follow each phrase. Then ask students to close their books. Ask them to complete each phrase from memory; this can be done either orally or in writing.

3.6 Real-time reading: Magazines through history

Objectives

By the end of this lesson, students should be able to:

- show understanding of common core knowledge on the topic of media – magazines and specific reader groups;
- show understanding of a text containing target vocabulary, grammar and sub-skills from the theme, including transferring information into a table of notes;
- use previously learnt reading sub-skills to exploit topic sentences in order to predict content.

Introduction

Write the following question and verbs on the board:

Do magazines ...

entertain?

influence?

explain?

inform?

suggest?

shock?

sell?

advise?

surprise?

persuade?

lie?

encourage?

exaggerate?

You can add or delete verbs in the list depending on your class. Students discuss in pairs. Ask supplementary questions, such as: *Which kind of magazines (entertain)?*

Methodology note

Before you set Exercise A, teach the meaning of the word *demographic*. It comes from the word *demography*, the study of human population – size, age, births, marriages, deaths, etc. The information helps the government, for example, to predict the number of schools, old people's homes, etc., that will be needed in particular areas. The information is also very useful for marketing purposes.

In this lesson, students will be looking at demographic groups such as teenagers, couples, singles, older people, etc.

A Activating ideas

Ask students to read the instructions. Set the activity for pairwork. Elicit some of the students' ideas.

Answers

Answers depend on students.

B Predicting content

1. Exploit the visuals and the title. Then ask students to cover the text. Ask students to give an answer to the question *How do publishers make money from magazines?*
2. Ask students to read the topic sentences. Check understanding, especially for the verb *attract*. Set the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Do not give feedback as this is an exercise for self-checking.
3. Students uncover and read the text to check their answers.

Answers

1. The obvious answer is *from sales of the magazine* but some students may mention advertising.

2./3.

a. In 1881, the first real magazine in the world appeared.	d	They attract readers in a number of ways.
b. Magazines today are not for everybody.	e	Because they do not make their money from the sales of the magazine.
c. Magazines target particular groups.	a	It was published by a man called George Newnes.
d. Publishers want to attract the right kind of reader to each title.	f	Each title appeals to a particular market sector.
e. Why do magazine publishers want to attract a particular market sector?	b	Nowadays, there are different magazines for each kind of person.
f. Nowadays, magazines do not contain titbits of information for everybody.	g	Do they also <i>influence</i> their readers?
g. So magazines reflect their readers' interests in a very clear way.	c	Firstly, there are demographic groups.

C Understanding the text

Check students understand the task. They should read the sentences first and think about whether they are true or false. Then they can read the text to check their ideas and correct

the false statements. Students then compare their answers in pairs. Elicit answers.

Ask a few more questions to check understanding:

How many magazines were there in the UK in 2008? (2,800)

What are some of the different types of magazines? (for demographic groups, interest groups, and career magazines)

How do the publishers make people buy the magazines? (clear names, attractive covers, articles)

How is the magazine paid for? (advertising and the cover price)

How do magazines influence people?

(persuade them to buy things, live in a certain way, etc.)

Finally, ask students to discuss the questions at the end of the text in pairs or small groups.

Answers

1. At one time, magazines appealed to one kind of person.	F	all kinds of people
2. The elderly are a demographic group.	T	
3. Readers are attracted to a particular magazine by the name and nothing else.	F	name, cover photos, articles
4. Advertisers want to reach everybody with their adverts.	F	They want to reach particular market sectors.
5. Magazines definitely influence their readers.	F	They may influence their readers.
6. Magazines affect people's values.	F	They may persuade them to have certain attitudes and values.

Closure

Show the pattern of the verb *persuade* and ask students to think of some different ways to complete the sentences below:

persuade someone + to do something

- *Magazines persuade people to ... (buy certain things, live in a certain way, have certain values, etc.)*
- *Advertisements persuade people to ...*
- *Politicians persuade people to ...*
- *My friend persuaded me to ...*
- *My parents are trying to persuade me to ...*
- *I persuaded my friend not to ...*

3.7 Learning new reading skills: Distinguishing between fact and possibility; understanding pronouns and possessive adjectives

Objectives

By the end of this lesson, students should be able to:

- collocate target vocabulary from the theme;
- distinguish between fact and possibility in a written text;
- recognize target forms for expressing possibility in a written text;
- demonstrate understanding of back reference in a text using pronouns and possessive adjectives;
- demonstrate understanding of information about circulation figures.

2. Ask students to look at Skills Check 1. Ask different students to read aloud each section and its examples. The rest of the class follows in their books. Check understanding by asking: *What words do writers use for possibility? (perhaps, maybe, may, might, it is possible)*

Now go back and elicit answers to Exercise B1. (✓ = fact; ? = possibility)

Answers

In 2008, there were about 2,800 magazine titles in the UK alone.	✓
Magazines target particular groups.	✓
We have magazines for teens, for the elderly, etc.	✓
This persuasion may help the advertisers to sell them particular products.	?
They attract readers in a number of ways.	✓
In 1881, the first real magazine in the world appeared.	✓

Introduction

Use Exercise A as the introduction.

A Reviewing vocabulary

Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

1. mass	6	sector
2. front	8	society
3. specialist	5	space
4. demographic	1	media
5. advertising	3	magazine
6. market	9	beliefs
7. material	10	lifestyle
8. modern	2	cover
9. religious	4	group
10. celebrity	7	success

B Identifying a new skill

1. Check students understand the task. Give students time to read through all the extracts, then students discuss their ideas in pairs. Do not elicit answers.

C Practising a new skill

Work through the example then set for individual work and pairwork checking. Give feedback orally.

Point out that in sentence 1, you can simply remove the first word and the sentence becomes a fact. How can you turn the other possibilities into facts? (See Answers below.)

Answers

1. Perhaps TV presenters have an influence on our clothes and our speech.
2. TV advertisements may have a bad effect on children.
3. It is possible that some TV channels will introduce longer advert breaks next month.
4. You may be able to complain about adverts online.
5. Some parents might not agree with advertisements for junk food and drinks.

To turn into facts:

1. ~~Perhaps~~ TV presenters have an influence on our clothes and our speech.
2. TV advertisements ~~may~~ have a bad effect on children.
3. ~~It is possible that~~ Some TV channels will introduce longer advert breaks next month.
4. You ~~may be able to~~ can complain about adverts online.
5. Some parents ~~might~~ do not agree with advertisements for junk food and drinks.

Methodology notes

1. Remind students what pronouns and possessive adjectives are.
2. In reading, there is no simple rule for saying what a pronoun refers back to. Grammar books used to say that the reference of a pronoun was the most recently mentioned noun of the same number and gender. But this is not, in fact, the case. Students must learn to use the context of the whole text, as well as the sentence itself, for clues to meaning.

D Understanding pronouns and possessive adjectives

This text is about *circulation* figures for magazines and newspapers. You may want to pre-teach the word *circulation*, or alternatively get students to work out the meaning from context when they read the text.

Ask students to read the text and Skills Check 2. Ask the questions below to check understanding; or use an electronic projection; or put them in a handout and give to students to discuss in pairs. However, if students cannot answer one of them, do not give them the answer. Leave it and go on to the next question. Ask the problem questions again when students have completed the exercise. (Once students have understood the pronouns and possessive adjectives in the text, they might find the questions easier to answer.)

- *How did publishers make money from the first magazines?* (they sold lots of them)
- *When did they start to make money from advertising?* (end of the 19th century)
- *Why could publishers charge a lot for advertisements?* (because they sold a lot of magazines)
- *What happened next?* (they lowered the price)
- *What does ABC stand for?* (Audit Bureau of Circulation)
- *What does the ABC do?* (it checks circulation figures)
- *Why did publishers start the ABC?* (because advertisers did not believe publishers' sales figures)
- *Why do publishers use the ABC today?* (to set/decide prices for advertising)

Now set the task. Students discuss the answers in pairs. Elicit answers. Sentences 6 and 7 may need further explanation – students will need to

think about the whole context in order to get the correct answer.

You can write the following sentence on the board and discuss with students how it changes the reference:

Publishers showed advertisers the sales figures, but they often exaggerated them.

As you go through the answers, you can also point out to students the way the writer talks about general facts. For example, sometimes the plural is used: *publishers, advertisers*.

Sometimes, for variety, the writer changes it to a *publisher*. Also point out how the article *the* is used for the second mention of a noun in the text.

Answers

1. the first magazines
2. publishers'
3. a publisher
4. a magazine
5. the magazine
6. advertisers
7. sales figures
8. the sales figures
9. ABC figures
10. publishers'

Closure

If you have brought in some magazines for the lesson (as suggested at the end of the previous lesson in the Teacher's Book), hand them out to the students. Ask students to look through, and estimate, how much of the magazine is taken up with advertising. For example, is it 50 per cent, 75 per cent, etc.? Ask: *Is there more advertising in expensive magazines or less?*

How many pages are there in the magazine? If there are a lot, is this because of adverts or articles? *Why are there more pages for some months' editions than others?* (It is easier to get more advertising for some months, for example December because of Christmas.)

Note: If possible, bring in some examples of teen magazines to the next lesson. Some printouts or electronic projections of e-zines for teenagers would also be useful.

3.8 Applying new reading skills: Teen magazines

Objectives

By the end of this lesson, students should be able to:

- distinguish between fact and possibility in a text about the mass media;
- demonstrate understanding of a text about the influence of the mass media in teen magazines;
- demonstrate understanding of common core knowledge about the influence of teen magazines in the mass media.

Introduction

Ask students if they can remember what ABC stands for (*Audit Bureau of Circulation*; see previous lesson).

See if students can remember anything else about it – for example, it checks circulation figures for magazines and newspapers.

A Reviewing vocabulary

Revise the meaning of two or three verbs from the box that you have particularly focused on in previous lessons. Students should be able to revise the meanings of the other words from the context of each sentence.

Students complete the task individually and then compare their answers in pairs. Elicit answers, making sure students have used the correct form of each verb and the correct spelling.

Answers

1. In 1881, a man called George Newnes published the first real magazine.
2. In recent years, publishers *have targeted* particular groups with their magazines.
3. Some magazines nowadays *appeal* to people in particular jobs.
4. Publishers hope their magazines *will attract* a particular market sector.
5. Then they *can sell* advertising space in the magazine.
6. The production of a magazine *is paid for* by the advertising.
7. The appearance of each magazine and its contents *match* the interests of the target audience.

8. Magazines *may influence* their readers in a very powerful way.
9. It is possible that they *persuade* them to buy certain things.
10. Do people want a lifestyle because their magazine *features* it every month?

B Understanding a text

1. Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.
2. Remind students of the work they did on distinguishing between fact and possibility in Lesson 3.7. Students discuss the answers in pairs. Elicit answers; when discussing the answers that are *possibilities*, highlight the language used in the text to show this: *may, think, believe*, etc.

Answers

a. How many copies did teen magazines sell in 1998?	2.5 million copies a month	✓
b. How many female teenagers were there in the UK in 1998?	2.5 million	✓
c. What has happened to sales of teen magazines in the UK recently?	lower than in 1998	✓
d. Why have sales of teen magazines in the UK changed?	rise in e-zines (teenagers still reading as much, but with different media)	?
e. How influential are teen magazines?	very (according to researchers)	?
f. What do teen magazines try to 'sell' to teenagers?	a self-image and then products to go with that self-image	?

C Understanding new words in context

Set the task and ask students not to use dictionaries. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

1. space	2	highest point
2. peak	7	say something is good
3. decline	4	caused by
4. due to	5	having a strong effect
5. influential	1	area of a magazine
6. flip	8	how a person sees him/herself
7. promote	3	fall
8. self-image	6	look quickly

Closure

If you have brought in some teen magazines or e-zines as suggested at the end of the previous lesson in the Teacher's Book, give them out now for discussion.

Ask students to:

- discuss the questions in Exercise B again with reference to these magazines;
- assess how much advertising there is in the magazines (in teen magazines the advertising is not always obvious, as products are often mentioned within an article);
- decide what the advantages and disadvantages of the magazines are.

Methodology note

See Themes 1 and 2 in the Teacher's Book, as well as the notes in the Introduction, for further ideas on how to do the quiz. As usual, the focus should be more on the content rather than using the correct grammar.

- A** Divide the class into groups of three or four. Make sure the final column is covered (if you prefer, photocopy the quiz with the final column left blank for students to make notes). Students discuss the questions and make notes of their ideas. Do not elicit answers yet.

- B** Students match the questions and answers in their groups, or you could reorganize the students into pairs. Finally, elicit answers, preferably using an electronic projection of the table.

Answers

See table over.

Closure

Tell students to learn the information or vocabulary for any of the answers they got wrong in class.

Knowledge quiz: Mass media

Objectives

By the end of this lesson, students will have:

- reviewed core knowledge from Theme 3;
- recycled the vocabulary from Themes 1–3.

Introduction

Tell students they are going to do a knowledge quiz on Theme 3. If you like, while you are waiting for everyone in the class to arrive, students can spend a few minutes looking back over the theme.

1. What is the singular of <i>media</i> ?	14	A demographic group, or an interest group, or a group of people in the same occupation.
2. What does the <i>mass media</i> consist of?	2	Broadcast media such as television and radio, and print media such as newspapers and magazines.
3. What can you <i>broadcast</i> ?	17	By making them want a particular product or lifestyle.
4. What is a <i>live</i> news event?	5	The Ancient Chinese.
5. Who invented <i>printing</i> ?	15	A group of people of a certain age, gender, occupation, level of income, etc.
6. What do printers use a <i>press</i> for?	7	Read and write.
7. What can a <i>literate</i> person do?	10	Buy this product and your child will love you.
8. What is a <i>stereotype</i> ?	18	It is an electronic magazine.
9. What are <i>cosmetics</i> ?	1	Medium.
10. What is the <i>message</i> of a soap powder advertisement with a happy mother and a happy child?	12	Things which are important to a person.
11. How might a news item on a TV channel be <i>biased</i> ?	11	By showing only one point of view, or by exaggerating events.
12. What are <i>values</i> ?	6	To make a newspaper, magazine or book.
13. How does a person become a <i>celebrity</i> ?	4	Something happening at the time of transmission.
14. What does a particular magazine <i>target</i> ?	9	Things to make a person look more attractive, e.g., make-up.
15. What is a <i>demographic</i> group?	13	By appearing on television or in films.
16. How do magazines <i>reflect</i> the interests of their readers?	8	A generalization about a type of person, e.g., a teenager.
17. How can magazines <i>influence</i> their readers?	3	A television programme or a radio programme.
18. What is an <i>e-zine</i> ?	16	By having photographs and articles which they will like.

Workbook answers

Reading

Exercise A

Model answers

1. a <i>magazine</i> and a <i>newspaper</i>	Magazines do not usually have the latest news. They are usually weekly or monthly, not daily. Magazines have more colour.
2. <i>affect</i> and <i>effect</i>	<i>affect</i> is a verb; <i>effect</i> is the noun.
3. <i>value</i> and <i>values</i>	<i>value</i> is how much something is worth; <i>values</i> are the important things in your life.
4. <i>celebrity</i> and <i>fame</i>	similar meanings, but <i>celebrity</i> is usually for people in entertainment.
5. <i>opinion</i> and <i>attitude</i>	<i>attitude</i> is feelings and behaviour, as well as opinion.
6. an <i>image</i> and a <i>photograph</i>	<i>image</i> can be other kinds of pictures; it usually has a 'message'.
7. <i>may</i> and <i>might</i>	<i>may</i> is possibly a little more formal.
8. a <i>feature</i> and an <i>article</i>	<i>feature</i> is a more important article; it is longer, and often has a picture.
9. <i>attract</i> and <i>reach</i>	<i>attract</i> means to make someone interested; <i>reach</i> means to get to.
10. <i>influence</i> and <i>persuade</i>	<i>influence</i> means to have an effect on someone through your behaviour; <i>persuade</i> means to have an effect with words.

Exercise B

	verb	noun
1.	appeal	appeal
2.	attract	attraction
3.	believe	belief
4.	decline	decline
5.	affect	effect
6.	feature	feature
7.	persuade	persuasion
8.	promote	promotion
9.	publish	publication
10.	target	target

Exercise C

1. reach a market	3	a name
2. attract a reader	10	for advertisements
3. give a magazine	4	from selling a magazine
4. make money	6	in a clear way
5. appeal to people	7	to companies
6. reflect the readers' interests	2	to a magazine
7. sell advertising space	5	in particular jobs
8. persuade readers	9	to sell products
9. help advertisers	8	to have attitudes
10. charge a lot of money	1	with a magazine

Exercise D

1.

make	a decision	✓
	a good impression	✓
	a lie	
	a meal	✓
	a mistake	✓
	an assignment	
	coffee	✓
	friends	✓
	housework	
	a mess	✓
	money	✓
	music	✓
	the shopping	
	a noise	✓
	a suggestion	✓
	an effort	✓
	a plan	✓
	people laugh	✓
	time	✓

2.

a. He works quickly, but he makes a lot of ...	mistakes.
b. Be quiet! Don't make ...	a noise.
c. She's very sociable and she finds it easy to make ...	friends.
d. I'm very busy this week, but I'll try to make ...	time.
e. Do you want a drink? I'm just making ...	coffee.
f. He's very funny. He makes ...	me laugh.
g. What are you going to do? Have you made ...	a decision / a plan?
h. I think she tries to hard sometimes to make ...	a good impression.
i. I don't think it's a very good product. It will never make ...	money.
j. I think you would get much better marks if you made ...	an effort.
k. Have you decided? Or can I make ...	a suggestion?

Exercise E

1./2. Answers depend on students.

- 3.
- a. False
 - b. True
 - c. False
 - d. False
 - e. False

- 4.
- a. teenagers
 - b. people
 - c. teenagers
 - d. their parents
 - e. teenagers
 - f. newspapers/magazines and television programmes
 - g. teenagers
 - h. foreign holidays
 - i. teenagers

5. Answers depend on students.

Writing: Media studies research reports

3.9 Vocabulary for writing: A research report flow chart

Objectives

By the end of this lesson, students should be able to:

- understand and spell target vocabulary from the theme;
- understand some common core knowledge about conducting a research survey.

Introduction

Use Exercise A as the introduction.

A Building vocabulary and knowledge

1. Set the task. Explain that the sentences are about doing research. Students complete the activity individually, then compare their answers in pairs. Students then discuss the meanings of the words in italics – they should be able to work them out from context. Elicit answers and check the meanings of the new words.

Answers

- a. Students on university courses often have to ...
☐ *e* this kind of research *effectively*..
 - b. One common type of research *investigates* ...
☐ *d* the best way to conduct a survey.
 - c. This kind of research is called ...
☐ *a* conduct primary research..
 - d. A list of questions, called a questionnaire, is ...
☐ *b* people's habits or their opinions.
 - e. Follow the flow chart in Figure 1 to conduct ...
☐ *c* a survey.
2. Check students remember what a flow chart is. Also remind students that the **imperative form** is used for the instructions in a flow chart. Set the task. Students complete the activity individually, then compare their answers in pairs. Give feedback, preferably using an electronic projection of the flow chart, so that students can double-check their spelling.

You might need to give further explanation of the phrase *raw data*. For example, *15 out of 20 people said they watch daytime TV*. The number *15 (out of 20)* is *raw data*. It should be converted to a percentage: 75 per cent. The word *raw* is pronounced /rɔː/. You can point out that it has the same vowel sound as the words *audience* and *broadcast*.

Answers

Select a research topic



Design a questionnaire



Choose the participants carefully



Conduct the survey



Record the raw data



Convert the raw data to percentages



Display the results as figures
(graphs or pie charts)



Analyze the responses



Write the report



Add an appendix at the end
(with the questionnaire,
the raw data and the figures)

Optional activity

Students' books closed. Write the verb for each flow chart instruction on the board. See if students can complete the instruction. This can be done as a written activity (or an oral one if you are short of time), e.g.:

T: *Select ...*

Ss: ... *a research topic*

T: *Design ...*

Ss: ... *a questionnaire*

Finally students open their books and check their answers and spelling.

B Developing critical thinking

Set this task for pairwork, then feed back as a class.

Answers

1. You should choose participants carefully because ... d) you need a good sample of people.
2. You should convert the raw data into percentages because ... a) it is easier to see the relationship between answers.
3. You should put the extra information in an appendix at the end because ... e) you will have a lot of raw data.

Closure

Students' books closed. Dictate some of the words from the lesson.

3.10 Real-time writing: A research report on TV usage

Objectives

By the end of this lesson, students should be able to:

- show understanding of the models for a research questionnaire, a report on research and pie charts in preparation for a later writing activity;
- show understanding of quantifiers to describe figures and numbers.

Introduction

Revise the meaning of some of the verbs learnt in the previous lesson as they will be needed in this lesson too:

analyze
convert
design
display
investigate
record

A Activating ideas

1. Set the task. You might need to explain question 6 in the questionnaire. It is asking whether people's TV viewing habits have

changed; for example, if they have increased or decreased, change of times, etc.

2. Students discuss the questions in pairs. Elicit some of their ideas.

B Pie charts

Set for individual work and pairwork checking.

Answers for A and B

1. On average, how many hours a week do you spend watching television? (fig 1)
2. What do you mainly use television for? (fig 2)
3. Where do you mainly watch television? (fig 3)
4. What do you do while you are watching television? (fig 4)
5. Who do you mainly watch television with? (fig 5)
6. What has happened to your usage of this medium in the last year? (fig 6)

C Questionnaires

Elicit what *medium* the questionnaire is asking about (television). Give students time to read through the statements. Check the meaning of *participants*, *survey*, *usage*.

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

1. There are four questions.	F	There are six.
2. All of the questions have four categories.	F	Questions 3 and 6 have only three.
3. Twenty participants took part in this survey.	T	
4. Twelve participants use television for entertainment.	T	
5. The majority of the participants mainly watch television in their bedrooms.	T	
6. Television usage has stayed the same in the last year for most of the participants.	T	

Methodology note

Before you set Exercise D, you may want to spend a few minutes revising the past simple passive, which is used several times in the model answer.

Write the following active sentences on the board:

*We designed a questionnaire on the use of TV.
We chose 20 people to take part.*

Ask students how these sentences could be improved (by changing them into passive sentences).

Elicit the passive versions of the sentences on the board:

*A questionnaire was designed on the use of TV.
Twenty people were chosen to take part.*

Highlight the verbs and elicit how they are formed. Write the rule on the board:
be + past participle

D Research reports

1. Check students understand the task and that the verbs need to be written in the correct forms. Students complete the activity individually, then compare their answers in pairs. When they have finished, write the verbs in the correct order and form on the board so that students can correct their own work.

Less able classes: Write the verbs in the infinitive, in the correct order, on the board. Students then write them in the text spaces in the correct form.

2. Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection of the Findings section of the report. If students find the task difficult, give them time to read the model answer with their pens down. Then remove the model answer and ask students to complete the gapped text.

Answers

Introduction

Television is one of the main forms of mass media in the modern world. This study *looks at* the usage of the medium. It *analyzes* weekly use. It also *investigates* points such as *where do you mainly watch television?*

Method

A questionnaire *was designed* on the use of television in daily life (see Appendix 1). Twenty people *were chosen* to take part in the survey. The participants *were* students between the ages of 16 and 21. There *were* 12 female students and 8 male students.

Results

The raw data *was recorded* in a table. This raw data *was converted* into percentages. The results *were displayed* as a series of pie charts (see Appendix 2).

Findings

Half of the participants watch television for more than 30 hours a week. *The majority of the participants (60 per cent)* mainly use the medium for entertainment. *Only one of the participants mainly* uses television for education. *Sixty five per cent of the participants mainly* watch television in their bedrooms. *Over half of the participants mainly* do something else while they are watching television. A few of the participants *study while they are watching television*. The majority of the group *mainly watch television alone*. *Nearly all of the participants* said their use has stayed the same in the last year.

Closure

Students' books closed. Elicit the headings of the research report and write them on the board:

Introduction

Method

Results

Findings

3.11 Learning new writing skills: Designing, conducting, recording and displaying a survey

Objectives

By the end of this lesson, students should be able to:

- design a simple questionnaire for research on media studies;
- show understanding of how to convert raw data into percentages and pie charts;
- record and display results from a questionnaire;
- use quantifiers accurately;
- describe the results of a questionnaire;
- analyze displayed data.

Introduction

Ask the following questions:

What did you watch on TV yesterday?

How much TV did you watch last night/at the weekend?

A Reviewing vocabulary

1. Check students understand the task.
Students complete the activity individually, then compare their answers. Elicit answers.
2. Students work in pairs. Elicit ideas.

Answers

A few of the participants	5	~20%
All of the participants	1	100%
Half of the participants	3	50%
Most of the participants	2	~75%
None of the participants	6	0%
Some of the participants	4	~35%

B Identifying a new skill (1)

Students discuss in pairs. Do not confirm or correct answers at this stage.

Students read Skills Check 1. Now discuss with the class what is wrong with the two extracts. Elicit answers.

Answers

The questions are not specific enough. There should be categories for each question. They should be:

How many hours of television do you watch?
10, 10–15, etc.

What sort of programmes do you prefer?
Comedy, documentary, etc.

There are no categories for very young or older people. Also, some ages overlap, e.g., 20, 30, 40.

C Practising a new skill (1)

Students discuss in pairs. Remind students to read Skills Check 1 again if they wish. Set the task and elicit one or two categories as examples. Students continue in pairs. Elicit answers.

Answers

Which of the mass media do you use?	Which of the mass media do you use the most?	Answers depend on students.
How do you access the internet?	How do you mainly access the internet?	Answers depend on students.
Do you check the world news on the mass media?	How often do you check the world news on the mass media?	Answers depend on students.

D Identifying a new skill (2)

Students read the two questions. Discuss the difference in meaning between *record* and *display*.

Ask students to read section 1 in Skills Check 2. Tell students the information is the number of hours that people watch TV per week.

Ask the following questions:

How many people watch TV for ...

– *fewer than 10 hours?* (3)

– *10–15 hours?* (4)

– *15–20 hours?* (6)

Tell students to read section 2. Check students understand how to change raw data into percentages.

Now tell students to read section 3. Ask: *Why should we display percentages as a pie chart?* (Because it shows the relationship between the categories; it gives us a better 'picture'.)

E Practising a new skill (2)

Tell students they are going to read the survey results for the questionnaire from Lesson 3.10 Real-time writing on page 165.

Elicit the questions for the questionnaire, possibly by writing prompts on the board.

Divide the class into groups of three. Each student in each group works on a different set of raw data. When the students have finished turning the raw data into percentages, they swap sets. Students check each other's figures.

For feedback, display the completed tables using an electronic projection.

Answers

Survey of 100 people

1	<10	10–20	21–30	>30	Total
	10	50	15	25	100
	10%	50%	15%	15%	100%
2	enter.	news	edu.	mus.	
	40	30	10	20	100
	40%	30%	10%	20%	100%

Survey of 50 people

3	bedroom	liv. room	friend's		Total
	20	15	15		50
	40%	30%	30%		100%
4	nothing	studying	music	internet	
	10	5	15	20	50
	20%	10%	30%	40%	100%

Survey of 1,000 people

5	alone	family	1 friend	>1 friend	Total
	500	250	100	150	1,000
	50%	25%	10%	15%	100%
6	up	same	down		
	750	200	50		1,000
	75%	20%	5%		100%

F Understanding sentences with quantity and relationship

You will need to support the students carefully through this exercise. The differences in form are best displayed using an electronic projection; the differences in meaning will need talking through as a class.

Answers

- Over 60 per cent of the participants watch television in their bedrooms.
Nearly 60 per cent of the participants watch television in their bedrooms.
[More than 60 per cent vs less than 60 per cent.]
- All students watch television more than 30 hours a week.
All of the students watch television more than 30 hours a week.
[The first refers to all students (e.g., all students in a country); the second refers to only the students in that survey.]
- Many of the participants use the television for entertainment.
Many of the participants mainly use the television for entertainment.
[The adverb *mainly* alters the category.]

G Writing complex sentences

Set for individual work and pairwork checking; or for less able classes, set for pairwork completion and checking in small groups.

Answers

- One* of the participants mainly uses television for education.
- Many of *the* men mainly watch sport on television.
- A *few* of the children mainly play games on the internet.
- The *majority* of the people mainly get their news from television.
- Nearly half *of the* women mainly listen to the news on the radio.
- Over 75 per cent of the students mainly watch television alone.
- Exactly *a third* of the students use their computer for entertainment.
- Just over 80 per cent of the *participants* listen to music on their computer.

H Writing about results

Set for individual completion and pairwork checking. Elicit sentences and write good examples on the board.

Answers

Answers depend on students.

Closure

Divide the class into groups of five. Students find out how many students in their group watch the most and the least TV per day. Students should make a chart (like the ones in the Skills Checks) showing the number of TV hours watched per day (see also below). Encourage students to work out the best design for the table and to choose appropriate categories.

Example:

Number of TV hours watched per day

<1	
1–2	
3–4	
5–6	
>6	

Students should work out the best question to get the information they need, e.g., *How many hours of television do you watch every day?* One student asks the question and another keeps a tally of the answers.

All the information should be collected from each group and added together, so that you get a final result for the whole class.

3.12 Applying new writing skills: A research report on internet usage

Objectives

By the end of this lesson, students should be able to:

- design a research questionnaire on the usage of a mass-media medium (the internet);
- record the results of the questionnaire as raw data and convert these into percentages;
- write a simple research report on internet usage using target language and discourse structure from the theme.

Introduction

This lesson could take up quite a lot of classroom time, so use Exercise A as the introduction.

A Developing vocabulary

1. Ask students: *What letters are missing from each word?* Tell them to complete the spelling of each word. If you wish, students can look back through the theme if they get stuck.

Students complete the task individually, then compare their answers in pairs. Do not elicit answers yet.

- 2./3. Ask students, *What is the vowel sound for the words in each column?* Tell students to read the Skills Check.

Elicit the two vowel sounds. Ask students to correct their spellings for Exercise A1 using the Skills Check. Finally, check the meanings of some of the words.

Answers

/aɪ/	/eɪ/
f <u>i</u> ndings	m <u>a</u> in
de <u>cl</u> ine	c <u>a</u> se
f <u>i</u> ve	st <u>a</u> y
an <u>a</u> lyze	d <u>a</u> ily
h <u>e</u> ight	d <u>a</u> ta
r <u>i</u> ght	surv <u>e</u> y
des <u>i</u> gn	expl <u>a</u> in
<u>e</u> ither	<u>e</u> ight

Methodology notes

1. Exercise B could take up quite a lot of classroom time. Some time could be saved by organizing the following before the lesson:
 - Photocopies of the blank questionnaire (for less able classes, you could also include a blank tally chart and a table for the raw data). It will be easier for students to record their data in the handout than in the Course Book.
 - Compasses (or a template for circles) and coloured pens for drawing pie charts.
2. There is a wide range of possibilities for the categories in each question. Encourage students to use categories relevant to their own experience.
3. There is no model answer for the final research report on this occasion because there are so many variables for the categories and percentages.

B Thinking and organizing

Make sure students realize that the questionnaire is about internet usage. Without pre-empting the questionnaire too much, you could **briefly** discuss with the class one or two points about the internet, for example:

- *how much they use it*
- *if students have their own computer/laptop, or if they use a family computer, etc.*
- *what students like/dislike about the internet*
- *the dangers of the internet*

Ask students to read through all the information for the task. You will probably need to revise each point and refer back to the relevant exercise in the Writing section.

With less able classes especially, you will have to go through each step carefully, and to give feedback before moving onto the next stage. The final writing activity is unlikely to be successful unless this data-collecting process is carefully monitored.

Answers

Answers depend on students.

C Writing

Now follow the procedure for the previous writing lesson.

D and E Editing and Rewriting

Follow the usual procedure.

Closure

Discuss the results of the questionnaire and the report. Were any of the results surprising or particularly interesting?

Portfolio: Mass-media usage

Objectives

By the end of this lesson, students should be able to:

- design a research questionnaire on an aspect of the mass media;
- produce a research report using target language and discourse structure from the theme;
- work more independently on an assignment.

Methodology note

In this lesson, students are asked to design a new questionnaire and to write a report on the results. The difference between this and the other Writing lessons in this theme is that students are given minimal scaffolding so that they have to work independently.

Introduction

Use Exercise A as the introduction.

A Activating ideas

The photos here are deliberately a little mysterious and have been chosen to stimulate discussion. There are not really any right or wrong answers to the two questions. For example, students could discuss the following points for Picture 1:

- *Why is the little girl looking at the TV? What is she thinking?*
- *Is it on? Or is that a reflection on the screen?*
- *Who is the woman doing the ironing? The girl's mother? A babysitter?*
- *Is the girl's mother listening to the TV?*
- *What is the photographer trying to say?*
- *Is the size of the TV important in some way?*

Students can discuss the questions in pairs or small groups. Then briefly elicit some of their ideas and use the opportunity, where possible, to revise target vocabulary from the theme.

Methodology note

The second topic (about the news in the mass media) is possibly more difficult than the first one. You might, therefore, like to encourage less able students to select the first topic!

B Choosing a research topic

1. Ask students to read the two research topics and check understanding. Elicit one or two more questions for each topic. Then ask students to choose which topic they want to work on. Divide the class into groups according to their topic (i.e., all the students in each group should have chosen the same topic).
2. In their groups, students think of more questions for their topic. Monitor and give help where necessary. Encourage students to look back through the Writing section for ideas. Students can also help other groups who are working on the same topic as them with suggestions for questions.

Answers

Answers depend on the students, but some suggestions follow.

Possible questions for the radio topic:

- Which stations do you listen to?
- How many hours a week do you spend listening to the radio?
- What kind of programmes do you listen to?

Possible questions for the news topic:

- How often do you watch the news on TV?
- How often do you buy a newspaper?
- Which news section is most interesting?

C Designing a questionnaire

Still in their groups, students select four categories for each question.

Monitor and give help where necessary.

Answers

Answers depend on students.

D Conducting a survey

Discuss with the class who the participants are going to be. As well as the suggestions in the Course Book, students could also ask other students from outside their class, in the cafeteria, outside the library, etc. (If you are in a monolingual learning environment, there is no reason why the questions and answers could not be done in the participants' native language.)

Remind students of what they should do during the other stages of the activity, once again referring them back to the relevant pages of the Writing section if they are unsure.

Students also need to think about organization. If they want to continue working in groups, they could perhaps ask five participants each and then report back to the group. All the tally charts would then have to be collated.

Answers

Answers depend on students.

E Writing

As usual, this can be done either in class or set as homework.

Remind students of the reports they wrote in the previous Writing lessons. They can use these as models to guide their writing.

F Giving a talk

This will probably need to be set for completion outside of class time.

Closure

Discuss the information students have found out. Ask students if there were any extra questions or categories they should have included in their questionnaires.

Workbook answers

Writing

Exercise A

1. Yesterday's lecture *ended* 15 minutes early because there was a fire alarm.
2. What's the best way *to display* the results?
3. There's no *record* of this student on the computer.
4. All of the student *reports* go to the head of the department first for signatures.
5. The cloud of volcanic ash *resulted* in the cancellation of hundreds of flights.
6. I don't know how *to answer* this question.
7. The police *questioned* the man for several hours and then released him.
8. There is no access to the university from that road – it's closed.
9. Medicine needs more *research* into the causes of cancer.
10. Could I *sample* a piece of that cheese before I buy it?

Exercise B

1. a. conversion
b. selection
c. choice
d. research
e. findings
2. a. use
b. participate
c. respond
d. survey
3. a, b, c and e are adverbs; d (adjective)
and f (noun or verb) are not adverbs
4. good, big
5. a. minor
b. ineffective
c. unclear
d. uncommon
e. useless
f. careless
g. powerless

Exercise C

1. How do I convert / **to convert** raw data into percentages?
2. We chose / **chosen** the participants for the survey very carefully.
3. Internet usage / **used** is growing fast worldwide.
4. Only about 70 per cent of the participants responded / **response** to our questionnaire.
5. I will definitely / **definite** finish my assignment this evening.
6. Which treatment for a headache is the most effective / **effectively**?
7. The majority / **major** of students have very little money.
8. Heart disease is one of the most common / **commonest** causes of death.
9. How were the participants for the survey select / selected?
10. The advertisement showed women in a stereotypical / **stereotype** way.

Exercise D

	meaning 1	meaning 2	word 1	word 2
1.	pay money for	near, beside	<i>buy</i>	<i>by</i>
2.	use your ears	in this place	<i>hear</i>	<i>here</i>
3.	space in something	all, everything	<i>hole</i>	<i>whole</i>
4.	a number	past of <i>win</i>	<i>one</i>	<i>won</i>
5.	belonging to us	60 minutes	<i>our</i>	<i>hour</i>
6.	not left	put letters on paper	<i>right</i>	<i>write</i>
7.	area of water	use your eyes	<i>sea</i>	<i>see</i>
8.	edge of the sea	certain	<i>shore</i>	<i>sure</i>
9.	not all	add together	<i>some</i>	<i>sum</i>
10.	male child	the centre of the Solar System	<i>son</i>	<i>sun</i>
11.	belonging to them	in that place	<i>their</i>	<i>there</i>
12.	a number	also, as well	<i>two</i>	<i>too</i>
13.	route, method	measure	<i>way</i>	<i>weigh</i>
14.	not strong	seven days	<i>weak</i>	<i>week</i>
15.	put on clothes	in which place?	<i>wear</i>	<i>where</i>

Exercise E

1./2./3. Answers depend on students.



Theme 4

Sports and leisure

- **Classifying sports**
- **Sports in education**
- **Board games**
- **For and against**

Listening: Classifying sports

4.1 Real-time listening: Racing, opponent and achievement sports

Objectives

By the end of the lesson, students should be able to:

- understand a branching diagram for classifying sports;
- demonstrate understanding of a talk about classifying sports using target language from the theme;
- understand sight and sound relationships of the vowel letter *a*;
- learn some common core knowledge about sports skills.

Introduction

Write the verbs *do*, *play* and *go* on the board. Go over the rules for using them with the correct sport:

- *play* = usually competitive, often with a ball, e.g., *football*
- *go* = usually non-competitive, often with *-ing*, e.g., *swimming*, *cycling*
- *do* = usually non-competitive, e.g., *aerobics*

Say the following sentences, replacing the verb in brackets with a cough or a nonsense word. Elicit the missing word. Alternatively, write the sentences on the board for students to copy and complete.

1. Can you ... (play) football?
2. We don't have competitive sports now. We ... (do) dance.
3. I don't know how to ... (play) rugby.
4. All of the children ... (go) swimming once a week.
5. Some schools are ... (doing) aerobics now instead of team sports.
6. I like watching basketball but I don't like ... (playing) it.
7. At one time, I ... (went) cycling every weekend, but not now.

A Activating ideas

1. Students discuss in pairs. Do not elicit answers at this stage.
2. Check students understand the task and go over the example. Students must listen to a sentence and try to pick out the word for the sport. It does not matter if the spelling is not correct.

Play 4.1; pause after each sentence to give students time to write down the word.

Replay each sentence if necessary. Students compare answers in pairs. Elicit answers and write them on the board so that students can correct their spelling. Play the audio once more, if you wish.

Optional activity

Elicit the sentences on the transcript, possibly by writing prompts on the board.

Answers

1. swimming
2. basketball
3. rowing
4. table tennis
5. running
6. high jump
7. discus throwing
8. javelin throwing
9. karate

Transcript

Presenter:

Voice:

Theme 4: Sports and leisure Track 4.1

1. These children have just finished a swimming race.
2. These boys are playing basketball. One team has just scored.
3. These boys are rowing. They are moving very fast through the water.
4. These children are playing table tennis. It is a very fast game.
5. These children are starting a running race. It is probably a short race, a sprint.
6. This woman has just cleared the bar in the high jump.
7. This man is about to throw the discus. The sport is very old.
8. The woman is about to throw the javelin. The sport began in ancient times.
9. The girls are learning karate. It is a form of fighting.

B Understanding the organization of a lecture

Ask students to read the instructions and study the notebook extract. Check students understand what to do.

Play 4.2. Students complete the task, then compare their answers in pairs. Elicit answers, preferably using an electronic projection.

Ask students if they can answer the lecturer's question: *Why do we classify sports in Physical Education training?* Do not confirm or correct answers.

Answers

Classifying sports

1. groups
2. examples
3. reason for classification in PE training

Transcript

Presenter:

Track 4.2

Lecturer:

Today I'm going to talk about sports. As you know, there are many different sports, but it is possible to classify them into groups. The verb *classify* comes from the noun *class*, so *classifying* means putting things into classes, or groups. So first today, I'm going to classify sports into three groups and then give examples of each type. Then I'm going to explain the reason for classification. Why do we classify sports in Physical Education training?

C Understanding a lecture

1. Give students time to read all the statements. Check the meanings of the vocabulary. Play **4.3**. Students complete the task individually, then compare their answers in pairs. Do not elicit answers at this stage.
2. Ask students to study the branching diagram under the photographs on page 103. They should use it to check their ideas for Exercise C1. Elicit answers. Replay the audio with students following the transcript, if you wish.

Ask a few questions to further check understanding:

- *What do racing sports teach children?* (to rely on themselves and try harder)
- *What do opponent sports teach?* (to react more quickly and think about the other person's actions)
- *What do achievement sports teach?* (to reach for a goal or target)

Optional activity

Ask students to cover the diagram under the photos. Ask students to redraw it. You can help them by writing two or three of the main headings on the board.

Answer

Students should check their own answers from the diagram, but here are some model answers.

a. There are four groups of sports.	F – There are three.
b. The three groups of sports are racing, opponent and level.	F – Racing, opponent and achievement.
c. We can divide racing sports into Human body and Machine.	T
d. Cycling is a racing sport in the Human body category.	F – In the Machine category.
e. Tennis and football are both opponent sports.	T
f. Golf is a target sport.	T
g. Long jump is an achievement sport, but high jump isn't.	F – They are both achievement sports.
h. Children learn to deal with pain when they are racing.	T
i. Children learn to react quickly in achievement sports.	F – They learn this in opponent sports.

Transcript

Presenter:

Track 4.3

Lecturer:

OK. So first, classification. There are three groups of sports. The first group consists of racing sports. Racing, of course, means trying to go faster than another person. The second group is opponent sports. An opponent is someone you play against. Finally, there are achievement sports. Achievement means reaching a certain level, a good level.

So, we've seen that sports can be classified into three groups. Now, what sort of sports go into each category or group? Let's look at the first group: racing – trying to go faster than another person. There are two sub-categories here. Some racing sports just use the power of the human body. For example, running and swimming. Other sports in this category use the power of machines. Cycling uses bicycles, motor racing uses cars, for example.

What about the second group? Opponent sports. Once again, with opponent sports, there are two sub-categories. The opponent might be an individual or a team. For example, we usually play tennis against one person, but we play football against a team.

Finally, let's turn to achievement sports. In achievement sports, there are also two sub-categories. Sometimes we try to reach a target. For example, in golf, we try to get a white ball into a small hole. So that's a target sport. Sometimes we try to achieve a particular quantity – distance, for example, or height. In the long jump, we try to jump farther than all the other people. In the high jump, we try to jump higher.

OK. So, to sum up. We have heard about three categories of sports – racing, opponent and achievement. We have seen that each category has two sub-categories. In racing, it's human body and machine, in opponent sports, it's a person or team, and in achievement sports, it's target or quantity.

OK. I hope you have understood the classification. But why do we classify sports in this way in Physical Education training? Well, each type of sport teaches a child something different. Racing sports teach children to rely on themselves, to try harder, even if they are feeling physical pain. Opponent sports teach children to react more quickly, and to think about the actions of another person. Achievement sports teach children to reach for a target – something which is hard to achieve but achievable.

Next week, we're going to look at ball games in detail.

2. Play **4.4**. Students check their ideas. Elicit answers and replay the audio if necessary.

Transcript

Presenter:
Voice:

Track 4.4
against, ball, class, classify, classification, quantity, racing, target

Answers

	/æ/	/e/	/ɒ/	/ɑ:/	/ɔ:/	/eɪ/
against		✓				
ball					✓	
class				✓		
classify	✓					
classification						✓
quantity			✓			
racing						✓
target				✓		

D Transferring information to the real world

1. Check students understand the task.
Students should add the sports to the correct section of the branching diagram. Students discuss in pairs where each sport should go. Elicit answers, preferably using an electronic projection of the branching diagram.
2. Students work in pairs and add more sports to the diagram.

Answers

See diagram below.

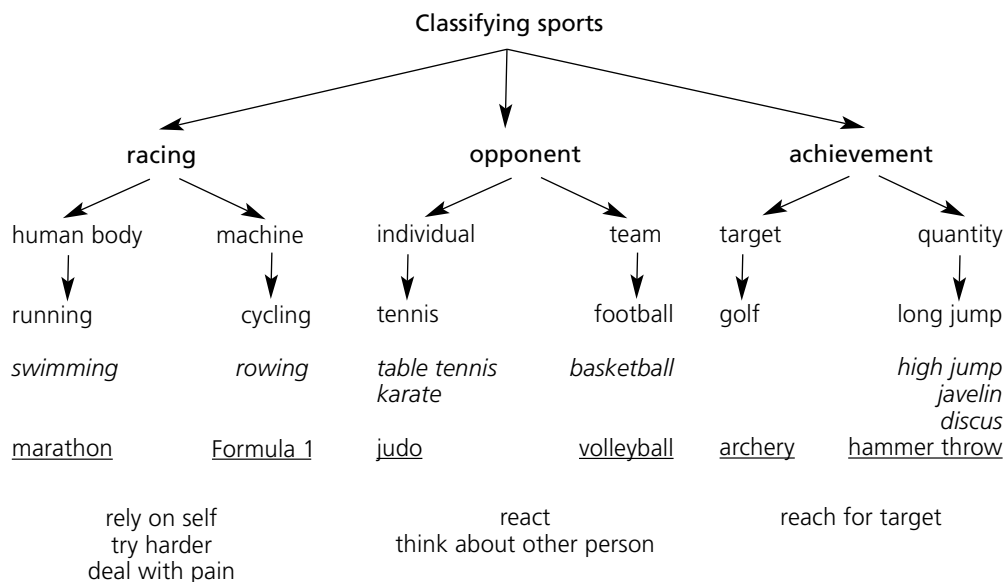
Note: Answers in *italics* are from the photographs; answers underlined are suggestions from students' own knowledge.

E Identifying vowel sounds

1. Say aloud each vowel sound for the students. If necessary, write a word containing each sound on the board for students to refer to throughout the exercise:
hat, bed, hot, week, hard, or, first, say.
Students complete the task individually, then compare their answers in pairs.

Closure

1. If you have not already done so, play the audio of the lecture again with students following the transcript.
2. Ask students to look at the transcript and underline some examples of multi-word verbs. This is a preview of the grammar for this section.



4.2 Learning new listening skills: Branching diagrams; prepositions after verbs

Objectives

By the end of the lesson, students should be able to:

- use branching diagrams to make notes when listening to a lecture;
- discriminate between the two sounds /əʊ/ and /aʊ/;
- recognize verb + preposition phrases in spoken context;
- demonstrate understanding of some common verb + preposition phrases;
- use *too* and *enough* with adjectives, to give opinions.

Introduction

Write the following two verbs on the board. Elicit the related noun for each one and discuss the difference in meaning:

classify – *classification*

categorize – *category*

A Reviewing vocabulary

Remind students about the lecture they heard in lesson 4.1 about classifying sports. Exploit the visuals of racing sports: *running*, *Formula 1 racing*, *cycling*, *motorbike racing*, .

Check students understand the task and go over the example. Give students time to read the words. Play 4.5. Students complete the task individually, then compare their answers. Ask students if they agreed or disagreed with each other. If there was some disagreement, replay the audio. Elicit answers.

Answers

1. say	know ✓
2. sports ✓	sport
3. it	them ✓
4. groups ✓	sports
5. person ✓	time
6. swimming ✓	winning
7. people	team ✓
8. football ✓	golf
9. level ✓	result
10. jump ✓	game

Transcript

Presenter:

Voice:

Track 4.5

1. As you ...
2. ... there are many different ...
3. ... but it is possible to classify ...
4. We can classify sports into three ...
5. Firstly, there are racing sports. Racing, of course, means trying to go faster than another...
6. For example, racing sports include running and ...
7. The second group of sports is opponent sports. In an opponent sport, you play against an individual or a ...
8. For example, tennis is an opponent sport and so is ...
9. Finally, there are achievement sports. In achievement sports, you try to reach a certain ...
10. The high jump is an achievement sport, and so is the long ...

B Identifying vowel sounds

Write the words *now* and *snow* on the board. Elicit the pronunciation. Underline the vowel. Write the phonemic symbol for the vowel sound above each word:

/aʊ/	/əʊ/
n <u>ow</u>	sn <u>ow</u>
h <u>ow</u>	s <u>o</u>
p <u>ow</u> er	g <u>o</u>

1. Students read the Pronunciation Check. Add a few more words under those already on the board to make a list of examples for each sound.
2. Tell students they are going to listen to more words with these two sounds. Play 4.6. In pairs, students discuss each word and decide which column to tick. Elicit answers.

Answers

	/əʊ/	/aʊ/
alone	✓	
alth <u>ough</u>	✓	
fl <u>ow</u> er		✓
most	✓	
mount <u>ai</u> n		✓
oppo <u>n</u> ent	✓	
po <u>we</u> r		✓
smo <u>k</u> e	✓	

Transcript

Presenter:

Voice:

Track 4.6

alone, although, flower, most, mountain, opponent, power, smoke

Methodology notes

1. You can explain at some point the reason why the kind of diagram in Exercise C is called a 'branching' diagram. The word comes from *branches*, which are part of a tree.
2. You can also remind students about other ways to organize notes:
 - spidergrams
 - heading + numbered sections
 - venn diagrams
 - flow charts
 - timelines
3. Ideally, in Exercise D, students should draw the diagrams having heard the extract on the audio only once. This would replicate the lecture situation more authentically. However, if you think your students will find this too difficult, you can pause or replay the audio for the first two or three extracts. However, for the final one or two extracts, students should attempt the task without any pauses or having the audio replayed for them.

C Identifying a new skill (1)

1. Play 4.7 for students to listen to the start of the lecture.
2. Students discuss the question in pairs. Do not elicit answers at this stage.

3. When students have finished reading Skills Check 1, ask a few questions to check understanding:

- *What do we call this kind of diagram?* (branching diagram)
- *How many branches should the diagram have?* (it depends on the number of categories the lecturer defines)
- *What should you write on the branches?* (the categories or topics)
- *What should you write under each category?* (the examples)

Transcript

Presenter:

Lecturer:

Track 4.7

I'm going to talk to you today about sports. I'm going to start by classifying sports into three categories. The first group consists of racing sports. Racing, of course, means trying to go faster than another person. The second group is opponent sports. An opponent is someone you play against. Finally, there are achievement sports. Achievement means reaching a certain level, a good level.

D Practising a new skill (1)

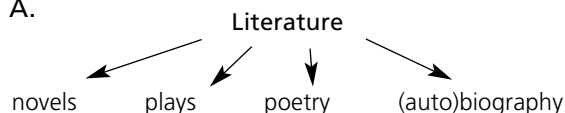
Check students understand the task and go over the example, possibly drawing the diagram on the board. Briefly discuss the lecture topics listed and, if possible, predict some of the vocabulary and/or content that students might hear. However, do not pre-empt the task!

Play each extract on 4.8. Students complete the task individually. When you have played all the extracts, students can compare their answers in pairs. Elicit answers, preferably using an electronic projection of the diagrams. Replay all the extracts so that students can have a chance to go over any mistakes and understand where they might have gone wrong.

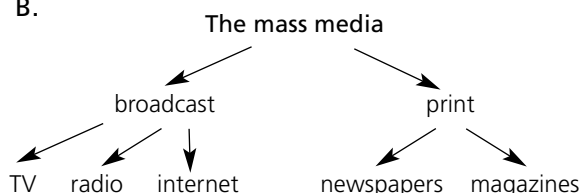
Finally, you can hand out copies of the transcript.

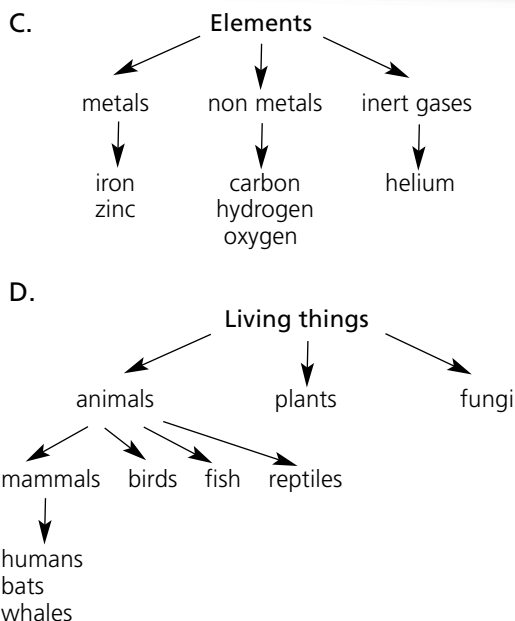
Answers

A.



B.





Transcript

Presenter:

Lecturer A:

Track 4.8

Today, we are looking at the classification of literature. There are four main kinds of literature. Firstly, we have novels; secondly, plays; thirdly, poetry; and, finally, of course, biography or autobiography.

Lecturer B:

Firstly, in this lecture, I want to classify the mass media. I'm going to divide it into two categories. On the one hand, there is the broadcast media. On the other hand, we have the print media. Of course, we can subdivide each of these categories. Broadcast media has three sub-categories. It consists of television, radio and, nowadays, the internet. Print media contains newspapers and magazines.

Lecturer C:

We are going to look at elements in this lecture. Elements are the basic building blocks of our world. Carbon is an element. Hydrogen is an element. Oxygen is an element. But how can we classify elements? There are over 100 elements, but we can classify all elements into just three groups. The first group is metals. The second group is non-metals. And the third group is gases ... but not all gases, only inert gases – that's I-N-E-R-T. It means they don't change. Let's think of a few examples of each category. Iron is a metal. Zinc is a metal. Carbon is a non-metal. Hydrogen and oxygen are gases but they are not inert, so they are non-metals. Inert gases include helium, with the symbol He. You find helium in balloons.

Lecturer D:

We can classify all living things into five categories. The categories are called kingdoms. In the first kingdom are animals. In the second kingdom, we have plants. The third kingdom consists of fungi. The animal kingdom can be subdivided into many categories, but I'm only going to talk about four: mammals, birds, fish and reptiles.

There are many examples of mammals, of course. We are mammals – humans. Bats are mammals. Whales are mammals, although some people think they are fish.

E Identifying a new skill (2)

1. Have students read Skills Check 2.
2. Remind students that the verb and the preposition will 'run together' in spoken English, so they must be able to pick out the two-word phrase.

Work through the example. Play 4.9. Give feedback orally. Say aloud the verbs alone at increasingly high speed and get students to shout out the number that they have written in each case, e.g.:

T: *go into*

Ss: 7.

Put in extra sounds as appropriate, e.g., *gowinto* – but do not point this out specifically, unless students ask. This is dealt with fully in later lessons.

3. Point out that these phrasal and prepositional verbs are easier to understand if you can break down the sounds into the component words, i.e., verb + preposition. This exercise practises this ability. The point is that both words will be familiar in most cases; it is the way in which they appear together that is unusual, as well as the special meaning they acquire, of course.

Work through the example. Play 4.10.

This time, the students only hear the actual phrase because you are not going to teach them the meaning.

Answers

2.

10	die out
7	go into
5	hear about
1	look at
9	put in
6	reach for
2	rely on
3	sum up
8	take off
4	write down

Transcript

Presenter:

Voice:

Track 4.9

1. Today we're going to look at types of literature.
2. Children must learn to rely on themselves.
3. OK. So, to sum up the problems ...
4. I'm going to mention a few points and I'd like you to write down the most important one, in your opinion.
5. First of all, we're going to hear about racing sports.
6. Children should try to reach for a target.
7. I don't want to go into detail here.
8. The spacecraft took off at 10.32 a.m. precisely.
9. Remove the old printer cartridge and put in the new one.
10. Traditional festivals are dying out all over the world.

Answers

4	into
2	for
3	in
1	about
5	at
9	down
10	up
8	out
6	off
7	on

Presenter:


Voice:

Track 4.10

- | | |
|---------------|---------------|
| 1. come about | 6. put off |
| 2. act for | 7. let on |
| 3. box in | 8. work out |
| 4. look into | 9. climb down |
| 5. fly at | 10. set up |

F Practising a new skill (2)

1. Check students understand the task and go over the example. Give students time to read the phrases.

Play  4.11. Students complete the task individually, then compare their answers in pairs. Elicit answers. Finally, replay the audio.

Answers

f	... a good reason for the result.
d	... at yesterday's lecture.
a	... opponent sports.
b	... the details after the lecture.
e	... to festivals.
c	... very young children.

Transcript

Presenter:

Voice:

Track 4.11

- a. First, we're going to look at ...
- b. You can look up ...
- c. It is difficult to look after ...
- d. OK. Let's look back ...
- e. People look forward ...
- f. Researchers look for ...

2. Set for individual work and pairwork checking.

Answers

- a. blow up
- b. find out
- c. give back
- d. go up
- e. keep on
- f. look after
- g. put off
- h. sort out
- i. take off
- j. think about
- k. turn on
- l. work out

3. Students work in pairs. Elicit answers, preferably using an electronic projection.

Answers

1. work out
2. give back
3. sort out
4. put off
5. turn on
6. find out

Closure

Choose one of the following:

1. Ask students to make some sentences using some of the multi-word verbs from the lesson. This can be done either orally or in writing.
2. Students read and underline all the verb + preposition phrases in the transcript for the lecture in Lesson 4.1 Real-time listening.

Workbook answers

Listening

Exercise A

Answers depend on students.

Exercise B

1	physical	2	team
6	winners	7	develop
3	competitive	10	sporty
9	aerobics	4	cooperate
5	losers	8	gymnastics

Exercise C

		play	do	go
1.	football	✓		
2.	dance		✓	
3.	rugby	✓		
4.	swimming			✓
5.	aerobics		✓	
6.	basketball	✓		
7.	cycling			✓

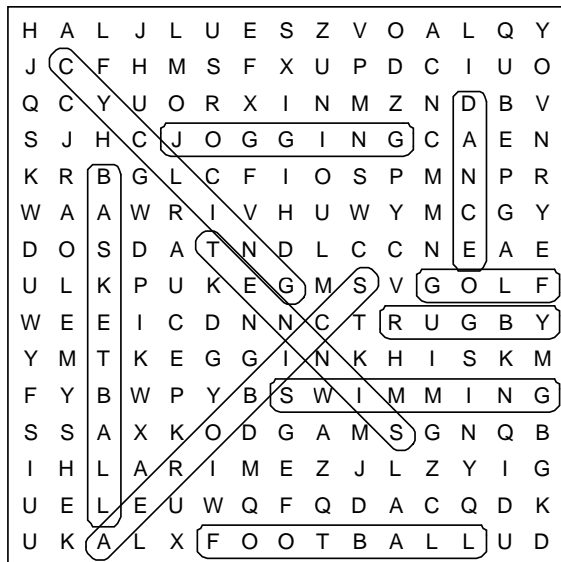
See transcript for 🎧 48 on page 121 of the Workbook.

Exercise D

Answers depend on students.

Exercise E

1.



2./3.

ae'robics

'football

'dance

'rugby

'swimming

'basketball

'cycling

'tennis

'golf

'jogging

See transcript for Track 49 on page 121 of the Workbook.

Exercise F

1. consist	<u>of</u>	<i>in</i>	<i>for</i>
2. rely	<i>to</i>	<u>on</u>	<i>of</i>
3. sum	<i>down</i>	<i>to</i>	<u>up</u>
4. listen	<i>of</i>	<u>to</u>	<i>about</i>
5. look	<i>of</i>	<u>at</u>	<i>off</i>
6. die	<u>out</u>	<i>in</i>	<i>to</i>
7. hear	<u>about</u>	<i>to</i>	<i>for</i>
8. put	<i>of</i>	<i>at</i>	<u>in</u>
9. reach	<u>for</u>	<i>down</i>	<i>of</i>
10. take	<u>off</u>	<i>of</i>	<i>at</i>

Exercise G

- 1./2. a. The university is doing research into the physical *de'velopment* of children.
- b. The world of finance is much too *com'petitive* for me.
- c. I think golf is a good example of an *a'chievement* sport.
- d. He's very shy and never *par'ticipates* in the tutorials.
- e. I'm going to '*classify* sports in three main ways.
- f. For the group presentation, we need your *coope'ration*.
- g. The examination officer *co'ordinates* the students and the exam rooms.
- h. What was the top speed of your *o'pponent* in the cycling race?
- i. Does the '*winning* team get a silver cup?
- j. What was her *re'action* when she lost the match?

Exercise H

1.

study	8
complete	6/7
spend (time)	3
cook	4
manage	10
brush	1
need	9
travel	5
succeed	2

2.

lose	a finger	✓
	a friend	✓
	an idea	
	weight	✓
	your balance	✓
	your father	✓
	your head	✓
	your home	✓
	the answer	
	your interest	✓
	your keys	✓
	your life	✓
	your memory	✓
	your mind	✓
	your temper	✓
	your way	✓

Exercise I

1./2. A: Hi there!

B: Hi! Sorry, can't stop. I'm going to aerobics.

A: Where do you *do* that?

B: In the sports hall. They *have* several classes a week.

A: Oh, right. I *do* a dance class there on Tuesdays.

B: Well, I really must *go*. I'll be late.

C: Did you *go* swimming this morning?

D: Well, I *went* to the pool. But I couldn't *have* a swim.

C: Oh no! Why was that?

D: There was a mother and baby class. So I *went* to the gym instead.

C: I think *going* to the gym is really boring.

D: Me, too. I much prefer swimming or *playing* tennis.

Practice

Exercise A

- 1./2. 1. The actor *enjoys* playing the role of James Bond. = acting
2. She is not playing for England in this match. = to take part in a team game
3. I would like to be able to play the piano. = to perform
4. My daughter loves playing on her computer. = to spend time doing something
5. She's never on time for work. She's playing with fire. = to take part in risky behaviour
6. The children played a joke on their teacher. = to trick somebody

Exercise B

1. racing, opponent, achievement
2./3. Answers depend on students.

Extended listening

Exercise A

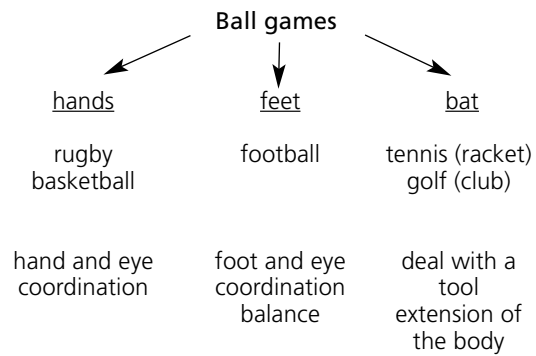
1.

A	tennis
B	rugby
C	volleyball
D	football
E	basketball
F	golf
G	baseball
H	cricket

2.

1. rugby
2. basketball
3. tennis
4. football
5. cricket
6. volleyball
7. golf
8. baseball

Exercises B, C and D



Speaking: sports in education

4.3 Real-time speaking: Ball games for PE

Objectives

By the end of the lesson, students should:

- be familiar with a model of a talk using PowerPoint slides;
- have attempted a talk of their own on the topic of football.

Introduction

Use Exercise A on this occasion.

A Previewing vocabulary

Check students understand the task and go over the example. Students continue in pairs. Elicit ideas. Check pronunciation of target vocabulary.

Answers

attackers	defenders
hands	feet
long	wide
score	goal
short	tall
role	team

B Activating ideas

Divide the class into pairs or groups of three. If students studied the Listening section from this theme, you can remind them about the lectures they listened to about classifying sports. They contained information relevant to this question (see Answers below).

Monitor while students are discussing their ideas. Elicit ideas but do not confirm or correct at this point.

Answers

Answers depend on the students, but here are some ideas:

Team games help children to:

- learn to cooperate with each other
- be good winners and good losers
- react quickly to situations
- think about other people
- develop physical ability and coordination

C Studying a model

Ask students if they have:

- seen lectures with PowerPoint slides?
- given talks using PowerPoint slides?
- found them useful/not useful?

Tell students to look at the PowerPoint slides on the right of page 108. Ask:

- *What is the title of the talk?* (Ball games for PE)
- *What are the sub-sections of the talk?* (Ball games for PE, Football: type, Football: value in PE)

1. Ask students to listen to 4.12 with their pens down. Now ask students to complete the missing words in the text. Students compare their answers in pairs. If necessary, play the audio again. Elicit answers.
2. In this activity, students must make notes on slide D. Ask students to discuss the information on the slide and to try and predict what the lecturer will say about each point. Encourage students to guess why one of the headings is *all shapes and sizes*, but do not confirm or correct answers at this stage.

Set the task. Play 4.13 once all the way through with students' pens down. Play it again and pause after two or three sentences to give students time to write notes.

Students compare notes in pairs. Elicit answers, preferably using an electronic projection. Check understanding of the phrase *good exercise*. In English we often say *it's good exercise for you*.

Transcripts and answers

Presenter:

Lecturer:

Track 4.12

Today, I'm going to talk about ball games for PE. There are many good ball games for children. Here are some of them. Firstly, there's football. Secondly, we have rugby. Next, tennis. Then we've got volleyball and, finally, there's hockey.

First of all, I'm going to talk about football because it is the most popular game in the world.

What type of game is football? Well, it's a team game, of course. It is played by two teams. Each team has 11 players.

Presenter: Track 4.13

Lecturer:

OK. So let's look at the value of football in PE. Firstly, it is good exercise. It is an enjoyable physical activity.

Secondly, it helps with coordination. Children need to develop coordination and football helps with coordination between the eyes and other parts of the body.

Thirdly, we have roles in a team. As we have seen, football is a team game, and team games teach children to cooperate with other people.

Fourthly, football is a game for all shapes and sizes. Attackers are often short. Midfield players are often tall. Defenders and goalkeepers are often big.

Finally, in competitive sports like football, children learn about winning and losing. Life is full of winning and losing, and children need to learn ways of dealing with both.

Answers

2. Notes for slide D:

exercise – *good, enjoyable*

coordination – *important for children, football = eyes + other parts of body*

roles in a team – *football = team game, teach children cooperation*

all shapes and sizes – *attackers (short); midfield (tall); defenders, goalkeepers (big)*

winning and losing – *children need to learn to deal with both*

D Practising a model

In order for this activity to work reasonably well, students need to have accurate notes from the previous activity. If you think the activity is still a little challenging for your class, you can give them an outline to work from. Put this up using an electronic projection, or give them a handout instead:

OK. So let's look at the value of football in PE. Firstly, it is ...

Secondly, it helps with ... Children need to ...

Football helps with ...

Thirdly, we have roles ... Football is a ... Team games teach children to ...

Fourthly, football is a game for ... Attackers are ...

Finally, in competitive sports, children learn about ... Life is about ... so children need to ...

Divide the class into small groups. Students work on the talk together. Give help where necessary. Students take it in turns to practise giving the talk in their groups. Monitor and give feedback.

Optional activity

Students use the bullet points to talk about a different sport from their school days, or one that they know well.

Closure

Give out copies of the transcript for 4.13. Play the audio one more time with students following the transcript.

Everyday English: Talking about games

Objectives

By the end of the lesson, students should be able to:

- use appropriate language to discuss a range of aspects on the topic of sport.

Introduction

Choose one of the following:

1. Ask students if they can remember the value of football in PE:
 - *good exercise*
 - *enjoyable*
 - *helps with coordination*
 - *teaches children to cooperate*
 - *good for all shapes and sizes*
 - *children learn about winning and losing*
2. See if students can remember any of the conversations from an Everyday English lesson from a previous theme that you have studied with them. Perhaps you could use an electronic projection of photographs from a previous lesson on the board, and then elicit the accompanying conversation(s).

A Activating ideas

Work through the words in the box as a class, with the students pointing out examples in the photographs.

Answers

A fan, supporter

B loser

C court, player, winner

D ball, line

E fan, supporter

F player, bat, net

B Studying models

1. Go through the questions with the class. Clarify any problems. Elicit the conversation for the first sentence, *Do you know how to play this game?* (Conversation 6). Set the task for pairwork. Do not give feedback at this stage.
2. Set the task for individual work and pairwork checking. Play 4.14. Give feedback orally.

Answers

- Conversation 1 = *What are you watching?*
Conversation 2 = *What's wrong?*
Conversation 3 = *Same time next week?*
Conversation 4 = *Was that in or out?*
Conversation 5 = *How did you get on?*
Conversation 6 = *Do you know how to play this game?*

Transcript

Presenter:

Track 4.14

Conversation 1.

- Voice A: What are you watching?
Voice B: It's Brazil versus Germany.
Voice A: Who's winning?
Voice B: We are. We just scored.

Presenter:

Conversation 2.

- Voice A: What's wrong?
Voice B: I was hopeless.
Voice A: You weren't. You played very well.
Voice B: But we still lost.

Presenter:

Conversation 3.

- Voice A: Same time next week?
Voice B: Sure. Great game.
Voice A: Yes, that was a brilliant shot just now.
Voice B: I think it was just luck, really.

Presenter:

Conversation 4.

- Voice A: Was that in or out?
Voice B: It landed on the line.
Voice A: I wasn't sure. My point, then.
Voice B: Yes, well played!

Presenter:

Conversation 5.

- Voice A: How did you get on?
Voice B: Great! We won!
Voice A: What was the score?
Voice B: Three-one.

Presenter:

Conversation 6.

- Voice A: Do you know how to play this game?
Voice B: Not really.
Voice A: Do you want to learn?
Voice B: OK. How do we start?

Optional activity

Spend a few minutes checking the vocabulary.

Focus on the adjectives first:

hopeless, brilliant

Then the verbs:

score, land, get on

Then the other words:

versus (preposition)

out (adverb) (as in *the ball was out*; you can

also teach the opposite, *in*)

shot (n)

C

Showing you don't understand

1. Set the task for pairwork. Monitor and assist with students' pronunciation. Note any common pronunciation errors. Play 4.15. Students check their ideas.
2. Put the students into new pairs. Use the first conversation to demonstrate the task yourself with a student.

Set the task. Monitor and assist with vocabulary and pronunciation. Again, make a note of problems and errors.

As feedback, ask volunteers to perform one of their conversations.

Transcript

Presenter:

Track 4.15

- Voice A: Don't forget there's a match on the 30th.
Voice B: Sorry, did you say the 30th?
Voice A: Yes, that's right.
Voice B: Fine. I'll be there.

Voice A: I'll meet you outside the sports centre at seven, OK?

- Voice B: Sorry, did you say seven or seven-thirty?
Voice A: Seven. Is that OK?
Voice B: Yes, great. Seven o'clock outside the sports centre.

D

Practising the models

Set the task for pairwork, then ask volunteers to demonstrate to the class.

Closure

1. Go over any errors that you picked up during your monitoring.
2. Ask students to cover the texts in the Course Book and look at the pictures. They must try to remember the conversation for each one.

4.4 Learning new speaking skills: Giving a talk with slides; explaining rules; giving advice

Objectives

By the end of the lesson, students should be able to:

- pronounce words with the target diphthongs /aʊ/ and /əʊ/;
- use target language to introduce and give a talk with slides;
- use *must* and *mustn't* to explain the rules of a game;
- use *should* and *shouldn't* to give advice.

Introduction

Write the vowel sounds (in the table below) on the board, spaced out.

Elicit an example word for each. If students are capable, elicit other words for each sound. Otherwise, use flashcards of some or all of the words below; get students to first say the word and then tell you which column to put it in.

<i>all</i>	<i>back</i>
<i>ball</i>	<i>each</i>
<i>end</i>	<i>eye</i>
<i>feet</i>	<i>first</i>
<i>group</i>	<i>half</i>
<i>halves</i>	<i>hand</i>
<i>head</i>	<i>last</i>
<i>learn</i>	<i>mainly</i>
<i>match</i>	<i>metres</i>
<i>move</i>	<i>net</i>
<i>pitch</i>	<i>place</i>
<i>play</i>	<i>score</i>
<i>shape</i>	<i>side</i>
<i>size</i>	<i>skill</i>
<i>tall</i>	<i>team</i>
<i>tries</i>	<i>use</i>

Answers

See table below.

1	2	3	4	5	6	7	8	9	10
/æ/	/e/	/ɪ/	/ɑː/	/ɜː/	/ɔː/	/iː/	/uː/	/aɪ/	/eɪ/
hand	head	pitch	half	first	ball	feet	use	side	play
match	end	skill	halves	learn	score	team	move	eye	mainly
back	net		last		tall	each	group	size	place
					all	metres		tries	shape

Methodology note

Exercise A shows students that, in English, there can be one spelling but two (or more!) sounds.

A Saying diphthongs

Remind students about the listening activity they did on these sounds in Lesson 4.2. If you did not do the activity, students can read the Pronunciation Check on page 104 in any case.

Write the diphthong phonemic symbols on the board and show how they are pronounced using two sounds.

Practise the sounds in each diphthong separately.

Drill some words containing the target sounds: *no*, *don't*, *hole* and then *now*, *round*, *down*.

Check students understand the task. Play

🎧 4.16. Students can discuss the answers in pairs. Elicit the correct answers so that you can check students' pronunciation.

Finally ask students to read the rows of words to each other. Monitor and give help with students' pronunciation.

Answers

1.	no	do ✓	go	so
2.	how ✓	row	know	low
3.	hole	doll ✓	roll	role
4.	town	down	brown	own ✓
5.	now ✓	show	grow	flow
6.	phone	alone	done ✓	stone
7.	boat	board ✓	float	goal
8.	found	noun	out	bought ✓

Transcript

Presenter:

Voice:

Track 4.16

1.	no	do	go	so
2.	how	row	know	low
3.	hole	doll	roll	role
4.	town	down	brown	own
5.	now	show	grow	flow
6.	phone	alone	done	stone
7.	boat	board	float	goal
8.	found	noun	out	bought

B Identifying a new skill

Remind students of the talk they did about ball games (using PowerPoint slides) in Lesson 4.3. If you like, you can replay the audio of the talk (🔊 4.12).

1. Students discuss in pairs. Do not elicit answers at this stage. Ask students to read Skills Check 1, section by section. After each section, drill the example sentences. You could also refer students back to the talk in Lesson 4.3 to show them how the target language was used in context.
2. Ask students to read Skills Check 2. Check students understand the rules, or 'Dos' and 'Don'ts', for giving a talk with slides. Can students think of any more rules? For example:
Don't speak too slowly.
Don't use too many slides.
Don't have too much information.
Don't use too many different colours.
Speak clearly.
Emphasize key words.

Methodology notes

1. For Exercise C, you will not be able to provide a PowerPoint slide for all the pairs or groups of students in your class. You will therefore need to photocopy, or draw, the slides in the Course Book onto A4 sheets of paper. Attach these to the wall of the classroom, or place them on a notice board. Students can then refer to these during their talk.
2. Try to organize the lesson so that every student gets a chance, at some point, to give a talk with the real PowerPoint slide.
3. Build up slowly. Students should gradually get experience of talking to large groups. In the first exercise here, we suggest students work in pairs or small groups. In the next exercise, students work in groups of four or five.
4. For Exercise C2, you need to decide which of the 'slides' are relevant to your class. You can miss out any based on themes or subjects that students are not familiar with. You can replace them with your own 'slides' if you wish.
5. Note that the slides increase in difficulty, so you might like to keep this in mind when allocating topics to particular groups or individual students.

C Practising a new skill

1. In pairs, or small groups of three, students practise the sentences for the talk about classifying sports. At first, students should focus on the language, and not worry about the PowerPoint slides. Monitor and give help where necessary. Students then take turns to give the talk in their pairs, or groups of three, and refer to the slide. At the same time, students should try to put into practice the rules for giving a talk with slides. Monitor and give feedback.
2. This activity can be done in different ways:
 - Divide the class into six groups and allocate (or let the students choose) one slide for each group to work on. The students prepare and practise the talk in their groups. Redivide the class into groups of six, so that there is one student from each of the original groups. Each student gives their talk to the others in their group, using a PowerPoint slide (see Methodology notes). In this way each group will hear all the talks.
 - Students choose a talk. Make sure there is a reasonable number of students doing each topic. Each student works on his/her talk individually. When students are ready, put the class into groups of six, one student for each topic (as far as possible). Each student gives his/her talk using a PowerPoint slide. Whichever way you choose to do the activity, monitor and give feedback. If there is time, students can work on a different talk.

More able classes: Students can add extra information to their talk and perhaps design a second slide.


Less able classes: Give students the model answers to work from. They could try to learn one or two of the talks by heart.

Answers

1. Answers depend on the students, but here are some suggestions.
I'm going to talk about classifying sports. There are three kinds of sports. Firstly, there are racing sports. Next, we have opponent sports. Finally, we have achievement sports. Racing sports include running and swimming. Opponent sports can have individuals or teams. Achievement sports are sometimes target sports, like golf, and sometimes quantity sports, like high jump.

2. Answers depend on the students, but here are some ideas.
- A. I'm going to talk about mass media. There are two types of mass media. Firstly, there is broadcast media. Secondly, there is print media. Broadcast media includes TV and radio. Print media includes books, newspapers and magazines.
- B. Let's look at the study of the mind. There are two branches of the study of the mind. Firstly, there is psychology. Next, there is sociology. Psychology is about the behaviour of individuals. Sociology is about the behaviour of groups of people.
- C. Now we turn to selecting people for jobs. There are three areas that help us select people for jobs. Firstly, there are qualifications. Next, there is experience. Finally, we need to look at attitude. Qualifications include degrees and A levels, for example. Experience means the applicant's previous work. Has he or she done the job before? How long did they do it for? The applicant's attitude is very important. Are they hard-working and enthusiastic, for example?
- D. I'm going to talk about the different types of schools in the UK. There are four kinds of schools. Firstly, there are nursery schools. Secondly, there are primary schools. Next, we have secondary schools. Finally, there are sixth form colleges. Nursery schools are for two to four year olds. Children go to primary school from 5 to 11 years. Secondary schools are for 12–16-year-old pupils. Sixth form colleges are for 17- and 18-year-old students.
- E. Let's look at analyzing advertisements. There are four ways we can do this. Firstly, we can look at the source. Next, we can think about the audience. Then, we can look at the purpose of the advertisement. And finally, there is our reaction to the advertisement. The source of the advertisement can be a newspaper, a magazine, or TV, for example. Examples of the audience include homemakers, young men, teenagers, or even children. The purpose of the advert is to sell. And finally our reactions to the advert. Do we like it or dislike it? Do we want to buy the product?
- F. Now we turn to types of literature. There are four branches of literature. Firstly, there are novels. Secondly, we have plays. Next, there is poetry. And finally, there is biography/autobiography. Novels are fiction. In other words, they are not fact. Plays are usually fiction, but some plays are about real events. Poetry is about thoughts and feelings. And biography/autobiography is the true story of someone's life.

D Explaining the rules (1)

1. Refer students to Skills Check 3. Set the task. Students complete the activity individually, then compare their answers in pairs. Do not elicit answers yet.
2. Play  4.17 for students to check their answers. Elicit answers and drill each verb phrase. Drill some of the sentences.

Answers

- | | |
|------------------|-----------------|
| a. must be | e. must cross |
| b. mustn't touch | f. must throw |
| c. must wear | g. mustn't push |
| d. mustn't last | h. must allow |

Transcript

Presenter:
Voice:

Track 4.17

- a. There must be an area around the goal which is called the penalty area.
- b. The goalkeeper mustn't touch the ball with his or her hands outside the goal area.
- c. The goalkeeper must wear clothes of a different colour from the opponents' clothes.
- d. The interval between the two halves mustn't last more than 15 minutes.
- e. The ball must cross the whole of the goal line to score.
- f. When the ball goes out of play at the sides of the pitch, a player must throw the ball in.
- g. A player mustn't push another player with his or her hands.
- h. The referee must allow extra time for injuries and substitutions.

E Explaining the rules (2)

Ask students what they already know about tennis and badminton. Then students study the rules. Check the meaning of some of the vocabulary.

Divide the class into pairs. One student explains the rules for tennis, the other for badminton. Remind students to use *must* and *mustn't*. Monitor and give feedback.

Methodology note


Give students plenty of practice with sentences containing consonant clusters, for example:
You shouldn't do exercise after a big meal.
You shouldn't leave dirty football boots on the floor.
Students shouldn't park their cars on the campus, etc.

Some speakers of other languages (Italian, for example) tend to put a full vowel sound between each consonant.

F Giving advice

1. Remind students about this section's previous lessons where they had to give talks using PowerPoint slides. Go through the list of points in the box and check understanding. Ask students to make sentences with *should* or *shouldn't*. Students should also try to give a reason for each point, for example: *You shouldn't use many coloured backgrounds because it makes the slide difficult to read*. The activity can be done in pairs or small groups.

Monitor and give feedback. Some students might find it surprising that, for example, you should NOT use a lot of flashing words, so be prepared for some discussion.

2. Play  **4.18** for students to check their answers. Elicit answers and drill some of the sentences. Now ask students to close their books and tell you as many pieces of advice as they can remember. Tell students they will need to remember all of this advice for the next lesson when they will give a full talk using PowerPoint slides.

Finally, ask students if they agree with the advice or not, and if they can add anything.

Transcript

Presenter:

Voice:

Track 4.18

You shouldn't use too many coloured backgrounds.
You shouldn't use a lot of effects, e.g., flashing words.
You shouldn't write full sentences on the slide.
You shouldn't read out the slide word for word.
You shouldn't stand in front of the screen.
You shouldn't talk to the slide.
You should talk to the audience.
You shouldn't speak quickly.
You should pause between sentences.
You should wait a few moments between slides.

G Explaining the rules (3)

Set for individual completion and pairwork checking.

Answers

1. If a player *is* offside, a flag *is raised* by the assistant referee.
2. If a player *is injured*, a substitute *is used*.
3. If a foul *is committed* in the penalty area, a penalty *is awarded*.
4. If a player *receives* two yellow cards, he or she *is sent off*.

5. If the scores *are* level in a cup match, extra time *is played*.
6. If the teams *are* still level, the match *is decided* on penalties.

H Explaining laws of nature

1. Students complete individually and check in pairs.

Answers

- a. Metal expands if *you heat it*.
- b. Metal contracts if *you cool it*.
- c. Water boils if *you heat it*.
- d. Water freezes if *you cool it*.
- e. If you cut your finger, *it bleeds*.
- f. If you drop a ball, *it falls*.
- g. If you mix hydrogen and oxygen, *you get water*.
- h. If you put ice in water, *it floats*.
- i. If you mix red and yellow, *you get orange*.
- j. If plants don't have water, *they die*.

2. Students ask and answer in pairs. Go round and monitor. Give feedback to the whole class on any common errors noted.

Closure

Write the following sports 'problems' on the board:

- *The other team keeps pushing you.*
- *The new season starts in two weeks.*
- *You get hurt during the game.*
- *Your back hurts the next day.*
- *The other team has a big strong attacker.*
- *Training starts at 7.30 a.m. exactly.*
- *You have a cold.*
- *Your kit is dirty.*
- *Your kit has become too small for you.*
- *The weather is very wet.*
- *You're a supporter and your team is losing.*

In pairs or small groups, students give each other advice for each of the problems, e.g.:

You should tell the referee/You shouldn't get angry/You should stay calm, etc.

OR

Ask students to tell you some things you *must/mustn't do* = laws in their country.

Then ask them to tell you some things you *should/shouldn't do* = customs in their country.

Workbook answers

Speaking

Exercise A

Answers depend on students.

Exercise B

game	Where do you play?	What do you score?	What do you hit or pass the ball with?	What special equipment do you need?
football	pitch	goals	feet (head)	goals
tennis	court	points	racket	net
basketball	court	baskets	hands	posts, baskets
golf	course	holes	club	holes, flags
handball	court	goals	hands	goals
rugby	pitch	points	hands (feet)	goals

Exercise C

Answers depend on students.

Exercise D

1./2.

a. the afternoon	2	the morning	1
b. the defender	1	the attacker	2
c. the ball	1	the net	1
d. the north	1	the east	2
e. the question	1	the answer	2
f. the USA	1	the UK	1
g. the alphabet	2	the phone number	1
h. the engine	2	the machine	1
i. the Solar System	1	the universe	1
j. the audience	2	the actors	2

3. a vowel sound

Exercise E

1./2.

sport	out	go
ball	about	bowling
coordination	allow	goal
court	down	hole
important	found	know
indoors	noun	opponent
score	round	role
		show

3.
 - a. In tennis, one player serves the *ball* across the court.
 - b. The way that you *score* in tennis is very different from other sports.
 - c. In winter, many sportspeople prefer to play tennis *indoors*.
 - d. Do you prefer to play tennis on a grass or a hard *court*?
 - e. In every sport you should study your *opponent*. Then you will know the best way to win.
 - f. Is the word *role* a *noun* or an adjective?
 - g. Don't *show* your cards to your opponent.
 - h. Young children must learn hand-to-eye *coordination*.
 - i. There was a last-minute *goal* at the end of the game.
4.
 - a. In tennis, one player serves the ball across the court.
 - b. The way that you score in tennis is very different from other sports.
 - c. In winter, many sportspeople prefer to play tennis indoors.
 - d. Do you prefer to play tennis on a grass or a hard court?
 - e. In every sport you should study your opponent. Then you will know the best way to win.
 - f. Is the word role a noun or an adjective?
 - g. Don't show your cards to your opponent.
 - h. Young children must learn hand-to-eye coordination.
 - i. There was a last-minute goal at the end of the game.

Exercise F

1. two words for games	badminton, rugby
2. six words for sports people	attacker, defender, goalkeeper, partner, opponent, receiver
3. five words for equipment	basket, flag, net, post, racket
4. four words for places to play games	course, court, pitch, rink
5. a word which is a noun and a verb	score
6. a word with four syllables	competitive
7. a word with five syllables	coordination

Practice

Exercise A

1. Answers depend on students.
- 2./3.
 - a. You must switch off your mobile phone. OR You mustn't use your mobile phone.
 - b. You mustn't cycle here.
 - c. You mustn't park here.
 - d. You must wear smart clothes. OR You mustn't wear jeans and T-shirts.
 - e. You mustn't smoke here. OR You must put out your cigarette.
 - f. You must show your passport.
 - g. You mustn't walk your dog here. OR Dogs must not come in here.
 - h. You mustn't go in that room.
 - i. You mustn't drive down here.
 - j. You mustn't drink here.

Exercise B

- 1./2. A: Is *tenpin bowling* a *team game*?
B: Yes, you can have as many players as you like.
A: Do *you go bowling outdoors*?
B: No, you play indoors because of the automatic system.
A: Do *you play it in a special place*?
B: Yes, you play in a bowling alley.
A: Do *you need any special equipment*?
B: Yes, you need a hard, heavy ball with three holes for your thumb and two fingers. And you should wear bowling shoes.
A: Are *they expensive*?
B: I don't know. The bowling centre usually lends you a pair.
A: Do *you score goals*?
B: No, you get a point for every pin you knock down.
A: Is *there a place for bowling near here*?
B: No, there isn't. The nearest one is in the city centre.

Exercise C

1.

	table tennis
type of game?	short, fast (30 mins)
indoors?	and outdoors
court?	no
equipment?	table and bat
team?	no, 2 or 4 people
score?	points – 21 points to win
history?	200 years old

2.–4. Answers depend on students.

Extended speaking

Exercise A

1.	score	ball	support	<i>called</i>
2.	hand	match	back	<i>have</i>
3.	goal	role	opponent	<i>post</i>
4.	eye	try	side	<i>size</i>
5.	chest	head	measure	<i>help</i>
6.	use	too	you	<i>union</i>
7.	large	apart	halves	<i>bar</i>
8.	each	team	metres	<i>teach</i>
9.	game	place	take	<i>shape</i>
10.	pitch	kick	in	<i>pitch</i>

Exercises B and C

Answers depend on students.

Reading: Board games

4.5 Vocabulary for reading: Simple board games

Objectives

By the end of the lesson, students should be able to:

- understand target vocabulary for the Reading section;
- identify vocabulary in its written form.

Introduction

If possible, bring in some board games and dice.

Methodology note

Exercise A is a simplified version of an exam task. For example, in the Cambridge University First Certificate in English (FCE) exam, students have to write the correct form of a base word in a sentence. We have given students a choice of two words as an early stage towards the exam skill.

A Reviewing vocabulary

Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Make sure students can explain why each word is correct – see Answers.

Answers

1. Many schools make <u>competitive</u> / <u>competition</u> sport compulsory.	adjective + noun
2. Team games help in the physical <u>develop</u> / <u>development</u> of children.	noun
3. Children learn to <u>coordinate</u> / <u>coordination</u> different parts of the body.	infinitive after <i>to</i>
4. They also improve their <u>cooperate</u> / <u>cooperation</u> with other children.	noun after <i>their</i>
5. Team games teach children about different <u>role</u> / <u>roles</u> .	<i>different</i> + plural
6. For example, <u>defends</u> / <u>defenders</u> should not try to score goals all the time.	plural noun
7. They can also help children to deal with winning and <u>lose</u> / <u>losing</u> .	gerund required
8. They are certainly very useful for <u>sport</u> / <u>sporty</u> children.	adjective + noun
9. But other activities, like <u>aerobic</u> / <u>aerobics</u> , can also be valuable.	plural for general ideas
10. Perhaps schools should <u>allowed</u> / <u>allow</u> children to choose between different types of physical activity.	infinitive after modal

B Understanding vocabulary in context

Exploit the visuals. Ask students if they have ever played *Ludo*.

Set the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection. Check understanding of the vocabulary further, if necessary by demonstrating the game using realia (see introduction).

Discuss these questions, which are based on the text, with the class:

Are board games educational?

What do board games teach children?

Is Ludo only for children?

Answers

Ludo

The game is played by two, three or four players. It is played on a *board* with four coloured areas. Each player has four coloured *pieces*. The players take *turns*. Each player throws the *dice*. He or she moves the same number of *squares*. Then one of the opponents has a *turn*. Sometimes, a piece *lands on* a square which has an opponent's piece on it. The opponent must move his or her piece back to the start. You must throw the exact number of squares to get *home*.

The *objective* of the game is to get all your playing pieces to the centre of the board.

Are board games *educational*? Psychologists say that even simple games like Ludo teach children to *plan* their actions in real life.

C Developing critical thinking

Check students understand the questions. Once again, use realia to explain if necessary. Students discuss the questions in pairs. Elicit answers.

Answers

You miss a go.
Nothing. It is not a problem.
You go up three squares and back one.

Closure

Use flashcards to revise some of the words from the lesson.

4.6 Real-time reading: Four army groups

Objectives

By the end of the lesson, students should be able to:

- predict content from visuals and headings;
- show understanding of a text describing the history and rules of a game;
- show understanding of target vocabulary in context.

Methodology note

The article is about the history and development of the game of chess; however, students do not find out what the modern name for the game is until later in the lesson. If possible, bring in some chess pieces – especially the king, rooks and pawns – to show students at that point.

Introduction

Revise some of the words from the previous lesson which will be useful for understanding the text:

board

land on (a square)

objective

piece

play, player

take a turn/piece

A Activating ideas

Set the task for students to discuss in pairs. It does not matter if students cannot think of many ideas.

Answers

Answers depend on students.

B Predicting content

Write the title of the article on the board: *Can you play four army groups?* Point out that this is quite a strange question, even for native speakers. Discuss possible meanings, but do not confirm or correct any at this stage.

Elicit the section headings. Discuss what kind of information might go under each heading, but once again, do not confirm or correct ideas. Discuss what tense the verb forms will be in each section:

History = past simple

Remaining sections = present simple

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Check students realize that *Persia* is the old name for *Iran*. Make sure students know where India and Iran are on a map.

Answers

Eight of the men are called <i>pawns</i> .	2
From India, it was taken to Persia in the 6 th century.	1
It is estimated that there are now 300 million players worldwide.	5
One player moves, then the other player moves.	3
The objective of the game is to capture the king.	4

Methodology note

It is essential that students learn to read through multiple-choice questions first, before they read a text. This is especially important if students are taking exams. Teach students to look for the answers to the questions only, rather than reading the whole text.

C Understanding a text

Set the task, making sure students understand they should read the first four sections only; NOT 'The game today' section.

Give students time to read through the questions. Check students understand the abbreviation *BCE* (Before Common Era). Check students know where all the mentioned countries are on a map. However, avoid pre-teaching too much vocabulary if possible, and encourage students to work out the meanings from context.

If you like, you can set a time limit of five minutes to find the answers.

Students find the answers individually, then compare them in pairs. Elicit the correct answers and discuss why some of the other answers were wrong.

Elicit the name of the game: *chess*.

At this stage you can check the meaning of some of the vocabulary from the text: *soldier*, *Sanskrit*, *pastime*, *spread*, *objective*, *trap*, *curriculum*.

Answers

See table below.

Optional activity

Find out what else students know about the game of chess, for example:

- names of other pieces
- the direction pieces can move in
- the number of squares the pieces can move on
- why the queen is very important (because she can move in any direction, and on any number of squares)

D Predicting information from prepositions

1. Set the task for pairwork, then feed back as a class.
2. This task can be done individually or in the same pairs. Elicit answers, preferably by using an electronic projection of the text.

Answers

1. Answers depend on students.
2. a. The game was first played in ... *India*.
b. From India, it was taken to ... *Persia*.
c. The game is for ... *two players*.
d. The name rook comes from ... *Sanskrit*.
e. The game is now on ... *the curriculum of primary schools*.

E Researching

1. Check students understand the assignment task. Elicit the meaning of *child development*.
2. Students read the final section, 'The game today', of the text. Students discuss the question in pairs. Elicit answers.

Answers

The following points in the text about chess would help with the assignment:

Playing chess regularly ...

- develops children's critical thinking and problem-solving skills
- improved test scores by 17.3 per cent (USA survey)
- is on the curriculum of primary schools in 30+ countries

1. Where does this game come from? a. Sanskrit. b. India. ✓ c. Persia.	4. Where do the names of the pieces come from? a. From Spanish. b. From Persian. c. From several languages. ✓
2. When did the game first appear? a. Around 1000 BCE. b. Around 2000 BCE. c. Around 0 BCE. ✓	5. How do you play the game? a. Players take it in turns. ✓ b. Players reach the opposite side of the board. c. Players land on the same square.
3. How did the game reach Europe? a. Through Persia to Arabia, then to Spain. ✓ b. Through Persia to China, then Japan. c. Through Persia to China, then to Spain.	6. How do you win the game? a. You say 'checkmate'. b. You get to somewhere on the board. c. You stop your opponent's king from moving. ✓

Closure

Choose one of the following:

- Further discussion on the following questions:
 - Are people who are good at chess 'super-intelligent'?
 - Do you play chess? Are you good at it?
 - What other board games do you know?
- (For more able students) *We have seen that writers often use different words for the same thing. What words does the writer here use for ...?*
 - the playing pieces* (the main piece, another piece, the king, pawns)
 - the other player* (the opponent)
 - the game* (the pastime)
- Label the things in the visuals next to the text in the Course Book. Use the words from the text, e.g., *chariot*, *soldier*, etc.

4.7 Learning new reading skills: Referring back

Objectives

By the end of the lesson, students should be able to:

- demonstrate understanding of *then* and *there* to refer back in a text;
- demonstrate understanding that *then* and *there* can have two meanings;
- understand use of the zero article.

Introduction

Ask students to draw a timeline for the game of chess. They can refer back to the text they read in the previous lesson. Start the activity off on the board, then ask students to copy and complete it.

0 BCE	6 th century	7 th century	12 th century	now
India	Persia	Arab World China Korea Japan	Spain Rest of Europe	300 million players

A Reviewing vocabulary

This is another kind of prediction activity. Check students understand the task and go over the example. Tell students they do not need to give the exact information; it is more important they can predict the *type* of information that will follow. Students discuss the remaining sentences in pairs. Elicit answers.

Answers

See table below.

B Identifying a new skill

- Ask students to discuss the underlined words in pairs. Students may not be able to put into words the meanings of *then* and *there* in the last two extracts. Tell them not to worry about it at this stage; the key thing is for students to think about the meanings. Do not elicit answers.

	type of information	actual information
1. This game was first played in India over ...	period	2,000 years ago.
2. It was called ...	name	<i>Chaturanga</i> .
3. From India, it was taken to ...	place	<i>Persia</i> .
4. The name of the main piece in English is ...	origins, word in another language	<i>the Persian word shah</i> .
5. The game is for ...	number of players	<i>two players</i> .
6. A player takes an opponent's piece if ...	action	<i>he/she lands on the same square</i> .
7. The most important piece is ...	name of piece	<i>the king</i> .
8. The objective of the game is ...	objective	<i>to capture the king</i> .
9. One player must ...	action	<i>trap the opponent's king somewhere on the board so he cannot move</i> .
10. If the opponent's king cannot move, ...	result	<i>the player says 'checkmate'.</i>

2. Give students a few minutes to read the Skills Check. Check students understand that the words *there* and *then* can have two meanings or functions in a sentence. Elicit answers for Exercise B1.

Answers

Extract 1: *then* = c. 0 BCE

Extract 2: *there* = Persia

Extract 3: *their* = Arabs; *then* = 7th century;
there = China

Extract 4: *there* = Spain

C Understanding the use of zero article

Have students do the activity individually and then check their answers with a partner.

Answers

Researchers believe that the game of polo appeared in the area of modern-day Iran. Persian tribes played the game there, perhaps to give some exercise to their horses. The game was called Chogan then. The first recorded polo match occurred in 600 BCE between the Turkomans and the Persians. From Persia, the game spread to India. In 1859, two British soldiers saw a polo match there, and shortly after then they formed the famous Calcutta Polo Club. The club is still active today. From India, the game spread around the world. There are even polo teams in South America. In fact, the current world champions are from there. Argentina have held the title since 1949.

Researchers = researchers in general; polo

Iran = proper noun

tribes = unspecified which tribes or how many

Chogan = proper noun

Persia = proper noun

India = proper noun

soldiers: unspecified who these people were

Calcutta Polo Club: proper noun

India = proper noun

polo teams = unspecified; Argentina = proper noun

Argentina = proper noun

D Practising a new skill

The students will already have at least skimmed this text in Exercise C.

Teach the noun *match*, as in *football match*.

Also teach *title* as in *the title of World Champion*.

Ask students to read the text before you set the task.

Set the task. Students can discuss the meanings of *then* and *there* in pairs. Elicit answers.

Finally, you could focus on the verb tenses used in the text:

- *past simple* for sentences about the history of the game;
- *present simple* for sentences describing the game today;
- *present perfect simple* for the final sentence with *since*.

Note that in English we can refer to countries with a singular or plural verb, e.g.:

Argentina have held the title ... or *Argentina has held the title ...*

Answers (line numbers in Course Book)

Line 3: *there* the area of modern-day Iran

Line 5: *then* when it was played in
Ancient Persia

Line 9: *there* in India

Line 10: *then* 1859

Line 12: *there* does not refer back/introduces
new information

Line 14: *there* South America

E Understanding a text

Have students complete individually and check their answers in pairs. Then confirm answers as a class.

Answers

1. To give their horses exercise.
2. A race of people.
3. expanded
4. soon
5. Probably because South America is so far away from where the game originated.
6. South America; from the sentence *In fact, the current world champions are from there.*

Closure

Students can draw a simple timeline for the game of polo. Give out the extra information below if you would like students to add it to their timelines:

Women played polo in around 620 BCE.

Ferdowsi (Persian poet) described a polo match in the 9th century.

Polo was introduced to England in 1869.

4.8 Applying new reading skills: Quirkat

Objectives

By the end of the lesson, students should be able to:

- deal with back reference in a text using pronouns, *then* and *there*;
- demonstrate understanding of information in a factual text about games and child development;
- infer the correct meaning of vocabulary from context.

Introduction

Use the question in Exercise B1 about the photographs of board games.

A Reviewing vocabulary

All the words in the box in this activity are from the text in Lesson 4.6.

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Give further explanations of each word if necessary.

Answers

1. Chess is a very popular *pastime*.
2. It has now *spread* all over the world.
3. People *estimate* that there are 40 million players in Russia alone.
4. Each player starts with 16 *men*.
5. The *objective* of the game is ...
6. ... to *capture* the opponent's king.
7. You must *trap* the king so he cannot move.
8. Researchers say that if children regularly *engage in* the game, they will do better on tests.

B Activating ideas

1. Students discuss the question in pairs. It is not important that they know the word in English for each game at this stage. Write the following questions on the board for students to discuss:
What do you call this game in your language?
Do you know the name in English?
Do you know how to play each game?
Have you ever played any of the games?
How many players can you have for each game?
How popular is each game in your country?
Are board games less popular nowadays?
Why (not)?
2. Exploit the visuals next to the text *Can you play Quirkat?*, as well the text's title and headings. Set the task with a time limit of one minute. Students complete the task individually, then compare their answers in pairs. Elicit the answer.

Answers

1. The games are:
 - Chinese chequers
 - Draughts
 - Backgammon
2. The text is about the game of draughts. This is the modern English name for *Quirkat*.

C Understanding a text

1. Make sure students read the topic sentences before they look at the text again. If you like, ask students to cover the text on the opposite page and write the headings on the board for them to refer to. Set the task. Students complete the activity individually, then compare their answers in pairs. Now students can uncover the text and check their answers.
Ask students how they think each paragraph will continue, and what tense it will be in (students can cover the text again here, or you can ask them not to look at it).
2. Remind students of the work they did in Lesson 4.7 on *then* and *there*. If necessary, students can look back at the Skills Check for that lesson. Check students understand the task and go over the example carefully. Students discuss the highlighted words in pairs. Elicit answers.

Discuss the pictures:
What places do they show?
 – the ruins of Ur
 – the pyramids
 – the Alhambra

Answers

1.	a. The objective of the game is very simple.	4
	b. You play the game on a normal chessboard, which has 64 black and white squares.	2
	c. The game continues to be popular all over the world.	5
	d. Archaeologists discovered a form of this game in the ruins of the ancient city of Ur in Iraq.	1
	e. The game is for two players.	3

2.	2 nd line	They	archaeologists
	3 rd line	it	the game
	3 rd line	there	Ur
	3 rd line	then	3000 BCE
	4 th line	then	3500 BCE
	6 th line	which	the Arabic book
	7 th line	there	Spain
	9 th line	there	France
	11 th line	he/she	a player
	13 th line	then	1547
	14 th line	There	England
	16 th line	which	a normal chessboard
	18 th line	which	the 12 pieces
	19 th line	They	all the disks
	23 th line	their	the players
	24 th line	it	an opponent's piece
	27 th line	it	the piece which arrives at the opponent's edge
	29 th line	it	a king
	37 th line	they	children
	38 th line	their	older children

D Understanding new words in context

Check students understand the task and go over the example. Elicit the part of speech – noun, in this case – which helps to decide the correct meaning. Remind students to think about the part of speech throughout the exercise. Students complete the activity

individually, then compare their answers in pairs. Elicit answers. Point out that the first two words, *form* and *ruins*, can be nouns or verbs.

Answers

1. form (line 2) <i>n</i>	kind ✓	make
2. ruins (line 2) <i>n</i>	destroys	old damaged buildings ✓
3. mentioned (line 5) <i>v</i>	written about ✓	said
4. version (line 12) <i>n</i>	form ✓	translation
5. disk (line 18) <i>n</i>	CD	circle ✓
6. men (line 25) <i>n</i>	pieces ✓	male people

E Developing critical thinking

Students discuss the questions in pairs. Elicit ideas.

Answers

Answers depend on the students, although they could say that they are both equally important but that they develop different skills.

Closure

Ask students the following comprehension questions about draughts.

1. How old is the game?	About 5,000 years.
2. How did it get to England?	It came from Spain.
3. How many squares does the board have?	64
4. How many people can play?	2
5. How do you take an opponent's piece?	By jumping over it.
6. How do you win the game?	By taking all of the opponent's pieces.
7. How popular is the game today?	40 million players.
8. How does the game help in child development?	It develops spatial awareness; it helps them see that there is a time to advance, and a time to wait.

Knowledge quiz: Sports and games

Objectives

By the end of the lesson, students will have:

- reviewed core knowledge from Theme 4;
- recycled the vocabulary from Themes 1–4.

Introduction

Tell students they are going to do a knowledge quiz on Theme 4. If you like, while you are waiting for everyone in the class to arrive, students can spend a few minutes looking back over the theme.

Methodology note

See Themes 1 and 2 in the Teacher's Book, as well as the notes in the Introduction for further ideas on how to do the quiz. As usual, the focus should be more on the content rather than using the correct grammar.

- A** This activity can be done in pairs or small groups. Elicit answers, preferably using an electronic projection.

Answers

See table on following page.

- B** Students match the words in their pairs or groups.

Finally, elicit answers, preferably using an electronic projection.

Answers

See table on following page.

- C** Repeat the above procedure.

Answers

See table on following page.

A.

1. gymnastics	dance	<u>tennis</u>	aerobics	9	It is not a board game. It's a sport.
2. running	swimming	rowing	<u>football</u>	7	It is not one of the three types of player in football.
3. rugby	high jump	karate	basketball	10	It is a general word. The others are all connected with chess.
4. football	handball	<u>tennis</u>	volleyball	2	It is an opponent sport. The others are racing sports.
5. <u>goal</u>	club	stick	racket	5	It is not a bat. The others are things you hit the ball with.
6. <u>hand</u>	head	chest	foot	3	It is an achievement sport. The others are opponent sports.
7. attacker	defender	<u>scorer</u>	midfielder	4	It is a bat sport. The others all use part of the human body.
8. <u>hall</u>	court	course	pitch	8	It is not a special word for the playing area in a particular sport.
9. chess	<u>badminton</u>	ludo	draughts	6	It is a part of the body which you must not use in football (unless you are a goalkeeper).
10. king	pawn	<u>piece</u>	check	1	It is a competitive sport. The others can be non-competitive.

B.

1. attack	10	often
2. winner	7	hide
3. land	1	defend
4. majority	9	partly
5. achieve	6	group
6. individual	8	female
7. display	4	minority
8. male	2	loser
9. mainly	5	fail
10. rarely	3	take off
11. trap	15	calculate
12. move	13	job
13. pastime	11	release
14. opponent	12	stay
15. estimate	14	teammate

C.

1. capture	13	injure
2. objective	11	leisure activity
3. advance	3	go forward
4. piece	10	ethnic group
5. cooperate	7	version
6. show	6	demonstrate
7. form	9	way
8. generalization	8	stereotype
9. method	12	broadcast
10. race	1	take
11. pastime	2	aim
12. transmit	14	job
13. wound	15	take part in
14. task	5	work together
15. participate	4	man

Workbook answers

Reading

Exercise A

1.

a. land	g. ruin
b. play	h. spread
c. plan	i. advance
d. move	j. capture
e. trap	k. mention
f. turn	l. estimate

2.
 - a. Unfortunately, the plane *landed* two hours late.
 - b. Ivan made some bad *moves* in the chess game, so he lost.
 - c. Did you see that awful *play* on TV last night?
 - d. The terrible weather *ruined* our holiday.
 - e. A woman was *trapped* in the hotel lift for nearly two hours.
 - f. There have been many recent *advances* in the field of communications.
 - g. Did I *mention* I've booked a squash court for us this evening?
 - h. It's difficult to *estimate* the cost of the financial crisis.
 - i. The police have *captured* the terrorists and they will appear in court tomorrow.
 - j. If you wash your hands, you will stop the disease from *spreading*.

Exercise B

- 1./2.
 - a. If you eat too much, you feel sick.
 - b. Plants don't grow if you don't water them.
 - c. My parents get worried if I come home late.
 - d. When you heat ice, it melts.
 - e. When I am late for work, my boss gets angry.
 - f. When you mix red and blue, you get purple.

Exercise C

1. You can use *turn* with all of the words and phrases except 'a TV channel' and 'a switch'.

2. a. I liked him before but now I've turned against him.	j	arrive
b. It started raining on our walk so we turned back .	i	ask for help or advice
c. It's really hot in here. Shall I turn down the heating?	g	happens
d. The company offered me a good job but I turned it down .	f	make something start operating
e. Can you turn off the TV if you're not watching it?	c	produce less heat, noise, etc.
f. It's getting dark; I'll turn the lights on .	d	refuse an offer, request or invitation
g. It turns out that he's my friend's brother.	e	stop something operating by pushing a button, etc.
h. I turned over the ideas for a week before I started writing.	h	think or consider something carefully
i. If I have a problem, I always turn to my sister for advice.	a	to decide that you don't like someone
j. There you are! You've turned up late as usual.	b	to go in the opposite direction

Exercise D

1. Chess and draughts.
2. chess
3. draughts
4. the Arabs
5. a chessboard/a board with 64 black and white squares
6. chess
7. draughts
8. draughts
9. chess
10. draughts

Exercise E

1./2.

Introduction

What do Mel Gibson, Keanu Reeves and Queen Elizabeth II have in common? They all play a game that is sold in 21 countries around the world. Over 100 million sets of the game have been sold in 29 different languages. **It / They / There** is easily the world's best-selling game. What is its name? It's Scrabble, of course.

Origins

1. e It began in 1931 in New York. It was a terrible time **there / first / then** in the USA. Many people had no work. A young architect called Arthur Butts lost **him / his / her** job. He loved board games and word puzzles, especially crosswords. He decided to invent a new game to make money. He thought that chess was too difficult for many people, and many other games were just luck. **But / And / So** he had an idea for a game that was half luck and half skill.
2. a Players had to make words from letters. Each word had to 'cross' another, just like in a crossword. Butts **studied / studies / has studied** the front page of the New York Times and analyzed the frequency of each of the 26 letters of the alphabet. This helped him to decide the quantity of each letter in the game. It also helped him to decide the number of points **you / he / they** could win for using each letter.
3. c But, for a long time, the games manufacturers were not interested. **Then / after / however** he got a business partner. Together, they made the rules of the game a little easier, and changed the name to *Scrabble*. In the early years, Scrabble slowly became more popular but it did not make a lot of money. **After / Next / Finally**, in the early 1950s, the director of a big department store in New York played the game when he was on holiday. When he went back to work, he told the games department to start selling Scrabble. **So / Next / After that** Scrabble became a huge success.

The playing pieces

4. f Some of the squares are in different colours. You can win extra points on those squares. **It is / There are / They are** also letter tiles. The most common letters have one point each. Less frequent letters, like B, F and H, have more points. The letters J, K, Q, X, Z have the highest points.

How to play

5. b Each player takes seven letter tiles from a bag. That is the 'luck' part of the game. You must not show **another player / the other player / the other players** your letters. Then you must try to make a word from your letters. But you can only put your word on the board if you can join it to another word. **It is / That is / They are** part of the skill of the game.

How to win

6. d For example, you cannot use names or abbreviations. You should learn some words with uncommon letters. **There are / There is / They are** very good Scrabble websites to help with this, and you can also buy Scrabble books and dictionaries. The objective is to get the highest score.

3.

para	meaning	word
1	groups of things	sets
2	games where you must solve a problem	word puzzles
3	how often something happens	frequency
4	someone who you own a company with	business partner
5	small squares, e.g., of plastic	tiles
6	small, soft container	bag
7	short versions of words	abbreviations

Writing: For and against

4.9 Vocabulary for writing: Physical activity or electronic games?

Objectives

By the end of the lesson, students should have:

- revised and practised spelling of target words from previous lessons;
- demonstrated understanding of target vocabulary for the section;
- used target vocabulary in a brief text about children and physical activity.

Introduction

Write the title of the lesson on the board: *Physical activity or electronic games?* Elicit examples of both. Establish that physical activity does not have to mean sport; it can be walking to work, doing the housework, working in the garden, etc.

Ask students the following:

How much physical activity do you do each week?

How much time do you spend on electronic games?

It might be interesting to see if there are different answers for the men and women in the class, or for different age groups.

A Reviewing vocabulary

Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Elicit the correct answers, and write them on the board. Check meanings and also the part of speech as you go along.

Answers

1. achieve (v)
2. classify (v)
3. competitive (adj)
4. cooperate (v)
5. coordination (n)
6. develop (v)
7. equipment (n)
8. estimate (v, n)
9. objective (n)
10. spread (v)

B Building vocabulary

Read through the sentences in the first paragraph of the text; perhaps ask a different student to read out each sentence beginning, with the rest of the class following in their books. Ask students to cover the extra pieces of information underneath the box if necessary.

Briefly check understanding of the target vocabulary (see italicized words in Answers below); you do not need to spend too much time on this as the activity will help students with further understanding.

Ask students if they can predict the rest of the sentences in each case. Do not confirm or correct ideas at this stage. Now set the task. Students complete the activity individually, then compare their answers in pairs.

Repeat the procedure with the second paragraph.

Finally elicit answers to both paragraphs, preferably using an electronic projection.

Answers

First paragraph

Fifty years ago, all children played physical games ...	6. when they were <i>out of school</i> .
They got <i>exercise</i> from the games ...	2. and they also learnt <i>skills</i> .
They learnt <i>motor</i> skills ...	5. like hand and eye coordination.
They learnt <i>social</i> skills ...	4. like cooperation with other people.
They learnt <i>mental</i> skills ...	3. like concentration and <i>focus</i> on a particular task.
In many cases, the physical games made the children feel better about themselves ...	1. and raised their <i>self-esteem</i> .

Second paragraph

In 1961, the first <i>electronic</i> game was developed ...	10. by Steve Russell at the MIT in the United States.
Fifty years later, sales of electronic games reached \$5 billion, ...	7. and now every teenager plays computer games.
Many children do not get physical exercise ...	13. when they are out of school.
They spend most of their <i>leisure</i> time playing computer games ...	12. in their bedroom.
They do not get physical activity ...	11. except pressing <i>buttons</i> with their fingers.
They do not develop their social skills ...	9. because they are on their own.
They do not improve their mental skills ...	8. because the tasks are too <i>simple</i> .

Optional activity

The completed text could be done as a 'wall' or 'running' dictation (see Introduction) instead of the sentence completion activity in the Course Book.

C Developing critical thinking

Check the meaning of the word *compulsory*. Students discuss the question in pairs. Encourage students to use some of the target vocabulary in their answers. Elicit some of their ideas.

Closure

Choose one of the following:

- Focus on some spelling patterns in words from the lesson, e.g.:
double letters: *screen, skills, buttons, teenagers*
words ending in ~al: *social, mental, educational, physical*
words ending in ~e: *leisure, exercise, competitive*
- Write the following table (with words from the lesson) on the board and ask students to copy and complete it (answers in italics):

verb	noun
achieve	<i>achievement</i>
classify	<i>classification</i>
concentrate	concentration
cooperate	<i>cooperation</i>
coordinate	coordination
develop	<i>development</i>
equip	equipment

4.10 Real-time writing: Computer games: dangerous ... or educational?

Objectives

By the end of the lesson, students should be able to:

- show understanding of the discourse structure of a *for and against* text;
- produce a paragraph giving their own opinion of the topic.

Introduction

Dictate the following words from the previous lesson:

achieve	develop
classify	equipment
competitive	estimate
cooperate	objective
coordination	spread

A Reviewing vocabulary

Revise the meanings of the target vocabulary. Students discuss the questions in pairs. Elicit a few ideas.

Answers

- Answers depend on the students, but here are some ideas:
social skills: sports, going to school and clubs, making friends, etc.
motor skills: sports, art work, etc.
mental skills: some kinds of sport, electronic games, educational activities, board games, etc.

B Activating ideas

Students read the assignment. Check understanding. Set the two tasks, making sure students understand they should not give their own opinions at this stage. Students discuss their ideas in pairs or small groups. Give one or two prompts if necessary. Elicit some of their ideas but do not confirm or correct any of them at this stage.

Answers

Answers depend on students.

C Gathering information

1. Ask students to study the assignment notes on page 123. Check understanding of vocabulary. Set the task for pairwork discussion. Elicit answers. Discuss with the class what information could possibly go in the spaces, but do not confirm or correct answers at this stage. You might want to spend a few minutes discussing the form of the notes, especially the abbreviations, for example, *geog.* for *geography*.
2. Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection of the completed notes.

Answers

1. column 1 = general points
column 2 = explanations
column 3 = examples
2. Model notes
Target answers in *italics*

for		
1. educational	learn about world	e.g., <i>geog.</i> ; <i>hist.</i> ; based on quizzes
2. improve social skills	must play with 2/3 people	e.g., <i>survey</i> : 76% play with friends most of time
3. improve mental skills	<i>problem solving</i>	e.g., 'My Town' = build/manage/deal with problems
against		
1. <i>not teach useful info.</i>	only simple task against computer	e.g., Downhill Racer – turn character left or right on screen
2. show violence	<i>aim = violent behaviour – may copy in real life</i>	e.g., 03/09, teen killed 12 in school in Germ; played violent game night before
3. do not develop social skills	<i>play games alone in own bedroom</i>	e.g., <i>survey</i> : 82% play games on own some of time

Extra activities

1. Ask students to cover the two paragraphs and to try and write them from the notes.
2. A gapped handout could be made and given out with some of the articles removed.

D Writing an opinion

1. Refer students to the two opinions. Point out that they are very strong – they do not qualify the *should* or *should not* in any way. But ask students which one they agree with the most.
2. Point out that opinions are often qualified – they talk about particular situations, or groups of people, etc. Show students how you can add some of the words from the box to make a more specific opinion. Set for pairwork. Give feedback, building up sentences on the board.
3. Set for individual work. Monitor and assist. Give feedback, showing a model answer on the board.

Answers

1. Answers depend on students.
2. Some possible sentences:
Parents should not allow their young children to play computer games all the time.
Parents should only allow their children to play educational computer games.
Parents should allow their children to play computer games for a few hours per week.
Parents should not allow their young children to play computer games on their own.
Parents should allow their children to play educational computer games with their friends.
Parents should not allow their young children to play violent computer games.
3. Answers depend on students.

Model answer

In my opinion, parents should allow their children to play computer games. However, I believe that parents should take some actions. Firstly, they should not allow young children to play violent games. Secondly, they should not allow their children to play computer games all the time. Finally, they should encourage their children to play computer games with their friends.

Closure

Ask for volunteers, or have one or two of the more able students read out their paragraph from Exercise D3. Encourage discussion of the opinions expressed.

4.11 Learning new writing skills: Point, explanation, example; zero article and *the*

Objectives

By the end of the lesson, students should be able to:

- show awareness that the *schwa* sound can be spelled in many different ways;
- write a guided paragraph using the PEXPEG structure;
- demonstrate understanding of the use of *the* and zero article;
- demonstrate understanding of common core knowledge of a psychological experiment.

Introduction

Attach flashcards of some words from the previous lesson (or from other sections of this theme) to the board, for example:

activity	game	skills
computer	improve	social
develop	mental	teenagers
electronic	motor	
exercise	physical	

Students must try to write sentences using two or more of the words, e.g.:

Computer games can develop motor skills.

Teenagers do not get enough physical exercise.

Students can change the form of the words when necessary, for example from singular to plural. You can even do this as a quiz game or a competition, by awarding points to students with the most flashcard words in their sentences.

Methodology note

You will have probably already explained and practised the *schwa* sound with your students before, in which case much of the information in Skills Check 1 will be revision for the students. You need to point out that the *schwa* sound is only for unstressed syllables. You do not need to practise the pronunciation here, as this is a Writing lesson, but it is important for students to recognize it and know the ways the sound can be spelt.

A Spelling key words

Set the task. Students complete the activity individually, then compare their answers in pairs.

Ask students to read Skills Check 1. Check understanding of the information.

Say aloud the words in the table (or elicit their correct pronunciation) so that students can hear the *schwa* sound. (Do not drill or practise the pronunciation of the words, though.)

Students correct their answers for Exercise A.

Elicit answers and write them on the board as you do so. Check understanding of some of the words and elicit if they are nouns, verbs, adjectives. In some cases the words can be two parts of speech, e.g., *reason* (*n, v*); *support* (*n, v*)

At this stage you can point out the following:

The letter *i* does not usually make the *schwa* sound, except in *~tion*, e.g., *situation*.

There is a common pattern: at the end of a word, the sound *schwa* is usually spelt *er*.

Examples: *player, computer, racer*

Exceptions: *motor, leisure*

Answers

1. activity
2. reason
3. develop
4. recent
5. educational
6. support
7. finger
8. useful
9. mental
10. violent
11. finally
12. children

B Identifying a new skill (1)

1. After students have read Skills Check 2, check understanding.
2. Revise the essay topic and assignment from Lesson 4.10. If you like, ask students to go back and reread it. Now set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection. Refer students once more to the model assignment answer in Lesson 4.10. Students find and mark further sentences using PEXPEG.

Answers

Firstly, some games do not teach useful information. *P*

Players only complete a simple task against the computer. *EXP*

For example, in the game *Downhill Racer*, players only turn a character left or right on the screen. *EG*

C Practising a key skill

1. Check students understand the task and go over the example. Students discuss the remaining sentences in pairs. Elicit answers. Check understanding of vocabulary if necessary.
2. Students discuss which is the correct order of sentences for each paragraph. Students can then make notes, as suggested in the Course Book, or you can ask students to write out the first sentence of each paragraph, leaving a space for completion in Exercise C3.
3. Students cover the sentences in the Course Book and write out the two paragraphs. Give feedback, preferably using an electronic projection of the paragraphs.

Answers

In <i>Beat the Clock</i> , the player must use six different keys to get a good score.	✓	EG
Some games require very fast and complicated finger movements.	✓	EXP
Computer games do not develop motor skills.	✗	P
In <i>Monkey Business</i> , the player only presses two buttons.	✗	EG
Computer games improve motor skills.	✓	P
Some games involve very little physical activity.	✗	EXP

D Identifying a new skill (2)

Write the following two words on the board:

violence (n)

violent (adj)

Elicit the meaning and the part of speech for each word.

Ask students to write a sentence with each word. Ask some of the students to read some of their sentences out. Some students may have made a mistake and put the article *the* in front of the word *violence*. For example: ~~The~~ *violence*

causes a lot of problems in society. This will make a good lead-in to the grammar point of the lesson.

Refer students to Skills Check 3, which in turn refers them to the Grammar Reference on zero article.

Work through the table, making sure students notice that all of the phrases do not need an article.

Show on the board the difference between *children* = all children and *the children* = a particular group.

E Understanding the use of *the* and zero article

Check the meaning of the following words with the help of the illustrations: *hit*, *doll*, *adult*.

Put students in pairs. Tell them to cover the words. Ask them to try to work out what is happening in the illustrations.

1. Students complete individually then compare answers in pairs. Make sure they have found all the items, preferably with the use of a visual medium.
2. Refer them back to the grammar reference to complete the activity. Feed back, ideally with a visual medium.

Answers

See following page.

Optional activity

Ask students to close their books and write about the experiment from memory, with the correct use of *the* and zero article.

Closure

1. Choose another text from the course and ask students to explain the use of *the* and zero article in each case.
2. Ask students to tell you about some computer games they know. Do they improve motor or any other skills? Do they include violence?

BANDURA'S BOBO DOLL EXPERIMENT

Do violent games cause violence in the real world? Some psychologists think that they do.

A psychologist, Albert Bandura, conducted a famous experiment in 1961. He put some children into two rooms, Room A and Room B. There was a doll in the corner of each room. An adult came into Room A. The adult hit the doll. An adult also came into Room B. The adult didn't hit the doll. So 50% of the children saw violence and 50% did not. The children in Room A became violent. They hit the doll when the adult left the room. The children in Room B did not show violence. Bandura said: "Children who see violence often become violent."

4.12 Applying new writing skills: Compulsory PE at secondary schools

Objectives

By the end of the lesson, students should be able to:

- use target vocabulary and language from the theme, and the PEXPEG and TOWER procedures to write a *For and against* essay about sport;
- demonstrate understanding of common core knowledge about the role of physical education.

Introduction

Revise the advantages of sports and games. You could write the following questions on the board for students to discuss:

- *What do board games teach children?* (plan actions, develop critical thinking and problem-solving skills, etc.)
- *What do competitive sports teach children?* (to cooperate, to be good winners/losers, develop physically, etc.)
- *How do ball games help children?* (develop coordination – eye–hand; eye–foot – and deal with tools in bat and racket sports)
- *Why is it important for children to do different sports?* (to develop different abilities and skills)
- *How can football help with child development?* (eye–foot coordination, team work, all children can participate)

- *What are other advantages of physical activity?* (get exercise, raise self-esteem, learn motor, social and mental skills, etc.)
- *Are there any advantages to computer games?* (educational, problem-solving, sometimes sociable)

A Reviewing vocabulary

Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers and write the words on the board.

Answers

1. Computer games are now the most popular *leisure* activity for teenagers.
2. Many children nowadays do not get much *physical activity*.
3. Children need to improve hand and eye *coordination*.
4. Team games teach children to *cooperate* with other children.
5. Many teenagers do not like *competitive* sport because they are not interested in winning.
6. Games need concentration and *focus*.
7. Some children have very little confidence and low *self-esteem*.
8. Many teachers do not *support* the idea of compulsory PE at secondary school.

Revise the use of *the* and zero article. Highlight all the nouns in the sentences with *the* or no article, and ask students to give you the reason in each case as follows:

Answers

1. *Computer games* = all; *activity* = uncountable; *teenagers* = all
2. *activity* = uncountable*
3. *Children* = all; *coordination* = uncountable
4. *Team games* = all; *children* = all
5. *sport* = uncountable; *winning* = uncountable
6. *Games* = all; *concentration* = uncountable; *focus* = uncountable
7. *confidence* = uncountable; *self-esteem* = uncountable
8. *PE* = uncountable; *secondary school* = all

* Text underlined = words missing from sentences

Optional activity

As a revision activity for Lesson 4.11, elicit from students which words contain the *schwa* sound. Underline the relevant vowels in the words on the board:

- *leisure*
- *coordination*
- *cooperate*
- *competitive*
- *focus*
- *self-esteem*
- *support* (no *schwa* sound)

B Thinking

Give students time to read the assignment. Students discuss possible points for or against, in pairs or small groups. (If necessary, ask students to cover the notes for the essay on the opposite page.)

Elicit some of their ideas. Tell students that they can add their ideas to the notes for the essay.

Answers

Answers depend on students.

C Organizing

Remind students that we often do not put articles in notes, but that articles must be used correctly in the essays.

1. Students read the points supporting the assignment statement. Check understanding. At this point, students can add, in note form, any extra points from their discussion in Exercise B.
Repeat the procedure for the points against the statement.

In pairs or small groups, students discuss the other items in the task: explanations and examples for each point. Monitor and give help where necessary.

Elicit students' ideas. Show the notes (in Answers on the following page) on the board, using an electronic projection. Reassure students that as long as they have a logical explanation or example, it does not have to be exactly the same as the one in the model notes. Add any of the students' extra ideas.

2. Divide the class into pairs and ask them to discuss if they agree or disagree with the assignment statement. Elicit some of their ideas. Use the board to show how some of the ideas can be turned into notes. Students make notes; monitor and give help where necessary.

Less able classes: Turn the model notes into a 'jigsaw' activity, so that students have to match the explanations and examples with each point. This can be done in pairs or small groups. Finally, give handouts of the completed model notes for students to check and compare.

Answers

1. Target answers in *italics*.

	for	
1. not much exercise out of school	modern lifestyles = no physical activity	parents drive children, etc.
2. helps develop motor skills	<i>need to learn to coordinate their hands and feet</i>	<i>tennis good for eye and hand coordination</i>
3. helps develop mental skills	<i>sports involve many mental skills</i>	<i>concentration and focus is required for good results</i>
4. helps develop social skills	<i>children need to learn to cooperate with other people</i>	<i>in team games children learn to play a role in the team</i>
	against	
1. not conducted well	<i>PE teachers = bullies</i>	<i>make fun of children, etc.</i>
2. sporty children enjoy but other children don't	<i>feel humiliated</i>	<i>never get to play in the team</i>
3. lower self-esteem	<i>low self-esteem can actually = less exercise = become fatter</i>	

2. Answers depend on students.

D Writing

If you feel it is necessary, briefly go back over the skills learnt in Lesson 4.11. Remind students to use phrases such as:

- *firstly, secondly*
- *finally*
- *in fact*
- *for example*
- *nowadays*
- *a recent survey says ...*
- *in my opinion*
- *parents/teachers/schools should + do*

If you like, you can elicit and write the first two or three sentences on the board. Students can then copy these and continue on their own.

Now follow the usual procedure.

E Editing and rewriting

Follow the usual procedure. Refer the students to Course Book page 168 for a model conclusion, if it will help the rewriting process.

Answers

Model answer

Physical education should be compulsory in secondary schools

There are many reasons to support compulsory physical education in schools. Firstly, children all over the world do not get much exercise out of school. Modern lifestyles do not include much physical activity. For example, many children are driven to school by their parents and spend most of their leisure time playing computer games or chatting on the internet. Secondly, physical education helps to develop motor skills. Children need to learn to coordinate their hands and feet. Tennis, for example, is very good for eye and hand coordination. Thirdly, some kinds of physical education help to develop mental skills. Concentration and focus are required to achieve good results. For example, in achievement sports, children have to think very carefully about the aim. Finally, some kinds of physical education help to develop social skills. Children need to learn to cooperate with other people. For example, in team games children learn to play a role in the team.

There are also many reasons to oppose compulsory physical education in secondary schools. Firstly, PE is often not conducted well.

Some PE teachers are bullies. They sometimes make fun of children. Secondly, sporty children enjoy PE but other children do not. They feel humiliated. Perhaps they are not well coordinated, or they are slower than other children. Finally, compulsory physical education can lead to low self-esteem. Research suggests that low self-esteem can actually cause children to take less exercise and become fatter.

In my view, physical education should be compulsory at secondary school, but children should be able to choose the form of physical education. Competitive sports are not the only kind of physical education. There are many non-competitive activities, such as dance, aerobics and swimming. These activities can develop a child's motor skills, mental skills and social skills but do not lead to humiliation and low self-esteem.

Closure

1. If you have not already done so, give out copies of the model answer.
2. Give feedback on any errors you noted while monitoring.

Portfolio: Team games

Objectives

By the end of the lesson(s), students will have:

- revised target vocabulary from the theme;
- used integrated skills to practise language and revise knowledge from the theme;
- used integrated skills in order to talk and write about different sports;
- learnt more common core knowledge about different sports and their origins.

Introduction

Use the visuals to elicit and revise the meanings of target vocabulary from the theme.

A Activating ideas

1. Students discuss the question in pairs. Teach the names for any sports that students are unsure of.
2. Remind students of the language used to talk about the rules of sports:
 - using zero conditional – *If a player is injured, extra time is added to the game.*
 - using *must* and *should* – *Footballers mustn't use their hands. / Defenders shouldn't try to score goals.*

Students can then try to describe one or two of the games that they know well. Do not worry if they cannot do very much at this point, as they will learn more about the sports during the lesson.

Answers

1 = volleyball; 2 = netball; 3 = handball;
4 = polo; 5 = ice hockey; 6 = baseball

Methodology notes

1. If dividing the class into three groups is too complicated, or cannot be organized for practical reasons, you can just do one or two of the listening texts with the whole class.
2. The questions in the Course Book could be made into a handout with spaces for students to write notes for the answers.

B Gathering information (1)

1. Ask students about polo, baseball and netball:
 - *Have you played/watched one of these games?*
 - *Which game would you like to learn to play?*
 - *What do you know about these games already?*

Divide the class into three groups and set the task. Monitor while students are working and give help where necessary. Make a note of common errors. If necessary, students can replay the audio, or ask for it to be replayed.

2. Redivide the class into groups of three, checking that there is one student from Groups A, B and C. Check students understand the task (they basically need to exchange information). Practise the questions students need to complete for each section (from Exercise B1). Give feedback, preferably using an electronic projection of the completed table. You could also give out photocopies of the model notes.

Remind students about the Speaking skills they have learnt in earlier themes, for example in Lesson 2.4.

- Introducing information – *Did you know that ...? Apparently ...* etc.
- Commenting on, or showing interest – *That's interesting ... Really?* etc.

You can also remind students to 'echo' and ask questions as they learnt to do so in Lesson 1.4 and Everyday English (page 15):

- Showing understanding (echo + questions/comment)
- Showing you don't understand (echo + *I don't understand, etc.*)

Answers

Model notes: see table on following page.

Transcripts

Presenter:

Track 4.19

Group A: Polo.

Lecturer:

It is called the King of Games ... and the Game of Kings. In fact, the following words appear on a tablet of stone in Iran. They come from the days of Ancient Persia: 'Let other people play at other things – the King of Games is still the Game of Kings.' Researchers believe that the game appeared in the area of modern-day Iran. Persian tribes played the game, perhaps to give some exercise to their horses. The first recorded polo match occurred in 600 BCE between the Turkomans and the Persians. The Turkomans won.

At first, the game was called *chogan* by the Persians. This later became *pulu*, which then became *polo*. From Persia, the game spread to India. In the 19th century, two British soldiers, Captain Robert Stewart and Major General Joe Sherer saw a polo match in Manipur in Eastern India. In 1859, they held the first meeting of the first polo club, the Silchar Polo Club, and in 1863 they formed the famous Calcutta Polo Club. The club is still active today. From India, the game spread around the world. In fact, the current world champion is from South America. Argentina have held the title since 1949. Prince Charles of the UK is a famous player of the game.

Players wear special trousers called *jodhpurs* – J-O-D-H-P-U-R-S – and a helmet. Each player has a horse and a stick with two heads on one end.

There are two goals – they are just sticks in the ground. There is no net.

There are four people on each team. Each plays on horseback. Players try to hit the ball with the stick towards the other team's goal. Each game has four or six parts, called *chukkas* – C-H-U-K-K-A. Each *chukka* lasts seven minutes. The objective of the game is simple. You must score more goals than the other team.

Presenter:

Track 4.20

Group B: Baseball.

Lecturer:

The game first appears in a book by an American, John Newberry, published in 1744. Perhaps it developed from English sports such as rounders and cricket. The name of the game is baseball. It probably comes from the special equipment. Players must hit a ball and then run around four bases, or points on the ground.

A man called Alexander Cartwright wrote the rules of the modern game in 1845. He also designed the special field, which is in the shape of a diamond.

Professional baseball began in the United States in 1865, and the National League was founded there in 1876. In 1947, the first African-American became a professional player. Baseball is now a fully integrated sport.

All the players wear special trousers and helmets. One player is the pitcher – P-I-T-C-H-E-R. He or she tries to throw a ball past the batter. The pitcher has a glove on one hand. The batter has a bat – a long thin stick made of wood. The batter tries to hit the ball with the bat. If the

batter hits the ball, he or she tries to run around four bases. The other team try to run him or her out. They get the ball and throw it to one of the basemen. If the batter runs around the four bases, he or she scores a run. The objective of the game is simple. Your team must score more runs than the other team.

Presenter:

Track 4.21

Group C: Netball.

Lecturer:

This game developed from a very old game. In around 1000 BCE, there was a game called *Pok-ta-pok* – P-O-K T-A P-O-K. The Indians of modern-day Mexico played the game. However, the game did not spread around the world.

In 1892, a man called Dr James Naismith took some points from the old game and invented basketball. But some people thought the game was too violent for women. So they developed a female version. At first, they called it 'women's basketball'. But then women started to play basketball, so, to avoid confusion, people changed the name of women's basketball to *netball*.

The new game became very popular in girls' schools in Britain and then in other parts of the world. For example, it is now very popular in Australia and New Zealand. It is now played by boys as well as girls, men as well as women.

Teams play on a special court with a high post at each end. There is a net on each post, just like basketball. Each player wears a bib, which is a piece of cloth with a hole for the head. Each bib has two letters on it. These letters give the name of the player's position. Each position has parts

Answers for B

game?	<i>polo</i>	<i>baseball</i>	<i>netball</i>
start?	<i>c 600 BCE; Persia</i>	<i>1744; America</i>	<i>1000 BCE; Mexico</i>
name?	<i>chogan; then pulu</i>	<i>from equipment – base = area on the ground + ball</i>	<i>pok-ta-pok</i>
develop/spread?	<i>Persia – India; 2 Br. sold saw match; 1859 1st meet. of polo club; 1863 Calcutta Polo Club; India – around the world; Arg = world champion since 49; Pr. Ch (UK) plays</i>	<i>1845 rules of game; designed field = diamond; 1865 professional (US); 1876 National league; 1947 1st black man; fully integrated</i>	<i>1892 – Dr John Naismith invented basketball; Some people = b. too violent so developed women's basketball; later = netball; became popular in Br, then spread inc. Aust and New Zealand</i>
equipment?	<i>special trousers – jodhpurs; helmet; horse, stick with two heads; two goals = sticks in the ground</i>	<i>four bases; special trousers; helmets; pitcher's glove; bat = long thin wooden stick</i>	<i>special court; high post each end, net on each post; each player = bib; position marked, e.g., GS = goal shooter = can only play in goal area</i>
play?	<i>4 in team, on horses; hit ball with stick to goal; game = 4/6 chukkas = parts of 7 min.</i>	<i>batter hits ball, tries to run around 4 bases, other team try to run him out; batter runs round the bases = 1 run</i>	<i>7 in a team; ball passed with hand; try to score in other team's net; players only hold ball for 3 secs; only move one foot while holding the ball; can't bounce ball</i>
win?	<i>score more goals</i>	<i>score more runs</i>	<i>score more goals</i>

of the court that the player must not go into. For example, GS means goal shooter. The goal shooter can only go into the area closest to the other team's goal.

There are seven people on each team. Players pass the ball with their hands to each other and try to score in the other team's net. Players must only hold onto the ball for three seconds. They can only move one foot while holding the ball. They cannot bounce the ball more than once. The objective of the game is simple. You must score more goals than the other team.

C Gathering information (2)

1. This activity focuses on reading and note-taking. Divide the class into pairs. Give each student in each pair a number, 1 or 2.

Allocate the texts as follows:

S1: *Can you play crosse, shinty or hurling?* (page 131)

S2: *Can you play baggataway or lacrosse?* (page 132)

Monitor and give help where necessary while students are making notes. The questions from Exercise B should be used as a guide to the note-taking. All the notes can go into a table (see model notes on the following page), if you wish.

During this stage, refer students back to the text if they have missed key points. Use the model notes and check them against the notes that are emerging from each student.

2. The focus now shifts to oral work; students must now ask questions and listen to their partners' answers in order to make further notes.

Check students understand the task. Each student must give the relevant information of his/her information about sports and the other student takes notes. Encourage listeners to ask questions if they are not sure of information. Monitor and assist each pair of students. Once again, use the model notes to ensure that the groups are producing good notes on both texts. Finally, give feedback in two stages: firstly on students' performance and oral production; and secondly, use an electronic projection of the model answers for feedback on the notes. As there are so many notes, you may even wish to copy the notes and distribute as handouts.

Answers

Model notes: see table on following page.

Methodology note

An option here is for students to provide slides for their talks, as they did in the Speaking section of this theme. If you decide to do this, spend a few minutes discussing with students what headings the slides could have, as well as possible points for one or two slides.

D Giving a talk

Remind students about the pronunciation of some of the target vocabulary and the importance of stressing key words. When students have chosen an invention to speak about, divide the class into groups of students with the same choice. If you do not get roughly equal numbers for each topic, ask some students to change group.

Students work individually to start with. Give students time to turn notes into sentences for a talk. Help individual students who are struggling.

Now ask students to practise their talks, one sentence at a time, with help from the others in their group. Students should help each other with pronunciation, vocabulary and grammar. Monitor and assist each group. Talks should last no longer than one or two minutes.

Redivide the groups so that there is a mixture of topics to be presented. Students give their talks in turn. Encourage other students to ask questions. Once again, remind students of the work they did in Lesson 1.4 and Everyday English from Theme 1.

Students do not need to make notes while they are listening to each other's talks.

Monitor and give feedback on two or three of the following areas:

- fluency
- accuracy (especially present tenses – both active and passive – and *must*)
- pronunciation of target vocabulary
- pronunciation of diphthongs /aʊ/ and /əʊ/
- stressing key words/phrases in sentences
- successful completion of task

Answers

Answers depend on students.

Methodology notes

1. This could be done in class or set up as homework if you prefer. Students should make notes on their research before they start writing in text. The research could be done in pairs or groups, with students exchanging information on the sport they have chosen.
2. If students are writing this in class, monitor and give help where necessary.

E Writing

Students can write about handball, or choose any other sport they are interested in. Preferably it should be a team sport, but this is not essential. Monitor and give help while students are making notes and writing. Make a note of common errors. Give feedback on the errors.

Answers

Answers depend on the students, but here is a possible model text for handball.

Handball (in different forms) has been popular for centuries. The ancient Greeks, the Romans and tribes in the area of modern-day Germany all had versions of this game. The game we now know as handball appeared in the 19th

century in eastern Europe. A Danish man, Holger Nielsen, drew up the first rules in 1898.

The name handball comes from the basic rule of the game: the ball is passed with the hands.

Adolf Hitler requested the Olympic Committee include handball in the Berlin Olympics of 1936. Women's handball became an Olympic sport in 1976.

The only special equipment is a ball and two goals. The ball is slightly smaller than a football. The goals are much smaller than football goals.

There are seven people on each team. Players pass or bounce the ball across the court with their hands until a goal is scored. Each player may only take three steps while holding the ball, and may only hold the ball for three seconds.

To win, you must score more goals in the other team's goal than they score in yours.

Closure

Make sure students know the deadline for the article, which has either been set for homework or begun in class.

Model notes for C

game?	<i>hockey (crosse/shinty/hurling)</i>	<i>lacrosse (baggataway)</i>
when/where start?	<i>earliest = 2050 BCE; Ancient Egyptians; Romans; Greeks; Persians;</i>	<i>baggataway = 1492 CE Iriquois Ind in N. Am.</i>
name?	<i>Fr. hocquet = curved stick Am Ind. shout = 'hoo-ee' when point scored Col. Hockey from Eng?</i>	<i>Fr. la crosse – curved stick = early days played with curved stick</i>
develop/spread?	<i>1861 1st hockey club England 19 C v. pop at Br. schools 1875 Eng. Hockey Ass. founded</i>	<i>v. violent; many people died 1800 = many rules; fewer inj.</i>
equipment?	<i>guard on shins and ankles mouth guards curved wooden stick goalkeeper = helmet, mask, shoulder pads kickers = protects foot when kicking ball</i>	<i>male = protective clothing – players try to hit other players; female = only eye protection goalkeeper = mask stick with piece of net at the end; rubber ball</i>

Workbook answers

Writing

Exercise A

1. raise	7	a button
2. learn	9	a problem
3. concentrate on	3	a task
4. cooperate with	5	an experiment
5. conduct	8	an idea
6. spend	2	new skills
7. press	4	people
8. support	10	the world
9. deal with	6	your leisure time
10. learn about	1	your self-esteem

Exercise B

1./2.

a. My parents allowed me ^{to} have a lot of freedom.	A
b. You aren't allowed ^{to} smoke in that area.	A
c. My teachers encouraged me ^{to} do my best.	A
d. I am want to do an MA after my degree.	A
e. Some teachers make pupils to do too much homework.	B
f. Parents shouldn't let to young children watch violent TV programmes.	B
g. My tutor told to me ^{to} give in the assignment next week.	A

3. Answers depend on students.

Exercise C

1. Chess is a much older game than Scrabble.
2. You usually play badminton indoors on a special court.
3. In Scrabble, each player chooses seven letters from a bag.
4. My youngest daughter plays football for her school team.
5. Goalkeepers can touch the ball with their hands inside the goal area.
6. People first played tennis in England over one hundred years ago.
7. All the players in American football must wear special equipment.
8. Table tennis is classified as a bat sport and a ball sport too.
9. In netball, players must only hold the ball for three seconds.
10. The objective of the game is to take all your opponent's pieces.

Exercise D

Scrabble is a board game that (1) *everyone* can play. (2) *Each* player takes seven letter tiles from a bag. The players must not show the (3) *other* players their letters. First, the players try to make a word using some or (4) *all* of the letters. The (5) *first* player puts a word on the board. Then (6) *each* player in turn adds a word to the board. But they must join (7) *each* word to one of the (8) *other* words on the board. (9) *Each* time you put (10) *some* letter tiles on the board, you can take an equal number of new (11) *ones* from the bag. So if you add four letter tiles to the board, you can replace (12) *them* with four new ones.

Exercise E

1	4	6	3	9	5	2	8	7
9	7	2	4	6	8	3	5	1
3	8	5	1	7	2	9	4	6
5	6	9	7	2	3	4	1	8
7	2	1	9	8	4	5	6	3
4	3	8	6	5	1	7	9	2
6	5	3	8	4	7	1	2	9
8	1	4	2	3	9	6	7	5
2	9	7	5	1	6	8	3	4

Extended writing

Exercise A

Answers depend on students.



Theme 5

Nutrition and health

- A balanced diet
- Portions
- How to eat healthily
- Obesity

Listening: A balanced diet

5.1 Listening review (1): Nutrients

Objectives

By the end of the lesson, students should be able to:

- show understanding of common core knowledge – the nutrients contained in the different food groups;
- show understanding of a lecture about food and nutrients, containing target vocabulary, grammar and sub-skills from the theme;
- use previously learnt Listening sub-skills from Levels 1 and 2 to understand a lecture.

Methodology note

This theme is a **review**. Research clearly shows that learning must be reviewed in order for it to go into long-term memory.

It is important that you make it very clear to students that this review is crucial: some of them may think that because they have seen the topics and skills already, they 'know' them.

Introduction

1. Revise the answers to the questions:
Why do we eat?
How does the body keep energy from food?
Why do we feel hungry?
What is important for a healthy diet?
2. Elicit ideas as to what food scientists study.

A Reviewing vocabulary

Give students time to read through the words, without writing anything down. Clarify any difficulties. Go over the example and check understanding. Set the task for individual work and pairwork checking. Place feedback on the board, preferably using an electronic projection.

Answers

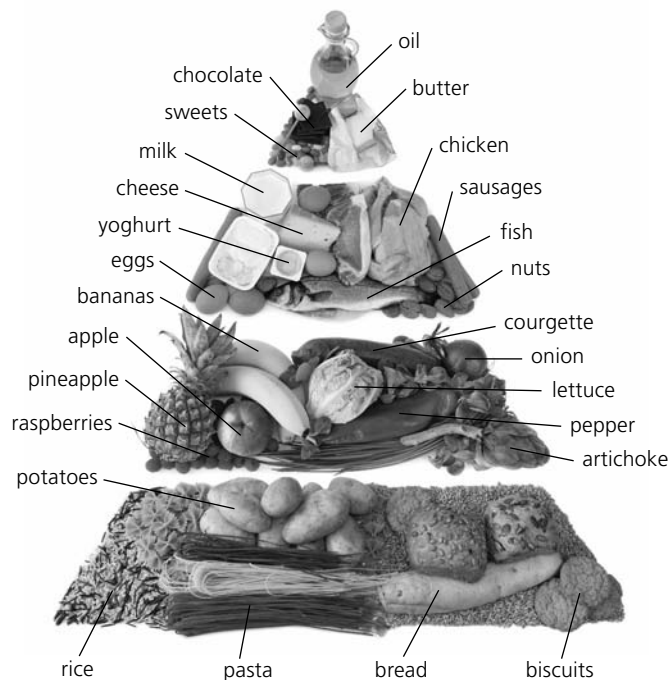
1. classify	6	exercise
2. define	7	careful
3. feel	5	energy
4. eat	1	foods
5. get	8	a healthy diet
6. take	2	a word
7. be	4	food
8. have	3	hungry

B Activating ideas

Exploit the visual on page 135 of the Course Book. Students should name as many types of food in the photograph as they can in one minute. Some items are difficult to identify – this does not matter, as long as students offer as many suggestions as they can.

If you wish, partners can time each other. Alternatively, you can be the timekeeper as pairs of students quietly work together to name the items.

Answers



C Understanding the organization of a lecture

Elicit from the class what information is often contained in the introduction to a lecture (*the order and content*). Go through the list of six points and clarify any vocabulary difficulties.

Highlight the fact that the exercise asks for the things the lecturer will talk about *this* week.

Set the task for individual work and pairwork checking. Play 5.1.

Place feedback on the board, preferably using an electronic projection.

Answer

2	classification of nutrients
1	definition of <i>nutrient</i>
	food groups
	energy
3	examples of food with each nutrient
	food quantity

Transcript

Presenter:

Lecturer:

Track 5.1

This week I'm going to talk about nutrients. So, today, I'm going to define the word *nutrient*. Then, I'm going to classify the different nutrients. After that, I'll give you some examples of foods which contain each type of nutrient. Next week, we'll go on to look at food groups. We'll also talk about quantity. How much food do you need from each group?

D Understanding a lecture (1)

Students should be able to answer the three questions here quite easily. Set the task for pairwork. Give feedback orally, but do not confirm or correct answers yet. Play 5.2 for students to check their ideas. Give feedback orally.

Answers

- c. energy and chemicals
- a. the ability to do work
- b. you get fat

Transcript

Presenter:

Lecturer:

Track 5.2

OK. So what is a nutrient? It is something which the body needs to operate properly. Food contains nutrients, which are, basically, energy and chemicals. Energy has many meanings – for example, electricity. But in the human body, energy is the ability to do work. Chemicals are things like calcium and magnesium. These chemicals help the parts of the body to operate correctly. The body needs different amounts of each nutrient. If you have too much of a particular type, you can get fat. If you have too little of a particular type, you can get ill.

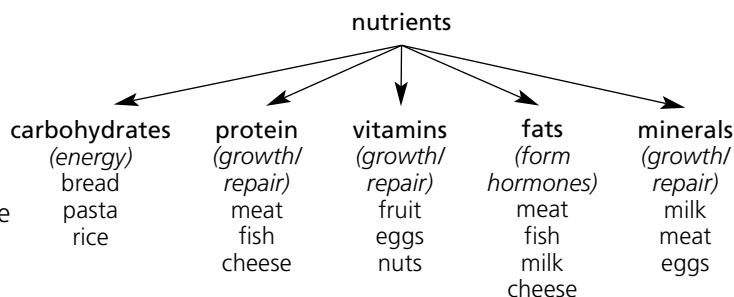
E Understanding a lecture (2)

Remind students of the classification diagrams about sports in the Listening section of the previous theme. If you wish, ask students to look back at the diagrams in their Course Book. Point out that each of the main branches of the classification diagram can have a list of sub-topics under it.

Set the task for individual work and pairwork checking. Play 5.3. Place feedback on the board, preferably using an electronic projection.

Answers

The answer diagram below is a model and is very complete. Depending on how able your class is, you may wish students to complete all of the information shown here, or part of it, e.g., the five main nutrients only.



Transcript

Presenter:

Lecturer:

Track 5.3

OK. First, what are the different nutrients? There are five main types. Firstly, there are carbohydrates. Secondly, there is protein. Thirdly, we have vitamins. Fourthly, there are fats. Meat and fish contain fats. Finally, there are minerals. Food also contains fibre, which is important for digestion. But that is not a nutrient, so I'm not going to talk about that today.

OK, so we've seen the five different types. But what is the value of each type? Let's take carbohydrates. This is the main energy nutrient. Most people get most of their energy from carbohydrates. Secondly, we have protein. The body needs protein for growth. It also needs it to repair damaged parts. Next, vitamins. As I'm

sure you know, there are several different vitamins – A, B, C, etc. Each one helps with a particular part of the body. But in general, vitamins help with growth and repair, like protein. Fourthly, we have fats. Most people think of fats as a bad thing, but some fats are necessary. They help to form chemicals called hormones, which carry messages around the body. Finally, there are minerals. We only need tiny amounts of these nutrients, but again they are essential for growth and repair – almost every nutrient has a role in that – and they also help to release energy from other nutrients.

Right, so, we have classified the main nutrients and seen their function in the body. Let's turn now to the key question. Where do we find the main nutrients? Firstly, carbohydrates. These nutrients are found in food like bread, pasta and rice. There is protein in meat and fish. There is also protein in cheese. What about vitamins? Fruit, like apples and oranges, contains Vitamin C. Eggs have got Vitamin D in them and there's Vitamin E in nuts. Next, fats. Meat and fish contain fats. There are also fats in products like milk and cheese. Finally, there are minerals. We find minerals in many foods, but particularly in milk, meat and eggs.

OK. So ... we have looked at nutrients and foods that contain them. Next week, food groups and how much food you need from each group. Before next week, could you look up food groups on the internet and make some notes of different ideas about them. OK. So I want you to do some research on food groups on the internet and make some notes about them.

F Developing critical thinking

Elicit one or two ideas. Then put students into groups of three to discuss the questions. Monitor and assist as necessary.

Give feedback orally. Encourage all reasonable answers and elicit reasons for opinions given.

Answers

The answers depend on the students, but here are some suggestions:

1. The triangle shows that you should eat more of the foods at the bottom and fewer of the foods at the top.
2. As a pie chart – in fact, that would show the information better because it could indicate the exact percentage of each nutrient.

Closure

1. Ask straightforward comprehension questions about the information in the lecture.
2. Play the audio again. Ask students to follow the transcript as they listen.
3. Exploit the transcript for pronunciation work on vocabulary items. Alternatively, work on intonation: students repeat short stretches of speech (approximately five or ten words), attempting to copy the voice of the speaker as closely as possible.

5.2 Listening review (2): Vitamins

Objectives

By the end of the lesson, students should have:

- reviewed the core knowledge and Listening skills from Levels 1 and 2;
- recognized the change of a topic in a lecture;
- listened for definitions;
- recognized important words in a lecture, and shown understanding for the order of events in a sequence.

Methodology note

The tasks in this lesson practise some of the Listening skills from Levels 1 and 2. Make sure that before you start each task in this lesson, you activate the students' schemata, the relevant vocabulary, and the background knowledge for the subject. Do this using any techniques you choose but, since this is the Listening section, avoid asking students to write things down or to read texts. Some possible activities follow.

- Exploiting illustrations.
- Activating schemata: Set questions for pair or small group discussion with regard to students' own experience of the topic, or what is common in their country or countries.
- Activating vocabulary: Say a word from the theme – students must then say a word with a connected meaning. Give students, in groups or pairs, a minute to think of ten words connected to the topic.

- Activating knowledge: Make statements using the core knowledge from the theme. Students must say whether they are true or false.

Introduction

Use Exercise A on this occasion.

A Reviewing vocabulary

Activate schemata, vocabulary and core knowledge using the visual to help you – see Methodology note above.

Refer students to the rubric: *In this course, you have learnt to recognize a number of fixed expressions.* Elicit what this means, and give students time to look back at the Skills Checks in Lesson 2.2. Go through the list of phrases with the students. Elicit what kind of fixed expressions they indicate. Alternatively, ask pairs to discuss ideas for a short time.

Give feedback briefly.

Play the first sentence on 5.4 as an example. Point out that it contains the phrase *going to talk about*, and so that phrase is numbered 1. Set the task for individual work and pairwork checking. Play the audio all the way through. Give feedback, using an electronic projection.

Answers

5	a long time ago	3	in the past
9	after that	13	let's look at
15	as you know	10	so, there are several
6	at that time	4	these days
1	going to talk about	16	to sum up, then
7	I've told you	11	we have heard about
12	in my opinion	14	what about
2	in other words	8	you can see why

Transcript

Presenter:
Voice:

Track 5.4

1. First, I'm going to talk about sociology.
2. Next, social distance. In other words, how close you should stand to people.
3. In the past, we called people like Plato and Ibn Khaldun philosophers.
4. These days, we call them sociologists.
5. A long time ago, in the 4th century BCE, the Greek philosopher Aristotle wrote the first book about the mind.
6. In 1970, Elizabeth Loftus obtained a PhD in Psychology. At that time, she was interested in learning.
7. How to be a good employee? I've told you some of the things that you must do.

8. You can see why this country is popular for holidays.
9. First there are speeches. After that, the girls get presents.
10. OK. So, there are several methods of flying.
11. So we have heard about the main inventions in the field of flying.
12. In my opinion, the Space Shuttle was the most important invention.
13. News is all around us. Is that a good or bad thing? First, let's look at some advantages.
14. OK. Those are some of the advantages. What about the disadvantages?
15. As you know, there are many different ball games.
16. To sum up, then. Ball games are fun, and they develop physical ability.

B Waiting for definitions

Again, activate schemata, vocabulary and core knowledge – see Methodology note.

As before, refer students to the rubric: *In this course, you have learnt to wait for definitions.* Elicit what this means.

Give students time to read through the table. Clarify any problems. Go over the example by playing 5.5 as far as *A molecule is a compound of different elements.*

If you wish, elicit ideas for the other definitions, but do not confirm or correct answers at this stage. Set the task for individual work and pairwork checking. Play the audio all the way through. Give feedback, using an electronic projection.

Answers

1. molecule	6	it is essential for healing skin wounds
2. solvent	5	it makes collagen
3. dissolving	3	changing from solid to liquid
4. enzymes	4	they help the human body to carry out chemical reactions
5. praline hydroloxase	1	a compound of different elements
6. collagen	2	a liquid

Transcript

Presenter:
Lecturer:

Track 5.5

I want to talk to you today about some very important molecules. A molecule is a compound of different elements. Water is a molecule. It is made of two parts of hydrogen for every one part of oxygen. Water is an important molecule for the body. It is the solvent for most chemical reactions. In other words, it is the liquid which chemicals are dissolved in. Dissolving is changing from solid to liquid. So water is very important, but there are some other very important molecules. They are called vitamins. You know that the body needs vitamins, but why? Because vitamins work with enzymes,

which help the human body carry out chemical reactions. For example, the enzyme praline hydroloxase is in vitamin C. It is very important because it makes collagen, which is essential for healing wounds in the skin.

C Recognizing important words

Use the same procedure as A and B.

Activate schemata, vocabulary and core knowledge – see Methodology note.

Refer students to the rubric: *In this course, you have learnt to recognize important words.* Elicit what students remember about this skill.

For a less able class, you might wish to tell students that they should only note three of the five pieces of information in the recording.

Set the task for individual work and pairwork checking. Play 5.6.

Answers

vitamin C = most important vitamin?
heals wounds
fights infections
fights cancer?
in green veg/fruits – oranges/lemons
60 mg per day

Transcript

Presenter:

Lecturer:

Track 5.6

Vitamin C may be the most important vitamin. As we have seen, vitamin C helps to heal wounds. But it also helps the body to fight infections. It may even help in fighting cancer. vitamin C occurs in green vegetables and in fruits like oranges and lemons. On average, you should take 60 milligrams per day.

D Understanding a sequence

Exploit the visuals on page 137. Elicit what each picture shows, and some ideas of what connections there might be between the people and the things.

Refer students to the rubric: *In this course, you have learnt to hear dates in context.* Elicit what students remember about this skill.

Go through the sentences with the class, clarifying any problems with vocabulary.

Set the task for individual work and pairwork checking. Play 5.7.

Give feedback, using an electronic projection.

Answers

3000 BCE	Deaths from scurvy in Ancient Egypt
500 BCE	Deaths from scurvy in Ancient Greece
100 BCE	Deaths from scurvy in Ancient Rome
1536	American Indians gave medicine to a French explorer.
1742	James Lind said that sailors needed lemons on long voyages.
1768	James Cook gave lime juice to his sailors.
1932	Charles King proved the connection between vitamin C and scurvy.

Transcript

Presenter:

Lecturer:

Track 5.7

Vitamin C helps fight the disease scurvy – that's S-C-U-R-V-Y. People have known about the disease for thousands of years. It led to many deaths in Ancient Egypt in 3000 BCE and later, in 500 BCE in Ancient Greece and 100 BCE in Ancient Rome. But nobody knew the cause. In 1536, native American Indians gave a French explorer a medicine contained in tree leaves, and his men recovered. But the knowledge did not return to Europe. In 1742, a British naval officer, James Lind, asked for fruits like lemons to be included in the food for all long voyages. But his idea was rejected. Then in 1768, another British naval officer, James Cook, gave lime juice to his sailors on a long voyage, and nobody died from scurvy. People began to realize there was a connection between fresh fruit and scurvy. However, it was another 150 years before the real cause of scurvy was established. In 1932, Charles King, an American researcher, proved the connection between vitamin C and scurvy.

E Predicting information

Students cover the right-hand column. Ask students to look at the first phrase, *A festival is*. Elicit ideas as to what kind of information they expect to hear next (*a definition*).

Put students into pairs to continue this exercise, with the right-hand column still covered. Stress that they should not try to think of the exact phrase that will continue in each case, only the kind of information that will follow – for example, a date, a noun, a past tense verb.

Give feedback briefly but do not confirm or correct answers yet.

Tell students to uncover the right-hand column.

Set the task for individual work and pairwork checking. Make sure that students understand that they must write the number of the phrase in the left-hand column next to the correct phrase on the right-hand column. Play 5.8.

Answers

1. A festival is	8	1949.
2. <i>Celebrate</i> means	7	14 th December, 1926.
3. The first newspaper appeared	5	both opponent sports.
4. Water is made of two parts	3	in Ancient Rome.
5. Tennis and football are	9	the right kind of reader.
6. Did you know that	1	a special event in one country or several countries.
7. The first flight took place on	6	there are over a billion bicycles in the world?
8. She was born in	2	'remember a happy event'.
9. Publishers want to attract	10	about the history of mass media.
10. First, I'm going to talk	4	of hydrogen for every one part of oxygen.

Transcript

Presenter:

Voice:

Track 5.8

1. A festival is [PAUSE] a special event in one country or several countries.
2. *Celebrate* means [PAUSE] 'remember a happy event'.
3. The first newspaper appeared [PAUSE] in Ancient Rome.
4. Water is made of two parts [PAUSE] of hydrogen for every one part of oxygen.
5. Tennis and football are [PAUSE] both opponent sports.
6. Did you know that [PAUSE] there are over a billion bicycles in the world?
7. The first flight took place on [PAUSE] the 14th of December, 1926.
8. She was born in [PAUSE] 1949.
9. Publishers want to attract [PAUSE] the right kind of reader.
10. First, I'm going to talk [PAUSE] about the history of the mass media.

F

Recognizing present and past

Refer students to the rubric: *In this course, you have learnt to recognize the present and the past in context.* Elicit what students remember about this skill. Remind them that the 'pastness' of a verb cannot always be heard.

Play the first sentence on 5.9 and point out the tick in the table under *present*. Elicit how students know the sentence is present (*the verb is easy to hear because it has a special form*).

Set the task for individual work and pairwork checking. Play the audio all the way through.

Give feedback, using an electronic projection. For each sentence, elicit how students identified 'present' or 'past'.

Answers

In each case, the part of the sentence that identifies it as either present or past is underlined.

	present	past
1. Vitamins <u>are</u> essential parts of human diet.	✓	
2. Lack of vitamins <u>makes</u> a person ill.	✓	
3. For example, lack of Vitamin D <u>causes</u> a disease called rickets.	✓	
4. There <u>are</u> many different vitamins.	✓	
5. The name vitamin appeared <u>in 1912</u> .		✓
6. Vitamin A <u>was</u> discovered between <u>1912 and 1914</u> .		✓
7. Researchers <u>found</u> other vitamins in the next ten years.		✓
8. There <u>are</u> 13 vitamins that prevent disease.	✓	
9. Vitamin C <u>prevents</u> scurvy.	✓	
10. It occurs naturally in fruits like limes and lemons.	✓	
11. In <u>1742</u> , James Lind realized the importance of these fruits.		✓
12. But very few people used his discovery <u>at the time</u> .		✓

Transcript

Presenter:

Voice:

Track 5.9

1. Vitamins are essential parts of human diet.
2. Lack of vitamins makes a person ill.
3. For example, lack of vitamin D causes a disease called rickets.
4. There are many different vitamins.
5. The name *vitamin* appeared in 1912.
6. Vitamin A was discovered between 1912 and 1914.
7. Researchers found other vitamins in the next ten years.
8. There are 13 vitamins that prevent disease.
9. Vitamin C prevents scurvy.
10. It occurs naturally in fruits like limes and lemons.
11. In 1742, James Lind realized the importance of these fruits.
12. But very few people used his discovery at the time.

Methodology note

Some of the answers for this exercise are predictable, as background knowledge may tell students which of the options – positive or negative – is the obvious choice. Point out to students that this use of schemata is something that they have been working on in developing their listening skills over the course, as it is what happens in everyday listening – we predict what the speaker is going to say using our background knowledge.

G Recognizing positive and negative sentences

Refer students to the rubric: *In this course, you have learnt to recognize positive and negative sentences in context.* Elicit how positive and negative are expressed.

Go over the example using the first sentence on 5.10. Set the task for individual work and pairwork checking. Play the audio all the way through. Give feedback, using an electronic projection.

Answers

1. The human body needs vitamins. ✓	The human body doesn't need vitamins.
2. The human body can make vitamins.	The human body can't make vitamins. ✓
3. It gets them from fruit and vegetables. ✓	It doesn't get them from fruit and vegetables.
4. Cooking can destroy vitamins. ✓	Cooking can't destroy vitamins.
5. Boiled vegetables have a lot of vitamins.	Boiled vegetables don't have a lot of vitamins. ✓
6. You should eat raw fruit. ✓	You shouldn't eat raw fruit.
7. Washing fruit removes vitamins.	Washing fruit doesn't remove vitamins. ✓
8. Washing fruit removes most germs. ✓	Washing fruit doesn't remove germs.

Transcript

Presenter:
Voice:

Track 5.10

1. The human body needs vitamins.
2. The human body can't make vitamins.
3. It gets them from fruit and vegetables.
4. Cooking can destroy vitamins.
5. Boiled vegetables don't have a lot of vitamins.
6. You should eat raw fruit.
7. Washing fruit doesn't remove vitamins.
8. Washing fruit removes most germs.

H Recognizing singular and plural subjects

Refer students to the rubric: *In this course, you have learnt to recognize singular and plural subjects in context.* Elicit how singular and plural can be heard (in the noun itself, which usually ends in ~s in the plural; in the verb form which goes with the subject). Elicit what students remember about this skill.

Go over the example using the first sentence on 5.11. Set the task for individual work and pairwork checking. Play the audio all the way through. Students tick which version (singular or plural) of the noun they hear. Give feedback, using an electronic projection.

Answers

1.	fat ✓	fats
2.	fat	fats ✓
3.	vitamin ✓	vitamins
4.	meeting ✓	meetings
5.	researcher	researchers ✓
6.	festival ✓	festivals
7.	manager ✓	managers
8.	bank	banks ✓
9.	river ✓	rivers
10.	mountain	mountains ✓

Transcript

Presenter:
Voice:

Track 5.11

1. Fat's a solvent, like water.
2. Fats are in meat, and also in milk.
3. The vitamin's essential for strong bones.
4. The meeting's at 2.00 p.m.
5. The researchers are still working on the problem.
6. The festival's very old.
7. The manager's a very nice person.
8. The banks open at 9.
9. There's a river in the north.
10. There are mountains in the east.

I Making question tags

1. Students read the Skills Check.
2. Set for individual work and pairwork checking. Elicit answers from the class.

Answers

- a. You can speak Arabic, *can't you?*
- b. They should give us more time for this assignment, *shouldn't they?*
- c. The lecture was good, *wasn't it?*
- d. We're going to study nutrition next week, *aren't we?*

- e. She's working in the library at the moment, *isn't she?*
- f. We have Maths at 2.00, *don't we?*
- g. Petrol is made from oil, *isn't it?*
- h. Limes were used on ships to stop scurvy, *weren't they?*
- i. There's a concert in the Students' Union this evening, *isn't there?*
- j. You'll pay me back tomorrow, *won't you?*

J Choosing the correct form

Set for individual work and pairwork checking.
Elicit answers, preferably using an electronic projection.

Answers for J

- | | | |
|----------------------|--|------------------------------------|
| 1. After | <input type="checkbox"/> have heard | a speech, they go to a party. |
| | <input checked="" type="checkbox"/> hearing | |
| | <input type="checkbox"/> hear | |
| 2. What | <input checked="" type="checkbox"/> happened | on 7 th December, 1903? |
| | <input type="checkbox"/> happens | |
| | <input type="checkbox"/> did happened | |
| 3. Children under 17 | <input type="checkbox"/> won't drive | a car in the UK. |
| | <input type="checkbox"/> don't drive | |
| | <input checked="" type="checkbox"/> can't drive | |
| 4. I | <input type="checkbox"/> going to | talk about air travel. |
| | <input checked="" type="checkbox"/> am going to | |
| | <input type="checkbox"/> will to | |
| 5. Who | <input checked="" type="checkbox"/> was shot | in Dallas in 1963? |
| | <input type="checkbox"/> did shoot | |
| | <input type="checkbox"/> shot | |
| 6. He | <input checked="" type="checkbox"/> didn't have enough | money to buy the car. |
| | <input type="checkbox"/> didn't enough have | |
| | <input type="checkbox"/> had not enough | |

Closure

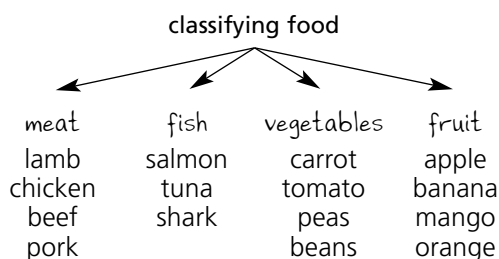
- Use audio recordings to review more of the grammar points in the course. Stress to students that it is a positive thing that they repeat some exercises that they did before, as their Listening skills greatly improve by doing this.
- Review core knowledge from the Listening sections of the course that has come up in this review lesson.
- Review vocabulary by saying the stressed syllable of a word from the vocabulary lists. Students must say what the complete word is:
Example:
T: *og* ...
Ss: *biography*

Workbook answers

Listening

Exercise A

- Answers depend on students.
-



Exercise B

Part 1

1. Why do we eat? We eat because ...	2	do we feel hungry?
2. Well, that answer is true, in a way. But why ...	6	from food.
3. We feel hungry because ...	7	the body keeps it.
4. Energy is the ability ...	1	we are hungry.
5. Every part of the body needs energy ...	4	to do work.
6. We get energy ...	3	the body needs more energy.
7. However, we have to be careful. If we don't use all the energy from food, ...	5	to work correctly.

Part 2

1. How does the body keep the energy? It stores it ...	7	a healthy diet.
2. It is easy to use <i>new</i> energy from food. It is much harder to use ...	3	<i>amount</i> of food.
3. So, what's the answer? We must eat the right ...	1	as fat.
4. ... and we must take exercise to use ...	6	<i>kind</i> of food as well.
5. The food we normally eat is called ...	5	our diet.
6. Of course, we must eat the right ...	2	the energy in fat.
7. If we eat the right <i>amount</i> of the right <i>kind</i> of food, we will have ...	4	the extra energy.

Exercise C

Answers depend on students.

Exercise D

1./2.

Ooo	oOo
calcium	explorer
chemical	correctly
energy	nutrition
exercise	unhealthy
mineral	
normally	
nutrients	
oranges	

Exercise E

1./2.

verb		phrase
a. store	b	a diet
b. go on	e	a meal
c. damage	f	a restaurant
d. take	a	energy
e. have	d	exercise
f. recommend	h	fat
g. feel	g	hungry
h. be	c	your health

Exercise F

1. Answers depend on students.

- 2./3.
- a. 'calcium
 - b. carbo'hydrate
 - c. 'chemical
 - d. 'elements
 - e. 'fibre
 - f. 'hormone
 - g. mag'nesium
 - h. 'mineral
 - i. 'molecule
 - j. 'nutrient
 - k. 'protein
 - l. 'vitamin

Exercise G

1.
 - a. Today, I'm going to talk *about* food.
 - b. The body takes energy *from* food.
 - c. Nutrients help the parts *of* the body work correctly.
 - d. There are several different types *of* nutrient.
 - e. If you have too much *of* a particular type *of* food, you can get fat.
 - f. Some examples *of* chemicals are magnesium and calcium.
 - g. You can find carbohydrates *in* bread and pasta.
 - h. In today's talk, we have looked *at* nutrients.
 - i. I would like you to look *at* some more information.
 - j. Please make some notes *on* different ideas.
 - k. I would like you to do research *on* food groups.
 - l. You will need to look *up* the information and note it *down*.

Practice

Exercise A

1.

a. celebrate	✓	celebration	
b. ceremony	✓	celebration	
c. event		evening	✓
d. invention	✓	invent	
e. transport	✓	travel	
f. medium		media	✓
g. growth	✓	grows	
h. plays		players	✓
i. time	✓	team	
j. chemical		calcium	✓

Exercise B

We *feel hungry* because the body needs energy. The whole body needs energy to move. We get energy from food. However, we have to be careful. If we don't use all the energy from food, the body keeps it as fat. We must eat the right amount of food and we must take exercise to use the extra energy. Of course, we must eat the right kind of food as well. The food we normally eat is called our diet.

Exercise C

1./2./3 Answers depend on students.

4.

8	Finally, the last colours of the rainbow include blue and purple.
3	However, eating five portions of fruit and vegetables a day does not mean eating five apples, or five carrots.
7	It is easy to think of lots of vegetables for the green section of the rainbow.
1	Many nutrition and health experts recommend we eat at least five portions of fruit and vegetables a day.
6	Orange is our next colour.
5	The first colour of the rainbow is red.
2	Why are fruit and vegetables so important?
4	You can use the idea of a rainbow to help you.

Extended listening

Exercise A

- See transcript on page 126 of the Workbook.
- | | | |
|--------------------|---------------|--------------|
| a. protein | e. vitamin(s) | h. damage |
| b. nutrient(s) | f. mineral | i. necessary |
| c. carbohydrate(s) | g. repair | j. release |
| d. diet | | |

Exercise B

- | | |
|----------------------|-----------------|
| 1 fats | 4 fruit |
| 2 meat and fish | 5 vegetables |
| 3 eggs, milk, cheese | 6 carbohydrates |

Exercise C

- Food groups; healthy eating; own diet
- Groups are:
 - fats
 - carbohydrates
 - vegetables
 - fruit
 - dairy products – butter, cheese, eggs
 - meat and fish
-

fats											
dairy products											meat and fish
vegetables											fruit
carbohydrates											

Figure 1: *The balanced diet pyramid*

- The lecturer wants the students to think about their own diet and draw a pyramid to represent the foods that they eat in a normal day. They will use their pyramids in the next lesson.

Speaking: Portions

5.3 Speaking review (1): Researching daily diet

Objectives

By the end of the lesson, students should be able to:

- show understanding of common core knowledge – a balanced diet of different food groups;
- show understanding of a talk on diet research, containing target vocabulary, grammar and sub-skills from the theme, and diagrams representing the information;
- use previously learnt listening sub-skills to understand a talk.

Methodology note

This Speaking section is a review. It has the same structure as the Listening section.

In Lesson 5.3, the students will need to apply the skills they have learnt to the new area of core knowledge: *Nutrition and health*.

Remind students that review is vital for the development of skills and knowledge – these things will not be fully developed until students have worked on them several times.

Introduction

Elicit the names of different types of diagram to show information: chart, graph, table, Venn diagram, pie chart.

A Activating ideas

Elicit the type of diagram shown here – a pie chart. Set the questions for pairwork discussion.

Give feedback orally, using an electronic projection of the pie chart. Elicit from students in what way their diet is balanced or not balanced, as appropriate.

Answers

1. Figure 1 shows the amount of each food group required for a balanced diet.
2. Answers depend on students.

B Studying a model: Reporting on research (1)

1. Refer students to the table and the pie chart. Give them a few moments to study them and elicit what each one shows (this is given in the title of each of them).

Check the meaning of *intake*, *snacks*, *typical* and *chocolate bar*.

Make sure students understand that they must simply listen to, and follow, the speaker's description by looking at the data. They do not need to write or complete anything. Encourage them to use their finger to point to each piece of information as it is covered in the talk. Play 5.12.

2. Go through the list of sentences with the class. Elicit or point out that the fragments are the beginnings of the sentences from the talk. Also point out that the sentence starters are divided into sections according to the data they go with. You can do this task in two different ways:

With a more able class: Put students into pairs to complete the sentences orally. Monitor and assist as necessary. Emphasize that students should not worry about reproducing exactly what the speaker on 5.12 said. This is a *speaking exercise*, so they should concentrate on interpreting and describing the data. When students have finished, play the audio again so that they can check their ideas. Give feedback orally, using an electronic projection. There is no need to write anything.

With a less able class: Play 5.12 again, section by section, as students follow the list of sentences. They must not write anything. After each section of the talk, put students into pairs to complete the sentences orally. Point out that there is no need to repeat exactly the speaker's words – only to be logical. Give feedback orally, using an electronic projection.

Answers

Answers depend on the students, but see the transcript below for the original sentences.

Transcript

Presenter:
Student:

Track 5.12

According to nutritionists, everyone should eat a balanced diet. We can see a balanced diet in Figure 1. I wanted to find out if I have a balanced diet, so I did some research.

Firstly, let me tell you about the research. I recorded my food intake for a typical day. You can see the results in Table 1. For breakfast, I had two slices of toast with butter and a cup of coffee with one spoonful of sugar. For lunch, I ate a burger and lots of chips with peas, then I had a carton of yoghurt. I also drank a glass of orange juice. For dinner, I had pasta with tomato sauce. I also had a chocolate bar in the afternoon. You can see it here in Table 1.

Now, I'm going to explain my analysis ...

C Studying a model: Reporting on research (2)

Have students complete the exercise individually and check their answers in pairs.

Answers and transcript

Presenter:

Track 5.13

Student:

Now I'm going to explain my analysis. I put each item into the correct food group. I estimated the portions at each meal and put the results into a table. Here are the results in Table 2. I converted the raw data into percentages. Then I drew this pie chart – Figure 2.

We can compare my intake with the balanced diet pie chart ... I had almost the correct amount of carbohydrates. I also ate almost the correct amount of vegetables, and meat and fish. However, I did not eat enough fruit and I had far too much in the category fats and sweets.

I am going to change my diet. I am going to eat more fruit and I am going to try not to eat chocolate bars! I don't think I will increase my intake of dairy products because I don't like milk or cheese.

D Practising the model

Tell students to cover the sentence openers in Exercise B. Elicit ideas for the first few sentences. Set the task for small group work. As before, emphasize the fact that students do not need to repeat the talk on 5.12, but they must try to use the sentence openers.

If you wish and have time, tell students to practise the talk once, then to look back at the list of sentence openers, and try giving the talk again.

With a less able class: allow students to look at the sentence openers as they give their talk.

As feedback, ask volunteers to give their talk.

Closure

1. Ask straightforward comprehension questions about the information in the lecture.
2. Play 5.12 again. Students follow the transcript as they listen.
3. Exploit the transcript for pronunciation work on vocabulary items and intonation.

Everyday English: Getting something to eat

Objectives

By the end of the lesson, students should be able to:

- use appropriate language to buy food and talk about eating and drinking in and around college.

Introduction

Put the title of the lesson on the board, *Getting something to eat*. Elicit the meaning of *get* (in this case, 'go and buy'). Elicit places where students can get something to eat, both in and around the college.

A Activating ideas

1. Briefly exploit the pictures and elicit or give some of the key vocabulary, e.g., *queue, coin, basket, stool, counter, checkout*.

Set the task. Students discuss in pairs. Elicit answers. Students may know alternative words for each place, for example: *café, refectory, food hall, fast food restaurant*, etc.

Ask students to make a list of words for other items in each picture, for example:

- Picture 1 (canteen): *receipt, tray, queue, cutlery, pay, till (n)*
- Picture 2 (vending machine): *button, choose, change, cancel*
- Picture 3 (coffee shop): *tea, coffee, sugar, milk, large/medium/small, pastries*
- Picture 4 (supermarket): *trolley, checkout, aisle, shelf, receipt, card*
- Picture 5 (restaurant): *table, chair, waiter/waitress, change*
- Picture 6 (take-away): *order, meal, take away (v), eat in (v), serviettes*

If you wish, students can use dictionaries.

Place feedback on the board. Supply any words that students were unable to find, but do not allow too much time to be taken up during this vocabulary stage. Drill the pronunciation of any new words.

2. Go through these fairly quickly as a class, to reinforce the new vocabulary and check understanding, unless it is clear the students want to discuss the options at greater length.

Answers

- Picture 1 = canteen
Picture 2 = vending machine
Picture 3 = coffee shop
Picture 4 = supermarket
Picture 5 = restaurant
Picture 6 = take-away
- Answers depend on students.

B Studying models

- Before you set B1, go through the conversations in the box with the class. Clarify any problems. Elicit which picture could go with each conversation, for example, *Two coffees, please* = Picture 3 (the coffee shop), although point out that the photographs may not show the sentence being said.

Students discuss who the people in the conversations are. Do not give feedback at this stage. Now set the task for individual work and pairwork checking.
- Check students understand that they have to choose one of two phrases in each conversation. Play **5.14**. Give feedback orally. Highlight and review, or work on, the language in the conversations. For example: Requests (polite and direct):
I'll have the chicken with noodles.
Could I have a bag?
Can I order a pizza for delivery, please?
Articles with drinks:
Two coffees, please.
Also point out to students the difference in politeness between the questions:
What do you want?
and
What would you like to have?
- Students practise the conversations in pairs, extending the turns as much as they reasonably can. Monitor and assist with pronunciation. Note any common pronunciation errors. Play the recording again, if you wish. Have pairs demonstrate their extended conversations.

Answers

- Conversation 1: (Picture 5, restaurant) A – waiter/waitress / B – customer
Conversation 2: (Picture 1, canteen) A – serving staff / B – customer
Conversation 3: (Picture 4, supermarket) A – cashier / B – customer

- Conversation 4: (Picture 3, coffee shop) A – staff / B – customer
Conversation 5: (Picture 2, vending machine) A – person helping / B – person buying
Conversation 6: (Picture 6, take-away) A – staff / B – customer
- Conversation 1: Are you ready to order?
Conversation 2: What would you like to have?
Conversation 3: Could I have a bag?
Conversation 4: What can I get you?
Conversation 5: What do you want?
Conversation 6: Oh, hi. Can I order a pizza for delivery, please?

Transcript

Presenter:

Voice A:
Voice B:
Voice A:
Voice B:

Presenter:

Voice A:
Voice B:
Voice A:
Voice B:

Presenter:

Voice A:
Voice B:
Voice A:
Voice B:

Presenter:

Voice A:
Voice B:
Voice A:
Voice B:

Presenter:

Voice A:
Voice B:
Voice A:
Voice B:

Presenter:

Voice A:
Voice B:
Voice A:
Voice B:

Track 5.14

Conversation 1.

Are you ready to order?
Yes. I'll have the chicken with noodles.
Anything to drink?
Just tap water, please.

Conversation 2.

What would you like to have?
The curry, please.
Rice or chips?
Um, rice please.

Conversation 3.

That's £7.38 all together, please.
Could I have a bag?
Certainly. Here you are.
Thanks.

Conversation 4.

What can I get you?
Two coffees, please.
With milk?
Yes, please.

Conversation 5.

What do you want?
A cheese sandwich, I think.
OK. Put the money in here. Press G-1-2.
Thanks. I think I've got the right coins.

Conversation 6.

Good evening. Pizza Rapida.
Oh, hi. Can I order a pizza for delivery, please?
It will be about 45 minutes. Is that OK?
That will be fine.

Optional activity

Ask students, working individually, to underline all the types of food in the conversations. They should then compare their answers in pairs. Write the words and expressions on the board and drill them – students may want to use them in Exercise C.

C Practising a model

1. There are no correct answers for this exercise – accept all reasonable answers. Give students time to read through the situations. Clarify any problems. Elicit some ideas for the first situation. In pairs, students choose two situations they would like to use for practice (one for each student in each pair); they will not have to practise every situation.
2. Demonstrate the task yourself with a student using one of the situations. Put the students into pairs to practise the two situations they chose in Exercise C1. Monitor and assist. Make a note of problems and errors. As feedback, ask volunteers to perform one of their role-play conversations.

Closure

1. Go over errors that you picked up during your monitoring.
2. Ask students to cover the conversations in the Course Book. Students must try to remember one or two of the conversations.
3. Elicit students' favourite places to eat on campus, and the reasons for their preferences.

5.4 Speaking review (2): Pronouncing vowels; stressing words; using fixed phrases; yes/no questions

Objectives

By the end of the lesson, students should have reviewed:

- pronunciation of target vowel sounds from the course;
- stress on multi-syllable words from the course;
- fixed phrases from the course;
- extending a turn from the course;
- yes/no questions using target vocabulary from the course;
- key language patterns from the course.

Introduction

Use flashcards to revise the meaning and pronunciation of a few selected words from either this theme or the course in general.

Alternatively, elicit one or two conversations from the Everyday English lesson (Course Book page 141) and practise them with the class.

A Pronouncing vowels correctly

Set the matching task for the short vowels. Students work individually and then check in pairs. Elicit answers. Drill some of the words.

Repeat the procedure for the long vowels and diphthongs. Explain that students must now choose any five words from the activity and make a sentence with each of them. You can set this for either individual work or pairwork.

Tell students each sentence must be at least six words long. So, for example, *I am shy* is not acceptable. On the other hand, *I am very shy so I don't like going to parties* is a good sentence.

Elicit some of the students' sentences and correct them if necessary, both for grammar and pronunciation. Drill some of the more interesting sentences.

In pairs, students practise saying some of the sentences to each other, making sure the pronunciation of vowel sounds is correct.

Answers

Short vowels

1. mix	/ɪ/	5	friend
2. flat	/æ/	3	lot
3. job	/ɒ/	4	luck
4. dust	/ʌ/	1	pitch
5. net	/e/	2	snack

Long vowels and diphthongs

1. fee	/i:/	5	burst
2. smart	/ɑ:/	6	brake
3. court	/ɔ:/	3	fall
4. rude	/u:/	10	noise
5. worst	/ɜ:/	7	role
6. plain	/eɪ/	1	keep
7. own	/əʊ/	2	far
8. shy	/aɪ/	4	group
9. cloud	/aʊ/	9	sound
10. boy	/ɔɪ/	8	tide

B Stressing words correctly

1. Spend a few minutes revising the meaning of some of the words in the box. (You will not have time to revise all of them.) Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.
2. Once again, students can work on choosing five words and writing sentences either individually or in pairs. Elicit some of the sentences and, after doing any necessary corrections, drill two or three.

Answers

Oo	oO	Ooo	oOo
substance	persuade	atmosphere	impression
symbol	between	customer	recruitment
vapour	career	influence	vacation
lightning	predict	primary	behaviour
difference	reward	tertiary	semester

Optional activity

Do the sentence activity as a quiz or a competition. Divide the class into teams. Write each target word on a piece of paper. Put all the pieces of paper into a hat or a bag. Each team takes it in turns to pull out a piece of paper. Each team must make a correct sentence with the word. This can be done with the whole team working on the sentence, or with team members taking it in turns.

Award points for correctly stressed words and pronunciation of sentences, correct grammar, and for using at least six words in the sentence.

C Using fixed phrases

Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs.

If students are finding it difficult, write all the answers on the board in the wrong order, so students can match the answers to the correct phrase. As before, students can work on choosing five phrases and writing sentences either individually or in pairs.

Answers

1. I'm *going* to talk about ...
2. First of *all*, I will ...
3. Then I'll *tell* you about ...
4. Finally, I'll mention some of the ...
5. It's every year on the 30th. Sorry. Did you say the 30th?
6. I don't understand. *Could* you repeat that?
7. Did you *know* that ...
8. *Apparently*, the first powered flight happened in ...
9. *According* to research in the USA ...
10. It says *here* that ...
11. I *think* that children watch too much TV.
12. Now we *turn* to ...
13. Firstly, *there* are ...
14. Next we *have* ...

D Making yes/no questions

1. Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers. Practise the questions, making sure students are using a rising intonation pattern. Elicit the possible *yes/no* answers for each question.

Divide the class into pairs. Students ask and answer the questions. Monitor and give feedback.

Answers

- a. *Is* your house near here?
- b. *Do* you like football?
- c. *Have* you got a car?
- d. *Can* you play tennis?
- e. *Would* you like to go abroad?
- f. *Did* you do homework last night?
- g. *Are* you from Italy?
- h. *Were* you good at Maths at school?
- i. *Could* you tell me the time?
- j. *Are* you going to be a teacher?

Optional activity

Students think of a different question for each beginning. For example, with the verb *Is* from question 1: *Is that your mobile phone? Is there an internet connection in your room? Is that a new jacket?* etc.

Students practise the new questions and answers in pairs. Monitor once more.

2. Set for pairwork. Go round and monitor.
3. Check students understand the task and make sure they realize that more than one question is sometimes possible. Students complete the activity individually, then compare their answers in pairs. Elicit answers and drill each question. Students practise asking and answering in pairs.

Now ask students to think of a different question using each question word (*where, how, what, etc.*) Students ask and answer in pairs, this time giving true answers for themselves. For example:

Student A: *Where is your accommodation?*

Student B: *It's not far from the university.*

Answers

Model answers (others are possible):

a. Where are you from?/ Where do you come from?	Japan.
b. How old are you?	I'm 18.
c. What do you do?	I'm a student.
d. How much is this?	It's \$5.
e. Where is the library?	On the second floor.
f. When does it start?	At 10.00 a.m.
g. How long does it last?	Two hours.
h. How many people came to the party?	About 20.
i. How often do you go out in the evening?	Once or twice a week.
j. Who is in charge of Year 1?	Mrs Johnson.

E Editing sentences

Check students understand the task. Set the task for students to complete in pairs or groups of three. Then elicit answers, preferably using an electronic projection.

Note that there are a variety of 'mistakes' (*wrong word, word order, something missing or something extra, etc.*). Drill some of the sentences.

Answers

See table below.

F Making questions

Students complete individually. Elicit answers, preferably using an electronic projection.

Answers

1. What would you like to eat?
2. Please can I have the bill?
3. Would you like ice?
4. Are you ready to order?
5. Can I get you anything else?
6. Did you enjoy your meal?
7. Would you like the dessert menu?
8. Would you prefer still or sparkling water?
9. Have you finished, sir?
10. Can I reserve a table for tonight?

Closure

If there's time, students can ask and answer questions in pairs. Decide as a class what the topic will be (preferably food or diet-related, but this is not essential).

Answers for E

1. I don't think it isn't a good idea.	<i>I don't think it's a good idea.</i>
2. We do not celebrate very much birthdays.	<i>We do not celebrate birthdays very much.</i>
3. Goalkeepers can to touch the ball with their hands.	<i>Goalkeepers can touch the ball with their hands.</i>
4. I'm going to make the examination next month.	<i>I'm going to take the examination next month.</i>
5. Who did invent the bicycle?	<i>Who invented the bicycle?</i>
6. When Karl Benz invented the motor car?	<i>When did Karl Benz invent the motor car?</i>
7. I'd like having tea.	<i>I'd like to have tea.</i>
8. Would you mind to open the window?	<i>Would you mind opening the window?</i>
9. It was sunny because I went for a walk.	<i>It was sunny so I went for a walk.</i>
10. My city is on the Nile that is the longest river in the world.	<i>My city is on the Nile, which is the longest river in the world.</i>

Workbook answers

Speaking

Exercise A

Answers depend on students.

Exercise B

See transcript on page 127 of the Workbook.

Exercise C

Answers depend on students.

Exercise D

1./3.

	countable	uncountable
food	biscuit	butter
	vegetable	bread
	lemon	rice
	pea	chocolate
	meal	fruit
		cheese
		meat
		fish
		food
others	university	education
	advertisement	advertising
	brain	behaviour
	mind	biology
	danger	danger
		equipment
		happiness
		music
		psychology

Exercise E

- 1./2. a. The bread **are** / **is** on the table.
 b. The food in that restaurant **isn't** / **aren't** very good.
 c. There isn't **any** / **some** milk in the fridge.
 d. Many children eat **less** / **fewer** fruit than in the past.
 e. Do you like **this** / **these** juice? **It's** / **They're** a new flavour.
 f. Would you like **a** / **some** meat for dinner?
 g. Be careful using **that** / **those** equipment. **It is** / **they are** dangerous.
 h. I really like **this** / **these** vegetables. What **is it** / **are they** called?
3. a. The **bread** is on the **table**.
 b. The **food** in that restaurant **isn't** very **good**.
 c. There isn't any **milk** in the **fridge**.
 d. Many **children** eat **less** fruit than in the **past**.
 e. Do you **like** this **juice**? It's a **new** flavour.
 f. Would you **like** some **meat** for **dinner**?
 g. Be **careful** using that **equipment**. **It is** **dangerous**.
 h. I really **like** these **vegetables**. What are they **called**?

Exercise F

Answers depend on students.

Practice

Exercise A

1./2.

a. What would you like?	e	<i>Three or four cups a day.</i>
b. Are you ready to order?	a	<i>A cappuccino, please.</i>
c. Would you like ice?	d	<i>Certainly.</i>
d. Could I have tomato ketchup, please?	b	<i>Could you give us another few minutes?</i>
e. How much coffee do you drink?	f	<i>No, not very often.</i>
f. Do you eat a lot of vegetables?	g	<i>No, sorry, I'm afraid we haven't.</i>
g. Have you got fresh orange juice?	c	<i>No, thanks.</i>
h. Where do I pay?	h	<i>Over there, at the cash desk.</i>
i. Is the Thai red curry very hot?	i	<i>Yes, it's quite spicy.</i>

Exercise B

- 1./2. a. My name is Bani and I come from – India.
 b. I work in a pickle factory.
 c. I get up at about 8.00 a.m. and have – breakfast.
 d. The meal is always – tea and a piece of bread.
 e. I do the cleaning and then I go to – work at the factory.
 f. I mix – spices into the fruit and vegetable mixture.
 g. We mainly use – lemons, mangoes or green chillies.
 h. I get – lunch at – work.
 i. There is a break at half past twelve.
 j. – lunch is usually – bread, vegetables, rice and curry with a glass of water.
 k. I finish – work at 5.00 p.m.

- l. I do – more cleaning and other housework.
 m. We have – dinner at 9.00 p.m.
 n. It is usually *the* same as lunch.

Exercise C

Answers depend on students.

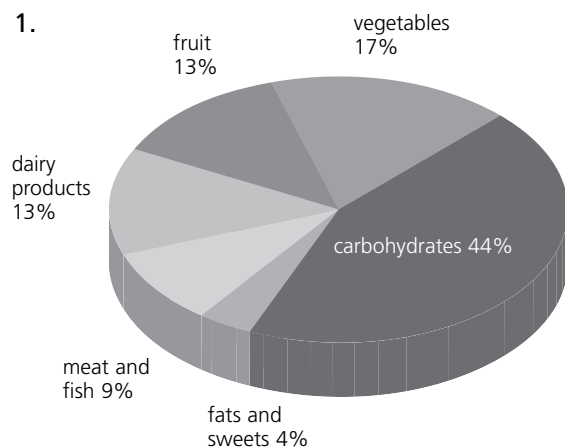
Extended speaking

Exercise A

1. a slice of	9	cereal
2. a piece of	10	potatoes
3. a carton of	8	egg
4. a spoonful of	5	orange juice
5. a glass of	1	bread
6. a can of	4	sugar
7. a handful of	3	yoghurt
8. a large	6	beans
9. a bowl of	7	pasta
10. two small	2	cheese

Exercise B

1.



2. carbohydrates: pasta, bread, rice
 vegetables: carrots, beans, peas
 dairy: milk, cheese, eggs, yoghurt
 fruit: apples, oranges
 meat and fish: chicken, beef (meat); cod, salmon (fish)
 fats: milk, cheese

Exercises C, D and E

Answers depend on students.

Reading: How to eat healthily

5.5 Vocabulary for reading: Three square meals a day

Objectives

By the end of the lesson, students should be able to:

- understand target vocabulary for the Reading section;
- identify vocabulary in its written form.

Introduction

Exploit the visuals in the usual way.

A Reviewing vocabulary

Check students understand the task and go over the example. Students discuss more pairs of words in pairs. Elicit ideas.

Answers

Answers depend on the students, but here are a few ideas:

protein	carbohydrate	<i>they are both nutrients</i>
vegetables	fruit	<i>they are both kinds of food</i>
hungry	thirsty	<i>they both mean want – food and drink</i>
apple	orange	<i>both fruit</i>
carrot	tomato	<i>both vegetables</i>
milk	bottle	<i>you can get milk in a bottle</i>
bowl	cereal	<i>you can put cereal in a bowl</i>
spoonful	sugar	<i>you put spoonfuls of sugar in tea or coffee</i>
potatoes	rice	<i>they are both carbohydrates</i>
more	less	<i>they are opposites</i>

B Understanding new vocabulary

Check students understand the task and go over the example. Students discuss the meanings. Elicit ideas.

Answers

1. lose (weight)	<i>put on</i>
2. use	<i>store</i>
3. increase	<i>reduce</i>
4. eat	<i>starve</i>
5. healthy (food)	<i>junk (food)</i>
6. slow down	<i>speed up</i>
7. problem	<i>solution</i>
8. fresh	<i>frozen</i>

Optional activity

If there is time, you could ask students to make a sentence with some of the words.

C Understanding new vocabulary in context

Set the task. Students work in pairs to discuss possible meanings. Elicit answers. Give feedback orally.

Answers

Answers depend on the students, but here are some suggestions:

1. *chew* – use your teeth to break up food
swallow – send food to your stomach
2. *low-fat* – this usually means a form of a product with reduced fat content
3. *peanuts* – see top right-hand picture
4. *recipe* – see bottom-right picture; instructions for making a particular food product
5. *fridge* – see top middle picture
6. *bar* – see top left-hand picture

D Using new vocabulary

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

1. The car slowed down, then it *speeded up* again.
2. You should try to *reduce* your intake of fatty foods.
3. You shouldn't eat so many burgers and chips. All that *junk food* is not good for you.
4. Some people *starve* themselves. They hardly eat anything.
5. The human body *stores* energy in the form of fat.
6. You don't have to turn off the television. You can *carry on* watching it.

7. If you don't do enough exercise, you *put on* weight.
8. I can't follow this *recipe* for a chocolate cake. It's too complicated.

Closure

Ask students to close their books. Write the target vocabulary from Exercise C or Exercise D on the board (or say it aloud) and elicit the full sentence, for example:

T: *speeded up*

Ss: *The car slowed down, then it speeded up again.*

5.6 Reading review (1): The dos and don'ts of healthy eating

Objectives

By the end of the lesson, students should be able to:

- demonstrate understanding of target vocabulary in context;
- use previously learnt reading skills in order to understand a text;
- demonstrate understanding of common core knowledge about healthy eating habits.

Introduction

Dictate some of the sentences from Exercises C and D from the previous lesson.

A Reviewing vocabulary

Set the task. Students discuss answers in pairs. Elicit answers.

Answers

See table below.

B Activating ideas

Once students have read the title, you will probably have to explain it!

Write the headline on the board: *The dos and don'ts of healthy eating*. Underline as shown.

Elicit what the article is going to be about.

Write the verbs *do* and *don't* on the board.

Explain that when we have a list of things you should *do* we call them *dos* /dʊz/; it is really turning the verb into a noun. *Don'ts* /dɒnts/ are the things we should not do. Add an s to the verbs on the board.

Now check students understand the task.

Students discuss sentences in pairs. Elicit ideas. Also elicit reasons for opinions.

Answers

1. Don't drink anything while you are eating. ✓
2. I had a good meal in a restaurant last week. ✗
3. I love eating burger and chips. ✗
4. I will try to eat in a more healthy way in future. ✗
5. You must eat many different kinds of food each week. ✓
6. You should eat fruit every day. ✓

Methodology note

The modal *will* is used throughout the text. It is used to make predictions (or possibly promises) about the future:
You will enjoy your meal better.
You will not eat as much.

There is also an implied conditional meaning:
If you don't eat in front of the TV, you will enjoy your meal better.

There is an optional activity below to practise this point.

1. apples	potatoes	lemons	oranges	<i>They are not a fruit.</i>
2. meat	juice	tea	coffee	<i>It is not a drink.</i>
3. chocolate	pasta	cake	sweets	<i>It does not have much sugar.</i>
4. ice-cream	butter	cheese	rice	<i>It is not a dairy product.</i>
5. potatoes	eggs	crisps	chips	<i>It is not connected with potatoes.</i>
6. carrots	peas	cabbage	chicken	<i>It is not a vegetable.</i>

C Understanding a text

Before students read the text, ask them to discuss the questions in pairs. Elicit some of their ideas but do not confirm or correct answers at this stage.

Students read the text and make notes of the answers. Elicit answers.

Ask students to find and underline the following vocabulary:

snack

slow down

speed up

body rate

saturated fats

carry on

reduce

put on weight

chew

Check students can remember the meanings.

Answers

1. Why should you eat breakfast?	2	Because it will reduce your intake at the next meal.
2. Why should you eat healthy snacks?	8	Because it helps you to eat food very quickly.
3. Why should you drink water?	7	Because it actually leads to fatness.
4. Why should you eat a variety of foods?	4	Because you must meet all the needs of your body.
5. Why shouldn't you shop when you are hungry?	5	Because you may buy sweets then.
6. Why shouldn't you eat in front of the TV?	1	Because it will wake up your body.
7. Why shouldn't you starve?	6	Because you may eat too fast.
8. Why shouldn't you drink while you are eating?	3	Because it will fill up your stomach.

Extra activities

1. Discuss with students the different ways of giving advice in the text:

- imperatives – *Have a piece of fruit./Don't eat in front of the TV.*
- *should* – *You should eat bread and fruit.*
- zero conditional – *If you like a particular food a lot, carry on eating it.*

Ask students to find and underline more examples.

2. Elicit the meaning of some of the phrases in the text:

- *even if* – *even (adv)* is used for emphasis; it means 'it doesn't matter'
- *on the one hand, on the other hand* – explain these phrases by gesturing with your hands

D Showing comprehension with conditional sentences

Do the first sentence as an example and check understanding. Set for pairwork. Elicit answers. If students are struggling or get the wrong completion, refer them back to the text.

Answers

1. If you eat healthy snacks, ...	<i>you won't be so hungry/you will not eat so much at the next meal.</i>
2. If you don't eat breakfast, ...	<i>your body will slow down.</i>
3. If you drink water after your meal, ...	<i>you will stay full/not be hungry.</i>
4. If you shop when you are hungry, ...	<i>you will buy the wrong kind of food.</i>
5. If you eat a variety of foods, ...	<i>you will be more healthy.</i>
6. If you don't eat in front of the TV, ...	<i>you will enjoy your food more.</i>
7. If you don't eat for a long time, ...	<i>you may put on weight/your body will slow down and put on fat.</i>
8. If you don't drink with your food, ...	<i>you will chew for longer.</i>

E Reading and reacting

Students discuss the question in pairs. Elicit some of their ideas.

Answers

Answers depend on students.

Closure

Use one of the extra activities from Exercise C, or continue to discuss the points from Exercise D.

5.7 Reading review (2): The hidden dangers in food

Objectives

By the end of the lesson, students should have reviewed the following reading sub-skills:

- recognizing words from the first few letters;
- predicting content from context and tables;
- dealing with new words from context;
- recognizing parts of speech, functions and extra information in sentences.

Introduction

Use Exercise A as the introduction.

Methodology note

In this course, students have learnt two main ways of recognizing words quickly: from the first few letters, and from the first and last letter of a word. Exercise A revises the former. In this case, it is slightly harder than it would normally be because there are no specific schemata – the words come from all the themes – but it should still be possible for students to suggest words.

A Reviewing vocabulary

Point out that these words come from the whole course. They are not connected with

food. Also point out that there may be more than one possible word in some cases, e.g., *accurate*, *accept* or *accommodation*. Any word that begins in this way is acceptable (there's another one!) this time, because no schemata have been established.

Students complete the task individually, then compare their answers in pairs. Elicit answers.

Elicit the part of speech for each answer. You can also, if there is time, elicit the other parts of speech for each word. Point out that *estimate* and *influence* can be nouns or verbs.

Ask students to give you a sentence for each word; students can either invent a sentence or try to remember one using the target word from the course.

Answers

1. *accurate* (adj); *accept*; *accommodation*
2. *affect* (v); *afford* (v)
3. *combination* (n)
4. *contribute* (v); *contain* (v)
5. *demographic* (adj); *demonstrate* (adj)
6. *estimate* (n/v)
7. *influence* (n/v); *information* (n); *inform* (v)
8. *principle* (n); *print* (v)
9. *requirement* (n)
10. *situated* (v)

Optional activity

Here are some more words you could give to the class, if there is time. Alternatively, you could give these words to more able students:

1. inh	<i>abit / ant</i>
2. maj	<i>or / ity</i>
3. exp	<i>eriment</i>
4. tech	<i>nology</i>
5. meas	<i>urement</i>

Methodology notes

1. The final text is not supplied here. This is a good opportunity to reinforce the idea to students that, in the academic world, they will not be able to read every text in full. Students should use headings and other context to decide if the full text is worth reading. This lesson is therefore good practice for that situation.

2. While it is important for students to be aware of food issues, it is also important not to encourage any kind of obsessive behaviour – particularly if you think any of your students may have eating disorders. The students should reach the conclusion that ‘everything in moderation’ is the best policy, and that lifestyle – including exercise – is as important as food intake.

B Predicting information

Ask students: *What should you look at before you read a text?* Elicit the following:

- the title, heading, subheadings
- pictures, graphs, tables
- section headings
- topic sentences

With the right-hand column covered in the Course Book, write the title of the text on the board: *The hidden dangers in food*.

Check understanding of the word *hidden*. Elicit possible predictions of what the text could be about; students may suggest dangers such as poison or dangerous chemicals in food, a piece of glass or another object. These are all acceptable possibilities but do not confirm or correct any at this stage.

1. Ask students to uncover the right-hand column. Ask students to study the headings and extracts. Students discuss the question in pairs. Elicit answers.
2. Elicit one or two ideas for the first item (salt). Students discuss the remaining items in pairs. Elicit ideas.

Answers

Answers depend on the students, but here are some suggestions:

1. The text will be about hidden salt, sugar and fat in our food. Too much of these can be dangerous.
2. a. Don't eat too much salt; there is a lot of hidden salt in some food, e.g., sausages, salami, sliced meat, ready meals, etc.
b. Don't eat too many fatty foods because too much fat can be dangerous.
c. Check labels to find salt, fat, calories, etc.
d. Reduce your calories after 18, check how many calories you eat each day if you are overweight, but do not be obsessed with calories.

- e. Home-cooked food is better for you than processed supermarket food.
- f. These are all sugars and too much of these can be bad for you.
- g. Try not to eat more than your recommended intake of salt, fat, etc.

C Dealing with new words

Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Elicit ideas.

Answers

Answers depend on the students, but here are some ideas:

- *give up (v)* – stop doing something, usually a habit like smoking, e.g., *He has given up smoking – again!*
- *processed (adj)* – food that has had chemicals added in a food factory; the chemicals make the food last longer or look more attractive
- *addictive (adj)* – something that you can't stop eating/taking
- *harm (v)* – bad for your health
- *savoury (adj)* – the opposite of sweet

D Reading tables

1. Go over the headings on the tables and check understanding. Ask students to give you the information that is true for them. For example, they should not eat more than 6 grams of salt every day; if they are male, they should not have a daily intake of more than 80 grams of fat. Check students understand the task. Students discuss the numbers in pairs. Elicit answers.
2. Check students understand the task. If necessary, demonstrate the task yourself using a more able student. Monitor while students are working in pairs. Give feedback.

Answers

a. 2	<i>recommended daily intake of salt in grams for child aged 1–3</i>
b. 70 (F)	<i>recommended daily fat intake in grams for female adult</i>
c. 2,110	<i>recommended daily calorie intake for female aged 15–18</i>

E Recognizing parts of speech

Exploit the visuals. Explain that they are all ways of *preserving* food. Elicit other foods that are often *frozen*, *dried* or *canned*.

1. Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers.
2. Students discuss answers in pairs. Elicit answers.

Answers

1.

a. two nouns	<i>salt/health</i>
b. one verb	<i>is</i>
c. one adjective	<i>important</i>
d. one preposition	<i>for</i>
e. one adverb	<i>very</i>

2.

a. the subject	<i>the brain</i>
b. the verb	<i>needs</i>
c. the object	<i>salt</i>

F Recognizing information in a text

Set the task. Ask students how they can quickly find each of the items. Elicit:

- look for imperatives – *should/must*
- look for past tense forms, regular and irregular
- look for frequency adverbs, e.g., *always*

Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

1. advice:

- ... *stop putting salt on your food.*
- ... *don't buy ready-meals ...*

2. past facts:

- ... *salting was the main way to preserve meat.*
- *In 2001, people in Britain consumed 9.5 grams of salt each day.*

3. statements of frequency:

- *If people do not have enough salt, they sometimes die.*
- *People with high blood pressure often have a heart attack or a stroke.*

G Recognizing extra information

Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Now ask students to cover the text. Ask students to give you some of the complete sentences from the text including the extra information, for example:

Salt is very important for health.

The brain needs salt for messages to the hands and feet.

Answers

1. Why is salt important?	<i>for health</i>
2. Why does the brain need salt?	<i>for messages to the hands and feet</i>
3. Why does the heart need salt?	<i>to work correctly</i>
4. What happens if people do not have enough salt?	<i>they sometimes die</i>
5. What other ways of preserving food are there?	<i>freezing, drying and canning</i>
6. Who can salt be dangerous for?	<i>young children and old people</i>
7. What happens if people have too much salt?	<i>they can develop high blood pressure</i>
8. How much is six grams of salt?	<i>a teaspoon</i>

Closure

Do a 'salt quiz' with the class using the following questions (remind them that 1,000 mg = 1 g):

How much salt is in ...

- *a packet of crisps: 1 mg / 5 mg / 1 g / 5 g?* (1 g or one-sixth of daily allowance for adults; for a child aged six, this is one-third of daily allowance)
- *a supermarket sandwich: <4 mg / 2–3 g / <4 g / >4 g?* (more than 4 g on average; many of them have as much as 8–10 grams of salt)
- *a slice of supermarket white bread: 50 mg / 500 mg / 1 g / 5 g?* (500 mg per slice)
- *a bowl of cornflake cereal: 50 mg / 75 mg / 750 mg / 1.75 mg?* (750 mg)
- *a tin of tomato soup: 25 mg / 250 mg / 2 g / 2.5 g?* (2.5 g)
- *100 g of ready-made tomato pasta sauce: 0.5 g / 1 g / 2 g / 3 g?* (2g)
- *15 ml (a tablespoon) of tomato ketchup: 100 mg / 250 mg / 300 mg / 500 mg?* (500 mg)

5.8 Reading review (3): Plan for your life

Objectives

By the end of the lesson, students should have reviewed:

- target vocabulary from the theme;
- key reading skills from the course – using co-text to predict content, transferring information from text to table, using deictic reference.

Introduction

Ask students the following questions (see also the questions for discussion at the end of the lesson):

What did you have for breakfast or lunch?

How healthy was it?

What are you going to have for dinner?

Are you planning to have something healthy?

How much protein/carbohydrates/fat/sugar/salt have you had so far today?

Encourage students to use as much target language from the theme as possible in their answers.

A Reviewing vocabulary

Set the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Note the grouping of phrase types below, i.e., 1–3: *of*; 4–7: adjectives; 8–10: verbs. Ask students to write sentences for some of the phrases.

Answers

1. a piece of ...	bread, cheese, meat
2. a bar of ...	chocolate
3. a glass of ...	water, juice
4. saturated ...	fats
5. low-fat ...	snack
6. fatty ...	foods
7. junk ...	food
8. eat between ...	meals
9. reduce ...	the portion
10. store ...	fat

B Activating ideas

1. Give students a few moments to look at the heading, subheading, and visuals. Students may not be able to articulate many ideas but remember that any thoughts are better than none!
2. Give students time to read the sentences. Check understanding. Then set the task. Students discuss the sentences in pairs. Now ask students to read the text to check their ideas. Elicit answers.

Answers

1. Make a food plan that's practical for you.

2. a. Go to the shops regularly ...	S
b. You get home at 3.00 p.m. and you're starving.	P
c. ... plan to have ten-minute meals.	S
d. You are a complete failure, aren't you?	P
e. You must make an eating plan ...	S
f. You plan a healthy meal, but it's a complicated recipe.	P

C Understanding a text

Check students understand the task and go over the example. Students complete the activity individually, then compare their answers in pairs.

Answers

the problems	the solutions
1. no healthy things in fridge	go shopping regularly, buy healthy things
2. go with friends to burger bar	burger bars have a healthy choice
3. you are hungry at 3.00 p.m.	have healthy snack
4. complicated recipe	plan ten-minute meals
5. failure	unhealthy meals OK now and then

D Using a key skill

Check students understand the task and go over the example. Students can either discuss in pairs or you can set for individual completion and pairwork checking. Elicit answers, preferably using an electronic projection of the text. You can then highlight the pronouns and adverbs, and draw arrows to the references.

Answers

1. Then (line 3)	after the plan
2. there (line 5)	in the fridge
3. Then (line 7)	after making a healthy sandwich
4. It (line 8)	saying no/refusing to go with them
5. then (line 12)	at 3.00 p.m.
6. it (line 14)	the meal
7. it (line 20)	changing your life to match your eating plan
8. them (line 22)	healthy snacks
9. them (line 25)	meals with friends
10. then (line 29)	at 3.00 p.m./when you are hungry

E Reading and reacting

Divide the class into small groups of three or four. Students discuss the questions. You can write the following supplementary questions on the board (choose a few) for further discussion:

- *How often do you go shopping for food?*
- *Do you plan meals in advance?*
- *Do you use recipes for cooking?*
- *How many ready-meals and take-aways do you eat each week?*
- *What's in your fridge at the moment?*
- *How much food do you throw away each week?*
- *How much do you spend on food?*
- *What healthy recipes do you know?*
- *Do you eat at regular times?*
- *How often do you have snacks?*

Answers

Answers depend on students.

Closure

Use some of the questions from Exercise E above for further discussion.

Knowledge quiz: What? Where? When? Who? How? Why?

Objectives

By the end of the lesson, students will have:

- reviewed core knowledge from the course;
- recycled the vocabulary from the course.

Methodology notes

On this occasion, no answers are printed on the page. However, for less able students there is a photocopiable worksheet with the answers in a jumbled order with an answer key on pages 252 and 253.

Introduction

Tell students they are going to do a knowledge quiz on all the themes from Level 2. If you like, while you are waiting for everyone in the class to arrive, students can spend a few minutes looking back over the themes.

Knowledge quiz

Ask students to work in groups, reading each question and trying to agree on a good answer.

Closure

Either elicit answers from groups – competitively if you wish – or read out an answer (see the next page) and get students to tell you the appropriate question.

Answers

Model answers

1. What is <i>gender equality</i> ?	The idea that men and women should be treated the same, e.g., paid the same for the same job.
2. What is the <i>social distance</i> for colleagues in Britain?	About one metre.
3. What is a <i>subject portal</i> ?	A collection of web resources which have been checked for accuracy.
4. What do <i>sociologists</i> study?	Human behaviour in groups.
5. What is <i>bullying</i> ?	Making fun of something which a person cannot change, e.g., race, colour, height.
6. What are Jung's <i>personality extremes</i> ?	Extrovert and introvert.
7. What are the points on Leary's <i>interpersonal circle</i> ?	Dominant – submissive, hostile – friendly.
8. How can you make a <i>good impression</i> at the start of an interview?	Sit up straight, put your hands in your lap or on the table, look at the interviewer and smile.
9. What do <i>architects</i> do?	They design buildings.
10. Why should you draw up a <i>short list</i> of candidates for a job?	Because it takes a long time to interview all the applicants.
11. What do they <i>race</i> in Bali?	Bulls.
12. What is the <i>Palio</i> ?	A horse race in Italy.
13. What did Russia <i>launch</i> in 1957?	The first artificial satellite.
14. What was <i>published</i> for the first time in Britain in 1881?	The first real magazine.
15. What is an <i>e-zine</i> ?	An electronic magazine.

16. Where did the game of <i>chess</i> originate?	In India.
17. What is the <i>objective</i> of football?	To score more goals than the opponents.
18. What is a <i>parade</i> ?	A procession of people, usually at a festival.
19. What does working <i>shifts</i> mean?	Working at one time of day in one week or month, and a different time of day at another.
20. Who invented a <i>rocket</i> in 1934 which used liquid oxygen?	Werner von Braun, a German scientist.
21. Who developed <i>gunpowder</i> in about 800 BCE?	Someone in Ancient China.
22. When did the Wright brothers make the first <i>powered</i> flight?	On 17 th December, 1903.
23. When was the board game <i>chess</i> invented?	Over 2,000 years ago.
24. When do you say <i>checkmate</i> ?	In chess, when your opponent's king cannot move.

Workbook answers

Reading

Exercise A

1.

verb	noun
a. recommend	recomm ^e ndation
b. balance	balance
c. damage	damage
d. die	death
e. preserve	preserv ^a tion
f. reduce	reduc ⁱ tion
g. solve	solv ^e tion
h. starve	starv ^a tion
i. store	store
j. vary	vari ^e ty

Exercise B

1. coat, weight, a watch, glasses, the TV, music, a concert, make-up
2.
 - a. I'll just put these files *back/away* before I go home.
 - b. You can make the salad and I'll put the pasta *on*.
 - c. That lecturer puts *across* her points very clearly.
 - d. Our tutorial has been put *off* until next week.
 - e. Finally, he said 'see you later' and put the phone *down*.
 - f. It started to rain. The office workers put *out* their cigarettes and went back inside.
 - g. Don't put *off* your assignment. You should start it tonight.
 - h. They're putting *up* a new accommodation block near the town centre.
 - i. Don't forget to put the rubbish bins *out* today.
 - j. They've put *on* a bus for the visit to the museum.

Exercise C

1. Answers depend on students.
2.

j	meals.	g	you do not eat anything for several hours.
i	not go back for seconds.	b	you eat something.
f	some junk food.	e	you go shopping.
c	you are eating.	d	you will enjoy your food more.
a	you are not hungry.	h	your meal.

Extended reading

Exercise A

1./2. Answers depend on students.

- 3.
- tomatoes – vitamin C
 - onions and garlic – help to prevent heart disease
 - olive oil – vitamin E, helps to reduce heart disease
 - beans – help with digestion, high in protein
 - nuts and seeds – minerals, calcium and vitamin E
 - wholemeal bread and pasta – carbohydrate, vitamin B, minerals, helps with digestion and prevention of heart disease
 - oily fish like tuna, salmon and sardines – help to prevent heart disease

Writing: obesity

5.9 Vocabulary for writing: A global problem

Objectives

By the end of the lesson, students should be able to:

- demonstrate understanding of, and spell, target vocabulary for the Writing section;
- demonstrate understanding of common core knowledge about the global obesity problem.

Methodology notes

1. Be sensitive if you have any obese or overweight students in your class. You may want to avoid or adapt some of the following activities if necessary.
2. If you prefer, use Exercise A as the introduction. The suggestion below can then be used as a lead-in to Exercise B.

Introduction

Students' books closed. Explain that the title of this theme is *Obesity* and the title of today's lesson is *A global problem*. Elicit the meanings of the words *obesity* and *global problem*.

Write the following questions on the board for students to discuss in pairs or small groups:

- Which countries have the biggest obesity problem? Why?
- Which countries do not have a serious obesity problem? Why?

Elicit some of the students' ideas but do not confirm or correct any of them at this stage.

Methodology note

There are different ways you can do Exercise A:

1. As a jigsaw, with the main sentences and the extra information cut up into different pieces.
2. Students can write out the complete text, inserting the extra information in the correct places.
3. Students can discuss the possibilities in pairs.
4. Elicit ideas from the class, using an electronic projection.

A Extending a text

Use the suggestion in the introduction, if you have not already done so. Exploit Figure 1. Elicit which countries have the worst problem with obesity:

the USA

the UK

Turkey

Alaska

Saudi Arabia

the United Arab Emirates (UAE)

Kuwait

Ask students if they find the information surprising. Ask students to read the text and tell them not to worry about the meanings of the words in italics at this point.

Now set the task and go over the example. Use one of the suggestions in the Methodology note for ways to complete the task.

Elicit answers, using an electronic projection.

Answers

Nowadays, obesity is an increasing problem in many parts of the world, *as we can see in Figure 1*.

At one time, only a few rich people suffered from the condition, *so researchers did not even measure obesity*. Now, it is a significant factor in the main causes of natural death.

Researchers believe that people in many countries must change their lifestyle. Firstly they need to change their attitude to food. Nutritionists say we should eat at regular times, *and we should not consume food as quickly as possible*. Secondly, we should eat the correct type of food.

We should not snack on baked foods, *or sweets, like chocolate*. We should think about the ingredients in our food, especially processed food.

We should eat lean meat, like chicken, *or become vegetarians*.

Finally, of course, we should take exercise, *for example, walk to the shops*.

B Building vocabulary

If you like, you can write the definitions on the board but in the wrong order. Students can then match them to the correct word.

Answers

word	definition
obesity	being very fat; being so fat that you get medical problems
suffered	had (something bad)
significant	important
nutritionists	people with a qualification in Nutrition
consume	eat (formal equivalent)
snack	eat between meals (note: noun has been taught before)
ingredients	the food items in a meal or recipe
lean	the opposite of <i>fat</i>
vegetarians	people who do not eat meat or fish

Closure

Ask questions about the text:

- *How serious is the problem of obesity?* (it is an increasing problem)
- *Is this a new problem?* (yes)
- *What health problems does obesity cause?* (heart disease, cancer, stroke and diabetes)
- *What do obese people have to do?* (change their lifestyles)
- *How should people eat their food?* (slowly)
- *What kind of food should we avoid?* (baked food and sweets, processed food)
- *What kind of food should people eat?* (lean meat, or vegetarian)
- *What else should we do?* (take exercise, think about ingredients in food)

5.10 Writing review (1): Obesity in Britain

Objectives

By the end of this lesson, students will have:

- demonstrated understanding of model notes and an analytic essay;
- reviewed common syntactic grammar patterns for writing;
- attempted an analytic essay on eating habits in their own country.

Introduction

Use Exercise A as the introduction.

A Reviewing vocabulary

Check students understand the task. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Ask students to write a sentence for some of the phrases OR ask students if they can remember the sentences in which the phrases were used from the previous lesson.

Answers

Possible answers

1. an increasing ...	problem
2. a significant ...	factor
3. main ...	cause
4. correct ...	amount
5. baked ...	foods
6. lean ...	meat
7. regular ...	times
8. processed ...	food

Methodology note

Remind students how important it is to read the assignment task carefully. In this one, for example, students are only asked to write about the social reasons for obesity and should not waste time explaining the medical or psychological reasons for obesity.

B Activating ideas

1. Ask students to study the assignment box. Elicit the answer to the question. Ask further questions to check understanding:
What exactly do you need to write? (the social reasons for obesity)
Do you need to give the psychological or medical reasons? (no)
Find out if any of your students are studying, or are likely to study, Biomedicine.
2. Make sure students have covered the notes and essay on page 155.
Tell students it does not matter if they do not know the answers to the questions at this stage, but they should try to guess or predict the answers. Remind students what they

learnt in the previous lesson about the countries with serious obesity problems. Check students understand the task and elicit one or two ideas as examples. Students can discuss the remaining questions in pairs.

3. Students uncover the notes on page 155 and check their ideas. Ask students if their predictions were generally correct or not. Did students find any of the information surprising?

More able classes: Discuss what some of the psychological or medical reasons for obesity could be.

Answers

1. *identify* means to give or explain the important reasons.
- 2./3.
 - a. No, they are not regular. In the past, they were fixed.
 - b. No, they don't spend a long time on meals.
 - c. Yes, they eat snacks between meals.
 - d. Yes, many people eat processed foods.
 - e. Yes, people consume a lot of sugary drinks.
 - f. Yes, people eat large portions at meal times.
 - g. No, people do not often walk to the shops or the market.

Methodology notes

1. This essay could be a model for many subjects and situations.
2. The notes and essay are general on this occasion and do not refer to specific data or research, with the exception of the rate of obesity.
3. Exercise C2 focuses on syntactic grammar patterns; students practise predicting the kind of language that is missing from the pattern.

C Studying a model

- 1./2. This activity focuses on the organization of the text and should be easy to answer. Give students time to read the text. Revise/check some of the vocabulary from previous themes that students may have forgotten, e.g., *affect, attitude, lifestyle, throughout*. Check students understand the meaning of

the headings for each set of notes, especially the meaning of *changes* in this context.

Elicit answers. Point out the direct relationship between the organization of the notes and the text. Remind students how the topic sentence for each paragraph introduces the main idea.

3. Do one or two examples with the class. Tell students to look at the word before the space; this will help them to decide what kind of information is missing. Students discuss the remaining answers in pairs. Remind students that they should discuss what *kind* of language is missing for each item first, and **then** select the correct item of information. Monitor and give help where necessary. Elicit answers, using an electronic projection of the text.

Spend a few more minutes highlighting other language areas of the text, depending on what you think is necessary for your class, for example:

- the use of tenses (mostly present simple and past simple)
- signpost language (such as *firstly, secondly, finally, nowadays*)
- useful transferable phrases (such as *this study looks at ..., it examines ..., it considers ...*)

Answers

1. The thesis statement is the first sentence, and it is a clear statement of what the essay will analyze.
2. There are five paragraphs:
 - a. Introduction
 - b. Attitude to food
 - c. Type and quantity of food
 - d. Changes
 - e. Conclusion
3. **Obesity in Britain**

The rate of obesity in Britain is 24.9 per cent (OECD statistics 2013), and it is rising. This study looks at some of the social reasons for obesity in Britain. It examines attitudes to meals in society. It also looks at the food which is consumed. Finally, it considers changes in the country.

The attitude to meals in a society is a significant factor in obesity. Firstly, many people do not stop work to eat. For example, they have sandwiches *at their desks*, or a take-away, and *continue working*. Secondly, meal breaks are often very short, and *food is consumed very quickly*. Research shows that it is better to

eat food slowly. Finally, many people have unhealthy snacks of baked foods and sweets throughout *the day*.

The type of food and drink in a society affects obesity. The quantity is also important. Many people in Britain eat a lot of *processed food*. They do not know the actual ingredients, particularly *the amount of sugar and fat*. Many people consume large amounts of sugary drinks, like *cola or lemonade*. Portions are often very large in *fast-food* restaurants.

The changes in food habits in Britain are very worrying. In the past, there were fixed times for meals, but nowadays, *many people do not have meals at regular times*. At one time, people in Britain walked to the shops or *to the market*. Nowadays, most people drive to a supermarket, but some people *do not even leave their houses*. They order food on the internet and *it is delivered to their home*. People used to eat a lot of fresh, home-cooked food, but now a lot of food in Britain *is processed*.

In conclusion, people in Britain must make some changes if they want to reduce obesity. Firstly, they must change their attitude to food. Secondly, they must change the type of food and quantity of food. Finally, they must take regular exercise.

Methodology notes

1. Students should make an attempt to write an essay similar to the model one above. This will show you what needs further practice over the next few lessons.
2. The activity will work well for both monolingual and multilingual classes. Even in a monolingual situation, students will have different opinions on what is the norm for their country, and to what extent food habits are changing.
3. The work can be done either in class or set as homework.

D Practising a model

1. Set the task. If you like, you can suggest students make notes, as the questions in Exercise B2 form the basis for the later notes and essay in Exercises D2 and D3. Students discuss the questions in small groups.

Elicit answers by asking one student to report back on their group's answers.

2. Start the notes off on the board. Elicit ideas. Students complete the task individually. In pairs, students compare notes. Elicit further ideas.
3. If you wish, you can elicit a topic sentence for each paragraph and write it on the board. Remind students which tenses to use. Monitor while students are writing their essays, making a note of common errors. Give feedback.

Answers

Answers depend on students.

Closure

Use the feedback stage for Exercise D as Closure.

5.11 Writing review (2): Vowels; collocations; fixed phrases; tenses; modifying nouns

Objectives

By the end of the lesson, students will have:

- reviewed and written target vocabulary, collocations and fixed phrases from the course;
- reviewed target vocabulary from the theme, and revised past simple and present simple verbs in context;
- produced a written text using target language from the course on the topic of the history of the human diet.

Introduction

Use flashcards to review the spelling of a selection of target vocabulary from the course.

A Reviewing vocabulary

You could ask students to complete the spellings first. Students complete the task individually, then compare their answers in pairs. Elicit answers. Check the meanings of the words.

Explain that students must now choose any five words from the activity and make a sentence with each of them. Monitor and make a note of errors. Ask some of the students to read out one of their sentences. Give feedback on some of the errors you noted.

Less able classes: If students are struggling to think of a sentence to write for each word, let them look back through their books to find an example sentence to copy.

Answers

(spellings only – sentences depend on students)

1. advantage
2. competitive
3. volume
4. economic
5. pressure
6. environmental
7. reject
8. demonstrate

B Using collocations

Let students work on the matching exercise first. Elicit answers and check understanding. Then explain to students that they must now choose any five of the verb + noun collocations from the activity and make a sentence with each of them.

Now follow the procedure and alternative suggestions for Exercise A.

If there is time, you can give extra practice for both collocating verbs and nouns, and writing sentences, using the following:

- *attend a school*
- *become a doctor*
- *win a contract*
- *join a company*
- *get a job*

Answers

(collocations only – sentences depend on students)

1. apply	6	a survey
2. make	7	an idea
3. do	5	data
4. record	1	to university
5. convert	8	skills
6. conduct	2	a hypothesis
7. support	3	research
8. improve	4	the results

C Using fixed phrases

Students' pens down. Elicit possible ways to complete each sentence. Remind students of the types of information that were missing from the essay in the previous lesson:

- noun/noun phrase
- verb + other information
- preposition + other information
- sentence

If necessary, highlight the grammar on the board. For example:

interested in + *~ing*

would like + *to do*

at one time + past simple

nowadays + present simple

Monitor and give help where necessary while students are writing. Make a note of common errors. Give feedback on errors.

Answers

Answers depend on students.

Methodology notes

1. Exercise D reviews irregular verbs from throughout the course. Several of these verbs are also used in the dictation in Exercise F.
2. If you prefer, you could do the activity as a mini-test, instead of the method suggested below.

D Reviewing verbs

Divide the class into pairs. Number each student, 1 or 2, in each pair. All the '1s' complete the odd-numbered verbs, all the '2s' complete the even-numbered verbs. Finally, students work in pairs to give each other their answers in order to complete the table. Give feedback, using an electronic projection of the answers.

Optional activity

Students write sentences for a few of the verbs.

Answers

	infinitive	past	past participle
1.	begin	began	begun
2.	come	came	come
3.	do	did	done
4.	eat	ate	eaten
5.	find	found	found
6.	give	gave	given
7.	go	went	gone
8.	hide	hid	hidden
9.	know	knew	known
10.	let	let	let
11.	lose	lost	lost
12.	make	made	made
13.	put	put	put
14.	take	took	taken

Methodology note

The sentences containing the modified nouns (in Exercise E) are also part of the dictation in Exercise F.

E Modifying nouns and joining sentences

1. Check students understand the task. Check meaning of the vocabulary in the boxes. Ask students to add the extra information to the sentences on the left, preferably in writing. Elicit possible answers.
2. Check students understand the task. If necessary, give them the start of each sentence. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Answers

Model answers

- a. Early humans hunted animals and gathered fruit from trees for food.
- b. They developed tools for digging and found roots under the ground like potatoes.
- c. They planted crops like wheat and rice and kept animals like cows and sheep.

Optional activity

Write the words in the box below on the board. Write the sentences below underneath. Ask students to add the words from the box to the sentences in a logical way. Elicit the full sentences one at a time, and cross out the words and phrases used, to make the task gradually easier.

during two million years
five
from early humans
in food consumption (x2)
in human history
in your main meal today
many
of food
probably
significant
the invention of
the main
to the present day

1. This study investigates the development.
2. It describes stages.
3. It highlights changes.
4. Food preservation resulted in changes.
5. The ingredients came from countries.

Answers

Possible answers

1. This study investigates the development of food in human history.
2. It describes five stages from early humans to the present day.
3. It highlights the main changes in food consumption during two million years.
4. The invention of food preservation resulted in significant changes in food consumption.
5. The ingredients in your main meal today probably came from many countries.

Methodology note

Exercise F is a very student-centred and communicative activity, which also integrates all four skills. It could take up quite a lot of lesson time, so make sure you leave enough time to focus on the past simple and present simple verbs in the text at the end. Also make sure, if you are short of time, that every student has had a chance to dictate their

paragraph at least once. This may mean tactfully interrupting some preceding students during their dictation.

There are many different ways this activity could be adapted for dictation:

- a. Use the text as a 'running' or 'wall' dictation.
- b. Use as a 'dictagloss' dictation. In this method, the teacher reads the dictation aloud three or four times at normal speed. After each reading, the students (in small groups) help each other to write down as much as they can. Students can use various strategies to complete the task, for example, allocating different students to listen for specific items (e.g., dates and numbers, past tense verbs, articles, a particular paragraph, topic sentences, etc.).
- c. For more able students, you could remove the pieces of paper after deciding the correct order, so that they have to remember as much as possible for the actual dictation.
- d. Give less able students the easier/shorter paragraphs (C, E, F).

As an alternative to the dictation, you could simply give a gapped version of the text as a handout, with the verbs missing.

F Group dictation

1. Divide the class into groups of six. Give each student from the group a number from 1–6. Make sure students understand the task, especially if they have not done this kind of activity before. Students can only look at their own piece of paper and must not show the text to anyone else. They must not write anything down during this phase. You might want to teach some possible metalanguage:
Could you read that bit again, please?
Did you say 20,000 or 30,000?
I think your paragraph is the first/next/before ..., etc.

Monitor while students are working to make sure they are, firstly, following the instructions and, secondly, using metalanguage correctly.

Once students have decided the order of the paragraphs, it is a practical idea for them to move their seating positions in their groups to match that of their paragraphs.

2. Students now dictate their paragraphs in order. If you wish, you can limit the number of readings to three times. The 'listening' students can ask for clarification, spelling and punctuation as necessary. Monitor and make a note of errors in metalanguage, pronunciation of past tense verbs in the text, etc.

Once students have finished – or reasonable amounts of the text have been completed – you can give out copies of the completed text for students to correct their own work. Alternatively, use an electronic projection of the completed text instead.

Now move on to **grammar analysis** of the verbs used in the text:

- Ask students to underline all the examples of present simple verbs in the text and to circle all past simple verbs. Discuss why these verbs have been used in each case.
- Ask students to find two examples of the present perfect tense (*has passed*, *have invented*). Write them on the board. Elicit why this tense has been used here.
- Ask students to find examples of past simple passive verbs (*was invented*, *were planted*, *were farmed*). Write them on the board. Spend a minute or two revising the forms: *be* + past participle.
- Finally, ask students to cover their dictations and turn over to the text (if issued as a handout). Using the verbs on the board as prompts, elicit the full sentence from the text. For example:
T: *have invented*
Ss: *In the last 2,000 years, humans have invented methods of preserving food.*

Answers

1.	C. This study investigates the development of food in human history. It describes five stages, from early humans to the present day.
2.	D. According to anthropologists, the diet of humans has passed through five main periods. Two million years ago, early humans were hunter-gatherers. They moved to a place with food. They hunted or gathered the food, then moved on. Early humans ate raw meat and fish, and fruits and seeds from the trees.
3.	A. About 30,000 years ago, humans learnt to control fire. Humans in Africa developed tools for digging and found roots like potatoes under the ground. They made the tools from pieces of wood and stone.
4.	E. After about 20,000 years, the cooking pot was invented. Humans also began to use stones to make flour from wheat.
5.	F. About 2,000 years ago, people stopped moving from place to place. Crops like wheat and rice were planted and animals like cows and sheep were farmed.
6.	B. In the last 2,000 years, humans have invented methods of preserving food. The invention of food preservation resulted in significant changes in food consumption. The ingredients in your main meal today probably came from many countries.

Closure

Give feedback on how students performed during the information gap/dictation activity.

5.12 Writing review (3): Obesity in Italy

Objectives

By the end of the lesson, students should have:

- produced an analytic essay on the topic of obesity in Italy, using target language and vocabulary from the theme.

Introduction

Use Exercise A as the introduction OR use the questions about Italian food at the beginning of the notes for Exercise B.

A Reviewing vocabulary

Check students understand the task and go over the example. Students discuss possible mistakes in pairs and then rewrite the sentences individually. Elicit the correct answers, using an electronic projection. Try to explain **why** each answer is correct and/or use these explanations to revise the grammar of the vocabulary. For example: sentence 1 – *want + to do*

Answers

- Scientists say that societies must change their lifestyles if they want ~~to~~ *reduce* obesity.
- This study *examines* attitudes to meals in different societies.
- It also looks at the types of food which *are consumed*.
- The attitude to meals in a society *is very important for health*.
- Many people in the USA and Britain *do not have* meals at regular times.
- In the past, there *were* fixed times for meals.
- Nowadays, many people do not *actually stop* to eat.
- At *one* time, people in the USA and Britain used fresh ingredients.
- But nowadays, most people buy ~~the~~ processed foods.
- Many people consume large amounts of sugary drinks, *like/such as* cola or lemonade.

B Thinking and organizing

- Exploit the visuals and find out what students already know about Italian food. Ask questions such as:
 - Do you like Italian food?*
 - What's your favourite Italian food?*
 - What are the most famous Italian foods?* (spaghetti bolognese, pizza, 'gelato' = ice-cream, tiramisu, salami, etc.)
 - Do you think Italian people eat many processed foods? Why (not)?*

Divide the class into groups of three. Students discuss possible ways to complete the notes. Elicit ideas but do not confirm or correct them at this stage.

- Still in their groups of three, give out one section of research notes to each student. Students explain their research to each other, without showing their piece of paper. Students complete the diagram. Elicit answers, preferably using an electronic projection.

- Students stay in their groups to work out their thesis statements. Go through the Skills Check together first.

Answers

- Model notes – see chart below.
- See first sentence of model essay.

C Writing

Remind students of the TOWER of writing. Spend a few minutes comparing the traditional Italian attitudes to food with the British and American ones. Elicit an example sentence for each of the points in the Course Book. Then follow the usual procedure.

D Editing and rewriting

Follow the usual procedure.

Answers

Model essay:

Obesity in Italy

The rate of obesity in Italy is 10 per cent (OECD statistics 2013) and it is rising. This study looks at some of the social reasons for obesity in Italy. It examines attitudes to meals in the society. It also looks at the food which is consumed. Finally, it considers changes in the country.

The attitude to meals in a society is a significant factor in obesity. Meal times in Italy are very regular. Lunch is the main meal of the day at 1 p.m. It can take up to three hours. Lunch is a

family meal because children do not go to school in the afternoon. Shops and small businesses are closed in the afternoon. Italians eat snacks but the main ones are home-made ice-cream and small squares of pizza. They walk to the shops to buy the snacks so they get exercise.

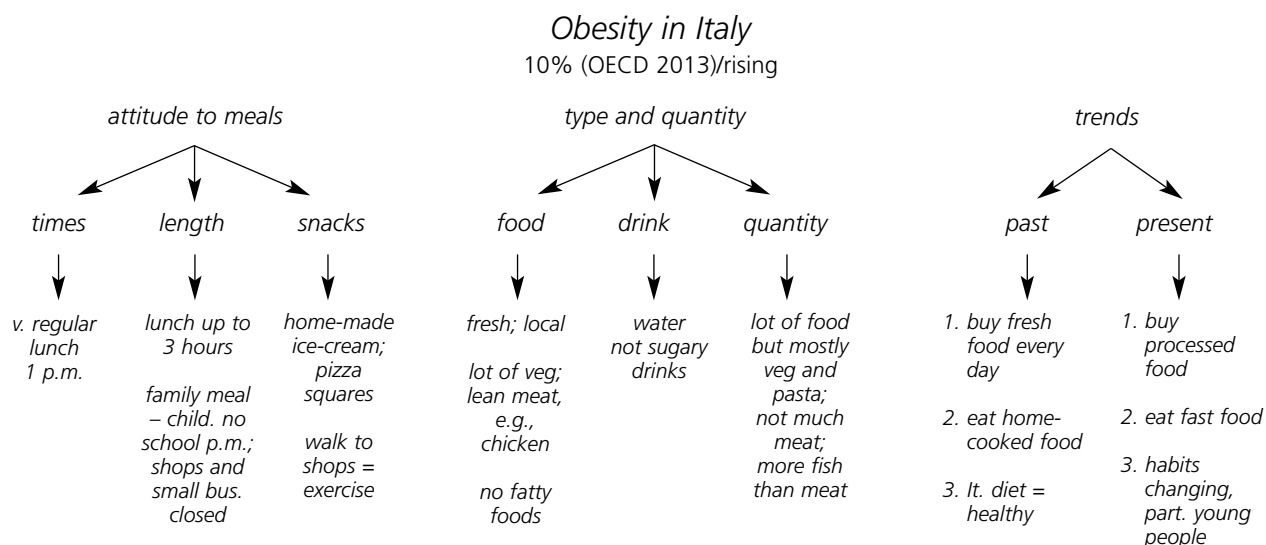
The type of food and drink in a society affects obesity. The quantity is also important. For most Italians, food must be fresh. Most food is from the local area. Italians eat a lot of vegetables and lean meat, like chicken. They do not eat fatty foods at any meal. Many Italians, even young people, drink water instead of sugary drinks. Italians eat a lot of food but it is mostly vegetables and pasta. They do not eat much meat. They eat fish more than meat.

The changes in food habits in Italy are very worrying. In the past, people bought fresh food every day. They ate home-cooked food. The Italian diet was healthy. Nowadays, some people, particularly teenagers, buy processed food. Teenagers eat a lot of fast food. Eating habits are changing, particularly the habits of young people.

In conclusion, people in Italy, particularly young people, must make some changes if they want to reduce obesity. Firstly, they must go back to the old attitude to food. Secondly, they must change the type of food and quantity of food. Finally, they must take regular exercise.

Closure

Give feedback on any errors you noted while monitoring during Exercises C and D.



Portfolio: Fast food

Objectives

By the end of the lesson(s), students should be able to:

- analyze nutritional information about food and identify its hidden dangers;
- report on findings about fast food.

Methodology note

As this is the last lesson for this level of the course, it is 'lighter' than previous Portfolio activities. However, there is no reason why you could not add further research and writing activities (for example, looking at real fast-food restaurant menus and examining the nutritional analysis of their food). Students could then write a report on what they have discovered, and explain how fast food contributes to poor eating habits and obesity, especially in children. Alternatively, students could write about how fast-food chains are trying to make their foods healthier, and how they provide the public with information about their food.

Introduction

Use Exercise A as the introduction.

A Activating ideas

Students discuss the questions in pairs. Elicit answers.

Answers

1./2.

picture	dish	calories (average)	rank order
1	cheeseburger	300 + 100 for chips	= 2
2	fried chicken	500	1
3	pot noodle	143	6
4	pizza	250	4
5	chocolate cheesecake	200	5
6	milkshakes	400	= 2

3. Answers depend on students.

Methodology notes

1. You will need more than two groups if you have a large class. This means you will have two or three groups looking at each menu.
2. Exercise B2 is an optional fun activity. If you prefer, you can miss this out and just ask students to select a three-course meal from the menu.

B Gathering information (1)

1. Monitor each group and check understanding of any new food items.
2. Revise/teach some language for students to use:
What would you like to eat/to start with/for dessert, etc.?
What can I get you?
I'd like ...
I think I'll have ...
Monitor during the activity and make a note of common errors. Give feedback.
3. Check students understand the task. Elicit answers.

Answers

Answers depend on students.

Methodology note

Students may find some of the nutritional analysis surprising. For example, a chicken burger has far more fat than a beefburger. This is because, although chicken is a lean meat to start with, the way it is processed and cooked gives it more calories.

In order to work out percentages for the answers for Exercise C3, students can either use a calculator (on their mobile phone, for example) to find the exact percentage or, if not available, a rough percentage is fine.

Closure

Give students some supplementary questions to discuss:

What advice would you give to someone who eats fast food every day?

Why is fast food so popular?

How much do you pay for a fast-food meal, on average?

Would you like to work in a fast-food restaurant?

Why (not)?

This could also be done as a written activity (instead of – or as well as – the discussion).

C Gathering information (2)

1. Check students understand the task.
Students complete the table individually.
Monitor to check students are filling in the table correctly.
2. This could generate a great deal of discussion! The healthiest food may not be the meal with the fewest calories, if it provides protein and other benefits. After the discussion, elicit the students' answers.
3. Check students understand the task.
Monitor while students are completing the table and give help where necessary. Ask some of the students to report back their findings to the class. Discuss with the class if they were surprised by their findings or not.

Answers

Answers depend on students.

D Doing research

This activity could be done individually, in pairs, or in groups. Note that you can get calculators for the nutritional analysis of well-known fast-food chains on the internet. Just type in *nutritional analysis fast food* or similar.

Students can report back to the class and give a brief presentation, possibly using slides, or they can write a brief report instead.

Answers

Answers depend on students.

Workbook answers

Writing

Exercise A

1./2. Answers depend on students.

Exercise B

1.

verb	noun
a. consume	consumption
b. deliver	delivery
c. examine	examination
d. reduce	reduction
e. receive	receipt
f. solve	solution
g. die	death
h. measure	measurement

3.

a. significant	g	condition
b. obesity	e	disease
c. supermarket	d	exercise
d. regular	a	factor
e. heart	c	food
f. hunter	f	gatherer
g. medical	h	pressure
h. blood	b	rate

2.

noun	adjective
a. obesity	obese
b. sugar	sweet
c. health	healthy
d. hunger	hungry
e. energy	energetic
f. globe	global
g. diabetes	diabetic
h. medicine	medicinal

4. Answers depend on students.

Exercise C

- 1.–3. a. The rate of obesity in Britain is 24.9 per cent (OECD statistics 2013), and it is rising.
b. The attitude in a society is a factor.
c. The type of food and drink in a society affects obesity.
d. The changes in food habits in Britain are worrying.
e. In conclusion, people in Britain must make some changes if they want to reduce obesity.

Exercise D

Answers depend on students.

Worksheet: Theme 5 Knowledge quiz

1. What is <i>gender equality</i> ?	On 17 th December, 1903.
2. What is the <i>social distance</i> for colleagues in Britain?	To score more goals than the opponents.
3. What is a <i>subject portal</i> ?	A procession of people, usually at a festival.
4. What do <i>sociologists</i> study?	Human behaviour in groups.
5. What is <i>bullying</i> ?	Working at one time of day in one week or month, and a different time of day at another.
6. What are Jung's <i>personality extremes</i> ?	Someone in Ancient China.
7. What are the points on Leary's <i>interpersonal circle</i> ?	Making fun of something which a person cannot change, e.g., race, colour, height.
8. How can you make a <i>good impression</i> at the start of an interview?	The idea that men and women should be treated the same, e.g., paid the same for the same job.
9. What do <i>architects</i> do?	Extrovert and introvert.
10. Why should you draw up a <i>short list</i> of candidates for a job?	Dominant – submissive, hostile – friendly.
11. What do they <i>race</i> in Bali?	When your opponent's king cannot move.
12. What is the <i>Palio</i> ?	The first real magazine.
13. What did Russia <i>launch</i> in 1957?	An electronic magazine.
14. What was <i>published</i> for the first time in Britain in 1881?	Sit up straight, put your hands in your lap or on the table, look at the interviewer and smile.
15. What is an <i>e-zine</i> ?	They design buildings.
16. Where did the game of <i>chess</i> originate?	Because it takes a long time to interview all the applicants.
17. What is the <i>objective</i> of football?	Bulls.
18. What is a <i>parade</i> ?	A horse race in Italy.
19. What does working <i>shifts</i> mean?	The first artificial satellite.
20. Who invented a <i>rocket</i> in 1934 which used liquid oxygen?	A collection of web resources which have been checked for accuracy.
21. Who developed <i>gunpowder</i> in about 800 BCE?	In India.
22. When did the Wright brothers make the first <i>powered</i> flight?	Over 2,000 years ago.
23. When was the board game <i>chess</i> invented?	About one metre.
24. When do you say <i>checkmate</i> ?	Werner von Braun, a German scientist.

Worksheet: Theme 5 Knowledge quiz – Answer Key

1. What is <i>gender equality</i> ?	22	On 17 th December, 1903.
2. What is the <i>social distance</i> for colleagues in Britain?	17	To score more goals than the opponents.
3. What is a <i>subject portal</i> ?	18	A procession of people, usually at a festival.
4. What do <i>sociologists</i> study?	4	Human behaviour in groups.
5. What is <i>bullying</i> ?	19	Working at one time of day in one week or month, and a different time of day at another.
6. What are Jung's <i>personality extremes</i> ?	21	Someone in Ancient China.
7. What are the points on Leary's <i>interpersonal circle</i> ?	5	Making fun of something which a person cannot change, e.g., race, colour, height.
8. How can you make a <i>good impression</i> at the start of an interview?	1	The idea that men and women should be treated the same, e.g., paid the same for the same job.
9. What do <i>architects</i> do?	6	Extrovert and introvert.
10. Why should you draw up a <i>short list</i> of candidates for a job?	7	Dominant – submissive, hostile – friendly.
11. What do they <i>race</i> in Bali?	24	When your opponent's king cannot move.
12. What is the <i>Palio</i> ?	14	The first real magazine.
13. What did Russia <i>launch</i> in 1957?	15	An electronic magazine.
14. What was <i>published</i> for the first time in Britain in 1881?	8	Sit up straight, put your hands in your lap or on the table, look at the interviewer and smile.
15. What is an <i>e-zine</i> ?	9	They design buildings.
16. Where did the game of <i>chess</i> originate?	10	Because it takes a long time to interview all the applicants.
17. What is the <i>objective</i> of football?	11	Bulls.
18. What is a <i>parade</i> ?	12	A horse race in Italy.
19. What does working <i>shifts</i> mean?	13	The first artificial satellite.
20. Who invented a <i>rocket</i> in 1934 which used liquid oxygen?	3	A collection of web resources which have been checked for accuracy.
21. Who developed <i>gunpowder</i> in about 800 BCE?	16	In India.
22. When did the Wright brothers make the first <i>powered</i> flight?	23	Over 2,000 years ago.
23. When was the board game <i>chess</i> invented?	2	About one metre.
24. When do you say <i>checkmate</i> ?	20	Werner von Braun, a German scientist.

Word list

Theme 1

actually (<i>adv</i>)	every (<i>det</i>)	official (<i>n</i>)
adult (<i>n</i>)	exactly (<i>adv</i>)	opera (<i>n</i>)
all (<i>pron</i>)	exhibit (<i>v</i>)	origin (<i>n</i>)
ancestor (<i>n</i>)	exhibition (<i>n</i>)	original (<i>adj</i>)
anthropologist (<i>n</i>)	fall in love	originally (<i>adv</i>)
anthropology (<i>n</i>)	famous (<i>adj</i>)	parade (<i>n</i>)
attach (<i>v</i>)	fast (<i>v</i>)	peculiar (<i>adj</i>)
attend (<i>v</i>)	fasting (<i>n</i>)	piazza (<i>n</i>)
attract (<i>v</i>)	festival (<i>n</i>)	poster (<i>n</i>)
attraction (<i>n</i>)	figure (<i>n</i>) [= representation]	practice (<i>n</i>)
balloon (<i>n</i>)	firework (<i>n</i>)	practise (<i>v</i>) [= follow a religion]
battle (<i>n</i>)	flag (<i>n</i>)	pray (<i>v</i>)
belong to (<i>v</i>)	flower (<i>n</i>)	prayer (<i>n</i>)
bonfire (<i>n</i>)	fly (<i>v</i>) [= flag]	present (<i>n</i>)
brave (<i>adj</i>)	generation (<i>n</i>)	primitive (<i>adj</i>)
break (<i>v</i>) [= stop, end]	gift (<i>n</i>)	procedure (<i>n</i>)
bull (<i>n</i>)	give thanks to	proceed (<i>v</i>)
cake (<i>n</i>)	government (<i>n</i>)	race (<i>n</i>)
candle (<i>n</i>)	grave (<i>n</i>)	rain (<i>n</i>)
card (<i>n</i>)	guest (<i>n</i>)	rainbow (<i>n</i>)
celebrate (<i>v</i>)	happen (<i>v</i>)	really (<i>adv</i>)
ceremony (<i>n</i>)	harvest (<i>n</i>)	receive (<i>v</i>)
change (<i>v</i>)	historical (<i>adj</i>)	recover (<i>v</i>)
chariot (<i>n</i>)	holy (<i>adj</i>)	recovery (<i>n</i>)
clean (<i>v</i>)	invite (<i>v</i>)	relative (<i>n</i>)
coconut (<i>n</i>)	involve (<i>v</i>)	religion (<i>n</i>)
colourful (<i>adj</i>)	Islamic (<i>adj</i>)	religious (<i>adj</i>)
coming of age	jockey (<i>n</i>)	ribbon (<i>n</i>)
compete (<i>v</i>)	kill (<i>v</i>)	ritual (<i>n</i>)
competition (<i>n</i>)	kite (<i>n</i>)	smoke (<i>v</i>)
completely (<i>adv</i>)	largely (<i>adv</i>)	social science
congratulate (<i>v</i>)	last (<i>v</i>)	song (<i>n</i>)
congratulations (<i>n</i>)	leader (<i>n</i>)	special (<i>adj</i>)
connect (<i>v</i>)	let off (<i>v</i>) [e.g., firework]	spectator (<i>n</i>)
connection (<i>n</i>)	light (<i>v</i>) [e.g., candle]	speech (<i>n</i>)
costume (<i>n</i>)	luck (<i>n</i>)	spirit (<i>n</i>)
cousin (<i>n</i>)	lucky (<i>adj</i>)	steer (<i>v</i>)
cultural (<i>adj</i>)	marriage (<i>n</i>)	suit (<i>n</i>)
death (<i>n</i>)	married (<i>adj</i>)	symbol (<i>n</i>)
decorate (<i>v</i>)	marry (<i>v</i>)	take part (<i>v</i>)
decoration (<i>n</i>)	material (<i>n</i>)	the Middle Ages
delicious (<i>adj</i>)	medieval (<i>adj</i>)	throughout (<i>prep</i>)
die out (<i>v</i>)	modern (<i>adj</i>)	together (<i>adv</i>)
display (<i>n</i>)	mount (<i>v</i>)	tradition (<i>n</i>)
doll (<i>n</i>)	National Day	traditional (<i>adj</i>)
dress (<i>v</i>)	nearly (<i>adv</i>)	turkey (<i>n</i>)
event (<i>n</i>)	neighbourhood (<i>n</i>)	visitor (<i>n</i>)
	New Year's Day	wreath (<i>n</i>)

Theme 2

accept (<i>v</i>)	fire (<i>v</i>) [= shoot]	part (<i>n</i>)
across (<i>prep</i>)	flight (<i>n</i>)	passenger (<i>n</i>)
aeronautics (<i>n pl</i>)	fly/flew (<i>v</i>)	petrol (<i>n</i>)
air (<i>n</i>)	fuel (<i>n</i>)	pilot (<i>n</i>)
apparently (<i>adv</i>)	(the) furthest (<i>adj</i>)	planet (<i>n</i>)
apprentice (<i>n</i>)	get into (<i>v</i>)	power (<i>n</i>)
arrival (<i>n</i>)	glider (<i>n</i>)	powered (<i>adj</i>)
artificial (<i>adj</i>)	go on to [= do later]	produce (<i>v</i>)
astronaut (<i>n</i>)	grow/grew (<i>v</i>)	programme (<i>n</i>) [= set of activities]
astronomer (<i>n</i>)	gunpowder (<i>n</i>)	propeller (<i>n</i>)
at all	hear about (<i>v</i>)	put in (<i>v</i>) [= install]
attack (<i>v</i>)	helicopter (<i>n</i>)	record (<i>n</i>) [= highest number]
award (<i>n</i>)	historic (<i>adj</i>)	reduce (<i>v</i>)
balloon (<i>n</i>)	horse (<i>n</i>)	remark (<i>v</i>)
battle (<i>n</i>)	hot-air balloon	rider (<i>n</i>)
bicycle (<i>n</i>)	huge (<i>adj</i>)	rocket (<i>n</i>)
billion (<i>n</i>)	human (<i>n</i>)	row (<i>v</i>)
biography (<i>n</i>)	in common	sail (<i>v</i>)
build/built (<i>v</i>)	inhabit (<i>v</i>)	satellite (<i>n</i>)
buy/bought (<i>v</i>)	injure (<i>v</i>)	sea (<i>n</i>)
capsule (<i>n</i>)	injured (<i>adj</i>)	ship (<i>n</i>)
captain (<i>n</i>)	invent (<i>v</i>)	shuttle (<i>n</i>)
castle (<i>n</i>)	invention (<i>n</i>)	similarity (<i>n</i>)
conquer (<i>v</i>)	island (<i>n</i>)	sky (<i>n</i>)
considerably (<i>adv</i>)	jet (<i>n</i>)	Solar System
contract (<i>n</i>)	keep + ing [= do again and again]	spacesuit (<i>n</i>)
control (<i>n</i> and <i>v</i>)	kill (<i>v</i>)	speed (<i>n</i>)
crash (<i>n</i> and <i>v</i>)	kite (<i>n</i>)	star (<i>n</i>) [e.g., the Sun]
crater (<i>n</i>)	land (<i>n</i> and <i>v</i>)	steam (<i>n</i>)
damage (<i>v</i>)	launch (<i>v</i>)	steamship (<i>n</i>)
demonstrate (<i>v</i>)	lead/led (<i>v</i>)	submarine (<i>n</i>)
design (<i>n</i> and <i>v</i>)	leather (<i>n</i>)	suddenly (<i>adv</i>)
direct (<i>v</i>) [= movie]	liquid (<i>n</i>)	suspension (<i>n</i>)
discover (<i>v</i>)	local (<i>adj</i>) [= from the area]	system (<i>n</i>)
do well (<i>v</i>)	machine (<i>n</i>)	take off (<i>v</i>)
draw/drew (<i>v</i>)	mainly (<i>adv</i>)	terrible (<i>adj</i>)
drive/drove (<i>v</i>)	manage (<i>v</i>) [= do with difficulty]	track (<i>n</i>)
electricity (<i>n</i>)	manufacture (<i>v</i>)	trader (<i>n</i>)
enemy (<i>n</i>)	medal (<i>n</i>)	train (<i>n</i>)
engineer (<i>n</i>)	missile (<i>n</i>)	translate (<i>v</i>)
engineering (<i>n</i>)	mixture (<i>n</i>)	transport (<i>n</i>)
eventually (<i>adv</i>)	(the) moon (<i>n</i>)	travel (<i>v</i>)
exploration (<i>n</i>)	motorcycle (<i>n</i>)	universe (<i>n</i>)
explosion (<i>n</i>)	navy (<i>n</i>)	vehicle (<i>n</i>)
fail (<i>v</i>)	opinion (<i>n</i>)	walking (<i>n</i>)
fast (<i>adv</i>)	orbit (<i>n</i> and <i>v</i>)	weapon (<i>n</i>)
field (<i>n</i>) [= area]	oxygen (<i>n</i>)	win/won (<i>v</i>)
	parachute (<i>n</i>)	wind (<i>n</i>)

wind tunnel
wound (*v*)

Theme 3

access (*n* and *v*)
advertise (*v*)
advertisement (*n*)
advertising agency
affect (*v*)
agree (*v*)
analyze (*v*)
answer (*n* and *v*)
appeal (*v*)
appear (*v*)
appearance (*n*)
appendix (*n*)
attend (*v*)
attitude (*n*)
attract (*v*)
audience (*n*)
behave (*v*)
belief (*n*)
believe (*v*) [= think]
bias (*n*)
boring (*adj*)
break (*v*)
category (*n*)
celebrity (*n*)
channel (*n*)
choose/chose (*v*)
communicate (*v*)
community (*n*)
conduct (*v*) [= do]
consumer (*n*)
convert (*v*)
copy (*n*) [= one, e.g., magazine]
cosmetic (*n*)
cover (*n*)
create (*v*)
decline (*n* and *v*)
define (*v*)
demographic (*adj*)
design (*v*)
disagree (*v*)
display (*n* and *v*)
distribute (*v*)
e-zine (*n*)
effect (*n*)

elderly (*adj* and *n*)
end (*n* and *v*)
entertaining (*adj*)
entertainment (*n*)
event (*n*)
exactly (*adv*)
explanation (*n*)
fall/fell/fallen (*v*)
feel (*v*) [= think]
findings (*n pl*)
flip (*v*)
flow chart
form (*n*) [= type]
frightening (*adj*)
funny (*adj*)
generalization (*n*)
government (*n*)
habit (*n*)
history (*n*)
hobby (*n*)
image (*n*)
impression (*n*)
influence (*n* and *v*)
inform (*v*)
interest group
investigate (*v*)
issue (*n*)
just over
just under
lifestyle (*n*)
link (*n* and *v*)
literacy (*n*)
low (*adj*)
magazine (*n*)
majority (*n*)
make money
market sector
mass (*adj*)
match (*v*)
may (*modal v*)
medium/media (*n*)
message (*n*) [= in an advert]
method (*n*)
nearly (*adv*)
news (*n, sing*)
none (*n*)
occur (*v*)
opinion (*n*)

over (*adv*) [= more than]
participant (*n*)
participate (*v*)
particular (*adj*)
peak (*n*)
percentage (*n*)
persuade (*v*)
persuasion (*n*)
pie chart
presenter (*n*)
primary research
printed (*adj*)
printing (*n*)
privacy (*n*)
produce (*v*)
promote (*v*)
properly (*adv*)
publisher (*n*)
purpose (*n*)
quantity (*n*)
question (*n* and *v*)
questionnaire (*n*)
radio (*n*)
raw data
reach (*v*)
reality (*n*)
reason (*n*)
record (*n* and *v*)
reflect (*v*)
religious (*adj*)
report (*n* and *v*)
represent (*v*)
response (*n*)
result (*n* and *v*)
rise (*n*)
rise/rose/risen (*v*)
sale (*n*)
sales figures
sample (*n* and *v*)
scene (*n*)
secondary research
secret (*n*)
select (*v*)
self-image (*n*)
sell/sold (*v*)
set (*v*) [= fix at a level]
specialist (*adj*)
stay the same

stereotype (*n*)
 survey (*n*)
 take part in (*v*)
 tally chart
 target (*v*)
 target audience
 teen (*n*)
 the Western World
 title (*n*) [= kind of magazine]
 transmission (*n*)
 transmit (*v*)
 tutorial (*n*)
 under (*adv*) [= less than]
 usage (*n*)
 value (*n*)

Theme 4

achievement (*n*)
 active (*adj*)
 advance (*v*)
 against (*prep*)
 allow (*v*)
 alone (*adj*)
 appear (*v*)
 attacker (*n*)
 backwards (*adj*)
 behaviour (*n*)
 billion (*n*)
 board (*n*)
 branch (*n*) [= part of a diagram]
 button (*n*) [= control on a device]
 character (*n*) [= person in a book, game, etc.]
 classification (*n*)
 classify (*v*)
 compete (*v*)
 complete (*v*)
 complicated (*adj*)
 compulsory (*adj*)
 concentrate (*v*)
 concentration (*n*)
 conduct (*v*) [= manage]
 confidence (*n*)
 cooperate (*v*)
 cooperation (*n*)
 coordination (*n*)
 copy (*v*) [= do the same as]
 date (*v*) [= put a date on]

deal with (*v*)
 defender (*n*)
 develop (*v*)
 development (*n*)
 diagonally (*adv*)
 dice (*n*)
 disk (*n*)
 educational (*adj*)
 empty (*adj*)
 engaged (*adj*)
 enjoyable (*adj*)
 estimate (*v*)
 even (*adv*)
 exercise (*n*)
 explain (*v*)
 extra time
 finger (*n*)
 focus (*v*)
 foot/feet (*n*)
 forwards (*adj*)
 game (*n*)
 goal (*n*)
 hand (*n*)
 home (*n*) [= objective in a game]
 horizontally (*adv*)
 improve (*v*)
 in support of
 individual (*n*)
 jump over (*v*)
 land on (*v*)
 lifestyle (*n*)
 lower (*v*)
 manage (*v*)
 mental (*adj*)
 motor skills (*v*)
 mountain (*n*)
 move (*v*)
 movement (*n*)
 must/mustn't (*modal v*)
 normal (*adj*)
 nowadays (*adv*)
 objective (*n*)
 on your own
 opponent (*n*)
 oppose (*v*)
 opposite (*prep*)
 out of school
 participate (*v*)

pastime (*n*)
 penalty area
 physical education (PE)
 piece (*n*) [= part of a game]
 plan (*v*)
 player (*n*)
 point (*n*) [= opinion, idea]
 popular (*adj*)
 press (*v*)
 problem-solving (*n*)
 pull (*v*)
 push (*v*)
 quantity (*n*)
 quiz (*n*)
 racing (*n*)
 raise (*v*)
 reach for (*v*)
 react (*v*)
 real (*adj*)
 recorded (*adj*) [= written down]
 rely on (*v*)
 rename (*v*)
 result (*n*)
 score (*n* and *v*)
 screen (*n*)
 simple (*adj*)
 social (*adj*)
 soldier (*n*)
 spatial awareness
 sporty (*adj*)
 square (*n*)
 substitution (*n*)
 support (*v*)
 target (*n*)
 task (*n*)
 team (*n*)
 team game
 throw (*v*)
 title (*n*) [top position in a sport]
 touch (*v*)
 turn (*n*) [= go in a game]
 turn (*v*)
 version (*n*)
 vertically (*adv*)
 violence (*n*)
 violent (*adj*)
 win (*v*)

Theme 5

According to ...

actually (*adv*)

addictive (*adj*)

affect (*v*)

analysis (*n*)

analytic (*adj*)

Apparently, ... (*adv*)

apply (*v*)

attitude (*n*)

baked (*adj*)

balance (*v*)

balanced (*adj*)

behaviour (*n*)

blood pressure

burger bar [= fast-food restaurant]

calorie (*n*)

carbohydrate (*n*)

carry on (*v*)

chemical (*n*)

complicated (*adj*)

condition (*n*) [= medical problem]

conduct (*v*)

consume (*v*)

convert (*v*)

dairy product

damage (*v*)

damaged (*adj*)

danger (*n*)

develop (*v*)

Did you know that ...?

die (*v*)

diet (*n*)

difference (*n*)

dig (*v*)

dissolve (*v*)

drink (*v*)

eat/ate (*v*)

energy (*n*)

estimate (*v*)

examine (*v*)

explorer (*n*)

factor (*n*)

fat (*n*)

fatty (*adj*)

find/found (*v*)

first of all

forget (*v*)

frozen (*adj*)

full (*adj*) [= with food]

give up (*v*) [= stop eating/drinking]

heal (*v*)

heart attack

home-cooked (*adj*)

hungry (*adj*)

hunt (*v*)

impression (*n*)

improve (*v*)

increase (*v*)

increasing (*adj*)

influence (*n*)

ingredient (*n*)

intake (*n*)

juice (*n*)

junk (*n*)

lean (*adj*) [= of meat]

lifestyle (*n*)

liquid (*n*)

look forward to doing

low-fat (*adj*)

medicine (*n*)

mineral (*n*)

molecule (*n*)

nowadays (*adv*)

nutrient (*n*)

nutritionist (*n*)

obese (*adj*)

obesity (*n*)

order (*v*) [= ask for food]

particularly (*adv*)

persuade (*v*)

pie chart

piece (*n*)

plan (*n* and *v*)

plant (*n*)

predict (*v*)

prepare (*v*)

preservation (*n*)

preserve (*v*)

processed (*adj*)

protein (*n*)

put on (*v*)

quantity (*n*)

rate (*n*)

reaction (*n*)

ready-meal (*n*)

recipe (*n*)

recommend (*v*)

recommendation (*n*)

recommended (*adj*)

record (*v*)

recover (*v*) [= get better]

reduce (*v*)

reduction (*n*)

repair (*v*)

sailor (*n*)

salt (*n*)

sandwich (*n*)

significant (*adj*)

snack (*n* and *v*)

solution (*n*)

solve (*v*)

solvent (*n*)

speed up (*v*)

start (*v*)

starvation (*n*)

starve (*v*)

starving (*adj*)

statistic (*n*)

storage (*n*)

store (*v*)

stroke (*n*) [= medical condition]

study (*n*) [= research]

suffer from (*v*)

sugars (*n pl*)

support (*v*)

swallow (*v*)

take exercise

take-away (*n*)

thesis statement (*n*)

thirsty (*adj*)

unhealthy (*adj*)

variation (*n*)

vary (*v*)

vitamin (*n*)

wound (*n*)

Do you need English in your studies?

Then you need the

Progressive Skills in English Course

The course builds the skills required for lectures, tutorials, reading research and written assignments in English.

Listening skills include:

- understanding signpost language
- recognizing the organization of a lecture
- recognizing change of sub-topic
- predicting content from linking words
- note-taking: classification

Speaking skills include:

- showing understanding
- showing lack of understanding
- talking about research
- taking part in a tutorial
- giving a talk with slides

Reading skills include:

- finding information quickly
- predicting content
- distinguishing between fact and possibility

Writing skills include:

- comparing events and ideas
- connecting ideas with *and/but*
- recording and displaying results
- using basic paragraph structure: point, explanation, example

Level 2 Course components:

Course Book with audio DVD.....	978-1-78260-304-7
Workbook with audio DVD.....	978-1-78260-307-8
Teacher's Book.....	978-1-78260-310-8

IELTS Level	Common European Framework Level	Flesch-Kincaid Level for Listening and Reading Texts
4.0-4.5	B1	Listening: 4-5 (max. 400 words) Reading: 4-5 (max. 250 words)
Output writing texts: 1-5 paragraphs		



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