

Coursebook			
Unit 6	Language	Texts	Communication skills
Part 1 SB page 66	Extend your vocabulary <i>change</i> and <i>exchange</i> Grammar The passive	Listening The Silk Road	Pronunciation List intonation
Part 2 SB page 68	Vocabulary Ways of looking	Reading <i>The Long Song</i>	Speaking Freedom and slavery
Part 3 SB page 70	Vocabulary Problems	Reading & Speaking <i>Bangalore</i> Listening Ideas for India's future	Speaking Tackling problems
Part 4 SB page 72	Extend your vocabulary <i>gold</i> and <i>golden</i> Grammar Cleft sentences	Reading <i>The new golden age</i>	Speaking Investments
Function globally SB page 74	Negotiating Listening to situations involving negotiations Negotiating and obtaining concessions		
Global voices SB page 75	Customer service Stance markers Discussing customer service questionnaires		
Writing SB page 76	Emails Writing skills: cohesion Linking ideas: clarification and emphasis A semi-formal email		
Study skills SB page 77	Learning language in context		

Part 1

TEACH GLOBAL
THINK LOCAL

Lead-in

For a fun, sensory lead-in to the topic, bring in different spices such as cinnamon, nutmeg, ginger and cumin. Put these into unmarked boxes or envelopes, but make sure you know which one is which! Get students to smell the spices and to identify them. You could extend this further by putting pieces of cloth or clothing with different textures into a dark bag or box. Students have to put their hands in and identify the material, eg wool, velvet, linen, cotton, silk, leather, etc.

Listening (SB page 66)

1 If you suspect your students might be unsure of the information required in the first question, then try to do a little research beforehand and put alternatives up on the board, including some distractors: you could write up three countries, a selection of items and three different means of transportation. In pairs, students discuss the questions before sharing their ideas with the class.

2  **2.36–2.40** This listening is a description of the Silk Road in six parts by an expert. In the first five parts he discusses the historical development and the significance of this trade route from the first millennium BC.

Focus students' attention on the pictures. After listening, ask them to check, in pairs, what the five pictures represent. Write the answers on the board for students to quickly self-check.

Section 1 D	Section 4: B
Section 2: A	Section 5: E
Section 3: C	

 **2.36–2.40**

1
The Silk Road was not, as the name suggests, a single road at all. It consisted of an extensive network of trade routes that criss-crossed China, parts of the Middle East and Europe, for almost 3,000 years from the first millennium BC until about 1500 AD. The starting point was in China, and the main land routes extended over a huge area of what is now modern day China, Turkey, Syria, Iraq, Iran, Afghanistan, Pakistan, India, Turkmenistan and Uzbekistan. And when goods arrived at the coast they were transported by sea to the major trading ports of Europe, northern Africa and Asia.

2
Since the transport capacity was limited, luxury goods were the only commodities that could be traded. As the name suggests, silk was the main commodity that was traded on the Silk Road. Silk was highly prized and in great demand in the west, and the silk-making process

was a secret that was closely guarded for centuries under punishment of death. Silk was ideal for overland travel as it was light, easy to carry and took up little space. It was manufactured in China, and was intricately decorated and embroidered, and when it arrived in Europe it was made into luxury goods such as book coverings, wall hangings and clothes.

3
Silk was by no means the only commodity exchanged by traders, however. Perfumes, precious stones and metals, and foodstuffs were exchanged in both directions. There was also a lucrative trade in spices from east to west; in fact one European town is on record as selling as many as 288 different kinds. In the west, people had to keep meat for a long time until it turned rancid, and spices were very useful for disguising the flavour. Some of the most valuable ones – ginger, nutmeg, cinnamon and saffron – were actually worth more than their weight in gold. Pepper was also extremely valuable, and caravans that carried it were heavily armed.

4
In addition to silk and spices, Europeans were eager to import teas and porcelain from China as well as Persian carpets. The Chinese, for their part, particularly appreciated coloured glass from the Mediterranean, and also imported such commodities as fine tableware, wool and linen, horses and saddles. Many of these goods were bartered for others along the way, and objects often changed hands several times. And it was not only goods that were exchanged on the routes, but also many important scientific and technological innovations; the magnetic compass, the printing press, paper-making and gunpowder all originated in the East, not to mention important intellectual developments such as algebra and astronomy. And in return, the West taught the East about construction techniques, shipbuilding and wine-making.

5
Life for traders along the Silk Road was often hard. As well as having to trek over some of the world's most inhospitable terrain, they also faced the ever present threat of bandits, not to mention wars, plagues and natural disasters. Between towns and oases they would often sleep in yurts or under the stars, or else would stop for rest and refreshment at one of the several bustling oasis towns that sprang up along the routes. Here they would stay at caravanserais, places which offered free board and lodging, as well as stables for their camels or donkeys. The caravanserai became a rich melting pot of ideas, used as they were not only by traders and merchants, but also by pilgrims, missionaries, soldiers, nomads and urban dwellers from all over the region.

3 In pairs, students use the pictures as prompts to remind them what was said. Monitor to hear how much they picked up from the listening.

4 Before students discuss the origins of these items, ask them *Can you identify the one word which does not have stress on the first syllable? (astronomy)*. Drill any words you anticipate may be tricky for your students, eg *algebra* /'ældʒɪbrə/, *compass* /'kʌmpəs/, *ginger* /'dʒɪndʒə/, *porcelain* /'pɔ:s(ə)lɪn/. When they have discussed what they can remember, students re-listen to sections 3 and 4. Keep feedback brisk by asking one student to read out the East to West list, and another the West to East list.

East to West: algebra, astronomy, compass, ginger, gunpowder, paper-making, porcelain, printing press, silk, spices

West to East: glass, linen, saddles, shipbuilding, wool

5  2.41 This last part of the script discusses the long-term legacy of the Silk Road. In pairs, students read the questions and make logical predictions before listening to check their ideas.

- 1 music, arts, science, customs, ideas, religions and philosophies
- 2 so much cultural interchange over so many centuries that it is now often difficult to identify the origins of numerous traditions that our respective cultures take for granted – it was an early example of what we now call globalisation
- 3 tourism

 2.41

By the end of the 14th century, as other trading routes were established, the importance of the Silk Road had greatly diminished. But it is no exaggeration to say that it had played a major part in establishing the foundations of the modern world. It had allowed the exchange not only of commodities, but also of music, arts, science, customs, ideas, religions and philosophies. In fact, there was so much cultural interchange over so many centuries that it is now often difficult to identify the origins of numerous traditions that our respective cultures take for granted. So we can say that, in its heyday the Silk Road was an early example of the political, economic and cultural integration that we know today as globalisation. And today, the Silk Road is again being used – not only by traders, but also for that most contemporary of international commodities – tourism.

6 Elicit students' response to the two questions as a whole class.

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Listening extra

If you think your students would benefit from some *intensive* listening practice, then give out / show the following text, which has ten 'mistakes'. Remove the underlining for your students, to raise the challenge. They will need to listen very intensively to Section 1 of the audio to identify the minor differences. Do the first example together, pausing after the first sentence. Replay as often as necessary:

The Silk Road was not, as the name suggests, a single route at all. It comprised an extensive network of trade routes that crossed across China, parts of the Middle East and Europe, for most of 3,000 years from the first millennium BC until around 1500 AD. The starting place was in China, and the main land routes extended over a large area of what is now modern day China, Turkey, Syria, Iraq, Iran, Afghanistan, Pakistan, India, Turkmenistan, and Kazakhstan. And when goods arrived at the coast they were transported by ship to the major trading ports of Europe, northern America and Asia.

Extend your vocabulary (SB page 66)

1 Write up the verb *exchange* on the board and elicit possible nouns which collocate with it. Students then work alone to complete the exercise. Encourage fast finishers to think of another noun that collocates with *change*, *swap* and *switch*, and also to identify the verb which collocates with the **incorrect** noun in the list, eg *change hairstyle*.

- 1 your hairstyle (change your hair style)
- 2 house (move house)
- 3 currency (exchange currency)
- 4 smiles (exchange smiles)

2 In pairs, students use the collocations to share information. Invite them to share some interesting experiences with the whole class.

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Alternative procedure

You could adapt exercise 2 slightly to change it into an info gap activity. In pairs, students ask questions with *change* or *exchange* to find out three things that their partner has done recently and three things that they have never done, eg *Have you changed your hair style recently? / You've changed your hair style recently, haven't you? Have you ever exchanged smiles with somebody thinking they were someone different?*

Pronunciation (SB page 66)

1 This exercise highlights the falling tone at the end of a list. Students are unlikely to find this difficult at this level, but such activities do remind them of the significance of intonation. Let them compare their answers in pairs. Do not confirm any answers yet.

2  **2.42** Students listen and then read aloud **with** the recording. Ask a student who sounds very natural to show the others.

in all cases, voice goes down on the final items, and up on the others

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Extra activity

Pronunciation exercise 1 (SB page 66) also includes two very natural ways of adding emphasis: *not to mention* (in sentence 2) and *not only ... but also* (in sentence 3). Books closed. Put up the two sentences on the board, with these phrases gapped. Elicit what the missing words are and what purpose they have in the sentences. Then encourage students to use these in exercise 3, if appropriate.

3 Do an example together using a different topic, eg topics you have studied so far this term on the English course. Then, in pairs, students make lists for two of the given categories; make sure they both write them down. Let them practise reading the lists aloud to each other at this stage, using the correct intonation.

4 Put students into groups of four to compare lists by reading them aloud. You could challenge them to read out their lists without looking at their papers!

Grammar (SB page 67)

1 Approach this by first dictating the first three sentences (a–c) but omitting the words in bold. Elicit what the missing words might be and in what form. Then students work alone to answer the language questions before comparing answers in pairs. Bear in mind that this will be revision for students at this level, so let them do all of the work!

- 1 active: a, e; passive: b, c, d, f
- 2 Use an active form when the focus is the doer.
Use a passive form when the focus is the action / object.
- 3 appropriate form of the verb *be* + the past participle d (traders and merchants, pilgrims, missionaries, soldiers, nomads and urban dwellers) and f (traders)
in sentences b and c: focus is on what was done rather than who did it

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Extra activity

If you have a monolingual group, and if you speak the students' first language, then get them to translate the six sentences into their first language. Then encourage them to discuss how the two languages differ in a) form and b) use / style.

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Language note

Given that this formal, rather academic description is about the Silk Route and the items traded, it is not surprising that the passive is frequently used here. It may be worth reminding students at this level that in more informal spoken English, *get* is often used in passive forms too. Although *be* and *get* are often interchangeable, *get* can sometimes convey an idea of a (lengthy or difficult) process, eg *after waiting for justice all those years, he finally got sent to jail; all my stuff got ruined in the rain*.

In the passive, the agent is not usually mentioned because a) it is not important or significant; b) it is obvious and/or c) it is intentionally omitted to be polite or discrete. Discoursally, it also depends on shared knowledge and on what has come before: in English we often place the new information at the end of the sentence to emphasize it, with familiar information coming before, eg *The house has been redecorated* (we know the house but the redecorating is new information).

If it is important to mention the agent, it is placed in end position, after *by*, eg *All my lettuces were eaten by snails*. This is also used if the subject is very long: *I was denied entry by the people who were standing at the main entrance to the nightclub*.

2 Elicit what NAFTA and EU stand for (North American Free Trade Agreement and European Union). Do the first answer together, reminding students that they also have to select the appropriate tense. Then, in pairs, students discuss the remaining answers. Some of the verbs may be tempting for students to put into the passive, eg *consist*, *increase* and *disappear* but a passive form can only be used with transitive verbs. If the topic is of interest to the students, after checking answers, let them discuss the content too. Ask *Do you agree? What do you think will happen in relation to future trade between countries?*

- | | |
|-------------------------------------|------------------------------|
| 1 has been conducted | 8 may regulate |
| 2 probably consisted | 9 are usually imposed |
| 3 were exchanged | 10 may also be imposed |
| 4 was introduced | 11 will ever be established |
| 5 has increased | 12 will completely disappear |
| 6 have been established | |
| 7 is increasingly being carried out | |

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Extra activity

Exercise 2 contains some useful language related to trade: *trading* (n); *barter* (n/v), *tariff* (n), *taxation* (n), *exchange* (n/v) and collocations or compound nouns with *trade*: *conduct / promote / carry out; international trade, trade organisation, free trade, trade blocs, trade restrictions, trade quotas*. Allocate one of the above to each pair / individual and ask them to use it in a sentence. Give out dictionaries, if necessary, and monitor. Students should then read out their sentence for others to record if they want.

3 If your students are likely to need some help with ideas, dictate or put an example up on the board, eg *This product is exported from several hot countries and is a major source of income. It has been used for centuries and is said to be both good and bad for your health. It is picked from bushes and has to be roasted before it is used – it's nearly always bought already roasted. This product can be served in a variety of ways. (After this lesson, it will probably be used by some of us.)* (Answer: coffee.)

Ask students to complete the exercise in pairs but first warn them what is going to happen in exercise 4, so that they are prepared and do not make it too simplistic. Monitor as they work, particularly with regard to the target language. Early finishers can choose an additional commodity.

Students' own answers.

4 Sit students in groups of four, opposite their new pairs. Invite them to read out their sentences and guess each others' mystery commodities.

5 Put students into groups of three. Give them about five minutes preparation time and ask them to speak individually for between 90 seconds and two minutes on their chosen topic, to the rest of their group. Encourage students to ask follow-up questions.

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Mixed ability

Depending on your students, they may benefit from having time to research these topics more fully first outside the class – if so, you can raise the profile slightly, too: allow students to use a PowerPoint presentation and/or visuals if they like, for a three or four-minute presentation. Ask them to include details on a) what the 'contribution' is exactly; b) how it came about; c) how / if it has changed over time; d) what it is used for and e) how and why it has had such an impact.

G Grammar focus

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

You can use exercise 1–3 on page 143 for:

a) extra practice now, b) homework or c) review later on.

The answers are on page XXX of this Teacher's Book.

Part 2

TEACH GLOBAL
THINK LOCAL

Lead-in

To motivate students on the topic of trade between countries, write out the following list of commodities and the main exporting country onto small, separate pieces of card / paper. Give the pieces out to students at the start of class and ask them to match the commodity to the principal exporter. Write some more if you have a large class.

mangoes	India
peanuts	US
cocoa	Ivory Coast, Africa
gold	South Africa
tobacco	China
tea	Kenya
rice	Thailand*
silk	China
paper	Canada
bananas	Ecuador
salt	US
oil	Saudi Arabia

* China is the largest producer

Speaking (SB page 68)

1 Put students into pairs to discuss the pictures. Invite students to share some reactions to the visuals with the whole class. Elicit what students know about slavery. You could put these prompts on the board, or dictate them, to find out how much they know: *where most of the slaves came from, when it happened, why the slave industry grew, why and when it was stopped*, etc. This prepares students for the next stage.

2  **2.43** In pairs, students attempt to complete the quotations. Let them refer to dictionaries, if necessary. Elicit one or two suggestions for several of the quotations in open class. Then play the recording for students to check. Clarify any quotations which they may not fully understand.

1 states	4 right	7 armies
2 robots	5 others	8 attitude
3 opposition	6 oppressed	

3 Put students with a different partner to discuss their preferences and the relevance of the quotations. If students appear animated, encourage them to share some ideas with the rest of the class.

Reading (SB page 68)

This text is an extract from a novel, powerfully demonstrating the change in roles between slaves and their owners at the time of the abolition of slavery.

1 Read the first paragraph aloud to the class, without any comment. Then let students read the rest of the extract alone. Students compare and discuss their answers in pairs.

Caroline is the master; Godfrey is the servant; July is another servant
 It is set during the emancipation. Caroline speaks to Godfrey as master to servant, but he rebels and asks for payment. Her attempt to punish him ends in humiliation for her, and she agrees to pay him.

2 This exercise will help to prepare students for exercise 4. If the words are new to students, they can look for support in the context. Let students attempt to work out their meaning in pairs first, referring to a dictionary, if necessary. Put up the new words on the board, in three columns, but keep the pace swift here: *facial expression, sounds, movement*. Elicit the answers and check students' understanding where necessary, visually, orally or by demonstrating.

facial expression: frowned, grimace, wince
 sounds: gasp, giggle, utter, sighed
 movement: scratching, seized, kneel

3 In the same pairs, students try to work out the meaning of the highlighted words by looking at the context. Allow them a moment to compare their ideas with another pair before checking as a class.

valise: a small travelling bag or suitcase
 missus: old-fashioned – the mistress of the house
 gig: old-fashioned – a cart with two wheels pulled by a horse
 massa: old-fashioned – the master of the house
 bid: old-fashioned – *Do as you are bid* means *Do as you are told*

4 Students work alone on this exercise which requires them to read the text closely to find the exact sentence or phrase. Students might enjoy exchanging ideas here, as there is more than one possible answer at times.

1 'Godfrey, do not play the fool with me. You know I must go to town for my own safety until all this trouble is past.
 'Payment?', the missus repeated. She frowned upon Godfrey, then looked quizzically to July for some explanation of his behaviour.
 2 July cupped her hands over her mouth so her gasp and giggle would not escape.

3 He then walked past the missus into the hall and sat himself down upon one of the massa's wooden chairs.
 'Then punish me, missus', he said as he lifted first one leg, and then the other, over the arms of the planter's seat and sat as if waiting for someone to remove his boots ...
 4 'Get up, get up!' Caroline jumped twice in her fury. 'Do as you are bid', then made to strike Godfrey with her closed fist
 5 ... Caroline Mortimer, quivering at his feet like a fish newly landed from the water, slowly lifted her head, wiped her snivelling nose upon the back of her hand, and quietly asked him, 'How much?'

5 Write the three names – *Caroline, Godfrey* and *July* – on the board. Give students five to ten minutes to work with a new partner, discussing which of the adjectives best describes which character. They then discuss the other two questions. Monitor to find out how much students have understood and empathised with the text and topic. Early finishers can think of other suitable adjectives to describe the characters. Conduct a whole-class feedback session, if necessary for your group.

Caroline: aggressive, arrogant, controlling, self-confidant, submissive
 Godfrey: controlling, defiant, self-confidant
 July: loyal, submissive, timid
 1 She is struggling in a new environment in which she is being controlled and is helpless.
 2 Students' own answers.

TEACH GLOBAL THINK LOCAL **Speaking extra**

If your students enjoyed the extract, put half of the class into 'Caroline and Walter' pairs. Caroline begins, telling her (imaginary) brother 'Walter' about the events of that day. Start like this: *Walter, you'll never guess what happened! I'm still reeling from the shock*. The other half of the class should instead role play July telling her cousin May. Start like this: *May, I'm never going to forget this day. I still can't believe it ...* At the end, invite at least two different pairs to share their version of the events from Caroline's and then July's perspective.

Vocabulary (SB page 69)

1 In pairs, students discuss the two sentences. Check students understand *stare* (v) (n). Elicit their responses.

stared at: literal
 looking down on: literal in text, but could also be metaphorical (double meaning implied)

2 Do the first example together. Encourage students to put the words in example sentences, to help them decide on the type of meaning. Let them use a dictionary after a few minutes in order to check and finish off their answers. Give students time to write down the example sentences from the dictionary for any new verbs / meanings. Check the answers in a feedback session.

- look after: literal; metaphorical
- look away: literal
- look back on: metaphorical
- look forward to: metaphorical
- look into: literal; metaphorical
- look on: literal; metaphorical
- look out for: literal; metaphorical
- look round: literal
- look up: literal; metaphorical
- look up to: literal; metaphorical

3 Draw a large eye on the board! Elicit some verbs related to different ways of looking, miming if necessary to prompt students, eg *stare, peer, glance, glare*, etc. Do the first example together. Don't worry if students find this exercise quite tricky – let them do the task with a dictionary and in pairs. If the words appear to be new, clarify their meaning when checking the answers by eliciting when or where one might look in this manner.

4 Clearly state the requirements of this writing task at the start: they need to include at least two 'looking' verbs or phrases, two descriptions of facial expressions and at least two pieces of direct speech. This and the following exercise can be done individually or in pairs depending on the level of challenge required.

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Alternative procedure

If students need more help in terms of ideas for exercise 4, then provide the following dialogue openers.

- A She peered down the pipe. 'Give me the spanner!' she yelled irritably.
- B She flicked through one of the magazines in the waiting room and caught sight of a young man staring at her intently.
- C Joey caught sight of the girls laughing, and grimaced horribly.

5 Allow students, individually or in pairs, a few moments to practise reading their scene. Then put them into groups and encourage them to read their scene aloud with as much feeling as possible. Invite volunteers to share their work with the whole class.

Part 3

TEACH GLOBAL
THINK LOCAL

Lead-in

To lead into the topic of major industries, put up the first and last letters from the industry words in the box in exercise 1, as shown below. Include the number of letters in brackets to help, if necessary. Put students in pairs or groups of three and handle it as a race.

- | | |
|--------------|-----------------------|
| A_____e (11) | M_____g (13) |
| F_____e (7) | M_____g (6) |
| F_____g (7) | S_____e l_____y (7/8) |
| F_____y (8) | T_____m (7) |

Reading and Speaking (SB page 70)

1 In pairs or small groups students discuss these points. You could do a little research beforehand, or ask students in advance to do it for you, in order to provide some concrete facts.

2 Show students where Bangalore is on a map. Elicit what they know about it. Ask them to read the three different descriptions (A–C). This is a genre-sensitisation task. As a guide, it might be useful to ask *Who is each text written for?* Let them discuss their ideas in pairs, then discuss their answers as a class.

- A (extract from *The White Tiger* by Aravind Adiga, a novel about an Indian entrepreneur)
 - narrative (When I drive down Hosur Main Road, when I turn into Electronics City Phase 1 and see the companies go past, I can't tell you how exciting it is to me.);
 - descriptive (Piles of mud everywhere. Piles of stones. Piles of bricks. The entire city is masked in smoke, smog, powder, cement dust.)
 - fairly informal (But you never know. It might turn out to be ...)
- B (article in *Business India*, a magazine about business news in India)
 - descriptive, with lots of alliteration and repetition (congenial, captivating, cosmopolitan confluence, software and shopping malls)
 - more formal style: (congenial, salubrious)
- C (extract from the Encyclopaedia Britannica entry on Bangalore)
 - factual, with long dense sentences with lots of noun phrases (One of India's largest cities, Bangalore lies on an east-west ridge in the Karnataka Plateau in the south-eastern part of the state.)

3 Let students work alone to complete the comprehension task. They then compare answers in pairs before whole-class feedback.

- 1 IT / electronics

2

- A: exciting, lots of big companies (*I can't tell you how exciting it is to me.*)
- B: captivating, friendly, cosmopolitan, nice climate, clean, modern but traditional, entertainment (*India's best city for business.*)
- C Comfortable climate (*pleasant winters and tolerable summers make it a popular place of residence ...*)
- 3 The author describes the city as being masked in smoke and dust, as if the city is under a veil. He also says the result may be a disaster or a decent city.
- 4 He is ambivalent about the result.
- 5 There is a lack of water. There is insufficient rainfall to provide water for the growing population and the increasing demands of industry.

4 Students quickly identify the parts of speech of words 1-6, and then find the synonyms. They compare their answers whilst you put the answers on the board for them to self-check. Point out that *congenial* (adj) and *salubrious* (adj) are low frequency.

- | | | |
|------------|-------------|---------------|
| 1 turn out | 3 sewage | 5 captivating |
| 2 slum | 4 congenial | 6 salubrious |

5 In pairs, students discuss the questions. For question 2, ask them to think of at least four questions to ask, eg *What's the currency?* Elicit some of their questions.

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Writing extra

Students imagine they are tourists to Bangalore. Ask them to write a postcard home. This also encourages them to re-focus on characteristics of a different written genre.

Listening (SB page 70)

This listening is an account of how the outsourcing industry in India has developed since the 1990s.

1 Books closed, read the definition aloud for students to guess what is being defined. Then, in small groups, they discuss the questions before sharing ideas with the class.

2  **2.44** Students listen to the audio once and answer the question. Check the answer as a class.

It has led to work being exported to cheaper countries.

 **2.44**

For decades now as you know, large companies have been outsourcing information technology services as well as what we call 'back office services' – things like administrative duties and customer services. For companies, getting rid of these tasks, or passing on these

office services, means lower costs, for one thing. But it also gives companies the chance to focus on their core business – manufacturing, sales, research, whatever business they're actually in. Up until the 1990s, American and British businesses tended to outsource these tasks to workers in their own country. But in the 1990s, company bosses realised that India had a large pool of technically literate workers who could work for a fraction of the cost. So many large companies started to take advantage of India's outsourcing companies in a big way.

The problem is that, now, India has just become too expensive. Firstly, there are no longer *enough* skilled English-speaking workers to cope with demand. So these workers have tended to move from company to company in search of the highest paid jobs. This has kept pushing up the cost of Indian salaries and therefore also pushed up the cost of outsourcing for American and British customers.

In addition, there's been a huge increase in property prices in cities such as Bangalore, Chennai and Pune. And infrastructure in these areas – things like transport and sanitation – has just not been able to keep pace with the growth of the outsourcing industry. Some Indian outsourcing companies have tried to move their businesses to rural locations in order to find a way round these issues. But, as you can imagine, there are usually fewer skilled workers in rural areas, so this isn't really a solution.

So basically, India has become a victim of its own success. What that means is that some American and British customers have started to outsource to lower-cost markets elsewhere instead – so places such as China, the Philippines, Brazil, Mexico, erm, eastern Europe. But there's also been a positive development and that is that some of the *Indian* companies which offer outsourcing services have begun to set up in business in other countries. So they're *re-exporting* outsourcing work to places with cheaper labour. Indian companies that used to be small firms providing services for global companies abroad have become important global companies themselves.

3 Students read the questions, then listen again to respond to these more in-depth comprehension questions. They compare answers before checking them as a class. Replay (part of) the recording, if necessary.

- 1 administrative duties and customer services
- 2 due to its technically literate workforce who could work for less money
- 3 a rise in salaries and property prices in cities
- 4 change their outsourcing destination
- 5 they are outsourcing their outsourcing work to other countries

4 Try to draw on students' own experiences here, or of people who they know, in relation to the use of English. Discuss these issues as a whole group.

Vocabulary (SB page 71)

1 Ask *What problem has the growth of outsourcing industry caused in Indian cities? How have some companies tried to resolve this? Has it been successful?* (The cities haven't had the capacity to grow at the same rate as the demand. Some Indian outsourcing companies have tried to shift to rural areas, but there is a skill shortage there, so it hasn't provided a solution.) Then, students complete the exercise in pairs. Check answers and any new phrases.

- | | | |
|--|--------|----------|
| 1 getting | 3 pace | 5 victim |
| 2 pushing | 4 way | |
| Phrases that refer to a problem: 2, 3, 5 | | |
| Phrases that refer to dealing with a problem: 1, 4 | | |

2 Students complete the collocation task and record new phrases. Check answers as a class.

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

3 Students work together to complete the task. Check answers as a class.

- | | | |
|----------------|--------------|---------------|
| 1 major | 4 alleviated | 7 tackle |
| 2 keeping pace | 5 way round | 8 pressing |
| 3 solved | 6 poses | 9 exacerbated |

Speaking (SB page 71)

1 Students select and reflect on three points. Monitor and assist.

2 In groups, students discuss the three questions. Monitor as they are talking and take notes on any points of interest to discuss as a class.

TEACH GLOBAL THINK LOCAL Writing extra

Let students choose one area that interests them from Speaking exercise 1. Ask them to write either a report (see Unit 5 *Writing*) or an essay (see Unit 3 *Writing*), depending on their needs. To help them plan, they can use the following headings: *what the problem is and the main reasons why it has arisen; main risks or dangers, if relevant; ways the problems are being tackled and how successful these are; other possible solutions.*

Part 4

TEACH GLOBAL THINK LOCAL Lead-in

Books closed. In groups of three, ask students to brainstorm what people can invest money in. Elicit an example at the start and then give them two or three minutes to discuss this. At the end, ask them to compare their lists with the box in exercise 1. Find out if they had any additional ones.

Speaking (SB page 72)

1 Ask students to work independently at first to rank the investments from 1–8. They should consider their rationale as they rank them.

2 Before students compare answers, refer them to *Useful phrases* and check any new words or phrases, eg *depreciate*, *be a safe bet*. Invite students to share some ideas with the class.

Reading (SB page 72)

This reading is a description of the historical popularity of gold.

1 First of all, elicit/pre-teach the meaning of *alchemist* and *alchemy*. Then students read *The new golden age* and decide on the best summary. Take a class vote before confirming the answer.

Gold is popular now, but it always has been for many reasons.

2 **Before** they look at the list of definitions 1–8, ask students to re-read the text, identifying the word class and probable meaning of the words in bold.

- | | | |
|---------------|---------------|-----------|
| 1 mere | 4 shooting up | 7 turmoil |
| 2 malleable | 5 latter day | 8 lust |
| 3 commodities | 6 mocking | |

3 Students work independently initially. Some students are likely to need more time on this comprehension task, so have a couple of extra questions ready for fast finishers, eg *Gold is worth only as much as people think it is.* (T) (The text says: *Its value depends on how much people believe in it.*) *Gold can be mixed with other alloys to make it softer.* (F) (The text says: *When alloyed with other elements its density changes and you can get a whole range from reddish orange to white.*) Take feedback and clarify any problems with reference to the text.

- | |
|--|
| 1 T |
| 2 T |
| 3 DS |
| 4 T |
| 5 F (the reverse:... turning base lead into noble gold, a transmutation ...) |
| 6 T |
| 7 DS |

4 Students can discuss these questions in groups of three. If appropriate, add some further questions: *Which metal do you prefer, gold, silver or platinum? Why? What do you possess that is gold? Describe your (or someone else's) favourite gold item.*

Extend your vocabulary (SB page 72)

1 If you can, show something made of gold to the students, eg a ring, and elicit adjectives to describe it. Write *gold* and *golden* on the board. Elicit what the difference is and ask *Are there two different words in your language(s) too?* Then students complete the gapped sentences and check their answers in pairs before class feedback.

- 1 golden 2 gold 3 golden 4 golden

2 After students locate the correct collocations from the list, they can check their answers in a dictionary, including the actual meaning.

- no collocation with *golden*: address; dream; remark
- golden (wedding) anniversary: the day when people celebrate 50 years of marriage
- golden handshake: a large amount of money given to a senior manager when they leave their job
- golden oldie: something such as a film or piece of music that is old but still popular
- golden opportunity: a good chance to do or achieve something
- golden rule: an important basic principle that you should always obey

3 Students work in pairs to write sentences including two of the chosen items. Monitor as they are working. Invite students to share some nice examples with the whole class.

Grammar (SB page 73)

1 The following exercises focus on cleft sentences. After reading and answering the question with the class, ask students *What is interesting about the second sentence? Why do you think this clause structure is used?* Students will have seen and heard this language on many occasions but (some) may not be using it yet, even at this level. See *Language note*.

- more than mere money

Language note

Cleft sentences are used to foreground information that is significant in a sentence. The structure *it is / was ... that ...* can be used to highlight different parts, eg *It was then that Mike finally told the truth. It was Mike who finally told the truth; It was the truth that Mike finally told.*

With cleft sentences with *what*, students often forget the main *be* verb, eg *What will be fascinating to see **is** what comes next.*

Another commonly used cleft sentence includes *the thing or the thing to do*, eg *The thing I like most is ...; The (best) thing to do is to ...*

When clarifying, give attention to pronunciation too, eg *What I love about English is the grammar.* The word *grammar* receives the most prominence, thereby matching the syntax.

2 Tell students before they start that the word in bold is not necessarily the starting word. Do the first example together and then let students work in pairs. Conduct a whole-class feedback session giving attention to accuracy and also to appropriate pronunciation.

- 1 It is gold that
- 2 What I really hate is
- 3 What he could never resist was
- 4 It was the price of gold that
- 5 What the alchemists did was experiment

3 Give a couple of true, personal examples using these sentence starters. Students then work individually to write three sentences. Monitor and check as they are writing. Put them into groups to compare and discuss sentences. Pick up on relevant pronunciation issues as they are talking. Invite students to share any interesting sentences with the class.

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Extra practice

For fun, dictate the following sentence starters:

What I enjoyed about this lesson ...

The thing that I'll probably remember most clearly about this class ...

It is ... that inspires me to carry on learning English.

What I'd really like to do now ...

Ask them to complete the sentences and to pass their notebooks to their partner, who should read and write a brief reply. Elicit one or two examples to round off the class paying attention to correct intonation and emphasis at this point.

G Grammar focus

Refer students to the language summary on cleft sentences on page 142.

You can use exercises 4 and 5 on page 143 for:

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

The answers are on page XXX of this Teacher's Book.

Function globally: negotiating

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

Warm up (SB page 74)

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

Tips:

- Your students might benefit from a few minutes thinking-time before they start talking
- Encourage students to use as much variety of language as they can. Do not over-correct.
- Pick up on any points which students find interesting or tricky to raise as an issue for the whole class.
- Invite students to share personal examples with the class, eg when they last negotiated a price.

Listening (SB page 74)

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

Tips:

- Play the recording all the way through for each task (there are always two tasks).
- Pause the recording after each conversation.
- Let students share their personal reactions to (some of) the situations from the listening.
- Encourage students to re-read the audioscripts for homework, exploiting them for useful language.

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Extra activity

After listening, pairs of students act out a conversation reading from the audioscript.

1

Conversation 1

buying a second-hand car: the customer leaves without buying the car

Conversation 2

bank charges: the penalty charge is waived but the customer still has to pay interest

Conversation 3

fully booked plane: the customer is offered a seat on a later flight and negotiates an upgrade to club class and vouchers for a future flight

Conversation 4

manager of wholesale business: the retailer agrees to switch custom and stock five stores as the wholesaler lowers the price

2

- 1 conversation 2; the cheque
- 2 conversation 1; the car
- 3 conversation 4; the price of goods per kilo
- 4 conversation 2; the hours the account was overdrawn
- 5 conversation 1; price of car
- 6 conversation 4; the price of goods per kilo
- 7 conversation 1; extra insurance offered for car
- 8 conversation 3; seat on next flight

2.45–2.48

1

- A: So is that really the best you can do?
B: I'm terribly sorry sir, that's the absolute best price we can do.
A: Well, I wasn't planning on paying that much, especially on a car that's done that mileage.
B: Yes, I appreciate that sir. We have an older vehicle here if you'd rather that one, that's slightly cheaper.
A: No, I'm not interested in the older one.
B: No?
A: This is the one I've got my eye on, but the price has to be ...
B: I'm afraid that's absolutely the best we can do. We can throw in some cover if you'd like, but that's the best price we can offer.
A: And the car mats, you'll throw those in?
B: Absolutely, yes, but the price unfortunately is exactly the same.
A: You won't budge on that at all?
B: I'm afraid we can't sir. It wouldn't be worth my job.
A: Well, I'm going to have to think about it, to be honest.
B: OK, no problem, give me a call any time.
A: OK, thanks for your help.

2

- A: Good afternoon.
B: Hello, Mr Akroyd. I just wanted to talk to you about the bank charges that I seem to have incurred. As far as I'm aware I was only ... I only went beyond my overdraft limit for a matter of 12 hours really and as far as I was aware I actually ... I put some money in at about quarter to five on the Wednesday.
A: Yes, after the bank closed I'm afraid so it didn't clear in time. So you did actually go into overdraft for, you're right, for a few hours.
B: Yes, but I mean, surely that ... that ... those few hours shouldn't have incurred such a hefty fine? I mean, I've been charged here £30.

A: Well, it's a combination of the fine for going into overdraft without authority and also the interest that accrued as a result, but we ... I do understand it was for a short period of time so we could ... in this case, I do have to charge the interest, but I could actually waive the penalty fee.

B: Thank you very much Mr Akroyd ...

A: Is that all right?

B: ... that's very kind.

A: Thanks. If in future though, you must bear in mind that if the cheque hasn't cleared by the end of the day it can't be credited to your account.

B: OK, thank you.

3

A: Sir, I'm afraid this, this flight is actually fully booked.

B: But I have a ticket.

A: I've just had a look at the computer and it's telling me, and I've just had it verified by my manager, that, um, this flight is fully booked and you will not be able to travel on this flight. I'm terribly sorry.

B: Right, so what do you suggest?

A: Um, well, there is another flight at 5.30 this afternoon ...

B: That's too late for me, I have a meeting to get to.

A: There is availability on this flight sir. I mean, in terms of getting you there we can, yes it will be later.

B: But you do acknowledge that it's not my fault that I'm being bumped off this flight?

A: You are absolutely right about that sir. What I can do is I can offer you an upgrade on the 5.30 flight. Would that be acceptable?

B: To club class?

A: Just one second. Yes, there is a seat in club class and I can put you on that straight away.

B: Right, well, I mean ... it will have to do I suppose, but it's not a good way to treat frequent fliers. Is there anything else you can do for me?

A: Sir, I could actually offer you a flight in the future if you wish and we can try to recompense you with vouchers for ...

B: Well, I think that would be fair, don't you?

A: Well, as I said, we will get you on the 5.30, we'll get you a club class seat, and I will offer you, we will offer you some vouchers for [your] next flight, to any destination in Europe flying with us ...

B: OK, well, let's do that then.

A: ... and I hope you continue to fly with us ...

B: We'll see.

4

A: So my company could sell to you at a much cheaper rate than you're getting now because we are literally two minutes down the road. So we'll make a huge saving in petrol, which we can pass on to you in the unit price.

B: Well, that does sound good, but we do have a long relationship with this other company. I mean, we'd, we'd need a pretty substantial discount in order to make it fiscally viable for us.

A: OK, your unit price at the moment?

B: It's about 70 per kilo.

A: OK, well, we could do 50.

B: Really?

A: Yeah.

B: OK, well, if you can do 50 ... um ... I'm actually ... I actually run about four different stores so what I can do if you can get ... tell you what ... if you can get it down to 45 then I can guarantee we would do at least four stores for you, rather than just one.

A: OK, 45 is pushing it, but if we can make it at least five, I've got to get one more than four to make, to make that viable.

B: OK, OK, we'll do five, five for 45.

A: Yeah.

B: OK, we can definitely do that.

A: Fantastic, it's a deal.

Language focus (SB page 74)

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

Tips:

- Let students work alone at first on the exercises, before comparing answers in pairs.
- Students should be able to pronounce these phrases intelligibly so drill them, if necessary.
- Encourage students to make a note of new expressions which they would like to use.
- Ask students which alternative phrases they already use in English for the same functions.

1

- | | |
|-----------------------------|-----------------------|
| 1 What I can do; acceptable | 4 could; if you like |
| 2 If you can; then I can | 5 absolutely the best |
| 3 prepared to | |

2

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

Pronunciation (SB page 74)

Aim: to focus students on a particular aspect of pronunciation of the target phrases.

Tips:

- Play the recording two or three times, if necessary.
- At this level, try to promote good all-round pronunciation including stress, intonation and linking. In this case, ensure that they are stressing the auxiliary verb appropriately.
- Use students with exemplary pronunciation to act as models to help others in the class.

1 do acknowledge 3 does sound
2 did actually go
They are for emphasis.

2.49

- 1 But you do acknowledge it's not my fault?
- 2 You did actually go into overdraft.
- 3 Well, that does sound good.

2.50

You said you'd deliver them today.
You did say you'd deliver them today.
I understand.
I do understand.
It seems like a good deal.
It does seem like a good deal.
I think that would be fair, don't you?
I do think that would be fair, don't you?
Have a seat.
Do have a seat.
You promised me a discount.
You did promise me a discount.
That sounds tempting.
That does sound tempting.
I appreciate that.
I do appreciate that.

Speaking (SB page 74)

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

Tips:

- Give students time to prepare this activity. Circulate and monitor carefully whilst they are talking.
- Add one or two additional topics which you think will be of particular relevance to your learners, eg trying to obtain a discount in relation to language course fees.

- Correct sensitively, paying attention to the target language especially, and including pronunciation issues.
- If time allows, students repeat the task in new pairs.

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Homework extra

If students have found this focus engaging, ask them to write up one of the conversations from *Speaking* for consolidation. They should use some of the new phrases, including the auxiliary verbs for emphasis. You could ask pairs of students to act out good examples.

Global voices

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

Warm up (SB page 75)

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

Tips:

- Circulate and monitor any speaking task, but be careful not to overcorrect.
- Note down any words or expressions relevant to the topic of customer service, to highlight at the end.

Listening (SB page 75)

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

Tips:

- Tell students you don't expect them to understand every word; some of it will be hard. This is because the text has not been scripted or graded in any way. It's what they would hear in 'the real world'.
- Let students give their own personal reactions to what people said after exercise 2. Ask *Can you relate to anything that the four speakers mentioned? What did you find interesting about their comments?*
- It may be tempting to hunt for specific pronunciation or language errors, but we recommend against this. In real world communication not everyone speaks perfect English all the time, not even native speakers.

- 1 F (... I think the difference between *The Netherlands* and *England* isn't very big ...)
- 2 T
- 3 F (*You literally walk inside the door and then you get five people come up to you all at once and ask do you need help.*)
- 4 T

2.51

A = Marion; **B** = Scott

Marion (The Netherlands) and Scott (England)

A: I was in, um, I was in Holland over the weekend and went shopping with my mum and, um, it was really interesting because we went to, um ... generally I think the difference between The Netherlands and, and England isn't very big in terms of customer satisfaction or the way people meet and greet you in, in shops, um, but we were in a, a big department store and we were looking at children's socks and all of a sudden this woman came up to us and said 'Do you need help with anything?' and I thought 'We are in a department store', you know, 'looking at socks,' and it was just a really random sort of experience where she came up and said 'Do you need help with anything?' because they normally wouldn't do that.

B: I have had that experience in mobile phone shops before. You literally walk inside the door and then you get five people come up to you all at once and ask do you need help. You need a chance to actually look at the mobile phones to ascertain if you want to buy it or not so ...

A: Yes, and what you'd like.

B: ... a bit too intrusive I think, sometimes they need to stand back and let you decide on options ...

A: Let you decide.

B: ... before you want to buy.

A: Well, exactly, yes, absolutely.

B: I think certain industries are more intrusive ...

A: Yes.

B: ... when you go into ...

A: Yes, so ...

2

- 1 It doesn't extend to 'low-class citizens'.
- 2 an mp3 player; yes, but not insurance
- 3 Lillian
- 4 Sometimes she has to wait for service while two young girls are talking at the till, which doesn't happen in Poland, but she appreciates the politeness in England.

2.52

A = Lillian; **B** = Dominika

Lillian (Kenya) and Dominika (Poland)

A: Well, um, Kenyans generally they are known for being hospitable and being nice to people, but sadly this is not extended to the, to the low-class citizens. You know, they just have to tolerate being not treated well. But I must compare it to the UK, I find the British pleasant, very pleasant. I just recall the other day I went into Currys to buy an mp3 player. Now I'm not good in this electronic guidance ...

B: Me neither ...

A: ... but the gentleman there was very helpful. He explained to me, you know, the technical products, you know, how, how many songs the mp3 can hold, and he went out of his way and he took me to the counter, processed the payment, talked to me about the insurance, and I almost bought it, but I didn't ...

B: I hope he got fantastic commission?

A: Yes, but he was really, really helpful and I walked away feeling wow, that was good.

B: Did you have to wait for any staff to approach you or ...?

A: Actually, no, he saw me, he saw me looking at the area where the mp3s were kept and he walked over to me and asked me if he can help me which I thought was really nice because he took a personal interest in me.

B: Very good. Sometimes I have to say that I have need to wait for people to serve me. It happens quite often that two very young girls are just busy chatting to each other over the till rather than ... that's that's the common thing. And that's something that wouldn't happen in Poland really. But yes the manner and, you know, saying 'thank you' and 'Is there anything I can do for you?' is very good.

Language focus: stance markers (SB page 75)

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

Tips:

- The objective of these exercises is primarily awareness-raising, not production. However, at this level they are likely to have heard the expressions and can experiment with using the language immediately.
- Drill the stance markers, if necessary.
- After exercise 3, ask students to choose three stance markers that they would like to experiment with, if possible before next lesson.

1

sadly: the speaker is unhappy about what follows

literally: the speaker is annoyed – this happens at an inappropriate moment

2

frankly – to be honest

thankfully – luckily

basically – fundamentally

clearly – obviously

actually – in fact

Linking ideas: clarification and emphasis (SB page 77)

Aim: to highlight and focus on a particular aspect of language that students can use to improve their writing.

Tips:

- Sometimes this section serves as reinforcement of language that students have encountered passively before, for example in the reading texts. Make this link clear where possible.
- Let students check their answers in pairs or small groups, then correct in open class.
- For variety and efficiency, put some of the answers on the board for students to self-check, eg exercise 2.

1	
a not to mention	c to be precise
b namely; in other words	f in particular; ideally
2 incorrect alternatives	
1 in particular	4 ie
2 in other words	5 precisely
3 or rather	6 ideally

Preparing to write (SB page 77)

Aim: to give students opportunity to brainstorm ideas for the writing task.

Tips:

- Allow students to discuss ideas in pairs or small groups.
- Explain that ultimately they will write three or more emails, as part of the same transaction.
- Ask students to make notes at this stage, but not to begin writing the email.
- Refer students to the language in *A semi-formal email* and encourage them to integrate these into their forthcoming interaction.

Writing (SB page 77)

Aim: to give students practice in more extended writing tasks.

Tips:

- This section can either be done in class or students could email each other for real, for homework.
- Remind students to refer back to the model text and encourage them to experiment with some of the target language from this section.
- Ask students to check their work carefully before they hand it in.

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Homework extra

In pairs, ask students to search the internet for details of a holiday rental property in a country of their choice. They should then write the imaginary email transaction between a 'holidaymaker' making queries and the 'owner of the property'. As potential holiday renters, they should stipulate two or three personal priorities, which are a reaction to previous negative experiences in similar rentals, eg cleanliness (last rental was filthy), noise etc.

Study Skills

Learning language in context (SB page 77)

1 Books closed. Write up this suggestion by a teacher trainer: *A good way to extend your knowledge of English at advanced level is ...* Elicit some examples of how to finish the sentence. Then write up the remainder of the sentence: *... to study language as it occurs naturally in real (spoken or written) texts.* Ask students *How do you usually 'milk' a text, if at all, for useful vocabulary and phrases? How do you ensure that you understand and also remember this vocabulary?* Invite them to share their ideas with the class. Then students read the procedure and discuss it in pairs. Ask them *Are there any new strategies that you would like to try?*

2 Focus students' attention on the expressions in italics in exercise 1 and the two examples of vocabulary records. Ask them *How is this different from what you do? Do you usually store words as single items, or in a phrase/with a preposition or collocation? Do you usually give an example sentence?* It is this final point that is most significant here.

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Extra activity

It might be useful for students to compare their current vocabulary records before they start exercise 3. If there is a good example of where a student has used clear example sentences, possibly showing collocations, show it to the class.

3 This exercise is particularly useful for those students who tend to be rather careless or superficial when recording new vocabulary items. See *Extra activity*. Students record at least three phrases following the suggestions they consider best for them. If they don't have access to a collocations dictionary in class, they could do (part of) this task for homework. Encourage them to compare what they have written.

Possible answers

extend your knowledge: I try to extend my knowledge of prepositions by recording them in my vocabulary book.

on a regular basis: I go jogging on a regular basis.

the more often ... the better: The more often I watch TV in English, the better my listening skills become.