

Coursebook			
Unit 3	Language	Texts	Communicative skills
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Additional resources	
<b>eWorkbook</b>	Interactive and printable grammar, vocabulary, listening and pronunciation practice Extra reading and writing practice Additional downloadable listening and audio material
<b>TB resource CD</b>	Communication activity worksheets to print and photocopy
<b>Go global</b> Ideas for further research	<b>Land</b> Ask students to find a video clip of David Suzuki. There are many interviews and clips of him on video sharing sites (such as YouTube). They watch and report back what he said. <b>Sea</b> Ask students to explore the Ocean Portal of the Smithsonian museum website and find three more amazing facts to share.

## Part 1

TEACH GLOBAL  
THINK LOCAL

### Lead-in

Write a list of local environmental concerns up on the board. The following items are to give you ideas, but adapt, add or cut to best suit your local situation.

- unclean water
- not enough parks
- car pollution
- dirty beaches
- too many buildings
- litter on the streets
- noisy neighbours
- parking disputes
- out of town supermarkets
- dangerous dogs

Ask students to work in groups and rank these in order of most concern to least concern for them.

### Speaking (SB page 30)

**1** Books closed. Do the quotation as a dictogloss: tell the students you are going to read them a quotation once, and once only. They must listen and try to remember as much as they can. Read the quotation slowly. Then ask students to work in pairs and try to reconstruct as much of it as they can. Finally ask them to check their dictation in the book on page 30. Ask them to brainstorm two different endings in pairs.

**2** Pairs now compare their answers. Ask a few to read theirs out to the class. Then tell them to turn to page 131. What do they think of the ending? Which ending do they like best? If you are working with a monolingual class you could get them to translate the quote and compare translations.

### Language note

This quotation has a slightly unusual syntax for students, the inversion of the auxiliary and subject at the end *will we realise*. The reason for this is the adverbial *only* at the beginning of the sentence. This inversion also occurs directly after negative adverbials such as *not only* or *never* at the beginning of sentences. eg *Never have we been in such danger. Not only did they pollute the waters, they destroyed the forest as well.*

### Reading (SB page 30)

This is an extract from a book about the environment called *The Sacred Balance*.

**1** Make sure the students understand the word *sacred* (in this case, the closest definition would be ‘so important that you should not change or criticise it’). Tell them that *The Sacred Balance* is the title of a book. Ask them to choose what argument the author is making, based simply on the title.

**2** Now tell the students to read the extract from the book and check their answer. They should also find three reasons the author uses to support his argument.

The correct answer is 1. Reasons given include:

Weather affects us less.

We forget the source of our food and water.

We depend on technological inventions that are not natural.

We have moved more and more to cities.

**3** This exercise is designed to make students think critically about how language is used to make an argument. The sentences from the text express the same ideas as in the exercise but use more emotionally charged language. There may be some words or expressions the students are unsure about, so be prepared to explain some of these, or ask students to use their dictionaries.

1 ... we feel ourselves to have escaped the limits of nature.

2 Food is often highly processed, and comes in packages, revealing little of its origins in the soil.

3 We forget the source of our water ...

4 ... we ... will risk or sacrifice almost anything to make sure our way of life continues.

5 ... policy decisions will more and more reflect the illusory bubble we have come to believe as reality.

6 Consider our response to the insistence of a ringing telephone or our behavioural conformity to the commands of computers.

**4** Pairwork. Students ask and answer the questions. Open this up to a whole class discussion by calling on different students to tell you their answers.

## Background note

David Suzuki is a Canadian-Japanese academic, science broadcaster and environmental activist. He is well known for criticising governments over their lack of action to protect the environment and has written more than forty books, many of them about popular science and environmental issues.

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## Reading extra

There are two extra activities you could do to exploit the *Reading* further.

### 1 Summaries

Put students into three different groups. Assign each group a paragraph from the text. Within each group, students work in pairs and try and write a summary of the paragraph, using fewer words and simpler language. Students then compare their summaries, and put them together to make a new text.

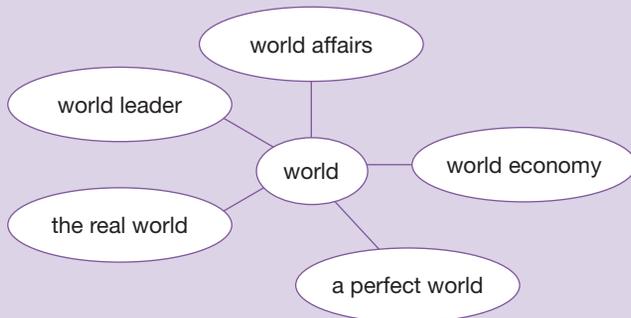
### 2 Collocation networks

Write the following words up on the board, in a circle for each one: *world, human, food, water*.

Ask students to find all the phrases and collocations in the text with those words.

Answers: *worldview, natural world, human-made, human existence, highly processed food, clean water, source of water*. Add these to each of the circles so as to form mini mind maps.

Now ask students to add other words or phrases to each of the mind maps. Tell them they can use dictionaries if they wish. Feed back, eliciting examples and explanations of any terms that come up and add these to the collocation networks.



### Possible answers

world: *world leader, world affairs, world economy, a perfect world, the real world*

human: *human being, human existence, human history*

food: *staple food, gourmet food, junk food, nutritious food, fast food, food source, food supply, food poisoning*

water: *fresh water, saltwater, ice-cold water, mineral water, water pressure, water supply*

You could point out the use of *human-made* in the text and how this is an example of using non-sexist language, as the original term is been man-made.

## Extend your vocabulary (SB page 30)

Write *land* and *country* on the board. Ask students to tell you what the difference is, if they can. Then go through the explanation and examples in the box. Students complete the exercise. Feed back.

- 1 country
- 2 land
- 3 land
- 4 country

## Vocabulary and Speaking (SB page 31)

1 Reproduce the diagram on the board (or project it, if you are using an interactive whiteboard). Ask students to make combinations of words using words in the outer circle with words in the inner circle. Allow them time to do this, and access to a dictionary if they have one. Circulate and monitor.

There are many different combinations; the following are the best collocations. Collocations that are possible but not very strong are in brackets.

hills: rolling, green (high, barren, grassy)

mountains: high, snow-capped

field: green, open, corn, wheat, grassy (dry, barren)

forest: rain, dense (green)

river: broad (dry, green)

desert: barren, dry

2 Now ask students to prepare a short text to describe the natural features of their country (or region, if they are more comfortable with that). They should work on this individually, and then present it to each other in pairs. Point out the *Useful phrases* to help them make their presentation.

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## Alternative procedure

Before preparing their presentation, ask students to work in pairs and draw an outline of their country or region on a piece of paper, indicating which direction is north, south east and west. Then tell them to take turns to describe the natural features of the country while drawing them on the map. Together the students should produce an illustrated map of the natural features of their country. When they have finished, they compare maps with another pair.

## Part 2

TEACH GLOBAL  
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### Lead-in

Find a local newspaper or news website and make a note of the headlines that week (in English). You need five to eight headlines. Write each one on an index card and put these around the room. As students come in, explain that the room is a news gallery. Students should go and look at the different headlines. For each headline they must say at least two things they know about the story. Allow students time to move around and discuss the different headlines, joining in yourself.

### Speaking and Writing (SB page 32)

1 Ask students to read the questions in the questionnaire to themselves first and think of their answers. They should then add two more questions they could ask a partner about the news.

2 In pairs, students now ask four of the questions from the questionnaire, including their own. Circulate and monitor. Feed back in open class.

3 Write the words in the box on the board and make sure the students know what they all mean (these should all be easy, except for *flock of birds* – the collective noun for a group of birds). Go over the instructions and tell them to write a news story. This should be done relatively quickly, as there will be a chance later for them to improve it. It is a fluency writing exercise, so the focus should be on getting ideas down on paper and not focusing too much on accuracy at this point.

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### Mixed ability

If you have a mixed ability class, then have them do this activity in pairs, each pair consisting of a weaker and stronger student. Circulate and make sure that weaker students also contribute ideas to the story.

4 Students now work in groups of four or five. They circulate and read each other's news stories (or take turns reading them aloud) and then decide on the one they like best. Feed back, asking groups to read out the news story they chose.

### Listening (SB page 32)

This is a news report about the true story of a plane making an emergency landing on the Hudson River in New York.

1  1.44 Tell students they are now going to listen to a news story which contains all the words they used in their story. Tell them the news story is based on a true incident. Ask them to listen to see if it is similar to any of their stories.

2 Now tell them to listen again and put the words from speaking and writing exercise 3 in the order they appear. Play the recording, pausing after the first word that appears and making sure everyone notes it down. Then play the rest of the recording. The words are shown in bold in the audioscript below (note that the verbs *land*, *hit* and *survive* are inflected in the audioscript).

#### 1.44

The **pilot** who saved 155 lives by **landing** his stricken aircraft on the Hudson **River** in New York has described the moment his windscreen was 'filled with big, brown birds'.

Captain Chesley B Sullenberger III said US Airways Flight 1549 flew into a **flock of birds** at 1,000 metres moments after taking off from LaGuardia **airport**.

Moments later, he was forced to tell air traffic controllers 'We're gonna be in the Hudson.'

The veteran pilot told crash investigators from the National Transportation Safety Board that he heard a 'thump' followed by 'a smell of burning birds' and then 'silence' as both the Airbus A320's engines cut out.

His first instinct as the birds struck was to duck and then he cried out 'My aircraft!' when he realised what had happened.

Mr Sullenberger, 57, a former fighter pilot, said he then made a split-second decision to bring the aircraft down in the Hudson River because he knew it was 'too low and too slow' to reach a safe landing spot without **hitting** nearby buildings, which would have caused a 'catastrophic' crash.

Flight controllers asked him if he could make it back to LaGuardia, or nearby Teterboro airport, but he replied 'We can't do it. We're gonna be in the Hudson'. That was his last communication with the ground.

At the moment of impact first officer Jeff Skiles was flying the **plane** and he described catching sight of a large number of dark brown birds approaching in 'perfect formation'.

After they hit Mr Sullenberger immediately took over the controls.

Two of the plane's flight attendants told investigators there was an eerie quiet in the cabin after the engines stopped and it was 'like being in a library' as smoke and the smell of burning filled the plane.

But Mr Sullenberger set the aircraft down so smoothly on the water that the flight attendants compared it to an ordinary 'hard landing' on a runway.

The pilot – known to colleagues as 'Sully' – then issued a one word demand to 'evacuate' and stayed on board himself until everyone else was safe.

All 155 passengers and five crew **survived** after being picked up by nearby boats.

3 In pairs, students now retell the story from memory, using the words as prompts.

4 Working with the same partner, ask students to discuss the questions. Open this up to a class discussion by calling on different students to give their answers.

5 Go over the language features of news stories and the examples. Then ask students to turn to the back of the book and find other examples of these same features.

**Possible answers**

- 1 Examples of direct speech: *'Too low and too slow.'*; *'We can't do it. We're gonna be in the Hudson.'*
- 2 Very specific details: the pilot's age (*Mr Sullenberger, 57*); What the pilot felt and said when it happened (*His first instinct was to duck and then he cried out 'My aircraft!'*)
- 3 Adjective phrases: *a catastrophic crash; dark brown birds, eerie quiet ...*
- 4 Time phrases: *moments after taking off; moments later; then; After they hit; after being picked up*

**Background note**

The news story of the Hudson River landing is taken from a true news story from January 2009. Several news outlets began to call it 'The Miracle on the Hudson' and it was later hailed as the most successful ditching (emergency landing) in aviation history. There have been at least two documentary films made about the six-minute flight since then.

**Pronunciation (SB page 33)**

**1** Direct students' attention to the sentence from the pilot's transcript. They should be able to identify what *gonna* means quite easily.

*Gonna* is a short form of *going to*.

**2** Explain that *gonna* is quite an informal but common way of pronouncing *going to*. Ask them to look at the other reduced forms and to read them to themselves aloud. Go through the answers, drilling the pronunciation of the reduced forms.

did you; don't you; don't know; give me; got to; kind of

**3**  **1.45** Play the recording and pause after the first example, giving students time to write what they hear. Tell them they can write the reduced form for this exercise but point out the *Language note* and the formality / correctness of these forms in written English.

Play the remaining utterances for students to write. When checking back answers, ask them to read them out loud and to copy the pronunciation.

 **1.45**

- 1 Here, gimmie that pen will you? Thanks.
- 2 Ugh! Rain. Doncha hate it when it rains?
- 3 Hey, didja hear the news?
- 4 Is that the time? I've gotta go.
- 5 I dunno what you're talking about.
- 6 Can you please be quiet? It's kinda difficult to study with all this noise.

**Vocabulary (SB page 33)**

**1** Direct students' attention to the beginning of the dictionary definition for the verb *land*. Working individually, students match the different possible definitions to the example sentences.

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

**2** This exercise works best if you choose an example to do yourself for the students. Write the three items on the board and briefly explain each one. Students then choose two categories and write their answers. Circulate and help with any language problems. Then put students into pairs and tell them to discuss the things they wrote. Feed back as a whole class.

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**Homework extra**

Ask students to work on the 'news story' they created in the *Speaking and Writing* exercise. Using the example features of news story language they write a more detailed version of their story to bring to class.

## Part 3

### Vocabulary (SB page 34)

**1**  **1.46** The recording is of various sounds of the sea. If you can, have the sounds from the recording playing as the students come in. Let students sit down and motion for them to be quiet. Then play the sounds a second time and ask students to write down all the words that come to mind while listening. They then compare lists with a partner.

**2** Ask students to open their books and look at the words in the box. Were any of the words on their original list? Ask them to put the words into different groups and to give each group a heading. Most students should find the groupings below, but be prepared to accept other groupings that make sense logically! Circulate and help, clarifying unknown words and / or encouraging students to use their dictionaries. Go through all the words at the end, drilling pronunciation.

#### Possible answers

Movement of the sea: *current, wave, tide*

Equipment to go in the sea: *snorkel*

Things on the beach: *sand, seashells, seaweed*

Water sports: *dive, waterskiing*

Things that live in the sea / at sea: *jellyfish, seagull, shellfish*

Kinds of boats: *ship, tanker, yacht*

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#### Extra activity

Ask students to add more words of their own to the categories, or to add any of the words they wrote from exercise 1.

**3** Tell students to close their books. Begin to draw one of the items yourself on the board. When someone calls out what it is correctly say *Right!* Then get students in pairs to do the same.

### Reading (SB page 34)

This is a series of facts about the oceans, written in a sensational style to make the facts seem more ‘amazing’.

**1** Tell the students they are going to read some facts about the oceans. Draw their attention to the title *Amazing Ocean Facts* on page 35. Tell them that they should first read the facts and decide for themselves which ones they think are really amazing or not. Ask them to give a mark to each fact, according to the key in the activity.

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THINK LOCAL

### Alternative procedure

The first task above is designed to be an alternative to the usual comprehension task and elicits a more personal response to the text while still checking comprehension (the students have to understand what the fact is before judging it as amazing, interesting or boring). This means that answers will vary and there is no one correct answer. However, if you would like a more traditional first task you could ask students to read and decide which fact or facts are about:

- waves (fact 4)
- sharks (facts 1 and 2)
- communication (fact 7)
- water pressure (fact 9)
- life under the ocean (facts 3 and 8)
- sea levels rising (facts 5 and 6)

**2** Tell the students they are going to find language the author used to make the facts seem more interesting and amazing. Do the first one as a group.

Although deaths from shark attacks get a lot of attention, **far more** people are killed each year by elephants ... (*far more* sounds like a much larger number)

Up to a **staggering** 80% of all life on earth is found under the ocean surface. (*staggering* emphasises how big the percentage is)

This **gigantic wave** occurred in the gulf of Alaska in 1899. (*gigantic* is an ungradable adjective, meaning ‘very very big’)

... the oceans would rise by 66m, causing **catastrophic damage** to all human life everywhere. (*catastrophic* emphasises how bad and serious the damage would be)

Even in this day of modern technology, the seas are still used **for vast amounts** of human activity. (*vast* means ‘a very very big number’)

Life on land has existed **a mere 400 million years** ... (*mere* is usually used with small numbers, and used here it accentuates how long life under the oceans has existed)

**3** In pairs, students choose three of the questions and discuss together. Circulate and monitor, then get feedback at the end by asking different students to report on the questions they answered.

### Background note

These facts were adapted from the 1995 Ocean Planet exhibition at the Smithsonian Museum.

### Grammar (SB page 35)

1 Ask students to read the information in the box to themselves. While they do this, you could reproduce an incomplete grammar table on the board, like this;

Present perfect simple
subject + <i>have / has</i> + _____
Present perfect continuous
subject + <i>have / has</i> + _____ + _____

Elicit the missing elements, and go over the rules of use with the students together. Students find other examples of each tense in the text (see exercise 2 for answers).

2 Ask students to reread the rules and decide why the author chose each tense.

Present perfect continuous: The seas **have been rising** steadily (present perfect continuous for an activity in progress)

Present perfect simple: The seas **have risen** between 10 and 25 cm ... (this is the result of an action)

Sea levels will continue rising even if the climate **has stabilised** ... (the action has finished, and this is the result)

Life in the oceans **has existed** for over 3 billion years. (present perfect simple is preferred as *exist* is a state verb)

#### Language note

The present perfect continuous is a tense that many teachers and students love to hate. However, it is not very frequently used (there are only two examples in the text itself) and it is perhaps more important to focus on the perfect aspect rather than the continuous aspect, as that is what causes most problems conceptually for students.

Remember that like any other continuous tense, the present perfect continuous is not usually used with state verbs (eg *Have you understood?* NOT *Have you been understanding?*)

3 Make two columns on the board, labelled *Past simple* and *Present perfect*. Ask students to do exercise 3 on their own, then ask different students to come up and write a time adverbial from the box in the correct column.

Past simple	Present perfect
<i>a few years ago</i>	<i>already</i>
<i>yesterday</i>	<i>for years</i>
<i>in</i>	<i>never</i>
<i>last year</i>	<i>since I was a child</i>
<i>for years</i>	<i>yet</i>
<i>for years</i> can be used with both tenses.	

4 Students now complete each pair of sentences with the correct form of the verb.

- 1 have been rising
- 2 have risen
- 3 have you ever lived
- 4 have you been living
- 5 have been afraid
- 6 have been taking

5 Direct students to look at the verb phrases. Give them a time limit (eg three minutes) to make as many true sentences as they can using these phrases. Do some yourself during this time.

When the time is up, read out one of your sentences, eg *I've never been fishing at sea*. Encourage students to ask you a question or questions about it, eg *Would you like to go?* Then do this with a second sentence. Students then do the same in pairs. Feed back by asking different pairs to report back on their conversations.

#### Grammar focus

Refer students to the language summary on present perfect simple and continuous on page 138.

You can use exercise 1 on page 139 for:

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

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

## Part 4

TEACH GLOBAL  
THINK LOCAL

### Lead-in

Find a map of the country that you are teaching in and copy the outline on the board. Ask the class if they can recognise the drawing on the board. Invite students to come up one at a time and add something to the map (a natural feature, a dot to represent a city, an outline of a state or province within the country). Continue until you have a full map on the board. Then begin with the first two questions in open class.

### Speaking (SB page 36)

Exercise 2 and the *Listening* section are about the *Carta Marina*, a very old map of Scandinavia.

- 1 Ask students to choose three of the questions to discuss in pairs (if you did the *Lead-in* above then ask students to discuss the remaining questions). Feed back.
- 2 Ask students to look at the map on page 36 and ask and answer the questions. They should then look at the section of the map on page 132 and do the same again. Feed back on their answers in open class.

The map shows the countries of northern Europe, including modern Scandinavia, Denmark, Finland and the Baltic States.

The map is very old and shows the shape of the countries as cartographers (map makers) imagined them to be at the time.

### Listening (SB page 36)

This is a lecture about the *Carta Marina*.

- 1  **1.47** Tell students they are going to hear a description about the origins and details of this map. They should listen and point to the images on page 132 in the order they hear them (shown in bold in the audioscript below).
- 2 Tell students to look at the questions, which touch on specific details from the listening. Ask them to try and answer as many of the questions as possible from memory. Then play the recording a second time and let them check their answers.

- 1 The Carta Marina was drawn in Italy in the early 1500s (it was printed in 1539). The original map is 1.70 metres tall and 1.25 metres wide.
- 2 They weren't afraid of sailing off the edge of the world.
- 3 Two sailors are cooking a meal on its back.
- 4 A legendary sea serpent.

### 1.47

The images you see here are reproduced from the *Carta Marina*, one of the most fantastic ancient maps still in existence. *Carta Marina* is Latin for 'map of the sea', but this is actually a map of the Northern countries, the part of the world now known as Scandinavia.

The map was drawn by Olaus Magnus, a Swedish priest living in Italy in the sixteenth century. It was printed in 1539 on nine large wooden blocks. The original map produced a document that was 1.70 metres tall by 1.25 metres wide. The map is remarkable for its small painstaking detail.

Contrary to popular modern belief, mariners of the time did not believe that they would sail right off the edge of the earth. They were, however, quite nervous about what they would find in their travels. The *Carta Marina* is especially famous for the fantastic colourful **sea monsters** and the tiny intricate details depicted on it. Let us examine a few.

In the top corner you can see, off the coast of Iceland, the **wreckage of many boats** and **several great floating trees** show the dangers of sailing there. Also near the upper left corner an English sailing ship has hooked onto a grotesque huge **whale**. What's more interesting is that on the back of the whale you can see **two sailors cooking a meal**.

In the seas below Iceland you can see other famous sea monsters of the time. The large green head emerging from the sea is that of a **Leviathan**, a legendary sea serpent that measured over three hundred feet. Nearby is a **monstrous pig**, with eyes on its sides and a small crescent moon on its back. You can also see other giant sea creatures, including what looks like an enormous **lobster**.

These illustrations of monsters were common on old maps such as the *Carta Marina*, but eventually the practice died out with modern mapmaking. However, stories about sea monsters have existed in almost all cultures that have contact with the sea, and many still persist to this day.

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### Listening extra

For some extra vocabulary work using the text from the listening, play the recording in 'chunks' using the audioscript as a guide; each chunk is a paragraph.

Write the following on the board:

- 1 *that still exists*
- 2 *made a document*
- 3 *drawn on it*
- 4 *next to the coast of Iceland*
- 5 *a very big lobster*
- 6 *many still exist today*

Play the recording and pause after the first paragraph. Ask students how the speaker expressed the words in 1. What were her exact words? Elicit the answer, then do the next paragraph.

Answers:

- 1 *still in existence*
- 2 *produced a document*
- 3 *depicted on it*
- 4 *off the coast of Iceland*
- 5 *an enormous lobster*
- 6 *many still persist*

3 Ask students if they know any other legends about sea monsters (if you are teaching in a place near the sea there may be stories or legends in the local culture). Tell them that the descriptions in exercise 3 are taken from legends about sea creatures from different parts of the world. Do the students recognise any of them?

### Background note

Stories about giant squids and giant white sharks have been used in many stories and films (eg *Twenty Thousand Leagues under the Sea* by Jules Verne, or the *Jaws* films).

The Loch Ness Monster is a legendary giant sea serpent in Loch Ness in Scotland. Many people today believe the monster exists and ‘monster-hunting’ is an important part of the tourist industry.

A creature with the head and body of a woman and the tail of a fish is called a *mermaid*. One of the most famous mermaids comes from the story *The Little Mermaid* by Hans Christian Andersen. There is a statue of the little mermaid in Copenhagen.

A giant sea monster with several heads exists in ancient Greek mythology and was called the *Hydra*.

### Grammar (SB page 37)

1 Ask students to close their books. Write the first three examples on the board. Elicit what the adjectives are, and what the difference is between each adjective in the phrase. Ask students to formulate a rule about the order of both these kinds of adjectives. Then do the same for the other examples. Students then open the book and complete the rules. They then check their rules with the ones in the book.

First rule: after

Second rule: **size** / age / **colour** / origin / material; **before** the noun

### Language note

The order of adjectives is a worrisome area for teachers and students. The two rules of thumb here are enough for students to go on for most of their communicative needs at this level. In fact, one can still express quite complex noun phrases using these categories. Long lists of adjectives are relatively uncommon especially in spoken English.

2 Students now put the words in the correct order. To make this exercise easier, ask them first to read through and underline the nouns. They should then write these in a column in their notebooks, with enough space to write the other words to the left of the noun. Students then write the adjectives in the correct order. Ask them to check their answers by going through the audioscript on page 152.

- 1 small painstaking detail
- 2 popular modern belief
- 3 fantastic colourful sea monsters
- 4 tiny intricate details
- 5 upper right corner
- 6 an English sailing ship
- 7 large green head
- 8 a small crescent moon

3 Now ask students to turn to the map at the back of the book again. They should take turns describing things they see on the map using as many adjectives as they can, but not more than two or three per noun phrase, in order to avoid long unwieldy noun phrases that sound awkward. At the end, elicit different things and write these on the board, correcting any errors made with adjective order.

### Grammar focus

Refer students to the language summary on adjective order on page 138.

You can use exercise 2 on page 139 for:

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

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

### Pronunciation (SB page 37)

This is a poem by the former British poet laureate John Masefield.

1 Before looking at the individual phonemes, ask students to read through the words first and see if they can find which ones rhyme. Then read out the individual sounds and ask students to match each pair of words to a sound.

**2**  **1.48** Play the recording and ask students to listen and check their answers. Drill the pronunciation of the words. Elicit what the common spellings are for each sound and ask students to try and think of one or two more words with the same sounds.

/i:/	<i>dream, wheel</i>	common spelling: <i>ea, ee, ie</i> other words: <i>meat, see, field</i>
/aʊ/	<i>cloud, down</i>	common spelling: <i>ou, ow</i> other words: <i>loud, frown</i>
/aɪ/	<i>sky, white</i>	common spelling: <i>i, y</i> other words: <i>try, might</i>
/eɪ/	<i>break, whale</i>	common spelling: <i>ea, a, ai</i> other words: <i>steak, ate, fail</i>
/ɪə/	<i>clear, steer</i>	common spelling: <i>ea, ee</i> (not as common as <i>ea</i> ) other words: <i>near, fear, queer</i>

**3**  **1.49** Tell students they are now going to read and listen to an English poem with all these words. Clarify the words *steer* (to direct a ship or boat), *spume* (the white bubbles at the top of a wave), *vagrant* (with no home), *a merry yarn* (a happy story) and *rover* (a literary term for someone who travels around with no purpose). Play the recording.

Now ask students to work in pairs and take turns reading the poem, one line at a time. Circulate and monitor, correcting any errors of pronunciation you hear.

## Background note

A 'poet laureate' is a poet officially appointed by a government and often expected to write poems for state occasions and government events. Many English-speaking countries have a poet laureate. The UK recently appointed its first female poet laureate, Carol Ann Duffy.

TEACH GLOBAL  
THINK LOCAL

## Alternative procedure

If you and your students enjoy reading poetry aloud, here are some other variations on how to read the poem.

- Split the class into two halves. One half reads one line, the other half reads the next line. Continue alternating.
- Read one line yourself, the whole class reads the next line. Continue alternating.
- A student reads the poem, but pauses at the last word of each line. The whole class reads the last word.

## Homework extra

If you are teaching in an area that is next to the sea, one vocabulary area that often comes up (and can cause great headaches!) is that of seafood. Teach or review some of the main seafood words, eg *fish, seafood, shellfish, tuna, oyster, prawn, shrimp, salmon, lobster, crab*. Then ask students to find a menu written in their language and bring it to class, with translations of the different fish dishes. In the next class, go over some of the main ones. This could be further developed into a poster project of the principal fish eaten in the region, which could be displayed on the wall.

## Function globally: interpreting the data

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

### Warm up (SB page 38)

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

**Tips:**

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

### Listening (SB page 38)

**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).
- For multiple conversations pause the recording after each one.

1

Climate change is accelerating, and this is a result of increased human activity.

2

120: years of sea rise shown on the chart

1.8: the number of millimetres the sea rose per year until 10 years ago

3: the number of mm the sea has been rising per year for the past 10 years

6,000: the number of years since the sea level stabilised

 1.50

These two graphs show the rise in sea levels. On the left we see a steady rise over the past 120 years. In fact, over the past century, and until 10 years ago, the seas were rising at a rate of 1.8 mm a year, but over the past 10 years this rate has increased to almost 3 mm per year. This can be interpreted as a serious increase, and is most likely because of global warming. Global warming affects sea level rise in two ways: through thermal expansion and through the melting of the continental ice sheets. All the data suggests that these trends will continue, and the sea levels will continue to rise.

The other graph shows a much longer time period since the last ice age in fact. This data indicates that the sea level in fact rose and rose steadily for thousands of years and only stabilised around six thousand years ago, more or less. Now, this could mean that sea level rise is a natural phenomenon over thousands of years, it's been happening all along and it's just a natural thing. Looking at this data one could almost think that the current rise is not that serious. That there is no need to worry. However, I think that the recent data indicates that the pace is accelerating. In effect, it is happening much more quickly, and my feeling is, well I think that it's safe to say that this is as a result of increased human activity contributing to global warming.

### Language focus: interpreting the data (SB page 38)

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

**Tip:**

- Students should be able to pronounce these phrases intelligibly, so drill them.

 1.51

1, 2

- 1 **In effect**, sea levels have been rising for thousands of years.
- 2 This is **a case of** global warming.
- 3 **This points to** a recent increase in human activity.
- 4 The data **suggests** the seas are rising more rapidly.
- 5 This **could indicate** that it is a normal phenomenon.
- 6 This **could mean** there is nothing to worry about.

### Speaking (SB page 38)

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

**Tips:**

- Give students time to prepare this activity, and circulate and monitor carefully.
- Correct sensitively, paying attention to the target language especially.
- If time allows, ask students to repeat the task, but with a new partner.

## Global English

These lessons in *Global* have two main goals. The first is to give you and your students interesting information about English and language in general. The second goal is to provide students with practice in different kinds of reading comprehension tasks that they are likely to encounter in future study (for example, exams).

### Warm up (SB page 39)

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

**Tips:**

- be generous in helping students here with any unknown words in the first task.
- ask students to relate this task, wherever possible, to similar events or texts in their own lives.

**1**

Gutbai: Goodbye  
 Plis, Tenkyu: Please, Thank you  
 Wan, tu, tri: One, two, three  
 Mi sori: I'm sorry (me sorry)

**2** Students' own answers.

### Reading (SB page 39)

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

**Tips:**

- There are two tasks. The first focuses on the gist of the passage. The second is a more difficult task, similar to reading exam questions.
- If there is a third question the purpose is to raise students' awareness about a language feature; do not expect them to produce it immediately.
- This language is not tested or reviewed in future units, which means you have more flexibility with this material as to when and where you use it.

**1** Students' own answers

**2**

- 1 c (*whether this actually happened ... has been greatly debated*)
- 2 a (*The fauna and flora ... first signs of a future American English.*)
- 3 b (*a pidgin language can become quite sophisticated*)

**3**

- 1 eventful
- 2 colonists
- 3 distinctive
- 4 dramatic
- 5 instinctively

### Speaking (SB page 39)

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

**Tip:**

- This is a short speaking activity and can be done in whole class mode or in small groups.

As you go through these *Global English* lessons in the book, don't be afraid to ask students' opinions and reactions to the information in the text. Which do they find interesting? Do they know of similar experiences or facts in their own language or other languages? Some of your learners might be in your class because they are very interested in language, and these texts provide a great opportunity for you to capitalise on that motivation.

## Writing: an email to a friend

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

### Reading (SB page 40)

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

**Tips:**

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

**1**

- 1 the National Centre for Traditional Arts in Yi-Lan
- 2 you really need more than one day to see it properly; you really have to go and check it out for yourself

**2**

- 1 They had a brilliant meal at her house.
- 2 She wanted to go on holiday to the seaside.
- 3 A lot of things have happened. He is now back at work and has been really busy, catching up with emails and other things.
- 4 Traditional handicrafts like ceramics, toys and clothes, and calligraphy.
- 5 He watched some fascinating performances of traditional dance, as well as demonstrations of traditional crafts, and ate loads of delicious Taiwanese snacks.
- 6 A beautiful old town inside the centre.
- 7 It is basically a reconstruction of a traditional Taiwanese town. The whole town is built and decorated in an authentic style, so that when you go inside you feel as if you're walking into Taiwan of the 19<sup>th</sup> century.
- 8 It has a really peaceful, nostalgic atmosphere.

## Writing skills: an email to a friend (SB page 40)

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

**Tip:**

- Clearly explain the focus and do an example of one of the questions first with the students before asking them to continue on their own.

**A**

**1, 2**

- 1 Hi Emily
- 2 (I'm attaching some photos!)  
A lot of things have happened actually, which have stopped me from contacting you ...  
Well, I went there with some friends last weekend! We had an amazing time!!  
And we ate loads of delicious Taiwanese snacks!  
I took loads of pictures – I can't wait to show you them!  
Anyway, you really have to go and check it out for yourself – as you said, seeing is believing, isn't it?!  
All for now – keep in touch
- 3 It's ages  
I'm attaching  
I'm now back at work  
I've been really busy  
It's a huge place  
you feel as if you're walking  
how you're getting on
- 4 How are you?  
What have you been doing?  
How was your holiday?  
Did you get a chance to go to the seaside in the end?  
Or did you have too much work?
- 5 It's ages since we had that brilliant meal at your house.  
Remember you told me about the National Centre for Traditional Arts ...?
- 6 All for now  
Best wishes

**B**

- 1 brilliant
- 2 amazing
- 3 loads of
- 4 check it out
- 5 actually
- 6 Well
- 7 Anyway
- 8 Or
- 9 And

**Preparing to write (SB page 41)**

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

**Tips:**

- Allow students to brainstorm ideas in pairs or small groups.
- Ask students to make notes here, but not begin writing.

**Writing (SB page 41)**

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

**Tips:**

- This section can be done as homework.
- Remind students to refer back to the model text, but to be careful of the typical errors.
- Ask students to check their work carefully before they hand it in.

**Study skills**

**Communication strategies (SB page 41)**

**1** Tell students that they are going to do a quiz to reflect on communication strategies. They should do the quiz individually. If you like, you could do this as a listening. Read each question and the options out loud to the students for them to write down their answer a, b or c.

When they have finished, go over the information at the end of the exercise. You may wish to point out that it is useful to develop good communication strategies in general, but especially in a foreign language.

**2** At this point, students may still be confused about what different communicative strategies are open to them. To help them understand this more, ask them to do exercise 2. Go over answers together.

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

Point out that as their English improves they will perhaps need to use some of these strategies less and less (eg translation) but that all of these are commonly used by successful communicators in a foreign language to help get their message across.

For future classes, you could ask students to try a different strategy each week.