

Coursebook			
Unit 2	Language	Texts	Communicative skills
Part 1 SB page 18	Grammar Past simple and past continuous Vocabulary and Pronunciation <i>-ing</i> and <i>-ed</i> adjectives Word stress	Listening An interview with a ghostwriter	Speaking Ghostwriting Writing Ghostwriting a partner's experience
Part 2 SB page 20	Vocabulary Relationships Grammar Past perfect and past simple Pronunciation Weak forms	Reading <i>White Teeth</i>	
Part 3 SB page 22	Grammar Modifiers Vocabulary and Pronunciation Extreme adjectives Word stress	Reading and Speaking <i>Grimms' fairy tales</i>	Speaking and Listening A fairy tale
Part 4 SB page 24	Vocabulary Prepositions Extend your vocabulary Ways of talking about meaning Grammar <i>used to</i> and <i>would</i>	Reading <i>Legendary places</i>	Writing A mini saga
Function globally SB page 26	Generalising and giving examples Talking about philosophy Talking about likes / dislikes and family / friends		
Global voices SB page 27	Listening to people talk about influences on their lives Talking about <i>stuff</i> Talking about people who have influenced your life		
Writing SB page 28	A narrative Complex sentences Writing a story		
Global review SB page 29	Grammar and vocabulary review Extra speaking practice		
Study skills SB page 29	Improving your reading skills		

Additional resources

eWorkbook	Interactive and printable grammar, vocabulary, listening and pronunciation practice Extra reading and writing practice Additional downloadable listening and audio material
TB resource CD	Communication activity worksheets to print and photocopy
Go global Ideas for further research	Lives Ask students to find an American or British online genealogy or family history site and try to find anybody with the same family name as you (without registering). Legends Ask students to search for real places that use the name <i>El Dorado</i> , <i>Atlantis</i> or <i>Shangri La</i> . What places are they? Do they refer to the legend?

Part 1

TEACH GLOBAL
THINK LOCAL


Lead-in

Ask students what sort of people write biographies / books about their lives. Make a list on the board together (politicians, sports stars, actors, singers, other people with interesting lives ...). Ask students if they read any of these books or if they have read an interesting biography recently.

Speaking (SB page 18)

Background note

Andrew Crofts is a British ghostwriter. He writes books for people all over the world with interesting life stories. You can find more information about him at <http://www.andrewcrofts.com/>.

1  **1.12** Tell students to look at the images on the page. Explain that the man in the photo is Andrew Crofts, a ghostwriter. Read definitions 1–3 with students and elicit the meaning of *pen name* if necessary. Ask students to decide on the definition they think is correct. Play the first part of an authentic interview with Andrew Crofts and ask students to check their answer.

Definition 3

 **1.12**

A: Andrew, what exactly does a ghostwriter do?

B: A ghostwriter helps someone who has a story or an expertise that they want to put into book form but doesn't actually have the right skill to produce the book themselves. So they have the story in their head, or in their filing cabinets, or in their memory in some way and a ghostwriter will listen to what they have to say and then will create a book from that, in their voice.

2 Ask students to work in pairs and discuss the questions.

Possible answers

- 1 People who aren't able to write their life story themselves because they have no time or aren't good at writing or writing in English.
- 2 Advantages: you don't have to think of a story, you hear interesting stories.
Disadvantages: people don't know that you wrote the books.


Background note

Jimi Hendrix (1942–1970) was an American musician renowned for his skill on the electric guitar. Kathy Etchingham was the inspiration for his song 'Gypsy Eyes'.

3 Direct students to the three book covers and descriptions at the bottom of the page. Clarify any new words if necessary. Ask individual students which book they find most interesting and would perhaps like to read. Prompt them to explain why.

Listening (SB page 18)

This is the second and third part of the interview with Andrew Crofts

1  **1.13** Explain that students are going to listen to why Andrew Crofts became a ghostwriter. Check comprehension of the two explanations before playing the interview.

Explanation 2

 **1.13**

A: What were you doing, before you became a ghostwriter?

B: I was working as a general writer and journalist, doing any sort of work that I could find, and I met a man who was a business guru, a management consultant who had been asked to ... , I was interviewing him for a magazine, and he had been asked to produce a series of books, which he wanted to do for marketing reasons but he didn't have the time to do it himself. So he suggested that I should do it for the money and that he would get the glory.

2 Direct students to the words in the box. Ask students to check the meaning of these words in a monolingual dictionary, if possible.

TEACH GLOBAL
THINK LOCAL


Alternative procedure

Explain or check the meaning of the the words in context.

For example: *I'm a sucker for chocolate cake. Do I like chocolate cake? What about you?*

Would you like to work in journalism – be a reporter for a newspaper or TV?

In monolingual classes, you could explain the phrases and ask students to confirm the meaning in their own language.

3  **1.14** Direct students to the reasons why Andrew Crofts likes being a ghostwriter. Emphasise that they should not worry if don't understand everything that is said. Play the final part of the interview.

He finds other people's lives and stories interesting.

He gets out of the house and meets lots of different people.

He likes living somebody else's life for a few months.

1.14

A: You've written many successful books as a ghostwriter. Have you been tempted to stop ghostwriting and write books under your own name?

B: I have written books under my own name as well, but if I ... I'm just a sucker for a story and if somebody rings me up, particularly if they have an interesting foreign accent and I think, you know, I'm going to travel somewhere and meet somebody that's had a life I've ... is going to be new and interesting to me, I just can't resist.

A: What have you learned from your experiences as a ghostwriter, as a writer and as an individual?

B: I think as a writer it is the capturing other people's voices ... erm and learning how to structure a story so that it works in a book form.

As an individual it has taught me a huge amount about how the rest of the world lives. Otherwise ... like most writers I don't go out that much and I wouldn't go out at all if I could sit at home and write novels just from my imagination. So it has forced me to go out and meet a far more diverse ... erm number of people than I would ever otherwise have come across. But at greater depth, then I would have done in journalism which is the other option. As a journalist you get to do that, you get to meet a huge range of people but as a journalist you're there for ten minutes interviewing a film star before you're shuffled out of the hotel room or you're there for an hour or two with somebody ... erm and then you move onto the next story, which suits a lot of people. But I do actually quite like the intense couple ... two or three months of being in one person's skin and erm I've found that ... I've learnt a lot about other people.

4 Ask students to discuss the question in pairs. Invite feedback from one or two pairs, encouraging them to tell the class the reasons for their answers.

Grammar (SB page 19)

1 Copy the example from the grammar box on the board. Check comprehension by asking: *What is the main information in this sentence?* (Kathy Etchingham became Jim Hendrix's girlfriend). *What is the background information?* (Jimi Hendrix was just starting to become famous). Show the two actions visually with an arrow for the action in progress and a dot for the completed action.

Jimi Hendrix was just starting to become famous when Kathy Etchingham became his girlfriend.

Ask students if they can identify the names of the two tenses (past continuous and past simple).

Ask students to mark the verbs in the other examples with an arrow or a dot in the same way and complete the rules.

discovered were planning
what were you doing became

First rule: completed actions

Second rule: actions in progress

Language note

Remind students that we often use the past continuous with *while*. Direct students to the *Fighting it out* book summary on page 18 for an example.

Students should be familiar with the structure of the past continuous tense. Before doing the next exercise, revise the structure with the class using the examples in the grammar box. Remind students of the irregular spellings of some *-ing* forms (eg *planning*).

Point out that *was / were* are pronounced as weak forms /wəz/ and /wə/. Drill the examples in the grammar box.

2 Ask students to complete the summary of the book in pairs. Do the first one or two with the class as examples if necessary. In class feedback, elicit why each tense is used. Check pronunciation of weak forms.

Answers are numbered in the order they appear in the text.

- | | |
|----------------|------------------|
| 1 was studying | 5 were living |
| 2 met | 6 started |
| 3 married | 7 experienced |
| 4 returned | 8 were attacking |

3 Ask students to imagine they are writing a story. Direct students to the sentences. Ask them to complete the sentences in pairs and then write two sentences of their own, making them as dramatic as possible. Point out they can do this by using lots of adjectives and adverbs to create atmosphere and add detail.

Students compare with another pair and read out their best sentence to the class.

Grammar focus

Refer students to the language summary on past simple and past continuous on page 134.


You can use the exercises on page 135 for:

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

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

Vocabulary and Pronunciation (SB page 19)

1 Tell students you saw a boring film at the cinema. Write *boring film* and *I was bored* on the board and point out the adjective endings. Say you went to see an amazing film and elicit the word for how you felt (amazed). Ask students which ending we use to describe feelings (-ed). Then ask students to work individually or in pairs and complete the table (see exercise 2 for answers). Take whole-class feedback. Use concept questions to check meaning. For example: *If somebody is a fascinating person what are they like? Are they interesting or boring?*

2  1.15 Say *fascinating*, emphasising the stressed first syllable. Ask students to listen to the other words in the table and underline the stressed syllable. Check that students have heard the correct stress. Play the track again and ask students to repeat the words, paying attention to the stress.

fascinating	fascinated
confusing	confused
inspiring	inspired
shocking	shocked
embarrassing	embarrassed
disappointing	disappointed

3 Direct students attention to the example. Ask them to write six similar sentences about their lives using the adjectives in exercise 1. Give students enough time to think of ideas. Ask students to swap sentences with a partner and read their partner's work.

Writing (SB page 19)

1 Tell students to choose one of their sentences from *Vocabulary* exercise 3 and tell their partner more about what happened (*where, when, why, how*).

Alternatively if students have read each other's work, tell the partner to pick the event they would like to learn more about. The partner takes notes. Then the pairs swap roles. You might like to give each student a time limit for this.

2 Students 'ghost' their partner's experience by writing about it in their voice, starting with the structure given. Encourage students to use adjectives and adverbs to make the paragraph sound as interesting as possible.

3 Students swap paragraphs and read their ghosted experience. Ask students to give their partner feedback, focusing on factual correctness and how interesting it was to read. In class feedback, invite one or two students to rate their partner's ghostwriting skills.

Part 2

Vocabulary (SB page 20)

1 Ask students to look at the photos and say what sort of relationship (family, friends, colleagues) they think the people in the photos have with each other and why. Ask students if they think the people have a good or bad relationship and why.

Read out the words in the task, modelling pronunciation and word stress (*great-grandfather, acquaintance, fiancée*). In pairs students discuss the differences in the words, then discuss in full-class feedback. You can illustrate some relationships on the board with a family tree or invite students to do this.

Your *grandfather* is the father of one of your parents. Your *great-grandfather* is the *grandfather* of one your parents.

A *friend* is somebody you know well. An *acquaintance* is somebody you don't know very well.

A *colleague* is somebody you work with, in any position. A *boss* is somebody who has a higher position than you.

Your *fiancée* is a woman you are going to marry (you are engaged to her). Your *ex-wife* is a woman you used to be married to (you are divorced from her).

A *stepbrother* is the son of your stepmother or stepfather (your mother's or father's new partner) and is not related to you by blood. A *half-brother* is the son of your mother or father with another partner and is therefore related to you by blood.

Language note

The male form of *fiancée* is *fiancé* (this follows French spelling which distinguishes male and female forms).

2 Ask students to match the sentence halves so that the words in italics make common phrases. Do the first sentence as an example.

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


3 Give students time to think up or write sentences about people they know. Then invite them to tell the class or a partner.

Reading (SB page 20)

1 Tell students they are going to read an extract about a family dispute (argument). Ask students to discuss what often causes family disputes.

Possible answers

- unfair division of household tasks
- different views on upbringing of children
- money
- problems with other family members
- spending too little time with family

2  **1.16–1.17** Look at the title of the novel and the information about the author with the class. Ask if anybody has read or heard of this novel or the film adaptation.

Ask students to read the summary. Check that students understand the word *punish*.

Students read and listen to the extract and then, either individually or in pairs, write one sentence to summarise it. Students compare with a partner or another pair. Whole class feedback.

3 Ask students to read the sentences and see if they can answer any of them. Students then read the two texts again and check, or find the answers.

- | | |
|-----|--|
| 1 T | 4 F (She didn't say <i>yes</i> or <i>no</i> to him.) |
| 2 T | 5 F (He forgot what those two words meant.) |
| 3 D | |

4 Students work in pairs. Ask them to read the three tasks and then choose one. Ask students to feed back to the class about each of the tasks.

Grammar (SB page 21)

1 Read out the first example sentence. Ask students which event happened first (*put*). Ask students what words in the sentence tell them this (*and then*). Students identify the tenses of both verbs (past simple).

Give students a few moments to look at the other two examples and then ask similar questions.

- | |
|---------------|
| 1 put |
| 2 had decided |
| 3 had changed |

2 Students complete the rules.

- | |
|----------------------------|
| First rule: <i>had</i> |
| Second rule: <i>before</i> |

3 Do the first sentence as an example. Write on the board *The husband moved out of the family house because...* and encourage students to complete it using the past perfect. Then students write reasons for the other events individually or in pairs. Whole class feedback.

G Grammar focus

Refer students to the language summary on past perfect and past simple on page 134.


You can use the exercise on page 135 for:

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

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


Pronunciation (SB page 21)

1 Direct students to sentences 1–4. In pairs, students read out a sentence to their partner at a natural pace. The other pays attention to how the underlined word sounds.

2  **1.18** Students listen to the pronunciation of the words. In class feedback establish which words are stressed (strong forms) and which words are unstressed (weak forms). Explain that we usually stress the words that carry meaning. Model the forms again and drill them with students.

Students complete the rules using the words in the box by referring back to sentences 1–4.

- | |
|--|
| 1 /həd/ (weak form) |
| 2 /hædnt/ (strong form) |
| 3 /kən/ (weak form) |
| 4 /kɑ:nt/ (strong form) |
| First rule: affirmative sentences |
| Second rule: negative sentences, questions and short answers |

3  **1.19** Students read, listen to and repeat the quotes, paying attention to the weak forms. Point out before listening that they are not just in auxiliaries. Ask individual students to read out the sentences. Point out the weak forms and drill pronunciation.

- | | |
|---|-------------------|
| 1 <i>can</i> /kən/; <i>your</i> /jə/ | 4 <i>the</i> /ðə/ |
| 2 <i>is</i> /ɪz/; <i>than</i> /ðən/ | 5 <i>of</i> /əv/ |
| 3 <i>is</i> /ɪz/ <i>a</i> /ə/; <i>her</i> /hɜ:/ | 6 no weak forms |

4 Look at the quotes in exercise 3 again and ask students to explain the meaning. Students then work in pairs and discuss if they agree or disagree, explaining their reasons.

In monolingual classes ask students if they can think of similar quotes in their own language. Discuss if the meaning is the same or different.

In multilingual classes invite individual students to say similar quotes in their own language and explain the meaning in English.

Part 3

TEACH GLOBAL
THINK LOCAL

Lead-in


Direct students' attention to the information on page 22 about fairy tales. Write the expression *fairy tale* on the board. Ask students to brainstorm things they associate with fairy tales and write them on the board. Help with vocabulary if necessary.

Possible answers: prince, princess, stepmother, tower, gold, giant, forest, witch, wolf.

Listening and Speaking (SB page 22)

Background note

The story in the listening is the story recorded by the Grimm brothers in later editions of their book *Children's and Household Tales*. The Grimms themselves changed the story from the first edition of 1812 in which the woodcutter's wife is the children's own mother and not their stepmother.

- 1 Direct students' attention to the picture of Hansel and Gretel on page 22. Ask students if they know the story.
- 2 Students work in pairs and describe the pictures, using the questions and useful phrases to help them. In whole-class feedback establish that Hansel and Gretel are brother and sister.
- 3 Read the questions and answers with the students. Ask them which answers they think are correct but don't confirm them at this stage.
- 4  1.20 Play the recording. Students check their answers to exercise 3. Encourage students to explain why the parents left the children (they were poor and didn't have enough food for the children; the stepmother didn't want the children) and why Gretel killed the witch (the witch wanted to make Hansel fat and then kill him).

- 1 a
2 b

1.20

A woodcutter lived in a big forest with his second wife and his two children, Hansel and Gretel. The woodcutter was extremely poor and the family was always hungry. The stepmother wanted to get rid of the children but the woodcutter refused to listen to her. However, one evening when the children were in bed, the woodcutter said to his wife: 'Our food is nearly all gone. How are we to feed the poor children?' She answered, 'Early tomorrow morning we will take the children out into the forest and leave them there.' The woodcutter was terribly sad but he finally agreed.

The two children were awake and they heard what their stepmother had said. The next day, the woman gave the children some bread and they all walked to the forest. While they were walking, Hansel threw little pieces of bread onto the ground, so that he could find the way home.

After a while, they came to the middle of the forest and the father lit a fire. The woman said: 'Stay by the fire, children, we will go into the forest and cut some wood.' Hansel and Gretel were quite tired and soon they fell asleep. When they woke up, it was night. Hansel looked for the pieces of bread but they had gone – the birds had eaten them. The children walked all night and all day but the forest was enormous and they couldn't find the way home. At last, they reached a little cottage made of bread and cakes. The children were very hungry and they started to eat pieces from the house. Suddenly, the door opened, and an old woman came out. Hansel and Gretel were rather frightened but the old woman was kind to them and gave them food.

However, the old woman was actually a wicked witch. When a child came to her house, she killed it, cooked it and ate it. In the morning she locked Hansel in a small room. Then she said to Gretel, 'Cook something good for your brother, he needs to get fat. When he is fat, I will eat him.'

Every morning the witch felt Hansel's finger to see if he was fat enough. But she had bad eyes and Hansel tricked her: he held out a little bone instead of his finger. However, after four weeks the old woman could not wait any longer. 'Tomorrow I will kill him and cook him,' she said to Gretel.

Early in the morning, the witch heated the oven. 'Get in,' said the witch to Gretel, 'and see if it is hot enough.' She planned to close the oven, cook Gretel and eat her too. But Gretel said: 'How do I get in?' The witch put her head and shoulders into the oven to show Gretel. Then Gretel pushed the witch into the oven and she burned to death. Gretel ran to Hansel, and cried: 'Hansel, the old witch is dead!' They went into the witch's house, and there they found lots of jewels.

The children walked through the forest until they saw their house and ran inside to their father. Their father was delighted to see them. He had been miserable since he had left the children in the forest. Hansel and Gretel gave their father the jewels and they lived happily together.

TEACH GLOBAL
THINK LOCAL

Extra activity

Reconstruct the whole story with the class. Prompts students to tell you what happened. Note the main events on the board. Then go back to the story and prompt students to tell you any details they can remember.

Focus on the happy ending.

5 Direct the students to the characters in the box. Make sure they understand who the woodcutter is. Play the recording again. Students pay attention to what the characters do.

Students write down adjectives to describe each character and then compare answers in pairs. Walk round and help students with vocabulary where necessary. Alternatively you could write adjectives on the board for students to choose from.

In feedback encourage students to explain their choice of adjectives and link them to events in the story.

Possible answers

- Gretel: frightened, brave
- Hansel: clever, inventive
- the stepmother: unkind, selfish
- the witch: old, wicked,
- the woodcutter: weak, sad/miserable

Grammar (SB page 22)

Language note

Quite usually means ‘to some degree’. However, in some contexts and depending on intonation, it can mean ‘very’ or ‘totally’. For example with extreme adjectives: It was *quite amazing* (with emphasis on *quite*) means ‘it was totally amazing’.

1 Direct students’ attention to the example sentences and elicit the meaning of the words in bold. Explain that these are modifiers – they ‘modify’, or change, the meaning of the adjective by making it weaker or stronger.

Read out the words in the box. Ask students to put them in the correct column using a dictionary if necessary. Alternatively give students example sentences and ask them to work out the meaning from context.

Stronger	Weaker
extremely	a bit
really	fairly
terribly	quite
very	rather

Background note

At the end of the Grimms’ version of this story, Red Riding Hood, her grandmother and the huntsman fill the wolf with stones and he falls over and dies. In a continuation, another wolf speaks to Red Riding Hood on the way to her grandmother’s house. She tells her grandmother and they lock the door and lie in wait for the wolf. When he comes, they make a trap for him and he falls into a trough of water and drowns.

2 Look at the picture and the title of the fairy tale. Ask students if they know the story and what *hood* means (a hat joined to a piece of clothing).

Ask students to complete the story with modifiers from exercise 1. Point out that several answers are possible.

Students then work in pairs and retell the story.

G Grammar focus

Refer students to the language summary on modifiers on page 134.

You can use the exercises on page 135 for:

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

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


Vocabulary and Pronunciation (SB page 23)

1 Read out the example sentences in turn. Point out the words in bold and prompt students to explain them by completing the meaning. Drill the word stress of the three words (*enormous*, *delighted*, *miserable*).

- 1 very big
- 2 very happy
- 3 very sad

2 Students work in pairs and match the definitions.

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

3  1.21 Direct students’ attention to sentences 1–3.

Play the recording and ask students to repeat the sentences. Ask students to underline the stressed words, then drill the pronunciation again.

- 1 big, enormous
- 2 pleased, delighted
- 3 sad, miserable


4 Students make similar sentences using the words in exercise 2. Give an example of your own if you wish (*My mobile phone isn’t just old, it’s ancient.*) Students practise saying their sentences silently, paying attention to sentence stress. Ask each student to tell the class one of their sentences.

5 Students complete the sentences about themselves.

6 Students work in pairs. Direct students' attention to the example. Ask them to choose three of their sentences from exercise 5 and read the sentences to their partner. The partner should comment on what they have heard.

Reading and Speaking (SB page 23)

1 Elicit from students what problems Hansel and Gretel and Little Red Riding had to deal with (an unkind stepmother, being alone, a wicked witch; a wolf / stranger pretending to be somebody else) and write them on the board. Ask students what problems children today have to deal with and write them on the board. Compare the lists and ask students if they think fairy tales can help children today to deal with their problems.

2  1.22 Direct students' attention to the text and the suggested subtitles. Students read the text and choose the best subtitle. If you think they may find the text difficult, you could play the recording for them to listen as they read. Discuss with students why they chose their answer and why the other two answers are not correct.

b Learning for life

3 Ask students to discuss the questions in pairs and then take whole-class feedback.

TEACH GLOBAL
THINK LOCAL

Homework extra

Ask students to think of a fairy tale they know from childhood and write a short version of the story (similar to the *Little Red Riding Hood* text.)

Ask students to include a couple of sentences at the end about the moral message of the story.

In small classes, ask students to read their story to the class. In larger classes, students can swap stories with a partner.

Part 4

TEACH GLOBAL
THINK LOCAL

Lead-in


Revise the prepositions of place that students already know (*behind, in front of, next to, under, in, on*) by taking an object and ask students where it is.

Then ask students to take an object from their bag. Students work in pairs; they hide their objects without their partner seeing it. Demonstrate the task with a volunteer pair. One student asks their partner questions to find the object: *Is it in your bag? Is it under your chair? Is it behind your pencil case?* The partner answers *yes* or *no* until the object is found.

Vocabulary (SB page 24)

1 Look at the words in the box with students. Convey meaning by drawing a graphic representation of each one on the board. Read the language note with the class and ask students if they know a synonym for these words (eg *under* for *beneath* and *inside* for *within*).

Then direct students to the picture of the tower. Ask students to work in pairs and complete the description of the picture.

2  1.23 Play the recording. Students listen and check their answers.

There is a tall, dark tower. In front of the tower is a horse. **Beside** the horse there is a man. There is a princess **within** the tower. **Beneath** the tower there is a secret tunnel.

Against the tower wall there is a ladder. **Around** the tower there is a circle of trees. **Beyond** the trees there are some mountains. **Above** the tower there is a dragon.

3 Students complete the sentences by choosing the correct word.

1 within	3 above	5 beneath
2 behind	4 beyond	

TEACH GLOBAL
THINK LOCAL

Extra activity

Ask students to write a short description using five of the prepositions in the box in exercise 1 and some of the objects or people in exercises 1 and 3 (*tower, forest, prince, hill, village, etc*). They can add other people and objects if they wish.

Students work in pairs and dictate their description to their partner. Their partner draws a picture. Students then compare their drawings with the descriptions.

Reading (SB page 24)

1 Direct students' attention to the names of the three places in the box. Brainstorm what students know about these places and make notes on the board. Don't give them any extra information at this stage.

2 Divide students into groups of three and ask them to choose the place they are most interested in. Students read their text individually and answer the questions.

Text A (Shangri-La)

- 1 It's an imaginary valley deep within the Himalayan mountains.
- 2 The legend comes from a 1933 novel called *Lost Horizon* by James Hilton.
- 3 Today, Shangri-La represents a hidden, perfect place or a quest for happiness.

Text B (Atlantis)

- 1 It's a legendary city beneath the sea.
- 2 The legend comes from the ancient Greeks.
- 3 Today, Atlantis means any ancient, advanced and lost civilisation.

Text C (El Dorado)

- 1 El Dorado is a legendary golden city in South America.
- 2 The legend probably comes from a tradition of the Muisca people in the highlands of Columbia.
- 3 Today, the name El Dorado can signify any place where you can make lots of money, quickly.

3 Students work in groups of three and tell their partners about their place.

4 Students stay in their groups and use their information to answer the questions.

- | | |
|--------------|--------------|
| 1 Atlantis | 4 Shangri La |
| 2 Shangri-La | 5 El Dorado |
| 3 El dorado | 6 Atlantis |

Extend your vocabulary (SB page 24)

The three texts contain different words to talk about meaning. Ask students to read the information. Model word stress (*represent*, *symbolise*) and then clarify the meaning of the three verbs: *Which one is used to talk about linguistic meaning? Which two verbs are used to talk about a symbol of something?*

Students discuss what the items in the list symbolise in their culture and then tell the class.

Background note

- 1 In many cultures green represents life and rebirth, the environment and nature. It also represents jealousy and envy.
- 2 The number 13 symbolises bad luck in some countries, but in certain places such as China it is a lucky number.
- 3 A red rose often symbolises love.
- 4 A snake can represent evil and cunning, but also rebirth.

Grammar (SB page 25)

1 Look at the examples and rules with the class. Alternatively, write the example sentences on the board. Ask if the sentences are in the past, present or future. Then establish which of the verbs refer to habitual actions and which to states.

Students complete the sentences with the correct form of *used to* or *would*. Point out that in some cases, more than one answer is possible. Ask students why *would* isn't possible in sentences 1 and 4 (because they are past states).

- | | |
|-----------------------------|---------------------------|
| 1 used to live | 3 used to sit / would sit |
| 2 used to meet / would meet | 4 used to believe |

2 Direct students to the list of topics. Ask students to pick three and make notes.

3 In pairs, students tell each other about the things they wrote about in exercise 2. Demonstrate with a student: talk about a real or imaginary experience in your past.

G Grammar focus

Refer students to the language summary on *used to* and *would* on page 134.

You can use the exercises on page 135 for:

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

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

Writing (SB page 25)

1 Students read the definition of a mini saga.

2 Explain that students are going to write a mini saga about a legendary place – real or invented. Direct students to the table with ideas. Clarify any unknown words or phrases.

3 Students write their mini sagas either in class or for homework. Then ask students to work in groups and read out their stories. Decide which is the best in each group and read this out to the class. Vote the best mini saga in the class.

Function globally: generalising and giving examples

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

Warm up (SB page 26)

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

Tips:

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

Listening (SB page 26)

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

Tips:

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

- 1 The speaker is a teacher or lecturer.
- 2 philosophy
- 3
 - 1 T
 - 2 T
 - 3 F (They found it difficult to live in the way that Confucius expected.)
 - 4 T
 - 5 F (He was a peasant from a simple background.)

1.24

As we have already seen, Confucius felt that people should live moral lives. Generally speaking he believed that people have obligations rather than rights, for example to one's family and one's elders. Confucius had many followers and he expected them to change their lives to reflect his teaching. On the whole, Confucius students' were young men from good families, such as the sons of

bankers or officials. They were intelligent and skilled in communicating their ideas. Most of the time, however, these students found it difficult to live in the way that Confucius expected. For instance, Confucius thought people should always think of the interests of other people before thinking of their own personal interests. This was of course very difficult for young men who wanted to become wealthy and make a career for themselves. ... So perhaps it's not surprising that Confucius' favourite disciple was from a more simple background, a peasant called Yan Hui. From your reading last week, what can you tell me about Yan Hui? ... The young man in the second row ... yes?

Language focus (SB page 26)

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

Tips:

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

1

- 1 c
- 2 a
- 3 b

2

General statements: *Generally speaking, On the whole, Most of the time*

Examples: *such as, for instance, for example*

Speaking (SB page 26)

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

Tips:

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

Global voices

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

Warm up (SB page 27)

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

Tips:

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

Listening (SB page 27)

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

Tips:

- Students will need to hear the recording at least twice, if not more times, to understand it. There are almost always two tasks.
- The first time they listen, tell them you don't expect them to understand every word; some of it will be hard. This is because the text has not been scripted or graded in any way. It's what they would hear in 'the real world'.
- The first task is easier and focuses on gist, the second task is more detailed.
- Pause after each speaker on the second listening, and don't be afraid to replay the whole thing if students appear to need it.
- Students can read the audioscript at the back of the book if you / they wish.
- 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**
- | | |
|---------------|----------------------------------|
| 1 his parents | 3 one of his university teachers |
| 2 her aunt | 4 a friend |
- 2**
- 2 She talked to her about **growing up**.
- 3 He encouraged him to learn more about the **practical side** of computer science.

1.25–1.28

Martin, Czech Republic

I'm going to talk about my parents who really influenced me a lot in my career, in my goals for all this stuff, what I intend to do, because they always pushed me and helped me if I had some problem or stuff. Also because they reached, I guess, really, really high goals and they are really important people in my, my country. So ...I feel like, I wanna be as them, you know ...

Eva, Switzerland

Erm, my aunt I think, had an importance influence on my life because ... erm, we're in some way very similar and it's very interesting to talk to her how it was to ... to grow up, to go through these kind of difficult years you have growing up and it's very interesting to have a perspective of a person that's 20 years older than you, not only your friends that go through the same experience at the same time. We spent a lot of time together, just doing anything, just going out and see exhibitions and just stuff like that.

Abdul, Saudi Arabia

Er, I can remember one of my teachers at university. He pushes me to do the practical part of computer science, because my major is computer science, er, rather than focusing just on the theoretical part of this knowledge, so I started to program or to practise the real environment of programming.

Erica, Italy

One of the person that most influenced my life I can say was a friend of mine that I met many years ago when I was at university. And er ... she's never been my best friend and definitely she's not at the moment because I haven't heard from her for ages, but she was very influential for ... on my life because I think she taught me the best way to study at university.

Language focus: *stuff* (SB page 27)

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

Tips:

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

1

- 1 things
- 2 informal
- 3 uncountable

2

- 1 Put all your stuff in the back of the car.
- 2 Most people have too much stuff.
- 3 Our supermarket sells all sorts of stuff.
- 4 I gave all my baby stuff to my sister.
- 5 Who put all this stuff on my desk?
- 6 There's a lot of good stuff on her website.

Speaking (SB page 27)

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

Tips:

- The speaking tasks here are slightly more open to allow for students to explore the subject. Give them time to do this.
- If students are working in pairs, circulate and monitor. Make notes of incorrect language use to correct afterwards (or in a future class).
- As you go through the book and the *Global voices* lessons, ask students for feedback on these listening activities and their potential use of English with other people. Are they very difficult? Have students used their English as a 'lingua franca' with other non-native English speakers? How did they find it? What tips do they have on understanding or making themselves understood in an international context?

Writing: a narrative

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

Reading (SB page 28)

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.
- There are often two questions for these texts: one which focuses on gist and the other on specific details.
- 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 b

2

1 both	4 N	7 N
2 N	5 both	8 N
3 H	6 H	9 H

3

Kind actions can influence and change behaviour.

Writing skills: complex sentences (SB page 28)

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

Tips:

- Sometimes this section focuses on common student errors in writing.
- 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.
- Let students check their answers in pairs or small groups, then correct in open class.

1

One day, **when** Hungbu was working in the fields, he found a bird ...

He took the bird home **and** looked after it carefully.

The bird gradually became stronger, **and when** summer came, it flew away to a warm place. A year later, the bird flew back **and** gave Hungbu a seed. He sowed the seed **and** it soon grew ...

When Hungbu opened one of the gourds, he was amazed ...

The next day, he bought an enormous house **and** moved there with his family.

When he heard about his brother's good luck, Nolbu was extremely jealous **and** decided to do the same as his brother. He also found a bird, **but** he broke its leg **and** looked after it until it became strong.

... goblins immediately came out of it **and** stole all his money.

... Nolbu felt ashamed **so** he went to his brother to ask for help.

Hungbu was sorry for him **and so** he invited him to share his house.

2

- 1 Hungbu sold the treasure and bought an enormous house.
- 2 When Hungbu opened the door, the bird flew away.
- 3 When Hungu found the bird, he felt sorry for it, so he took it home.
- 4 Hungbu worked hard and gave money to his family, but his brother was lazy and never gave money to anyone.

Preparing to write (SB page 28)

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

Tips:

- Allow students to brainstorm ideas in pairs or small groups.
- At low levels, this may involve some use of L1 (the students' mother tongue); be tolerant of this, but be on hand to help with translations or English where needed.
- Ask students to make notes here, but not begin writing.

Writing (SB page 28)

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.

Global review

These lessons in *Global* are designed to provide students with an opportunity to review and consolidate the language they have studied in the previous unit.

Grammar and Vocabulary (SB page 29)

Aim: to give students revision of all the main grammar and vocabulary points that arose in the previous unit.

Tips:

- Demonstrate the activities by doing the first one in whole class.
- Allow students time to do this, and encourage them to look back through the unit for help.
- When you come to correct this, do not simply go around the class asking for the right answer – encourage students to say *why* they think something is correct, and seek confirmation from others before moving on.

Grammar

1 Possible forms

- 1 used to love / loved
- 2 often told / would often tell / often used to tell
- 3 were / used to be
- 4 exchanged
- 5 planted
- 6 had grown
- 7 climbed
- 8 came
- 9 was sleeping
- 10 stole
- 11 woke up
- 12 was
- 13 had disappeared
- 14 was following
- 15 cut
- 16 died
- 17 lived

2

Strong: extremely, really, terribly, very

Weak: quite, fairly, rather, a bit

Vocabulary

- 1 *great-grandfather*: the rest are not relatives
- 2 *dirty*: the others are extreme adjectives
- 3 *inspiring*: this is positive, the rest are negative

- 4 *while*: prepositions of time; the rest are prepositions of place
- 5 *shocking*: the rest describe how someone feels, while *shocking* describes how something makes someone feel
- 6 *protect*: the rest are synonyms
- 7 *fall out*: this is positive; the rest describe good relationships
- 8 grandfather: the rest are not blood relatives

Speaking (SB page 29)

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

Tips:

- Give the students time to read and understand the instructions.
- Circulate and monitor the students, encourage them to use only English here.
- Make notes of any incorrect use of language, but refrain from correcting if students are in the middle of the task.

Study skills

These lessons in *Global* are designed to provide students with skills and strategies in learner training and learner autonomy. For more on learner autonomy and learner training, see the essay on page xxiii.

Improving your reading skills (SB page 29)

- 1** Explain that this section focuses on reading skills. Direct students to exercise 1 and ask them to discuss the questions, giving more details.
- 2** Read through the information in the box with students and check that they have understood. Then ask students to match the texts given with the types of reading in sentences 1–6. Point out that there might be more than one answer, depending on different aims. When students have finished, ask them to work in pairs and compare ideas.

2

Answers depend on how interested you are, what information you need, and how important the information is.

Possible answers

- poem: 1, 2 or 6
- recipe: 2
- bill: 4
- blog: 3
- newspaper article: 3
- grammar page: 2 or 4
- holiday brochure: 5
- love letter: 1 or 2

- 3** Direct students to the questions and check they understood them. Students work in pairs and discuss the questions.
- 4** Ask students to think how they can improve their reading skills. They should think of two ideas and then compare with a partner.