

# Hopes & Fears

Coursebook			
Unit 4	Language	Texts	Communicative skills
<b>Part 1</b> SB page 42	Vocabulary Adjectives and synonyms Grammar Future hopes and plans	Reading <i>When I grow up ...</i>	Speaking Ranking importance of personal qualities Talking about childrens' hopes Discussing hopes and plans for the future
<b>Part 2</b> SB page 44	Vocabulary Aid organisations Pronunciation Word stress Grammar Future plans and intentions – <i>be going to / present continuous</i>	Listening Interview with two aid workers Reading <i>Pandora's box</i>	Speaking Talking about aid organisations Talking about personal plans and intentions
<b>Part 3</b> SB page 46	Grammar Future prediction and ability – <i>will / be able to</i> Vocabulary Phrases and phrasal verbs with <i>get</i>	Reading <i>Famous dystopias in literature</i> <i>Fahrenheit 451</i>	Speaking Speculating on the future Imagining a utopian world Writing Writing predictions
<b>Part 4</b> SB page 48	Vocabulary Geographical features Extend your vocabulary – <i>-ed / -ing</i> adjectives Grammar Future time clauses with <i>if, when, after, before</i>	Listening Conversation about <i>An inconvenient truth</i>	Speaking Asking and talking about reducing individual carbon footprints
<b>Function globally</b>	Making offers and decisions Roleplaying travel situations		
<b>Global voices</b>	Listening to reasons for learning English Synonyms / words easily confused		
<b>Writing</b>	Emails: formal / informal styles Writing an email invitation		
<b>Global review</b>	Grammar and vocabulary review Extra speaking and writing practice		
<b>Study skills</b>	Students learn how to find the right dictionary entry		

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>Teacher's Resource CD</b>	Communication activity worksheets to print and photocopy
<b>Go global: ideas for further research</b>	<b>Hopes</b> – Ask students to interview ten people and ask them about their hopes for the future. Make them into a form of word art (see <a href="http://www.wordle.net">http://www.wordle.net</a> ) <b>Fears</b> – Ask students to find the trailer for <i>An Inconvenient Truth</i> . Visit the film's official website to find out more: <a href="http://www.climatecrisis.net">www.climatecrisis.net</a>

## Part 1

TEACH GLOBAL  
THINK LOCAL

### Lead-in

Tell students about someone who you really admire and why. Students do the same for themselves – give thinking time and allow them to make notes. Students talk in threes. Take brief class feedback and ask students to give reasons for their choice – did they choose X because of their personality, talent, money, good-looks? This requires students to consider their personal values and links to the next stage.

## Vocabulary (SB page 42)

1 Refer back to the reading on Dorian Gray page 33. Students tell each other in pairs what they can remember about the extract and the novel. Remind students that he made the choice to stay young and good-looking over everything else.

Students read the phrases in exercise 1 and work alone to order the qualities in order of importance.

TEACH GLOBAL  
THINK LOCAL

### Mixed ability

Add extra phrases on the board, giving students time to think where they would position these in order of importance: *being happy with yourself; living in a nice, comfortable home; having good friends; having a loving family; having a secure job*

After comparing answers, invite class feedback. Ask students to try and justify their responses if they feel able to.

2 First ask students to quickly look through the adjectives in the box and to tell you how many words are new to them. If there are four new ones or more, then elicit / clarify the meaning, so that the task is manageable. Drill the students on the new items.

### Pronunciation note

Note the schwa, eg /'eksələnt/, /'kleɪvə/, /'hænsəm/, /'wʌndəfəl/, /'ɪnfəl/. You could also highlight the silent 'd' in 'handsome' and the pronunciation of the first vowel in 'awful'.

being **good-looking**: beautiful, handsome.  
being **intelligent**: clever, smart.  
being **rich**: wealthy, well-off.  
having **good** health: wonderful, excellent.

### Language note

*Handsome* is usually used for (adult) men, or for women with a strong face. *Beautiful* is usually used for women and young children. *Good-looking* is typically used for adult men and women. In spoken English, *good-looking* is more usual than *handsome* for describing men.

3 Elicit the answer as a whole class.

Extra words: awful, terrible  
synonym: bad

4 Ask students: *Do the things you want from life change as you get older? How?* Give students a personal example to show how your own priorities have changed / will change, putting the examples on the board, using the target phrases suggested.

Students do exercise 4. Monitor and assist as students are writing. Students then compare ideas with a partner. Pick up on any areas of interest as a whole class.

## Reading (SB page 42)

This text is a random collection of thoughts about the future, expressed by young children.

1 Ask students to look at the pictures and tell them they are going to read about different children's hopes, given in a survey.

Elicit some suggestions about the kind of hopes these children might have. Ask students to read the statements and make a choice of a, b or c. Take whole class feedback.

c

TEACH GLOBAL  
THINK LOCAL

### Mixed ability

For less strong students, ask them to provide examples from the text of a) and b). In pairs they write down at least three examples for each category.

2 Students re-read the text and choose the two most interesting quotes. At this stage, help individual students with any vocabulary queries. Students compare choices in pairs.

3 Students work in pairs or threes to discuss the questions. Provide an additional question for early finishers: *What age do you think the children in the survey were and how do you know?*

TEACH GLOBAL  
THINK LOCAL

### Reading extra

Ask students to look back at the text and decide what the hope tells us about the child; his/her fears; his/her situation, eg *I'd like to have less pollution in my city* – she might live in a very crowded city; *I'd like my dad to understand me one day* – he probably has a poor relationship with his father. Students choose four examples that they think are interesting. They will be using modals such as *might*, *may* or *must*; adverbials such as *maybe* or *perhaps*, or simply verb phrases such as *we think ...*. Highlight these either before or after the activity, as appropriate.

### Grammar (SB page 43)

1 Students work in pairs to try to remember as many of the children's hopes for the future as possible. First elicit an example and make sure students use full sentences and talk in the first person, eg *I want to have a nice house.*

As they talk, write up any of the target language they use on the whiteboard in full sentences, eg *I hope to ...; I want to ...*. At the end, highlight the target phrases.

Refer students to the Grammar examples and information. Clarify the word 'definite' if necessary.

Then students complete exercise 1 alone, writing the examples down. Monitor and assist, referring students back to the Grammar rules. Students compare sentences.

- 1 I hope to get a good job.
- 2 I'm going to get a good job.
- 3 I'm looking forward to getting a good job.
- 4 I'm planning to get a good job.
- 5 I want to get a good job.
- 6 I would like to get a good job.

**TEACH GLOBAL**  
**THINK LOCAL** **Extra activity**

As a preparation for the text in exercise 2, dictate these:

- a *More English boys than girls hope to pass their driving test when young.*
- b *More boys than girls are looking forward to having children.*
- c *All children say they want to live in a peaceful world.*
- d *Only a small number of children think of the developing world.*

Students decide in pairs if these are true or false before reading.  
(a T b F c F d F)

2 This text summarises findings from research in which schoolchildren were questioned about their future. Ask students to work alone initially.

- 1 to go
- 2 to get
- 3 to pass
- 4 having
- 5 to have
- 6 living
- 7 to get

### G Grammar focus

Show students the icon. Write page 138 on the board and ask them to find it. Show students the language summary on future hopes and plans.

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.

**TEACH GLOBAL**  
**THINK LOCAL** **Extra activity**

This exercise focuses on ways to talk about numbers and statistics. Write the following on the board. Elicit the full phrases. Note that only some of them are in the text in exercise 2:

- a T\_\_\_\_\_ m\_\_\_\_\_ o\_\_\_\_\_ the children hope to go to university or college. (*the majority of*)
- b M\_\_\_\_\_ o\_\_\_\_\_ the children were optimistic. (*most of*)
- c A s\_\_\_\_\_ n\_\_\_\_\_ (of ...) were pessimistic. (*a small number*)
- d A f\_\_\_\_\_ (*a few*) were pessimistic.

Students work in pairs to use the phrases to describe their classmates, eg *a large number of students come to English classes on foot.*

### Speaking (SB page 43)

1 First ask students to look at the list in the box and to select two areas for you their teacher to talk about. By discussing the ideas that they choose, this serves as a model. Give students two minutes to choose three ideas for themselves and think about what to say.

#### 2 and 3

Pair students. Tell them that the listener should ask at least one question after each idea. Students need to keep talking until you make a signal, eg ring a bell or clap. Wait at least thirty seconds in each case. As students talk, monitor and focus on accuracy of the target language, noting details for later.

**TEACH GLOBAL**  
**THINK LOCAL** **Extra activity**

Write the names of different people familiar to your students on separate pieces of paper, eg *Usain Bolt (the fastest male 100m and 200m runner)*. Give each pair two different names. They write at least three hopes that each person might have for a) the immediate future b) the longer-term future, eg for Bolt a) *I'm looking forward to the Olympic Games.* b) *I'd like to be a good example to young black Americans.* Write up the different names on the board. Students then read out their secret person's hopes and see if others can guess their person.

## Part 2

### Speaking and Listening (SB page 44)

TEACH GLOBAL  
THINK LOCAL

#### Lead-in

To stimulate interest and to introduce the word 'aid', show students pictures by doing an image search on the web using the key words: *aid organisations*, or charity names such as *Oxfam* or *Save the Children*. Discuss as a class: *What do these organisations do? Where do they work? How do they raise money?*

This listening is an interview with two aid workers discussing their next post.

1 Students look at the graph and discuss the questions in pairs.

2  **1.48** To help students get a more global understanding first, write these two questions on the board: *Do you think Josh and Helle's new job with an aid organisation sounds a) difficult b) a positive or negative experience?* (it sounds quite difficult, but a positive experience).

Then ask students to listen again to order the interviewer's questions / comments in exercise 2.

- 1 So, tell us about yourselves.
- 2 What are you going to do there?
- 3 How did you become aid workers?
- 4 What is the most important thing in your job?
- 5 Thanks for your time.

 **1.48**

Interviewer: \_\_\_\_\_

Josh: OK, well. My name's Josh Gross and this is Helle Hansen.

Helle: Hi.

Josh: And ... well, we're aid workers with the Danish organisation Milene Nielsen Foundation. Helle, do you want to ... say something about it?

Helle: It's starting a new project in Guatemala next month. We're going to be in a small village ...

Josh: In the mountains.

Helle: In the mountains. It's a very poor place.

Interviewer: \_\_\_\_\_

Helle: We're going to work with the children there.

Josh: Basically, we're going to be responsible for the children during the day. Playing, cooking ...

Helle: Cleaning ...

Interviewer: \_\_\_\_\_

Josh: I'm a teacher originally, and Helle has a background in child psychology. We both wanted to help people.

Helle: I fell in love with Guatemala when I was there on a holiday two years ago. The people are friendly and the country is beautiful. I remember thinking: "I'm coming back here one day."

Josh: It's going to be my first time in Guatemala. I'm looking forward to going on this trip very much.

Helle: Yeah, me too.

Interviewer: \_\_\_\_\_

Josh: Good question. I guess I would say that hope is the most important thing. If you don't have hope, you don't have anything.

Helle: Yes, this is especially true when you're working with people who have, really, lost hope. If you have hope, well that helps you keep going.

Interviewer: \_\_\_\_\_

Josh: Thanks. We'll let you know how it goes.

Helle: Thank you.

3 Students work in pairs to share suggestions about these words before they listen again.

The aid organisation is Danish.  
Guatemala is where they are going to do volunteer work.  
Helle came to Guatemala on holiday two years ago.  
They are starting a project in a village.

4 Put students in groups of three to answer the question and think of any positive or negative aspects of the job.

After the discussion, ask for feedback open class. (*Possible suggestions are: **Positive** – job satisfaction; an interesting experience; the chance to improve things; usually short term contracts; good team work; probably nice, like-minded colleagues. **Negative** – difficult living conditions; poor pay; frustrating because of insufficient money/politics; being an outsider; living away from family / friends.*)

Finally, ask students again whether they would like to do such a job and why / why not.

TEACH GLOBAL  
THINK LOCAL

#### Listening extra

Students look at the audioscript and find examples of the target language for plans and hopes, eg *I'm going to ...*

### Vocabulary and Pronunciation (SB page 44)

1 Ask students to work in pairs to complete exercise 1 and then check any words in a monolingual dictionary.

TEACH GLOBAL  
THINK LOCAL

### Mixed ability

Early finishers work on word families in pairs: predicting the adjective (except for *war* and *natural disaster*). Students work together and then check their predictions with you / the dictionary. Encourage students to make logical guesses, eg to add 'ed' or 'ful' suffixes.

disease 4	pollution 7
homelessness 2	poverty 1
hunger 3	war 5
natural disasters 6	

2 Ask students how many syllables are in 'war' and 'natural' and show on the board how to represent word stress with small and large circles. Then ask them to complete the chart by writing a word on each line. Let students compare answers in pairs.

3  1.49 Students listen to the words and check the stress, then repeat each word after the recording.

-  1.49
- war O
  - natural Oo
  - hunger Oo
  - disease oO
  - poverty Ooo
  - homelessness Ooo
  - disasters oOo
  - pollution oOo

TEACH GLOBAL  
THINK LOCAL

### Homework extra

Ask students to re-read the audioscript of the interview with Helle and Josh. Imagine that the interviewer then asked: *Can I ask why you both became aid workers? What are the negative and positive sides to the job? What's the hardest thing about your job?* Students continue the interview. Give a minimum word count, eg 80 words.

## Grammar (SB page 45)

1 Ask students to remember at least five facts from the listening about the aid workers, eg they worked for a Danish organisation.

Write up these two gapped sentences and elicit the missing words:

We \_\_\_\_\_ work with the children. (*are going to*)  
The organisation \_\_\_\_\_ a new project in Guatemala. (*is starting*)

Elicit the meaning of the target structures by asking concept questions, eg *going to: When did they decide? Just now or some time ago?* and *present continuous: Is this a possibility, or is this sure? Has the organisation already made arrangements?*

Let students read the information under **Grammar**.

### Language note

The two structures are sometimes interchangeable in use. They are both used for future plans, but where the situation is more fixed, the present continuous tends to be used, eg where you know details such as when, who with, where. When talking about plans which you have limited control over and do not know the details of, it is unnatural to use the present continuous: *I'm buying a big house when I'm older*. See example 3, exercise 2, SB page 45.

Typically students at this level prefer to use 'will' or possibly 'going to'. Students sometimes find it hard to use present continuous for future reference, having initially learnt it for the present (see Unit 1).

Students complete this exercise alone first, then compare answers in pairs. In feedback, zoom in on the present continuous example: *the organisation is starting a project next month*. Ask students why this is in the present continuous, asking concept questions, eg *Is it certain? Where? Do they know exactly where in this country? When?*

- 1 Incorrect – is starting
- 2 Incorrect – is going to work
- 3 Correct
- 4 Correct
- 5 Incorrect – It's going to be

2 Ask students to choose the correct form to complete each question. Elicit the first one as an example, reminding students that sometimes both options are possible. Then students work individually.

If students need help with the question form, elicit the forms onto the board.

- |                         |                          |
|-------------------------|--------------------------|
| 1 are you doing         | 4 Are you working        |
| 2 Are you going         | 5 Are you going to study |
| 3 Are you going to read |                          |

3 Ask students to ask you the questions first, and focus in on the features of natural speech, eg contractions, linking and the schwa (see **Language note** below). Then pairs work together.

### Grammar focus

Show students the icon. Write page 138 on the board and ask them to find it. Show students the language summary on future plans and intentions.

You can use exercises 1 and 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.

**Language note**

In terms of pronunciation, the auxiliaries are reduced or contracted in fluid speech, eg *They're going to work with the children there.*

*What are /ə/ you going to do after class?*

'Going to' becomes: /gəʊɪŋtə/, or even /gənə/ with the 'to' pronounced as a weak form.

In exercise 2, SB page 45, in the short answer 'meeting a friend' the subject and auxiliary are omitted via ellipsis, a common feature of spoken English. Learners tend to give a full answer where fluent speakers might not. You could highlight this to students.

**Reading and Speaking (SB page 45)**

This is a text summarising the story of Pandora's box from ancient Greek mythology. Your approach to this text will depend on how much your students already know.

Put the words *Pandora's box* on the board and see if students know anything about this story, pointing to the picture. Pre-teach *trouble* (in the text *trouble* is similar to *problem*) and *despair*.

Write these questions on the board for students to answer on a first reading: *What was Pandora's box? What was the one trouble she did not let out? Was this a good thing? Why / why not? How do you think people felt when she changed her mind?* Check these open class.

Students then discuss the three more general questions in pairs.

**Background note**

Greek myths are the stories of the Ancient Greeks and they are about heroes, gods, mythological creatures, the world and culture. This myth of Pandora is mentioned in many different stories and is interpreted in different ways. It tries to give one explanation as to why evil exists.

*Hope* was considered to be negative by the Greeks: it gives you the false idea that you can control the future and does not let you live properly as it distracts you from the present.

**Part 3**

TEACH GLOBAL THINK LOCAL **Mixed ability**

This unit focuses on *will* for future predictions. Decide if your particular students would benefit from having a break between this and the work on the present continuous / *going to* in this unit, or if they are ready to cope with this focus now.

TEACH GLOBAL THINK LOCAL **Lead-in**

This activity will work best if students have the same or similar backgrounds. Put authors' first and last names on two separate pieces of paper, eg *William + Shakespeare*; *Leo + Tolstoy*, choosing writers your students will be familiar with. Give out the halves of the names to different students. They mingle to find their other half, then together try to name any works written by the author. They may need help from you to translate their titles into English. Take whole class feedback.

**Reading (SB page 46)**

The three texts are summaries of the three novels, *1984*, *Brave New World*, and *A Handmaid's Tale*.

1 Students work alone and write down three titles of novels or plays that they studied at school. Discuss in threes a) what sort of books they were b) briefly what they were about and c) if they liked studying them.

Then students continue the discussion by talking about the two points in exercise 1. Take some whole class feedback on points of interest.

2 Elicit any details that students know about the three books on page 46 or their film adaptations. If possible show the film posters, by doing a web search and typing in the name of the book, and then *film*.

Tell students that the books all have similar themes, as they are all 'dystopias', referring them to the glossary on SB page 46.

3 1.50 The three texts are summaries of the three novels, and all describe oppressive regimes.

Pre-teach the words 'government' and 'control' from statement b, exercise 3.

Students complete the reading task and compare answers in pairs.

- a tick
- b tick
- c -
- d -

4 First of all, write these words on the board and let students discuss the meaning in groups of three: *enemy* (n), *nuclear accident / disaster* (n), *pregnant* (adj); *slave* (n) and *factory* (n). If necessary, let students refer to dictionaries.

Check understanding by asking concept questions, eg *How long are women usually 'pregnant' for? What happens in a 'nuclear disaster'? What sort of things are made in a 'factory'?*

Remind students that they do not need to understand every word to complete the comprehension task.

Monitor closely to see how challenging they find the task. Students compare answers in pairs.

When taking class feedback, ask students to refer to specific lines from the summaries to support their answers.

- 1 HT (many women are infertile – line 4)
- 2 1984 (line 3)
- 3 HT (nuclear accident – line 3)
- 4 BNW (people don't know war – line 2)
- 5 BNW (create babies in factories – line 5)
- 6 1984 (even people's thoughts – line 6)
- 7 1984 (fall in love – a crime – line 9)
- 8 BNW (line 3)

5 Divide students into pairs and elicit their reaction to statement 1 in exercise 4, referring them to the *Useful phrases* box.

Monitor and note down any linguistic points that you would like to highlight afterwards.

Take whole class feedback and pick up on any interesting views or comments.

### Background note

*1984* was written in 1948. It has political, social and sexual themes. The book has an anti-totalitarianism message and is in many ways a description of post-war Britain. The novel has been translated into 62 different languages.

*Brave New World* was written in 1932. Huxley gave a frightening view of the future, when other novels were describing 'utopias'. Huxley was describing the fear of losing one's individual identity in an increasingly scientific world.

*A Handmaid's Tale* was written in 1985. Atwood was heavily influenced by Orwell. It explores the themes of women, politics and power and though frequently a school text, is considered by many to be anti-religious and over-explicit sexually.

All of these novels have been adapted for the cinema, TV, radio and stage.

TEACH GLOBAL  
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### Reading extra

To focus students on prepositions, write the following on the board:

- a *The novel is set \_\_\_\_\_ the future, in London. (in)*
- b *Winston works \_\_\_\_\_ the government. (for)*
- c *He is getting tired \_\_\_\_\_ life. (of)*
- d *They fall \_\_\_\_\_ love. (in)*
- e *Adults are divided \_\_\_\_\_ five social groups. (into)*
- f *He has to choose \_\_\_\_\_ joining them or dying. (between)*
- g *Offred learns \_\_\_\_\_ an underground resistance group. (about)*

Students fill in the gaps alone, without looking at the texts. Check answers.

Students close their books and test each other in pairs, making sure that the student being tested does not see the board. The other reads the first half of each sentence up to the preposition, eg *The novel is set ...*. Their partner completes the sentence from memory, using the correct preposition. Swap roles and repeat. Encourage students to record the new language.

### Grammar (SB page 47)

Using your fingers to represent each word, elicit the missing words in these two sentences, taken from the Grammar section:

*There \_\_\_\_\_ only 3 countries in the world.*  
*Women \_\_\_\_\_*

*\_\_\_\_\_ have babies.* Ask students concept questions: *Is this talking about the present or future?* (Future); *Are they talking about plans?* (No); *What are these?* (Predictions).

Students read the two bullet points about usage under **Grammar**.

### Language note

Students often find the different choices of future forms confusing. Indeed, in many languages there is only one form used to convey the notion of futurity.

*Will* has many different uses as it is a modal auxiliary verb, but is often seen by learners as 'the future tense', leading to unnatural sentences such as: *I'm sorry I can't come, I will go to the dentist this afternoon.* Usually the choice is determined by the context and the speaker's perception of the event, eg

*She's going to bake a cake.*

This is a plan.

*She'll make a cake.*

This could be a prediction (based on knowledge of her behaviour), a warning, a promise, etc. These functional headings often help learners to understand 'will'.

### Pronunciation note

*Will* is usually contracted to *'ll*, the so-called 'dark l' which learners find difficult to hear or produce, so drilling this may help.

1 Do the first example together (*The government will control society through the media*), then students work alone. This is a transformation exercise: the aim is to focus on manipulation of form rather than focusing on meaning.

People won't be able to read or own books.  
 The population will get all their information from the television.  
 They won't know their history.  
 Firemen won't stop fires, they will start them.

### Background note

*Fahrenheit 451* was first published in 1953 and was Bradbury's most popular novel. The novel is a critique of American society. It describes a world where people live for pleasure, one where reading is forbidden. Bradbury felt that television destroys literature. 451 degrees Fahrenheit is the temperature at which a book starts to burn independently. The book has been made into a film.

2 Ask students if they know the word which means the opposite of *dystopia*. Write *utopia* on the board and try to elicit what this might be. Let them read the definition in their books.

Elicit a couple of examples from students and then let them work on their five predictions in pairs. If necessary, put some prompts on the board: *family life; health; work; lifestyle; money; happiness, food, travel* etc.

Then re-group students into fours, and let them decide on the six best ideas.

Let students read other groups' ideas at the end, by sticking the lists up around the room. Finally, they should vote for the best utopia.

### G Grammar focus

Show students the icon. Write page 138 on the board and ask them to find it. Show students the language summary on prediction and ability.

You can use exercises 1 and 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.

### Vocabulary (SB page 47)

1 Tell students that they are going to look at one of the most common words in the English language: one of the top five most commonly used verbs. Students guess what it is (top five: *be, have, do, say, get*).

Students read exercise 1 and complete the table. Then encourage students to think of other examples to add to

the list if possible, as a class, eg **become**: get angry, get hungry, get sick; **receive**: get the post, get his present; **arrive**: get to your destination, get home.

become: getting tired; get pregnant; get interested  
 receive: get their information  
 arrive: get to

TEACH GLOBAL  
 THINK LOCAL

### Alternative procedure

This approach contextualises the target lexis. Draw a stick figure of a man called Charlie, with a sad face. Tell the story about him. Every time you pause, elicit suggestions silently (raise eyebrows / use a hand gesture, etc, to signal). It does not matter if students do not give the correct suggestions.

*Charlie was very, very bored with his life. He wanted to **get away** from his humdrum life, his job as a (pause) ... bank clerk, dealing with difficult customers and non-stop counting. He had no (pause) ... fun any more. That night, he decided to change his life. He (pause) ... packed his (pause) ... bag and had an early night. In the morning he (pause) ... **got up** with the birds and set out on a round the world trip. After two weeks of **getting around** mainly on foot, he had only travelled about 150 km and he felt very (pause) ... tired. He realised that he was actually missing even his (pause) ... job! That night, when sleeping in a cheap hotel, all his things – his bags and his money – (pause) ... were stolen. He decided to (pause) ... return home. When he **got back**, he **got together with** (pause) ... some old friends in the local pub. He also started to talk to the pretty (pause) ... barmaid. He decided that (pause) ... his life back home wasn't so bad after all!*

Re-read the text without pausing. Students re-tell the story in pairs. Then elicit the target phrases with 'get', eg *He wanted to ...*

2 If you did not use the alternative procedure above, put the words on the right in exercise 2 on the board, eg *return* (v). Students in pairs try to think of a synonym with *get* for each of the five verbs, then complete the exercise.

1 b	4 e
2 d	5 c
3 a	

3 Clarify the situation: this is a perfect world. Ask the first two questions to confident students. Give a minute's thinking time. Ask students to work in pairs to ask and answer the questions.

TEACH GLOBAL  
 THINK LOCAL

### Homework extra

Students write a single diary entry, from a utopian world. Start like this (put on the board and elicit ideas): *I woke up at 9.30 am, with the sun shining through the window onto my \_\_\_\_\_ (describe) bed. I got up and had \_\_\_\_\_ for breakfast (what?), then went to \_\_\_\_\_ (place) to \_\_\_\_\_ (why?).* Students continue it.

## Part 4

TEACH GLOBAL  
THINK LOCAL

### Lead-in

Before class do an image search online with the key words: *polar bear* and *coral reefs* and show students selected images. Elicit why we should be worried: the polar bear's habitat / survival is threatened by melting ice; 60% of the world's coral is predicted to have died by 2030, due largely to warming waters. Elicit the global problem: *climate change* or *global warming*. Write these up on the board. Ask students if they can give other examples of climate change.

### Vocabulary (SB page 48)

1 Students complete the missing words, alone initially, without a dictionary. Then they work together in pairs.

2  **1.51** Ask students to listen and check their answers, then repeat the words after the recording. Drill any tricky words, eg *flood* /flʌd/, *ocean* /'əʊʃən/ and *desert* /'dezət/.

 **1.51**

- 1 Europe – stronger **storms** and increased chance of **floods**
- 2 Africa – **lakes** and **rivers** disappearing
- 3 New Zealand – **oceans** getting warmer
- 4 Mexico, US – Numerous **forest** fires
- 5 Africa – Area of **desert** increasing
- 6 Greenland – Glacial **ice** melting

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### Extra activity

Students have a group discussion on climate change. Tell them you will ask groups for their opinions and comments in seven minutes (give less or more, as appropriate). Students choose a representative to take notes and report back. Dictate these:

*Have you felt or seen any signs of climate change yourself?*

*Can you remember any other examples of climate change which you have heard of?*

*Are we causing climate change or is it a natural thing?*

*What do you think is going to happen?*

### Listening (SB page 48)

This listening comprises different people giving their opinions about the film and its message.

1 Students write down the name of the most terrifying film they have seen, then discuss in threes.

Ask students to look at the poster on page 49 and respond to the two questions. Explain this is not a typical 'horror movie'.

2  **1.52** Students listen and compare ideas in pairs before feedback. If you have the technology, you could also watch a clip of this film on video sharing websites.

Do a web search using the key words: *An Inconvenient Truth* film or go to [www.climatecrisis.net](http://www.climatecrisis.net)

The film is about future problems related to global warming.

 **1.52**

- 1: An Inconvenient Truth? Isn't that a documentary from a few years ago about global warming? No. I haven't seen it, no. I heard it was interesting.
- 2: Well, of course I knew about global warming a bit before I saw the film ... but, well ... wow. I mean, it really makes me think about what I'm going to do. If we don't do something now, we'll have serious problems in the future.
- 3: All I want to say is that I saw this film. It was a great documentary, and it's very very important.
- 4: Oh, yes I remember this film. I saw it after Al Gore won the Nobel peace prize. I learned a lot. It was different from a usual Hollywood film.
- 5: I didn't like it. These kinds of documentary films are always frightening. And anyway, when this climate change happens, I'll be dead. So I don't want to worry about it now.
- 6: I haven't, but my son saw this film at school, in his geography class. He was talking about it all evening. He said: "You'll think differently after you see it." I think it's good that he learns about this kind of thing at school.

3 Give students time to read the statements for each speaker first. Write the name *Al Gore* up, explaining who he is. Play the recording and monitor – play the recording twice at this stage, if necessary.

Students compare notes before whole-class feedback.

- |     |     |
|-----|-----|
| 1 F | 4 F |
| 2 F | 5 F |
| 3 T | 6 T |

### Background note

Albert Gore (born 1948) is an American politician. He was the Vice-President under President Bill Clinton from 1993–2003. He is also a businessman and environmentalist. He wrote *An Inconvenient Truth* and starred in the Academy-award winning documentary based on the book, although some of the claims made are not universally accepted. He won the Nobel Peace prize (2007) for his work on climate change.

4 Students respond to the question as a whole class. Encourage students to give reasons. If one of the students uses an *-ing* or *-ed* adjective, write the sentence on the board in preparation for the next stage.

## Extend your vocabulary – -ed / -ing adjectives (SB page 48)

Students read the explanation and choose the correct words individually. Monitor to check that students have grasped the difference between the two types of adjective. Take feedback.

- |                      |            |
|----------------------|------------|
| 1 boring             | 3 worrying |
| 2 relaxed, surprised |            |

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### Extra activity

Students think of a film / book which made them feel: *surprised, tired, interested, bored, amused, excited, scared / frightened, depressed, relaxed* (clarify as necessary). Write up:

After / while watching / reading / doing X, I felt \_\_\_\_\_ (adj). It was (a) really \_\_\_\_\_ (adj) (film, book)

Provide an example yourself. Students write three full sentences about themselves, then compare notes.

## Grammar (SB page 49)

1 Elicit an example of the target language first, eg *when I next \_\_\_\_\_ (go) on-line, I \_\_\_\_\_ (try) to buy the DVD of An Inconvenient Truth*. Check students know ‘main clause’ versus ‘if/when’ clause – students need this to do exercise 1.

As students are completing the gap-fill alone, monitor and note or point out errors relating to form. Take class feedback and point out the different order of the clauses in 4 (the main clause is first).

- |                       |                    |
|-----------------------|--------------------|
| 1 don't do, will have | 3 happens, will be |
| 2 look, will see      | 4 will think, see  |

### Language note

The ‘if’ clause (subordinate clause) takes a present structure and for students this can seem odd when referring to the future. They might say, *when I will return home tonight, I'll cook dinner*.

2 Students work in pairs, both writing full sentences. Monitor.

In feedback encourage students to contract the auxiliary, eg *If the weather is good tomorrow, I'll probably go for a walk*.

If you feel your students could manage, input some examples of ‘tentative language’ eg *I think + I'll ... ; I'll probably ...*

## Grammar focus

Show students the icon. Write page 138 on the board and ask them to find it. Show students the language summary on future time clauses.

You can use exercise 1 on page 139 for:

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

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

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### Extra activity

Write the following on the board:

- When / if I meet the love of my life, ...
- When / if I become rich, ...
- When I retire, ...
- When I speak perfect English, ...
- When / if I become a successful X, ...
- When I pass all my exams, ...

Students work in twos or threes with a dice. They take it in turns to throw the dice and after each throw, one student completes a correct sentence of that number.

## Speaking (SB page 49)

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### Extra activity

Students close books. Write the words *To stop climate change, we have to ...* on the board, eliciting examples before students work in threes to brainstorm more ideas in two minutes. If your students need prompts, write words on the board eg *plastic food packaging; a packet of seeds; a light-bulb; car-keys, a bin*, etc. Listen to suggestions as a whole class, inviting students to give reasons.

1 As a lead-in to the questionnaire, introduce the task, then write up the first question on the board: Elicit two more possible questions. Students then read the six questions and think about their own answers.

2 Focus attention on the follow-up question in each case, which should be asked if their partner gives a ‘yes’ answer. Students work in pairs to ask and answer the questions. They should note down their partner's answers.

3 Students may find they still need to ask more detailed questions to their partner to complete this task.

Take whole class feedback to find out who is the most environmentally aware.

### Background note

Your ‘carbon footprint’ is a measure of the amount you as an individual / group affect global warming and therefore the environment. It is a way of conceptualizing the damage we do by measuring the carbon dioxide produced in units.

## Function globally: making offers and decisions

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

### Warm up (SB page 50)

**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 50)

**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 audio after each one.
- If students find it very difficult, play the audio a final time and allow them to read the audioscript at the back of the book.

#### 1 and 2

Conversation 1: situation 3. The bill is £2.75

Conversation 2: situation 1. His friend is going to drive him.

Conversation 3: situation 4. She is going to take the 6.50 train.

#### 1.53–1.55

- 1 A: Oh. Look at the time. My train's leaving soon.  
 B: Shall I pay for these?  
 A: That would be great.  
 B: OK. Wait. I don't have enough for both of them.  
 A: Hold on. How much is it?  
 B: 2.75.  
 A: I'll pay for it. Here's five. I really have to go now though.  
 B: Thanks again. Have a good trip, and see you next Monday!  
 A: Bye! See you Monday.
- 2 A: Hey! What time do you need to get to the airport?  
 B: I'm planning to be there two hours before the flight. Why?  
 A: Well, look at the time. The airport train leaves in five minutes.  
 B: Oh no.  
 A: I'm sorry, we were talking and I didn't see the time ...

B: No, don't worry. I ... I won't take the train. I'll take a taxi.

A: A taxi? They're quite expensive. Let me drive you to the airport.

B: Really? That would be great. Thanks.

A: No problem. We can continue our conversation in the car.

3 A: Can I help you?

B: Yes, thanks. Erm, I ... I've missed my train. Can I use this ticket for the next train?

A: Yes, you can. The next train is the six o'clock fast train. You'll need to pay an extra ten euros for that. Or you can take the six fifty train and you don't have to pay anything extra.

B: Okay, I'll take the six fifty train then. Thank you.

A: You're welcome.

### Language Focus: offers and decisions (SB page 50)

**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 will

#### 2 and 3

#### 1.56

- 1 A: Are you ready to order?  
 B: Yes. **I'll have** a salad.
- 2 A: I don't understand this.  
 B: That's all right. **I'll help** you.
- 3 A: The next train is in twenty minutes.  
 B: **Shall we take** it or wait?
- 4 A: Here, let me take those bags.  
 B: Thanks, but it's OK. **I'll carry** them.

### Speaking (SB page 50)

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

**Tips:**

- There are sometimes a choice of tasks. Any task involving reading a script will be easier than a task involving making students' own scripts. This gives you flexibility for mixed ability classes.
- Give students time to prepare this activity, and circulate and monitor carefully.
- Correct sensitively, paying 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 51)

**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.

**2** Other reasons might include: I'd like to travel; I need to speak English with my relatives / my colleagues; I want to read English books in the original; my boss has told me to; I need it to get into university; I love the sound of the language, etc.

### Listening (SB page 51)

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

**Tips:**

- The first time students listen, tell them you don't expect them to understand every word; some of it will be hard. This is because the text has not been scripted or graded in any way. It's what they would hear in "the real world".
- Pause after each speaker on the second listening, and don't be afraid to replay the whole thing if students appear to need it.
- Students can read the audioscript at the back of the book if you / they wish.
- Try to avoid hunting for specific pronunciation or language errors. In real world communication not everyone speaks perfect English all the time, not even native speakers.

 1.57–1.62

- 1 I'm learning English because it will be helpful for my career. (5)
- 2 I am learning English because first of all I want to be a teacher of English in my country. (4)
- 3 I would like to work for some companies who work in Canada and USA and they need really good English skills and I have to speak English very well and to work for them. (3)
- 4 Well I believe that English is very important nowadays as you cannot continue studying without using English because it's the international language nowadays. (8)
- 5 I am learning English because I love it. I love the English culture, the American culture, its movie, its music. (10)
- 6 English is a world language so we need to study English. It is essential. And personally I want to be a politician or I want to be a diplomat, which my father wants. So I think English is the most important thing for a politician or a diplomat so that is why I am studying English in Britain now. (9)

### Language focus: synonyms

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

**Tips:**

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

- 1 actually
- 2 university studies
- 3 obvious

### Speaking (SB page 51)

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

**Tips:**

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

# Writing an email to a friend

## Reading (SB page 52)

### 1 and 2

Find out if students know anything about Edith Piaf, show them a picture or play her music. Then students read the two emails. Ask open class if they have seen or would like to see the film and encourage them to give their opinions.

They arrange to go and see *La Vie En Rose*.

### Background note

Edith Piaf is a well-known French singer and songwriter (1915–63), a French icon. Two of her most famous songs are: 'La vie en rose' and 'Non, je ne regrette rien'. She had a rather tragic life and this was dramatized in the film 'La vie en rose', released in 2007.

## Writing skills: informal style (SB page 52)

1 Point out that these emails are very like informal letters. Check the meaning of *salutation* and *contraction*. Students check what they know about informal writing to friends.

- |     |     |
|-----|-----|
| a F | c T |
| b T | d F |

2 Students work independently initially, then check their answers in pairs. You could write the changes on the board.

- |                             |                           |
|-----------------------------|---------------------------|
| 1 I'm writing ...           | 8 ... acting's brilliant  |
| 2 I'd like to see ...       | 9 I'd love to ...         |
| 3 It's a drama ...          | 10 I'd really like to ... |
| 4 It's had very good ...    | 11 My sister's ...        |
| 5 It's the true story ...   | 12 ... it's great         |
| 6 I've heard ...            | 13 I'll see you ...       |
| 7 ... music's beautiful ... |                           |

### Language note

This raises students' awareness of how audience affects choice of language. Students tend to either overuse or underuse contractions in both formal and informal writing. Informal written style is closer to spoken English, using different, higher frequency vocabulary, contractions and ellipsis (when the 'grammar' words are omitted, eg *I'll*) See you (on) Friday).

3 Ask students to work in pairs. Note that some of these answers may differ depending on context, age and personality of the reader / writer.

- |                 |                     |
|-----------------|---------------------|
| Hello Laura (I) | Yours sincerely (F) |
| Dear Laura (F)  | Bye for now (I)     |
| Hi Laura (I)    | Regards (F)         |
| Best wishes (Q) | Yours (Q)           |
| Cheers (I)      |                     |

## Language focus: making invitations and arrangements (SB page 52)

1 Ask students to choose whether the expressions are formal or informal. Students work with a different partner from the previous exercise.

- |     |     |      |
|-----|-----|------|
| 1 F | 5 F | 9 F  |
| 2 I | 6 I | 10 I |
| 3 I | 7 I | 11 F |
| 4 F | 8 F | 12 I |

2 Students can work in pairs if they wish. Encourage them to use informal expressions from exercise 1 to help them.

## Preparing to write (SB page 52)

Introduce this by describing a film that you have recently seen, using some of the phrases under *Describing a film*.

Give students time to read the useful phrases. Focus students briefly on the use of *star* as a verb.

Write up any new words on the board and drill them, eg *thriller* (n) /'θrɪlɪə/; *documentary* (n) /dɒkjə'mentəri/ and *review* (n/v) /rɪ'vju:/. Students then describe their films in pairs.

## Writing (SB page 52)

Remind students that the tone should be informal and to refer to Laura's text and to the Language focus (exercise 1 and 2) for support. If appropriate, use a local cinema guide, or the internet. Encourage students to develop the central paragraph, and give brief details of the film. Remind students this paragraph should encourage their friend to join them.

Monitor as students are writing, focusing on issues of style and clarity. Ideally, write and send the emails on computer. Take in the finished emails for diagnostic purposes.

## Global review

These lessons in *Global* are intended to review some of the language and topics covered in the unit. They follow a similar format.

### Grammar and Vocabulary (SB page 53)

**Aim:** to review the main grammar and vocabulary in the unit.

**Tips:**

- Students can do these exercises alone or in pairs, in class or at home, depending on their learning style and your teaching situation.
- Ask students to read the questions first to establish the grammar and vocabulary areas which are focused on.
- Encourage students to check their own answers by looking back through the unit.

**Grammar**

- |                   |                      |
|-------------------|----------------------|
| 1 are you doing   | 5 buy / will be able |
| 2 to get          | 6 going              |
| 3 to learn        | 7 am starting        |
| 4 'm going to buy | 8 gets / will melt   |

**Vocabulary**

Natural disasters: storm, flood, forest fire

People with a lot of money: wealthy, well-off

People helped by aid organisations: poor, homeless

Geographical features: ocean, lake, desert

### Speaking and Writing (SB page 53)

**Aim:**

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

**Tips:**

- Before speaking encourage students to think first about what language they need to focus on from the unit, and a good way to start their conversation.
- Before they do the writing practice, ask students to either make notes or discuss ideas with a partner to activate useful language.
- Monitor as students are working and note any points for feedback at the end.

## Study skills

### Using your dictionary: finding the right entry (SB page 53)

**1** Familiarise yourself with the entries in the learners' dictionaries beforehand. If possible, to aid feedback, project the relevant entries for exercises 1–5 onto the board.

**2** Students check in a monolingual dictionary. In feedback, clarify the purpose of the exercise. Read the comments under Exercise 2 aloud. Ask students if they can think of other examples like 'orange'.

**3** Elicit from students the typical word classes for these three words, before searching in the dictionary. Ask students to check the meaning too (sometimes the meaning is related, eg *heat* (n) and (v), but *pretty* (adj) and (adv) and *fair* are not connected). In these three cases the pronunciation remains the same, despite changes in meaning.

- |                             |
|-----------------------------|
| 1 heat: noun, verb          |
| 2 pretty: adjective, adverb |
| 3 fair: noun, adjective     |

**4** Remind students that there may be several meanings for one class of the word in the dictionary. Be prepared to help students unused to reading phonemic script.

- |   |
|---|
| 1 tear (verb) /teə/ to pull something so that it separates into pieces; tear (noun) /tɪə/ a drop of liquid that comes from your eye when you cry. |
| 2 close (verb) /kləʊz/ to move something to cover an open area; close (adj) /kləʊs/ only a short distance away.                                   |

**5** First students cover the menu of meanings 1–6. They then read the example sentences in pairs and decide what 'green' means in each case. Students then find the relevant meanings from the list.

- |     |
|-----|
| 1 3 |
| 2 2 |
| 3 5 |