

English World

Teacher's Guide

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Scope and sequence

Unit	Reading	Reading comprehension	Looking at language	Grammar
1 A website project Page 7	The www project a leaflet giving advice and guidance	literal questions; expressions; thinking skills; vocabulary; personal response	nouns -tion / -sion noun + noun	revision of main tenses: present simple and continuous; past simple and continuous <i>I speak French. Today I am learning Italian. Last year I went to Spain. I was travelling for ten hours.</i>
2 We ♥ New York Page 17	New York! New York! Study skills: proofreading; personal account	literal questions; expressions; spotting mistakes; thinking skills; vocabulary; personal response	adjectives oy / oi conjunction because	order of adjectives <i>She wore an unusual, old, Chinese, silk shawl.</i>
3 Different places Page 27	The White Giraffe a story from another culture	true/false questions; meanings of phrases; thinking skills; definitions; personal views	verbs gh sounding /f/; silent gh conjunctions; sentences with three main clauses; suffix -ness	past perfect and past perfect continuous <i>He had seen a strange bird. It had been flying above the trees.</i>
4 A great destination Page 37	Bangkok – The Grand Palace a guidebook	literal questions; subjects of paragraphs; thinking skills; definitions; personal views	adverbs -ture / -sure complex sentences	reported speech: statements and commands <i>John said that he was tired. The teacher told the boys to sit down.</i>
5 Beyond this world Page 47	Hello, Earth science fiction	true/false questions; meanings of phrases; adverbs; thinking skills; definitions; personal views	compound words y sounding /ɪ/ or /aɪ/; informal styles in fiction; prefix trans-	reported speech: statements, past to past perfect, present perfect to past perfect <i>Lucy said that she had never been abroad. The old man said that he had grown up in India.</i>
6 I remember Page 57	The honey-seller autobiography	literal questions; meanings of phrases; thinking skills; parts of speech; personal views	derived words silent t subordinate clauses	time clauses: all tenses with when, after, while, before, until, as soon as <i>When the bell rang, they went in. As soon as our guests had gone, we went to bed.</i>
7 Questions, questions Page 67	A desert map detective fiction	literal questions; meanings of phrases; thinking skills; definitions; word classes; personal views	words with two or more meanings -ous direct speech in fiction	pronouns: subject, object, indirect object, possessive; possessive adjectives <i>They saw us. I gave the flowers to her. The book is mine.</i>
8 In my view Page 77	Text messaging – GR8 or not? different opinions	literal questions; expressions; adjective definitions; thinking skills; vocabulary; personal response	words with two or more meanings (2) -ise / -ize / -yse pronouns	reported questions; if / whether <i>The teacher asked if anyone was absent. We wondered what the strange sound was.</i>
9 What a wonder! Page 87	And the winners are ... a magazine article	multiple choice questions; defining phrases; thinking skills; vocabulary; personal response	words with two or more meanings (3) -ary / -ery / -ory clause order; prefix, over-	passives: present and past continuous <i>The house is being designed by a famous architect. A play was being performed in the park.</i>
10 Communications Page 97	The First Nations letters, emails and texts	literal questions; thinking skills; multiple choice questions; definitions; personal views	phrases au / aw conjunction so	third conditional <i>If he had passed his exams, he would have gone to university.</i>
11 I'm going to talk about ... Page 107	Giving a class presentation Study skills: advice about giving a presentation	literal questions; expressions; vocabulary; thinking skills; personal response	phrasal verbs silent u compound adverbs suffix -dom	future continuous <i>This time next week we will be enjoying our holiday.</i>
12 A new website Page 117	Global Youth Link a website	literal questions; meanings of phrases; thinking skills; definitions; personal views	synonyms tricky words tones in writing; suffixes: -age, -ship	either / or, neither / nor <i>You can choose either burgers or pizza. Neither Sally nor John passed the exam.</i> past perfect passive <i>The house had been damaged by a violent storm.</i>

Grammar extra Pages 127–130 Projects Pages 131–135

Grammar in use	Class writing Independent writing (WB)	Listening and speaking
future: <i>will</i> and <i>going to</i> <i>The lesson will finish at ten o'clock.</i> <i>He is going to become a doctor.</i> present perfect simple/continuous <i>She has never been abroad.</i> <i>I have been waiting for half an hour.</i>	Features of writing to advise SB: advice for taking a trip abroad WB: advice for a friend expecting a visitor from abroad	Conversation practice: the <i>www project</i> topics Listening comprehension: the assignment of the topics Individual speaking (WB): the project topic I would choose www.jnob-jo.com
see, hear, watch, feel something happen/ happening <i>I saw the boy fall.</i> <i>I watched the snow falling.</i>	Study skills: proofreading, correcting and rewriting texts SB: proofreading/correcting a text WB: proofreading/rewriting two texts	Conversation practice: photos of NY Listening comprehension: a presentation about the Statue of Liberty Individual speaking (WB): talking about two local sights of interest
expressing purpose: <i>so (that), (in order) to</i> <i>She went to the library so that she could study in peace.</i> <i>He went to the sports centre to have a swim.</i>	Features of stories from other cultures SB: a story about travel in own country WB: a story set in own school	Conversation practice: photos of Australia Listening comprehension: an interview about the Great Barrier Reef Individual speaking (WB): talking about a place of outstanding beauty or importance
present simple for fixed future events <i>Our train leaves in ten minutes.</i>	Features of writing to inform / persuade SB: a guide to the Grand Canyon WB: a guide to a local place	Conversation practice: schools Listening comprehension: a discussion about two very different schools Individual speaking (WB): talking about your school
quantifiers: <i>(a) few, fewer, the fewest, (a) little, less, the least</i> <i>Our team scored the fewest goals.</i> <i>There is little water left in the lake.</i> <i>Joe shows the least interest.</i>	Features of science fiction writing SB: a boy's first visit to the Moon WB: continuation of the story	Conversation practice: performance arts Listening comprehension: a tour of the Globe Theatre Individual speaking (WB): talking about a theatre or cinema visit
agreement: <i>so do I, so will you, so must he, neither / nor do I</i> <i>"I love the holidays." "So do I."</i> <i>"I can't swim." "Neither can I."</i>	Features of autobiographical writing SB: an autobiographical event from notes WB: a true autobiographical incident	Conversation practice: schoolwork and hobbies Listening comprehension: Laura and her parents talking about her schoolwork and the website project Individual speaking (WB): talking about time for schoolwork and hobbies
reflexive pronouns <i>She looked at herself in the mirror.</i> <i>The children made the cake themselves.</i>	Features of detective writing SB: an investigative interview – Luke / Miranda WB: an investigative interview – Miranda and the bookshop owner	Conversation practice: environmental disasters Listening comprehension: a TV programme about an oil spill disaster Individual speaking (WB): researching and recounting an environmental disaster
exclamations: <i>what, what a / an, so, such a / an, such</i> <i>What clever girls!</i> <i>It's such a big car!</i> result clauses: <i>so / such a / such ... that</i> <i>The film was so bad that we left.</i>	Features of writing about opinions SB: different opinions about a subject WB: different opinions about a subject	Conversation practice: losing things Listening comprehension: monologues about items people have lost Individual speaking (WB): talking about an event when something important was lost
adjective + preposition: <i>good at, keen on, interested in, etc.</i> <i>John is good at sport.</i> <i>New York is famous for its skyscrapers</i>	Features of magazine articles SB: a magazine article from notes WB: researching and writing a magazine article	Conversation practice: eating habits and preferences Listening comprehension: a questionnaire about healthy eating Individual speaking (WB): talking about your daily diet and how healthy it is
wish + <i>would</i> , past, past perfect <i>I wish he would stop shouting.</i> <i>Sally wishes she had a pet.</i> <i>Fred wishes he had worked harder.</i>	Features of formal and informal letters SB: a formal letter of enquiry WB: an informal letter to a friend	Conversation practice: environmental problems Listening comprehension: the project leaders talking about environmental issues Individual speaking (WB): talking about local environmental concerns
question tags <i>You like animals, don't you?</i> <i>They haven't arrived yet, have they?</i> <i>We mustn't be late, must we?</i>	Study skills: preparing for a class presentation SB: notes for a class presentation WB: preparing a class presentation	Conversation practice: using computers Listening comprehension: Laura's presentation about the project Individual speaking (WB): talking about creating a student website for your school
adverbs of degree + adjective (+ adverb) <i>It's rather cold today.</i> <i>That man is incredibly rich.</i> <i>She sings really well.</i>	Features of evaluative writing SB: evaluation of the Global Youth Link website WB: evaluation of a real website	Conversation practice: the website Listening comprehension: team leaders talking about the website Individual speaking (WB): giving your opinion of the website

Introduction

English World is a 10-level course which takes learners from their first words in English through to final public examination standard in the key skills of reading, writing, listening and speaking.

The course features a clear and strong syllabus of grammar structures that are essential to learners of English and combines with aspects of first-language methods. This combination of first- and second-language approaches to teaching offers students the opportunity to develop language skills that are taught to native speakers while learning and improving their knowledge of grammar and correct usage. The grammar structures are reinforced with comprehensive practice and testing, both of which are provided in the course.

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English World enables students to gain a firm foundation in key skills:

- to increase their level of fluency in speaking
- to achieve evident competency in writing and listening
- to gain a good knowledge and understanding of a wide range of fiction and non-fiction text types.

The course aims to produce speakers and writers of English who are both confident and accurate. Throughout *English World*, students are given training in different study skills which will help them to raise their standard of work and their level of attainment. A good grounding in these skills gives students the knowledge they need to work productively when working independently and to take responsibility for their own learning.

The standard that students are expected to reach by the end of the course should enable them to approach final exams with confidence and prepare them for further study of English, to use English in the study of another subject or to use English in everyday life or in the workplace.

Components of the course

- Student's Book
- Workbook
- Exam Practice Book (EPB)
- Class Audio CD
- Teacher's DVD
- Student's CD-ROM
- Teacher's Guide

Student's Book (SB)

The book has 12 units. Each unit is made up of 7 lessons:

- Lesson 1: Reading
- Lesson 2: Reading comprehension
- Lesson 3: Looking at language
- Lesson 4: Grammar

Lesson 5: Grammar in use

Lesson 6: Writing

Lesson 7: Listening and speaking

The key skills practised in *English World* prepare students for a broad range of tasks, including exam-type tasks, and each unit links to the Exam Practice Book. Use of supplementary skills books should not be necessary if students cover the complete syllabus included in *English World*.

Homework tasks are suggested for every lesson of the Student's Book. This is usually independent work in the Workbook or further independent work from the Student's Book.

Four teenage characters feature in the Student's Book. Students listen to their discussions, conversations and dialogues. The characters' everyday conversations give learners exposure to contemporary English, spoken by their peer group, using functional language in a natural way. The characters introduce learners to aspects of English culture, give cohesion to the numerous listening activities and act as models for speaking in a variety of situations.

Projects

A different project is provided for every pair of units. The type of project and the subject matter is based on one of the previous two units. They are intended for independent work but notes to assist teachers in setting the projects are given on pp172–174.

Workbook (WB)

Units have 7 pages of exercises for independent work:

- 1 Reading comprehension
- 2 Vocabulary
- 3 Looking at language
- 4 Grammar
- 5 Grammar in use
- 6 Writing
- 7 Listening and speaking

The eighth page is a *Check-out* self-test page which sets out all the work covered in the unit.

Revision pages

Two pages of revision exercises appear after every other unit in the Workbook, giving practice of work covered in the two preceding units.

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Word list

Pages 138–140 of the Workbook list key words from the reading texts, vocabulary pages and spelling for each unit.

Student's CD-ROM

All the reading texts and dialogues are on the CD-ROM provided with the Workbook. Students can listen again to improve understanding, reading skills, pronunciation and intonation, and to check and revise.

Exam Practice Book (EPB)

All four skills and use of English are examined after every second unit. The format follows the task types that students will encounter in external exams and familiarises students with the range of questions that they will have to answer. The tasks reflect the material of the Student's Book so that learners can focus on the examination task itself and check how well they have taken in the vocabulary they have been using.

There are two longer papers: one that may be taken halfway through the year and another to be set at the end of the year. There are progress charts at the end of the book so that students, teachers and parents can check where progress has been made in each of the skills during the year as well as lists of important tips on how to study and prepare for exams.

SB links to EPB

The practice papers are written to be set after every second unit. However, particular SB lessons are marked with a link to the EPB, showing the Test and Question numbers that examine that lesson's work. This enables teachers to:

- see how particular work is tested in the EPB
- allow particular sections of the paper to be done as a shorter test if necessary, where a longer test is not possible or appropriate.

Teacher's DVD

The Teacher's DVD contains:

- the complete Student's Book so that teachers can use the material on an interactive whiteboard in class
- the Student's Book audio files: all reading texts, dialogues and listening comprehension material
- the EPB audio files for listening comprehension tests
- video training sessions to assist teachers in classroom management and good teaching methods and practice.

Dictionary

There is no dedicated dictionary for the three final levels of the course. Dictionary work in *English World 8* is based on the *Macmillan School Dictionary*. By level 8, all students should be familiar with basic dictionary usage and have their own dictionary for classwork and homework.

Methodology

The units

As the course progresses, the units develop and increase students' knowledge and skills in language use, grammar, vocabulary, reading and writing. Each unit assumes that what has been taught in the preceding units has been learned and understood. The units do not stand alone as individual packages of work, unrelated to the rest.

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The lessons

The lessons are designed to be taught in the order they appear. Each lesson develops strands from preceding lessons. The order has been conceived to support students' learning in a strategic way, therefore it is appropriate to teach them consecutively.

All the material shown for one lesson should be taught in the order it is presented. Each lesson is intended to cover 40 minutes of teaching. A very rough guide is given at the start of each lesson to show the approximate amount of time that is intended for each activity. The guide is not intended to be completely inflexible. However, the guidelines are given to help teachers cover all the material and to include a variety of activities and a variety of skills in each teaching period.

The approach to teaching

The lessons have been written for interactive teaching in the classroom: the teacher leads the lesson actively by guiding the class at every stage, encouraging frequent responses from students and establishing a regular practice of communication between students in lessons.

Each lesson has a particular skill focus but there are opportunities to use a variety of different activities and key skills in teaching it. In all lessons, students are encouraged to listen actively to their teacher and to each other, and to speak purposefully. Reading is a part of all lessons and many activities include writing of notes or short answers as well as the lessons that focus on writing as a specific technical and creative skill.

The following pages show the methodology for a complete unit, one page at a time so that users can see:

- the order of the key skills in each unit
- the methods and key stages for teaching each lesson
- detail of how the stages should be approached
- other notes and information about methodology in the lesson.

Lesson 1 Check-in and Reading

The Check-in page prepares students for the unit theme and topic.

Students read the Check-in page before they start Lesson 1 of the unit in their SBs.

Note: It is important to work through **all** parts of this page **in order**.

Illustrations set the context visually.

discussion and thinking skills

The topic is presented in clear statements.

Tasks and questions help the students to think about it.

thinking skills and personal response

Key features of the text type are summarised.

Key vocabulary to check before reading is given.
dictionary practice

I remember

Check-in

We learn about the lives of famous people through biographies and autobiographies. Sometimes the lives of ordinary people can be just as interesting.

What is the difference between a biography and an autobiography?

What famous people from the past have you learned about by reading about their lives?

Do you know of an autobiography of someone alive now who you like or admire?

You are going to read an extract from an autobiography that recalls an episode when the author was a teenager.

Reading

- The author grew up in Delhi, India. The Himalayas are also mentioned.
- Find India, Delhi and the Himalayas on a world map.
- In the extract, the author **recounts** the stress of the exam period.

Do you think the exam period is stressful? Why? / Why not?

These words are in the extract you are going to read.

surfer interested past only
make big suspend

What do they mean? Check in a dictionary.

Looking at language

- Dictionary: derived words.
- Spelling: silent t.
- Language development: subordinate clauses.

What is a clause?

Grammar

- Practise time clauses using all tenses with when, after, while, before, until, as soon as.
- Practise language of agreement.
- Practise phrasal verbs with do.

Writing

- Learn about the features of **autobiographical writing**.
- Write about an autobiographical event from notes.
- Write about a true autobiographical incident.

Listening

- Ian and Holly's **discussion** about schoolwork and hobbies.
- Laura's **conversation** with her parents about schoolwork and a website project.

How often do you discuss your schoolwork with your parents?

Speaking

- Talk with a partner about **your schoolwork and your hobbies**.
- Tell the class about your hobbies and the balance with your schoolwork.

How many hobbies or interests outside schoolwork do you have?

thinking skills

Language and grammar in the unit is clearly listed.

The tasks for each skill area are listed.

Simple questions invite a personal response to ideas in the unit.

More about the Check-in page

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Check-in for students:

- Students should read the page as an independent homework task in preparation for Lesson 1: Reading text.
- They should complete any tasks and note answers to questions and bring them to the lesson.
- They should check the meanings of the key vocabulary for the Reading text.

Check-in for teachers:

- These steps prepare students for the work they are going to cover in the unit so the teacher can make sure the class is aware of the spread of the work at the beginning.
- At the start of Lesson 1, teachers should go through the page with the class, eliciting answers from individuals and checking the key vocabulary.
- This activity acts as a warm-up to the first lesson as well as an introduction to the unit as a whole.

Lesson 1 Reading

The text is the main reading for the unit and is the skill focus for the lesson. All skills for each part of the lesson are shown below in *italics*.

The text creates a context which links the following lessons.

Before reading

1 discussion of the text type
speaking listening

Reading

2 reading the text
reading listening
3 vocabulary
dictionary skills

After reading

4 general questions
speaking listening
5 reading practice
reading listening

Reading

THE HONEY-SELLER

Climbing the Mango Tree is the autobiography of Madhur Jaffrey, a well-known writer who was born and brought up in India. The autobiography tells of the author's childhood in Delhi, the capital city. This episode recounts the preparation for exams and a visit from a memorable salesman who came to the house one day during the study period.



As soon as I got home from school, hot and sweaty from cycling, my mother would produce cold phirni from the refrigerator. This was a very light, cardamom-scented pudding made with coarsely ground rice that my mother ate in shallow terracotta bowls. I would slide the spoon in and begin eating. The sweet, cool, milky pudding, tasting of the cardamom and pistachios with an earthy aroma of terracotta, was devoured immediately.

There was no time to rest afterwards. May was the time for our annual exams and all of April had to be spent doing revisions... While I studied in my hot back room, my mother sat knitting for my sisters in their frigid Himalayan convent. In the overheated Delhi of April, I could hardly even look at wool, let alone touch it. My mother never carried on herself. Each examination was three hours long... On most days there were two exams with a break for lunch. Before I left early in the morning, armed with sharpened pencils, pens freshly filled with ink, ink bottles, rulers and erasers, my mother would appear with a plate containing two almond balls. My mother firmly believed that almonds were brain food and that any child sent off to write two examination papers for six hours unfortified with almond balls was surely suffering from the grossest form of neglect... I would return home, ink-stained and exhausted, and immediately begin studying for the next day's exams. My mother never asked me how I had fared. She always assumed I would do well.

18 Illustration: N. M. Patel

The text is produced to look like a text from a real publication or other source.

Often she would try and distract me from my studies if she thought I was working too hard. One afternoon, when the servants were all gone, she called me saying, "Come, come, there is a man here selling honey." For the time I came out, the man was well into his sales pitch... "Purer honey than this you can never hope to find. Look at its fine golden colour. See, see it still has pieces of honeycomb suspended in the middle. Smell it. The colour of nature's flowers..." My mother cut right to the chase, "But how do I know it is pure? What proof do you have?" She was laughing she had caught him.

He turned out to be wiser than that. "What proof, you want to know? The bees prove it in the honey. It will sink. If the honey is impure, it will keep sinking and die. If the honey is pure, it will rise to the surface and fly away." At that, he raised his hand in the air and caught a fly. Flinging it immediately into the honey, it sank. Then it started to rise, higher and higher until it reached the surface and flew away. My mother was so impressed, she bought several jars and I went back to my studies.

That evening, when the cook returned from his afternoon break and my mother recounted the honey story, he said, "Arey meraa ab (Oh, lady) phir haan been completely closed. I can do exactly same thing with sugar syrup." Our cook seemed as adept at catching flies with his hand as the honey man. He caught one and threw it into a jar of sugar syrup that my mother kept for sweetening our best lime juice. The fly sank, then rose to the top and flew away. We learned our mother immediately.

From Climbing the Mango Tree

By Madhur Jaffrey

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Source: Illustrations: S. T. Patel

Glossary
contaminant: a substance giving a tainted taste to food
impermeable: a kind of nut
succinct: a brief summary
convent: a type of school for girls
almond: a kind of nut

Before reading

1 Discussion of the text type

Students learn the characteristics of different text types. There is a different text type in every unit. Students learn to recognise different text types and the kind of language they should contain. Students may have studied some of these text types at primary level. In English World 8, key text types are revised and developed further, with more complex features being introduced.

Reading

2 Reading the text

The text is recorded so that teachers can use it in the lesson to give a correct model or listen to it as lesson preparation before reading to the class. Whichever method is chosen, students listen and follow a correct reading of the text before they do any further work on it.

3 Vocabulary

Students are supported in the lesson by dictionary work to find or check words to help them get a general understanding of the text.

After reading

4 General questions

Suggested questions are given in the Teacher's Guide to check a broad understanding of the text. The homework task requires students to re-read alone and to check all new vocabulary before they go on to comprehension activities in the next lesson.

5 Reading practice

After following the text once, students practise reading aloud in the classroom.

Lesson 2 Reading comprehension and vocabulary

The SB Reading comprehension page has a consistent format and contains a variety of activities based on the preceding reading text and practising different skills, shown in italics below.

Note: It is important to work through **all** the activities on the page **in order**.

1 re-reading the text

2 literal questions or a similar activity to check understanding of the text
scanning listening speaking

3 vocabulary work
close reading for meaning phrases in context dictionary skills

4 discussion groups/pairs
critical thinking listening speaking

5 vocabulary self-check
scanning re-reading dictionary practice

Reading comprehension

1 Answer these questions.

- 1 What part of the author's life does this autobiography cover?
- 2 What were the ingredients of the pudding that was produced from the refrigerator?
- 3 In what part of India were Madhur's sisters at school?
- 4 What was Madhur's mother doing for her daughters in the Himalayas?
- 5 How many exams did Madhur have on most days?
- 6 What things did she take with her?
- 7 What was in the bags that Madhur's mother gave her before she left for her exams?
- 8 What was the man selling?
- 9 Why did Madhur's mother buy several jars of honey?
- 10 Where did the cook throw the fly and what did it do?

2 Find these phrases. Match them to the meanings then discuss the questions.

off-duty	1 to go straight to the main point;
armed with	2 an enthusiastic description of a product intended to make someone want to buy it;
sales pitch	3 having free time and not required to carry out any work or tasks;
out of the chase	4 having one or more weapons for carrying out an attack or fighting in a battle;

Why do you think the writer says she was 'armed with' pencils, pens, ink and erasers? One of these phrases comes from film-making in Hollywood, USA. Can you guess which?

3 Discuss your answers to these questions.

- 1 What was the weather like in Delhi and in the Himalayas in April? How do you know?
- 2 What sort of person do you think Madhur's mother was? Explain your answer.
- 3 Why did Madhur and her family tease their mother after the incident with the honey?
- 4 Do you think the honey-seller tricked Madhur's mother or was he just a good salesman?
- 5 Madhur Jeffrey is well-known for writing a particular kind of book. From details she mentions in the text, can you guess what kind of books she wrote?

4 Part of speech

List the three parts of speech in this group of words. List the words next to the correct part of speech.

sweaty coarsely shallow annual knit frigid unfortified suffer gross exhausted fare
assume distract pure suspend stamp wily sink ring dupe adept tease mercilessly

Helpful hint: Find each word in the text. Read the sentence to help you decide what part of speech it is. If you're not sure of the meaning, look it up.

5 Questions

- Think of three different kinds of food or drink that you remember from when you were younger. Why do you remember them particularly?
- Does it help to have a distraction from studying during the exam period? Why? / Why not?
- Do you think Madhur was a good student? How do you know? Find at least two reasons.

60 Reading comprehension: literal and vocabulary activities: general skills

6 individual response
thinking skills writing

Interactive comprehension lessons

1 Re-reading the text

The text should always be re-read at the start of the comprehension lesson (unless Lessons 1 and 2 are being taught in the same teaching session). This refreshes students' memories, gives the class extra reading practice and the opportunity for individuals to practise reading aloud.

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2 Literal questions

The teacher should ask, or let a student read out, each question and elicit an answer. The class should be asked whether the answer is correct or not and to give a different or better answer if appropriate. This keeps the whole class involved and helps to check whether individuals or the whole class have misunderstood parts of the text. If necessary, everyone should look back to the text to check. The skills students need to develop are the accurate understanding of the question and being able to find the appropriate answer in the text. These questions are not a memory test.

For variety, the first activity is sometimes different, for example, true/false. Whatever the activity, it indicates how well students have understood the text and should be conducted through the same interactive method as the literal questions.

3 Vocabulary work

Students should be encouraged to guess meanings from context by looking at the surrounding sentences, and to use a dictionary to check or find definitions as necessary. This gives the opportunity for individual or pair work and a change of pace in the lesson. Answers should always be checked orally with the whole class.

4 Discussion groups/pairs

The discussion work focuses on questions which require a close understanding of the language in the text and a broad understanding of the overall meaning of it. Students may need to infer answers from information that is given in the text or to deduce answers from whatever information they can find. Some questions ask students to give their own views and opinions about aspects of the text. All of these discussion questions should be done in pairs or groups so that students acquire the skill of listening to suggested ideas, agreeing and adding further suggestions or disagreeing and giving evidence for a different answer.

The teacher can monitor the quality of work by holding a whole-class discussion following the group work. This activity is explained further in *Approaches to skills and teaching methods* on pp21–22 of this Introduction.

<divE Vocabulary self-check

This task can be completed interactively in class if there is time or students check this vocabulary as an extra homework task. Most of these words are likely to be new but students may recognise some of them. The purpose of the activity is to point out to students the words that they should ensure they understand before leaving this page so that the following work in the remainder of the unit, which recycles vocabulary from the reading text, can be done with unnecessary referral to a dictionary.

6. Your views: Individual response

This activity gives students the chance to give their own response to aspects of the text they have read. It can be developed into a more or less significant element of student's work in the unit.

It could be started in class, inviting several individuals to respond. If there is time, more students could be invited to put forward opposite views and responses so that different opinions are discussed. Then the whole class writes their views in complete sentences in their copy books. This could be a homework task which may then be checked by the teacher on a regular basis.

Alternatively, students may be asked to write their answers in their copy books and responses be requested by the teacher at the start of the next lesson as an alternative warm-up activity.

This work could be developed more extensively: students could write a short paragraph in response to each question. The work could be kept in a folder, or a section of the Writing folder, and built up to form a personal review of the texts and the ideas contained in them. Able students may be encouraged to extend themselves and write their responses freely, adding their own ideas.

WB Reading comprehension

This page gives students further practice in the key comprehension skills using different tasks and approaches. This work should be done independently.

The tasks are straightforward and it is expected that students will be able to understand them with little or no explanation from the teacher.

Vocabulary

1 Find these words in the honey-seller chart and answer the questions. Check in a dictionary.

honey, jump, correctly, English, surface, answer, jumping, form, immediately

- 1 Which word is an adverb meaning 'in an unusual way'? _____
- 2 Which two words are synonymous for the noun 'smell'? _____
- 3 Which word is an acronym for 'Bees'? _____
- 4 Which word is an abstract noun? _____
- 5 Which words have these meanings?
 - a decision: _____
 - b a sweet liquid: _____
 - c a type of something: _____
 - d the top part of something: _____

2 Complete the sentences with the words in the box.

jumped, answered, interested, surprised, form, answer, who, adult, planned, jump

- 1 After running the 13 kilometre race, Ben felt horribly _____ and an _____ that he just wanted to sleep for a week!
- 2 The many _____ areas of the world are around the north and south poles.
- 3 The tree is large but its _____ are for big ships.
- 4 The city was completely _____ and was easily taken by the attacking army.
- 5 The _____ old shopkeeper was _____ at getting high prices from tourists who visited his shop.
- 6 The festival is an _____ event that happens every spring.
- 7 The work was full of really _____ mistakes and the students failed.
- 8 The water in the mountain stream was as _____ that it was safe to drink it.

3 Write the verbs in the box in alphabetical order:

back, write, care, discuss, discuss, respond, strong, care, ring, draw, break

4 Write the verbs from Exercises 2 next to the correct meaning. Then check in a dictionary.

- 1 to move with force _____
- 2 to touch _____
- 3 to get on, make progress _____
- 4 to bring _____
- 5 to say something to someone in order to have fun by annoying them or making them feel silly _____
- 6 to make something with wood using thin sticks known as needles _____
- 7 to get someone's attention and stop them from concentrating on something _____
- 8 to puzzle someone so they cannot give an explanation _____
- 9 to go down, usually from a height _____
- 10 to understand pain or harm to your mind or body _____
- 11 to believe that something is true even though you cannot be certain _____

5 Are the following adjectives good (positive) or bad (negative) meaning of words?

6 I remember

Reading comprehension



Underline the correct ending for each sentence.

- As soon as Madhur had gone home she
a. slid on a spoon b. was soon sleepy c. ate a pudding
- Madhur's mother was letting in her daughter because
a. they were living in a cold mountain climate b. they were at school c. They were not there
- Madhur's mother believed that almonds were
a. good for children b. a good way of getting through exams c. good for the brain
- Madhur's mother would try to distract her daughter if
a. the homework case b. she walked on hard c. the servants were off-duty
- The man said his horse was good because it smelled
a. pure b. a few flowers c. oil honeysuckles
- The case that Madhur's mother had been driven because

1 After school, Madhur ate a **pudding** made of _____.

2 The **passing** was set in a **car** made of _____.

3 Madhur was **knitting** clothes made of _____.

4 She gave Madhur **hair** made of _____ before her event.

5 There were **pieces** of _____ in the honey.

6 The **cost** drove a **fly** into a **jar** of _____ syrup.

7 Madhur's mother **mix** the juice for sweetening.

8.1 What part of speech are all the words in the box?
Write the words next to the correct meaning.

3 not strengthened and protected	4 extremely tired
5 nothing mixed in to spoil the quality	6 once a year
7 clever and willing to teach someone	8 expert and skilled
9 extremely bad and not what should be done	10 having little depth

Unit 2 Reading comprehension: Multiple choice 40-70 minutes 53

WB Vocabulary

This page gives further practice in vocabulary from the reading text and includes extra words not included in the SB Reading comprehension page.

This vocabulary work may be completed after Lesson 2 or Lesson 3 (Looking at language) or divided between them.

Lesson 3 Looking at language

A Dictionary work

Information is clearly set out with examples.

reading listening

Practice is given for each new learning point.

listening speaking writing

B Spelling

Information and examples are clearly set out and rules are given where possible.

reading pronunciation

Simple oral practice reinforces the rules.

reading speaking

A Dictionary work

Defined words

- In Unit 4, we looked at adjectives derived from adjectives, and how more unusual adjectives appear at the end of the adjective entry.

Exercise: **Adjective** *not smooth or soft; consisting of rough or thick pieces - especially when*

Dictionaries sometimes give other types of defined words in the form of Word Family boxes.

para **adjective** *a pure substance that nothing mixed with it that might spoil its quality*

Word Family box:

- **purely** **adv.** **pure** **n.**

- **purely** **vb.** **purify** **adj.**

- **purely** **n.**

The words in the family will also appear to entries to give you more information and, sometimes, more derived words.

purely **/'pu:ri:li/** (purely, purify, purified) verb [T] to make clean by removing dirt or other harmful substances

Look up these words in a dictionary. Find the members of each word family.

1. believe a 3 nouns b 1 verb

2. produce a 5 nouns b 1 verb

c 3 adjectives d 1 adverb

B Spelling

Silent t

- A few words in English have a silent t. Often this makes the word difficult to spell.

You don't say it, but you do hear it.

- There are not that many of these words, but you need to learn them.

1 Like often, some words have a silent t before the en ending.

1 listen

Write: a the word meaning one who listens

b the past tense of I listen

2 faster

Write: a the opposite of to listen

b the present tense of I was swimming

Looking at language: dictionary, reading, listening, speaking, writing 61

C Language development

More about subordinate clauses

In Unit 4, you learned that a complex sentence has a main clause and at least one subordinate clause. You learned to complete sentences with:

- a main clause + a relative clause.

- a main clause + an ing participle clause.

- that clauses. My mother reads (main clause)

that she reads (subordinate clause)

- time clauses. While I was (main clause)

was swimming (subordinate clause)

These clauses add different information into the sentence.

Read about the types of subordinate clause and examples from the extract.

- **ed** participle clauses. I made (main clause)

cleaning and understood.

- **that** clauses. My mother reads (main clause)

that she reads (subordinate clause)

- **time** clauses. While I was (main clause)

was swimming (subordinate clause)

Sometimes a writer uses several subordinate clauses. A sentence can end up being quite long.

My mother always cleaned (main clause)

while she read (subordinate clause)

that she always sat (subordinate clause)

with her mother (subordinate clause)

and her mother was always (subordinate clause)

swimming (subordinate clause)

Look for the clauses in a long sentence to help you understand it.

Word building: suffixes, -hood

The autobiography tells of the author's childhood.

The suffix -hood can be added to family words to express:

- the state of being a parent: **parenthood**

- the relations between people: **kinship**, **unitedness**

- different times in a person's life: **childhood**, **adolescence**, **younghood**

There are a few other words with this suffix, e.g. **baithood**, **beothood**, **neighbourhood**.

3 Guess the meanings, then check in a dictionary.

C Language development
Language features from the reading text are explained.

Information is given step by step.
reading listening

Students practise each step actively through simple tasks.
listening speaking

More about SB Looking at language

A Dictionary work

This section covers all the principal features of a dictionary and introduces students to the information they can get from dictionary entries apart from the definition itself.

B Spelling

By level 8, the main spelling patterns have been introduced. In this section, patterns which commonly cause mistakes are practised in detail.

C Language development

This section focuses on features of English from the reading text which students should understand and practise to help them achieve a good writing style.

These pages should be worked through interactively in class with the teacher eliciting responses and examples from the students at every opportunity to ensure that all the work has been understood.

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WB Looking at language

These exercises give further practice in applying the rules and using new words, spelling and language features.

Looking at language

Dictionary work

Use a dictionary. Here are the word family members for the adjective necessary.

Write the part of speech for each one. Use each word in a sentence of your own.

1 necessary part of speech:

sentence:

2 necessarily part of speech:

sentence:

3 necessary part of speech:

sentence:

4 unnecessary part of speech:

sentence:

5 unecessarily part of speech:

sentence:

Spelling

The words in the box have a silent t before an -ie ending.

Match each word to the correct definition.

castle castle castle castle castle

1 a large strong building with thick walls that was built in the past to

protect the people inside from being attacked.

2 a wild plant with a thick, round, purple or white flower and leaves.

with sharp points.

3 a sound that you make by forcing air through your lips

4 to fight someone by pushing or throwing them to the ground, especially as a sport

5 a lot of noisy activity in a crowded place

6 to produce a sound like leaves or sheets of paper make when they move



These unusual words all have a silent t. Use a dictionary and write the definitions.

1 hustle

2 glisten

3 mortgage

Unit 6 Looking at language: dictionary work, word families, spelling, listening, writing 55

Lesson 4 Grammar

The Grammar page follows a format which gradually builds up students' understanding of the structure. It gives practice in controlled stages to build confidence and leads to independent work.

Note: It is important to work through all the activities on the page in order.

1 A short text focuses on the structure and sets it in a meaningful context.
reading listening

2 The grammar structure is highlighted for ease of teaching.

3 Literal questions or a similar activity check understanding.
speaking listening

4 Grammar boxes give the rules clearly summarised with examples.
reading listening speaking

Grammar

1 Read.

It was the time of exams. As soon as Madhur got home from school, her dad and her mother prepared a sweet rice pudding for her to eat. After she had eaten the pudding, there was no time to rest. She went to her room to continue revising. While Madhur studied in her room, her mother sat knitting on the terrace. Before Madhur left for school every day, her mother gave her two almond biscuits to eat. She was not happy until Madhur had eaten them both. Almond biscuits were brain food.



2 Answer these questions.

- 1 What did Madhur's mother give her as soon as she got home from school?
- 2 What did she do after she had eaten the pudding?
- 3 What was Madhur doing while her mother sat knitting?
- 4 What happened while Madhur was studying in the evening?

3 Remember!

Time clauses: talking about the present
Time clauses are used for actions which happen regularly.

- 1 Always, time imperfetive adverb / tense: the actions they do / do every / often / usually / you / don't / never /

Finish these sentences. Use present tenses.

- 1 As soon as I get home, I always ...
- 2 Before I have dinner, ...
- 3 When I have finished eating, ...

4 Remember!

Time clauses: talking about the future
Future tense / Imperative tense in the main clause; present tense in the time clause.

When / soon / already / when / yet / go / tomorrow / We won't / have / any / enough / could / be / there / yet /

Finish off these stories. Use future tenses!

42 Grammar: time clauses

Use your own ideas to finish these sentences.

- 1 I'll send you a postcard when ...
- 2 Lucy won't be happy until ...
- 3 Please send me a text as soon as ...

Remember!

Time clauses: talking about the past
Past actions in the past.

- Regular actions in the past.
While Madhur cooked, my mother sat knitting.

- Two actions happening at the same time.
Meanwhile while Jim was electricing, her mother was breaking a suitcase.

- A long action interrupted by a sudden action.
While Madhur was studying, a honey-bee flew into the room.

- One action finishes before another happens.
After she had eaten her meal.

- One action is quickly followed by another.
When she had finished the work, he bought

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Lesson 5 Grammar in use

The Grammar in use page focuses on language and structures used in everyday English in oral or less formal written contexts. The pages follow the activities of four teenagers as they work on their website project (see Unit 1). The lesson allows students to practise all their skills and grammar actively.

Note: It is important to work through **all** the activities on the page **in order**.

The young characters feature on this page.

1 Students listen and follow a colloquial conversation with highlighted grammar, reading listening

2 Literal questions test students' understanding, reading speaking listening

3 Grammar rules are clearly summarised with examples, reading listening

6

1 Listen and read.

对话

Ross: What's the matter, Laura? You look really fed up.
Laura: I am fed up. I've had a terrible row with Mum and Dad.
Molly: So what? I'm always arguing with my parents.
Ross: So am I!
Laura: But this is serious. They want me to stop working on the project.
Ross: You're joking. I don't believe it.
Neither do I. You can't leave the project, Laura!
Laura: They say I'm spending too much time on the project and neglecting my school work.
Jack: And are you?
Laura: I don't think so. My marks have been OK this term.
Ross: So have mine and I've spent hours and hours on the project.
Laura: I tried to persuade them but I couldn't.
Jack: Nor could I. I tried talking to them, too.
Molly: This is a disaster! We need you, Laura!
Ross: Absolutely! I'm the computer expert. We can't do without you.
Laura: Well, I'll try talking to them again.
Jack: And as will I but I don't hold out much hope.

2 Cover the dialogue and say if the following sentences are true or false. Check your answers. Correct the false statements.

1. Laura is feeling happy today.
2. She has had a row with her brother.
3. Her parents want her to stop working on the project.
4. Laura says that she has been neglecting her school work.
5. Laura is an essential member of the team.
6. Jack thinks his parents will change their minds.

3 Agree with Ross.

1. "I'm hungry."
So am I.
2. "I like the summer holidays."
I like them, too.
3. "I've worked hard this term."
I've worked hard, too.
4. "I must pass my exams."
I must pass mine, too.
5. "I'll revise for the next test."
I'll revise, too.
6. "I watched TV yesterday."
I watched TV, too.
7. "I can use a computer."
I can use one, too.
8. "I'm feeling good today."
I'm feeling good, too.

4 Agree with Molly.

1. "I don't like cold weather."
Neither do I. Or, Her, too.

5 Work in pairs. Agree with these statements. Use the words in brackets.

1. Jane failed her driving test. (her brother)
So did her brother.
2. The boys have holidays. (their parents)
We don't enjoy them, (we)
3. Jack never arrives late. (Laura)
Laura never arrives late, (she)
4. John is going to New York. (Martin)
Martin is going to New York, (he)
5. John won't eat meat. (his sister)
An ostrich can't fly. (a penguin)
6. Laura bought a new dress. (Molly)

Remember!
Agreeing with affirmative statements:
A: I am hungry. B: So am I.
A: I like sports. B: So do I.
Agreeing with negative statements:
A: You didn't come. B: Neither did I.
A: They won't fly. B: Neither will they.

Grammar extra p 28

The photo sets the scene for the conversation.

4 Students practise the grammar using different approaches, speaking listening

5 Grammar extra focuses on verbs and phrasal verbs, reading listening speaking

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Active grammar

The dialogue

1 Students hear the dialogue with colloquial expressions used appropriately and with correct intonation and expression. If you wish, they may practise the dialogue themselves in this lesson or as a warm-up to another lesson.

The highlighted grammar makes the language use clear.

Understanding the dialogue

2 Questions, or another activity to test understanding, are always on the Student's Book page. The answers to these questions are always found in the text that the students have read.

Grammar rules

3 Remind the class of the grammar rule or go through it in detail if necessary.

Grammar practice

4 The practice work should also be done orally.

5 Grammar extra introduces students to the concept of phrasal verbs with multiple meanings.

Grammar in use

Agree with Laura.



Agree with Jack.



Respond to the statements. Use the words in brackets. Start with So, Neither or Nor.

Complete the sentences with the phrasal verbs in the box.

do up (zips) do without move on to do away with

1. I've got too much work to do. I really do without some help.
2. The apartment was very old but it looked fine when we move on to it.
3. Some of the school rules are very old-fashioned. I think we should do away with them.
4. Do up your trainers if you're going to go out.
5. The professor relies on his secretary to help him. He can't do without her.

WB Grammar in use: writing

This practises informal language in written form, focusing on dialogue.

Lesson 6 Writing

Writing pages are a three-stage process which supports students in understanding the kind of text they are to write and the skills they should include in it in order to complete the final stage accurately.

It is important to work through the three stages in order.

Stage 1

This page summarises the features. Students have seen these in the Reading text and Check-in page.

Each feature is clearly explained.

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Learning is reinforced by tasks and questions on the page. These also prepare students for Writing together on the next page and for independent WB writing tasks.
speaking reading writing

Stage 1

Writing

Features of autobiography

An **autobiography** is a book someone writes about his or her own life.

It is written in the first person and the writer recounts facts, experiences and feelings.

Point of view

Autobiographies are written in the first person.

An **example** is I got home from school. [We visited our teacher yesterday.]

Find three examples of the first person in the extract.

Past tense

People writing autobiographies are recounting what has happened to them.

They write in past tense.

My mother **usually** believed [Each examination was three hours long.]

Find three examples of past tense in the extract.

Factual information

An autobiography gives the reader details about the person's life.

There was no time to rest afterwards. [I studied in my last break now.]

Find three examples of facts in the extract.

Précise details

The value of an autobiography is that it helps the reader to have a clear, vivid picture of what they/their life was like.

She **usually** did not notice [When I got home from school, mother gave me some food. It was nice.]

The **weather** influenced and **advised** us to create a vivid picture.

She **always** had a hot and sweaty team cycling.

She was given **old** and **shabby** clothes.

That was a very light, **comfortable**-smelling **pudding** made with **coarsely** ground rice.

The **exposed** **ice** [The **sweet**, **cool**, **milky** pudding was **delicious**.]

Find detailed writing in the extract about:

- the **weather**

- the **examinations**

- the **food**

Stage 2

whole-class writing task is accomplished by students and teacher working together.

Stage 2

First, the teacher goes through the task with the class explaining how it will be approached.

listening reading

Next the teacher works with the class to complete the task on the board, going through all the stages from making notes to the complete correct piece. This ensures that students are prepared for Stage 3. For a detailed explanation of the process, see pp22–23.

speaking writing

Stage 3

Individual writing: writing an autobiographical extract

You have read an extract from Heather Jeffers's autobiography. **Choosing the Wrong Team** and have written an **autobiographical extract** about **Jean** and the day of the swimming competition.

Now you are going to recount something that happened when you were younger.

Choose something that happened when you were younger that you remember very well. It could be someone visiting, a trip, a birthday, a special day at school or you can use your own idea.

Things to think about. Make notes.

Make notes on what happened in the order that they happened – the facts.

Where were you? Who else was there? What were you doing? What happened?

The details

• Where were you?

You could write a detailed description of the weather.

your surroundings – inside / outside?

If you travelled from home, how did you get there?

Give details of the other people. Did you know all of them? Was there someone you had never seen before? What did people do and say?

Did you talk, watch something, do something, eat, make something?

Your thoughts and feelings about what happened and the other people involved are very important.

Did you enjoy yourself? Was it an awful experience?

Were the other people friendly and helpful? Did anyone make things difficult for you?

How did someone there make you feel? Angry? Scared?

How did you feel at the beginning of your extract? How did you feel at the end?

Write your extract.

Remember

• Write in the first person and past tense.

• Include factual information about where you were, what happened and the other people.

• Include lots of detail so the reader can imagine what happened.

• Let the reader know your thoughts and feelings.

Useful vocabulary

described

existing

informed

involved

informed

involved

Stage 3 Individual writing

Students complete this page as a homework task, working alone. Assessment guidance is given in the lesson notes. For more detail, see p23.

The teacher takes the class through the WB page, checking understanding of the task which requires students to complete the same writing process as Stage 2 but independently.

listening writing

Lesson 7 Listening and speaking

This page contains two listening activities and two speaking activities.

Note: It is important to work through **all** the activities on the page **in order**.

2 The photos present the topic on which tasks on the page are based.

speaking listening

3 Vocabulary helps students understand the dialogue.

reading

5 Colloquial expressions that students should notice are indicated.

reading listening

7 Listening comprehension activities are included in every unit.

listening

Listening and speaking

Conversation practice
Jack and Holly are talking. Look at the pictures and the words in the boxes. What do you think they are talking about?



6

homework compositions presentations reading studying
learn by heart revising tests exams private lessons English maths science French history
geography art PE IT

2 Listen to Jack and Holly. Were you right?
3 Listen again. Who works harder, Jack or Holly?
4 How well do you balance your schoolwork and your hobbies? Talk in groups.
Start like this: How much time do you spend on your schoolwork?

Listening comprehension
1. Listen to Laura talking to her mum and dad. Listen to the conversation.

2. Read these questions. Listen again and answer.

1. What do Laura's parents want her to give up?
2. According to them, what is she spending too little time on?
3. What does she do as soon as she gets home from school?
4. How does Laura defend the project?
5. What do her parents want her to be?
6. What does Laura want as a profession?
7. Do her parents approve of this?
8. Who says what? Laura? Her mother? Her father? Write L, M or F.

4. "You're starting to neglect your studies." a. "Honesty!" b. "It's really educational." c. "That's that." d. "Nonsense!" e. "It's not fair!"

Individual speaking
Is it important to have interests outside schoolwork? Do you keep a good balance between your hobbies and your schoolwork? You are going to talk about this.

WB pdf

1 The dialogue speakers are shown on the page.

4 The dialogue acts as a model for the class speaking activity.

listening speaking

6 Group discussion lets students hold their own conversation on the topic.

speaking listening

8 The individual speaking task is signalled.

writing speaking

Interactive listening and speaking

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The dialogue speakers are shown to set the context for the dialogue.

The photos will support students in listening and in their own speaking and students should spend some time looking at the photos and discussing them before they listen.

Vocabulary for the dialogue is shown and teachers should go through the words with the class. These help to give students an idea of what the conversation will be about. The words will also help students when they hold their own discussion following the model dialogues.

The dialogue should be played to the class without a pause so students listen to the complete conversation which gives them a model for their own conversation.

Colloquial expressions are included in all dialogues and when students have listened once, they are encouraged to read them and take notice of them through different activities.

Group discussion in the class takes place in small groups or pairs. For a general approach to developing pair work, see pp21-22. They should try to use the vocabulary and phrases from the boxes.

Listening comprehension activities give students experience of the kind of task listening they will eventually meet in exams.

The individual speaking task appears in the WB and teachers should go through it with the class, using the prompts on the page and ensuring the class understands how to answer the questions, make notes and write a short presentation from the answers and notes.

Using the WB page

Students write out their presentation on paper in full sentences from notes made on this page.

They give their presentation to the class concentrating on speaking audibly and clearly with good expression.

At this level students should begin to try to deliver a talk without reading every word. However, for this kind of speaking task, it is not appropriate for students to learn their presentations by heart. The aim is to develop fluency in speaking rather than recitation skills.

The WB presents a dialogue in written form, practising colloquial expressions and grammar.

writing

Listening and speaking

Complete the dialogue. Use the words and expressions from the boxes.

test hobby homework free time so do I
to write clean up revising to prepare
Ready? In top of all that poor you pleased of
Holly: Do you get much _____ at your school, Jack?
Jack: Yes, I get _____ it.
Holly: _____ far too much _____ I always have compositions _____ and presentations _____
Jack: I spent all weekend _____ for a science _____ and _____ I had to learn a long poem _____
Holly: _____ it sounds like you spend all your _____ doing schoolwork.
Jack: Not really. I go swimming _____ times a week and I've just _____ the guitar.
Holly: _____? What a great _____



Individual speaking

Think about how you spend your free time. Make notes.

What are your hobbies? (Choose between one and four hobbies.)

1 _____ 2 _____ 3 _____ 4 _____

How often do you do these activities? Every day? Once a week? Twice a week? Other?

1 _____ 2 _____ 3 _____ 4 _____

How much time do you spend on your hobbies each time you do them?

1 _____ 2 _____ 3 _____ 4 _____

How much time do you spend on your homework every week?

Do you spend more or less time on your homework than your hobbies?

Do you keep a good balance between your hobbies and your schoolwork?

If not, what changes should you make?

Why is it important to have hobbies?

Write sentences about how you spend your free time.

Talk to the class about your hobbies, your schoolwork and whether you achieve a good balance between the two.

You could start like this:
Hello, everyone. Today I'm going to talk to you about my hobbies, my schoolwork and whether I achieve a good balance between the two.

Here is one way you could finish:
I hope you enjoyed my presentation this morning / afternoon. If you have any questions, I'll be happy to answer them.

The second part of the page gives students a structure for their individual speaking task.

writing speaking

WB Check-out page

This page reminds students of the work they have covered in all skill areas in the unit.

It contains a few short tasks. These do not represent a test. They are included to help students assess how well they have learned and taken in all aspects of the unit.

Students should be able to complete this page independently within ten minutes.

If they cannot remember something or are not sure of the answer, they should look back in the unit and learn again.

When students are satisfied that they are familiar with the work and have completed the page, they tick the box at the end to check out of the unit.

It is preferable for students to complete this page and for the teacher to check that the class has completed all the tasks before moving onto the next unit.

The unit notes suggest that this activity forms a complete lesson in which students check their own progress and tasks, make some presentations of completed speaking work individually and in groups.

Teachers may wish to go through these pages in detail with different students from time to time to check individuals' self-monitoring and class progress.

Check-out 6

6

Reading

1 In which country did Madhur Jaffrey grow up? _____
What was the man who came to the house selling? _____

2 What is the word for a person's life story, written by that person? _____

Vocabulary

3 Turn to page 139. Do you know 20 words about an Indian childhood?
Which one means the top layer or outside part of something? _____

Looking at language

4 Dictionary work: word families. Write the other words in this family.

believe (v) _____ (n) _____ (adj) _____ (adv)

5 Spelling: silent t. Write words with silent t that match these definitions.

a where kings used to live _____ b what the referee blows _____

6 Language development: subordinate clauses. Underline the subordinate clause in this sentence.

My grandfather has always believed that it is important to do some exercise every day.

7 Write the word: what is the word for the time when you are a child? _____

Grammar

1 Complete the sentences with a suitable time word or phrase.

_____ I got home, I began my essay. I'll finish it. _____ I go to school tomorrow.

2 Write the correct responses of agreement.

a I've finished my essay! _____ b I didn't find it easy. _____

3 Complete the sentence with verbs using do + up / without / could ... with / away with.

I can't _____ my coat because I've lost the buttons so I'll _____ it although it's cold.

Writing

1 Complete these features of an autobiography.

It is written in the _____ person and mainly uses the _____ tense. It gives information through _____ and _____. It also tells you how the author _____ and the _____ at different times.

2 Have you made a neat copy of your autobiography? Is it in your folder?

Listening and speaking

1 Did you and your friends discuss how much time you spend on schoolwork and hobbies?

2 Have you talked for one minute or more about balancing schoolwork and hobbies?

Check-out 6 complete

Unit 6 Check-out 6

The Teacher's Guide pages

The first page of every unit gives a summary of the key learning in the unit.

Before the notes for every lesson, key information for the teacher is summarised:

- the aims of the lesson
- the skills focus
- the link to the EPB where appropriate

Warm-up activities are suggested for every lesson.

A website project

In this unit, students:

- read and understand a leaflet giving advice and guidance to participants in a website project
- develop a clear understanding of the text, its function, purpose and the vocabulary it uses
- learn about noun entries in a dictionary; spell words ending in -tion / -sion; practice noun phrases
- review main tenses; present simple/continuous; past simple/continuous
- review future forms: will, going to; present perfect simple/continuous
- learn features of advice; write advice for a trip abroad; write advice on preparing for a visitor from abroad
- listen to a conversation and a discussion about the website project topics; discuss the topics
- present their own monologue about the website project topic they would choose

Lesson 1 Check-in; Reading SB p7-9

Lesson aims

- to prepare for the topic of A website project and other aspects of work in Unit 1 through the Check-in page
- to read and gain a general understanding of a leaflet giving advice and guidance

SB skills reading for general understanding; oral comprehension; reading fluency; vocabulary work
WB practices Unit 1 vocabulary list (15.3)

Time division: a guide to a 40-minute lesson

1 Check-in - 19	4 Listening - 18
1 Below reading - 3	1 Reading practice - 16
1 Reading - 7	

Point out the unit title and give students a few moments to look at the pictures. Ask: What kind of website is illustrated? Do you think the students are using their computers for study or for entertainment? Ask students: If they use websites that look like the one shown:

Check-in

1. Read the first sentence to the class.

Task box: Discuss each question, eliciting answers from around the class. Ask different students three or four reasons for visiting a website and list them from around the class until all suggestions have been made, e.g. to get information, to read opinions, to buy things, to access services, to contact people, etc.

2. Read the last statement.

Reading

Read the sentences about what the leaflet does.

Task box: Discuss the questions about learning. Read or ask a volunteer to read the new words.

Task box: Check the meanings of the vocabulary words with the class. Read about the time zones.

Task box: Discuss the questions about time zones.

Looking at language

- Read out the dictionary work. Check the class can define a noun meaning word.
- Read out the spelling work. Ask the class to tell you as many words ending in -ion / -sion as they can think of. Elicit at least four for each ending.
- Read out the language development work.

Grammar

- Read the information about Grammar.
- Ask the class which, if any, of these main tenses they find difficult.

Writing

Read about the writing features and advice.

Task box: Discuss the question about travel stories with the class, eliciting as many individual answers as possible. Read about writing advice for a travel story.

Listening

- Read out the listening activities.
- Explain that the student characters will be involved in a website project and the class will hear them discussing it.

Speaking

- Read the information about Speaking.
- Explain that in every unit students will have the chance to speak in groups and individually.

A rough time division guide is given for each part of the lesson. This is to help teachers plan their work and is not a set of rigid time limits.

If there is extra time, suggestions for quick whole-class activities are given on pp170-171.

Clear notes guide the teacher through the different activities in the lesson.

Lesson notes may include:

- suggestions for questions to ask at different points in the lesson
- further guidance on how to do a particular activity
- where to look in the Introduction for more help with methodology.

Listening comprehension

Activity 1

1. Explain the task to the class. Make sure they understand who is speaking and who are listening.

Audiodescript.

Track 1.04 Activities 1 and 2

Prof B: Now, everyone, this is the moment you've all been waiting for: I'm going to tell you my website is going to work together on the new project, and I'm also going to tell you which subjects each group is going to work on. If you remember, we have decided on four broad subject areas: Science, Art, Education and Environment. So ... listen carefully. Here are the groups: Group 1, Robert, Where's Robert? Here, Professor Brown.

Robert: Prof B, Robert, you and your team from Brazil are going to work with the team from Brazil. Is that all right?

Prof B: Yes, that's great. And what is your subject?

Robert: Art, right. That's fine, I'm thinking.

Now Group 2, Group 2 is made up of Usita and her team from Brazil. And they're going to work with all and her team from Brazil.

And our last, please, Professor Brown?

Prof B: Usita is Science. That's my favourite!

Now we switch on to Group 3. Group 3 is made up of the other Canadians and Usita with her team from Thailand. Are you happy with that, Tessa?

Tessa: Yes, very happy. Thank you.

Excellent. And your topic will be the Environment.

... What's the matter, Tessa?

Well, we were hoping to get the Arts.

Yes, you're right. Well, just as a moment, Tessa, we'll see what we can do More, less but not least, we have Group 4 which is our Australian team and they're going to work with ...

Us! The Australian team!

Yes, no, Professor. We're in Group 2 with Usita.

That's right. Now, please, listen carefully.

Everybody Australia is working with the team from the UK and also with the team from Russia.

Russia: So there are three teams in Group 4.

Prof B: That's correct. These teams.

Russia: And what's our subject, Professor Brown?

Prof B: Well, I was planning to give the Environment to Group 3 and the Arts to Group 4 but I just have said that Group 4 - that's Australia, Russia and the UK, how would you like to be responsible for the Environment?

Usita: We'd like that. Professor Brown, is that OK with you and your team, Usita?

Usita: No worries. That's fine to us.

Carrie: And how about you, Usita?

Usita: That's great. The Environment is a good topic.

Excellent. Now, is that clear? Do you all know what you're doing?

Activity 2

- Play track 1.04 a second time. Students sit in the chart as they listen.
- Check answers together. Be interested to play the track a third time if necessary.

Answers

Group 1, Usita, Brazil, Education
Group 2, Usita, Brazil, Science
Group 3, Carrie, Thailand, Arts
Group 4, Australia, Russia, UK, Environment

WB: Individual speaking (WB p11)

Exercise 1

- Explain to students that they will speak as if they were going to make a presentation.
- Print out the questions in WB p11. Explain that students should make notes for each question to help them remember their talk.

Exercise 2

- Remind the class to choose something that is of interest to them. Tell them to write down what they already know.
- Explain that they may need to make notes and include it in their talk.

Exercise 3

- Tell students that they should aim to speak for one to two minutes about their chosen area. They should write enough sentences for that length of presentation.
- Encourage them to highlight key words in their presentation to help them develop the skill of speaking without having to read word by word.

Exercise 4

- Create opportunities during the next few lessons for students to take turns making their presentations about their chosen subjects. It is not necessary for all students to present their talk to the whole class in every unit. Choose an opportunity

Answers to SB activities are included within the lesson notes.

Answers to WB exercises are given at the end of the lesson notes.

Audiodescripts are given at the end of the Listening and speaking lesson notes.

Dictionary work in English World 8

English World 7 was supported by a specially written dictionary containing new vocabulary and all words from the primary levels. From level 8 onwards, students are expected to use a full dictionary.

English World 8 contains many activities and exercises where students should consult a dictionary to find or check definitions. More detailed dictionary work is based on the Macmillan School Dictionary.

From using the level 7 dictionary, students should recognise the layout of entries in the Macmillan School Dictionary, some of its features and be able to navigate the pages.

The level 8 dictionary work syllabus shows students how entries are set out and other information that is included in an entry. These features are explored and practised through Student's Book 8.

meanings of phrases

word families

words with more than one meaning

same/different parts of speech

digestive

diffraction

diffuse

diffusion

diffusion

dig

digest

digestion

digestive

word classes

meanings of phrasal verbs

different

Word family: difference

different

differential

differentiate

differentiation

different

differentiate

difficulty

digestive

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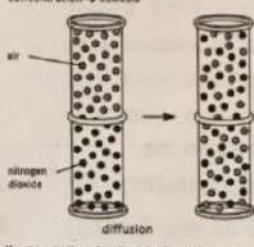
not the same as another **in similarity**; **political differences** • **What's the difference between these two computers?** 2 [C] the amount by which one thing is different from another thing: **The same car costs £500 less here, which is quite a difference** 3 [U] the degree to which something is difficult: **The courses vary in content and difficulty**

not being able to do something easily **in basic**: **John was badly injured, and breathing with difficulty** • **She's having difficulty with her schoolwork this year** 3 [U] the degree to which something is difficult: **The courses vary in content and difficulty**

the process by which sound, water, and light waves change when they pass over an object or through a narrow space

if light diffuses, or if something diffuses it, it shimmers over a large area but not very brightly 2 [T] to spread something such as information, ideas, or power among a large group of people

the movement of light in many directions after it hits a surface, or the movement of air or when it passes through a substance that is not completely clear 2 **physics, chemistry** movement of molecules or ions from an area of high concentration to one of lower concentration → **osmosis**



to make a hole in earth using a tool, a machine, or the hands: **We dug a hole and planted the tree** • **The boys were digging for worms**

PHRASAL VERBS **dig** sth up 1 to find information by searching carefully: **When we investigated, we dug up some interesting facts**. 2 to remove something from under the ground by digging: **They dug up a body in his garden**

to break down food in the alimentary canal into soluble substances that the body can absorb

2 to try to understand information when it is difficult or unexpected —**digestible** /dɪ'gestibəl/ adj

the process by which food is broken down by the body into simple soluble substances that the body can absorb and then use for growth and as fuel for energy —**picture** → on pages 206–207

relating

The Macmillan Essential Dictionary has the same layout and most features and may also be used to support learning and follow the dictionary syllabus from level 8 onwards.

Approaches to skills and teaching methods for English World

1 Reading

The act of reading is essentially an *individual* one. As adults we read, for example, a novel or a newspaper to 'ourselves'. Rarely is reading a shared activity.

To be a successful reader, however, students must be trained to use a range of strategies that enable them to understand a text on various levels, and to analyse and challenge what they read. To this end, *English World* uses **shared reading** as a strategy to train students to become active readers.

Throughout the course, students will encounter a wide variety of text types and be encouraged to *interrogate* them in terms of **meaning, structure, purpose and audience**.

Before actually reading the text, however, *questions* are suggested to engage students' **interest** and to give them the opportunity to contribute their own **ideas** and **experiences**.

The comprehension questions will then guide students through **literal, inferential and personal/evaluative** responses to the text.

2 Comprehension

To *comprehend* a text fully, students need to be given the opportunity to approach it on different levels.

Literal comprehension

Literal comprehension explores **ideas** and **information** that are *explicitly* stated in the text. This type of comprehension should never be dismissed as 'too easy', as a sound understanding at the **literal level** is the basis for the higher order reading skills.

At this level of comprehension, students are asked to recognise *details* in the text, e.g.:

- locate and identify facts
- recognise main ideas
- order incidents
- recognise comparisons
- recall

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Inferential comprehension

At this level of comprehension, students use their **literal** understanding of the text together with the **clues** it provides, their **intuition** and **personal experience**. In this way they acquire a deeper understanding of what they have read.

Questions for inferential comprehension are generally included in the group discussion activities and usually begin with:

What do you think ...?

Why do you think ...?

How do you know ...?

What does ... tell you?

Students should be trained to recognise that questions posed in this way cannot be answered by finding explicit details in the text. They require students to look beyond the literal meaning to **interpret** and **predict**. Teachers should encourage students to cite **evidence** from the text which they have used to infer their answers.

Personal/evaluative comprehension

At this level of comprehension, students are asked to relate what they have read to their own **experience** and/or make **personal judgments** about the text. This kind of question is often included in the *Your views* section, e.g.:

Did you find the text interesting/funny/frightening/sad/informative?, etc.

What would you have done ...?

What questions would you like to ask ...?

Teachers should encourage students to **justify** their answers, e.g.:

I found it interesting because ...

I would have ... because ...

I would ask ... because ...

3 Thinking skills

It is important to understand that what has come to be known as **thinking skills** has been an integral part of good practice for many years and is not just a recent add-on.

Put simply, it requires teachers to:

- create an atmosphere in the classroom where all students feel at ease to **express** their opinions and **contribute** to the discussion
- **guide**, rather than control, the discussion session giving ample opportunity for **reviewing** what has been said; keeping the discussion **on track**; sometimes taking the opposite point of view to **clarify** students' thinking; ensuring what is said is supported by **reasons** and **examples**.

It requires students to:

- think for themselves – to **question, analyse, challenge** and **respond** to what they have read
- **have, express** and **justify** their opinions
- see **discussion** as a way of **understanding issues** and **respecting the viewpoints** of others through **speaking** and **listening**
- be prepared to **change their point of view** if what they have heard through discussion prompts them to do so.

Thinking skills are included in the Check-in page where students are required to apply their knowledge and experience to the

topic they are about to study. They are particularly evident in the inferential and deductive element of the group discussion questions that appear in every comprehension lesson.

4 Study skills

Studying effectively requires practice and the ability to use **appropriate strategies** and **tools** for a given task. The Study skills units throughout the course concentrate on **transferable skills** needed across the whole curriculum, e.g.:

- research and note taking
- preparing for and giving a class presentation
- efficient and appropriate use of a dictionary and thesaurus
- structured and effective planning (an integral part of each unit)

All the Study skills units are designed to make students more **effective learners**.

In some cases in the upper levels, the Study skills reading passage **will not be a model** for the writing outcome but will require students to use the **tool** to accomplish the writing task.

Throughout level 8, dictionary work, which is an essential study skill appears in every unit and follows a distinct syllabus which familiarises students with dictionaries as a resource for helping with spelling and writing as well as vocabulary.

5 Spelling

Should spelling be 'caught' or taught? In other words, if students read a lot does that mean they will be good spellers (*caught*)? Or, if students follow a structured spelling course, is the outcome likely to be a sounder knowledge and faster progression (*taught*)?

Based on extensive research, it is now concluded that very careful readers will see improvement in spelling while less focused readers will not. Even 'careful' readers, however, need the backup of a structured approach to become truly competent spellers.

Levels 1 to 8 of *English World* delivers a structured spelling course beginning with a phonic approach and developing into areas of blends, digraphs, letter strings, spelling rules, etc. These sections of the course lend themselves to class teaching and student participation and should be used as the basis for introducing students to the vagaries of English spelling.

The ability to spell or not, however, is a very individual thing. Some students will struggle with certain words and rules, while others will have difficulty in other areas. With this in mind, it is a good idea to:

- keep a personal log of recurring mistakes from students' written work and use this for weekly spelling tests, rather than a set of random words students have not attempted to use

- encourage students to keep their own log of their spelling mistakes that they can refer to when doing written work
- use the two-tier marking system (see *Approaches to Writing: Assessment*, p23) so that students can clearly see if spelling is a problem whilst not undermining their confidence in other areas of their written work.

6 Grammar

Presentation of grammar in context

Examples of structures being taught in a unit first appear in the main reading text. They are then looked at more closely in the Grammar and Grammar in use lessons. On the Grammar pages, examples of the structures being taught are clearly presented in a short text. On the Grammar in use pages, structures being taught are presented in a short dialogue. The structures taught in the Grammar in use dialogues are those which are most likely to occur in informal speech.

Practice

Exercises in the Student's Book are mainly active, oral activities. There are many opportunities for communicative pair and group work, which allow all students to practise the structures being taught. Exercises in the Workbook are written activities, which may be done in class or as homework and which allow students to consolidate their understanding of the grammatical structures covered in the unit.

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Grammar reference

In the Student's Book, grammar boxes explain usage and give examples of grammar points. These boxes may be used for teaching new structures or can be used purely for reference. At the end of the Workbook there is an extensive Grammar reference section with explanations, examples and paradigms. There is also an irregular verb table with examples of how parts of speech are used in the formation of tenses.

7 Pair work

Working in pairs gives every student the chance to communicate in English. It is the simplest way to cut down teacher talking time and increase student talking time. It also benefits less confident students who may feel uncomfortable speaking in front of the whole class.

If students are new to the concept of pair work, introduce it gradually. Choose simple activities and limit the time the students work in their pairs – perhaps as little as one or two minutes at first. As they become accustomed to the idea of pair work, you can increase the amount of time you allow them although it is usually wise to set a clear time limit so that students know when they need to have completed the task.

Assessing pair work

While students are working in their pairs, walk around the classroom and listen to them. Help and encourage where necessary but do not interrupt too much – this is their chance to communicate with each other – and do not correct every mistake you hear, however tempting this may be! Limit your corrections to big mistakes. For example, if the purpose of the exercise is to practise question forms and students are clearly having difficulty with the correct construction, help them with this but do not worry about other minor errors. You might notice that a number of pairs are making the same mistakes. Rather than interrupting them, you could make a note of the errors and, when the pair work is finished, deal with these with the whole class.

Setting up pairs

The quickest and easiest method of setting up pairs is to ask students to work with classmates sitting nearest to them. If students always work in the same pairs, activities can be started efficiently without wasting time. Most students will feel comfortable working with a familiar partner.

Sometimes, however, you may want to vary the pairs to give a fresh stimulus to pair activities. How can this be done quickly and easily?

1 Pairs of cards Prepare cards or slips of paper on which are written related items, e.g. opposites (*hot/cold, huge/tiny*), infinitives of irregular verbs and their past tenses (*buy/bought, see/saw*), countries and their capital cities (*Russia/Moscow, Norway/Oslo*), countries and their languages (*Spain/Spanish, Egypt/Arabic*), animals and their young (*cat/kitten, horse/foal*), etc. Mix up the cards and hand them out at random to the students, who must then find the other half of their pair.

2 String pairs Cut string into lengths of about one metre (one piece of string for each pair). Put all the lengths of string together in a bunch. Grasp the strings in the centre and hold them up high. Students take the ends of the strings. You release the strings. Each student forms a pair with whoever is holding the other end of his/her string.

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8 Group work

In order to give every student an opportunity to contribute, groups should not be too big. About six students per group is usually best. It is useful to appoint a group leader who will be responsible for conducting the activity and making sure that every member of the group makes a contribution. You might also want to appoint a secretary, whose job is to keep track of the activity and report back to the whole class. Make sure that every member of the group has a chance to take on these two roles so that louder, more confident students do not always dominate a group. As with pair work, it is a good idea to set a time limit for

any group activity and to make sure that students complete the activity within the allotted time.

9 Writing

Throughout the course, **reading** and **writing** are closely linked in a carefully structured process.

The reading passage almost always provides the **model text type** that students will reproduce in their writing activity (see *Study skills* p21 for exceptions).

Writing – Stage 1: Writing features

Students are given the opportunity to study the **key features** of that particular text type, e.g.:

Text type	Features
Instructional writing	clear introduction
	layout
	short, clear sentences
	imperative verbs
	precise language

The key features are clearly set out so that students can learn about them and refer to them as needed. Where appropriate, short tasks accompany the features to help students absorb the points.

Writing – Stage 2: Writing together

In the second part of the writing lesson, the teacher and students collaborate to produce a writing outcome of the given text type. Questions, prompts and suggestions are given to focus students' thinking. These give the teacher the opportunity to work with students on a model writing task so that the theory that has been learned in *Writing features* may be put into practice with teacher guidance.

The aims of Writing together

The main aim is to take the work of writing itself away from the class so that they can concentrate on the form of the writing and their ideas. Teachers should prompt the class to produce sentences by working through the notes on the page. The teacher writes these sentences on the board so that the piece is gradually produced by working through the notes. This helps to demonstrate to students that:

- notes can help them to write a complete piece
- following a structure makes writing much easier
- the task is achievable if they follow the instructions.

By re-reading and reviewing the writing together (see p23), students learn that:

- a piece of writing can be improved by
 - checking it fulfils the task and amending
 - spotting mistakes
- it does not take very much time to do
- this final stage of the process is worth doing.

Methodology in Writing together

1 **Guide** Teachers should not expect that from the very beginning of the course the class will deliver a near-perfect piece, sentence by sentence. Teachers may need frequently to remind students of the form and style of the piece they are attempting and to refer back to the features they have learned.

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2 **Encourage** It is important that students have confidence in making suggestions, so whatever response is given to a particular prompt, teachers should aim to be encouraging and affirming, even if the response is not quite accurate. It is preferable to use the response to ask another question or give prompts to help students think further and add more.

3 **Explain** Suggestions should not be corrected by the teacher unless they are completely inappropriate and indicate that the entire class has misunderstood the task or the features or both, in which case the teacher should give further explanation.

4 **Focus on writing** Teachers may wish to correct minor mistakes in grammar as the piece is written on the board. However, it is very important that this lesson focuses on writing and does not become a grammar lesson.

5 **Review** When the class has completed the task to a satisfactory standard in terms of form and content, the teacher should re-read the piece with the class to see whether:

- it fulfils the task set
- there are any errors of grammar or vocabulary that need to be corrected.

6 **Improve** Teachers should ask the class if the writing fulfils the task and whether any improvements can be made in the style or content of the piece. Suggestions should be accepted if the teacher and the class agree it is a real improvement. Teachers should ask the class to look at all the grammar, spelling and punctuation to see if there is anything that needs to be corrected. When all the corrections have been made, the class should have in front of them a complete demonstration of the task which will help them to complete the third stage of the writing on their own.

Writing lesson – Stage 3: Independent Workbook writing

The third part of the writing lesson is the writing task in the WB which requires a writing outcome of the same text type using the same features. The goal here is that students tackle this writing task **independently** but this may not be possible in the initial stages of the course. Individual teachers are best placed to assess how much support is needed for this task, and should work towards independent writing at a pace they judge appropriate for their students.

10 Assessment

The TG gives guidance on **assessing** the writing outcome. Assessing pieces of written work where students are required to draw on their knowledge of the **technical** aspects of the language, e.g. spelling, punctuation, etc., and also their **creative** abilities is no easy task.

To ensure that both a student's technical and creative abilities are given equal weight, it is suggested that written work is assessed on both levels:

- 1 Give a mark out of ten for spelling/punctuation/grammar and label this mark T (technical).
- 2 Give a mark out of ten for structure/style/imaginative content and label this mark C (creative).
- 3 Combine these marks for the overall mark.

In this way:

- teachers can look at and assess the various aspects of a student's work
- students can assess, for example, that their technical ability is good but their appreciation of appropriate style and structure needs work, or vice versa.

11 Listening

Listening in every lesson

Although only one lesson per unit is entitled *Listening and speaking*, students are exposed to a variety of listening activities across each unit. In every lesson, they listen to their teacher and to each other. Most lessons provide opportunities for pair work and this increases the number of voices students are exposed to. Group work increases it still further. If you can vary the pairs or groups from time to time, students will become accustomed to hearing an even wider variety of voices (see *Pair and Group work* on pp21–22 for suggestions as to how to do this).

Recorded texts

English World provides students with a wealth of recorded material. The main reading text in every unit appears on the Class Audio CD. This gives students the opportunity to hear a wide variety of voices (male, female, young and old) and, as the course progresses, to become familiar with different accents: regional accents from the UK as well as varieties of English from the wider English-speaking world, for example, American, Canadian, Australian, Indian and more.

Additionally, the entire Student's Book audio is presented on the Student's CD-ROM. This enables students to access the recordings independently in order to improve their understanding of the texts and dialogues.

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Recorded dialogues

Grammar in use lessons feature dialogues spoken by young people of the same age as the students. By listening to these dialogues, students will become familiar with the intonation patterns of conversational English and also be exposed to colloquial speech and idiomatic language.

Varied activities

Listening and speaking lessons provide students with two types of listening activity:

- 1 Conversation practice** Students listen to a conversation between two or more characters. Photographs and word prompts help them to follow and understand the conversation. They are then required to do more detailed work on the conversation, for example, listening for particular idiomatic phrases and placing them in their contexts. These listening exercises provide the stimulus for pair or group conversations.
- 2 Listening comprehension** Students listen for a purpose (task listening). In these listening comprehension activities students may hear monologues, dialogues or conversations between three or more people. They listen first for general understanding (gist) and then for detail. Students are presented with a variety of activities here to aid understanding, for example, straightforward comprehension questions, true or false exercises, correcting statements which are known to be false, matching speakers and statements, multiple choice questions. Whatever the activity, it is important that students have time to look through the exercise first so that they have a clear idea of what they are listening for.

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12 Speaking

Speaking in every lesson

There are opportunities for speaking in every lesson of a unit. It is possible to reduce teacher talking time and increase student talking time simply by asking students to read out questions and rubrics instead of the teacher. Introducing pair work on a regular

basis also increases opportunities for students to speak. There are many activities in *Grammar* and *Grammar in use* lessons, for example, which have been written specifically with pair work in mind. Students are frequently asked to personalise their responses and express their own opinions. If students can do this in pairs or small groups before reporting back to the class the time they spend speaking is greatly increased.

Dialogues

Dialogues in *English World* play an important role in encouraging fluent speech. In *Grammar in use* lessons the serial story in dialogue form gives students the opportunity to practise grammatical structures which are frequently found in speech. Students are also introduced to conversational expressions which are recycled in later activities in both the *Student's Book* and the *Workbook*. In this way students gradually build up an extensive bank of idiomatic expressions which will enrich their spoken English.

Speaking activities

Listening and speaking lessons include two types of speaking activity:

- 1 Conversation practice** Students hear a conversation between two or more people. Photographs and useful vocabulary help them to follow the conversation and also serve as a stimulus for their own conversations conducted in pairs or small groups.
- 2 Individual speaking** Activities in the *Workbook* help students to prepare presentations which they will later give to the class. Questions or other prompts stimulate their ideas, which they write down in note form. At first, students are asked to develop their notes into sentences on which to base their presentations. As their confidence and fluency increases, they are encouraged to give their presentations based purely on their notes. Different ways of starting and ending their presentations are given at first. As students progress, they are asked to think of their own ways of introducing and concluding their talks.

Before beginning Unit 1

If possible, ask students to look at pp4–7 as an independent preparation task for Unit 1. They should read pp4–7.

Tell students to note short answers to the questions and tasks on p7. Tell them to look up or check understanding of the words for Reading. Explain that these are some of the new words they will learn in Unit 1, not all of them.

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Pages 4 and 5

If it is not possible for your students to look at pp4–7 before starting the book, tell the class to look at these pages at the start of the first lesson.

Explain that they will meet Ross, Holly, Laura and Jack again in Unit 1 and follow their activities in *Grammar in use* in each of the following units.

Ask two volunteers to read out the first two paragraphs on p4 and ask a different student to read out the paragraph about Professor Brown.

Ask different students to read the information about each of the team leaders on p5. Ask if they can point out the countries they come from on the map.

If you wish, check understanding of the information by asking a few questions around the class, e.g. *Where are Ross, Holly, Laura*

and Jack? Why are they there? What didn't they know? How many teams were in New York? Who else was in New York with the nine winning teams?, etc.

Page 6

Give the class time to look at the page and read the speech bubbles silently.

Explain that these characters sometimes give help and advice about the work students will cover during the year.

Page 7

If students have not been able to read this page before starting Unit 1, follow the guidance notes that are given on p26 but go through them more slowly.

Give students time to look up new Reading words in their dictionaries.

Ask questions around the class, giving students time to think of their answers if necessary, before asking for responses.

Note: At the end of Unit 1 and all subsequent units, give the next Check-in page as an independent homework assignment. Students should read and understand the information and complete all the tasks, writing their own notes for their answers to be given orally in class when you begin the next unit.

A website project

In this unit, students:

- read and understand a leaflet giving advice and guidance to participants in a website project
- develop a close understanding of the text, its function, purpose and the vocabulary it uses
- learn about noun entries in a dictionary; spell words ending in *-tion* / *-sion*; practise noun phrases
- revise main tenses: present simple/continuous; past simple/continuous
- revise future forms: *will*, *going to*; present perfect simple/continuous
- learn features of advice; write advice for a trip abroad; write advice on preparing for a visitor from abroad
- listen to a conversation and a discussion about the website project topics; discuss the topics
- present their own monologue about the website project topic they would choose

Lesson 1 Check-in; Reading SB pp7-9

Lesson aims

- to prepare for the topic of A website project and other aspects of work in Unit 1 through the Check-in page
- to read and gain a general understanding of a leaflet giving advice and guidance

SB skills: reading for general understanding; oral comprehension; reading fluency; vocabulary work

WB practice: Unit 1 vocabulary list (p138)

Time division: a rough guide to a 40-minute lesson

► Check-in - 10

► Before reading - 3

► Reading - 7

► After reading - 10

► Reading practice - 10

Point out the unit title and give students a few moments to look at the pictures. Ask: *What kind of website is illustrated? Do you think the students are using their computers for study or for entertainment?* Ask students if they use websites that look like the one shown.

Check-in

- 1 Read the first sentence to the class.

Task box Discuss each question, eliciting answers from around the class. Ask different students their four reasons for visiting a website and list ideas from around the class until all suggestions have been made, e.g. to *get information, to read opinions, to buy things, to access services, to contact people, etc.*

- 2 Read the last statement. www.jncb-jo.com

Reading

Read the sentences about what the leaflet does.

Task box Discuss the questions about teamworking. Read or ask a volunteer to read the new words.

Task box Check the meanings of the vocabulary words with the class. Read about the time zones.

Task box Discuss the questions about time zones.

Looking at language

- 1 Read out the Dictionary work. Check the class can define noun: a *naming word*.
- 2 Read out the spelling work. Ask the class to tell you as many words ending in *-tion* / *-sion* as they can think of. Elicit at least two for each ending.
- 3 Read out the Language development work.

Grammar

- 1 Read the information about Grammar.
- 2 Ask the class which, if any, of these main tenses they find difficult.

Writing

Read about the writing features and advice.

Task box Discuss the question about travel abroad with the class, eliciting as many individual answers as possible. Read about writing advice for a friend.

Listening

- 1 Read out the listening activities.
- 2 Explain that the student characters will be involved in a website project and the class will hear them discussing it.

Speaking

- 1 Read the information about Speaking.
- 2 Explain that in every unit students will have the chance to speak in groups and individually.

Reading: The www project SB pp8-9

Before reading

Pre-reading questions

- 1 What is the title of the leaflet? **The www project**
- 2 Does the leaflet have illustrations? **Yes.** What sort of illustrations are there? **photos and cartoons, a map**
- 3 How is the information in the leaflet arranged? **In sections with headings**
- 4 Why are headings used? **so that the reader knows what each section is about before reading the detail**

Reading

- 1 Read the text to the class or play track 1.01.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.
- 3 Some or all of the key words for Unit 1 in the Word list at the back of the WB may be checked in a dictionary during the lesson, if necessary, and also as a homework task.

Note: Students should check meanings of words for homework and they will do further comprehension and vocabulary work in following lessons. Do not spend time on checking meanings in the lesson unless essential to a general understanding.

After reading

General questions

Check students' general level of understanding by asking questions on the gist of the text.

Students should be able to answer broad questions fairly easily, referring back to the text to check as necessary.

Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details, if necessary.

Use the following questions or any of your own:

- 1 What is the name of the project? **The www project**
- 2 Who is the leaflet for? **students who are going to do the project**
- 3 What does it give them advice about? **good working practices (that they should try to use during the project)**
- 4 Which people are important? **team leaders**
- 5 How many teams will work on each subject area? **two**
- 6 How many different time zones are the teams in? **8**
- 7 What is the advice about copying files? **Remember to back everything up.**

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Reading practice

- 1 Ask different students to read sections of the text aloud.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Students re-read and listen again to the leaflet (track 1.01).

Explain that they should ensure they understand all the words listed for Unit 1 at the back of their Workbooks.

Lesson 2 Reading comprehension SB p10

Lesson aims

- to re-read *The www project* (i) in full (ii) in sections for detail
- to develop a close understanding of the leaflet
- to give a personal response to the website project

SB skills: reading for detail; guessing meanings from context; vocabulary; critical thinking

WB practice: sub-headings and paragraphing; find the wrong word; gapfill; Vocabulary page (after this lesson or after Lesson 3)

Time division: a rough guide to a 40-minute lesson

► Warm-up – 3	► Activity 2 – 6	► Vocabulary check – 2
► Re-reading – 5	► Activity 3 – 4	► Your views – 4
► Activity 1 – 6	► Activity 4 – 10	

Warm-up

Without looking in their books, ask the class to tell you the nine countries that the teams come from: **Brazil, Canada, UK, Kenya, Jordan, Russia, India, Thailand, Australia.**

Before starting this page, read *The www project* again or play track 1.01.

Activity 1

- 1 Ask the literal comprehension questions.
- 2 Elicit oral answers from the class.
- 3 Remind students that the answers are stated in the text.

Answers

- 1 Science, Art, Education, Environment
- 2 create a young people's website (with a worldwide perspective)
- 3 young people around the world
- 4 in the first session
- 5 because they play an essential role in project co-ordination
- 6 the team leader
- 7 change their plan later
- 8 four o'clock in the morning
- 9 project supervisors
- 10 the design and maintenance staff

Activity 2

Tell the class to find each expression in the text. They should read the sentence containing the expression carefully. They read the alternative meanings and decide which is correct.

Pair work

This activity may be done with students working in pairs. Give them a time limit then check answers together.

Whole class

If you wish, do the activity with the whole class working together. Elicit the first answer. If necessary, refer the whole class back to the text and re-read the context of the expression.

Answers 1a 2b 3b

Activity 3

- 1 Students complete the sentences using expressions from Activity 2. They may do this activity in pairs or independently.
- 2 Give them a time limit, then check answers together.

Answers 1 do her own thing 2 stick with it
3 make the most of it

Activity 4

- 1 Students work in pairs or small groups to discuss answers to these questions. See Introduction pp21–22 for advice on pair or group work if you are not familiar with the technique.
- 2 Explain to the class that the answers to these questions are not always directly in the text. Students will need to think about the questions and look for evidence in the text in order to come up with a reasoned answer.
- 3 If your class is confident with group discussion let them discuss all the questions within the time limit. Alternatively, ask the groups to discuss one question at a time.
- 4 Appoint a note taker for each group and ask them to note answers in a few words.
- 5 Make sure the class understands that there are no right or wrong answers to this discussion activity. They should use their common sense to think of good answers and, where appropriate, refer to the text to support their ideas.
- 6 Go through the answers with the class. For each question, elicit a response from one of the groups. Ask if any group has a different answer or can add anything.

Example answers

- 1 Students may make any reasonable suggestions, e.g. *email, texting*. Students may mention phone calls or video phone calls. If you wish, ask them to discuss the advantages and disadvantages, e.g. *In a call, you can see/hear the person directly but calls are expensive. Sending a letter by post is slow, etc.*

- 2 Students' own opinions. Make sure they justify the views, e.g. *A leader is important because he/she can check that things are being done properly and at the time. Having a leader for a small group is not important because a small team can discuss everything together.*
- 3 Students should be able to explain, e.g. *The ideas a person working alone may be misunderstood and left out by the others and that person will feel annoyed. A project may not be so good if everyone's ideas are not included from the start.*
- 4 Students may suggest several ideas, e.g. *The partner team will feel that they are being made to feel unimportant. They will be working on the previous plan so the project could be confusing. The partner team may start to feel annoyed.*

Vocabulary check

This activity may be done in class if there is time. Normally, it is likely that there will only be time to point out the list to students and remind them of the importance of checking new words before they do vocabulary practice in the Workbook. The Workbook Vocabulary page may be done after this lesson or after Lesson 3.

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Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class. This activity offers students the opportunity to give their individual response to the text they have read and gives the teacher the opportunity to find out how well students have engaged with the content.
- 2 Students should write their own response for homework. Explain how much you require them to write.
- 3 Students reading their responses can also be a warm-up activity for following lessons.

WB: Reading comprehension (WB p4)

Vocabulary check

Your views personal response

- Check before the end of the lesson that students understand the tasks.
- Remind them to re-read the text on their own before they start the exercises.

WB answers

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

Exercise 3 1,3 2,6 3,1 4,5 5,4 6,2

Exercise 4 1 presentation – perspective 2 time – subject 3 week – day 4 leader – supervisor 5 months – weeks

Exercise 5 1 perspective 2 went off 3 backed up 4 essential 5 deadline 6 request 7 promptly 8 assigned

WB: Vocabulary (WB p5)

This page may be completed for homework after Lesson 2, Reading comprehension or Lesson 3, Looking at language.

WB answers

Exercise 1 1 thoroughly 2 monitor 3 co-ordinate
4 assign 5 access 6 supervisor 7 appropriate
8 conference

Exercise 2 request access encounter launch
contact

Exercise 3

1 (computing) back-up access files website
2 (organising) co-ordinate supervise contact review
3 (time) promptly regular deadline
4 (speaking together) meeting discussion conference

Exercise 4 1 request 2 launched 3 encounter
4 zone 5 maintenance 6 supervisor 7 confusion
8 available

Lesson 3 Looking at language SB p11

Lesson aims

- to investigate noun entries in a dictionary
- to investigate formation and spell correctly words with *-tion* / *-sion*
- to study how nouns can be put together to make phrases

SB skills: Dictionary work: countable / uncountable / plural nouns

Spelling: formation of abstract nouns ending in *-tion* / *-sion*

Language development: creating and using noun phrases

WB practice: noun plurals; spelling of abstract nouns; noun phrases; newspaper headlines

Time division: a rough guide to a 40-minute lesson

► Warm-up - 5

► A Dictionary work - 10

► B Spelling - 10

► C Language development - 15

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Warm-up

Ask students to tell you all the parts of speech they know: *noun*, *verb*, *adjective*, *adverb*, *pronoun*, *preposition*, *conjunction*. List them on the board. Tell them or prompt them with any they have forgotten. Ask for an example of each of the first four classes. Ask what these four word classes do, e.g. *noun* - *naming word*; *verb* - *doing (action) word*; *adjective* - *describing word, tells you more about a noun*; *adverb* - *tells you how, when or where something happens, tells you more about a verb*.

A Dictionary work

- 1 Read the first line of information.
- 2 Tell them to look at the first line for the first entry: *website*. Explain that they can find all this information about any noun in a dictionary, i.e. the word. Ask: *How are words arranged in a dictionary? alphabetical order* *phonetic spelling* Ask: *How does the phonetic spelling help you? It tells you how the word sounds when you say it.*
- 3 the word class
- whether the noun is countable [C] or uncountable [U]. Ask students to give examples of countable and uncountable nouns to ensure understanding of the terms.
- definition Ask: *What is a definition? the meaning of the word* Ask a volunteer to read out the definition of *website*.
- 3 Read the next information point.
- 4 Tell students to read the entry for *copy* in the Information box. Ask: *Is there any information here that was not in the entry for website? Students should note that the plural form - copies is given.*
- 5 Emphasise that the plural of any noun which does not form its plural with 's', will be given in the dictionary.

Activity 1

- 1 Before using the dictionary, ask students to say if they think each noun is *countable* or *uncountable*. Record the majority verdict on the board.
- 2 Students look up the words individually or in pairs. Note on the board which ones the class was right about. Correct those that are wrong.

Answers 1 countable 2 uncountable 3 countable
4 uncountable 5 countable 6 uncountable

Activity 2

- 1 Ask individual students to form sentences from the choice of words in Activity 1. Students can respond orally or you may wish to write sentences on the board.
- 2 If you are short of time, this can be done as an additional independent homework task.

B Spelling

- 1 Read the Information box with the students. As with all spelling sections in the book, explain that not all words follow the rules. Explain that it is not just a case of adding *-tion* / *-sion* to the root word - the spelling may change. Remind them: *If you are not sure, check in a dictionary!*
- 2 Check understanding of the *-tion* and *-sion* words given as examples: *fiction* - *writing that is made up by the author*; *conjunction* - *a part of speech that joins words, phrases or clauses*; *addition* - *the act of adding things together*.
- 3 Read about the smaller groups of nouns and point out the different endings. Read the examples and check understanding of the verbs and nouns.

4 Based on the rules they have read ask students to say -tion or -sion as you read these words:
to direct – direction; to explode – explosion; to invent – invention; to confuse – confusion; to invite – invitation

Activity 1

- 1 Ask different students to read aloud each word in the box. Check for pronunciation.
- 2 Students work individually or in pairs to match words and definitions.
- 3 Check answers by asking different pairs to give the definition of each word. Check that the rest of the class agrees. If necessary, tell the class to find words in the dictionary and ask a volunteer to read the definition to the class.

Answers multiplication 3; station 5; emigration 1; discussion 2; possession 6; composition 4

C Language development

Read through the information about compound nouns with the class. Students should be familiar with these and know that each compound noun is a word that makes sense and the two nouns that form it also make sense on their own.

Activity 1

Give students a moment or two to write down two compound nouns. Elicit examples. Make sure they give a compound noun that is a word in its own right, e.g. policeman, i.e. not just two nouns put together, e.g. policecar. Tell them to check in their dictionaries before giving their answers if they are not completely certain.

- 1 Read the information about forming a noun phrase.
- 2 Ask volunteers to read out the noun phrases and what they mean.

Activity 2

Elicit suggestions for noun phrases for the illustrated objects.

Answers 1 pencil sharpener 2 money box

- 1 Read about abstract nouns in noun phrases.
- 2 Ask a volunteer to read out the example. Check the class understands *intelligence*.

Activity 3

- 1 Students should think of phrases using two nouns including the given noun, e.g. *beauty salon*, *beauty shop*, *beauty contest*; *danger sign*, *danger signal*, *danger point*, *danger zone*.
- 2 Read about the noun phrases in the leaflet.
- 3 Elicit phrases to explain the meanings of the noun phrases.

Example answers

phone conference: a conference held by speaking on the phone
review meeting: a meeting to review something

- 4 Ask the class to scan the text to find other examples.

Answers Students' own choices, e.g. subject area, team leader, project supervisor, project website, partner team

- 5 Make sure they are able to explain what each phrase means e.g. the area (of information) that is included within a subject; the leader of a team; a person who supervises the project; the website that will come from the project; the team that is partner to another team.
- 6 Read the Information box about putting more than two nouns together.
- 7 Ask a volunteer to read out the example.
- 8 Read about the usefulness of noun phrases.

Activity 4

Ask a volunteer to read the headline and elicit the meaning.

Example answer

The theft of a necklace made of diamonds

WB: Looking at language (WB pp6–7)

- 1 Make sure students understand the tasks.
- 2 Spelling, Exercise 3: point out to students that they will sometimes be asked to use words in sentences of their own. Encourage them to write interesting sentences, e.g. *There was an interruption to our lesson when the head teacher came in with a visitor* tells the reader more about the abstract noun than *There was an interruption*.
- 3 If you wish, set up a system of giving extra marks for sentences where students have made an obvious effort to write something with meaning in a clear context.

WB answers

Dictionary work

Exercise 1 1 videos 2 boxes 3 donkeys 4 rubies 5 bureaus or bureaux 6 buses 7 knives 8 fungi * 9 ditches 10 plateaus or plateaux

Exercise 2 bureau plateau

Exercise 3 1 child 2 tooth 3 goose 4 foot

Spelling

Exercise 1 1 alteration 2 conversation 3 admission 4 direction 5 decision 6 discussion 7 correction 8 interruption

Exercise 2 1 solution 2 presentation 3 persuasion 4 reaction 5 ambition

Exercise 3 Students' own sentences

Language development

Exercise 1 1 football boots 2 shopping bag
3 soup bowl 4 plant pot 5 bus stop

Exercise 2

- 2 a monitor for viewing information that is stored in a computer
- 3 a rocket for travelling in space
- 4 a pilot who flies a helicopter
- 5 a cage for keeping a bird in

Exercise 3

- 1 enquiry into an accident on a motorway
- 2 (example answer) disaster involving / caused by a tanker carrying / full of oil
- 3 (example answer) a rescue of someone/something from a fire at a factory

Exercise 4

(example answers) headline:

Helicopter cliff rescue Helicopter climber rescue

Cliff rescue heroes Helicopter sea rescue

(example answer) The story is about the rescue of a climber from a cliff by a helicopter.

Activity 1

1 Pre-reading questions

Where are Laura, Ross, Holly and Jack? **in New York**

What are they looking at? **a skyscraper**

What is Laura doing? **taking a photo**

- 2 Point out that the target tenses, present simple, present continuous, past simple and past continuous are in bold.
- 3 Select volunteers to read a paragraph each.

Activity 2

Ask the literal questions and elicit oral answers to check understanding. Remind students they will find the answers in the text.

Answers

- 1 They are in New York because they won a competition.
- 2 When they arrived, they met prize-winners from eight other countries.
- 3 Now they are sightseeing for the last time.
- 4 They love New York.
- 5 Laura is a good photographer because she always takes brilliant photos.
- 6 Tomorrow morning they are meeting their new friends and Professor Brown.

Activity 3

Remember!

Go through the **Remember!** box with the class. Ask volunteers to read the examples. Ensure that students understand the examples and the different uses of the two tenses.

- 1 Students look at the text to find examples of the different uses of the two tenses.
- 2 Encourage other students to correct any mistakes and refer the class back to the **Remember!** box if necessary.

Answers

present continuous for present events: **are sightseeing**; **is photographing**

present continuous for future event: (Tomorrow) **are meeting**

present simple for regular events: (always) **takes**
verbs usually in the present simple: **love, wants, has**

Activity 4

- 1 Students may do this activity in groups or pairs. Give them a time limit to think of three sentences for the first question.
- 2 Elicit answers from around the class. Invite other groups/pairs to correct any mistakes. Refer the class back to the **Remember!** box as necessary.
- 3 Give the groups another time limit to discuss question 2. Ask the groups to report back to the class in turn.

Lesson 4 Grammar SB p12

Lesson aims

- to read and understand a short text using the **present simple/continuous** and **past simple/continuous**
- to understand and practise correct use of the tenses through oral exercises and activities

SB skills: reading; grammar accuracy; speaking

WB practice: past/present simple/continuous

Time division: a rough guide to a 40-minute lesson

► Warm-up – 3	► Remember! – 5	► Activity 5 – 6
► Activity 1 – 5	► Activity 3 – 3	► Remember! – 5
► Activity 2 – 4	► Activity 4 – 6	► Activity 6 – 3

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Warm-up

In pairs or groups, ask the class to write down as many facts about each of the friends, Laura, Holly, Jack and Ross as they can. Ask, e.g. **What are they good at? What do they like doing?** Students should remember that Laura and Jack are sister and brother; Laura is particularly good at photography; Holly likes clothes and fashion; Ross and Jack both enjoy sport; Ross is good at drawing. Ask the first group to read out their list of facts then ask if any other group can add anything else.

4 Give the groups time to complete question 3. Go around listening as they talk.

Activity 5

- 1 Give the class a minute or so to note down three questions.
- 2 Give them a time limit to talk in groups and note down their answers.
- 3 Ask students from different groups to give their friends' answers to their questions, e.g. *Do you remember our first day at this school? Anna remembers our first day at this school.*

Activity 6

Remember!

Go through the *Remember!* box with the class, inviting volunteers to read and ensuring that the class understands the examples and the different uses of the two tenses.

- 1 Students look at the text to find examples of the different uses of the two tenses.
- 2 Encourage other students to correct any mistakes and refer the class back to the *Remember!* box if necessary.

Answers

past simple for completed actions: *won, was, got, met, visited, went, saw*
 past continuous for continuing actions in the past: *were looking forward, were shopping*
 past simple and past continuous with *while*: *While they were shopping ... they saw*

WB: Grammar (WB p8)

Check students understand the tasks. They should be able to complete these exercises independently. Remind them to look in the Grammar reference section at the back of their WBs if they need to check rules.

WB answers

Exercise 1 1 are enjoying 2 are buying 3 takes 4 does ... remember 5 are meeting 6 do ... want 7 are going 8 are ... looking

Exercise 2 1 flew 2 was waiting, arrived 3 got, felt 4 looked, was shining 5 were walking, began 6 were ... wearing 7 visited, went 8 did ... like, loved

Exercise 3

- 1 Where do the prize-winners come from?
- 2 Are they spending two weeks in New York?
- 3 When are they going home?
- 4 Who did they see in the department store?
- 5 Does Laura take photos all the time?
- 6 What were they doing yesterday afternoon?

Lesson 5 Grammar in use SB p13

Lesson aims

- to listen to, read and understand a short conversation
- to revise and practise future forms *will / going to*, the present perfect simple and continuous
- to practise correct use of verbs *make* and *do* + object

SB skills: listening, reading, speaking, grammar accuracy; colloquial expressions; Grammar extra: *make or do*

WB practice: future: *will, going to; present perfect simple/continuous; make or do*

Time division: a rough guide to a 40-minute lesson

► Warm-up - 4

► Activity 1 - 5

► Activity 2 - 5

► Activity 3 - 4

► Activity 4 - 5

► Activity 5 - 10

► Grammar extra - 7

Warm-up

Ask students: *If you could visit New York, what would you like to do? What would you like to see?* Elicit ideas from around the class.

Activity 1

1 Pre-listening questions

Who are the students meeting? Professor Brown

Who is Professor Brown? He teaches at Hampton University.

He organised the Portrait project and now he is organising The website project.

What do you think Professor Brown is going to say? Students' own ideas

2 Play track 1.02. Students listen and follow.

Activity 2

Ask the literal questions and elicit oral answers to check understanding. Remind students they will find the answers in the dialogue.

Answers

- 1 They have had an absolutely brilliant week.
- 2 They've been sightseeing, taking photos, shopping, and making new friends.
- 3 They'll be back home next week.
- 4 They're going to create a website.
- 5 It will be special because it will be for young people.

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Remember!

Go through the *Remember!* box with the class, ensuring that they understand the examples and the different uses of the two future forms.

Activity 3

- 1 Students look at the dialogue to find examples of the different uses of the two tenses.
- 2 Encourage other students to correct any mistakes and refer the class back to the *Remember!* box if necessary.

Answers

you'll be back, will be able, You'll find
you're going to stay, You're going to create

Remember!

Go through the *Remember!* box with the class, ensuring that they understand the examples, the different uses of the tense and the words it is often used with: *yet, just, ever and never*.

Activity 4

- 1 Students look at the dialogue to find examples.
- 2 Encourage other students to correct any mistakes and refer the class back to the *Remember!* box if necessary.

Answers

have you enjoyed ...?, It's been, you've been here, you've made, I've just given, I haven't seen, There has never been

Remember!

Go through the *Remember!* box with the class, ensuring that they understand the examples, the different uses of the tense and the time phrases with *for* and *since* that are often used with it.

Activity 5

- 1 Students think of other examples of the present perfect continuous in sentences expressing an action started in the past and still continuing.
- 2 Elicit suggestions from around the class or divide the whole class into pairs and give them a minute to compose a sentence.

Grammar extra (SB p127)

Ask a volunteer to read the bubble.

Activity 1

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- 1 Remind the class that some expressions use the verb *make* and some use *do*. They must learn and practise them.
- 2 Explain that these expressions have been used in the unit and they should recognise them.
- 3 Ask volunteers to complete each sentence. Check with the class that it is correct.

Answers 1 make 2 do 3 make 4 make 5 do

Picture

- 1 Students may work individually or in pairs.

- 2 Elicit sentences. If you wish, this could be done in two or more teams with a point given for each correct sentence.
- 3 If time is short, ask students to write a sentence as a homework task.

Activity 2

- 1 Students write sentences using the nouns and the correct verb. If you are doing this work in class, give students time to write five sentences.
- 2 Ask different students to read out sentences using the nouns.

WB: Grammar in use (WB p9)

Check the class understands the tasks. If you wish, do the first sentences in Exercises 2 and 4 together to check understanding of what is required, before the class completes on their own.

WB answers

Exercise 1 1 will create 2 will stay 3 will work
4 will share

Exercise 2 Students' own ideas. Check for correct use of *going to*.

Exercise 3 1 have met 2 has ... chosen, has ...
bought 3 Have ... seen 4 have ... eaten

Exercise 4

1 The passengers have been waiting for half an hour.
2 He has been revising for a science exam.
3 They have been discussing a new project.
4 We have been exchanging email addresses.

Exercise 5 1 make, announcement 2 made, copies
3 done, practice 4 do research

Lesson 6 Writing SB pp14–15

Lesson aims

SB

Stage 1: to review the features of writing to give advice

Stage 2: to work collaboratively to plan and produce advice for going abroad on holiday for the first time

WB

Stage 3: to plan and produce an email giving advice to a first-time air traveller

SB skills: recognising and using the features of writing to advise in group writing

WB practice: writing advice independently

Time division: a rough guide to a 40-minute lesson

► Warm-up – 5

► Stage 1 – 10

► Stage 2 – 20

► Stage 3 – 5

Warm-up

Write on the board: *instructions advice*

Ask the class if they can give definitions of these two words. If necessary, refer them to their dictionaries.

Ask students to tell you the difference between the two:
Instructions are commands that are given and that you must follow.

Advice is someone's opinion about the best way to do something or what you should do but you do not have to follow the advice.

- 4 You should make use of the technical support.
- 5 Your supervisor will monitor your work and give you advice.

► The language of advice

- 1 Read about imperative and modal verbs.
- 2 Check students understand that the imperative form is a command and that modal verbs express suggestions and possibilities. Read the examples.

Activity

Elicit examples of imperatives from the leaflet.

- 3 Read about the language of suggestion and the two examples.

Activity

Give students a moment to read the sentence beginnings then elicit sentences containing the advice phrases.

Stage 1 Features of writing to advise

- 1 Read the title and the first small box. Explain that the common features are listed below.
- 2 If you wish and before you read, ask students to scan the information in the first four points. Ask how many features are explained. Students should note the four sub-headings and answer: *four*.

► **Introduction** Read about the introduction and the examples. Tell students to look back at the first two paragraphs of the leaflet. Ask them to find the examples in the paragraphs. www.jnob-jo.com

► **Layout** Make sure they understand the term 'layout': **how the text is arranged or laid out**. Ask them to find the example sub-headings in the leaflet.

► **Imperative verbs** Check they understand what imperative verbs are: **commands**. Ask them to find one or two more examples in the leaflet.

► **Precise language** Go through the precise language. Make sure they understand that this kind of language has detail and an exact meaning. Check they understand how the phrases on the left are clearer than the phrases on the right.

- 3 Read about the other features of written advice.

► **Personal / direct style** Explain that written advice is always directed at a person or persons, so they are directly addressed as 'you'. Read the examples.

Activity

Students change the third person sentences to second person.

Answers

- 1 If you follow this advice, it should work.
- 2 You should not call your contact in the middle of the night.
- 3 You should not make changes to your plans without discussion.

Stage 2 Writing together

Read out the task in the box and check students understand it.

Things to think about.

- 1 Read through the first rubric and explain that you are going to make notes together.
- 2 Read the prompt questions.
- 3 Ask for suggestions for the destination and kind of holiday. Encourage the class to choose something they know about as they will have to give advice about it. Choose the most suitable.
- 4 Read the next rubric and explain you are going to make notes together about these.
- 5 Read about the items they will need to take with them.
- 6 Ask for suggestions for advice on each item. Explain anything with which the class is unfamiliar. Make brief notes on the board.
- 7 Read through the *Remember!* box.
- 8 Check with the class that they understand the words and phrases in each bullet point.
- 9 Help the class to compose the notes into written advice following all the features in the box.
- 10 When the advice is complete, ask the class to check to see if all the features have been used.
- 11 Make any necessary changes to include them all.
- 12 Ask the class to read the writing to see if there are any corrections or improvements that could be made. Make any changes that you and the class agree are an improvement.
- 13 Ask a volunteer to read the advice aloud.

Stage 3 WB: Individual writing (WB p10)

Students should be able to complete the task for homework.

- 1 Read the box and explain the task.
- 2 Point out the four sections of advice that are needed.

- 3 **Things to think about** Point out that the questions in each section are there to help with ideas. Tell the class to read each section and to make notes in answer to each question.
- 4 Point out the *Remember* box and the *Useful vocabulary*.
- 5 Remind them to re-read their work and check that they have included all the points in the box and at least some of the vocabulary.

Assessment

In assessing the work, look for advice which:

- is clearly set out with an introduction and sub-headings
- uses the correct styles of language
- includes advice on the four sections: preparation; at the airport; the flight; the stay.

Lesson 7 Listening and speaking SB p16

Lesson aims

- to listen to and understand the gist of a dialogue
- to hold a similar discussion in groups
- to listen to a monologue for gist and detail
- to prepare and deliver a presentation about the website project

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: dialogue gapfill; individual presentation devising through prompts and note making

Time division: a rough guide to a 40-minute lesson

► Warm-up – 4
► Conversation practice – 18

► Listening comprehension – 10
► Individual speaking – 8

Warm-up

Ask students which were the four subject areas for the website project. Ask them to choose the one that interests them most. Ask them to write down any topic in that area that they think is important and that they would choose to write about. Elicit ideas from around the class.

Conversation practice

Activity 1

- 1 Give students a few moments to look at the photos.
- 2 Ask a volunteer to read out the words in the box.
- 3 Ask volunteers to describe what is in each photo.
- 4 Elicit what the characters are discussing: **the four subject areas of the website**.

Activity 2

- 1 Play track 1.03. Students listen.
- 2 Ask if they correctly guessed what the subject of the conversation would be.

Audioscript

Track 1.03 Activities 2 and 3

Ross: What do you think of these topics then?

Holly: Well, they're all really interesting.

Laura: They're very broad. There's loads of work you can do on all of them.

Jack: I hope we get Science. We can look at new developments in medicine.

Holly: Or space travel.

Jack: Or robots. I did a project on robots last year.

Ross: Education's interesting. I bet schools in Kenya and Thailand are very different from our schools.

Laura: I wonder if other students wear uniforms like we do.

Jack: Or if they have to do as much homework.

Ross: What do you fancy, Holly?

Holly: My favourite's the Arts. I love dancing and music and the theatre.

Laura: Traditional music and traditional dancing in other countries – that's interesting.

Jack: I've never been to the theatre.

Holly: You're joking!

Jack: No, it's true. I'm not really into all that artistic stuff.

Laura: How about the Environment? That's a really fascinating topic.

Ross: Absolutely. Renewable energy ...

Holly: You mean wind farms and things like that?

Laura: Saving the rainforests ...

Jack: Protecting endangered species ...

Ross: I'd love to get that topic.

Laura: That's easily the best for me, too.

Holly: Well, Professor Brown is going to decide who does what. www.jnbo-jo.com

Jack: Yes, so we'll just have to wait and see.

Laura: And keep our fingers crossed.

Activity 3

- 1 Ask a volunteer to read the phrases in the box.
- 2 Tell the class to listen and raise their hands when they hear the phrases.
- 3 Play track 1.03 a second time.

Activity 4

- 1 Divide the class into small groups. Ask them to discuss the www project as if they were taking part in it. They should mention what they would find most interesting and what they would like to find out more about.
- 2 Go around listening as they speak. Invite one or two groups to hold a short discussion while the class listens.

Listening comprehension

Activity 1

- 1 Explain the task to the class. Make sure they understand who is speaking and who are listening.

2 Play track 1.04. Students listen.

Audioscript

Track 1.04 Activities 1 and 2

Prof B: Now, everyone, this is the moment you've all been waiting for. I'm going to tell you which teams are going to work together on the www project. And I'm also going to tell you which subject area each group is going to work on. If you remember, we have decided on four broad subject areas: Science, Art, Education and Environment. So ... listen carefully. Here are the groups. Group 1. Robert. Where's Robert?

Robert: Here, Professor Brown.

Prof B: OK, Robert, you and your team from Kenya are going to work with the team from Brazil. Is that all right?

Sofia: Yes, that's great. And what is our subject?

Prof B: Your subject area is Education.

Sofia: Oh, right. That's interesting.

Prof B: Now Group 2. Group 2 is made up of Usha and her team from India. And they're going to work with Ali and his team from Jordan.

Ali: And our topic, please, Professor Brown?

Prof B: Your topic is Science.

Usha: Wonderful! That's my favourite!

Prof B: Now we come on to Group 3. Group 3 is Brad and the other Canadians and Tippi and her team from Thailand. Are you happy with that, Tippi?

Tippi: Yes, very happy, thank you.

Prof B: Excellent. And your topic will be the Environment ... What's the matter, Tippi?

Tippi: Well, we were hoping to get the Arts.

Prof B: Were you? Well, just wait a moment, Tippi. We'll see what we can do ... Now, last but not least we have Group 4 which is our Australian team and they are going to work with ...

Francisco: Us! The Brazilian team.

Sofia: No, no, Francisco. We're in Group 1 with Kenya.

Prof B: That's right. Now, please listen carefully everybody. Australia is working with the team from the UK and also with the team from Russia.

Sergei: So there are three teams in Group 4.

Prof B: That's correct. Three teams.

Ross: And what's our subject, Professor Brown?

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Prof B: Well, I was planning to give the Environment to Group 3 and the Arts to Group 4 but Tippi has said that Group 3 would like to work on the Arts. Group 4 – that's Australia, Russia and the UK, how would you like to be responsible for the Environment?

Laura: We'd like that, Professor Brown. Is that OK with you and your team, Carrie?

Carrie: No worries. That's fine by us.

Ross: And how about you, Sergei?

Sergei: That's great. The Environment is a good topic.

Prof B: Excellent. Now, is that clear? Do you all know what you're doing?

Activity 2

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- 1 Play track 1.04 a second time. Students fill in the chart as they listen.
- 2 Check answers together. Be prepared to play the track a third time if necessary.

Answers

Group 1, Kenya, Brazil, Education

Group 2, India, Jordan, Science

Group 3, Canada, Thailand, Arts

Group 4, Australia, Russia, UK, Environment

WB: Individual speaking (WB p11)

Exercise 1

- 1 Explain to students that they will speak as if they were going to take part in the website project.
- 2 Point out the questions in the box. Explain that students should make notes for each question to help them compose their talk.

Exercise 2

- 1 Remind the class to choose something that is of interest to them. Tell them to note down what they already know.
- 2 Explain that they may look up more information and include it in their talk.

Exercise 3

- 1 Tell students that they should aim to speak for one to two minutes about their chosen area. They should write enough sentences for that length of presentation.
- 2 Encourage them to highlight key words in their presentation to help them develop the skill of speaking without having to read word by word.

Exercise 4

- 1 Create opportunities during the next few lessons for students to take turns making their presentations about their chosen subject. It is not necessary for all students to present their talk to the whole class in every unit. Choose an opportunity

for two or three students to present to the class as a Warm-up to one or two following lessons. The speaking task can also be done as a group activity with four or five students presenting to each other. Go around listening as they speak and monitor individuals' level and progress. If you choose this method, make sure that everyone gets a chance to present to the whole class at least once a term.

Note: Teachers may wish to create their own scheme for Individual speaking and set aside a significant part of a few lessons to make sure all students get an equal chance to speak.

- 2 Alternatively, set aside a lesson for checking through students' work on the unit and for students to make their presentations to the class or to a group (see *Check-out 1 as a complete lesson*).
- 3 If you do not plan to run a Check-out lesson, set the homework task.

WB: Listening and speaking (WB p11)

Exercise 1

Students complete the dialogue for homework. Make sure they understand that the gaps with a black line are for the verbs in the pink box. The gaps with a line and a grey background are for the words and expressions in the grey box.

WB answers

Exercise 1

Ross: do ... think
Holly: Well
Jack: hope, look, did
Ross: I bet
Holly: wonder ... wear
Ross: do ... fancy
Holly: I'm really into
Jack: have ... been
Holly: You're joking!
Laura: How about
Ross: Absolutely!, would ... love
Jack: wait and see
Laura: fingers crossed!

Check-out 1 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities in the next few lessons to go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- 3 Ensure that all students have presented their individual speaking task. Make plans for any that have missed doing this activity. www.jnobi-jo.com

Check-out 1 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through answers to the Check-out tasks (students may check their own work)
- check through the students' work on the unit: WBs, copy books, Writing folders with the completed writing task for the unit
- check on individuals' progress in particular areas
- set up groups and/or individuals to do the Speaking presentations as suggested on p36 under Workbook: Individual speaking, Exercise 4
- allow some class time for students to complete any unfinished work
- let students who have completed all their work make a start on a project or an extra task.

Check-out 1 answers

Reading

- 1 The www project; the Arts, Science, Education, the Environment
- 2 so that the information is clear and well organised

Vocabulary co-ordinate

Looking at language

- 1 Dictionary work: advice, information, co-ordination
- 2 Spelling: a introduction b division c solution d persuasion
- 3 Language development: a shopping bag

Grammar

- 1 have been thinking, am going to start, will finish, have ... taken
- 2 a made b Make, do

Writing

- 1 introduction, imperative
- 2 sub-headings

Homework after Check-out 1

Students read the Check-in page for Unit 2 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

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