

Module 3 Changes

Unit 7 Global changes

AIMS

- to describe things
- to ask for clarification
- to say what I used to do and what I do now

LANGUAGE FOCUS

- travelling experiences
- using present perfect and past simple

1a The aim is to give students options of what to do if they don't know a word.

1b This gives an example of how to describe a thing.

1c The words in the file section have been taken from previous units, so students practise defining and paraphrasing as a vocabulary revision activity.

TEACHING TIP *Taboo* is the name of a very popular game where you have to define / paraphrase, mime or draw a word. Do the same fun activity in class for vocabulary revision and get students to make their own taboo. They do this by going through the vocabulary list of the last few units in the book and write words or short phrases of their own on cards, one per blank card. The teacher collects the word cards, shuffles them and gives each group of 3-4 students a pack of cards, face down. Students then take turns to take a card and describe, mime or draw the word on the card so that the others in the group can guess the word. This is perfect training for the everyday situation of not knowing a word and having to get the meaning across – and it is great fun!

2a Students are familiarised with some of the key words of the text they are going to read in 2c.

2b The USEFUL EXPRESSIONS on the right will help students speculate on the contents of the text in 2c.

TEACHING TIP Getting students to guess what a text will be about is a very efficient prereading task as it both fosters speaking and focusses students' mind on the topic.

2c The vocabulary of 2a is now reused for filling the gaps.

3a This is preparation for personalizing the grammar focus of 2c. Students unjumble the words and make questions with the present perfect which they use again in 3c.

3b When talking about experiences we often use a *Have you ever ...?*-question followed by questions which ask for detail, using the past simple. This activity will make students use the correct tenses without any problems. Refer to the note on the right which gives the example for the first question.

3c Students now actively use the questions they have prepared to interview each other. Don't forget to point out that the aim is to find a really interesting or funny story on which they can report back.

TEACHING TIP Get students into the mood for 3c by telling them they are journalists and need to find an attractive front page story. Bring along some old magazines, scissors and glue, and invite students to really create a front page with headlines, pictures, and the story (or stories) they found. Use large paper and hang all the front pages on the wall. Have a small prize ready for the journalists and / or the most interesting story!

4a The wordsnake introduces vocabulary students will need later on.

4b This practises defining and paraphrasing vocabulary with the help of the structures in 1c.

4c Lead in by asking students if they or someone they know uses solar energy. As the next activity compares global changes in different countries, expand the topic and ask students from different countries about their experiences with solar energy, or what they have seen / learned while travelling in other countries. Read the questions together. Then students listen for gist and compare the answers.

TEACHING TIP In multicultural classes ask students about their experiences in their or their family's countries. Heterogeneous groups are an authentic source of intercultural information and provide authentic triggers for discussions.

4d Students now listen for detail and finish the sentences. Again, compare in class.

TEACHING TIP Listening for gist aims at understanding the general idea, whereas listening for detail makes students focus on some specific details while listening. Telling students beforehand what kind of listening skill will be trained makes your teaching aims more transparent and more understandable.

4e The aim of this activity is to make students practise asking for repetition or clarification of something they did not understand. Both the listening in 4c and 4d and the MY LANGUAGE BOX contain helpful phrases. Students work in pairs and look at the files on the respective pages (p95 / p96). They read out a text and mumble some of the words to simulate a situation where the person listening can't understand. The aim is to provoke phrases like *Sorry? I didn't really get that.*

4f Students now listen to the second part of the interview. Again, a listening task is included.

4g Students read along while listening and choose the correct options. Play the recording once, let students compare, and then play it a second time. Compare in class and clarify the different options.

5a This gives students ample chance for comparing the past and the future. Individually, students make a list of the changes they expect for the Amazon Indians. Then they compare these in groups and write their ideas on the board.

5b This personalizes the activity. Refer to the example and give one or two examples about yourself or people you know. In pairs, students write their statements on blank cards.

5c Students give their cards to the teacher and get a different one. They read their cards out and everybody guesses who the authors of the cards are.

TEACHING TIP Activities such as 5c have many advantages. Students write their own personalized – and thus relevant – texts and practise writing. Doing this in pairs makes them discuss the contents and the accuracy of their texts and practise speaking. When they guess the writer of the card they need to read and understand the texts on their card and practise reading. Reading the text out loud clearly practises speaking again and listening very closely practises listening. This way the four skills are practised with one authentic text, created by the students.

Module 3 Changes

Unit 8 (Dis)Connected?

AIMS

- to read and understand a longer text on communication
- to discuss the advantages and disadvantages of mobile phones, Internet, social networks and being connected all the time
- to make a phone call for information

LANGUAGE FOCUS

- using *make* and *let*
- expressing guesses

1a The aim here is to sensitize students to the topic and prepare them for the reading text in 1b by introducing some of the words.

1b This article on the pros and cons of being constantly connected to the virtual world has six paragraphs. Some of them have headlines, but in paragraphs 2, 4, and 5 the headlines are missing. The students' task is to read the headlines first, then the article, and then choose the correct headline for the respective paragraph.

TEACHING TIP Reading out loud may have the advantage of practising pronunciation but this should be weighed up against the disadvantage of inauthenticity. It is rare that we read aloud in real life and students may never have to do it. However, as a classroom activity and method, it may have some advantages. Whether you do it will depend on your own and the students' preferences.

1c The vocabulary in the article has been chosen to simulate an authentic reading situation in which a learner does not understand every single word. This is why students work with the words in italics and categorize them as a first step.

1d The second step is the authentic practice of asking someone else about what an unknown word means.

1e Students read the text again and answer the multiple-choice reading comprehension questions, first individually and then comparing their choices.

1f Students will probably want to talk about their own experiences with being (dis)connected, in their holidays or in their daily lives, voluntarily or not. Encourage a discussion in small groups. Students collect pros and cons and then report back to class.

TEACHING TIPS **1)** Encourage students to use English sources when they want to find out more about a topic. For people who are interested in design guide them to Philippe Starck's highly interesting website <http://www.starck.com/en/>, or recommend the English Wikipedia for those who want a summary of his work and life. Entering "black hole resort" into a search engine gives interesting articles and talks about being (dis)connected. **2)** Whenever you have discussion topics with pros and cons, you can stage a debate. Students who share the same opinion form a group and sit together, preferably in two different corners of the classroom, prepare their arguments and stage a debate.

2a This activity goes deeper into the topic of communication with a view back in history. Students identify different ways of communication by matching pictures and words.

2b This is a revision of the passive voice.

2c Students work in small groups and speculate on the answers to the questions.

2d This gives the answers to 2b but not in the correct order. Encourage a conversation on other ways of communication. What did your students do when they were children? Think of cryptographic messages, invisible ink, walkie-talkies, telephones made of cans and wire, etc. What do /

did other cultures do to communicate? What about yodelling and whistling traditions in mountainous areas? Did cave painting have a communicative purpose?

2e Students now make their own quiz statements, *true* or *false*, using the passive voice. Look at the examples on the right. If students need more inspiration, brainstorm a few categories, such as film, books, music, celebrities, sights, countries, etc.

2f Have small prizes for the team with the most correct answers.

3a The most frequently used tool for communication is now the mobile phone. Students look at what Anna uses it for.

3b This activity personalizes the topic. Students discuss in pairs first, then in a group of four. Report back.

TEACHING TIP The method used in 3b is called *pyramid questions* or *pyramid statements*. Students take notes on a topic individually first, then compare with a partner, then in groups of four, then in groups of eight, and then the whole class. This method fosters speaking and discussing topics several times with different conversation partners.

3c Students listen to the recording and fill in the gaps.

3d The aim of 3d and 3e is to enable students to make enquiries on the phone. Students imagine they want to stay at a black hole resort, or they work at one. Two different groups, hotel staff and tourists, prepare for tourists' questions or brainstorm these questions.

3e Students get together in pairs, A and B, and make a phone call.

3f Pairs report back, and the class discusses the most interesting questions and answers.

TEACHING TIPS **1)** Choosing a confident pair and asking them to act out the phone call (or any dialogue) in front of the class gives everybody a chance to learn from each other. **2)** When simulating phone calls it makes sense to position students' chairs back to back so they can't read each others' body language during the phone call. Another option is for students to really use their mobile phones. **3)** Students mostly enjoy talking about and comparing their mobile phones. Ask students what functions they use, and if they have installed any English learning apps. The page <http://learnenglish.britishcouncil.org> has some interesting apps.

Module 3 Changes

Unit 9 Unusual hobbies

AIMS

- to talk about (unusual) hobbies
- to read and understand texts on unusual hobbies and report back
- to compare different hobbies and say what you would choose

LANGUAGE FOCUS

- to have something done
- conditionals
- preferences and reasons for these

1a The overall aim of the activities in 1 is to practise making questions and sensitize students to the topic. In pairs, students brainstorm a few questions they would ask someone else to find out about his / her hobby.

1b Pairs now agree on their three most interesting questions. Individually they write down the answers (not the questions!) but do not put their name on the paper. Look at the picture and the example together.

1c Students get someone else's paper and now guess the questions to the answers in pairs.

1d Finally, students walk around and interview each other with the aim of finding the writer of the questions on their paper.

TEACHING TIP A similar activity is a very simple and inspiring icebreaker: Bring along blank cards and ask students to write down names of people or things which are important to them, and about who or which they would be willing to talk. Then they exchange cards with a partner and try and find out as much information on the three items as possible. Report back to class and listen for the most interesting story.

2a Students' task for the first part of the listening activity is simply to find out the name of the hobby.

2b Students listen to the rest of the conversation and number the words in the order they hear them.

TEACHING TIP Setting tasks is a vital part of listening activities in order to keep students' attention level high.

2c Students take the words from 2b and write them in the gaps.

2d The information takes the topic further and is not all in the recording. Encourage students to guess, and refer to the picture on the right.

2e Make sure students understand the structure. Give one or two more examples from your own experience, e.g. *Last week my car broke down so I took it to the garage and had it repaired.* Do the first one or two examples in the whole group. They then do the rest in pairs. As this structure is fairly challenging there is another story of Betty and Dorothy in the Extra Practice part (p69, 4a and 4b) for further practice.

2f Discuss the *guerrilla knitting movement* and personalize it by asking students if they knit, or used to knit, and if so what. Have they ever seen guerrilla knitting in their hometown or somewhere else? Is it OK to make your town look better – even if it is not quite legal?

TEACHING TIP Expand the topic by including guerrilla gardening and guerrilla farming (unit 6). Encourage web research on the topic(s) with pictures of funny and interesting examples of guerrilla knitting or the guerrilla movements. Students can do the research as homework and bring along and share their knowledge and ideas.

3a The aim of this activity is to revise and consolidate vocabulary about hobbies and interests. Ask students to write something like what they see on the right of the page and then pass it on to another group. Each group adds to it and passes it on again.

3b Before reading the story about Marion's hobby (collecting foxes) go through the statements and make sure students understand. Then read the text and clarify vocabulary.

3c This personalizes the topic. Ask questions like: What do students collect? What did they collect when they were younger? Would they collect anything if money was no problem? What about their friends and family?

TEACHING TIP Leading in by bringing along realia always catches students' attention immediately. One idea is to bring along something you collect, or someone you know collects. Tell students the story behind it, using the language you expect them to use.

3d The method introduced here is called cross-group reporting: Form three groups. Group A is "the expert team" for groundhopping, group B for geocaching, and group C for cosplay. The expert teams read about their hobby, and within their groups students help each other clarify the vocabulary. Individually, they decide on seven key words which help them remember the information.

3e Students then close their books and individually practise a short speech which explains the hobby they have just read about.

3f Now form new groups with members of each different group, so that in each group there is an expert from group A, an expert from group B, and an expert from group C. Students tell each other about the hobbies.

3g Encourage a discussion on these hobbies. What do students think about them? Are they totally new? Did they do something similar when they were children, but just with a different name? Do they know someone who actually has this hobby? Are there any other unusual hobbies they or their friends have?

TEACHING TIPS **1)** There is a lot of information on the Internet about the hobbies mentioned in the book, and on other unusual hobbies. YouTube is a good source for illustrations of hobbies using video. **2)** Each student is an expert on their own hobby. Encourage students to bring along things and pictures about their hobbies and give short presentations.

3h If you have Internet access in class go to www.TED.com and watch Matt Cutts talk about his 30 days challenges. What would students try if they had thirty days to try it out?

Module 4 Work

Unit 10 Jobs and languages

AIMS

- to talk about work and feelings about work
- to give detailed information about work
- to understand different English accents

LANGUAGE FOCUS

- the use of the passive with different tenses present and past tenses
- adjectives connected with work

1a This activity can first be done with closed books so students think of their own words. They compare their words in class and then open the books.

1b The first listening task is listening only for gist and matching the pictures to the recordings.

1c The second listening task is listening for more detail. Students write the answers individually and then compare them with a partner.

1d Make sure students understand what the four people do and how they feel about it. Then discuss their own feelings about the work the people do. This can be done in small groups or with the whole class.

TEACHING TIP Changing the form of activity from pair to group to whole class keeps the lessons dynamic. Make sure that students change partners often, using different ways of forming new pairs.

1e Encourage students to add more endings to the sentence given and discuss these in class.

TEACHING TIP Work and jobs can be a sensitive subject if there are people in the class who do not or cannot work for whatever reason (age, unemployment, disability). If this is the case, encourage students to talk about imaginary jobs or their dream job or maybe a job they used to have, or friends or someone they know have, rather than what they really do. Then all the students can join in.

2a Before this activity, ask students to brainstorm as many jobs as they can think of. This can be done as a pyramid activity. Students then do the exercise.

TEACHING TIP Brainstorming can often be used at the beginning of a lesson or a unit to fill in time until everyone arrives and / or to activate language students already know. It also encourages them to start thinking about a particular topic.

2b This exercise introduces and revises different vocabulary frequently used for talking about work. Additionally, students can think of more things that each of the jobs involves and finish the sentences in as many ways as possible. They can then compare with each other.

2c Students choose one of the jobs. They can tell their partner the job or, to make the activity more interesting, not say what it is. They then invent the details of the job to answer the questions. Encourage them to be as imaginative as possible as well as to use the language given in the previous exercises to do this activity.

2d Students report back to the group. The information can be about themselves or their partner.

TEACHING TIP To make sure that everyone in the class says something, remind students that everyone must speak even if they do not say much. In a large group, each student needs to give only one piece of information. This prevents stronger students dominating the group and encourages shy ones to speak.

2e If you have written names of jobs on the board, erase these so that students have to activate the words. Encourage them to think of jobs which have not been mentioned so far. With stronger groups this activity can be done with closed books so students have to remember the language.

3a With closed books, ask students to think of countries where English is spoken. You can also elicit the names of the countries here by giving some information about them, e.g. *This country is a part of the United Kingdom*. Students discuss the questions in pairs.

TEACHING TIP Expand the topic and ask students what percentage of the population speaks English as a second language in countries they have lived in or know.

3b This is a reading activity which also provides students with useful information about national languages. Clarify any language necessary.

TEACHING TIP In groups, students can write a similar text about Germany or their own country. Even if all students are from Germany, there will be differences in the texts and so they can be corrected and combined into one class text.

3c Students read the text and discuss it with a partner. It is possible that some will not agree.

TEACHING TIP There are many different views on English, ranging from one “correct” version to “anything goes”. If students are interested, discuss these in class. It may be necessary to explain to students that they may talk more to non-native than native-speakers so should be prepared to listen to and understand different varieties of English.

3d Students can answer the questions after listening for the first time and then listen again to complete the sentences.

3e This activity relates to students’ aims at the beginning of the course. Remind them of these and also encourage them to think of what they have improved during the course.

3f Doing this activity in pairs will help students to focus their needs and choose the right courses in the future. Some needs will also be covered in the final units of this book.

TEACHING TIP Make a big poster with the information from 3e and 3f: *What we want to improve. What we need English for.* Add a third column: *Tips on how to achieve these aims.* Keep the poster and bring it along now and then to visualise and evaluate progress.

4a With closed books, ask students if they know what the words mean. Then ask them to look at the definitions. Point out to students that many misunderstandings arise because of the use of “false friends”. Ask them if they can think of any more.

4b This activity will probably produce more “false friends”.

4c If there are students from other countries in the class, interesting examples may be given here.

TEACHING TIP Search the web for more information on this highly interesting intercultural topic of words which have moved from one language to another.

Module 4 Work

Unit 11 Work and communication

AIMS

- to write emails
- to conduct simple negotiations

LANGUAGE FOCUS

- the use of *used to*, *have to* and *must*
- revision of different verb forms

1a Students discuss the questions in pairs or small groups. If this is done with closed books, ask students to think of more examples before looking at the list in 1b.

1b Students answer the questions individually and then discuss their answers with a partner. Ask students to make notes on some criteria which are decisive for work to be considered work and list them on the board, e.g. *work is when you are paid for it*, *work can't be fun*, etc.

1c Students read the text, focussing on the answer to the question. Tell them not to worry about unfamiliar vocabulary but first just to answer the question. If necessary, explain any unfamiliar language.

1d Students add words to the table from the text as well as of their own. This is a good way of reactivating vocabulary connected with work.

TEACHING TIPS **1)** Tell students that it is useful to learn vocabulary in categories and that there are many different ways of categorizing words and expressions. The examples given here make it possible to use different ideas. Students should find the categories which work best for them in a given context. **2)** Use categorizing as a creative way of working with words. Ask students to go through the vocabulary list at the end of the book and choose 20 words and call these out. Write the words on the board. In pairs, students then put these 20 words into categories they choose themselves. Then compare the categories and how many they have.

1e This can also be done as a brainstorming exercise. Students list all the activities they do every day or every week and then decide if they feel they are work or not.

2a Ask students when they write emails and then ask them to do the exercise. Have they ever written an email like one of these?

TEACHING TIP It is sometimes useful to mark the transition from one activity and the next by asking students to close their books and then giving them something to think about or to do before they open their books for the next activity or text.

2b Students may know these but not always be aware of the differences between formal and informal beginnings and endings in emails.

2c Students write an email in pairs. These can be collected and hung on the wall or students can correct them at home and send them to other members of the class (by email).

2d If not many students write in English, ask them to think about the different languages they write emails in.

TEACHING TIP Invite students to bring along emails they need to write in English and work on these together as authentic material.

3a This is a listening for gist exercise. Students only write down how each of the people feels about travelling. They can do this in the form of smileys or with symbols like + and –.

TEACHING TIP If students find listening exercises difficult, make it clear that they do not need to write correctly as the focus is on understanding. Encourage them to make notes (even in their own language) or use symbols if they find it difficult to write answers in English.

3b This exercise is to allow students to collect arguments and is designed as a competition. It can be then staged as a debate if there is enough time.

3c Students make a list of all the things that can go wrong. The answers are then compared with the whole group.

TEACHING TIP Activities like these can be done in special interest groups and thus foster speaking practice: students who have had a bad experience with a hotel form one group in one corner, students who have had a bad experience with transport form another one, and so on. Report back and find the funniest experience.

3d This is a task which combines all the aspects of the unit so far. The emails can be passed around and corrected and compared.

4a With closed books, the word *negotiation* can be written on the board and students asked to define it. Students can also collect definitions from (online) dictionaries before reading the text. Encourage them to think of unusual negotiations. Give an example of your own if necessary.

4b Depending on the level of the group, the different dialogues can be played one at a time and discussed separately. Remind students that it is not necessary to understand everything they hear but only to complete the sentences.

4c Students listen again and focus on the language used to negotiate. Check and correct their answers.

4d Students prepare their strategy for the negotiation in two separate groups, then find a partner from the other group and conduct the negotiation. Discuss the outcomes with the whole group and then, if there is time, ask one or two pairs to act out their negotiation in front of the class.

TEACHING TIP Students are often reluctant to perform in front of the whole group, but can overcome this if they are allowed to practise beforehand. Make sure that students do not mind acting in front of the class and tell them what a good opportunity it is to practise in a sheltered environment where nothing can go wrong.

Module 4 Work

Unit 12 What next?

AIMS

- to read and understand more complex texts
- to talk about plans for the future

LANGUAGE FOCUS

- comparing and contrasting
- the use of the past simple
- the use of language to describe the future

1a Students look at the pictures and match them to the words. Remind them that all these topics have been dealt with in the course. If necessary, refer to the relevant units.

TEACHING TIP It is important that students realise that there is a structure to the course and that they can use parts of the book again for revision. Cross-referencing in the book in class helps them to use the book to its best advantage.

1b Give students a minute to think about the four topics and then discuss them in the whole group.

1c Students discuss the questions in pairs. Encourage them to refer back to the relevant units.

1d This can be done with all students reading all texts, but also as cross-group reporting. Give each pair or group one text to read and then remix the groups so that one person in each new group reports on what they have read in the text. The reporting on the individual texts can be done with closed books to encourage students to use their own language as much as possible.

1e Students can continue in their groups and discuss these questions or form new pairs.

2a Lead in to this listening activity by asking students what electronic devices they have and how long they have had them. They then listen to the recording and complete the life line. They may need to listen twice.

2b Ask students to look the life line on the right and choose the topic.

2c Students then make their own life line. They can do this on a separate piece of paper and hang their life lines up in the room and walk around and read and talk about them.

2d Ask students to report back on what they have heard. Make sure their sentences are correct.

TEACHING TIP Giving students a task to complete when they are reading something focusses their attention and makes the activity more meaningful. If they are writing something down to practice a particular structure, make sure what they write is correct.

3a Write *The Future* on the board and briefly brainstorm some ideas on what will happen. Collect positive and negative ideas. Then ask students to listen to the recording and identify the topics.

3b Students make notes on what is positive and what is negative.

3c This can be done first in pairs or small groups and then with the whole class. Allow students time to collect their ideas. Encourage them to think of more ideas than the ones given here if they want.

3d Before students read the texts write *handy* on the board and ask students if they know what it means in English. Explain how important it is not to use “false friends” as they can easily lead to confusion. Then ask them to read the text and match the words.

3e Students use the book to find more examples of false and best friends.

4a Ask students the question with books closed. Then ask them to open their books. Individually, students decide on what they can do.

4b Students compare their answers with a partner and with the whole class.

TEACHING TIP Give one of the writing activities in 4a as homework so students can see that they really can do this.

4c In pairs or small groups, students make up a conversation. They can write it down if they want but should act it without a script if possible.

TEACHING TIP If students work in groups to write dialogues, then they do not all need to act the dialogues out in class, as some students may be shy about doing this.

5a As this is the last lesson, you might wish to suggest that the class meets again. Brainstorm some ideas for the reunion.

TEACHING TIP Students can read the text about reunions in Module 1 again to remind them of the topic.

5b Students can write invitations in groups. Then compare them all and decide on the best ideas. Combine these in one invitation.

5c At the end of the class talk about and compare plans for the future.

TEACHING TIP If you have a reunion, then the plans and the invitation can really be used. If the class write down their plans on a poster, bring this to the reunion and see who has carried out their plans.