

TUNE UP! 4

Teacher's book

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TUNE UP! 4

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TUNE UP! 4

Teacher's Book

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CONTENTS

1 Introduction	6
About the course	6
A guide through the Student's Book	7
2 Lesson notes	12
Unit 1	12
Unit 2	27
Unit 3	45
Unit 4	62
Across the Curriculum	78
3 Resource Bank	87
Answer Key for workbook	129

Introduction

Course components

Student's Book

The Student's Book is divided into two major parts – first the four *Units*, and then *Across the Curriculum*. Each unit is loosely topic-based, and integrates separate syllabi for grammar, vocabulary, pronunciation and skills. The *Across the Curriculum* part establishes links between the target culture and the subject matter taught in other school subjects in the fourth grade of secondary school through the medium of English. At the back of the book the *Tapescript* can be found.

Workbook

The Workbook follows the Student's Book closely, organization- and content-wise. It provides an abundance of grammar, vocabulary and skills materials with the aim of consolidating the main language points covered in the Student's Book and preparing students for the regular testing throughout the school year.

Teacher's Book

The Teacher's Book consists of three parts: an introductory part where the course and unit structure is explained, step-by-step lesson notes, and a photocopiable *Resource Bank*.

The lesson notes are modelled on the standardized daily plans used in English-language teaching in secondary schools. They also include suggestions for warmers and optional activities, background cultural and linguistic information for teachers, tapescripts and answers to all the Student's Book tasks. The lesson notes are cross-referenced to the Workbook, and the Resource Bank.

A guide through the Student's Book



Each of the four units starts with a double-page spread containing the Unit **objectives box** that tells students what they are going to do. The picture is always connected to the topic of the Unit. Each unit consists of seven parts.

1 A Listening and speaking

BE CAREFUL! STEREOTYPES AHEAD!

1 How would you define stereotypes? Can you give some examples? Discuss them with a partner, then share your ideas with the rest of the class.

2 Look at the photographs. What do they tell you about the British?

3 Read what one journalist said about Britishness. What stereotypes does she mention? What point does she make in her last sentence?

We're gutt (off) upper lips. We wear tweed in the rain and are consumed with our mince. We love the French, and drive endless cars of French, mostly this, particularly when the weather is warm. Yes, the British are people, not only able and lacking, it's growing arms and legs.

4 Can you think of some more stereotypes about the British? How true are they, in your opinion (or experience)?

5 LISTENING

In your notebook match the words and phrases from the listening task with their definitions.

a. Received Pronunciation (RP)	to escape from somewhere or something
b. distinctive	someone who unfairly goes to the front of a queue
c. class-conscious	to eat, drink or buy
d. make a break	the accent traditionally regarded as the standard and most prestigious form of spoken British English
e. boundary	to show that something is not true
f. spine-jumper	believes that a person has regarding his social class or economic rank in society
g. consume	being different in quality, characteristics etc., and thus very noticeable
h. debank	real or imaginary line that marks the end or limit of something

6 You will hear an excerpt from a radio show about life in the UK. Can you predict what stereotypes will be discussed?

7 Listen to the radio show. How close were you in your predictions? In your notebook complete the sentences with words from the show.

- It seems there is a general ... among non-British people that everyone in the UK speaks Standard English and Received Pronunciation.
- While most schools and teachers round the world try to teach their students Queen's English, in the UK there are literally hundreds of ... regional accents.
- Britain has a population of around 65 million. A ... part of it is made up of people who have migrated to the UK in the past several decades.
- While there are a couple of wily British people in line for the ... only around 20 people bear the title 'Your Highness' or 'Your Majesty'.
- However, traditional class ... have become more blurred over the years, and, though Britain remains divided along class lines, the situation is slowly changing for the better.
- The idea of the British drinking tea all day long may very well be the most ... of all stereotypes.
- While coffee and other hot drinks are being ... more and more, I dare say tea is probably still the most popular beverage.
- This week's lovely weather further ... that stereotype.

8 Answer the questions. What parts of speech are the words in Task 7?

9 Answer the questions.

- What is the difference between the widespread idea about the English language and the reality?
- How much do class distinctions matter in Britain today?
- What does the custom of queuing tell us about the British?
- Most European nations are referred to as coffee societies. How do the British fit into this picture?

10 Look at some other well-known concepts about the British. Work in groups and find out what they are based on and how true they are.

1 The British are emotionally cold people.	4 The British are extremely polite.
2 The British tend to be slightly eccentric.	5 The British like talking about the weather.
3 British food is tasteless.	

11 Find out about stereotypes relating to Georgian people. Do you agree with the ideas foreigners have about us?

Section A presents the topic of the Unit. New, topic-related vocabulary is regularly introduced. Here, as elsewhere in the book, pictures play an important role in warming students up to the topic and motivating them for work.

THE QUEEN HAS GOT NEW NEIGHBOURS



- 1 What is the difference between a monarchy and a republic? How is it different from yours?
- 2 Read this adapted extract from the first paragraph of Sue Townsend's novel *The Queen and I*. What do you think the story is about?

By 11 am the People's Republican Party had won 451 seats, and John Major, the Conservative Prime Minister, had unwillingly accepted defeat. Shortly afterwards, Jack Barber announced that he was Prime Minister. His first job, he said, would be to go to Buckingham Palace and order the Queen to resign.

- 3 Read the text and decide whether the following statements are true or false. Write the answers in your notebook. Support your choice by saying sentences from the text.
 - a The Queen moved out of Buckingham Palace.
 - b The van driver was kind to the Queen.
 - c The Queen's new neighbours didn't speak English.
 - d Prince Philip was delighted with his new home.
 - e The Queen's neighbours weren't too thrilled about her moving in.

The Queen and I

It was dark when the furniture was drew up outside Number Nine Halfpenny Close. The Queen looked slowly at her new home. The house looked grimy back through the gloom, as though it bore a grudge. Its windows were boarded. The Queen adjusted her headscarf and straightened her back. She looked at the main front door: one furniture will never fit through, she thought, and we will have to share a wall – what was the 'boarded terra? Something celebratory. A party wall, that was it? The door of Number Eleven opened, and a man in a T-shirt and overall came out and stood on his concrete step. A woman joined him, blonde and fleshy, wearing clothes a size too small and red fluffy mules. The man and the woman were husband and wife – Beverley and Tony Threadgold – the Queen's new neighbours. They gazed at the royal van, not bothering to disguise their curiosity. The house next door to them had been empty for over a year, so the Threadgolds had enjoyed the luxury of comparative privacy. They'd shouted, banged doors and played music loudly. It was a sad day for them. They hoped their new neighbours would be reasonably, but not too, respectable. The driver of the removal van went round and opened the door for the Queen, she climbed down, grateful for the volume of material in her tweed skirt. 'Come on, Philip,' she encouraged, but Philip sat on, in the front of the van, clutching his briefcase to him, as though it were a hot water bottle. 'Philip, this gentleman has a family to go home to.' The driver was pleased to be called a gentleman by the Queen. 'So 'arry,' he said, gratefully. But in truth he couldn't wait to get back to his own council house, to tell his wife about the journey up the M1. 'About how he and the Queen had talked of dogs and the problems of adolescent children. 'Folks or fat, provided by local government at ten pence for people who have low incomes. 'A woman my friend!

11 'I'll give you an 'and in with your stuff,' he offered. 'How kind, but the Republican Party suggested that my husband and I must get used to coping for ourselves.' The driver continued, 'Nobody in our house would for you. We always vote Conservative, always.' (...) The Threadgolds watched as a shadowy figure walked a full man out of the van. Was she a foreigner? It wasn't English she was talking was it? But as their ears became more accustomed they realized it was English, but poor English, really poor. 'Those, why they covered a garden in Half Close?' asked Beverley. 'Dunno,' replied Tony, peering into the gloom. 'Seen her somewhere before. Is she Dr Khan's receptionist?' 'No,' said Beverley (who was always at the doctor's, so she spoke with some authority), 'definitely not.' 'Then, just our Member, back to her posh one, 'ave?' 'Least they won't litter, like the last lot of mousgrobs.' 'Yeah, there is that,' agreed Tony. (...) Prince Philip spoke. 'It's also bloody-bloody impossible. I refuse. I'd sooner live in a bloody ditch. And that bloody light will send me mad.' He shouted up at the light, took hold of its post and shook it violently from side to side. Beverley said, 'I got it. It's a bloody, one of them that's been let out to die in the community.' Tony watched as Philip ran to the back of the van and screamed at the little dog, 'Quiet, Harris! You sodding little terrier!' 'You might be right, Bev,' said Tony. They turned to go back into their house when the Queen addressed them. 'Excuse me, but would you have an axe I could borrow?' 'An axe?' repeated Tony. 'Yes, an axe.' The Queen came to their front gate. 'An axe?' puzzled Beverley. 'Yes.' 'I demno what an 'ax' is,' Tony said. 'You don't know what an axe is?' 'No.' 'Our uses it for chopping wood.' 'The driver volunteered his services as translator. His hours talking to the Queen had given him a new-found linguistic confidence. 'This lady wants to know if you've got an axe.' 'Yeah, I got a one, but I ain't 'anding it over to 'im,' said Tony, pointing at Philip. The Queen came down the garden path towards the Threadgolds, and the light from their hall illuminated her face. Beverley gasped and courted chastity. Suddenly Tony stopped back and clutched the door for support before saying, 'It's out the back, I'll godd'it.' Left alone, Beverley burst into tears. 'It was the shock,' she said later, as she and Tony lay in bed unable to sleep. 'I mean, who would believe it? I still don't believe it, Tony.' 'Now don't lie. I mean, the Queen ain't down. We'll put in for a transfer, 'ah?' Slightly comforted, Beverley went to sleep.

12 'I'll give you a hand with your stuff. 'I ain't handing it over to 'im.

13 / A Glimpse of Britain

Section B focuses on developing reading skills and the acquisition of new vocabulary. Students are encouraged to infer the meaning of unfamiliar words from the context, but the focus here is primarily on reading skills. Each reading task is accompanied by two or more reading activities that range from tasks checking overall understanding to those that require in-depth understanding of the text.

1 BUILDING UP VOCABULARY

- 1 In your notebook complete the vocabulary list with appropriate words or phrases from the text.
 - a ... in an unfriendly and serious way
 - b ... darkness in which it is difficult to see clearly
 - c ... to look at something or someone for a long time
 - d ... to give a new appearance to a person or thing, especially in order to hide its true form
 - e ... to hold someone or something firmly
 - f ... pleasantly and politely
 - g ... to admit that you have done something wrong or something that you feel guilty or bad about
 - h ... to think that something is normal or natural because you have experienced it regularly over a period of time
 - i ... from a high social class
 - j ... a long narrow hole dug along the side of a road or field, usually so that water can run into it
 - k ... a tool, or a simple piece of equipment
 - l ... to make a place bright with light, or to shine a light on something
 - m ... to breathe in suddenly, for example, because you are surprised, shocked, or in pain
 - n ... a formal sign made by a person in a dance or to say hello or goodbye to an important person, by bending knees with one foot in front of the other to admit, often unwillingly, that something is true
- 2 Use the verbs defined in Task 1 to complete the sentences in your notebook. Make all the necessary changes.
 - a My eyes slowly ... to the dark, and I was able to see the silhouettes of the people leaning against the wall.
 - b They just stood there ... at me, as if I was a creature from another universe.
 - c The bathroom was beautifully ... with dozens of candles.
 - d The lady on the train ... the child to her chest as if she was afraid of losing him.
 - e After lots of discussion, he finally ... that he might have been wrong.
 - f The prince had to travel in ...
 - g I ... at the news in astonishment. It was a shock to my system!
 - h He jumped out of the motorway car and fell into a deep ... by the side of the road.

- 3 Study the sentences from the text and in your notebook decide which of the three paraphrased versions is the closest in meaning. Write the answers in your notebook.
 - a The house looked grimy back through the gloom, as though it bore a grudge.
 - 1 The house was painted in dark colours and thus seemed unfriendly.
 - 2 The house seemed unfriendly and gave the impression it didn't want its new tenants.
 - 3 The people who had lived in the house had something against the Queen.
 - b They hoped their new neighbours would be reasonably, but not too, respectable.
 - 1 They wanted neighbours with a bad reputation in society.
 - 2 They wanted neighbours who would be reasonable and respected.
 - 3 They wanted reputable neighbours but not someone who would belong to a higher social class.
 - c Philip sat on, in the front of the van, clutching his briefcase to him, as though it were a hot water bottle and he were a hypochondriac victim.
 - 1 He held his bag close to him as a connection to his former life and something that could save him.
 - 2 He was cold in the van, and the bag helped him keep warm due to a hot water bottle inside it.
 - 3 He suffered from hypochondria and didn't want to leave the van because it was cold outside.
 - d But in truth he couldn't wait to get back to his own council house, to tell his wife about the journey up the M1.
 - 1 He was impatient to share his unusual experience with his family members.
 - 2 He wanted to go home because he disliked the Queen's new neighbourhood.
 - 3 The traffic up the motorway was heavy and he wanted to share that with his wife.
 - e He shouted up at the light, took hold of its post and shook it violently from side to side.
 - 1 He was angry because the street lights used to be on a ship and didn't give enough light.
 - 2 He shouted and shook the light post because he was frustrated by the situation they found themselves in.
 - 3 There was a storm with high winds waving the street lights at the time they moved into the new house.
 - f His hours talking to the Queen had given him a new-found linguistic confidence.
 - 1 He had studied linguistics and knew how to speak Queen's English.
 - 2 He was very self-confident because he had discussed linguistics with the Queen.
 - 3 He was confident about his language competence due to his experience of talking to the Queen.
- 4 AFTERTHOUGHT
 - What do we learn about the Queen from the descriptions in the first paragraph? What kind of person is she, and in what way are her new neighbours, the Threadgolds, different from her? Why did they have a problems understanding each other at first?
 - Imagine that, all of a sudden, your entire lifestyle changed – you no longer lived where you used to live, and the list of your obligations got turned upside down. How would you feel, and what would you do?

12 / A Glimpse of Britain

Afterthought is a follow-up task that comes at the end of each reading section, before students move on to practising new vocabulary. Students are asked to express their opinions, talk about their experiences, or do a project.

2 BUILDING UP VOCABULARY

1 In your notebook complete the vocabulary list with appropriate synonyms from the text.

a costs
b advantages
c disadvantages
d to help
e to claim
f to gain
g to deal with
h to boost
i to exceed
j satisfying
k to talk out of
l to highlight

2 WORD BLOCK

In your notebook complete the table with the missing nouns.

VERB	NOUN
achieve	
contribute	
develop	
encourage	
exceed	
highlight	
improve	
introduce	
investigate	
maintain	
manage	
overcome	
participate	
promote	
reduce	
relieve	
strengthen	
support	
take part in	
visit	
work out	

3 Use the words from Task 3 to complete the sentences below in your notebook.

a Children should be ... for effort, not intelligence.
b What is your ... to the environment?
c What is the best way to ... a new language?
d He believes that the book he wrote is his greatest ...
e From time to time we all need ... to boost our self-esteem.
f You need to have a proper ... if you want to lose a lot of weight.
g Scientists ... that alcohol damages our brain.

4 Complete the phrases with the verbs below. Consult the text on page 29.

place | look | learn | provide | speak | own | write

a ... part-time employment
b ... work experience

5 In your notebook complete the following sentences using some of the phrases from Task 4.

a If you study hard, ...
b If you have a part-time job during your studies, ...
c If you want to get a good job, you need to ...
d Adolescence is a period when ...

6 What is the difference in meaning between the following words connected with work?

profession | employment | vocation | occupation | placement | position

7 Use the words from Task 6 to complete the sentences below.

a Teaching seems like a rather rewarding ...
b They are offering student teaching ... in the UK.
c Please fill in the form. State your name, age and ...
d I would like to apply for the ... of senior manager.
e Graduates are finding it more and more difficult to find ...
f Just like teaching, nursing is not just a job many consider it a ...

8 SPEAKING

Work in pairs A and B. Make a dialogue where A wants to start a part-time job for teenagers. B try to give advice about:

a the challenges they might face
b how to balance a part-time job, personal commitments, and school
c your ideas.

Each section B contains a **Building up vocabulary** part, which offers a structured approach to practising less familiar vocabulary from the reading text.

This section, and sometimes also Section A, may contain a **Word Block** that provides students with practice in creating word families.

2 C grammar

WORDBUILDING

COMPOUNDS

1 Look at the adjectives below. What is special about them?

cold-blooded | easy-going | narrow-minded | hot-blooded | well-educated
open-minded | old-fashioned | high-spirited | strong-willed | empty-headed
good-looking | kind-hearted | smooth-talking | hard-headed

2 Which of those listed above do you consider to be:

a ... positive characteristics? b ... negative characteristics? c ... neutral characteristics?

3 Imagine your ideal boss. Which of the characteristics listed would he or she have? Compare your list with a partner's list. Justify your choices.

4 Read an extract about career guides. Choose in your notebook the compound nouns.

When you are 18, it may be difficult to decide whether you want to be a landscape architect, a civil engineer or a fashion designer. If you are not sure what career will suit your personality, try a career guide. They provide extensive lists of career choices as well as personality tests. They also offer career advice and guidance for job interviews and writing a CV. Finally, the best of them contain true stories of people in various professions. Reading about their job (dis)satisfaction may help you see better the advantages and disadvantages of a particular job.

5 In your notebook match the compounds from the text to their definitions.

a ... a guide for career planning
b ... an interview for a job
c ... satisfaction with one's job

CONCLUDE BOX

In your notebook complete the explanations with: adjective, noun, hyphen and adjective.

A compound adjective is an ... consisting of two words, e.g. high-spirited, old-fashioned, cold-blooded, lead-free, etc. It is usually written using a ... between the words.
A compound noun is a ... consisting of two or more words. The last noun is the head of the structure, and the words that precede it modify the meaning of the head noun. It may consist of nouns only, e.g. business card, job-interview, business trip stories; or an ... and a noun, e.g. blackboard, civil engineer.

22 / YOU ARE WHAT YOU DO - DO ANY? YES?

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23 / YOU ARE WHAT YOU DO - DO ANY? YES?

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Section C is called *Grammar*, and deals with the Unit's main grammatical point. Each grammar lesson starts with a reading and/or listening text that provides a familiar context for the targeted grammar.

In the **Conclude box**, students are encouraged to work out the rules of form and usage themselves.

2 D listening, speaking and pronunciation

TRICKY QUESTIONS IN A JOB INTERVIEW

1 Here are some words relating to a job interview. Try to explain what they mean.

an applicant an interviewee an interviewer head-hunting
a job vacancy an employment agency short-listed dress code

2 PRE-LISTENING
Look at the idioms from the listening task. Can you guess the meaning? In your notebook match the idioms with definitions. Which two idioms have the same meaning?

a climb the career ladder d get on like a house on fire
b let the cat out of the bag e spill the beans
c like talking to a brick wall f put your foot in it

1 Talking to someone who is not listening or paying attention to what you are saying.
2 To advance in one's career, to move up the ranks in a company or organization.
3 To say or do something that causes embarrassment or trouble.
4 To reveal secret or confidential information.
5 To get along very well with someone; to have a great relationship.

3 You are going to listen to six people. What are they talking about?
In your notebook choose the right answer.

a describing their job interview experience. e describing themselves.
b answering the questions at a job interview. d only a and b.

4 Listen again. Mark the questions answered by each speaker. There are three questions you do not need.

a Do you have any questions?
b What would motivate you the most?
c Why did you leave your former employer?
d What salary do you expect?
e What's your greatest strength?
f What's your weakness?
g How do you handle criticism?
h What books have you read recently?
i Why would you like to work for us?

5 What would you have answered differently? Discuss it in class.

31 / YOU ARE WHAT YOU DO – GO AWAY! TOPP

6 SPEAKING
Practise in pairs. First, prepare three tricky questions for your partner. Then practise asking for clarification and giving answers. Take turns.

USEFUL EXPRESSIONS FOR ASKING WITH DIFFICULT QUESTIONS

If I've got that right, you wanted to know if...?
Are you asking me...?
Could you please be a bit more specific about...?
Would you be so kind as to repeat the question?
I'll have to think about that in greater detail, and I'll get back to you tomorrow.
Why do you want to know that?
You don't really expect me to answer that question, do you?

7 Here are some tips for a successful interview. In your notebook match the sentence parts.

a It is first impressions that count. 1 Keep it short and simple.
b Go through the most frequently asked questions. 2 about your former employer.
c Don't arrive late because that might 3 about the company.
d Switch off. 4 past work experience.
e Be well-informed. 5 mean you don't respect the company.
f Don't speak badly. 6 and interview your friend.
g Don't be about your. 7 your mobile phone.
h Don't talk too much! 8 dress well, but do not overdress.

8 SPEAKING
Organise a job interview in class. Choose a job and three people who will be answering the questions. Decide whose answers were the best.

9 Prepare a five-minute speech about job interviews. Include all the necessary information that could be relevant to somebody preparing for an interview.

10 Do gender stereotypes have an impact on job opportunities in your country?
Do research: gender stereotypes and job opportunities in Georgia. Research a specific aspect of gender equality in the workplace, such as wage gaps, representation in leadership roles, or barriers to entry in certain industries. Prepare presentations to share your findings with the class. Include statistics, case studies, and real-life examples to support your presentations.

YOU ARE WHAT YOU DO – GO AWAY! TOPP / 35

Section D focuses on listening skills, and develops both general listening and listening for specific information. The section then moves on to a speaking or writing activity based on the listening.

The **Pronunciation** task is presented in almost every unit. Where possible, English and Georgian pronunciation are compared and contrasted. **Pronunciation stop!** provides useful theoretical explanations and practical tips.

Speaking often builds on the listening model, and includes a variety of communicative situations, such as a chance meeting, an interview, a role-play, a discussion or a debate.

1 E writing

SHORT AND TO THE POINT

1 Look at the photos of some British symbols. Do you recognize any of them?

1 2 3 4 5 6 7 8

2 Read these two texts about UK symbols. In what ways are they different?

1 Every nation in the world has certain symbols that represent them. Although the list of British symbols is much longer and in fact, needless, here are a few that are recognized worldwide.

The personification of British nationalism is a lady, Britannia, portrayed as a young woman in a gown and helmet, seated by the sea, holding a trident in one hand and a shield showing the Union Flag in the other. The image became popular in 1797, when Scotland, Wales and England were united to form Great Britain, and was made famous forever later in the century when James Thomson wrote the words of "Rule Britannia", a well-known patriotic song. It has often been featured on British coins; you can now see it on the 50p coin.

Another popular symbol is an elderly gentleman, rather stout, wearing full riding kit complete with top hat, breeches and boots, and a Union Jack waistcoat. He is John Bull, the British equivalent of Uncle Sam. His image is a product of the imagination of John Arbuthnot, an 17th-century Scottish author who wrote satirical pamphlets on the politics of the day, using Mr Bull as the typical Englishman. As the character has existed ever since, it obviously struck a chord.

Then there is a building, representing the most distinctive British trait – individual, reliable, solid, unshakably loyal, and actually kind and cute when you get to know him. For many Britons, the image of a building bears a certain resemblance to Winston Churchill, one of Britain's most popular Prime Ministers.

Finally, there is the Union Jack, the British flag, which symbolizes the administrative union of the countries of the United Kingdom. It combines the crosses of three of the Kingdom's countries – England, Scotland and Northern Ireland. The cross of St George, patron saint of England, is a red cross on a white ground. The cross of St Andrew, patron saint of Scotland, is a diagonal white cross on blue ground, and the cross of St Patrick, patron saint of Ireland, is a diagonal red cross on white ground. Wales could not be included on the flag because, at the time when the first Union Flag was created, it was not a kingdom but a principality.

2 All the countries have their national symbols, telling us something about their people. Great Britain has many representations, too. One of them, Britannia, shows a woman ruling the waves as depicted in the patriotic song "Rule Britannia". You can see it on the 50p coin. Another is John Bull, a gentleman that represents a typical Englishman from the Scottish point of view. The third is a bulldog, because of its traits and perhaps also due to its resemblance to a much-loved British politician. The most famous of them all is the Union Jack, the British flag, made up of the flags of three UK countries: England, Scotland and Northern Ireland.

3 Study the summary of the text about British symbols and choose the correct option to complete the sentences in your notebook.

a A summary consists of one paragraph / several paragraphs.
b It should have only one / more than one topic sentence.
c A summary should present only the main ideas / all the details from the original text.
d The ideas are paraphrased / expressed in the same way.
e It is written in the form of notes / full sentences.
f The author of the summary gives / doesn't give his or her opinion of the topic.

WRITING STOP!

A summary is a shortened version of another author's writing. It contains only the most important information and omits all the details. A summary is only one paragraph long, and therefore has only one topic sentence. It is usually around 90 words long. The author's ideas are paraphrased, not copied (plagiarised). The summary is objective, i.e. it does not reveal its author's view of the topic presented in the original text.

4 In your notebook write your own summary of the text on page 20 of this book. Your summary should be up to 90 words long.

STEPPING STONES!

1 Before you start writing a summary, read the text carefully a couple of times to get a clear picture of all the main ideas. Underline all the topic sentences.

2 Paraphrase the ideas from the original text – do not copy them. Change the vocabulary by using synonyms, and change the sentence structure. Don't worry about having two sentences instead of one as long as the meaning is kept intact.

3 In the first sentence make reference to the author and the title of the original text if you know them (eg. Markus Ball, the author of Walking on the Edge, argues that...), then move on to the topic sentence.

4 Reread your summary; make sure the main idea is clearly stated and the key points are stated objectively. Do not exceed the limit of 90 words.

5 Check your grammar and spelling.

70 / A SIMPLETE BY BUSTON

A SIMPLETE BY BUSTON / 71

Section E is dedicated to writing skills. In each Unit, students analyse the structure and language of a summary, a CV, a description of an event, and an essay to creative writing assignments.


The **Writing stop!** offers useful tips on writing or explains some important and/ or interesting point regarding the skill.

The **Stepping stones** lead students through the stages of the writing process – preparation, structuring and writing, and proofreading.

3 F broadening your horizons

THE VOICES OF CHANGE

1 Look at the photographs. What do you know about the civil rights cause and the peace movements that marked the 1960s? Share your ideas with the class.




2 Read the lyrics of one of the best-known protest songs, "Blowin' in the Wind", written by Bob Dylan in 1962. How does it make you feel? Which ideas does it discuss?

How many roads must a man walk down
Before you call him a man?
How many seas must a white dove sail
Before she sleeps in the sand?
Yes, how many times must the cannon balls fly
Before they're forever banned?
The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind.

Yes, how many years can a mountain exist
Before it is washed to the sea?
Yes, how many years can some people exist
Before they're allowed to be free?
Yes, how many times can a man turn his head
Pretending he just doesn't see?
The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind.

Yes, how many times must a gun be shot up
Before he can see the sky?
Yes, how many eyes must one man have
Before he can see through his eyes?
Yes, how many deaths will it take till he knows
That too many people have died?
The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind.



3 You are going to read about Bob Dylan and Joan Baez, famous American singers, who were also engaged in civil rights and peace movements.

a What do you learn about their backgrounds?
b How did their music careers start?
c What kind of songs did they perform?
d What do you learn about them apart from their musical careers?
e Which other musicians are mentioned? In which context?
f How did they make a difference?

Joan Baez

Joan Baez was born in 1931 in Staten Island, New York. Her father was of Mexican, and her mother of Scottish and English descent. Due to her mixed heritage and Mexican features, she was subjected to racial discrimination in her childhood. That was the likely reason why she became involved in a variety of social causes early in her career, including human rights and nonviolence. Like many other prominent figures at the time, she was even jailed for her protests.

Her first album, *Joan Baez*, came out in 1965. Baez was known for her distinct vocal style – soprano voice with a strong vibrato and her haunting, mostly historical, folk songs. Later on, she added political songs to her repertoire and then country and more mainstream popular music, though always including many songs with political messages. She teamed with Bob Dylan. She has supported organizations fighting for human rights and credited herself in the civil rights cause and the peace movement.

A spokesman for non-violent resistance to and protest against nuclear authority, though now in her seventies, Baez continues to speak and sing for peaceful solutions to violence all over the world.

Bob Dylan

Bob Dylan was born Robert Allen Zimmerman into a Jewish family in 1941, in Duluth, Minnesota. He legally changed his name in 1966, after starting performing solo at university. His debut album, carrying his new name, came out the same year and stirred up the folk scene with his earthing, humorous and deeply resonant topical songs. He then began playing with Joan Baez, who was already established as a 'protest singer', and they soon became lovers. Though sometimes reluctant, Dylan was considered an informal character and figurehead of social unrest. A number of his songs became anthems for the civil rights and anti-war movements.

Critics say that, by personifying folk songs, Dylan renewed the singer-songwriter genre. His songs were allusive and poetic and his vocal style nasal and spontaneous. The shift in his career first gave rise to country-rock in the seventies and later on changed, challenged and shaped various music styles. For almost 50 years, he has remained one of the most influential rock-and-roll musicians. The whole school of musicians have imitated him. His lyrics, often regarded as literature and cited as an influence, continue to send his message to generations to come.

4 MUSIC PROJECT
Find out more about Joan Baez and Bob Dylan. Work in two groups. Each group chooses one of the musicians and prepares a 5-minute presentation on them (more biographical data, discography, greatest achievements etc., followed by pictures). Also prepare a playlist for your classmates, suggesting Baez's and Dylan's greatest hits.

54 / MAKING A DIFFERENCE

Section F is called *Broadening your horizons* and it expands students' cultural competences, ranging from popular music to pieces of classic literature, from language varieties to ethnic minorities.

ACROSS THE CURRICULUM

In this Section you will read about how the English language survived splendidly and continues to thrive; discuss the long-running 'nature vs. nurture' debate; and find out how your body speaks even when your mouth is silent. Discuss what a good member of the European Parliament should be like; organise class elections for a member of the European Parliament.

The *Across the Curriculum* part consists of four cross-curricular lessons. Here is a short overview:

Lesson	Topic	Cross-curricular content	Number of lessons
The History of English	history of the English language	history	1
Nature vs. Nurture	education, human development	science, social studies	1
Say It with Your Body	non-verbal communication	P.E., social science	2
Running for the EU Parliament	European Union and its institutions	civil studies, history	3

UNIT 1 A GLIMPSE OF BRITAIN

A LISTENING AND SPEAKING

Be careful! Stereotypes ahead!

Student's Book, pages 8-9
Suggested teaching time: 2 lessons

- The aim of this Unit is for students to identify and recognise stereotypes. They will also be able to discuss certain well-known concepts about the British as well as Georgians and compare them.

LESSON 1

TOPIC	Be careful! Stereotypes ahead!
AIMS	<ul style="list-style-type: none">• Students will be able to define and recognise stereotypes about different nationalities and judge the reasons they are used.• While listening to a radio show students will be able to identify stereotypes about the British, recognise some details in the text they have listened to, paraphrase the text and infer the meanings of some new words and expressions.• Students will be able to use personality adjectives, nationality adjectives and other target vocabulary and state what part of speech they are.• Students will be able to analyse some well-known concepts about the British and justify their arguments.• Students will be able to collect stereotypes relating to Georgian people and compare them with the ones about British people, categorise them and create mind maps.
MATERIALS	Student's Book, Workbook, handouts
AIDS	audio, board, handouts
CLASS ORGANISATION	Group work, T-class, individual work, pair work

INTRODUCTION (15')

Warmer 1

- The teacher will provide handouts with the chart from the Resource Bank (Activity 1). The chart consists of nationality and personality adjectives, which students have to match according to their opinion about the particular nationality. They will be asked to match two adjectives per nationality. After they have finished the teacher will ask them to read and comment on their answers. Then the teacher will show them the chart an English person has made about the same nationalities from the point of view of the English

people. The teacher will also tell them that the more their answers resemble the second list, the more mistaken they probably are and ask them if they have really met enough e. g. Germans to be able to say that they are all punctual and efficient. Thus, we will introduce the term "stereotypes".

Or

Warmer 2

- The teacher will ask students to tell a blonde joke. After two or three jokes the teacher will encourage students to discuss whether blondes really are as they are presented in the jokes. Again, the term "stereotype" is inferred from the context.
- The teacher asks students to do Task 1 in pairs and make notes. Class discussion follows and the teacher reads the definition of *stereotype* from the dictionary.

TEACHER INFO

DEFINITION¹

stereotype – a fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality, e. g. cultural/gender/racial stereotypes

¹ https://www.oxfordlearnersdictionaries.com/definition/american_english/stereotype_1

NEW MATERIAL DEVELOPMENT (30')

- Students will do Task 2 and comment on their own experience (if any) connected to the examples in the pictures (the royal family, queuing, telephone booth, English breakfast, tea).
- Students read Task 3 and underline the examples of stereotypes. Students are also asked to infer the meaning of the expressions from the text.

TEACHER INFO

Vocabulary:

(keep) a stiff upper lip – to keep calm and hide your feelings when you are in pain or in a difficult situation
alive and kicking – very active, healthy or popular

- As a round-up to the first part, students do Task 4. First, they brainstorm ideas individually and write them down. Then, they share them in groups of four.

LESSON 2

- The aim of this Unit is discussing political systems, chiefly in Britain and Georgia. Students will be able to present argued benefits and drawbacks of such political systems.

TOPIC	Be careful! Stereotypes ahead!
AIMS	<ul style="list-style-type: none"> Students will be able to predict stereotypes about the British and discuss them. Students will be able to identify and list some stereotypes about Britain while listening. While students practice listening skills: listening for gist, listening for specific ideas. Students will be able to answer the questions about some British stereotypes and illustrate their significance in society. They will be able to apply target vocabulary in its context, match target vocabulary with their definitions, identify the parts of speech and use target vocabulary in sentences of their own. Students will be able to create mind maps and categorise concepts about the British and Georgian people.
MATERIALS	Student's Book, notebook
AIDS	audio
CLASS ORGANISATION	individual work, T-class, group work

INTRODUCTION (5')

Pre-listening activities:

- Students read Task 5 and match the words from the listening with definitions individually. Students pair up and compare their answers. The teacher gives feedback.

KEY:

Task 5

d, f, g, a, h, c, b, e.

NEW MATERIAL DEVELOPMENT (15')

T 1 Listening:

- Students read Task 6 and are asked to predict which stereotypes will be discussed in the radio show. Students list their predictions and share them with the whole class.
- Students listen to the radio show to see which predictions made by them are mentioned in the show. In Task 7 Students complete the sentences with the words from the listening. With a stronger class, students can do this task from memory, and with a weaker class, let the students listen while doing the task. The teacher conducts an open class feedback.

TAPESCRIPT 1: T1

I = Interviewer; G = Guest

I: The things you have just said about the language are very interesting. It seems there is a general impression among non-British people that everyone in the UK speaks Standard English and Received Pronunciation.

G: Yes, it's a rather frequent stereotype. And yet it couldn't be further from the truth. While most schools and teachers round the world try to teach their students Queen's English, in the UK there are literally hundreds of distinctive regional accents. English is often misconstrued as an elite expression of ladies and lords. But it's a truly modern language, an eclectic blend of different influences, and it's far from being what it was in Shakespeare's and Dickens' times. Just listen to me. This is no RP whatsoever.

I: And then of course there is this notion that everyone in England is, in some way at least, related to the Queen...

G: Oh, yes. Well, see for yourself: Britain has a population of around 65 million. A considerable part of it is made up of people who have migrated to the UK in the past several decades. We have to rule them out, don't we? We could also discuss some other groups as well, but there's no need for that. While there are a couple of unlikely British people in line for the throne, only around 20 people bear the title 'Your Highness' or 'Your Majesty'. With another 70 who can claim to be members of the extended Royal Family, it is rather obvious what a misconception this is.

I: Still, it is true that the British are awfully class-conscious, isn't it?

G: Although I'd like to say that this class distinction is out of date and a remnant of the past, the truth is that, according to some recent research, Britain is at the bottom of the social mobility league table, and children born into poor families in the UK have a lower chance of making a break than in some other countries. However, traditional class boundaries have become more blurred over the years, and, though Britain remains divided along class lines, the situation is slowly changing for the better.

I: Well, with all the ongoing changes, how likely are we to continue to see the famous British queues in the future?

G: I think it was George Mikes who said that, even if he was alone, an Englishman would form an orderly queue of one. I guess we're renowned for this trait. Or notorious, whichever you prefer. The British generally love doing things by the book, and queuing fits our world picture much better than the alternative 'free for all' policy. It's not that we enjoy it, but we believe it's a polite thing to do, and we despise queue jumpers. Now, that's simply rude, isn't it?

I: The idea of the British drinking tea all day long may very well be the most widespread of all stereotypes. How much truth is there in that?

G: This is a tough one... While coffee and other hot drinks are being consumed more and more, I dare say tea is probably still the most popular beverage. I read somewhere that we're among the top five tea-drinking nations in the world, which means we really do consume rather a lot of it. It's commonly drunk in the workplace throughout the day, and meeting up with a friend or family member usually means getting round to one's house for a 'cup of tea' and a chat.

I: Is it because there's nothing much to do, since it rains on a daily basis?

G: Well, that's not fair! It's really not true. Although Britain receives its fair share of rain, there are numerous countries with far more rainfall. When you think of, let's say, Switzerland or New Zealand, green hills will probably spring to mind, but think about the rain as well. Both countries are far more sodden than we are.

I: And this week's lovely weather further debunks that stereotype. But enough about stereotypes. Let us move on to our next topic...

KEY:**Task 6**

- a. impression
- b. distinctive
- c. considerable
- d. throne
- e. boundaries
- f. widespread
- g. consumed
- h. debunks

In Task 8 students look through the words used in Task 7 and think individually what part of the speech they are. Then pair up to compare their answers with the partner before the teacher gives the whole class feedback.

key

- a. impression - noun
- b. distinctive - adjective
- c. considerable - adjective
- d. throne - noun
- e. boundaries – noun (pl)
- f. widespread - adjective
- g. consumed - verb (past participle)
- h. debunks – verb

In Task 9 students look through the questions and prepare answers to them individually. Then pair up to discuss them in pairs before the teacher gives the whole class feedback.

Possible answers:

- a. There is a general impression among non-British people that everyone in the UK speaks Standard English and Received Pronunciation and most schools and teachers around the world try to teach their students Queen's English, but in the UK, there are literally hundreds of distinctive regional accents.
- b. Class distinction is out of date though the truth is that children born into poor families in the UK have a lower chance of making a break than in some other countries.
- c. The British are famous for this trait. It's not that they enjoy it, but they believe it's a polite thing to do, and they hate queue jumpers. They think that's simply rude.
- d. More and more coffee is consumed in Britain but tea is probably still the most popular beverage. British are among the top five tea-drinking nations in the world. It's commonly drunk in the workplace throughout the day, and meeting up with a friend or family member usually means getting round to one's house for a 'cup of tea' and a chat.

PRACTICE (25')

Workbook Task (1, 2, 3)

- In Task 10 students create mind maps and categorise concepts about the British.

Tip!

This may be done as a jigsaw cooperative learning technique.

TEACHER INFO**Jigsaw cooperative learning technique**

Students should be organised into several "home" groups and told what their Task or learning goals are. After that, organise students into expert groups. This may be done by assigning each student in the home group a number (1, 2, 3, 4, 5 etc. – depending on the number of students in the home group). Students with the same numbers form an expert group (e. g. all students that are number 1 form one group, all students that are number 2 form another group, and so on). Students in expert groups work on their particular Task and make sure that they have learnt enough to share the knowledge with their home groups. Students should be encouraged to take notes of the ideas they plan to take back to their home groups. After they have finished working in expert groups, students return to their home groups and share what they have learnt. All the members of the home groups listen to each other, participate in the discussion and decide on how to solve the Task set at the beginning of the lesson.

During all phases of the learning process the teacher circulates through the classroom, observes the groups and facilitates if necessary. The home groups appoint speaker (s) who present the results to the rest of the class.

ALTERNATIVE

- Students can do tasks 4 - from the Workbook for homework or they can collect ideas for Task 11 in the Student's Book or create their own mind maps.

HOMEWORK

- Ask 2 or 3 volunteers to prepare a short presentation (5 minutes) about Sue Townsend (based on LITERATURE STOP! on page 13 in the Student's Book), her works and especially about her book *The Queen and I*.

B READING AND VOCABULARY

The Queen has got new neighbours

Student's Book, pages 10-13
Suggested teaching time: 2 lessons

LESSON 1

TOPIC	The Queen has got new neighbours
AIMS	<ul style="list-style-type: none"> • Students will define and interpret the terms "monarchy" and "republic" and identify the difference. • They will be able to list some political terms. • While writing and speaking they will generalise about the daily routines of royals. • Students will be able to name the author of the text and some of her well-known works. • Students will be able to infer what the story is about, interpret the story while reading and identify specific parts of the text. • In a post-reading task students will be able to recognise the target vocabulary in its context. • While answering the questions students will be able to interpret the story and distinguish between the habits of the royals and the commoners from the story. • They will also be able to discuss pros and cons, as well as formulate and justify their opinion.
MATERIALS	Student's Book, teacher's book (resource bank), notebooks
AIDS	• board
CLASS ORGANISATION	individual work, T-class, pair work

INTRODUCTION (20')

Warmer

- Students are asked to brainstorm types of states and write them on the blackboard. Ask them to explain how the states differ..

TEACHER INFO

Suggested state types: monarchy, dictatorship, democracy, republic, oligarchy, theocracy, anarchy.

Possible explanations:

Monarchy- a king or queen rules the country.

Dictatorship- a form of government where one leader has absolute control over citizens' lives.

Democracy- a form of government in which the citizens have the power.

Republic- (similar to a democracy) a form of government in which the citizens elect representatives to make decisions.

Oligarchy- a small group of rich people has all the power.

Theocracy- a government that recognizes God or a divine being as the ultimate authority.

Anarchy- nobody is in control. When it comes to government, anarchy would be one way to describe the human state of existence before any governments developed.

Socialism – an economic system based on shared ownership of property.

- Based on the warmer (s), students are encouraged to interpret the terms in Task 1.
- To do Task 2, students are encouraged to imagine themselves as a member of a royal family (a king/ queen/ princess...), think of their daily routines and write a few of them down (revision of Present Simple). In the discussion that follows they relate it to their own daily routines and point out the differences.

Pre-reading 1

- Ask students if they have read any of the books from the Adrian Mole series, what they know about it and who the author is.

Pre-reading 2

- Students read the extract from Task 3 and infer what the story is about.

Pre-reading 3

- The presentation about Sue Townsend and her work (student volunteer).
- Students relate to their predictions from the pre-reading 2 Task.

NEW MATERIAL DEVELOPMENT (25')

Reading

- While reading students do Task 4. Remind them that they should provide true answers for the answers that are marked false.

Tip!

The teacher might find it helpful to tell students that they will meet quite a few examples of colloquial English indicating a specific accent, dialect, or informal speech pattern that is different from standard English.

KEY:

Task 4

- a True
- b True
- c False – They spoke English but in a dialect. (“... they realised it was English, but posh English, really posh”.)
- d False – He didn’t like it at all. (“I’d sooner live in a bloody ditch.”)
- e True

Tip!

After the first reading students are expected to share their opinions about the text. You may ask, e. g.

What happened?

Who do they meet when they move?

How do the neighbours behave?

What is the problem?

- While reading the text in detail students do Task 5 and explain their choices.

KEY:

Task 5

- a 2
- b 3
- c 1
- d 1
- e 2
- f 3

PRACTICE (45’)

- In pairs students do Task 6 and discuss it.

Tip!

You may also ask students to identify the following in the text:

- amusing facts
- depressing facts
- unexpected situations
- cultural points (language, behaviour, class differences...)
- housing terminology

B BUILDING UP VOCABULARY

Student's Book, pages 14-15
Suggested teaching time: 2 lessons

In this Unit students will be able to recognise parts of speech and use target vocabulary in different contexts.

LESSON 1

TOPIC	Building up vocabulary
AIMS	<ul style="list-style-type: none">• Students will be able to use target vocabulary in its context.• They will be able to identify and define the parts of speech and use target vocabulary in sentences of their own in a writing Task.• While speaking students will be able to use target vocabulary.
MATERIALS	Student's Book, notebook notes, Workbook
AIDS	<ul style="list-style-type: none">• board
CLASS ORGANISATION	individual work, group work, T-class

NEW MATERIAL DEVELOPMENT (25')

- In Task 1 students complete the vocabulary list with appropriate words or phrases from the text and define which part of speech they are.

KEY:

Task 1

a *grimly* (adv)

b *gloom* (n)

c *to gaze* (v)

d *to disguise* (v)

e *to clutch* (v)

f *graciously* (adv)

g *to confess* (v)

h *to become accustomed* (v)

i *posh* (adj)

j *ditch* (n)

k *implement* (n)

l *to illuminate* (v)

m *to gasp* (v)

n *curtsy* (n)

- If necessary, explain other unknown words.

TEACHER INFO

Vocabulary: (other words from the text students might need explained)

stonily – in a way that shows a lack of feeling or sympathy

bear a grudge – to continue feeling an old resentment for someone

boarded – covered with wooden boards

adjust – alter or move (something) slightly in order to achieve the desired fit, appearance, or result

mean – (especially of a place) poor in quality and appearance; shabby

party wall – a wall common to two adjoining buildings or rooms

peer – to look intently, searchingly, or with difficulty

fluff – soft fibres from fabrics such as wool or cotton which accumulate in small light clumps

mule – a slipper (= a soft shoe for wearing indoors) that is open around the heel

hot-water bottle – a flat, oblong container, typically made of rubber, that is filled with hot water and used for warmth, especially for warming a bed

posho – an upper-class person

mongrel – a dog that is a mixture of different breeds

post – a long, sturdy piece of timber or metal set upright in the ground and used as a support or marker

sodding – a swear word that many people find offensive, used to emphasise a comment or an angry statement

turd – an offensive word for an unpleasant person

put in for – apply formally for

PRACTICE (20')

- Before doing Task 2 you may ask students to conclude which part of speech they will need in each sentence.

Parts of speech needed:

a verb

b verb

c adjective

d verb

e verb

f noun

g verb

h noun

- Students work on Task 2.

KEY:

Task 2

a *became accustomed*

b *gazing*

c *illuminated*

d *clutched*

e *confessed*

f *disguise*

g *gasped*

h *ditch*

- The same procedure may apply to Task 3.

Parts of speech needed:

- a adjective
- b noun (sg.)
- c adjective
- d adverb
- e noun
- f noun (sg.)
- g verb

KEY:

Task 3

- a *posh*
- b *implement*
- c *grim*
- d *graciously*
- e *gloom*
- f *ditch*
- g *curtsy*

LESSON 2

PRACTICE (25')

- Students do Task 4 and after that they are asked to use the phrases in sentences of their own.

KEY:

Task 4

- a 5
- b 9
- c 4
- d 8
- e 1
- f 3
- g 10
- h 6
- i 7
- j 2

HOMEWORK

- WB Tasks 1-6 and 8-9 (p. 10, 11, 12) may be set as homework or done in class.

PRACTICE (20')

- WB Task 10 (p. 12) may be done as a wrap-up of the text in class.
- Task 5 from the Student's Book can be done in groups of 4. Students choose two questions to talk about and report to the class. The usage of target vocabulary is encouraged through the teacher's questions and comments.

Task 6

Students prepare for the project work.

- Organise the class into two groups—for and against—based on the question: "Should the British Monarchy be abolished?" They are encouraged to expand the arguments offered in the Student's Book. Task 7 in Workbook p. 11 may also be useful in the process of preparation.
- In the following class organise a class debate. Before the debate set the rules. (There are many different debate formats, which can be found on the Internet.)
- Students do Task 7 on p.11 in their Workbooks.

C GRAMMAR

It all starts with "a"

ARTICLES

Student's Book, pages 16-17

Suggested teaching time: 3 lessons

- The aim of this Unit is to define the rules for the usage of articles and to allow students to be able to apply the rules in context. Students will also be able to differentiate between adjectives and adverbs and use them correctly.

LESSON 1

TOPIC	It all starts with "A" – Adjectives and adverbs
AIMS	<ul style="list-style-type: none">• Students will be able to explain and define the rules for the usage of articles.• Students will be able to use articles by applying the rules for their usage.• Students will be able to identify and distinguish adjectives from adverbs.• They will be able to differentiate between adverbs and adverbials.• They will be able to categorise adverbs.• They will be able to apply the rules for the position of adverbs and adverbials in sentences.• Students will be able to use the comparison of adjectives and adverbs.• They will also be able to use adjectives and adverbs in context.
MATERIALS	Student's Book, Workbook
AIDS	board, audio
CLASS ORGANISATION	T-class, individual work

INTRODUCTION (15')

Warmer 1

- Check homework

Warmer 2 (Resource Bank, Activities 2 and 3)

Eliciting the indefinite article *a/an* through a game about professions.

TAPESCRIPT 2: T2

A man comes to Heathrow airport and goes to the airline check-in. He has a bag and a suitcase. He puts the luggage down and says to the young lady, "Could you please send the bag to New York and the suitcase to Los Angeles?"

NEW MATERIAL DEVELOPMENT (15')

- T 2 Students fill in the missing articles in Task 1, then listen and check.

KEY:

Task 1

A man comes to – Heathrow airport and goes to the airline check in. He has a bag and a suitcase. He puts the luggage down and says to a young lady "Could you please send the bag to – New York and the suitcase to – Los Angeles?"

The young lady's face shows – signs of confusion before she remembers her training and says, "I'm afraid we can't do that, sir."

"Why not?" demands the man, "you did it the last time I flew with you."

- In Task 2 students should fill in the CONCLUDE BOX and check.

KEY:

Conclude box

We use *a/an* only with a **singular countable noun**. We can use *the* with **any noun**.

We use *a/an*:

- When we mention a person or thing for the **first time**:
The man was carrying a bag.
- When a person or thing is one of several:
Open a window, please (there are several windows in the room).

We use *the*:

- When the same thing is mentioned **again**:
Can you send the bag to New York?
- When a person or a thing is **unique** in the context:
Open the window, please (the only window in the room).
The skies were blue.
Who is the captain of this ship?

We use *a/an* to **describe** and classify:

- *He's talking to a young lady.*
- *It's a difficult question.*
- *He's an Irishman and a Catholic.*

We use *the* when a phrase or a **clause** defines which one is meant:

- *Please pass me the box on your left.*
- *This is the teacher that I told you about.*

- Then students are asked to look at Task 1 again and explain the usage or omission of the articles based on the rules.

HOMEWORK

- Write another sentence for each rule in the CONCLUDE BOX.

The young lady's face shows signs of confusion before she remembers her training and says, "I'm afraid we can't do that, sir." "Why not?" demands the man. "You did it last time I flew with you."

PRACTICE (15')

- Students recognise the correct options in Task 3 and explain their answers.

KEY:

Task 3

- a a show - the one
- b The Prime Minister - the Cabinet
- c a taxi
- d the car
- e an excellent article - the environment
- f the weather - the cloudless sky - the sun - a good day

Workbook: Tasks 1-5 (p. 13, 14). With each task, students should justify their answers.

ADVERBS AND ADJECTIVES

INTRODUCTION (15')

Warmer 1

- Find any video clip, preferably showing the British royal family. Ask students to describe their appearance and clothes in order to elicit as many adjectives as possible. You should also ask them to say what they are doing and how to elicit adverbs.

Warmer 2

- To elicit adjectives and adverbs you may ask:
When you meet the Queen, you should (n't) talk...
If you visit Buckingham Palace as a tourist, you should (n't) behave...
The Queen is...

NEW MATERIAL DEVELOPMENT (30')

- Students are asked to read the text in Task 1 and to identify and distinguish adjectives from adverbs. They may be asked to indicate their choice by writing "adj." and "adv." above the words in colour. They should also provide definitions for these parts of speech and explain the differences.

KEY:

Task 1

Adjectives – any member of a class of words that modify nouns and pronouns, primarily by describing a particular quality of the word they are modifying, as *wise in a wise grandmother*, or *perfect in a perfect score*, or *handsome in "He is extremely handsome"*. Other terms, as *numbers (one cup; twelve months)*, *certain demonstrative pronouns (this magazine; those questions)*, and *terms that impose limits (each person; no mercy)* can also function adjectivally, as can some nouns that are found chiefly in fixed phrases where they immediately precede the noun they modify, as *bottle in bottle cap* and *bus in bus station*.

Adverbs – any member of a class of words that function as modifiers of verbs or clauses, and in some languages, as Latin and English, as modifiers of adjectives, other adverbs, or adverbial phrases, as *very in very nice*, *much in much more impressive*, and *tomorrow in "She'll write to you tomorrow"*. They relate to what they modify by indicating place (*I promise to be there.*), time (*Do your homework now!*), manner (*She sings beautifully.*), circumstance (*He accidentally dropped the glass when the bell rang.*), degree (*I'm very happy to see you.*), or cause (*I draw, although badly.*).

Tip!

Prior to working on Task 2 students might be asked to think of the types of adjectives and adverbs.

- Students work on Task 2.

KEY:

Task 2

manner	time	comment
<i>fluently</i>	<i>recently</i>	<i>luckily</i>
<i>suspiciously</i>	<i>soon</i>	<i>unfortunately</i>
<i>fiercely</i>	<i>finally</i>	<i>totally</i>
<i>beautifully</i>		
frequency	degree	
<i>always</i>	<i>quite</i>	
<i>occasionally</i>	<i>enough</i>	
<i>hardly ever</i>	<i>scarcely</i>	

- Before switching to the Task in the Workbook, expand students' knowledge by revising the rules for the formation of adverbs of manner (adj. + -ly, irregular adverbs, adjectives with -ly, etc.)

PRACTICE (45')

- WB Task 6-11 (p. 14-16)
- In WB Tasks 6 and 7 students fill the gaps with the correct forms and explain.
- Student's Book: before Task 3 the position of adverbs in a sentence should be revised.
- In Task 3 they apply the rules.

KEY:

Task 3

- a *She passionately cares about the environment and really tries her best to protect it.*
- b *We were very surprised, but she did the job well.*
- c *Their performance was absolutely beautiful and we were slightly jealous.*
- d *He was rather disappointed with the exam results, which was fairly unusual for him.*
- e *They were basically making quite an improvement.*
- f *She quickly painted my portrait and did a pretty good job.*

- Revise the rules for the position of different adverbs and adverbials in a sentence (manner, place, time; adverbs of frequency, etc.)
- Point to the difference between an adverb and an adverbial. *She spoke quietly at the party yesterday.*
- WB Tasks 8 and 9. Students apply the rules.
- Before Task 11 (p. 16) in the Workbook, the rules for the comparison of adjectives and adverbs are revised.

D LISTENING AND SPEAKING

Not-so-typical customs

Student's Book, pages 18-19

Suggested teaching time: 1 or 2 lessons

The aim of this Unit is to introduce students to some unusual customs and to enable them to talk about the customs they have heard of.

LESSON 1

TOPIC	Not-so-typical customs
AIMS	<ul style="list-style-type: none">• While describing pictures students will be able to speculate about the content of the pictures using the modal verbs of speculation, adjectives and adverbs.• While listening students will be able to identify information on unusual customs in Great Britain and Georgia.• Students will be able to classify the expressions used in the conversation according to their function (response and asking for clarification).• They will be able to apply target expressions in context, as well as translate them.• They will also be able to use them in sentences of their own while creating their own dialogues and acting them out.• They will be able to use target idioms in context.
MATERIALS	Student's Book, Workbook
AIDS	audio, board
CLASS ORGANISATION	individual work, T-class, pair work

INTRODUCTION (10')

Warmer

- Students do Task 1. They describe the pictures and guess what the people are doing. Encourage students to use modal verbs of speculation, as well as adjectives and adverbs.

NEW MATERIAL DEVELOPMENT (25')

- **T 3** Listening for gist. While listening students answer the question from Task 2.

KEY:

Task 2

- worm charming.
- it's a way of attracting earthworms from the ground.

TAPESCRIPT 3: T3

Ivy = I, Julian Hughes = H

I: So, Julian, how long have you been studying unusual customs and traditions around Great Britain?

H: Hmm, I'd say for the past five years.

I: And what is the most unusual custom you have come across?

H: Let me see... If I have to choose one, I'd say it'd be worm charming.

I: Did you say "worm charming"?

H: Yes, indeed. Haven't you heard of it before?

I: No, I can't say I have.

H: Well, basically, it's a way of attracting earthworms from the ground.

I: Do you mean like as bait for fishing?

H: Yes, some people collect worms as bait, but there are also those who do it as a sort of sport.

I: Pardon? Sport?

H: That's right. There's a competition in worm charming, and a village in Cheshire is the place where the World Championships have been organized for the past thirty years. That's why we consider it a British custom.

I: So if it's a sport, I mean, if there's a competition, are there any rules?

H: There certainly are. I think there are some twenty rules or something.

I: Really? Twenty rules for persuading worms to come out of the ground?

H: Why are you so surprised?

I: Well, I don't mean to offend anyone. It's just that it seems a rather simple thing to do.

H: Does it? Have you tried?

I: You're right. I shouldn't jump to conclusions. So what's the procedure?

H: Each competitor competes in a 3 x 3-metre area and can only use music to charm the worms out of the ground.

I: Only music? Nothing else?

H: Yes, music of any kind, but no drugs can be used. And no water.

I: Water? Why? Does this mean water is a drug to worms?

H: Exactly, water is considered to be a stimulant.

I: Is it? Hm, that's interesting.

H: Wait until I tell you about the record.

I: There's a record?

H: Of course: there are world championships in this sport, remember? Anyway, in 1980 a man managed to charm more than 500 worms out of the ground in less than half an hour!

I: That's amazing! I can't believe that!

H: Do believe it. The good people of Willaston in Cheshire take this rather seriously.

I: Alright, then. Are there any other customs you find strange?

H: Of course, but strange in a good way, not a bad one. There's Straw Bear Day, Morris dancing, the Cooper's Hill Cheese-Rolling and Wake, bog snorkelling...

I: Sorry, I missed that. What kind of snorkelling?

H: Bog. Bog snorkelling. It's a charity event where participants dive into a bog, wearing goggles and a pair of flippers and a snorkel, and race each other along a 120ft trench filled with mud.

I: That's amazing! Well, I don't think I'm up for that.

H: Well, it takes all kinds to make a world...

- c. There's Straw Bear Day, Morris dancing, the Cooper's Hill Cheese-Rolling and Wake, bog snorkeling.
 - d. Bog snorkelling. It's a charity event where participants dive into a bog, wearing goggles and a pair of flippers and a snorkel, and race each other along a 120ft trench filled with mud.
- Pre-teach unknown vocabulary if necessary.

TEACHER INFO

Vocabulary:

- Bog** – wet soft ground, formed of decaying plants
- Snorkelling** – is the practise of swimming on or through a body of water while equipped with a diving mask, a shaped tube called a snorkel, and usually fins
- Bait** – food put on a hook to catch fish or in nets, traps, etc. to catch animals or birds
- Goggles** – (plural) a pair of glasses that fit closely to the face to protect the eyes from wind, dust, water, etc.
- Worm charming** – methods of attracting earthworms from the ground

- **T 3** Before the second listening remind students of this type of multiple choice listening task. Revise the strategies for doing such tasks. Ask students to underline the key words in each question and read the options a), b) and c).

TEACHER INFO

This is a multiple-choice task with a three-option answer. You listen to a lecture, presentation or a report and you have to answer 6 questions.

STRATEGY:

- 1 Read the task and the questions carefully BEFORE LISTENING.
- 2 Underline the key words in the questions – it is easier to understand when you know what you are going to listen about.
- 3 Listen to the presentation / lecture / report and listen out for the underlined key words.
- 4 Be careful because all three options for each question will probably be mentioned but only one will be the right answer to the question.
- 5 Choose the best answer to the questions.
- 6 In the second listening check your answers.

KEY:

Task 3

- a 3 – *Two. To provide angling bait and to take part in a competition.*
- b 2 – *the world championship is held in Britain.*
- c 3 – *There are more than a dozen rules that apply.*
- d 1 – *A man charmed several hundred worms in less than thirty minutes.*
- e 2 – *Bog snorkelling*
- f 2

- In Task 4 ask students to read and translate the given expressions in pairs while doing the Task. They should also discuss where, when and by whom those expressions are used.

KEY:

Task 4

Ways to respond to what someone has said

- Really?*
Oh, I see.
Is it? Oh, OK.
Yes, indeed.
Does it?
That's amazing!
Do they?
I cannot believe that!

TAPESCRIPT 4: T4

1 (in a cafe)

- A:** You're never going to believe who I ran into today! Do you remember Christian from the sixth year?
- B:** Really? I don't believe it! I thought his family moved abroad.
- A:** Yes, indeed. But apparently they've come back for good.
- B:** Does this mean he'll come to our school now? I'd love to see him again. He used to be so... well, I liked him...
- A:** Pardon? Are you telling me you had a crush on him?
- B:** Well, I might have had.

2 (on the phone)

- A:** Listen, I can't discuss it now in detail: I'm driving. Just prepare the report and email me.
- B:** Sorry, I didn't quite catch that. What do you want me to do with the report?
- A:** Send it via email and I'll check if the numbers fit.
- B:** Oh, OK. Does that mean I'll have to correct it myself if you disagree with the projections?
- A:** Sorry, the line is bad. Did you say that you disagree with the projections?
- B:** No, I was just checking to see who will redraft the report if something needs to be changed.
- A:** Oh, I see. Don't worry, I'll do it myself.

Ways to ask for clarification

Did you say...?

Does it mean...?

Sorry, I didn't quite catch that.

Sorry, I missed that.

Would you mind repeating that, please?

Have you just said...?

Pardon?

PRACTICE (10')

- **T 4** In Task 5, after filling in the dialogue, students should write their own dialogues using the ideas brainstormed during Task 4, e. g. at the reception, in a shop, at the market place, at the check-in desk,... and act them out.

KEY:

Task 5

(in a cafe)

A: *You're never going to believe whom I ran into today! Do you remember Christian from the sixth year?*

B: *Really? I don't believe it! I thought his family moved abroad.*

A: *Yes, indeed. But apparently they've come back for good.*

B: *Does this mean he'll come to our school now? I'd love to see him again. He used to be so... well, I liked him...*

A: *Pardon? Are you telling me you had a crush on him?*

B: *Well, I might have had.*

(on the phone)

A: *Listen, I can't discuss it now in detail: I'm driving. Just prepare the report and email me.*

B: *Sorry, I didn't quite catch that. What do you want me to do with the report?*

A: *Send it via email and I'll check if the numbers fit.*

B: *Oh, OK. Does that mean I'll have to correct it myself if you disagree with the projections?*

A: *Sorry, the line is bad. Did you say that you disagree with the projections?*

B: *No, I was just checking to see who would redraft the report if something needs to be changed.*

A: *Oh, I see. Don't worry. I'll do it myself.*

HOMEWORK

- WB Tasks 1-5 may be done for homework.
- Task 5 may be done in the next class.
- Set homework. Students either do Task 6 in the Student's Book and do research into other strange customs from GB or they are asked to imagine or find a photo with a not-so-typical custom from Georgia. They should accompany the photo with a description of the custom.

E WRITING

Short and to the point

Student's Book, pages 20-21

Suggested teaching time: 2 lessons

- In this Unit students will be able to recognise rules for writing a summary and write their own summaries.

LESSON 1

TOPIC	Short and to the point
AIMS	<ul style="list-style-type: none">While reading and looking at the pictures students will be able to identify some of the well-known British symbols and discuss them.Students will be able to identify specific information in the text.Students will be able to distinguish between complete texts and summaries.Students will be able to recognise rules for writing a summary.They will be able to write their own summaries by applying the previously stated rules.They will be able to write topic sentences for paragraphs, as well as paraphrase texts.
MATERIALS	Student's Book, Workbook
AIDS	<ul style="list-style-type: none">board
CLASS ORGANISATION	T-class, individual work, group work

INTRODUCTION (5')

Warmer

- Students look at the photos of some British symbols and try to recognise them. The teacher can encourage students to say something more if they know something about them. (If they do not, they start reading the text and afterwards go back to the pictures and discuss them.)

NEW MATERIAL DEVELOPMENT (40')

- Pre-teach vocabulary if necessary

TEACHER INFO

Vocabulary:

gown – a long, usually formal dress for a woman

trident – a long, three-pronged fork or weapon, especially a three-pronged spear used for fishing

shield – a broad piece of armour made of rigid material and strapped to the arm or carried in the hand for protection against hurled or thrust weapons

to feature – to display

stout – strong in body; sturdy

kit – clothing and other personal effects, esp. those of a traveller or soldier

breeches – knee length trousers, often with buckles or decoration at the bottoms, worn by men in the 17th to early 19th centuries

waistcoat – a short sleeveless collarless garment worn especially over a shirt and often under a suit jacket; a vest

pamphlet – a short essay or treatise, usually on a current topic, published without binding

to strike a chord – evoke a reaction, response, or emotion

patron saint – a saint who protects a particular person, group of people, country, etc.

cross saltire /'sɔ:ltaiə/ – a cross resembling the letter x, with diagonal bars of equal length

principality – a territory ruled by a prince or princess

- Students read the two texts (Task 2). Students are asked to go back to the pictures from Task 1 and comment on them.

Tip!

The teacher may ask students to underline a) facts related to geography and b) facts related to religion. Each should be done by one half of the class. Students then exchange information.

- Based on Task 3 students differentiate between the two texts.

KEY:

Task 3

- a one paragraph
- b only one topic sentence
- c only the main idea
- d paraphrased
- e full sentences
- f doesn't give

- Students read Writing stop! and underline the key words (*shortened version, the most important information, omits the details, one paragraph, topic sentence, ideas paraphrased, objective*).
- After Writing stop! they analyse Stepping Stones and make short notes about the steps of writing a summary.

PRACTICE (45')

- Students do Task 4 in groups of 4.
- WB p. 19. In Task 1 students write a topic sentence for each paragraph. In Task 2 they paraphrase three paragraphs.

Tip!

A Topic sentence introduces the topic and the controlling idea. Generally, it is the first sentence of the paragraph but it may be in the middle, in the end or even implied. A topic sentence helps organize the paragraph by summarizing the information in the paragraph. So, it is a good idea to place it in the beginning of the paragraph.

HOMEWORK

- For homework students can either do Task 3 from the WB or find a text about unusual customs or national symbols throughout the world (400-450 words), and summarise them in approximately 90 words.

F BROADENING YOUR HORIZONS

The United Kingdom

Student's Book, pages 22-23

Suggested teaching time: 3 lessons

- Students will be able to identify geographical information, define the terms "Britain", "Great Britain" and "the United Kingdom" as well as prepare presentations about information they find interesting.

LESSON 1

TOPIC	The United Kingdom
AIMS	<ul style="list-style-type: none"> • Students will be able to create clusters about the UK based on a brainstorming activity. • Students will be able to define the terms "Britain", "Great Britain" and "the United Kingdom". • Students will be able to identify geographical information while looking at the map of the UK and filling in the gapped text. • They will be able to produce a chart with the symbols of the UK. • They will be able to classify cultural information on the UK according to the country of origin. • They will be able to select and list information about the countries and locate geographical points. • They will be able to prepare presentations and create tasks for the class.
MATERIALS	Student's Book, Workbook, handout (map)
AIDS	• board
CLASS ORGANISATION	T-class, individual work, group work, pair work

INTRODUCTION (25')

Warmer

- Brainstorming tasks in groups of 4 on geographical terms related to the UK. After brainstorming, students should make clusters based on the information gathered.

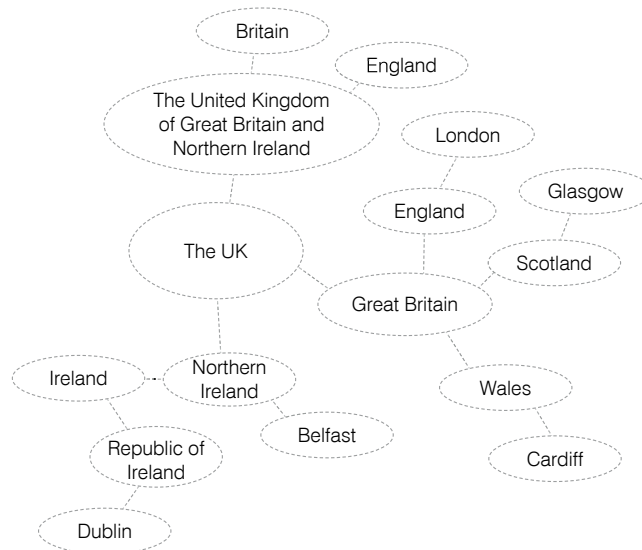
TEACHER INFO

Clustering strategy

Clustering (also known as "branching" or "mapping") is a strategy in which ideas are grouped in a nonlinear way. Circles and lines are used to indicate relationships. It is based on the associative principles similar to brainstorming but with this strategy the relationships between ideas are more developed.

As with brainstorming, students start with one word but link the other concepts according to the "categories" to which the words fit according to students' own associations.

Clusters are similar to mind maps, but while mind maps (according to some scholars) should consist of only three to nine main branches, clusters can have an unlimited number of words/concepts.



- Students discuss Task 1 as a class.

TEACHER INFO

Britain or **Great Britain (GB)** is a geographical area consisting of **England**, **Scotland** and **Wales** (but not **Ireland**). The name **Britain** is often also incorrectly used to refer to the political state, officially called the **United Kingdom of Great Britain and Northern Ireland**. This is abbreviated to the **United Kingdom** or the **UK**.

NEW MATERIAL DEVELOPMENT (20')

- In Task 2 students look at the maps, read the text and fill in the gaps with the missing information.

KEY:

Task 2

Great Britain, England, Scotland, Wales, Northern Ireland, Scottish, Welsh, Irish

Tip!

You may use the text from Task 2 to revise the usage of articles with geographical terms.

- In Task 3 students complete the chart in four groups. They may use the Internet if available.

KEY:

Task 3

COUNTRY	England	Scotland
CAPITAL CITY	London	Edinburgh
FLAG	St. George's Cross	Dragon of Cadwallader
PLANT	red rose	thistle
PATRON SAINT	St. George	St. David
SAINT'S DAY	April 23	March 1

COUNTRY	Wales	Northern Ireland
CAPITAL CITY	Cardiff	Belfast
FLAG	The Saltire and Lion Rampant	St. Patrick's Saltire
PLANT	daffodil / leek	shamrock
PATRON SAINT	St. Andrew	St. Patrick
SAINT'S DAY	November 30	March 17

LESSON 2**NEW MATERIAL DEVELOPMENT (35')**

- The same groups do Task 4.
- After completing the charts the group representatives read the answers for each country.

KEY:

Task 4

England	Scotland
<i>the Houses of Parliament the population of fifty million drinking tea The Queen</i>	<i>the Scottish Parliament wearing tartan kilts tossing the caber playing the bag- pipes haggis The Edinburgh Festival five million people the western edge of Britain part of the UK since 1707</i>
Wales	Northern Ireland
<i>singing in choirs Cymraeg the Welsh parliament three million people myth and legend Caws Pob part of the UK for over four hundred years</i>	<i>a place of conflict the Northern Ireland assembly dancing just under two million people bacon and cabbage the Giant's Causeway</i>

TEACHER INFO

Cymraeg – Welsh (*Cymraeg* or *Gymraeg*, pronounced /kəm'ra:tg, ə gəm'ra:tg/) is a member of the Brittonic branch of the Celtic languages spoken natively in Wales.

Tossing the caber – The caber toss is a traditional Scottish athletic event in which competitors toss a large tapered pole called a "caber".

The Giant's Causeway – is an area of about 40,000 interlocking basalt columns, the result of an ancient volcanic eruption. It is located in County Antrim on the northeast coast of Northern Ireland, about three miles (4.8 km) northeast of the town of Bushmills. It was declared a World Heritage Site by UNESCO in 1986.

Haggis – is a traditional Scottish dish, considered the national dish of Scotland as a result of Robert Burns' poem "Address to a Haggis" from 1787. It is a savoury pudding containing sheep's pluck (heart, liver and lungs) minced with onion, oatmeal, suet, spices, and salt, mixed with stock, and traditionally encased in the animal's stomach and simmered for approximately three hours.

Caws Pob – (Welsh Rarebit) is a classic Cymric (Welsh) grilled cheese snack.

The Edinburgh Festival – is a collective term for many arts and cultural festivals that take place in Edinburgh, Scotland each summer, usually in August.

PRACTICE (10')

- WB: Students do Tasks 1 and 2 individually. Afterwards they compare their answers with their partner.

HOMEWORK

- WB: Tasks 3, 4 and 5 can be done for homework or in class.
- Ask students to make a detailed cluster with the geographical and political terms related to the UK using the information they have learnt in the previous lesson and using maps, the Internet, etc.

LESSON 3**PRACTICE (45')****Presentations**

- Task 5 – Project work can be done in class or prepared at home.
- Students work in four groups and prepare presentations on each of the four nations using the prompts from the Student's Book.

Tip!

You may encourage students to prepare tasks for the rest of the class to be done after the presentation, e. g. quizzes, a matching task, a gap filling task, etc. These might be done not only to check factual information, but also grammar structures (articles, adjectives, adverbs).

- Part 2 of Task 5 is optional.
Optional: Cross-curricular lesson 1

Natalie Portman – was born in 1981 in Jerusalem, Israel. In 1999, she enrolled at Harvard University to study psychology while still working as an actress. She completed her bachelor's degree in 2003. She won the Academy Award for Best Actress in 2011 for the psychological thriller *Black Swan*.

Michael Jordan – is an American former professional basketball player and entrepreneur. He is one of the greatest basketball players of all time. Jordan was one of the most effectively marketed athletes of his generation and was considered instrumental in popularising the NBA around the world in the 1980s and 1990s. He fuelled the success of Nike's Air Jordan sneakers, which were introduced in 1985 and remain popular today. Jordan also starred in the 1996 feature film *Space Jam* as himself. He is a two-time inductee into the Basketball Hall of Fame – in 2009 for his individual career, and in 2010 as a member of the 1992 United States men's Olympic basketball team ("The Dream Team").

Madonna – is an American singer, songwriter, actress, and businesswoman. She achieved popularity by pushing the boundaries of lyrical content in mainstream popular music and imagery in her music videos, which became a fixture on MTV. Madonna is known for reinventing both her music and image, and for retaining a standard of autonomy within the recording industry. Music critics have acclaimed her musical productions, which have also been known to induce controversy. Throughout her career, she has written and produced most of her songs, with many of them reaching number one on the record charts, including "Like a Virgin", "Into the Groove", "Papa Don't Preach", "Like a Prayer", "Vogue", "Frozen", "Music", "Hung Up", and "4 Minutes".

NEW MATERIAL DEVELOPMENT (25')

- In Task 3 students read what these famous people have said, and they explain who has intrigued them the most and who they can identify with and why. Class discussion follows.

KEY:

Task 3

- 1 Madonna
- 2 Steve Jobs
- 3 Michael Jordan
- 4 Oprah Winfrey
- 5 Jim Carrey
- 6 Natalie Portman

Tip!

In text 2 there are 5 phrasal verbs: *figure out*, *drop out*, *work out*, *look back*, *drop in (on)*. Ask students to find them and explain their meaning.

KEY:

figure out = to understand something by thinking about it

drop out = to leave school.

work out = to turn out all right in the end

look back = to think about someone or something in the past

drop in (on) = to visit briefly

TAPESCRIPT 5: T5

Speaker 1

In my time school leavers didn't get any good careers advice, at least not that I remember. At the age of 17 I had no clue what I wanted to do when I grew up. Now that I'm grown up, I'm aware that if you aren't well informed, you're unable to make a good choice. I couldn't talk to my parents about it because they wouldn't listen. They kept saying what they thought was good for me. Then my best friend decided to enrol at medical college. I had nothing better to do, so I followed him... Luckily, that turned out to be a good career choice for me. But things could have gone either way!

Speaker 2

I remember everybody was telling us about universities, but that's not the only option. I opted for a vocational course and went for an apprenticeship. After two years I became a skilled shoemaker, and I enjoy my job even now, twenty years later. But not all people are that lucky!

Speaker 3

I didn't want to continue my studies, so I started searching for a job immediately after completing my A levels. But I didn't have any interview skills. I didn't even know how to write a proper CV! It was a frustrating period. My friend, who decided to take

a gap year, persuaded me to go and travel with him. And that was the time of my life! We saw places and met people from lots of different cultures. That experience was crucial for my professional life because it inspired me to try photography, which eventually became my career choice.

Speaker 4

My father had a law practice, so it seemed logical to follow in his footsteps. I went to law school and had a career as a lawyer, but I keep wondering what would have happened if I'd opted for acting instead. It'd been my dream, but my parents talked me out of it, telling me that it was impossible to make a living as an actress. I'm a bit sorry today that I didn't follow my own dreams.

Speaker 5

I honestly had no idea which subject to study at university. I was good at most subjects, but I wasn't too enthusiastic about any of them. I guess I was a bit more of a numbers than a letters type of person. It was my family that helped me to discover what I really wanted. My mother took me to a career advisor, and I did a career test. It turned out I was talented for anything that had something to do with mathematics, so I decided to give it a try.

LESSON 2

NEW MATERIAL DEVELOPMENT (25')

- **T 5** Before listening to Task 4, remind students useful strategies for doing this kind of task successfully.

TEACHER INFO

A multiple matching task: You listen to five people talking about different aspects of the same theme.

STRATEGY

- 1 Read the instructions and the offered answers carefully BEFORE LISTENING.
 - 2 Underline the key words in the answers BEFORE LISTENING.
 - 3 Listen for the key words when you hear the speakers for the first time.
 - 4 When you hear the speakers for the second time, decide on the right answer for each speaker.
 - 5 If you decide to change one of the answers, be careful because you will probably have to change some other answers, too.
- Pre-teach vocabulary if necessary

TEACHER INFO

Vocabulary:

opt for – to choose a particular option.

gap year – a year's break taken by a student between leaving school and starting further education

career adviser – a person trained in giving vocational advice, especially in secondary, further or higher education

Students do Task 4. They answer the question for the first listening.

KEY:

The people are talking about the time they were school leavers and had to choose a career.

Students do Task 5. They match the speakers with the statements given.

KEY:

Task 5

1, 2, 4, 3, 5

Tip!

T 5 You can play the recording again and ask students to look at the tapescript. While listening and reading they should underline all the phrasal verbs, idioms and words connected to work. You may divide students into three groups for this Task, each group being assigned to one of the tasks. Discuss the meanings of the words and phrases.

KEY:

Phrasal verbs:

grew up

turned out (2x)

opted for

search for (2x)

talked (me) out of

Idioms:

I had no clue

to follow in his footsteps

to make a living

follow my own dreams

I was a bit more of a numbers than a letters type of person

to give (it) a try

Words connected to work:

career advice

apprenticeship

a skilled (shoemaker)

job

interview skills

CV

experience

professional life

career choice

(law)

practise

career

lawyer

acting

career adviser

career test

TEACHER INFO

Vocabulary:

turn out – to end in a particular way, such as well, badly, all right, etc.

talk someone out of something – to convince someone to give up or change something

to not have a clue – to be completely ignorant or incompetent

follow in someone's footsteps – to succeed another person

to make a living – to earn a living

give it a try – make an attempt at something

apprenticeship – the position of apprentice (apprentice – one who is learning a trade or occupation, a beginner; a learner)

- Discuss the questions in Task 6. While discussing students should be encouraged to use target vocabulary from the listening text.

Tip!

Two or three volunteers may prepare a class survey based on Task 6. This can be marked if they prepare a presentation or report.

PRACTICE (20')

- WB: Tasks 1, 2, 4, 5 and 6.

Tip!

WB: Before doing Task 3 in the WB, remind students of the strategies for such a task.

TEACHER INFO

Multiple choice cloze

This tests your knowledge of vocabulary. There is a text with 8 gaps and you should choose a word or phrase from four offered options to fill each gap. You will have to choose or recognise the correct words with similar meanings, collocations, phrasal verbs, or linking words.

STRATEGY

- 1 Read the whole text ignoring the gaps.
- 2 Read the text from the beginning and try to predict the word for each gap – it's easier to make the right choice when you already know what you are looking for.
- 3 Look at the four options for each gap and choose the one that best fits both the meaning and the grammar of the sentence. Always look at the words before and after the gap, this will help you to decide.
- 4 When you have finished, read the whole text once again to check whether your answers make sense.

- After students have read and explained the adjectives in Task 7, they may be asked to add a few more adjectives describing work.
- Examples: pink-collar job*, indoor job, outdoor job, part-time job, full-time job, permanent job/position, temporary job, steady job, monotonous, exciting
- Pre-teach vocabulary if necessary.

TEACHER INFO

Vocabulary:

flexitime – a work practise under which workers are able, within certain limits, to choose their own hours of work

freelance – referring to a self-employed person not employed continuously but hired to do specific assignments

teleworking – the use of home computers, telephones, etc. to enable a person to work from home while maintaining contact with colleagues, customers, or a central office—also called **telecommuting**

white-collar – of, relating to, or designating non-manual and usually salaried workers employed in professional and clerical occupations

blue-collar – of, relating to, or designating manual industrial workers

***pink-collar** – of or relating to a class of jobs once traditionally filled by women; “a pink-collar employee”

- Students comment on the four cases in Task 8 and list advantages and disadvantages. This can be done as T-table.

Possible answers

Jobs	+	-
A. Flexi-time and teleworking	- A better work-life balance; - work when you are most productive; - can avoid rush hour traffic and save time and money.	- can be harder for communicate with colleagues; - may feel isolated from colleagues; - requires good self-discipline.
B. Blue collar-shift work	- plenty of time during the day; - higher wages compared to standard day shifts.	- can disrupt natural sleep patterns, leading to fatigue, insomnia, and increased risk of health issues; - social isolation.
C. Freelance	- freedom to set their own schedules and work from anywhere; - autonomy to choose the projects you want; - taking on multiple projects simultaneously or charging higher rates for specialized skills.	- unstable income due to irregular project assignments or delays in payment; - no benefits such as health insurance, retirement plans, or paid time off; - may experience feelings of loneliness or isolation due to working alone;
D. Day job	- Stable income; - Social interaction; - Benefits such as health insurance, retirement plans, paid time off.	- follow fixed schedules and work from a specific location; - commute to and from the workplace; - follow office politics.

- WB: Tasks 7 and 8.
- You might set a 'for and against' composition for homework based on one of the extracts.
- As a wrap-up you can do the activities in the Afterthought. Students should discuss the working routine.

HOMEWORK

- The second part of the Afterthought may be set as a project for homework and marked.

B READING AND VOCABULARY

Working teenagers

Student's Book, pages 28-29

Suggested teaching time: 3 lessons

- The aim of this Unit is to present various job opportunities for teenagers, to present the advantages and disadvantages of those jobs and to differentiate between Georgian and British jobs for teenagers.

LESSON 1

TOPIC	Working teenagers
AIMS	<ul style="list-style-type: none">• Students will be able to discuss or write about their own working habits.• Distinguish between part-time jobs that are popular in the UK and in the US and not in Georgia and name the ones that are common in Georgia.• While reading and speaking, students will be able to make predictions about part-time jobs.• While reading, students will be able to locate specific information.• They will be able to list the benefits and drawbacks of working as a teenager.• They will be able to formulate their opinion on teenagers and part-time jobs, working during studies, volunteering, etc. and use target vocabulary while speaking.• Students will be able to provide synonyms for target vocabulary, match target collocations, as well as use target vocabulary in context.
MATERIALS	Student's Book, notebooks, Workbook
AIDS	<ul style="list-style-type: none">• board
CLASS ORGANISATION	T-class, individual work, pair work

INTRODUCTION (25')

Warmer 1

- Guided discussion. Ask questions like: What chores do you have to do? Do you get pocket money or do you have to earn it? Have you ever earned money by working? What were you doing? Do you plan to take a part-time job next summer? What are the options in Georgia?

Warmer 2

- Free writing: the task is: *The first money I earned or was given for something I did.*

TEACHER INFO

Free writing technique

Free writing is a process that involves continuous writing for a predetermined time (usually 5 to twenty minutes). In class it can be used in any stage of a lesson (as an introduction, wrap up, etc.) but students can also use it individually as the early stage of a writing process.

Tell students to write nonstop for a set period of time. They must not stop writing before the time has elapsed. They can write whatever comes to mind. They should write full sentences and the writing should look like a paragraph, not just notes or a list. If they think they are stuck they can write something like, "I don't know what to write about" or repeat some words and phrases until they find a new line of thought. They don't have to pay attention to the correct spelling, grammar or punctuation. They shouldn't cross out or change anything they have written. The point of this kind of writing is flow, not correctness.

In class students might share what they have written with a friend or with several classmates but they don't have to – they can keep it to themselves.

This technique helps students to become more comfortable with the act of writing. It helps them discover what to write about, it can make them less tense before formal writing and indirectly improve formal writing.

In the classroom it can also be used before discussions, since it helps students concentrate on the topic and generate ideas.

- Before Task 1 pre-teach vocabulary (to landscape, to stock (shelves), to mop, to bag, warehouse, tutoring).

TEACHER INFO

Vocabulary:

to landscape – to improve the appearance of (an area of land) as by planting trees, shrubs or grass; working in the garden

to stock – (shelves) to furnish with a stock or supply
to mop – to wipe, clean, or remove with a mop

to bag – to pack items in a bag

warehouse – a place in which goods or merchandise are stored; a storehouse

to tutor – to instruct

- In Task 1 students comment on the part-time jobs. They identify the ones not common in Georgia and add a few more they can think of which are common in Georgia. They may comment on the relationship between part-time jobs and regions in Georgia.
- POSSIBLE ANSWERS: (distributing leaflets, picking fruit and vegetables, field work).

NEW MATERIAL DEVELOPMENT (20')

- Before doing Task 2, remind students of the strategies for this task. Explain to students that although in the task in the Student's Book there are three options offered for each question.

LESSON 2

TEACHER INFO

Multiple-choice task

You will read a text and you have to answer 6 questions. For each question you are offered 4 answers and you have to choose the best option. The questions test your understanding of details, but can also test vocabulary or global understanding of the text.

STRATEGY

- 1 Read the whole text quickly to get a general idea.
- 2 Read the questions and underline the key words. DON'T read the options (A-D).
- 3 Find the parts of the text that answer the questions and underline the key words in the text. Look for words and phrases with similar meanings in the questions and the text.
- 4 Read the options and find the one that is closest to your answer.
- 5 Make sure you have reasons why each of the other three options is not correct.

- Before reading the text discuss the answers in class. Then read the text and check whether you were right. Discuss the answers as a class.

KEY:

Task 2

a, c, b, c, c

PRACTICE (25')

- Task 3 – Read the text again and underline the benefits and drawbacks of working as a teenager. You may use a T-table.

KEY:

Task 3

Benefits: 1 chance to gain valuable work experience (excellent for a CV), 2 networking possibilities, 3 good use of free time (reduces possibility of risky behaviour), 4 helps acquire time-management skills, 5 forms good work habits, 6 helps gain useful, marketable skills (improvement of communication skills, learning how to handle people, developing interview skills, filling out job applications).

Drawbacks: 1 higher rate of absenteeism, 2 less school involvement, 3 tiredness or lack of preparation for daily academic activities, 4 lower grade point average (students working 20 hours a week or more), 5 early entry into work environment may encourage negative views of work.

- Afterthought (Task 4) can be done as pair work. Students talk to their partner about the three questions. They have to report what their partner has said.

Tip!

Remind students that if they report the exact words, they should be aware of the rules for reported speech.

BUILDING UP VOCABULARY

PRACTICE (20')

- Students do Task 1 and are asked to provide more synonyms for each word.

Tip!

Remind students of the importance of using synonyms in their essays to avoid repetition. You may encourage them to keep Vocabulary records where they will record all the synonyms they might find useful for words such as advantages, disadvantages, good, bad, young people, school, nice...

KEY:

Task 1

- a expenses
- b benefits
- c drawbacks
- d to contribute
- e to argue
- f to obtain / to acquire
- g to handle
- h to increase
- i to outweigh
- j rewarding
- k to discourage
- l to emphasize

- If necessary, explain other unknown words:

TEACHER INFO

Vocabulary

- obtain** – get, acquire, or secure (something)
increased – greater in size, amount, or degree
be independent OF – not depending on other people for money
labour – work, especially physical work
involvement IN – the fact or condition of being involved with or participating in something
contribute – help to cause or bring about
transition – the process or a period of changing from one state or condition to another
path – a course of action or way of achieving a specified result
engage IN – participate or become involved in
fill out – add information to complete an official form or document
essential – absolutely necessary; extremely important
take into account – consider a specified thing along with other factors before reaching a decision or taking action

- Assign Tasks 1, 2, 3, 4 in WB for homework.
- Before doing Task 2 in the Students Book ask students to look at the word *employment* in line 4 in the text p. 29. Ask them:
Which part of speech is the word?
What is the form of the verb that this noun was formed from?
- In Task 2 tell students they will form nouns from the verbs given. Students work on Task 4 individually. They complete the phrases with the verbs provided. Let students pair up and compare their work before giving final whole class feedback.

KEY:

Task 2

VERB	nouns
<i>apply</i>	<i>application</i>
<i>praise</i>	<i>praise</i>
<i>emphasize</i>	<i>emphasis (plural: emphases)</i>
<i>argue</i>	<i>argument</i>
<i>encourage</i>	<i>encouragement</i>
<i>acquire</i>	<i>acquisition</i>
<i>develop</i>	<i>development</i>
<i>achieve</i>	<i>achievement</i>
<i>guide</i>	<i>guidance</i>
<i>contribute</i>	<i>contribution</i>

- After completing the table, students use the words from Task 2 to complete the gaps in Task 3.

KEY:

Task 3

- a** *praised*
- b** *contribution*
- c** *acquire*
- d** *achievement*
- e** *encouragement*
- f** *guidance*
- g** *emphasize / argue*

KEY:

Task 4

a obtain **b** gain **c** develop **d** provide **e** place **f** hold **g** improve

In Task 5 Students complete the sentences using some of the phrases from Task 4. Students' answers might vary, so allow time for some pair and group work before a whole class discussion.

Possible answers:

Task 5

- a** ...developing your identity.
- b** ... it might place a limit on study time.
- c** ...develop your skills and gain work experience.
- d** ...identity development and communication skills play a crucial role.

Students try to define the words in Task 6. They are all connected to work but have differences in meaning. The teacher can use concept-checking questions to clarify the meaning of the words.

TEACHER INFO

“Profession” and “vocation” emphasize the specialized and meaningful nature of work, “occupation” covers a wide range of work activities, “placement” is about matching individuals with opportunities, “position” refers to a specific role, and “employment” indicates to the state of having a job or work for pay.

After the meanings of the words in Task 6 have been clarified students can work on Task 7, where they are required to use the words from Task 6 to complete the sentences provided.

KEY:

Task 7

a *profession* **b** *placement* **c** *occupation* **d** *position*
e *employment* **f** *vocation*

Ask students to look at the title of the interview in Task 8 of the WB p 28 and predict what the interview will be about. After discussing their predictions, students have to choose the sentence that best fits each gap in the interview. Tell students to look closely at what B has to say before choosing the sentence. Let the students check their tasks in pairs before giving the whole class feedback.

Ask students to work on Task 8 in their Student's Books. Study their roles well, create a dialogue and rehearse it in pairs before presenting in front of the class.

Ask students to work on Tasks 9, 10, 11 in their WBs.

Assign WB Tasks 5, 6, 7 for homework.

C GRAMMAR

Wordbuilding

COMPOUNDS

Student's Book, pages 32-33

Suggested teaching time: 1 lesson

- The aim of this Unit is to identify, define and use compound adjectives and nouns.

LESSON 1

TOPIC	Compounds
AIMS	<ul style="list-style-type: none">• Students will be able to identify compound adjectives and list them according to positive/negative/neutral characteristics.• They will be able to use compound adjectives while writing and justifying their opinion.• Identify compound nouns while reading and underlining them.• Students will be able to match compound nouns and adjectives with their definitions.• They will be able to formulate definitions of compound adjectives and compound nouns by filling in the gaps.• They will also be able to use compound adjectives and nouns in context.
MATERIALS	Student's Book, Workbook
AIDS	<ul style="list-style-type: none">• board
CLASS ORGANISATION	T-class, individual work, pair work

INTRODUCTION (15')

Warmer 1

- Students do compound domino (Resource Bank, Activity 2). The task deals with compound nouns. Ask students to put the parts of the words together and later encourage them to elicit the term "compound" and to spot the three ways they are written (one word, two words, hyphenated).

Warmer 2

- Dictionary work: distribute dictionaries. Students are divided into groups of four. Each group is assigned nouns (bus, fire, school) and they should write down as many compounds as they can with each noun and organise them into three groups based on the way they are written. Set a time limit of 5 minutes.

Tip!

If students provide some collocations instead of compounds in their answers, discuss the difference between a compound and a collocation.

TEACHER INFO

DEFINITION OF A COLLOCATION:

A collocation is two or more words that often go together.

Some of the most common types are:

Adverb + Adjective: completely satisfied (NOT downright satisfied)

Adjective + Noun: excruciating pain (NOT excruciating joy)

Noun + Noun: a surge of anger (NOT a rush of anger)

Noun + Verb: lions roar (NOT lions shout)

Verb + Noun: commit suicide (NOT undertake suicide)

Verb + Expression With Preposition: burst into tears (NOT blow up in tears)

Verb + Adverb: wave frantically (NOT wave feverishly)

- Students look at Task 1 and they are supposed to elicit that all the words are compound adjectives and that they are all hyphenated. Tell them that compound adjectives are usually hyphenated. Encourage them to think of some more compound adjectives describing people.

TEACHER INFO

More adjectives

soft-spoken, self-conscious, well-behaved, middle-aged, middle-class, self-assured, laid-back, level-headed, absent-minded, thick-skinned, feeble-minded, bloody-minded (= deliberately uncooperative), open-handed, tight-fisted, close-mouthed, even-handed (= fair and impartial in treatment or judgment), faint-hearted, tight-lipped.

- Explain some of the meanings if necessary.

NEW MATERIAL DEVELOPMENT (15')

- In Task 2 ask students to draw a table in their notebooks and organise the adjectives into three groups. The adjectives they added in Task 1 should also be in the table.

KEY:

Task 2

Positive characteristics: Open-minded; Easy-going; High-spirited; Strong-willed; Well-educated; Good-looking; Kind-hearted; Smooth-talking

Neutral characteristics: Cold-blooded; Old-fashioned

Negative characteristics: Narrow-minded; Hot-blooded; Empty-headed; Hard-headed

- WB Task 1

- In Task 3 SB students list the characteristics of an ideal boss. They compare their list with a classmate and justify their choices by giving examples or explanations. The adjectives from the WB may also be used.

HOMEWORK

Tip!

Students are supposed to think about one of the following: My ideal... (husband, wife, girlfriend, boyfriend, neighbour, roommate, teacher...)

- The task is the same as Task 3 but this time students write their justifications as full sentences.
- Students do Tasks 4 and 5 in pairs.

KEY:

Task 4

Compound nouns: landscape artist, civil engineer, fashion designer, career guide, career choices, personality tests, career advice, job interviews, job (dis) satisfaction.

Task 5

- a career guide
- b job interview
- c job satisfaction

PRACTICE (10')

- WB Tasks 2, 3, 4, 5.

WRAP-UP (5')

- As a wrap-up students fill in the gaps in the Conclude Box, comment and give more examples of the target vocabulary.

KEY:

Conclude Box
adjective, hyphen
noun, adjective

PREFIXES and SUFFIXES

Student's Book, page 33

Suggested teaching time: 1 or 2 lessons

- The aim of this Unit is to identify, define and use prefixes and suffixes.

LESSON 1

TOPIC	Prefixes and suffixes
AIMS	<ul style="list-style-type: none"> • Students will be able to write the antonyms of adjectives by adding prefixes, as well as use them in context. • They will also be able to define what a prefix is, as well as explain the meanings of some prefixes and adjectives formed with them. • They will be able to identify and define suffixes, as well as build adjectives using suffixes and use them in context.
MATERIALS	Student's Book, Workbook
AIDS	• board
CLASS ORGANISATION	T-class, individual work

INTRODUCTION (5')

Warmer

- Students explain the title. Ask them to translate the terms *prefix* and *suffix* ("premetak" and "dometak").

NEW MATERIAL DEVELOPMENT (10')

- Students do Task 1 and add their own examples with each prefix.

KEY:

Task 1

- a ir-
- b in-
- c un-
- d in-
- e ir-
- f dis-, un-
- g im-
- h dis-
- i un-
- j dis-, un-
- k in-
- l im-

The two adjectives which can take two prefixes are organized (unorganized, disorganized) and loyal (disloyal, unloyal).

- Fill the Conclude Box.

KEY:

Conclude Box: (b)eginning

PRACTICE (5')

Do Task 2 as a class.

HOMEWORK

- Write sentences as in Task 2 for all the adjectives.

PRACTICE (25')

- Students do Task 3, find the meanings of the prefixes, provide two or more examples for each and translate the prefixes. They might also come up with Georgian words with the same prefixes if they exist.

KEY:

Task 3

1. mono - one
2. bi - two
3. poly -, multi - many
4. anti -, counter - opposing
5. semi - half
6. re - again
7. pre - beforehand
8. over - too much
9. under - not enough
10. mis - wrongly, incorrectly

- WB Task 6. Before doing the Task, revise the meanings of the prefixes. They will notice that the prefixes *mal* – and *non* – have not appeared before. Ask them to add the two prefixes to the list in Task 3 in the Student's Book and explain them. They read their answers and do Tasks 6, 7 and 8 (the prefix *tri* – might also be added to the list in the Student's Book) in the WB.
- Students circle the suffixes in Task 4 and fill in the Conclude Box. After that they write the suffixes and the nouns into their notebooks and think of additional examples for each suffix.

KEY:

Task 4

Suffixes: -ion, -ement, -ise, -ful, -al, -able, -ic, -ous, -fy, -age

TEACHER INFO

- **able** – excitable, portable, preventable
- **ation** – creation, narration, emancipation
- **ment** – movement, placement, shipment
- **ise** – antagonise, authorise, popularise
- **ful** – helpful, thankful, cheerful
- **al** – bacterial, theatrical, natural
- **ic/ical** – analytic/al, comic/al, organic
- **ous** – hazardous, humorous, wondrous
- **fy** – amplify, falsify, terrify
- **age** – passage, pilgrimage, voyage
- **en** – awaken, fasten, strengthen
- **ant** – brilliant, defiant, vigilant
- **y** – brainy, fruity, gooey (sticky, soft, and often sweet)
- **er** – announcer, barber, teacher
flutter, ponder, stutter
- **ism** – altruism, despotism, heroism

- WB: Students do Task 9.

Tip!

Students might add suffixes and examples from the WB into the table from Task 4 in the Student's Book. They might also fill the columns with their own examples.

D LISTENING AND SPEAKING

Tricky questions in a job interview

Student's Book, pages 34 – 35
Suggested teaching time: 3 lessons

- In this Unit students will talk about the language of job interviews, find out about the best ways to present themselves at such interviews and act out a job interview.

LESSON 1

TOPIC	Tricky questions in a job interview
AIMS	<ul style="list-style-type: none"> Students will be able to explain/paraphrase target vocabulary. Students will be able to identify the experience and questions at a job interview. They will be able to categorise satisfactory and non-satisfactory answers at a job interview while listening. They will also be able to use target expressions in context. They will be able to use indirect questions in context. They will be able to put tips for a successful interview into order. They will be able to create a job interview and dramatise it. They will be able to formulate a speech about job interviews and combine the acquired knowledge on job interviews. They will be able to define idioms and use them in sentences of their own. They will be able to do research and present the findings in class.
MATERIALS	Student's Book, Workbook
AIDS	board, audio
CLASS ORGANISATION	T-class, individual work, pair work

INTRODUCTION ()

Warmer 1

- Give students a list of answers to some of the most frequent questions in a job interview. Students come up with the questions. Variations on the given questions are also acceptable.
- In the *New York Times* and on your web page.
 - Where did you see the job advertisement for this position?
 - I am single.
 - What is your marital status? / Are you married?

- I have worked for a programming company as a web designer for two years and for an IT company as their project manager.
 - Do you have any experience in this field?
- I have the right combination of skills and experience. For example, the job description says you need people with project management skills who can work well in teams.
 - Why do you think you will excel in this position? / Why do you think you are the right person for this position/job?
- Squash, jogging and reading.
 - What are your hobbies? / What do you do in your free time?

TAPESCRIPT 6: T6

Speaker 1

My friends say I'm too tidy... Ah, yes... and they don't like my punctuality. However, during my studies I had a roommate who was also very neat. We got on like a house on fire! So, hmm, yes, maybe being too tidy... and too punctual sometimes. But that can also be good... can't it?

Speaker 2

Well, I think I'm good with people. At least this is what others say. I spent a year working with a coach and brushed up my negotiating skills. If you tell people what they want to hear, they'll buy the product. As you can guess, I like setting goals and enjoy fulfilling them...

Speaker 3

Well, you're a big company... I didn't check how many employees you have, but I mean – it must be a lot! And you offer lots of services... don't you? I'm really sorry... This is my third interview this week... What business are you in?

Speaker 4

I remember being asked about my motivation for the job. I started talking about a challenge, opportunities to climb the career ladder, and things like that. But they kept asking me, "Is that it? What else?" I felt they weren't satisfied with my answers. Then, finally, one of the interviewers said, "Money. Aren't you motivated by money?" Anyway, I didn't get the job... And then, at another interview, when they asked me the same question, I decided to let the cat out of the bag. I said: "You know – money!" They were shocked... I didn't get that job either. You can imagine how confused I was... However, I realized one thing about job interviews: the most important thing in job interviews is to be true to yourself.

Speaker 5

You don't really expect me to say that I see it as an opportunity to grow and develop in my career! What nonsense! Why would anyone do that? I can get really touchy about it... and pig-headed... You'd have a hard time talking to me afterwards. My mother used to say it's like talking to a brick wall.

Speaker 6

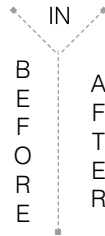
I'd just left my former employer when I applied for a new job. We'd had a heated argument and I'd got the sack. So, when they asked the question, I could hardly wait to spill the beans. It took me some time after the interview to realise I'd really put my foot in it. I can't even begin to tell you how embarrassed I felt!

- Ask students to group the questions according to the categories: personal life, hobbies and interests, adequacy for the job, experience, etc.

Warmer 2

- Brainstorm: Make a list of things you should and shouldn't do before, in, and after an interview. In order to compare and contrast ideas, you may use a Y chart.

SHOULD/SHOULDN'T



- In Task 1 students explain the words as a class. You might add some vocabulary from Warmer 1 (position, experience, marital status, skills...)

KEY:

Task 1

Possible answers:

Applicant: A person who applies for a job or position.

Interviewer: Someone who asks questions during a job interview to determine a candidate's suitability for a job.

Head-hunting: The process of actively looking for and recruiting skilled individuals for employment, often for specialized or executive positions.

Interviewee: A person who is being interviewed for a job or position.

Job vacancy: An available position or job opportunity within a company or organization that needs to be filled.

Short-listed: Candidates who have been selected from a larger group of applicants for further consideration in the hiring process.

Dress code: A set of rules or guidelines regarding the appropriate clothes to be worn in a particular setting, such as a workplace or social event.

Employment agency: An organization or company that helps individuals find employment by matching them with job opportunities provided by employers.

- WB Task 1.

NEW MATERIAL DEVELOPMENT (20')

- In Task 2 students look at the idioms from the listening and match them with the definitions.

KEY:

Task 2

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

In task 3 students listen for the gist and choose the right answer.

KEY:

Task 3

d

- **T 6** In Task 4 students listen to the text and mark the questions that are answered.

KEY:

Task 4

a do not need

b 4

c 6

d do not need

e 2

f 1

g 5

h do not need

i 3

Questions not answered: a, d, h.

Tip!

Students read the answers they have ticked and try to remember what the speakers have said.

- Before doing Task 5 read the useful expressions in the box as a class. (Remind students of the forms of indirect questions in English.) Encourage students to use different expressions in their discussion.
- WB Task 3.

LESSON 2

PRACTICE (45')

- Based on Task 5, students do Task 6 from the Student's Book.
- Students do Task 7 and comment. Ask them if they can think of more tips for a successful interview.

KEY:

Task 7

h, f, e, g, c, b, d, a

Tip!

After the Task you may show a video clip from the Internet of a job interview or a career advisor giving tips for a job interview. (There are many available online.) After the video you may ask students to add the tips to the list in Task 7.

- Tasks 8, 9, 10 aim at producing the language that has been learned. They give the teacher an opportunity to differentiate the task. Give students the choice to pick one of the tasks to perform according to their abilities and interests.
- In Task 8 you may use the role cards from the Resource Bank (Activity 3). One student is the interviewer and four volunteers are the job seekers. Before doing the role-play give students time to get prepared.

Tip!

The first job seeker should be the worst example. If necessary prepare the student to give unsatisfactory answers in order to provoke comments later in the discussion (Yes/No answers, vague answers, informal language, excessive body language, etc.).

LESSON 3

PRACTICE (45')

- In Task 9 volunteers might prepare the speech from the position of a career advisors or you might assign the task to the whole class and grade it.
- Task 10 aims at the gender equality (SDG 5) of the sustainable development goals (SDGs). The research and presentation can be done in small groups or individually.

Research: Gather info from reliable sources on gender equality in the workplace.

Collect Data: Get stats, cases, and examples showing gender issues.

Analyze: Look for patterns and insights in your data.

Prepare Presentation: Organize your findings into a clear talk with visuals.

Practice: Rehearse your talk to improve delivery.

Present: Speak confidently, engage your audience, and be ready for questions.

Reflect: Think about how your talk went. Find out what you did well and what you could do better next time.

- WB Task 2 might be done afterwards.

E WRITING

Writing a CV – can we lie a little?

Student's Book, pages 36 – 37

Suggested teaching time: 1 lesson

- In this Unit students will talk about the language of CVs and find out about the best ways to write a successful CV.

LESSON 1

TOPIC	Writing a CV – Can we lie a little?
AIMS	<ul style="list-style-type: none"> Students will be able to define target vocabulary. They will be able to identify specific information while listening. They will be able to categorise DOs and DON'Ts for writing a CV. They will be able to order (arrange) phrases used in a CV. Students will be able to write an imaginary CV. They will be able to define the rules for writing a letter of application, as well as compose one by filling in the gaps. They will be able to match target abbreviations with their meanings.
MATERIALS	<ul style="list-style-type: none"> Student's Book
AIDS	board, audio
CLASS ORGANISATION	T-class, individual work, pair work

INTRODUCTION (10')

Warmer

- Class discussion. Suggested questions: What do we need to do to apply for a job?

Suggested answers:

Search for vacancies, fill in an application, write a CV, go to an interview...

- Where can you find job advertisements?

Suggested answers:

situations vacant on the Internet or in newspapers...

Situations vacant – the part of a newspaper in which jobs are listed

Task 1

- Students match the terms to their definitions.

KEY:

Task 1

a *résumé / curriculum vitae* **b** *letter of application*

c *qualification* **d** *referee*

Tip!

Remind students that the word *referee* has other meanings.

TEACHER INFO

referee

- a person to whom reference is made, esp. for an opinion, information, or a decision
- a person who is in charge of a sports game and who makes certain that the rules are followed
- a person or organisation that helps find a fair solution to a disagreement

- Ask students to form the following derivatives as shown in the table:

VERB	NOUN	NOUN/PERSON
	qualification	–
		referee
	application	

KEY:

VERB	NOUN	NOUN/PERSON
<i>qualify</i>	<i>qualification</i>	–
<i>refer</i>	<i>reference</i>	<i>referee</i>
<i>apply</i>	<i>application</i>	<i>applicant</i>

NEW MATERIAL DEVELOPMENT (10')

- T 7** In Task 2 students listen to four applicants and do the Task.

KEY:

Task 2

a 3 **b** 4 **c** 2 **d** 1 **e** 4 **f** 3

PRACTICE (10')

- Students do Task 3 in pairs.

KEY:

Task 3

Do:

Keep your CV brief and stick to the facts.

Include relevant hobbies or interests that may make you stand out.

Be precise and organize your work experience chronologically.

Highlight any adventurous or brave experiences, if relevant.

Double-check all contact information to ensure accuracy.

Don't:

Don't lie on your résumé or CV, even about small details.

Avoid including skills or experiences you don't actually possess.

Don't make mistakes about past jobs or experiences in your CV.

Avoid exaggerating or fabricating qualifications or experiences.

Don't forget to proofread your CV and ensure all information is correct and up-to-date. Students' answers.

Tip!

Students may add their own ideas on what should be included in a CV.

- Students complete the CV in Task 4 and discuss.

Tip!

The teacher might show their own CV and comment on differences between the Georgian and British educational system. Additional target vocabulary might also be explained (gymnasium ≠ grammar school, professor ≠ teacher, faculty ≠ university, vocational school).

KEY:

Task 4

Name and surname

Address

Phone number

Email

Marital status

Date of birth

Nationality

Education

Work experience

Skills

Interests

References

- WB Task 3, 4.

HOMEWORK

- Based on Task 4 in the SB and Task 3 in the WB students do Task 5 for homework.

PRACTICE (10')

- WB Task 1. After doing the task students might review the rules for writing formal letters in English, particularly letters of application, by analysing the letter in Task 1.

TEACHER INFO**Formal letters**

When writing a formal letter there are a number of conventions that should be used. The letter should be concise and relevant, written simply and clearly and the language should be formal (formal style = formal register, complex sentences, polite forms, impersonal tone, no abbreviations and collocations, correct grammar and spelling, no contractions). It should be written in a correct format and well presented.

Outline

- 1 The return address usually goes in the top right hand corner.
- 2 The address of the person you are writing to should be written on the left, starting below your address.
- 3 The date can be written on the right or the left on the line after the address you are writing to. The month should be written as a word.
- 4 The salutation or the greeting at the beginning of the letter depends on whether or not you know the name of the person you are writing to. If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs or Miss, you can use Ms. If you do not know the name use "Dear Sir or Madam".
- 5 The first paragraph should state the purpose of the letter.
- 6 The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the letter.
- 7 The last paragraph states what action you expect the recipient to take (e. g. to send you information).
- 8 It is common to end a letter with a phrase such as "I look forward to hearing from you" but it is not necessary.
- 9 The ending of the letter depends on how you have started. If you have started the letter with the name of the person you would normally write "Yours sincerely" and if you have started with Dear Sir or Madam you should write "Yours faithfully".
- 10 Sign your name directly below this (on the left) and print your full name under the signature.

TAPESCRIPT 7: T7**Speaker 1**

I remember very well writing my first CV. My uncle helped me write it. He told me to keep it brief and stick to the facts. He also advised me to include a thing or two about my hobbies. At that time I was an active badminton player and organized tournaments all over the country, so I decided to write about that in my CV as well. It turned out that it was a good decision! Two of the interviewers also played badminton, and we spent half an hour talking about the game... I got the job. I believe it was my qualifications that paved my way to the job interview, but it was a hobby that made the difference.

Speaker 2

Well, I made a huge mistake in my first résumé – I lied. I mean, I didn't lie a lot... Hmm... it was... a little lie... But it was the wrong thing to do! I wrote that I could speak Spanish fluently, which was true, and that I could also speak some French. But the truth was I hadn't spoken French since primary school. You can imagine my surprise when one of the interviewers spoke to me in French!

Speaker 3

It was so embarrassing... I didn't organize my work experience chronologically. I included my current position, which was fine, but I somehow made mistakes about my past jobs. It made me look ridiculous when they started asking questions about it. I would say that being precise is really important when writing a CV. And I forgot to mention that in college I had the highest GPA of my generation. I believe that's worth mentioning...

Speaker 4

During my studies I took a gap year to travel a little, and I decided to include that in my CV. And they liked it! They thought I had to be rather adventurous and brave to do something like that. And it was just what they needed for the job. Of course, I had the necessary qualifications as well. But I almost ruined my chances of a job interview – I wrote the wrong phone number in my CV... They were trying to contact me for days without success, and finally decided to try by email. Luckily, that worked!

F BROADENING YOUR HORIZONS

Those magical brown beans

Student's Book, pages 38 – 39

Suggested teaching time: 2 lessons

- The aim of this Unit is to practise reading on the cultural topic of coffee habits in the USA and other countries and compare them with Georgia.

LESSON 1

TOPIC	Those magical brown beans
AIMS	<ul style="list-style-type: none">• Students will be able to tell about their personal coffee habits.• They will be able to predict about coffee and coffee culture around the world.• While reading they will be able to identify specific information.• They will be able to identify target vocabulary while reading, as well as match it with their definitions.• They will be able to prepare a presentation on coffee culture and the health effects of coffee.
MATERIALS	<ul style="list-style-type: none">• Student's Book
AIDS	<ul style="list-style-type: none">• board
CLASS ORGANISATION	T-class, individual work, pair work

INTRODUCTION (15')

Warmer 1

- The teacher reads ten statements about coffee and asks students to guess what the statements are about. Students are allowed to guess after each statement.

- 1 It is a plant.
- 2 It is cultivated in more than 70 countries.
- 3 The top 5 countries where it is cultivated are Vietnam, Indonesia, Colombia, Ethiopia and Brazil.
- 4 It is also a drink.
- 5 It is made from the seeds of the plant.
- 6 The drink is brewed.
- 7 The seeds are first roasted or baked, and then ground.
- 8 Some people believe that the drink helps them ease headaches.
- 9 The drink is brown and has a bitter taste.
- 10 The beverage has a stimulating effect because of its caffeine content.

Warmer 2

- The teacher might bring realia, such as a container of freshly ground coffee, and ask students to sniff it with their eyes closed. Afterwards, students write down their associations.
- Instead of bringing realia, students may imagine entering a coffee shop or be shown photos of coffee mugs, coffee shops or coffee.

- Students do Task 1 in pairs.
- Pre-teach the word *sip* if necessary.

sip – to drink in small quantities.

- Students make predictions in Task 2.

NEW MATERIAL DEVELOPMENT (30')

- Afterwards, students read the text and find the correct answers. Remind students to underline the parts of the text where the answers are located.

KEY:

1 a *smaller cups than Americans*

This ritual causes Americans to associate Europe above all with cars that oddly do not contain cup holders (which, to an American, is like selling a car without tires), or with the unbelievably cups of coffee European restaurants serve, so small that my father-in-law always had to order two cups of coffee.

2 b *to prevent sleep*

Not without reason is the word 'coffee' derived from the Arab 'qahwa', meaning 'that which prevents sleep.'

3 a *white-collar workers*

Starbucks appeals to the laptop genre of people: consultants, students, intellectuals, and the middle class, and a Starbucks coffee is a white-collar coffee, while a Dunkin' Donuts coffee is a blue-collar coffee.

4 a *business people*

Starbucks appeals to the laptop genre of people: consultants, students, intellectuals, and the middle class, and a Starbucks coffee is a white-collar coffee, while a Dunkin' Donuts coffee is a blue-collar coffee.

5 a *coffee, ice-cream and chocolate*

It is so much more than just coffee: it's chocolate, ice-cream, Frappuccino, travel mugs with prints, cups, live music, CDs, discounts on exhibitions and even support for volunteer work.

- Students compare the correct answers with their predictions.

Tip 1!

You may have a discussion about the text. You may ask:

- In which way is coffee described in the text?
- Are coffee cultures in Europe and in the USA different? How?
- Is it only the coffee that is important?
- Which type are you?

Tip2!

Find the key words in each paragraph and use them to retell or summarise the text.

Suggested key words:

- *coffee socialite/coffee culture*
- *morning coffee in the USA*
- *coffee cups*
- *coffee business*
- *the illusion of human warmth*
- *coffee in the consumer society*

repetitive – containing or characterised by repetition, especially when unnecessary or tiresome

regain – obtain possession or use of (something, typically a quality or ability) again after losing it

high finance – financial transactions involving large sums

float – rest or move on or near the surface of a liquid without sinking

to found ≠ find (simple past tense)

surface /'sə:fɪs/ – students should pay attention to pronunciation!

LESSON 2**NEW MATERIAL DEVELOPMENT (20')**

- Students do Task 3.

KEY:

Task 3

- a *bob*
- b *rush hour*
- c *to drive-in*
- d *duck into*
- e *to clutch*
- f *agitated*
- g *to down*
- h *entrepreneurship*
- i *mug*

- You may explain the other words that students might not be familiar with from the text.

TEACHER INFO**Vocabulary:**

literally – in a literal manner or sense; exactly

socialite – a person who is well known in fashionable society and is fond of social activities and entertainment.

chain – a group of hotels, restaurants, or shops owned by the same company

branch – a division or office of a large business or organisation, operating locally or having a particular function

foamy – producing or consisting of foam; frothy

boldly – confidently; courageously

imprint – impress or stamp (a mark or outline) on a surface

saving grace – a redeeming quality or characteristic

savvy /'savi/ – shrewd and knowledgeable about the realities of life

comfy – comfortable

agitated – feeling or appearing troubled or nervous

to frequent /frɪ:kwɜːnt/ – to visit (a place) often

assortment – a miscellaneous collection of things or people

appeal (to) – be attractive or interesting

chic – elegantly and stylishly fashionable

velvet – a closely woven fabric of silk, cotton, or nylon, that has a thick, short pile on one side

PRACTICE (25')

- WB Tasks 1, 2, 3.
- WB Tasks 4 and 5. Pre-teach the word *etiquette* (= the practises and forms prescribed by social convention or by authority). Discuss the text and ask students if they know of any other examples of etiquette in Georgia and other countries.
- Do Tasks 6 and 7 with students.
- ROLE PLAY (Resource Bank, Activity 4). This may be done as a wrap-up activity for the topic of business etiquette that is dealt with in the Workbook, Tasks 4-7, page 37-38.
- After that, you can do the task from the Resource Bank, using the information discussed in Tasks 4, 6 and 7.

HOMEWORK

- Task 4 from the Student's Book may be set as homework.

KEY:

Task 4

Students' answers.

Tip!

You may also ask volunteers to prepare short presentations about coffee (history, growing coffee, recipes).

Optional – Cross-curricular lesson 2

UNIT 3 MAKING A DIFFERENCE

A LISTENING AND SPEAKING

Who am I and who do I want to be?

Student's Book, pages 42 – 43

Suggested teaching time: 3 lessons

- The aim of this Unit is to define active citizenship, give examples of it and make students find ways for themselves to become active citizens.

LESSON 1

TOPIC	Who am I and who do I want to be?
AIMS	<ul style="list-style-type: none">• Students will be able to match target vocabulary with pictures and define target expressions.• They will be able to estimate whether they are active citizens.• They will be able to explain target vocabulary.• They will also be able to discuss whether they could make any changes in their local community.• While listening they will be able to identify the types of citizens and the causes.• They will be able to match target vocabulary with their definitions and use the target vocabulary in context.• They will be able to discuss and justify active citizenship.• They will be able to formulate pieces of advice on being an active citizen.
MATERIALS	<ul style="list-style-type: none">• Student's Book
AIDS	board, audio
CLASS ORGANISATION	T-class, individual work, pair work, group work

INTRODUCTION (20')

Warmer 1

- Students form a line based on how interested in politics they are, from *not interested at all* to *very interested*. While forming the line they discuss with the other students to find their place in the line. After they have found their place, you may ask them what their decision was based on and what *interested* or *not interested* means to them.

TEACHER INFO

Value Line – strategy

In a value line students line up according to how strongly they agree or disagree with a statement or idea or how strongly they value something. This method motivates students to evaluate their positions on an issue and provides an opportunity for movement as well as for active listening.

Ask a question or present an issue to students. Tell students to think how they feel about the issue and to line up according to their opinion.

If you want, you can put signs in the place of the line to be formed: *strongly agree* – *agree* – *undecided* – *disagree* – *strongly disagree*.

When students have chosen their positions ask them to look where the class stands on the issue and to discuss it.

Warmer 2

- Pre-teach the word **rally** – to call together for a common purpose; assemble.
- Show the video clip about animal activists: <https://news.yahoo.com/video/activists-rally-reform-baltimore-county-231300543.html>
- While watching students answer the following questions:
What do the activists claim?
What do they rally for?
What problems do they mention?
What does the director of the Health Department claim?
When will the new shelter be opened?

KEY:

Suggested answers:

- The activists claim that the conditions at the shelter are unacceptable because they are poor.
- They rally for reform at the Baltimore animal shelter.
- Volunteers are frequently shut out and the euthanasia rate is way too high – more than 60%. Some of the animals could have been saved and better cared for because they are healthy, adoptable animals. The animal shelter is run like in the 1930s even though it is not a poor county.
- He says the staying and nurturing has been expanded, weekend hours have been added, along with two veterinarians.
- It will be opened next year.

- Students do Task 1.

KEY:

Task 1

- 1 *political rally*
- 2 *politician*
- 3 *activist*
- 4 *demonstrations*
- 5 *elections*

- Discuss the pictures and ask students if they have been involved in such activities before.

NEW MATERIAL DEVELOPMENT (25')

- Students do the quiz in Task 2 and discuss their results.
- Task 3. Pre-teach the collocations *inert citizen* and *conscientious citizen*.
inert = unable to move or act
conscientious = guided by conscience, involving or taking great care; painstaking; diligent
- If you have done Warmer 1, ask students to compare the results of the quiz to their position in the line.
- Go back to Task 2. Ask students to underline examples of terms referring to active citizenship and read their answers.

KEY:

Suggested answers:

- *take part in a community project*
- *volunteer for a campaign*
- *vote in an election*
- *contact an elected official about an issue you care about*
- *get involved in local leadership*
- *be familiar with the major political parties*
- *name two public policy issues in the country at the moment*
- *name the president, the prime minister and the government ministers*

LESSON 2

PRACTICE (45')

- WB Tasks 1 and 2.
- Task 4. Encourage students to use the vocabulary from the previous task to talk with their classmates.
- Ask students if they feel they are typical citizens of Georgia and what a typical citizen of Georgia would be like.
- **T 8** Task 5 – Pre-teach vocabulary.

KEY:

Task 5

- bear witness – 4. provide evidence of the truth of something
- stray in the wrong direction – 2. begin to do something different from what one should be doing
- support a cause – 5. approve of a cause and provide everything necessary to have the problem solved
- be involved in decision-making – 1. take part in creating and enforcing laws
- be proactive – 6. controlling a situation by making things happen rather than waiting for them to happen

feel alienated – f. have the impression that one does not belong in a particular group

- a feel alienated
- b be proactive
- c support a cause
- d bear witness
- e strayed in the wrong direction
- f be involved in decision-making

- **T 8** Task 6 – listening for details. Pre-teach vocabulary.

TEACHER INFO

Vocabulary:

- cause** – a principle, aim, or movement to which one is committed and which one is prepared to defend or advocate
- proactive** – reacting or controlling a situation rather than just responding to it after it has happened
- alienate** – make (someone) feel isolated or estranged

KEY:

Task 6

- Speaker 1 (Mark) – *inert citizen*
- Speaker 2 (Christian) – *conscientious citizen*
- Speaker 3 (Rita) – *active citizen*
- Speaker 4 (Mila) – *volunteer*

KEY:

Task 7

- a 4
- b 3
- c 3
- d 4
- e 2
- f 1
- g 4
- h 3

Tip!

You may also point out the usage of prepositions in the following collocations: be active in, be concerned about, be involved in, feel alienated from.

TAPESCRIPT 8: T8

Speaker 1 (Mark)

Why should I care? All the politicians and all political parties are the same: it really doesn't matter who's in charge. It's got nothing to do with me. They remember us only during the election year, and even then they only care about votes, nothing else.

Speaker 2 (Christian)

My motto is "Who if not you, and when if not now?" Politicians are there to represent us, and we have to be well informed who to choose and follow closely what they do so they won't stray in the wrong direction. I don't want others to make decisions on my behalf.

Speaker 3 (Rita)

I always vote in general elections, but I don't generally participate in political life. I'm deeply worried about the state of our country, and I'd like to see it moving in the right direction, but I think it isn't up to us, but to politicians, to do the right thing.

Speaker 4 (Mila)

In recent years I've entered the world of doing good deeds, and I've reinvented myself. There were so many things bothering me, but nothing happened until I realized problems couldn't be solved by themselves, and I got involved. Now I know there's a lot more I can do to make a difference.

Tip!

You may ask students to list the problems the people in the listening text addressed and the solutions they came up with.

KEY:**Suggested answers:***Problems:*

- All political parties are the same, they remember us only during the election year and only care about votes
- Deeply worried about the state of the country

Solutions:

- We have to be well informed about whom to choose so that they do not stray in the wrong direction
- It's up to us to do the right thing
- Enter the world of doing good deeds
- Get involved, make a difference

- WB: In pairs students do Task 3. Encourage them to use target vocabulary.
- WB 4, 5, 6 and 7.
- Task 8 may be done in groups of four. Students debate and justify their arguments.

KEY:*Task 8*

- a** *conscientious citizen*
- b** *active citizen*
- c** *active citizen*
- d** *volunteer*
- e** *inert citizen*
- f** *active citizen*

- **Optional** – Cross-curricular lesson 4

B READING AND VOCABULARY

One is never too young to make a difference

Student's Book, pages 44 – 45
Suggested teaching time: 2 lessons

- The aim of this Unit is to discuss people who made a difference and their deeds.

LESSON 1

TOPIC	One is never too young to make a difference
AIMS	<ul style="list-style-type: none"> Students will be able to discuss the quotation. While reading they will be able to identify whether the given quotation applies to the text They will be able to discuss and justify their opinion. They will be able to match target vocabulary with the definitions to decide whether the information is true or false. While reading they will be able to locate specific information. They will also be able to use target vocabulary in context. They will be able to write their own sentences using target expressions.
MATERIALS	Student's Book
AIDS	<ul style="list-style-type: none"> board
CLASS ORGANISATION	T-class, individual work

INTRODUCTION (15')

Warmer 1

- You may ask students what kind of people they admire and why.

Warmer 2

- Ask students to speculate about the missing word from the title: *One is never too young to make a _____.*

Warmer 3

- Show students a picture of the little boy who saved Holland. Students predict who he might be and what he might be doing. Then read the story.

TEACHER INFO

The Little Dutch Boy by Peter Miller

Dutch legend has it that there was once a small boy who, upon passing a dyke on his way to school, noticed a slight leak as the sea trickled in through a small hole. Knowing that he would be in trouble if he were late for school, the boy poked his finger into the hole and so stemmed the flow of water. Sometime later a passerby saw him and went to get help. This came in the form of other men who were able to repair the dyke and seal up the leak.

This story is told to children to teach them that if they act quickly and in time, even they with their limited strength and resources can avert disasters. The fact that the Little Dutch Boy used his finger to stop the flow of water is used as an illustration of self-sacrifice. A physical lesson is also taught: a small trickle of water soon becomes a stream and the stream a torrent and the torrent a flood sweeping all before it: dyke material, roadways and cars, and even railway tracks and bridges and whole trains.

This tale originates from the American writer Mary Mapes Dodge and is in fact not a real myth, although many people believe it is.

- You may discuss the story with students after reading it.
- Discuss the statement in Task 1.

TEACHER INFO

Henry Ford (1863 – 1947) was an American industrialist, the founder of the Ford Motor Company, and sponsor of the development of the assembly line technique of mass production.

NEW MATERIAL DEVELOPMENT (30')

- Students do Task 2. Encourage them to underline the parts of the text where they have found the answers.

KEY:

Task 2

- FALSE** – she “silenced the world for 5 minutes”
Due to the speech given there, Canadian environmental activist Severn Cullis-Suzuki, a twelve-year-old at the time, became known as The Girl Who Silenced the World for 5 Minutes.
- TRUE**
The year was 1992; the United Nations Assembly met in Rio de Janeiro for the Earth Summit, in which the plenary session was, strangely enough, closed by a child.
- FALSE** – not much action by the UN followed
Although slightly discouraged and a bit shaken that more action wasn't taken by the UN she addressed, she never gave up nor let it stop her.
- FALSE** – she continued giving speeches
Severn's speech was only the beginning, and ever since she hasn't stopped making a difference in the world.
- FALSE** – not promoting the United Nations
Now an adult, she advocates becoming the change we want to see in the world. And she is the change – a speaker

and an author travelling round the world, preaching her passion and urging those she speaks to to man up and act on the issues addressed to help preserve the future.

- Students do Task 3. Encourage them to read the parts of the text where they have found the answers.

KEY:

Task 3

a 3

Her intense, personal and provocative talk left the delegates speechless and brought many of them to tears. Severn addressed a number of different issues – from pollution to starving children. She voiced the questions of extinct species, holes in the ozone layer and deforestation and shared her concern about the planet we are to leave to our children. Unlike many adults, who are often too afraid to admit not knowing something, Severn was honest, admitting she had no answers. However, her aim was to make world leaders realise they didn't have the answers, either, and that it was high time not only to start looking for the answers but also to stop bringing crises on. Expressively and passionately, Severn addressed the representatives not as politicians, but as mothers, fathers, and children, reminding them they were there to protect the Earth not for the sake of economics or politics, but for the sake of the people we care about.

b 2

At the age of nine, with a group of like-minded schoolmates, Severn founded the Environmental Children's Organization, a group of schoolchildren dedicated to learning and teaching other youngsters about environmental issues. Three years later, with a couple of her peers, she held bake sales and sold hand-made earrings and beaded necklaces to raise the money necessary to attend the United Nations Assembly in Brazil – more than 7, 000 kilometres from home. It was quite a journey and a lot of money to raise, but Severn succeeded. She was convinced that she had something worth saying; she strongly believed that the leaders of the United Nations needed to hear her speech, and she was determined to accomplish her goal and make her voice heard.

c 1

This is a story about taking a stand. It is also an account of an activist's approach to life. Moreover, it is a tale of what more people should do when faced with a problem.

The year was 1992; the United Nations Assembly met in Rio de Janeiro for the Earth Summit, in which the plenary session was, strangely enough, closed by a child. Due to the speech given there, Canadian environmental activist Severn Cullis-Suzuki, a twelve-year-old at the time, became known as *The Girl Who Silenced the World for 5 Minutes*.

d 5

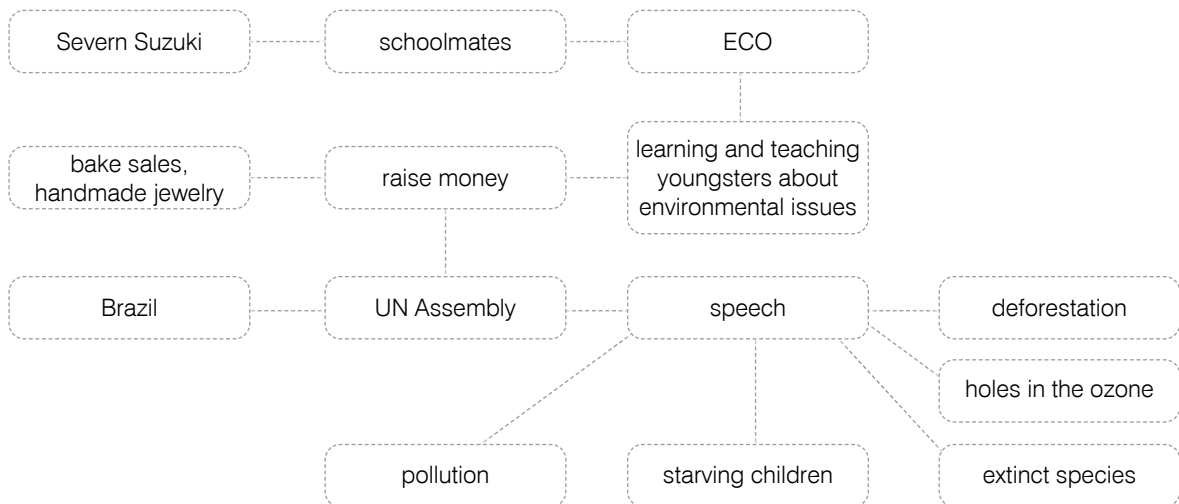
After being silent for five minutes during her speech, the world's policy makers gave Severn a standing ovation, some still at a loss for words. Many claimed she gave the best speech at the summit. The address propelled her onto the world stage, and, though still just a child, she became known as an environmental activist that has to be heard. Severn's speech was only the beginning, and ever since she hasn't stopped making a difference in the world. Although slightly discouraged and a bit shaken that more action wasn't taken by the UN she addressed, she never gave up nor let it stop her. Now an adult, she advocates becoming the change we want to see in the world. And she is the change – a speaker and an author travelling round the world, preaching her passion and urging those she speaks to to man up and act on the issues addressed to help preserve the future. "Wake up and smell the ecological devastation in the air, move to save our forests, and stop polluting our lakes and oceans", preaches Severn, knowing that her message often falls on deaf ears and that the applause in Rio has long since died down, but still determined to do her best and convinced that, if everyone does the same, change is bound to come.

e 4

Severn also expressed the idea of sharing, wondering how those who have the least are always ready to give part of it away, while those who have more than enough would rather throw items away than help others who go without on a daily basis. The 12-year-old criticised grown-ups for not doing the very same things they teach their children to do from earliest childhood: "not to fight with others, to work things out, to respect others, to clean up our mess, not to hurt other creatures and to share – not be greedy".

Tip!

Ask students to find and organise the key words from the text into a mind map. They may use their mind maps to retell the text or you may use the following one:



LESSON 2

PRACTICE (45')

- The Afterthought Task (Task 4) may be done in pairs, in groups or as a class.

WRAP-UP

Tip!

Ask students to prepare a short speech on the topic "If you had 5 minutes in front of the UN Assembly, what would you say?"

BUILDING UP VOCABULARY

Student's Book, pages 46 – 47
Suggested teaching time: 2 lessons

LESSON 1

TOPIC	Vocabulary
AIMS	<ul style="list-style-type: none">• Students will be able to match target vocabulary with the definitions.• Students will be able to use target vocabulary in context.• They will also be able to match collocations.• They will be able to use collocations in context as well as in sentences of their own.• They will be able to compose a chart with the word forms of the target vocabulary.• They will be able to use different word forms of target vocabulary in context.
MATERIALS	<ul style="list-style-type: none">• Student's Book
AIDS	<ul style="list-style-type: none">• board
CLASS ORGANISATION	T-class, individual work

PRACTICE (45')

- Students do Task 1.

KEY:

Task 1

a account – a written or spoken report about something that has happened
b summit – a meeting or series of meetings between leaders of two or more countries
c dedicated – devoted to a task or purpose
d like-minded – share the same opinions, ideas, or interests

e concern – a worried or nervous feeling about something
f expressively – in a way that shows what someone thinks or feels

g standing ovation – an enthusiastic reaction to a performance or speech in which people stand and clap to show how much they enjoyed or approved of it

h propel – to move or push someone or something forward

i advocate – to publicly support a particular policy or way of doing things

j urge – to advise someone very strongly about what action or attitude they should take

k man up – to start being brave and dealing with a difficult situation

l preach – to give a speech trying to persuade

- Students fill in the gaps in Task 2 with the words from the Task 1.

KEY:

Task 2

- a dedicated
- b urge
- c expressively
- d summit
- e account

- In Task 3 students put the verbs from the text in the right sentences.

KEY:

Task 3

- a was preaching
- b man up
- c propelled
- d advocating
- e urged

TEACHER INFO

Vocabulary:

urge – to advise or try hard to persuade somebody to do something
propel – drive or push something forward

LESSON 2

PRACTICE (45')

- In Task 4 students match the verbs with the words to form phrases.

KEY:

Task 4

- a to raise money
- b to bring someone to tears
- c to address an issue
- d to be at a loss for words
- e to be bound to happen
- f to fall on deaf ears

TEACHER INFO

Vocabulary:

- to raise money** – collect, levy, or bring together money
- to bring someone to tears** – make someone cry
- to address an issue** – to deal with
- to be at a loss of words** – unable to think of something to say
- to be bound to happen** – compelled or obliged to act, behave, or think in a particular way, as by duty, circumstance, or convention
- to fall on deaf ears** – to be ignored or pass unnoticed

- Students fill in the gaps in Task 5 with the phrases from Task 4. Remind students to use an appropriate form or tense of the verbs.

KEY:

Task 5

- a *to raise money for*
- b *fell on deaf ears*
- c *to address an issue*
- d *brought everyone to tears*
- e *be at a loss for words*

Tip!

At this point you may ask students to find other words they are not familiar with in the text. Ask students if they can explain them or explain them yourself.

TEACHER INFO

Vocabulary:

- to take a stand** – to publicly express an opinion about something
- plenary session** – a meeting for all members attending a conference, either at the beginning to discuss general issues or at the end to announce progress
- to close a session** – bring a session to an end
- like-minded** – having similar tastes or opinions
- beaded** – covered with beads (small pieces of glass, stone, or similar material that are threaded with others to make a necklace or rosary or sewn onto fabric)
- for the sake of** – in order to benefit
- die down** – become less loud or strong
- approach to** – students should pay attention to the use of the preposition
- faced with** – students should pay attention to the use of the preposition
- dedicated to** – students should pay attention to the use of the preposition

- WB Tasks 1, 2, 3

Tip!

Students may come to the blackboard and write the answers randomly. The other students should provide full sentences using the structures from the questions, e. g. a student writes “A sad movie” on the blackboard, and the other students say: “A sad movie *can bring you to tears.*”

- Students do Task 6 or it may be done as homework.

KEY:

Task 6

- a *summit / summit*
- b *concern/concerns*
- c *account/account*
- d *standing/standing*

- WB Tasks 4, 5
- Students do Tasks 8 and 9

KEY:

Task 7

NOUN	VERB	ADJECTIVE
success	succeed	successful
conviction	convince	convinced
address	address	addressed
devastation	devastate	devastated/ing
determination	determine	determined
dedication	dedicate	dedicated

KEY:

Task 8

- a *success*
- b *convictions*
- c *addressed*
- d *devastated*
- e *determination*
- f *dedication*

- WB Task 6
- Task 9 SB. Ask students to answer the questions and write the answers in their notebooks.

C GRAMMAR

Relative clauses

Student's Book, pages 48 – 49

Suggested teaching time: 2 or 3 lessons

- In this Unit students will be able to define and give the function of relative clauses, relative pronouns and types of relative clauses.

LESSON 1

TOPIC	Relative Clauses
AIMS	<ul style="list-style-type: none">• Students will be able to define and give the function of relative clauses, relative pronouns and types of relative clauses.• They will be able to distinguish between defining and non-defining relative clauses.• They will be able to differentiate between relative pronouns and use them in context.• They will be able to apply the rules for relative clauses in context.• They will be able to write their own relative clauses.
MATERIALS	<ul style="list-style-type: none">• Student's Book
AIDS	<ul style="list-style-type: none">• board
CLASS ORGANISATION	T-class, individual work

INTRODUCTION (15')

Warmer

- Divide students into groups of four or five. Prepare the sentences from the Resource Bank (Activity 1) and cut them into strips. Ask students to match nouns and their definitions and copy them into their notebooks. The group to finish first is the winner.
- Afterwards, students read the sentences. Ask them which kind of sentences these are (DEFINING RELATIVE CLAUSES) and to identify relative pronouns in them.

NEW MATERIAL DEVELOPMENT (10')

- Students do Task 1.

KEY:

Task 1

- relative clauses
- they post-modify nouns
- relative pronouns
- who refers to people, which refers to things and that can be used with both
- defining and non-defining relative clauses

- Students fill in the Conclude Box.

KEY:

Conclude Box

- 1 **Relative clauses** are used to post-modify a noun. They are usually introduced by a relative PRONOUN: who, which or that. **Who** refers to people while **which** refers to things. **That** can be used to refer to both.
- 2 The relative pronoun can be either the subject or the object of the relative clause. If it is an **object** it can be omitted.
- 3 There are two types of relative clauses: **defining** and **non-defining** relative clauses.

PRACTICE (5')

- WB Task 1.

NEW MATERIAL DEVELOPMENT (15')

- SB Task 2.

KEY:

a In Text A, the relative clause "who started the 'Creating Opportunity' programme" identifies exactly who the speaker is talking about (Matthew Booner). In Text B, the relative clause "who started the 'Creating Opportunity' programme" also identifies exactly who the speaker is talking about (Matthew Booner).

b In Text A, the relative clause "The programme he invented and got the award for provides scholarships for students from poor families" adds extra information about something already identified (the 'Creating Opportunity' programme). In Text B, the relative clause "which was established 12 years ago" adds extra information about something already identified (the award).

- Students fill in the gaps in the Conclude Box.

KEY:

Conclude Box

- 1 This year's award was given to the man who started the 'Creating opportunity' programme.
This is a **defining** relative clause because without it, it would not be clear which person or thing is being discussed.
- 2 Matthew Booner, who started the 'Creating opportunity' programme, won an award.
This is a **non-defining** relative clause because it adds extra information about something already identified and, even without it, we'd know which person or thing is being discussed.
Non-defining relative clauses are more often used in written English than in spoken English. A non-defining clause is separated by **comma** at each end of the clause.
The pronoun **that** can't be used with defining relative clauses and the relative pronoun can never be omitted.

LESSON 2

PRACTICE (35')

- WB Task 2.

Tip!

You may ask students to find all the relative clauses in the text "One is never too young to make a difference".

KEY:

- The year was 1992; the United Nations Assembly met in Rio de Janeiro for the Earth Summit, in which the plenary session was, strangely enough, closed by a child. – **The non-defining relative clause refers to the Earth Summit.**
 - Due to the speech given there, Canadian environmental activist Severn Cullis-Suzuki, a twelve-year-old at the time, became known as *The Girl Who Silenced the World for 5 Minutes*. – **The defining relative clause refers to the Girl.**
 - At the age of nine, with a group of like-minded schoolmates, Severn founded the Environmental Children's Organization, a group of schoolchildren dedicated to learning and teaching other youngsters about environmental issues. – **The non-defining relative clause refers to a group of schoolchildren.**
 - Unlike many adults, who are often too afraid to admit not knowing something, Severn was honest, conceding she had no answers. – **The non-defining relative clause refers to adults.**
 - Eloquently and passionately, Severn appealed to the representatives not as politicians, but as mothers, fathers, and children, reminding them they were there to protect the Earth not for the sake of economics or politics, but for the sake of the people we care about. – **The defining relative clause refers to the people.**
 - Severn also enunciated the idea of sharing, wondering how those who have the least are always ready to give part of it away, while those who have more than enough would rather throw items away than help others who go without on a daily basis. – **The defining relative clauses refer to those (2x) and others.**
 - The 12-year-old chastised grown-ups for not doing the very same things they teach their children to do from earliest childhood: "not to fight with others, to work things out, to respect others, to clean up our mess, not to hurt other creatures and to share – not be greedy". – **The defining relative clause refers to the very same things.**
 - The address propelled her onto the world stage, and, though still just a child, she became known as an environmental activist that has to be heard. – **The defining relative clause refers to the environmental activist.**
 - Now an adult, she advocates becoming the change we want to see in the world. – **The defining relative clause refers to the change.**
 - And she is the change – a speaker and an author travelling round the world, preaching her passion and urging those she speaks to man up and act on the issues addressed to help preserve the future. – **The defining relative clause refers to those.**
- Students find the mistakes in the sentences in Task 3.

KEY:

Task 3

- a Martin Luther King's 'I have a Dream' speech, **which** is one of the best-known speeches ever made, was delivered in 1963 in Washington, D. C. **NON-DEFINING**
- b That's the foundation that gave me a scholarship. **DEFINING**
- c Gandhi, who **he** was the most prominent figure of the Indian independence movement, died in 1948. **NON-DEFINING**
- d The association, which takes care of abandoned animals, **it** is looking for volunteers. **DEFINING**
- e An environmental activist, who chained himself to the tree, was taken to hospital. **DEFINING**
- f Grassroots movements, which are usually local and run by volunteers, **that** are different from movements orchestrated by political parties and other traditional power structures. **NON-DEFINING**

- Students do Task 4.

KEY:

Task 4

- a I joined the volunteer programme that / which you recommended to me.
- b I volunteer in the animal shelter that / which is close to my house.
- c Our school composed a declaration that / which speaks against bullying.
- d I give food to homeless people in my town who sleep under the bridge.
- e I follow the campaigns of political parties that / which are well organised.
- f Human trafficking, which is one of the worst kinds of violence, should be punished severely.

- WB Tasks 3, 4, 5, 6.

WRAP-UP (10')

- Divide the class into small groups. Give each group one of the sample sentences below. Students have to elaborate on the sentences by adding one or more relative clauses to the sentence. When finished, the groups compare their sentences.
 - 1 I visited my cousin (e. g. I visited my cousin who lives in London; who/Ø I love the most of all my relatives; who is my father's nephew;..., which was a great experience).
 - 2 The girl came to school.
 - 3 My room is the smallest room in the house.
 - 4 I saw a/the man.
 - 5 Georgians are excellent football players.

D LISTENING AND SPEAKING

They don't just sit there doing nothing

Student's Book, pages 50 – 51

Suggested teaching time: 2 lessons

- The aim of this Unit is to awaken students' feelings for certain causes in society. They will be able to list such causes and the reasons that they exist.

LESSON 1

TOPIC	They don't just sit there doing nothing
AIMS	<ul style="list-style-type: none"> Students will be able to express their opinion on certain causes. While listening they will be able to match the speakers with their causes. While listening they will also be able to identify specific information. They will be able to match target collocations as well as use the collocations in context. They will be able to create dialogues using target vocabulary. They will be able to develop a list of activities for supporting certain causes. They will be able to argue about causes that need to be addressed in their communities. They will be able to prepare a presentation about a cause. They will be able to sort the issues into categories.
MATERIALS	<ul style="list-style-type: none"> Student's Book
AIDS	board, audio
CLASS ORGANISATION	T-class, individual work, pair work, group work

INTRODUCTION (15')

Warmer

- Six volunteers get a card with a type of activist listed in Task 1 (human rights activist, environmental activist, animal protection activist, political activist, an activist against abuse, social activist). The class asks Yes/No questions to guess which types of activists they are.
- Students do Task 1. You may also ask them to match pictures with the different types of activism listed.

KEY:

Picture 1 – an activist against abuse
 Picture 2 – environmental activist
 Picture 3 – animal protection activist
 Picture 4 – human rights activist
 Picture 5 – social activist
 Picture 6 – political activist

NEW MATERIAL DEVELOPMENT (30')

- T 10** Students listen and do Task 2. You may ask students to quote or paraphrase what the speakers have said.

KEY:

Task 2

Speaker 1 – animal protection (*For the past three and a half years, I've been working as a volunteer in an animal shelter.*)
 Speaker 2 – bullying and violence (*I started an online campaign to share information about dating abuse...*)
 Speaker 3 – the environment (*My parents are very ecologically conscious, and I was brought up 'green'...*)
 Speaker 4 – homelessness and poverty (*I started volunteering in shelters for the homeless and soup kitchens.*)
 Speaker 5 – human rights (*The agency she applied for turned out to be a cover for human trafficking; she felt it was important to warn others about the dangers related to looking for a job abroad and asked me to help her. Together we started an awareness campaign...*)
 Speaker 6 – active participation in the political process (*My mother is a politician, and she's been the town's mayor since I was 8. When she ran for office for the third time I asked if I could volunteer in her campaign. [...] I decided I didn't want to leave politics, and I started a grassroots campaign.*)

- T 9** Task 3. Students listen to the tapescript again. (See the strategy explained in Unit 2, 2A.)

KEY:

Task 3

- a** believes change comes one step at a time – Speaker 4 (*It isn't much; it doesn't change the world, but it surely makes a difference to each person who gets it.*)
- b** decided to do something after being a victim – Speaker 2 (*... at the age of 16 I became a dating-abuse victim... That's why I decided I needed to help other date abuse victims.*)
- c** hadn't planned to do any voluntary work – Speaker 1 (*I've been working as a volunteer in an animal shelter. It wasn't something I planned; it happened rather unexpectedly.*)
- d** became active after witnessing what happened to someone close to them – Speaker 5 (*One of my school friends decided to spend the summer as an au pair... instead of babysitting, she became a victim of human trafficking. She felt it was important to warn others about the dangers related to looking for a job abroad and asked me to help her.*)
- e** started by becoming involved in the family business – Speaker 6 (*My mother is a politician, and she's been the town's mayor since I was 8. When she ran for office for the third time I asked if I could volunteer in her campaign.*)
- f** was unsuccessful at first but didn't give up – Speaker 3 (*I managed to obtain enough recycling bins for the entire school. However, there weren't any results. I'm proud to say it works perfectly now.*)

- Students do Task 4.

KEY:

Task 4

Collocations:

be up for adoption
 get a set of chores
 start an online awareness campaign
 include information in school curriculum
 separate waste for recycling

draw attention
look the other way
volunteer in a soup kitchen
recruit speakers
organise a benefit concert
hand out flyers
go door-to-door

- a went door-to-door
- b separate waste for recycling
- c look the other way
- d start an online awareness campaign
- e handed out flyers
- f organised a benefit concert

TAPESCRIPT 9: T9

Speaker 1 (Andy)

For the past three and a half years, I've been working as a volunteer in an animal shelter. It wasn't something I planned; it happened rather unexpectedly. I wanted a puppy as a birthday present, and a neighbour persuaded me to adopt one, instead of buying one. So my parents took me to a shelter nearby to see if there were pets up for adoption. And there were dozens. All kinds of animals: sad, abandoned, ready to give their love to someone who'd know how to appreciate it. I chose a dog, but I couldn't ignore the disappointed looks in the other animals' eyes. The volunteer coordinator working there noticed how I felt and asked whether I'd like to help them. At first I didn't do much – cleaned cages, the back yard, or sometimes the shelter's office – but eventually, when they'd realized I was reliable and could be trusted, I got a new set of chores, working with animals. Now I mostly help feed, brush and walk dogs and cats, and I enjoy every minute of it.

Speaker 2 (Becky)

Though I'd never thought it could happen to me, at the age of 16 I became a dating-abuse victim. At first there was verbal and emotional abuse – my boyfriend kept calling me names, checking on me non-stop and questioning my friends about my whereabouts and stuff. However, it soon got worse: he started hitting me intentionally and threatening he'd seriously harm me if I didn't do this or that. I confided to my psychology teacher, who persuaded me to talk to my parents and report it to the police. It was a nightmare that lasted for almost three months. Finally, he gave up his stalking tendencies and left me alone. What I went through was so awful that I'd never wish anyone such a harrowing experience. That's why I decided I needed to help other date abuse victims. I started an online campaign to share information about dating abuse and include it in our school's curriculum, with special emphasis on how to ask for help. I do hope it'll make a difference.

Speaker 3 (Charlie)

My parents are very ecologically conscious, and I was brought up 'green', knowing that everything we do to nature comes back like a boomerang. Things like shopping in bulk to reduce packaging and then reusing it, saving energy and using eco-friendly detergents are completely normal for me; they're nothing I have to give special attention to. So, imagine my surprise when I came to high school and discovered there was only one dustbin in the classroom and that students weren't expected to separate waste! Something had to be done, and in a few months, together with a few friends of mine and our biology teacher, I managed to obtain enough recycling bins for the entire school. However, there weren't any results. Then we conducted a survey to see what the problem was. People said they didn't recycle because they didn't notice the bin or they didn't know what went in it. So we painted the bins in bright colours to draw attention and painted sketches of what goes into each one to make the process easier. I'm proud to say it works perfectly now.

Speaker 4 (Debbie)

I used to live in a small town where nobody keeps their front doors locked and everyone knows what their neighbours are having for dinner. So, when we moved to a big city, I was dumbfounded by the traffic and everyone running anxiously up and down the streets... But the thing that shocked me most was the number of homeless people. Teenagers and adults living on the streets, feeding from dustbins and sleeping in cardboard boxes. I had nightmares for weeks, and I knew I had to do something; I couldn't just look the other way. I started volunteering in shelters for the homeless and soup kitchens, but I felt it wasn't enough. Then I heard about the care package initiative and started it in my school. We basically collect supplies like socks, scarves and gloves, antibacterial wipes and sanitary products and gift cards from grocery stores, pack them together and give them to the homeless. It isn't much; it doesn't change the world, but it surely makes a difference to each person who gets it.

Speaker 5 (Ella)

One of my school friends decided to spend the summer as an au pair. She planned to earn some money and perfect her German, but she didn't know it would be a life-changing experience. The agency she applied for turned out to be a cover for human trafficking. Fortunately enough, she kept a cool head, and as soon as she was out on the street she went looking for a policeman. A policeman helped her, and after a few days at the embassy she returned home. She felt it was important to warn others about the dangers relating to looking for a job abroad and asked me to help her. Together we started an awareness campaign, posting signs, handing out flyers and recruiting speakers to come in and speak to students at our school. Currently, we're organizing a benefit concert to raise money and support our cause.

Speaker 6 (Frank)

My mother is a politician, she's been the town's mayor since I was 8. When she ran for office for the third time, I asked if I could volunteer in her campaign. She said yes, but of course made it clear that I couldn't fall behind with my schoolwork. At first, the majority of my job involved stuffing envelopes, making phone calls and stapling signs together. That was, of course, because I had no special skills. Eventually, I was promoted to distributing press releases and managing her professional Facebook profile. When the campaign was over, and my mother was in her third mandate, I decided I didn't want to leave politics, and I started a grassroots campaign to increase the usage of energy from renewable sources in our town. We organized round tables to educate others and encourage their participation. We handed out flyers, made signs, wrote letters to newspaper editors and went door-to-door to talk to people. So far, we're pleased with the outcome and happy to say our town is becoming greener every day.

Tip!

While working on the Task, students may listen to the tapescript again since all of the expressions appear in the text. This may be done either to help them with the Task or afterwards to check their answers.

LESSON 2**PRACTICE (45')**

- WB Tasks 1, 2, 3.
- In Task 5 in the Student's Book students work in pairs and create dialogues.
- Based on the previous tasks in SB, students do Task 6 in the Student's Book, as well as Tasks 7 and 8.

E WRITING

A memorable event

Student's Book, pages 52 – 53

Suggested teaching time: 2 lessons

- In this Unit students will be able to recognise different moods and the usage of senses in the text and discuss important events from history.

LESSON 1

TOPIC	A memorable event
AIMS	<ul style="list-style-type: none">• Students will be able to recall what the Washington March is and discuss it.• They will be able to identify specific information while reading.• They will be able to interpret the text.• They will be able to produce a text describing a historic event.• They will be able to use target vocabulary in context.
MATERIALS	<ul style="list-style-type: none">• Student's Book
AIDS	<ul style="list-style-type: none">• board
CLASS ORGANISATION	T-class, individual work, group work

INTRODUCTION (15')

Warmer

- Listen to the song "We Shall Overcome" and fill in the missing words while listening (Resource Bank, Activity 2).
- After you have checked the answers, discuss with students how they understand the song. You may give them some of the information below.

TEACHER INFO

We Shall Overcome is a protest song that became a key anthem of the African American Civil Rights Movement (1955–1968). The title and structure of the song are derived from an early gospel song, "I'll Overcome Someday". The song became associated with the Civil Rights movement from 1959, when Guy Carawan stepped in as song leader at Highlander, which was then focused on non-violent civil rights activism. It quickly became the movement's unofficial anthem. Seeger and other famous folksingers in the early 1960s, such as Joan Baez, sang the song at rallies, folk festivals, and concerts in the North and helped make it widely known. Since its rise to prominence, the song, and other songs based on it, have been used in a variety of protests worldwide.

- Discuss questions in Task 1 with students. You may give them some of the background information below.

TEACHER INFO

Washington March was one of the largest political rallies for human rights in the history of the United States and called for civil and economic rights for African Americans. It took place in Washington, D. C. Thousands of Americans headed to Washington on Tuesday, August 27, 1963. On Wednesday, August 28, 1963 Martin Luther King, Jr., standing in front of the Lincoln Memorial, delivered his historic "I Have a Dream" speech in which he called for an end to racism.

The march was organised by a group of civil rights, labour, and religious organisations, under the theme "jobs, and freedom". Estimates of the number of participants varied from 200, 000 to 300, 000. Observers estimated that 75–80% of the marchers were black. The march is credited with helping to pass the Civil Rights Act (1964) and motivating the Selma to Montgomery marches, which led to the passage of the Voting Rights Act (1965).

NEW MATERIAL DEVELOPMENT (30')

- Students read the text and do Task 2.

KEY:

Task 2

- *Key information on the event being described*
It was a hot Wednesday, August 28, 1963. My friend Debbie and I came to Washington, D. C. early in the morning after spending the whole night on the bus from Harlem. We went straight to the National Mall. Little did we know that we were about to participate in what turned out to be the largest public protest in American history. We were told we'd take part in a political rally for jobs and freedom. As we started approaching the Washington Monument we became aware that the buses that had left Harlem the previous night were just a few of some 2, 000 buses that had brought over 250, 000 of our brothers and sisters from near and far.
- *All the things happening during the event*
It was a hot Wednesday, August 28, 1963. My friend Debbie and I came to Washington, D. C. early in the morning after spending the whole night on the bus from Harlem. We went straight to the National Mall. Little did we know that we were about to participate in what turned out to be the largest public protest in American history. We were told we'd take part in a political rally for jobs and freedom. As we started approaching the Washington Monument we became aware that the buses that had left Harlem the previous night were just a few of some 2, 000 buses that had brought over 250, 000 of our brothers and sisters from near and far.
I was filled with nervous energy, as if before an important exam, and also frightened. A lot of the media expected that 'Negros' would just be violent, and we had been reading for days about hospitals and prisons getting ready for us. Now and then people around me would start singing 'Oh Freedom' or 'We Shall Overcome,' mostly to overcome that very unpleasant feeling that the sight of numerous police, soldiers and members of the National Guard inspired in us. I clutched the basket of fried chicken my mom had prepared for me. As far as I could see there was

an orderly and quiet mass of humanity. This sight gradually started filling me with peace and determination. My nostrils were filled with the smell of the different perfumes, hair gels and sweat of the bodies pressing against me.

After a few of the speakers had finished talking, the impatience started growing. There was pressure building behind us, and then I just felt myself being carried down Independence Avenue. We started marching, holding our heads high and our eyes on the surrounding law-enforcement forces. They came closer, and I could clearly see the guns at their sides as they firmly held on to their batons. But we marched on. On Constitution Avenue our leaders joined us and linked arms, and the whole crowd came to a stop as the picture that is now hanging in my living room was taken. Although it was well past noon and the sun was fierce, I felt less hot. I was OK, everything was going to be OK. The security relaxed their grips on the weapons. Their faces were still strict looking, but less tense.

After the whole night on the bus, all the excitement and fear, followed by relief that nobody was beating or arresting us, I started feeling tired. I am a bit ashamed to say that when Martin Luther King Jr. came to speak after what seemed like a long string of speakers, my concentration was a bit down. I was close enough to hear my favourite gospel singer, Mahalia Jackson, shout, "Tell 'em about the dream, Martin!" The energy of those words energised me again, and I became aware that I had just been part of something that will be remembered forever.

- The high point of the event

After the whole night on the bus, all the excitement and fear, followed by relief that nobody was beating or arresting us, I started feeling tired. I am a bit ashamed to say that when Martin Luther King Jr. came to speak after what seemed a long string of speakers, my concentration was a bit down. I was close enough to hear my favourite gospel singer, Mahalia Jackson, shout, "Tell 'em about the dream, Martin!" The energy of those words energised me again, and I became aware that I had just been a part of something that will be remembered forever.

- Descriptions of the event's impact on the characters

It was a hot Wednesday, August 28, 1963. My friend Debbie and I came to Washington, D. C. early in the morning after spending the whole night on the bus from Harlem. We went straight to the National Mall. Little did we know that we were about to participate in what turned out to be the largest public protest in American history. We were told we'd take part in a political rally for jobs and freedom. As we started approaching the Washington Monument we became aware that the buses that had left Harlem the previous night were just a few of some 2,000 buses that had brought over 250,000 of our brothers and sisters from near and far.

I was filled with nervous energy, as if before an important exam, and also frightened. A lot of the media expected that 'Negros' would just be violent, and we had been reading for days about hospitals and prisons getting ready for us. Now and then people around me would start singing 'Oh Freedom' or 'We Shall Overcome,' mostly to overcome that very unpleasant feeling that the sight of numerous police, soldiers and members of the National Guard inspired in us. I clutched the basket of fried chicken my mom had prepared for me. As far as I could see there was an orderly and quiet mass of humanity. This sight gradually started filling me with peace and determination. My nostrils

were filled with the smell of the different perfumes, hair gels and sweat of the bodies pressing against me.

After a few of the speakers had finished talking, the impatience started growing. There was pressure building behind us, and then I just felt myself being carried down Independence Avenue. We started marching, holding our heads high and our eyes on the surrounding law-enforcement forces. They came closer, and I could clearly see the guns at their sides as they firmly held on to their batons. But we marched on. On Constitution Avenue our leaders joined us and linked arms, and the whole crowd came to a stop as the picture that is now hanging in my living room was taken. Although it was well past noon and the sun was fierce, I felt less hot.

I was OK, everything was going to be OK. The security relaxed their grips on the weapons. Their faces were still stern-looking, but less tense.

After the whole night on the bus, all the excitement and fear, followed by relief that nobody was beating or arresting us, I started feeling tired. I am a bit ashamed to say that when Martin Luther King Jr. came to speak after what seemed like a long string of speakers, my concentration was a bit down. I was close enough to hear my favourite gospel singer, Mahalia Jackson, shout, "Tell 'em about the dream, Martin!" The energy of those words energised me again, and I became aware that I had just been a part of something that will be remembered forever.

However, the thing I remember the most, something that was carved in my memory so deeply that I can still hear it as clearly as if it had happened yesterday, was something that happened shortly after the speech, as the crowd started cheering and got more agitated. A white man in a bright green shirt and a wide yellow-striped tie stepped on my foot. He said, "Excuse me," and I said "Certainly!" That's the first time that has ever happened to me. I believe that was the first time a white person had ever really been nice to me.

- Students do Task 3.

KEY:

Task 3

a In the first paragraph:

It was a hot Wednesday, August 28, 1963. My friend Debbie and I came to Washington, D. C. early in the morning after spending the whole night on the bus from Harlem. We went straight to the National Mall. Little did we know that we were about to participate in what turned out to be the largest public protest in American history. We were told we'd take part in a political rally for jobs and freedom. As we started approaching the Washington Monument...

b The main character is not white. She is from Harlem, New York. She was with her friend Debbie. She was carrying a basket of fried chicken that her mother had prepared for her.

c **sight** –... the sight of numerous police, soldiers and members;... As far as I could see there was an orderly and quiet mass of humanity. This sight gradually started filling me with peace and determination;... I could clearly see the guns at their sides... etc

hearing – ...people around me would start singing...; ... I was close enough to hear my favourite gospel singer, Mahalia Jackson, shout...; something that was carved in my memory so deeply that I can still hear it as clearly as if it had happened yesterday...; ... the crowd started cheering...

smell – *My nostrils were filled with the smell of the different perfumes, hair gels and sweat of the bodies pressing against me.*

touch –... *I clutched the basket of fried chicken...; There was pressure building behind us, and then I just felt myself being carried down Independence Avenue...;... as they firmly held on to their batons...;... our leaders joined us and linked arms...; The security relaxed their grips on the weapons...; A white man in a bright green shirt and a wide yellow-striped tie stepped on my foot.*

- d *The elements of the story are organised chronologically.*
- e *The essay gives a subjective account*

Ask students to locate the name of another protest song in the text. You may play the song and discuss it. The information below might help you.

TEACHER INFO

“Oh, Freedom” is a post-Civil War African American freedom song. Joan Baez performed the song at the 1963 March on Washington and has since performed the song live numerous times throughout the years, both during her concerts and at other events. The song predates these events by at least three decades for the E. R. Nance Family recorded it in 1931 with Clarence Dooley as “Sweet Freedom”.

PRACTICE (45')

- WB Task 1.
- You may ask students to find other words in the text that might be unfamiliar.

Tip!

This may be done as peer teaching or as dictionary work.

TEACHER INFO

Vocabulary:

“Negro” – The word *Negro* was adopted from Spanish and Portuguese and first recorded in the mid-16th century. It remained the standard term throughout the 17th-19th centuries and was used by prominent black American campaigners such as W.E.B. DuBois and Booker T. Washington in the early 20th century. Since the Black Power movement of the 1960s, however, when the term *black* was favoured as the term to express racial pride, *Negro* (together with related words such as *Negress*) has dropped out of favour and now seems out of date or even offensive in both British and US English.

to clutch – grasp (something) tightly

orderly – well behaved

gradually – in a gradual way; slowly; by degrees

nostril – opening of the nasal cavity in vertebrates that admit air to the lungs and smells to the olfactory nerves.

law-enforcement – the act of compelling observance of or compliance with a law, rule, or obligation

baton – a police officer’s stick carried as a weapon
fierce – (of the weather or temperature) powerful and destructive

grip – a firm hold; a tight grasp

strict-looking – serious and unrelenting, especially in the assertion of authority and task of discipline

tense – causing or characterised by anxiety and nervousness

be carved – be permanently fixed in someone’s memory

agitated – feeling or appearing troubled or nervous

participate in – students should pay attention to the preposition

- WB Tasks 2 and 3. Students do the tasks individually.
- WB Tasks 4 and 5 may be done as group work. Each group works on one event out of the three offered.
- Before showing the Stepping Stones to students, ask them to look at the text “Washington March” again and to state the purpose of each paragraph. To elicit the addition information from the Stepping Stones, you may ask students to think of other important steps in the writing procedure. Remind them of the strategies for writing essays and other writing formats and ask them which of them can be applied here.
- Students read the Stepping Stones and compare the steps with their answers.

HOMEWORK

- The writing Task itself might be set as homework and the last step “proofreading” can be done as pair work in the next period.

F BROADENING YOUR HORIZONS

The voices of change

Student's Book, pages 54 – 55

Suggested teaching time: 2 lessons

LESSON 1

TOPIC	The voices of change
AIMS	<ul style="list-style-type: none">• Students will be able to recall civil rights and peace movements from the 1960s and discuss them.• Students will be able to interpret a song.• They will be able to list the ideas of a song.• They will be able to identify specific information while reading.• They will also be able to prepare a presentation.• They will be able to use target vocabulary in context.
MATERIALS	<ul style="list-style-type: none">• Student's Book
AIDS	board, audio
CLASS ORGANISATION	T-class, individual work

INTRODUCTION (20')

Warmer

- Write on the board the following three terms and ask students what they have in common:

1 *Hippie movement*

2 *Punk movement*

3 *Grunge movement*

- Students may discuss their answers.

Suggested answer:

What they all have in common is the fact that they rebelled against mainstream ideas. The information below might be useful.

TEACHER INFO

The hippie subculture began its development as a youth movement in the United States during the early 1960s and then developed around the world. Its origins may be traced to European social movements in the 19th and early 20th century such as Bohemians, and the influence of Eastern religions and spirituality. From around 1967, its fundamental ethos — including harmony with nature, communal living, artistic experimentation particularly in music, and the widespread use of recreational drugs — spread around the world. Hippie fashions and values had a major effect on culture, influencing popular music, television, film, literature, and the arts.

The punk subculture, which centres on punk rock music, includes a diverse array of ideologies, fashions and forms of expression, including visual art, dance, literature and film. The subculture is largely characterised by anti-establishment views and the promotion of individual freedom.

Grunge is a subgenre of alternative rock that emerged during the mid-1980s in the USA. It addresses themes such as social alienation, apathy, confinement, anti-materialism and a desire for freedom.

- Students look at the photos in Task 1 and discuss the questions. The discussion may be connected to the Warmer.

TEACHER INFO

Movements for civil rights were a worldwide series of political movements for equality before the law that peaked in the 1960s. In many situations it took the form of campaigns of civil resistance aimed at achieving change through nonviolent forms of resistance. In some situations it was accompanied, or followed, by civil unrest and armed rebellion. The process was long and tenuous in many countries, and many of these movements did not fully achieve their goals, although the efforts of these movements did lead to improvements in the legal rights of previously oppressed groups of people. The main aim of the movements for civil rights included ensuring that the rights of all people are equally protected by the law, including the rights of minorities, women's rights, and LGBT rights.

Peace movements in the 1960s in the USA – along with the Civil Rights campaigns of the 1960s, the antiwar movement united in opposition to the Vietnam War. Attracting members from college campuses, middle-class suburbs, labour unions, and government institutions, the movement gained national prominence in 1965, peaked in 1968, and remained powerful throughout the duration of the conflict. Encompassing political, racial, and cultural spheres, the antiwar movement exposed a deep schism within 1960s American society. Peace movement leaders opposed the war on moral and economic grounds. People have sung protest songs throughout human history. Wherever people are oppressed or united in a common struggle, someone will voice strong feelings in song. The 1960s came to be known as the decade for protest with the twin causes of the Vietnam War and the lack of civil rights for African Americans. Some of these songs became anthems and still resonate today. They were the inspiration in countless demonstrations and marches.

Other peace movement artists: Pete Seeger, The Byrds, Buffy Sainte-Marie, Phil Ochs, Sam Cooke, Mick Softley, Joe McDonald...

- WB Task 1.

NEW MATERIAL DEVELOPMENT (25')

- Students do Task 2. Pre-teach vocabulary if necessary.

TEACHER INFO

Vocabulary:

dove – A stocky bird with a small head, short legs, and a cooing voice, feeding on seeds or fruit

cannon ball – a round metal or stone projectile fired from a cannon

banned – officially or legally prohibited

- You may play the song and ask students whether they like it or not and why.

Tip!

Students might list their ideas in their notebooks and elaborate on some of them.

HOMEWORK

- Task 4 (Music project) might be done in class or set as homework.

LESSON 2

NEW MATERIAL DEVELOPMENT (30')

- Students do Task 3. Discuss the answers with students.

KEY:

Students' answers.

Tip!

You may add an additional question: How did their life/background affect their standpoint and music?

- Ask students whether there are any words that need explaining. You may use the peer teaching strategy.

TEACHER INFO

Vocabulary:

(of) descent – the origin or background of a person in terms of family or nationality

heritage – something inherited from the past

feature – a distinctive attribute or aspect of something

subjected to – cause or force someone or something to undergo (a particular experience or form of treatment, typically an unwelcome or unpleasant one)

prominent – important; famous

distinct – recognisably different in nature from something else of a similar type

vibrato – a rapid, slight variation in pitch in singing or playing some musical instruments, producing a stronger or richer tone

haunting – poignant; evocative

mainstream – belonging to or characteristic of the mainstream (= the ideas, attitudes, or activities that are shared by most people and regarded as normal or conventional)

spokesman – a person who makes statements on behalf of a group

stir up (stirred up) – cause or provoke trouble or bad feeling

resonant – having the ability to evoke enduring images, memories, or emotions

topical – of immediate relevance, interest, or importance owing to its relation to current events

established – having existed or done something for a long time and therefore recognised and generally accepted

figurehead – a nominal leader or head without real power

allusive – using or containing suggestion rather than explicit mention

nasal – (of the voice or speech) produced or characterised by resonance in the nose as well as the mouth

shift – a slight change in position, direction, or tendency

defy – openly resist or refuse to obey

PRACTICE (15')

- WB Tasks 2 and 3.

Tip!

- In Task 4 (Music project) students might present their presentations in class.

UNIT 4 ART

A LISTENING AND SPEAKING

Art or not art?

Student's Book, pages 58-59

Suggested teaching time: 2 lessons

- In this Unit students will present their opinion about art and its forms, as well as about art as a school subject. They will also be able to describe paintings and photos using the target language.

LESSON 1

TOPIC	Art or not art?
AIMS	<ul style="list-style-type: none">Students will be able to match types of art with the photos.While listening they will be able to identify specific information.They will also be able to list/write why it is difficult to classify advertisements, architecture and graffiti as art, as well as generate their own opinion on the topic.While speaking students will be able to interpret the quotes about art and appraise them.They will also be able to justify their opinion on art and whether arts subjects should be compulsory or optional in secondary education while answering questions.While listening students will be able to locate specific information on arts subjects.They will also be able to use target vocabulary in context.
MATERIALS	<ul style="list-style-type: none">Student's Book, Workbook
AIDS	<ul style="list-style-type: none">audio
CLASS ORGANISATION	T-class, individual work

INTRODUCTION (10')

Warmer 1

- Question swap.* Each student needs a strip of paper. Ask students to write a question on the topic of "art", for example: *What do you think of modern art/Cubism/silent movies, etc.?* Give them 2 or 3 minutes. Once students have come up with a question, they stand up and move around asking their question. When a pair has asked each other their questions, they swap questions and move on to ask that question to a new partner, then swap again and so on. Set a time limit or let it run freely. After they have finished, ask a few students what they have learnt.

Warmer 2

- Is this art?* The teacher shows a famous painting, e. g. by Van Gogh. The teacher asks students whether they

consider it art. They will probably say that they do. Then, the teacher shows them street art painting and asks the same question. Finally, the teacher shows a photo of high fashion. The teacher encourages a discussion. Students may define art in their own words.

- Task 1. Students do Task 1 and match the photos with the terms and say whether they consider them as art or anti-art. Then they justify their answers.

KEY:

Task 1

- street performance
- graffiti
- architecture
- dance
- advertisement
- tattoo
- chance art

TAPESCRIPT 10: T10

Speaker 1

Advertisers apply formulas to target their users, and they often do it without passion. Rarely do I see an artistic commercial. Let me think for a moment... Yes, some perfume commercials are high art, probably because a lot of artists work together on the project. Generally, I would say that commercial art, such as advertising, fashion design and interior design, are not real art. But then, I must say it's difficult to define what real art is...

Speaker 2

Grffiti is a street art, and I like that, but when it's applied to surfaces that are not meant for graffiti, and without the consent of the owner, that becomes a problem. In many communities they are struggling to prevent graffiti crime. So I would say graffiti can be art, but at the same time it can be an act of sheer vandalism.

Speaker 3

You have to have technical knowledge in order to design a building, so in fact you ought to be an engineer. Can engineers be considered artists as well? I really don't know! Yes and no. At the moment I'm thinking of Friedensreich Hundertwasser. His name comes to my mind when you say art and architecture. He was a painter, and at the same time he designed famous crooked buildings in Vienna that have trees growing through the building. Would you say that is art? For me, it definitely is. Art is an act of creativity, I can see art everywhere around me. In a nutshell, I would agree that architecture is art, but to an extent.

Speaker 4

In primitive societies, tattoos served to denote the rank of a person. With time, tattoos have lost that meaning, but still they are symbolic. I like tattoos! However, I wouldn't say that's art. It can be a way to communicate something about ourselves, but it's definitely not art.

NEW MATERIAL DEVELOPMENT (20')

- **T 10** Task 2. Students listen to the text and tick the answers that they think are correct.

KEY:

Task 2

- 1 NOT ART
- 2 ART
- 3 ART
- 4 NOT ART

TEACHER INFO

Vocabulary:

to target – select as an object of attention or attack
interior – the inside part of something
crooked – not in a straight line; bent or twisted
to an extent – fairly but not very
denote – to be a sign of something, to indicate

- **T 10** Task 3. Students listen again and take notes in order to justify their answers. Then they express whether they agree or disagree with the speakers. They might use the expressions from the Resource Bank, Unit 4, activity 1.

Task 3

- 1 *It is not art, but it is hard to define what real art is.*
- 2 *It is art when it is not vandalism.*
- 3 *It is art, but to an extent.*
- 4 *Tattoo is not art, but can be a way to communicate something about ourselves.*

PRACTICE (15')

- Task 4. Students choose one quote and comment on it.

Tip!

You may ask students to continue the quote in their own words by adding a sentence or two.

- Task 5 may be done as pair work. Students interview their partner and report what he/she has said.

TAPESCRIPT 11: T11

Q: What's the importance of the arts in British education?

A: So far, arts subjects have played an important part in the curriculum, but there are plans to leave them out of the English baccalaureate, which is a new qualification that will be taught in schools from 2015. This started a discussion on the role of the arts in education. Those who are in favour of cultural education argue that music and art lessons provide an opportunity for children to express themselves. It teaches them different ways to express their emotions. Art can also have a therapeutic effect, especially when it comes to troubled teenagers. Young people can channel their emotions through dance, acting, writing, composing, singing, painting and sculpturing in clay. Supporters also pose

LESSON 2

PRACTICE (25')

- Task 6 Students do the matching exercise to get ready for the following listening task.

KEY:

Task 6

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

- **T 11** Task 7. Students listen to the text and answer the questions. They should give the exact words or paraphrase the parts of the text that they remember.

KEY:

Task 7

Possible answers:

a According to the speaker, art should play an important part in the curriculum because it provides opportunities for children to express themselves, teaches different ways to express emotions, has a therapeutic effect, allows troubled teenagers to channel their emotions, enables learning about famous artists, and is crucial for a rounded education.

b They want to exclude arts subjects from compulsory education primarily to save money and because it is difficult to assess pupils in artistic subjects. In art, there are no clear boundaries and people have different tastes, making it challenging for teachers to grade students' works objectively. Since art cannot be easily measured, it doesn't fit the need for classification and measurement present in other subjects.

questions such as "Where else can teenagers learn about famous artists of our time if not in school?" They believe arts subjects are crucial for a rounded education. It's also a very effective form of communication that can boost our creative thinking.

Q: What reasons does the government have for excluding arts subjects from compulsory secondary education?

A: First of all, they want to save money. Secondly, it's difficult to assess pupils in artistic subjects. In art there are no boundaries and people have different tastes. How can teachers grade different works of art made by their pupils in an objective way when art has nothing to do with objectivity? You can't measure art – that's the problem. You see, people have a need to classify and measure things, but that's not applicable in art. When it comes to art, beauty is in the eye of the beholder.

Tip 1!

Discuss the following expressions from the text and focus students' attention on certain prepositions, phrasal verbs and collocations.

- play an important part in
- curriculum – the subjects comprising a course of study in a school or college
- leave (them) out
- baccalaureate – an examination intended to qualify successful candidates for higher education
- in favour of
- therapeutic effect
- to channel emotions – direct towards a particular end or object
- sculpture in clay
- pose questions
- crucial for
- a rounded education – well developed in all aspects; complete and balanced
- boost
- exclude
- compulsory education – required by law or a rule; obligatory
- assess pupils – evaluate or estimate the nature, ability, or quality of
- no boundaries – to not be limited by physical or imaginary boundaries
- classify – to put people or things into particular groups according to the features that they have
- applicable – relevant or appropriate
- Beauty is in the eye of the beholder.

Tip!

A volunteer might prepare a presentation on Mozart's childhood and early career as the warmer for the next period.

Tip 2!

Relate to the situation in Georgian schools. In the discussion, use the expressions from the tapescript.

- In Task 8 discuss the questions with students.

HOMEWORK**Tip!**

You may set as homework a for-and-against composition on the thesis statement: *Some people think that arts should have an important role in the curriculum. Others disagree.*

PRACTICE (20')

- WB: Tasks 1-8

HOMEWORK

- Task 9 Project work – This can be set as homework or ask volunteers to make their presentations.

B READING AND VOCABULARY

Music prodigy

Student's Book, pages 60-61

Suggested teaching time: 1 lesson

LESSON 1

TOPIC	Music prodigy
AIMS	<ul style="list-style-type: none">• Students will be able to formulate, discuss and justify their opinion.• While reading students will be able to identify true and false statements.• While reading students will be able to infer what the missing parts of the text are.• Students will be able to create an interview.
MATERIALS	Student's Book, Workbook
AIDS	<ul style="list-style-type: none">• board
CLASS ORGANISATION	T-class, individual work, pair work

INTRODUCTION (15')

Warmer

- A presentation by a volunteer/volunteers on Mozart or if students haven't prepared it, you may do the brainstorming activity. You may also show them a video clip from the movie *Amadeus* to trigger ideas related to prodigy children. Any of these activities should be followed by a discussion. For example you can ask: *Who are prodigies? Do you think they lead normal lives? Which fields do they usually excel in? etc.*

TEACHER INFO

Wolfgang Amadeus Mozart (27 January, 1756 – 5 December, 1791) was a prolific and influential composer of the Classical era.

Mozart showed prodigious ability from his earliest childhood. Already competent on keyboard and violin, he composed from the age of five and performed before European royalty. At 17, he was engaged as a court musician in Salzburg, but grew restless and travelled in search of a better position, always composing abundantly. While visiting Vienna in 1781, he was dismissed from his Salzburg position. He chose to stay in the capital, where he achieved fame but little financial security. During his final years in Vienna, he composed many of his best-known symphonies, concertos, and operas, and portions of the Requiem, which was largely unfinished at the time of his death. The circumstances of his early death have been much mythologised. He was survived by his wife Constanze and two sons. He composed over 600 works, many acknowledged as pinnacles of symphonic, concertante, chamber, operatic, and choral music.

Tip!

Before or after the warmer, depending on the moment students encounter the term *prodigy*, you may give them the scientific/psychological definition of the term.

A **child prodigy** or **Wunderkind** is a person who, at an early age, develops one or more skills at a level far beyond the norm for their age. A prodigy has to be a child, or at least younger than 18 years old, who is performing at the level of a highly trained adult in a very demanding field of endeavour.

- In Task 1 students discuss the two questions in pairs and then as a class.

KEY:

Task 1

Students' answers.

NEW MATERIAL DEVELOPMENT (20')

- Students read the text and mark the statements in Task 2 as true or false. Encourage students to underline the parts of the text where the *true* answers are found and to correct the false ones.

KEY:

Task 2

a T

b T

c T

d F

- In the second reading in Task 3, students insert parts of sentences into the article.

STRATEGY

Gapped text

Some sentences have been removed from the text. You will find them after the text but not in the right order. This task tests how you can understand the structure and the organisation of the text.

A STRATEGY:

- 1 Read the whole text and focus on the parts of the text before and after the gaps.
- 2 Read the sentences that have been removed from the text. Pay attention to **language links** (pronouns, articles, possessive adjectives) and **topic links** between the text and the offered sentences and decide what they refer to (before and after the gap). REMEMBER, the sentence must fit both the meaning and the grammar before and after the gap.
- 3 Decide on a sentence for each gap.
- 4 Read the text again to check if it makes sense (if you decide to change an answer, and use the sentence in a different part of the text, you will probably also need to change two or more other answers).

KEY:

Task 3

C, E, A, D, B

The phrases you do not need: **F, G**

Task 4

Students' answers.

PRACTICE (5')

- Discuss the questions in the Afterthought in Task 4a as a class. Ask students if they have met a prodigy or if they have traits of a child prodigy.

HOMEWORK

Tip!

You may also ask volunteers to prepare presentations about prodigies for the next class. If students don't come up with any ideas, you can offer them to choose from the list of the following:

Ivo Pogorelić, Stefan Milenković and Teresa Milanollo in music

Bobby Fischer and José Capablanca in chess

Carl Friedrich Gauss, Shakuntala Devi, in mathematics

Pablo Picasso and Wang Ximeng in art

Paul Thomas Anderson and Xavier Dolan in film direction

Saul Kripke in philosophy

Mirjana Lučić in tennis

Karl Benz in mechanical engineering

PRACTICE (5')

- Round off the lesson with Task 4b. Students discuss the questions in pairs and report about each other's preferences.

BUILDING UP VOCABULARY

Student's Book, pages 62-63
Suggested teaching time: 2 lessons

LESSON 1

TOPIC	Building up vocabulary
AIMS	<ul style="list-style-type: none"> Students will be able to match target vocabulary with their definitions. They will be able to answer questions containing target vocabulary. They will be able to categorise target vocabulary according to the part of speech. They will be able to use target vocabulary in context. They will be able to match the parts of the target phrases. They will also be able to use them in sentences of their own. They will be able to paraphrase target phrases.
MATERIALS	<ul style="list-style-type: none"> Student's Book, Workbook
AIDS	<ul style="list-style-type: none"> board
CLASS ORGANISATION	T-class, individual work

PRACTICE (45')

- Students do Task 1 from the SB.

KEY:

Task 1

- a demand
- b prodigy
- c rapid
- d cut-throat
- e saleable
- f despair
- g recital
- h insist
- i to praise
- j premature
- k ensemble
- l to declare
- m fierce
- n boundless

Tip!

You may ask students to explain some more words from the text that some of students might not be familiar with.

TEACHER INFO

Vocabulary:

- excessively** – to a greater degree or in greater amounts than is necessary, normal, or desirable; inordinately
- substance** – the most important or main part of something
- overheated** – to cause to become excited, agitated, or overstimulated.
- a piece** – a written, musical, or artistic creation
- to despair of** (students should pay attention to the usage of the preposition)
- recital** – a performance of a programme of music by a soloist or small group
- notion** – an idea, a belief or an understanding of something
- premature** – happening before the normal or expected time
- trustee** – a person or an organisation that has control of money or property that has been put into a trust for somebody

- Students do Task 1 in the WB.
- Students answer the questions in Task 2 SB.

KEY:

Task 2

Students' answers.

Tip!

Encourage students to write down 2 or 3 additional questions with the words from the text that haven't been used in Task 2.

- Students do Tasks 3 and 4 SB.

KEY:

Task 3

VERB	NOUN	ADJECTIVE
declare	declaration	declarative
exceed	excess	excessive
–	rapidity	rapid
fail	fail	failing, failed
–	bias	biased
award	award	awarding
mature	maturity	mature

Task 4

- a rapid
- b demanding
- c fail
- d prodigious
- e maturity
- f declared
- g exceeded

LESSON 2

PRACTICE (45')

- Students do Tasks 5 and 6 SB and 2 and 3 WB.

KEY:

Task 5

2, 3, 1

- a *immature*
- b *mature*
- c *premature*

Task 6

- a *price*
- b *prize*
- c *praise*

Tip!

You may ask students to write 5-10 sentences about themselves using the words from the previous Task, especially from the SB.

- Students make the collocations in Task 7 by matching the two columns and then use them in sentences of their own in Task 8.

KEY:

Task 7

c, e, d, a, b

Task 8

Students' answers.

- Students do Task 9 SB.

KEY:

Task 9

Suggested answers:

- a *more than*
- b *The essence of*
- c *feels hopeless or frustrated about dealing with parents who are overly aggressive or forceful*
- d *it isn't her motive*
- e *In a culture where the main aim is to get rich quickly*
- f *on making profit fast*

- WB: Students do Task 4.

HOMEWORK

- WB Tasks 5-8 may be set as homework or done in class.

C GRAMMAR

Let's add some emphasis to it!

CLEFT SENTENCES AND INVERSIONS

Student's Book, pages 64-65

Suggested teaching time: 2 lessons

- The aim of this Unit is to recognise different forms of emphasis and define and use them in context.

LESSON 1

CLEFT SENTENCES

TOPIC	Let's add some emphasis to it! Cleft sentences and inversions
AIMS	<ul style="list-style-type: none">• Students will be able to recognise different types of emphasis.• Students will be able to define cleft sentences.• Students will be able to apply the rules by producing cleft sentences of their own.• Students will be able to produce three different ways of making cleft sentences, depending on the part of the sentence that should be emphasised.• Students will be able to recognise the difference in meaning in cases of inversion.• Students will be able to define the emphatic sentence and the inverted third-conditional sentence and to produce their own inverted sentences.
MATERIALS	<ul style="list-style-type: none">• Student's Book, Workbook
AIDS	<ul style="list-style-type: none">• board, handouts
CLASS ORGANISATION	T-class, individual work

INTRODUCTION (15')

Warmer

- Give students jumbled sentences and ask them to make meaningful sentences out of them and write them down. The idea is to give them two similar sentences, one of which contains structures for emphasising. After they have sorted out all the sentences, they should recognise the differences in each pair. Explain, if necessary, that one of them is emphasised. See Resource Bank, Unit 4, Activity 2. Ask students to keep their notebooks with these examples open all the time, so you can go back to them when explaining each structure.

NEW MATERIAL DEVELOPMENT (10')

- In Task 1 students study the pairs of sentences and answer the questions about them using the Conclude Box.

KEY:

Task 1

Possible answers:

a

In the first pair, the difference lies in the emphasis on "Tom." The first sentence emphasizes "Tom" as the subject, indicating that he is the artistic one in the family. The second sentence, however, places emphasis on "it is Tom," suggesting a contrast with others in the family.

In the second pair, the difference lies in the emphasis on "they." The first sentence simply states the fact that they found the painting in the attic. The second sentence, however, emphasizes "it was them," highlighting their role in finding the painting.

b

In sentence 2 of the first pair, the emphasis is on specifying that it is Tom who is the artistic one in the family, potentially contrasting with other family members.

In sentence 2 of the second pair, the emphasis is on highlighting the fact that it was them who found the painting in the attic, possibly emphasizing their involvement or responsibility in the action.

c

Sentences 1 in both pairs are simple sentences. Sentences 2 in both pairs are complex sentences, as they contain relative clauses ("who is the artistic one in the family" and "who found the painting in the attic")

PRACTICE (20')

- Students do Tasks 2 and 3 SB.

KEY:

Task 2

- a It was Julia who did all the work.
- b It was you who told everyone about us.
- c It was Peter who left Jenny.
- d It is modern art that I don't like.
- e It was us who organised the exhibition.
- f It is your taste in music which is impressive.

Task 3

- a It was Ernest Hemingway who won the Nobel Prize in 1954. / It was the Nobel Prize that Ernest Hemingway won in 1954. / It was in 1954 that Ernest Hemingway won the Nobel Prize.
- b It was James Joyce who lived in Pula in 1904 and 1905. / It was in Pula that James Joyce lived in 1904 and 1905. / It was in 1904 and 1905 that James Joyce lived in Pula.
- c It was Zagreb that hosted the Marc Chagall exhibition in 2008. / It was the Marc Chagall exhibition that Zagreb hosted in 2008. / It was in 2008 that Zagreb hosted the Marc Chagall exhibition.

- WB: Task 1.

Tip!

You may look at the other examples with cleft sentences from the warmer (sentences 1, 3, 4 and 5) and discuss them.

LESSON 2

INVERSIONS

NEW MATERIAL DEVELOPMENT (10')

- Students discuss the sentences in Task 1.

KEY:

Task 1

All sentences number 2 convey a stronger meaning.

- Then they study and fill in the Conclude Box in Task 2.

KEY:

Task 2

Conclude Box: (b)eginning, (o)rder, (c)onditiona(l)

PRACTICE (25')

- Students do Task 3 SB.

KEY:

Task 3

- a Rarely do they see their grandchildren.
- b Little did I know that he was an art forger.
- c Never has Sue seen anything that beautiful.
- d Seldom does John speak his mind.
- e Had I got a chance, I would have studied architecture.
- f Had we arrived on time, we wouldn't have missed the opening scene.

- WB Task 2.

Tip!

You may look at the other examples of inversion from the warmer (sentences 7 and 8) and discuss them. You may also add some other adverbials and expressions that can start inverted sentences (*nowhere, nothing, hardly, no sooner... than, only, at no time, in no way, on no account*).

- At this point you may remind students of the *emphatic do structure* going back to the warmer sentences 9 and 10. Ask students to think of 2 or 3 sentences of their own.

WRAP-UP (10')

- Students complete the following sentences talking about themselves. It can be done in an oral or written form.

- 1 What surprises me most...
- 2 Something I've never told you...
- 3 What the Georgian government should do...
- 4 Never in my life have I...
- 5 It's my best friend who...
- 6 Do...!
- 7 Had I studied more...
- 8 What I can't stand about...
- 9 On no account...
- 10 The thing that bothers me most...

Tip 1!

Encourage students to use emphatic structures essay, since these will be seen as reflecting a wide range of knowledge of grammar and vocabulary and will enable them to avoid repetition.

HOMEWORK

Tip 2!

Ask students to find two paintings they like on the Internet that they will show to the class and to choose or to bring in two photos they like, either of themselves or artistic ones, which will be discussed in the next class.

D LISTENING AND SPEAKING

A picture is worth a thousand words

Student's Book, pages 66-67
Suggested teaching time: 2 lessons

- The aim of this Unit is to enable students to discuss different art forms.

LESSON 1

DESCRIBING PAINTINGS

TOPIC	Describing paintings
AIMS	<ul style="list-style-type: none"> While listening students will be able to match the speakers with the paintings. They will also be able to identify specific information about the paintings while listening. They will be able to describe a painting using the target vocabulary while writing and speaking. While listening they will be able to recognise which two photos are being compared They will be able to extend the target vocabulary while listening to and identifying the phrases used. They will be able to compare two photos by applying target vocabulary while speaking. While listening students will be able to identify silent letters in certain words.
MATERIALS	<ul style="list-style-type: none"> Student's Book, Workbook, photos of paintings, photos
AIDS	<ul style="list-style-type: none"> audio, board, computer
CLASS ORGANISATION	T-class, individual work, pair work

INTRODUCTION (10')

Warmer

- The teacher divides students into groups of four. Each group may choose a name for their group connected to art, e. g. Cubism. The teacher shows a small part of various paintings. (Choose really famous ones, e. g. *The Starry Night* by Van Gogh, *The Kiss* by Gustav Klimt, *Mona Lisa* (*Gioconda*) by Da Vinci, *Guernica* by Picasso...). Students guess as a group. The group with the most points wins.

NEW MATERIAL DEVELOPMENT (15')

- T 12** Students listen to Task 1 and match the paintings with the speakers. Ask them to paraphrase the lines from the text that helped them decide.

KEY:

Task 1

Speaker 1- 2 speaker 2- 4 speaker 3- 1

- T 12** Task 2 – they listen again and take notes in order to answer the questions.

KEY:

Task 2

Speaker 1

a evocative

b childhood memories, time spent with their mother at home, playing games, and the smells of their mother's kitchen.

c nostalgia

Speaker 2

a peculiar and amusing **b** Not mentioned **c** Not mentioned

Speaker 3

a emotional

b Christmas time, snow falling, unwrapping presents, listening to Christmas stories from their granny.

c nostalgia, carefree and happy times spent with family at the seaside.

PRACTICE (20')

- WB: Tasks 1 and 2.
- Students study Useful Vocabulary in the box and do Task 3. They can describe either the painting they have chosen at home, or one of the two remaining paintings from Task 1.

TAPESCRIPT 12: T12

Speaker 1

For me, this painting is deeply evocative of my childhood. Even at first glance it reminds me of the time I used to spend with my mother at home. In the afternoons, we used to sit and play all sorts of games for hours. The painting evokes the smells of my mother's kitchen. She was a great cook! Just looking at this photo makes me feel nostalgic.

Speaker 2

In my opinion, this is a rather peculiar and amusing painting. It reminds me of long summer holidays that I used to spend at the seaside with my parents. We would swim and play all day long. Those were the days, so careless and free!

Speaker 3

Just looking at the photo evokes Christmas time, which is rather emotional for me. I can see the snow falling, and I'm sitting and unwrapping presents that my parents have bought for me... My granny is telling me Christmas stories... I must say, for me, that is still the best time of the year.

TEACHER INFO

Nighthawks is a 1942 painting by Edward Hopper that portrays people sitting in a downtown diner late at night. It is Hopper's most famous work and is one of the most recognisable paintings in American art. Within months of its completion, it was sold to the Art Institute of Chicago for \$3, 000, and has remained there ever since.

Starting shortly after their marriage in 1924, Edward Hopper and his wife, Josephine, kept a journal in which he would, using a pencil, make a sketch drawing of each of his paintings, along with a precise description of certain technical details.

A description of the painting:

Brilliant interior of a cheap restaurant at night. Bright items: cherry wood counter + tops of surrounding stools; light on metal tanks at rear right; brilliant streak of jade green tiles 3/4 cross canvas at base of glass of window curving at corner. Light walls, dull yellow door into kitchen right. Very good-looking blond boy in white (coat, cap) inside counter. Girl in red blouse, brown hair eating sandwich. Man nighthawk (beak) in dark suit, steel grey hat, black band, blue shirt (clean) holding cigarette. Other figure dark sinister back at left. Light sidewalk outside pale greenish. Darkish red brick houses opposite. Sign across top of restaurant, dark Phillies 5c cigar. Picture of cigar. Outside of shop dark, green. Note: bit of bright ceiling inside shop against dark of outside street at edge of stretch of top of window.

HOMEWORK

- WB: Task 3 may be set as homework.

LESSON 2

COMPARING PHOTOS

NEW MATERIAL DEVELOPMENT (20')

- **T 13** In Task 4 students listen to the text and decide which two photos are being compared. Ask them to justify their answers by paraphrasing the speaker's words.

TAPESCRIPT 13: T13

In both photos I can see people taking self-portraits – that's the most obvious similarity between the photos. Another similarity is that, in both photos, a man is taking the picture. In the first photo, we can see a family that's spending a day at the beach. In the background we can see the sea and a beautiful sunset. They're all smiling, and they look happy. On the other hand, in the second photo, there's a couple who are probably visiting some city, and they've decided to take a self-portrait in front of a sculpture. They are also smiling and look very happy and in love. The most obvious difference between the photos is that in the second photo we can't see any natural surroundings. If I could choose, I think I'd prefer to be in the place of the family that's having a beautiful day at the beach.

KEY:

Task 4

photos 1 and 6;

Photo 1 – self portraits, a man is taking the picture, a family that's spending a day at the beach, in the background the sea and the beautiful sunset, they are smiling and they look happy

Photo 2 – a couple probably visiting a city, they've decided to take a self-portrait in front of a sculpture, they are also smiling and look very happy and in love

Tip!

You may ask students what the speaker finds to be the difference between the photos and the speaker's preference.

KEY:

In the second photo we can't see any natural surroundings.

He would prefer to be in the place of the family at the beach.

- **T 13** In Task 5 students listen again and tick the expressions.

KEY:

In both photos I can see...

The most obvious similarity / difference is...

In the foreground / background, there is...

I think I'd prefer...

PRACTICE (25')

- In Task 6 students choose any other two photos and compare them using all of the expressions from the box Useful Expressions or they do Task 4 in the WB.
- In Task 7, students describe the photos they have brought in the same way in pairs.
- **T 14** Task 8 – write the word *portrait* on the blackboard and ask students to pronounce it. Ask them which letter they haven't pronounced and what kind of a letter it is. When the answer *a silent letter* comes up, do Task 8 SB. Students listen to the word from tapescript 19 to check.
- WB: Tasks 5, 6

KEY:

Task 8

a - k; **b** - b; **c** - c; **d** - l; **e** - g; **f** - p

Tip!

At this point you may revise the phonetic alphabet.

TAPESCRIPT 14: T14

- a** knowledge – knight – knot
- b** doubt – crumb – numb
- c** fluorescent – scenario – scissors
- d** calf – half – salmon
- e** campaign – reign – resign
- f** receipt – pneumonia – psychic

E WRITING

Developing a nuanced argument in an essay

Student's Book, pages 68-69

Suggested teaching time: 1 or 2 lessons

- In this Unit students will be able to define arguments and present them in essay form using different structures. They will also be able to differentiate between which arguments should and shouldn't be used.

LESSON 1

TOPIC	Developing a nuanced argument in an essay
AIMS	<ul style="list-style-type: none">Students will be able to define target vocabulary as well as use it in context.Students will be able to compare three texts and explain which one is the most convincing.They will be able to analyse and assess arguments.They will be able to differentiate between phrases that should be used and that should be avoided.They will be able to write an essay in which they take a clear position as well as support their arguments.They will be able to analyse their partner's essay as well as identify and assess specific parts.They will be able to compare their original essay with the revised version and reformulate the arguments.
MATERIALS	<ul style="list-style-type: none">Student's Book
AIDS	<ul style="list-style-type: none">board
CLASS ORGANISATION	T-class, individual work

INTRODUCTION (10')

Warmer

- Ask students to work in groups of 4 and to list the good and bad sides of a college education and provide arguments for each. Remind students that this is a good preparation for the Matura Exam essay. When they have finished, discuss the ideas as a class.

NEW MATERIAL DEVELOPMENT

- Students do Task 1. They may look up the words they don't know or they might discuss them with their peers and you may help them.

TEACHER INFO

Vocabulary

rebuttal – the speech act of refuting by offering a contrary contention or argument

take a stand – a determined effort to resist or fight for something

refute – prove (a statement or theory) to be wrong or false; disprove

moderate – average in amount, intensity, quality, or degree

subtle – (especially of a change or distinction) so delicate or precise as to be difficult to analyse or describe, delicately complex and understated

nuanced – with a subtle difference in or shade of meaning, expression, or sound

middle ground – an area of compromise or possible agreement between two extreme positions, especially political ones

balanced – keeping or showing a balance; arranged in good proportions, taking everything into account; fairly judged or presented

counter-argument – an argument or set of reasons put forward to oppose an idea or theory developed in another argument

concede a point – admit or agree that something is true after first denying or resisting it

KEY:

Task 1

balanced, stand, middle ground, subtle/nuanced or nuanced/ subtle, moderate, counter-argument, point, rebuttal, refute

Students do Task 1E in the WB.

Tip!

Let students translate the text into Georgian, paying attention that it sounds natural. After they have finished, refer back to their arguments from the warmer and discuss whether they have used any of the listed ways of making an argument.

- In Task 2 students read the Examples aloud and compare the texts. They explain which text they find the most convincing and why.

KEY:

Task 2

Possible answers:

Example 3 the most convincing for several reasons:

Balanced Argument: *Example 3 provides a balanced view of the topic. It acknowledges the traditional value and respect given to a college education while also recognizing that it is not the right path for everyone. This balanced approach makes the argument more credible and relatable to a wider audience.*

Use of Evidence: *The text cites well-known individuals such as Bill Gates, Albert Einstein, Thomas Edison, and Walt Whitman as examples of successful people who did not complete college. This use of evidence strengthens the argument by showing real-world examples of success without a college degree.*

Acknowledgment of Counterarguments: *The text anticipates and addresses potential counterarguments by*

discussing the financial burden of college education and the decreasing guarantee of job security even with a degree. By acknowledging these points, the text shows a deeper understanding of the issue and respects differing viewpoints.

Use of Reliable Sources: The reference to recent news reports from reputable sources like *The Financial Times*, *The Economist*, and *The Guardian* adds credibility to the argument. It demonstrates that the writer has researched the topic and supports their claims with authoritative information.

Nuanced Discussion: The text provides a nuanced discussion by not only presenting examples of successful dropouts but also by considering the inherent abilities and different paths to success. This complexity adds depth to the argument, making it more thoughtful and compelling.

- Students do Task 3.

KEY:

Task 3

a Lacks evidence (overgeneralizes from one example) - 1

b Uses a polite tone - 2, 3

c Is too neutral - 2

d Personally attacks people who disagree - 1

e Cites sources of information - 3

f Uses several examples - 3

g Does not actually take a position on the issue - 2

h Acknowledges the strengths of the other side - 3

i Is completely one-sided - 1

j Is too emotional - 1

- WB: Task 1

Tip!

You may again refer back to their arguments from the warmer. Students should be able to recognise the other students' ways of making arguments. Students read the useful expressions from the box and complete them with their ideas.

Tip!

Although these expressions are useful in various types of essays, remind students that in the Matura Exam essay these expressions can only be used in the conclusion! The extreme phrases should be avoided in all types of written assignments.

WRAP-UP

Tip!

At this point students may work in groups and prepare their writing. The task will depend on the type of essay students will write for homework. They may think of the introduction and conclusion and they may make a T-table, a mind map, etc.

HOMEWORK

- For homework have students write an essay in WB Task 2. Encourage them to use the checklist provided

for developing their essay. Exchange their essays with a classmate during the following class and work on them.

Tip!

You may ask the class to come up with two thesis statements for a for-and-against composition based on the two essay topics in the Stepping Stones. Revise the structure of a for-and-against composition and set the composition as homework. The next class you may ask students to exchange their papers in pairs or groups of 4 and discuss the argumentation, structure, grammar, vocabulary, linking devices, etc.

F BROADENING YOUR HORIZONS

The man who wrote "Gatsby"

Student's Book, pages 70-71

Suggested teaching time: 2 lessons

- The aim of this Unit is to describe and discuss the time of the "Lost Generation", its most well-known personalities and a work from that period, *The Great Gatsby*.

LESSON 1

TOPIC	The man who wrote "Gatsby"
AIMS	<ul style="list-style-type: none">• They will be able to identify the most prominent personalities from the "Lost Generation" while looking at photos.• In a reading task students will be able to locate specific information about F. S. Fitzgerald.• While reading they will also be able to match target vocabulary with their definitions.• They will be able to use target vocabulary in context.
MATERIALS	<ul style="list-style-type: none">• Student's Book, Workbook
AIDS	<ul style="list-style-type: none">• board
CLASS ORGANISATION	T-class, individual work

INTRODUCTION (25')

Warmer 1

- Show photos showing the main features of the 1920s and the terms. Students try to match the terms with the photos and conclude which decade of the 20th century it is. Afterwards, explain the terms if necessary (Resource Bank, Activity 4).

Warmer 2

- Show the video clip from Woody Allen's *Midnight in Paris* where the main protagonist meets Fitzgerald and Hemingway. While watching students choose and describe Zelda Fitzgerald, Scott Fitzgerald or/and Hemingway. <http://www.youtube.com/watch?v=DzoOA473wq0>
- If you have done Warmer 2, students will recognise the people in the photos in Task 1. They might not recognise the person in the third photo. If not, provide background information.

KEY:

Task 1

- 1 *Zelda and F. Scott Fitzgerald*
- 2 *Ernest Hemingway*
- 3 *Gertrude Stein*

TEACHER INFO

Francis Scott Key Fitzgerald (1896 – 1940) was an American author of novels and short stories, whose works are the paradigmatic writings of the Jazz Age, a term he coined. He is widely regarded as one of the greatest American writers of the 20th century. Fitzgerald is considered to be a member of the "Lost Generation" of the 1920s. He finished four novels: *This Side of Paradise*, *The Beautiful and Damned*, *The Great Gatsby* (his most famous), and *Tender Is the Night*. A fifth, unfinished novel, *The Love of the Last Tycoon*, was published posthumously. Fitzgerald also wrote many short stories that treat themes of youth and promise along with age and despair. Fitzgerald's work has been adapted into films many times. *Tender Is the Night* was filmed in 1962, and made into a television miniseries in 1985. *The Beautiful and Damned* was filmed in 1922 and 2010. *The Great Gatsby* has been the basis for numerous films. In addition, Fitzgerald's own life from 1937 to 1940 was dramatized in 1958 in *Beloved Infidel*.

Zelda Sayre Fitzgerald (1900 – 1948), born **Zelda Sayre** in Montgomery, Alabama, was an American novelist and the wife of writer F. Scott Fitzgerald. She was an icon of the 1920s—dubbed by her husband "the first American Flapper." After the success of his first novel, *This Side of Paradise* (1920), the Fitzgeralds became celebrities.

Ernest Miller Hemingway (1899 – 1961) was an American author and journalist. His economical and understated style had a strong influence on 20th-century fiction, while his life of adventure and his public image influenced later generations. Hemingway produced most of his work between the mid-1920s and the mid-1950s, and won the Nobel Prize in Literature in 1954. He published seven novels, six short story collections, and two non-fiction works. Additional works, including three novels, four short story collections, and three non-fiction works, were published posthumously. Many of his works are considered classics of American literature.

Hemingway was raised in Oak Park, Illinois. After high school he reported for a few months for *The Kansas City Star*, before leaving for the Italian front to enlist with the World War I ambulance drivers. In 1918, he was seriously wounded and returned home. His wartime experiences formed the basis for his novel *A Farewell to Arms* (1929).

In 1921, he married Hadley Richardson, the first of his four wives. The couple moved to Paris, where he worked as a foreign correspondent and fell under the influence of the modernist writers and artists of the 1920s "Lost Generation" expatriate community. He published his first novel, *The Sun Also Rises* in 1926. After his 1927 divorce from Hadley Richardson, Hemingway married Pauline Pfeiffer; they divorced after he returned from the Spanish Civil War where he had been a journalist, and after which he wrote *For Whom the Bell Tolls* (1940). Martha Gellhorn became his third wife in 1940; they separated when he met Mary Welsh in London during World War II. He was present at the Normandy landings and the liberation of Paris.

Shortly after the publication of *The Old Man and the Sea* (1952), Hemingway went on safari to Africa, where he was almost killed in two successive plane crashes that left him in pain or ill health for much of his remaining lifetime. Hemingway maintained permanent residences in Key West, Florida (1930s) and Cuba (1940s and 1950s), and in 1959, he bought a house in Ketchum, Idaho, where he committed suicide in the summer of 1961.

Gertrude Stein (1874 – 1946) was an American writer of novels, poetry and plays that avoided using the narrative, linear, and temporal conventions of 19th-century literature, and a fervent collector of Modernist art. She was born in Pennsylvania, raised in California, and moved to Paris in 1903, making France her home for the remainder of her life. For some forty years, the Stein home at 27 rue de Fleurus on the Left Bank of Paris was a renowned Saturday evening gathering place for both expatriate American artists and writers and others noteworthy in the world of vanguard arts and letters, most notably Pablo Picasso. Stein became combination mentor, critic, and guru to those who gathered around her, including Ernest Hemingway, who described the salon in *A Moveable Feast*.

NEW MATERIAL DEVELOPMENT (20')

- Students read the text and the extract and answer the questions in Task 2.

KEY:

Task 2

- American artists and writers were drawn to France for its low cost of living, great bars, numerous presses and magazines willing to publish them. Living cheaply in Paris, writers could sell their work to the growing numbers of magazines and publishers back in the U. S., which were hungry for new talent and willing to pay handsomely.*
- Zelda was Fitzgerald's wife. Fitzgerald and Hemingway had a complicated relationship that started in friendship, progressed to rivalry and ended in bitter resentment. Zelda and Hemingway hated each other, and each criticized Scott for hanging out with the other.*
- Fitzgerald's view of the Twenties was serious and complex, for he recognized the glamour as well as the waste, the charm as well as the self-destruction. Fitzgerald's view doesn't coincide with the widespread view of the Twenties.*
- In October 1929 the stock market crashed, triggering the Great Depression. Six months later, Zelda suffered her first nervous breakdown. Fitzgerald didn't lose money in the market: he never owned stock. But the dawn of the 1930s spelled the end of an era for him and Zelda.*

NEW MATERIAL DEVELOPMENT (30')

- Students do Tasks 3 and 4.

KEY:

Task 3

- expatriate*
- willing*
- dawn*
- offence*
- confused*
- self-destruction*

Task 4

- willing*
- dawn*
- offence*
- confused*
- expatriates*
- self-destruction*

- If there are still some words in the text that need explaining, discuss them with students or ask them to check them in the dictionary.

TEACHER INFO

Vocabulary:

code – a set of conventions or moral principles governing behaviour in a particular sphere

handsomely – (of a number, sum of money, or margin) substantial

at the peak – the point of highest activity, quality, or achievement

pursue – seek to attain or accomplish (a goal) over a long period, engage in (an activity or course of action)

sober – not drunk

stock market – a place where shares in companies are bought and sold, or the organization of people whose job is to do this buying or selling.

spell the end – mean or have as a result

navigate – travel on a desired course after planning a route

HOMEWORK

- WB Tasks 1, 3, 4, 5, 6 and 7 may be set as homework.

TEACHER INFO

Strategy

Open cloze task.

You read a short text with 8 gaps and you have to fill in the gaps using the context to decide which word best fits each gap.

This task tests your knowledge of language structures – grammar and vocabulary.

The missing words are mainly grammatical words or parts of phrases or fixed expressions; articles, pronouns, comparatives and superlatives, prepositions, auxiliary verbs or parts of phrasal verbs.

B STRATEGY:

- 1 Read the text to get the idea of what it is about, do not fill in any gaps yet – it is much easier to fill them in when you know what the text is about.
- 2 Read the text again, sentence by sentence focusing on the words before and after each gap; try to decide what type of word is missing (article, pronoun, preposition...)
- 3 Fill in the gaps with ONE word only that fits both the meaning and the grammar of the sentences.
- 4 Read the whole text again to see if it makes sense.

HOMEWORK

- Task 5 SB Project work may be set as homework to several groups of students. You may appoint different task for each group or they may choose which task to work on.

Optional – Cross-curricular lesson 3

CROSS-CURRICULAR LESSON 1

The history of English

Student's Book, pages 74-75

Suggested teaching time: 1 lesson

LESSON 1

TOPIC	The history of English
AIMS	<ul style="list-style-type: none"> Students will be able to discuss the origin of some English words, as well as some historical facts about the English language. Students will be able to locate specific information in the text while reading. Students will be able to write different parts of speech of the given word. They will be able to use target vocabulary in context, as well as define target vocabulary.
MATERIALS	<ul style="list-style-type: none"> Student's Book, Workbook
AIDS	<ul style="list-style-type: none"> board
CLASS ORGANISATION	T-class, individual work

INTRODUCTION (15')

Warmer 1

- Show students the funny text about the future of English and ask them to comment on it. See Resource Bank, Cross-curricular lesson 1.

Warmer 2

- You may play the video on the history of English by Open Society (11 minutes), and ask students to retell what they have learnt.
<http://www.velikabritanija.net/2012/04/09/povijest-engleskog-jezika-u-10-minuta/>
- In Task 1 students first guess the origin of the words and then check the etymology in the dictionary.

KEY:

banana – West African
coffee – Arabic *qahwah*
joy – Old French
aspirin – German
pyjamas – Urdu and Persian

- After students have finished checking and writing their answers, discuss why the words have particular origins.

NEW MATERIAL DEVELOPMENT (15')

- As a pre-reading task students read the questions in Task 2 and guess the answers.
- If necessary, pre-teach the words **to coin** – invent (a new word or phrase), **die out** – be forgotten, **assimilate** – take in and understand fully (information or ideas).

- In Task 3 students read the text and check their guesses from Task 2.

KEY:

Task 3

- b
- c
- c

TEACHER INFO

Vocabulary:

intermixed – mixed together

blender – a person or thing that mixes things together

majesty – Origin – middle English (in the sense of 'greatness of God'): from Old French *majeste*, from Latin *majestas*, from a variant of *majus*, *major*-comparative of *magnus* 'great'

mayor – Origin – Middle English: from Latin, comparative of *magnus* 'great'; perhaps influenced by French *majeur*

swin (Old English) = **swine**

receptive – willing to consider or accept new suggestions and ideas

intent on/upon – determined to do (something)

emergence – the process of coming into existence or prominence

roll off – issue from; (Of words) flow effortlessly or mellifluously

bagel – a dense bread roll in the shape of a ring, characteristic of Jewish baking

marginalise – treat (a person, group, or concept) as insignificant

prolific – (of an artist, author, or composer) producing many works

PRACTICE (15')

- Students complete the table in Task 4.

KEY:

Task 4

VERB	NOUN	ADJECTIVE
<i>express</i>	<i>expression</i>	<i>expressive</i>
<i>blend</i>	<i>blend</i>	-
<i>evolve</i>	<i>evolution</i>	<i>evolutionary</i>
<i>mystify</i>	<i>mystique</i>	<i>mystifying</i>
<i>describe</i>	<i>description</i>	<i>descriptive</i>
<i>adapt</i>	<i>adaptability</i>	<i>adaptable</i>

Tip!

You may add the words *adopt* (*adoption*, *adoptive*), *emerge* (*emergence*, *emerging*) and *opt* (*option*, *optional*) to the table.

- Students do Task 5.

KEY:

- a** *evolutionary*
- b** *describe*
- c** *mystify*
- d** *influential*
- e** *blend*
- f** *adapt*

Tip!

You can ask students to write 1 or 2 similar sentences with the words you have added to the table.

- Students do Tasks 1, 2 and 3 from the WB to practise vocabulary.

CROSS-CURRICULAR LESSON 2

Nature vs. nurture

Student's Book, pages 76-77

Suggested teaching time: 1 lesson

LESSON 1

TOPIC	Nature vs. Nurture
AIMS	<ul style="list-style-type: none">• Students will be able to discuss the concept nature vs. nurture.• While reading students will be able to locate specific information in the text.• They will be able to define target vocabulary.• They will be able to use target vocabulary in context.• They will also be able to write an essay on the topic nature vs. nurture.
MATERIALS	<ul style="list-style-type: none">• Student's Book, Workbook
AIDS	<ul style="list-style-type: none">• board, computer or handouts
CLASS ORGANISATION	T-class, individual work, pair work

INTRODUCTION (5')

Warmer

- Show the following text to students and ask a student to read it aloud. Then discuss and ask them to provide their own examples for *individual's innate qualities* and *individual's personal experiences*. You may also ask them to give their own opinion on the following questions and Tasks 1 and 2 in the SB:

- 1 Are genes more powerful than how you were raised? Why?
- 2 If you had grown up in another country, would your personality be different?
- 3 If you had grown up in another generation (e. g. your parents'), would your personality be different?

KEY:

Task 1

Possible answer:

It's a long-standing discussion in psychology and other fields that explores the relative influences of genetics (nature) and environment (nurture) on human behavior, personality, intelligence, and other traits.

KEY:

Task 2

Possible answer:

We're not born as entirely blank slates, as genetics provide a foundation upon which our experiences build. Our environment and experiences influence our development.

TEACHER INFO

Scholarly and popular discussion about nature and nurture relates to the relative importance of an individual's innate qualities ("nature" in the sense of nativism or innatism) as compared to an individual's personal experiences ("nurture" in the sense of empiricism or behaviourism) in causing individual differences in physical and behavioural traits. The view that humans acquire all or almost all their behavioural traits from "nurture" was termed *tabula rasa* ("blank slate") by philosopher John Locke. The blank slate view proposes that humans develop only from environmental influences. This question was once considered to be an appropriate division of developmental influences, but since both types of factors are known to play interacting roles in development, most modern psychologists and other scholars of human development consider the question naive—representing an outdated state of knowledge. The nature versus nurture debate is one of the oldest issues in psychology. The debate centres on the relative contributions of genetic inheritance and environmental factors to human development.

NEW MATERIAL DEVELOPMENT (30')

- In Task 3 students skim the text and recognise the topics mentioned in the article. Ask them to underline the lines where the answers appear.

KEY:

Task 3

Topics mentioned in the article: the influence of genes on personality, the role of culture in sport, the influence of home life on intelligence, the role of the family in developing the IQ.

- In Task 4 students mark the sentences *true* or *false*. They also have to justify their answers by reading the parts of the text where they have found the true answers and correct the false ones.

KEY:

Task 4

BEFORE: Students' answers.

AFTER: a F
b F
c T
d F
e T
f F

- Students fill in the gaps in Task 5 with the words from the text.

KEY:

Task 5

a gene
b account
c stimuli
d highlight
e contribute
f reveal
g unaffected

- WB: Task 1.
- If there are any unknown words in the text, ask students to explain them to each other or check in the dictionary.

TEACHER INFO

Vocabulary:

- nature** – the basic or inherent features, character, or qualities of something
- nurture** – upbringing, education, and environment, contrasted with inborn characteristics as an influence on or determinant of personality
- blank slate** – tabula rasa
- empathy** – the ability to understand and share the feelings of another
- conduct (on)** – organise and carry out
- stimulus, Pl. stimuli** – a thing or event that evokes a specific functional reaction in an organ or tissue
- balanced diet** – (especially of food) having different elements in the correct proportions
- capacity** – the ability or power to do or understand something
- fraternal twins** – developed from separate ova and therefore genetically distinct and not necessarily of the same sex or more similar than other siblings. compare with identical twins.
- reveal** – make (previously unknown or secret information) known to others
- school attendance** – the action or state of going regularly to or being present at a place or event
- dandelions** – a widely distributed weed of the daisy family, with a rosette of leaves and large bright yellow flowers followed by globular heads of seeds with downy tips
- shortcoming** – a fault or failure to meet a certain standard, typically in a person's character, a plan, or a system
- to the full** – to the greatest possible extent

PRACTICE (10')

- Task 6 may be done in pairs and then as a class. Students compare their answers and comment on them.

KEY:

Tasks 6
Students' answers.

HOMEWORK

- WB Tasks 2 and 3 may be set as homework.
- Students write an essay on the topics in Task 7.

CROSS-CURRICULAR LESSON 3

Say it with your body

Student's Book, pages 78-80

Suggested teaching time: 2 lessons

LESSON 1

TOPIC	Say it with your body
AIMS	<ul style="list-style-type: none">• Students will be able to define non-verbal communication and its aspects.• They will be able to illustrate the functions of non-verbal communication.• They will also be able to categorise non-verbal communication according to the message it conveys.• They will be able to interpret body language.• They will be able to define target vocabulary.• They will be able to use target vocabulary in context.
MATERIALS	<ul style="list-style-type: none">• Student's Book, Workbook
AIDS	<ul style="list-style-type: none">• board, handouts
CLASS ORGANISATION	T-class, individual work

INTRODUCTION (10')

Warmer

- Match the body language with its meaning (Resource Bank, Activity 1). One of the students may also act out the examples of body language and the others guess what they convey.

NEW MATERIAL DEVELOPMENT (35')

- In Task 1 students fill in the gaps with the words offered. If necessary, pre-teach vocabulary for each Task.

TEACHER INFO

Vocabulary:

stimulus, Pl. **stimuli** – a thing or event that evokes a specific reaction

receiver – (in communication) a person who receives the message

generate – produce or create

come down to – (of a situation or outcome) be dependent on (a specified factor)

KEY:

Task 1

stimuli, speaker, receiver, verbal, aware

- Students do Task 2. See SB Unit 4B, Task 3.

TEACHER INFO

accent – emphasise (a particular feature)

complement – a thing that contributes extra features to something else in such a way as to improve or emphasise its quality

KEY:

Task 2

d, c, b

- In Task 3 students answer the questions and justify their answers.

TEACHER INFO

setting – the place or type of surroundings where something is positioned or where an event takes place

proximity – nearness in space, time, or relationship

paralinguistic – relating to or denoting paralinguistics or the non-lexical elements of communication by speech

inflection – the modulation of intonation or pitch in the voice

KEY:

Task 3

Body language: messages produced by the body, which usually includes proximity, body movements and posture, gestures, facial expression, eye contact and touch

Paralinguistic sign: messages produced by the broad setting (time, space, silence) which can be read from how people say something, not what they say. These refer to timing and pace, loudness, tone and inflection.

Tip!

Ask students to read the three extracts as a whole text and discuss the following prompts:

- List and discuss the roles of body language.
- How much do you use it and what kinds of non-verbal communication do you use most?
- Do you think that the usage of non-verbal communication is culturally determined? Can you think of some examples?

LESSON 2

PRACTICE (45')

- In Task 4 students insert the phrases into the text.

KEY:

Task 4

- 1 *Proximity*
- 2 *Body position and movement*
- 3 *touch*
- 4 *Eye contact*
- 5 *gestures*
- 6 *facial expressions*
- 7 *voice*

- If there are any unknown words in the text, ask students to explain them to each other or help them to find out the meaning.

TEACHER INFO

Vocabulary:

- bearing** – a person's way of standing or moving, the way a person behaves or conducts him – or herself
- myriad** – a countless or extremely great number of people or things
- slap** – a blow with the palm of the hand or a flat object
- grip** – a firm hold; a tight grasp
- gauge** – estimate or determine the amount, level, or volume of
- pitch** – the quality of a sound governed by the rate of vibrations producing it; the degree of highness or lowness of a tone

- In Task 5 students work in pairs and find some more examples of body language. They demonstrate and explain the non-verbal communication to the class.
- WB: Tasks 1 and 2.
- Students do Task 6 in the SB. Pre-teach vocabulary if necessary.

KEY:

Task 6

Possible answers:

- 1 looking down and away: (-)
- 2 genuine smiles: (+)
- 3 relaxed, uncrossed limbs: (+)
- 4 feet pointed away or towards an exit: (-)
- 5 rubbing the nose or the back of the neck: (-)
- 6 crossed arms or legs: (-)
- 7 long periods of eye contact: (+)
- 8 moving or leaning closer: (+)
- 9 moving or leaning away: (-)
- 10 looking away to the side: (-)

TEACHER INFO

Vocabulary:

- genuine** – (of a person, emotion, or action) sincere
- limb** – an arm or leg of a person or four-legged animal
- rub** – apply firm pressure to the surface of (something), using a repeated back and forth motion
- lean** – be in or move into a sloping position

- In Task 7 students match the examples with the steps interpreting body language. After they have finished, ask different students to read each step with the accompanying 2 examples.
- Pre-teach vocabulary if necessary.

TEACHER INFO

Vocabulary:

- angled** – placed or inclined at an angle to something else
- vicinity** – the area near or surrounding a particular place
- tilt** – move or cause to move into a sloping position
- contacts** – contact lenses
- chap** – (of the skin) become cracked, rough, or sore, typically through exposure to cold weather
- stiff** – not easily bent or changed in shape; rigid
- tension** – mental or emotional strain
- rapport** – a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well
- deliberately** – consciously and intentionally; on purpose
- recall** – bring (a fact, event, or situation) back into one's mind; remember
- indicate** – point out; show
- prolonged** – continuing for a long time or longer than usual; lengthy
- twitch** – give or cause to give a short, sudden jerking or convulsive movement
- agitated** – feeling or appearing troubled or nervous
- keep off** – avoid (a subject)

HOMEWORK

- WB Tasks 3, 4 and 5 may be set as homework.
- WB Task 6 may be done at school, but students might prepare the task at home.
- WB Task 7 – find volunteers to research the Internet and prepare presentations with the topics named.

CROSS-CURRICULAR LESSON 4

Running for the EU Parliament

Student's Book, pages 81-84
Suggested teaching time: 3 lessons

LESSON 1

TOPIC	Running for the EU Parliament
AIMS	<ul style="list-style-type: none"> • Students will be able to recognise three central European institutions. • Students will be able to categorise political terms and phrases. • Students will be able to define some political terms. • Students will be able to use the target vocabulary in context. • They will be able to speculate and discuss which branch of government parliaments belong to and the way parliaments function. • While reading students will be able to list important information about the European Parliament. • While reading they will be able to explain certain aspects of the European Parliament. • Students will be able to analyse the traits a good Euro MP should have and choose the most relevant characteristics for a good Euro MP. • Students will be able to organise mock elections for the European Parliament and hold a debate.
MATERIALS	<ul style="list-style-type: none"> • Student's Book, Workbook
AIDS	<ul style="list-style-type: none"> • board
CLASS ORGANISATION	T-class, individual work, pair work

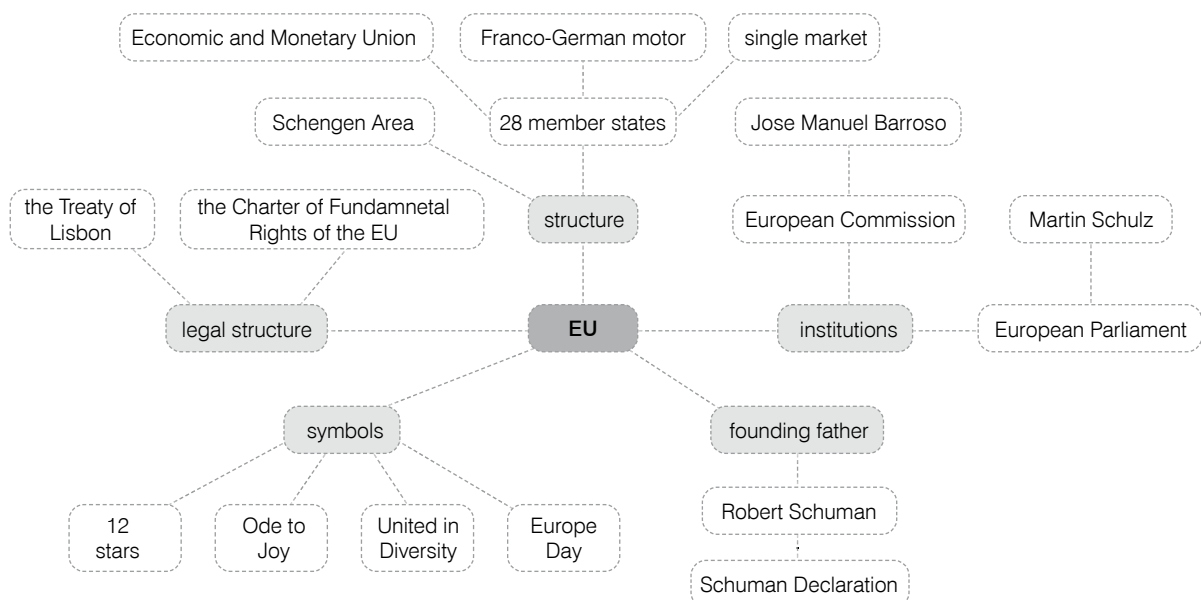
INTRODUCTION (20')

Warmer 1

- Association game (Resource Bank, Activity 1)

Warmer 2

- Pair matching: Each student gets a strip of paper with half of a term connected with the EU on it (Resource Bank, Activity 2). Students find their pairs and in pairs they try to explain what their term is. The teacher writes the main points of the cluster on the board: INSTITUTIONS; STRUCTURE; LEGAL STRUCTURE; SYMBOLS; FOUNDING FATHER and the EU in the middle. Each pair categorises their term and writes it in the cluster. After all students have put their term where they think it fits, the teacher checks the cluster with the whole class and discusses it with them. The teacher provides explanations and definitions of the terms students find difficult or unfamiliar. The aim of this warmer is not for students to know all the answers but to get an overall idea what the EU consists of. The cluster below might be helpful:



Warmer 3

- Pre-teach **run for office** – to be a candidate in an election for a political position.
- Discuss the following questions with the class and ask them to support their answers:
 - 1 *Is voting important? On a scale 1 to 10 (ten being of the highest importance), how would you rate the right to vote?*
 - 2 *Do you think voting is a right everyone should have? Why?*
 - 3 *Have you ever voted in your country's national or local elections?*
 - 4 *What other elections are there?*
 - 5 *Would you ever want to run for office? Why?*
- Students do Task 1.

KEY:

Picture 1: The European Parliament, Strasbourg

Picture 2: The Council of Europe, Strasbourg

Picture 3: Court of Justice of the European Union – Towers, Luxembourg

NEW MATERIAL DEVELOPMENT (25')

- Tasks 2 and 3 might be done in pairs. Check and discuss the answers as a class.
- Pre-teach vocabulary if necessary.

TEACHER INFO

Vocabulary:

draft (a law) – prepare a preliminary version of (a document)

supreme court – the highest judicial court in a country or state legislative

executive – denoting or relating to the part of a political administration with responsibility for putting into effect laws drawn up by the legislature (the legislative body of a country or state)

MP (plural **MPs**) – a Member of Parliament

chief justice – (the title of) the presiding judge in a supreme court

judicial – of, by, or appropriate to a law court or judge; relating to the administration of justice

KEY:

- 2
 - 1 *Branch of G: government, executive, prime minister, chief justice, MP*
 - 2 *parliament, supreme court*
 - 3 *drafting laws, legislative, approving laws, applying laws, judicial*
- 3
 - a *legislative*
 - b *executive*
 - c *judicial*
- 4 *legislative*

- Task 4 may be done as a brainstorming activity, or a volunteer (assigned the previous class) can give a short presentation on the Georgian Parliament.
- In Task 5 students read the text and answer the questions. You may ask them to underline the answers and copy them into their notebooks in the form of a list. Discuss the answers as a class.
- Pre-teach vocabulary if necessary.

TEACHER INFO

Vocabulary:

bureaucrat – an official in a government department, in particular one perceived as being concerned with procedural correctness at the expense of people's needs

loose – not firmly or tightly fixed in place

supervise – observe and direct the work of (someone)

spotlight – a lamp projecting a narrow, intense beam of light directly on to a place or person, especially a performer on stage; focusing attention on him or her

constituent – being a voting member of an organisation and having the power to appoint or elect

diversity – a range of different things

pluralism – a condition or system in which two or more states, groups, principles, sources of authority, etc., coexist

scrutiny – critical observation or examination

- In Task 6 students read the text and answer the questions.
- Pre-teach vocabulary if necessary.

TEACHER INFO

Vocabulary:

legislate – make or enact laws

legislature – the legislative body of a country or state

legislation – laws, considered collectively; the process of making or enacting laws

electorate – all the people in a country or area who are entitled to vote in an election

eligible – having the right to do or obtain something; satisfying the appropriate conditions

mandate – a period during which a government is in power

suffrage – the right to vote in political elections

lobby – seek to influence (a legislator) on an issue

subsidy – a sum of money granted by the state or a public body to help an industry or business keep the price of a commodity or service low

policy – a course or principle of action adopted or proposed by an organisation or individual

KEY:

- a *EP is in charge of exercising the legislative function together with the Council of the European Union and the European Commission. It is a part of one of the most powerful legislatures in the world. However, it doesn't have the ability to formally propose laws. EP controls the EU budget and supervises the European Commission.*
- b *Members of the European Parliament (MEPs).*
- c *It deals with mainly European areas, with laws that regulate all the EU members. Some examples are commercial legislation, consumer protection, environmental standards, subsidies for economic development, competition policy, safety standards and social rights.*

LESSON 2

PRACTICE (45')

- WB Tasks 1, 2, 3, 4, 5 and 6
- Before doing Tasks 7 and 8, focus students' attention on the elections vocabulary in WB Tasks 1, 2 and 4.
- Task 7 – ask students to brainstorm the traits a good Euro MP should have and to compare their answers with the lists in the Student's Book.
- Pre-teach vocabulary if necessary.

TEACHER INFO

Vocabulary:

- diligent** – having or showing care and conscientiousness in one's work or duties
negotiate – obtain or bring about by discussion
overview – a general review or summary of a subject

- The “elections” vocabulary is the introduction for the mock elections in Task 8.
- Pre-teach some other words and expressions if necessary.

TEACHER INFO

Vocabulary:

- mock** – (of an examination, battle, etc.) arranged for training or practise
manifesto – a public declaration of policy and aims, especially one issued before an election by a political party or candidate
outline – give a summary of
prominent – important; famous
trait – a distinguishing quality or characteristic, typically one belonging to a person
skeleton in the closet – a discreditable or embarrassing fact that someone wishes to keep secret
constituent – being a voting member of an organisation and having the power to appoint or elect
on track – following a course that is likely to achieve what is required
booth – an enclosed compartment that allows privacy, for example when telephoning, voting, or sitting in a restaurant
secular – not connected with religious or spiritual matters
sustainable – conserving an ecological balance by avoiding depletion of natural resources
grass-roots – ordinary people regarded as the main body of an organisation's membership

- Students organise mock elections following the steps in Task 8.

RESOURCE BANK

Activity 1**Nationality and personality adjectives****PREPARATION**

Make one copy of the worksheet per pair.

PROCEDURE

The chart consists of nationality and personality adjectives, which students have to match according to their opinion about the particular nationality. They will be asked to match two adjectives per nationality. After they have finished the teacher will ask them to read and comment on their answers. Then the teacher will show them the chart an English person has made about the same nationalities from the point of view of the English people. The teacher will also tell them that the more their answers resemble the second list, the more mistaken they probably are and ask them if they have really met enough e. g. Germans to be able to say that they are all punctual and efficient. Thus, we will introduce the term “stereotypes”.

Choose two adjectives from the second column to describe the nationalities in the first column.

English	temperamental	scientifically-minded	
American	efficient	passionate	
Scottish	good-humoured	polite	
German	warm-blooded	tough	
Italian	boastful	reserved	
Japanese	proud	sportsmanlike	
French	stingy	suicidal	
Spanish	materialistic	cowardly	
Georgian	punctual	hard-working	

English	good-humoured	sportsmanlike
American	boastful	materialistic
Scottish	scientifically-minded	tough
German	punctual	efficient
Italian	stingy	warm-blooded
Japanese	suicidal	hard-working
French	passionate	conceited
Spanish	temperamental	proud
Georgian		

Activity2**What is their profession?****PREPARATION**

Make one copy of the worksheet per pair.

PROCEDURE

Distribute handouts to pairs. They have to fill in the indefinite article *a/an* through a game about professions.

KEY:

- 1 *Marko is a flight attendant.*
- 2 *Mia is an actress.*
- 3 *Nina is a translator.*
- 4 *Daniela is a nurse.*
- 5 *Doris is an electrician.*
- 6 *Leo is a mechanic.*

ACTRESS
ELECTRICIAN

FLIGHT ATTENDANT
NURSE

MECHANIC
TRANSLATOR

	Marko	Mia	Nina	Daniela	Doris	Leo
types a lot			◇			
repairs things					◇	◇
uses languages	◇		◇			
visits customers					◇	
works with others	◇	◇		◇	◇	◇
sometimes works at night	◇	◇		◇		
has a famous name		◇				

Look at the list of professions and the table and fill in the gaps in the following sentences.

- 1 Marko is _____.
- 2 Mia is _____.
- 3 Nina is _____.
- 4 Daniela is _____.
- 5 Doris is _____.
- 6 Leo is _____.

Activity 3

Facts about Georgia

PREPARATION

Make one copy of the worksheet per pair.

PROCEDURE

Distribute handouts to pairs. They have to fill in the definite article through questions about Georgia.

KEY:

- 1 *The longest river in Georgia is the Kura (Mtkvari). Its total length is around 1,364 km, with a significant portion of its course running through Georgia.*
- 2 *The Vere River in Tbilisi can be considered the shortest river in Georgia, which is approximately 20 km in length.*
- 3 *The highest mountain in Georgia is Mount Shkhara, which is part of the Caucasus Mountain Range.*
- 4 *The largest national park is the Borjomi-Kharagauli National Park with a total area is 104,099 hectares, which is more than 1.5% of the country's territory.*
- 5 *The largest lake in Georgia is Lake Faravan.*
- 6 *Lake Ritsa is the deepest lake not only in Georgia but in the Caucasus.*
- 7 *Since there is no oxygen in the depths of The Black Sea, researchers have found a number of shipwrecks in very good condition.*
- 8 *The main international airport in Georgia is Tbilisi International Airport, which is the busiest airport in the country.*
- 9 *The Battle of Didgori is one of the most significant and well-known battles in Georgian history.*
- 10 *Archaeological findings of hominin fossils in Dmanisi, Kvemo Kartli region of Georgia, are among the oldest and most complete early human remains found outside of Africa.*

Facts about Georgia

Fill in the gaps. Use: the or Ø.

- 1 The longest river in Georgia is _____. Its total length is around 1,364 km, with a significant portion of its course running through Georgia.
- 2 _____ in Tbilisi can be considered the shortest river in Georgia, which is approximately 20 km in length.
- 3 The highest mountain in Georgia is _____, which is part of the Caucasus Mountain Range.
- 4 The largest national park is _____ National Park with a total area is 104,099 hectares, which is more than 1.5% of the country's territory.
- 5 The largest lake in Georgia is _____.
- 6 _____ is the deepest lake not only in Georgia but in the Caucasus.
- 7 Since there is no oxygen in the depths of _____, researchers have found a number of shipwrecks in very good condition.
- 8 The main international airport in Georgia is _____ International Airport, which is the busiest airport in the country.
- 9 The Battle of _____ is one of the most significant and well-known battles in Georgian history.
- 10 Archaeological findings of hominin fossils in _____, Kvemo Kartli region of Georgia, are among the oldest and most complete early human remains found outside of Africa.

Activity 1

Proverbs and sayings about work

PREPARATION

Cut the cards and give one set of cards to each group.

PROCEDURE

Distribute cards to groups. Students have to match the proverbs and sayings about work and translate or explain them in Georgian.

KEY:

- 1 **No bees, no honey; no work, no money.**
Meaning: If you don't work hard you won't earn a reward.
- 2 **All work and no play makes Jack a dull boy.**
Meaning: It is not healthy for someone to work all the time and never play.
- 3 **A little hard work never hurt or killed anyone.**
Meaning: One should expect to do hard or difficult work and not try to avoid doing it.
- 4 **Make hay while the sun shines.**
Meaning: Take advantage of opportunities and good conditions while you can
- 5 **Better late than never.**
Meaning: It is better to do something late than to not do it at all.
- 6 **Many hands make light work.**
Meaning: A job is done easily if a lot of people share in the work.
- 7 **Rome was not built in a day.**
Meaning: It takes time and hard work to complete a difficult job.
- 8 **A stitch in time saves nine.**
Meaning: If you fix something or solve a problem immediately you will save time later.
- 9 **Strike while the iron is hot.**
Meaning: Take action quickly and at a good opportunity.
- 10 **Too many cooks spoil the broth.**
Meaning: If too many people try to do something then often the job will not be done well.
- 11 **A bad workman blames his tools.**
Meaning: It is something that you say when someone blames the objects they are using for their own mistakes.
- 12 **It's easier said than done.**
Meaning: It is what you say when something seems like a good idea but it would be difficult to do.
- 13 **Practice makes perfect.**
Meaning: Doing something over and over again is the only way to learn to do it well.
- 14 **Chop your own wood; it will warm you twice.**
Meaning: The physical act of chopping the wood makes you warm, and then when you burn the wood you get warm again.
- 15 **Never put off until tomorrow what can be done today.**
Meaning: You shouldn't procrastinate. Don't delay doing something that can be completed immediately.
- 16 **Haste makes waste.**
Meaning: Time gained in doing something rapidly will be lost if you must do it again to correct your mistakes.
- 17 **If a thing is worth doing, it's worth doing well.**
Meaning: If you decide to do something, do it as well as you possibly can.
- 18 **Diligence is the mother of good fortune.**
Meaning: If you work carefully and constantly, you will be far more likely to be successful, as if luck had come your way.
- 19 **A woman's work is never done.**
Meaning: Housework and raising children are jobs that have no end.
- 20 **The devil finds work for idle hands to do.**
Meaning: If you do not have useful work to do, you will be tempted to do frivolous or harmful things to get rid of your boredom.



No bees, no honey;	no work, no money.
All work and no play	makes Jack a dull boy.
A little hard work	never hurt or killed anyone.
Make hay	while the sun shines.
Better late	than never.
Many hands	make light work.
Rome was	not built in a day.
A stitch in time	saves nine.
Strike while	the iron is hot.
Too many cooks	spoil the broth.
A bad workman	blames his tools.
It's easier	said than done.
Practice makes	perfect.
Chop your own wood;	it will warm you twice.
Never put off until tomorrow	what can be done today.
Haste makes	waste.
The devil finds	work for idle hands to do.
Diligence is	the mother of good fortune.
A woman's work	is never done.
If a thing is worth doing,	it's worth doing well.

Activity 2

Compound dominoes

PREPARATION

Make enough handouts for each group.

PROCEDURE

Distribute the handouts. Students have to find 19 compounds and write them on the dominoes.

KEY:

hand	cuff	back	ground	clock	wise	dragon	fly	book	worm
dose									on
over									line
table									master
time									piece
wreck									green
ship									house
dream									water
day									proof
bug									dare
lady	corn	pop	green	ever	bow	rain	law	out	devil

= background, clockwise, dragonfly, bookworm, online, masterpiece, greenhouse, waterproof, daredevil, outlaw, rainbow, evergreen, popcorn, ladybug, daydream, shipwreck, timetable, overdose, handcuff

Find 19 compounds and write them on the dominoes. An example has been given.

	cuff	back	ground	clock					
	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">law</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">rain</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">wise</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">dragon</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">piece</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">green</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">house</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">water</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">table</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">over</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">wreck</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">time</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">devil</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">out</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">fly</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">back</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">proof</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">dare</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">worm</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">on</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">ground</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">clockmaster</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">book</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">bow</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">ever</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">bug</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">day</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">cuff</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">back</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">corn</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">lady</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">green</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">pop</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">dose</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">hand</div> </div>								
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 5px;">dream</div> <div style="border: 1px solid black; padding: 2px; margin: 5px;">ship</div> </div>								

Activity 3**The job interview: Job advert****PREPARATION**

Make enough handouts for each pair.

PROCEDURE

Distribute handouts to each pair. One student is the interviewer and four volunteers are the job seekers. Before doing the role-play give students time to get prepared.

BEST MOBILE
Mobile phones, mobile phone accessories

SALESPERSON WANTED

We are looking for an experienced salesperson to sell mobile phones.

We are seeking a hard-working, confident salesperson.

Must have strong communication skills and knowledge of mobile phones and technology.

We offer a competitive base salary, commissions, and bonuses.

All applicants must speak fluent English and desirably another foreign language due to the large number of tourists in our region.

PREVIOUS EXPERIENCE NECESSARY.

Please call 02 385 6767 to arrange an interview.



BEST MOBILE
Mobile phones, mobile phone accessories

SALESPERSON WANTED

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We are seeking a hard-working, confident salesperson.

Must have strong communication skills and knowledge of mobile phones and technology.

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PREVIOUS EXPERIENCE NECESSARY.

Please call 02 385 6767 to arrange an interview.

Employer card

You are the owner of a mobile phone shop in Rovinj. You need to employ an experienced, confident salesperson to work in your shop. The prerequisites for this position are:

- 1 The applicant must have at least 1 year of experience as a salesperson because he or she will be in charge of the shop when you are away.
- 2 Must be communicative, hard-working and trustworthy.
- 3 Must be fluent in English and possibly another foreign language, preferably Italian or German.
- 4 Must possess knowledge of mobile phones and the latest technology.
- 5 Must be friendly, agreeable and helpful.
- 6 Must demonstrate the ability to sell a product.

Ask each applicant the following questions and add your own:

- 1 Why would you like to work for us?
- 2 Where have you worked so far?
- 3 What are your interests and hobbies?
- 4 Pretend you are greeting a customer in a foreign language.
- 5 Present how you would sell a mobile phone.



Employer card

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Jobseeker 1

You are 32 years old and you have no experience working as a salesperson whatsoever. However, you like technology and have always possessed the latest gadgets. You cannot handle criticism and you dislike having a boss, as well as being helpful to other people. You possess basic knowledge of English and some Italian because you picked it up while you were working in a restaurant in Italy five years ago. You do not have any hobbies. You only applied for the money.



Jobseeker 2

You are 45 years old and you lost your job as a salesperson in a children`s department store a year ago because your company was sold to a foreigner who decided to lay off the old staff. You have two children and you desperately need this job. You speak English fluently. Gadgets and latest technology are not your strongest side. Your hobbies are fishing and reading books.



Jobseeker 3

You are 19 years old and you have recently finished a trade high school with flying colours. You have not worked as a salesperson before but you are hard-working and willing to gain some experience. Money is not the issue for you. You speak English fluently and some German. You are keen on the newest technology and it is a part of your everyday life. You like working with people and one day you would like to own a gadget shop. Your hobby is Internet surfing and gaming.



Jobseeker 4

You are 26 years old and you worked as a salesperson for 8 years in your hometown. You moved to Rovinj because you got married a few months ago and your spouse is from Rovinj. You have a recommendation letter from your former boss and it is very flattering. You are looking for a permanent position because you have to support your new family. You speak fluent English and Italian. You possess some basic German knowledge. In your free time you volunteer for the elderly – you organise their social activities.

Activity 4**International etiquette guide****PREPARATION**

Make enough handouts for each group.

PROCEDURE

There should be 4 students for each role-play card. Two of them are the hosts and two are the guests. Ask students to show the flag of the country from which they are presenting the manners and to act out the meeting and dinner etiquette. The rest of the class should guess which country is in question and to retell what the etiquette rules are.

Saudi Arabia



Meeting Etiquette

- Men shake hands. Good friends may greet each other with a handshake and a kiss on each cheek.
- Women generally hug and kiss close friends.
- When Saudis greet each other they take their time and converse about general things.

Dining Etiquette

- Saudis socialise primarily in restaurants and international hotels when entertaining expatriates whom they do not know well. After some time you will be invited to the home.
- Entertainment will generally be same-sex only. If both sexes are included, they will be in separate rooms.
- Show respect for elders by greeting them first.
- Accept the offer of Arabian coffee and dates even if you do not normally drink coffee.
- If you are invited to a Saudi's house, you should remove your shoes.

Table manners

- If the meal is on the floor, sit cross-legged or kneel on one knee.
- Eat only with the right hand, as the left is considered unclean.
- Try a bit of everything that is served.
- Honoured guests are often offered the most prized pieces such as a sheep's head so be prepared!
- There is often more food than you can eat. Part of Saudi hospitality and generosity is to shower guests with abundance.
- There is little conversation during meals so that diners may relish the food.

Cameroon



Meeting and Greeting

- Men shake hands with each other.
- As a sign of respect men often lower their head and avert their eyes when greeting someone superior to them in age or position.
- Some Muslims will not shake the hand of someone of the opposite gender.
- Since this is a hierarchical society, elders are greeted first.
- Women tend not to look the other person in the eye even if it is another woman.
- Greetings should never be rushed. It is important to take time to inquire about the person's family and other matters of general interest during the greeting process.

Gift Giving Etiquette

- If you are invited to a Cameroonian's home, bring fruit, whiskey, or wine to the host. (Do not bring alcohol if the host is Muslim.)
- Gifts are given with two hands or the right hand only, never with the left hand.

Dining Etiquette

If you are invited to a Cameroonian's house:

- Shake hands with each guest individually, starting with the most senior person present.
- In traditional homes, men eat first, then women, and then children. A foreign woman will generally be invited to eat with the men since she is a guest.
- In many homes, a washing basin and soap is brought out before the meal so that guests may wash their hands.
- Expect to have your own shallow bowl and to take food from a communal bowl.
- Hierarchy dictates that the eldest person is the first to take food from the communal bowl.
- Many Cameroonians eat with their hands, although foreign guests may be offered cutlery.
- If you use your hands then use the right hand.
- As a guest, you will be offered prized delicacies such as chicken gizzards*. This is considered an honour. If you cannot eat them, thank your host profusely and request that it is more appropriate that it be given to the eldest person present.

*A muscular, thick-walled part of a bird's stomach for grinding food, typically with grit

Spain



Meeting Etiquette

- When introduced expect to shake hands.
- Female friends kiss each other on both cheeks, starting with the left.
- As a general rule, people are often referred to as Don or Dona and their first name when meeting in formal occasions.
- Many men use a two-handed shake where the left hand is placed on the right forearm of the other person.

Dining Etiquette

- If invited to a Spaniard's home, you can bring chocolates, pastries, cakes, wine, liqueur, brandy or flowers to the hostess.

Table Manners

- Remain standing until invited to sit down. You may be shown to a particular seat.
- Always keep your hands visible when eating. Keep your wrists resting on the edge of the table.
- Do not begin eating until the hostess starts.
- Use utensils to eat most food. Even fruit is eaten with a knife and fork.
- If you have not finished eating, cross your knife and fork on your plate with the fork over the knife.
- The host gives the first toast.
- Indicate you have finished eating by laying your knife and fork parallel on your plate, tines facing up, with the handles facing to the right.

Japan



Meeting Etiquette

- Greetings in Japan are very formal and ritualised.
- If at all possible, wait to be introduced. It can be seen as impolite to introduce yourself, even in a large gathering.
- While foreigners are expected to shake hands, the traditional form of greeting is the bow. How far you bow depends upon your relationship to the other person as well as the situation. The deeper you bow, the more respect you show. A foreign visitor ('gaijin') may bow the head slightly, since no one expects foreigners to generally understand the subtle nuances of bowing.

Gift Giving Etiquette

- The ceremony of presenting the gift and the way it is wrapped is as important--sometimes more important--than the gift itself.
- Give items in odd numbers, but not 9.
- If you buy the gift in Japan, have it wrapped.
- Pastel colours are the best choices for wrapping paper.

Dining Etiquette

- Remove your shoes before entering and put on the slippers left at the doorway.
- Leave your shoes pointing away from the doorway you are about to walk through.
- If you must go to the toilet, put on the toilet slippers and remove them when you are finished.

Watch your table manners!

- Wait to be told where to sit. There is a protocol to be followed.
- The honoured guest or the eldest person will be seated in the centre of the table the furthest from the door.
- The honoured guest or the eldest is the first person to begin eating.
- Chopsticks should be returned to the chopstick rest after every few bites and when you drink or stop to speak.
- Do not cross your chopsticks when putting them on the chopstick rest.
- Try a little bit of everything. It is acceptable to ask what something is and even to make a face if you do not like the taste.
- Don't be surprised if your Japanese colleagues slurp their noodles and soup.

- If you do not want anything more to drink, do not finish what is in your glass. An empty glass is an invitation for someone to serve you more.
- When you have finished eating, place your chopsticks on the chopstick rest or on the table. Do not place your chopsticks across the top of your bowl.
- If you leave a small amount of rice in your bowl, you will be given more. To signify that you do not want more rice, finish every grain in your bowl.

Activity 1

Relative clauses

PREPARATION

Cut the cards and give one set of cards to each group.

PROCEDURE

Distribute enough sets of cards for each group. The students have to match the first part of the sentence with the second part and find a relative pronoun in each.

KEY:

- 1 Mouse potato is a person **who** spends large amounts of their leisure or working time on a computer.
- 2 Nagware is computer software **which** is free for a trial period and thereafter frequently reminds the user to pay for it.
- 3 Screenager is a person in their teens or twenties **who** has an aptitude for using computers and the Internet.
- 4 Blook is a book **Ø** written by a blogger.
- 5 Daycation is a trip or short vacation **which** lasts only one day.
- 6 Droolworthy is something so attractive or exciting **that** it makes you want to have it.
- 7 Dwell time is the length of time **Ø** spent on a website.
- 8 Earworm is a tune **that** keeps repeating itself over and over again in your heads.
- 9 E-quaintance is a person **Ø** you know only through online networks.
- 10 Flexitarian is a vegetarian **who** sometimes eats meat or fish.
- 11 Flog is a blog **which** appears to have been written by an independent person but has in fact been created by a company or business in order to advertise a product or service.
- 12 Hacktivist is a person **who** manipulates information on the Internet in order to transmit a message, usually political.
- 13 Hater is a social networking application, **which** allows people to share their dislikes.
- 14 Legsie is a photograph **Ø** taken by yourself of your suntanned legs to show that you are enjoying your holiday.
- 15 Locavore is a person **who** only eats food produced locally.
- 16 Mocktail is non-alcoholic drink **that** looks like a cocktail.
- 17 Netizen is a person **who** spends an excessive amount of time on the Internet.
- 18 Nonliner is someone **who** rarely or never uses the Internet, usually because they cannot access it.
- 19 Tweeps are users **who** follow you on twitter.
- 20 Widget is a small application or tool **that** can be installed and executed within a web page.



Blook is	someone who rarely or never uses the Internet, usually because they cannot access it.
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Mouse potato is	a blog which appears to have been written by an independent person but has in fact been created by a company or business in order to advertise a product or service.
Nagware is	the length of time spent on a website.
Netizen is	something so attractive or exciting that it makes you want to have it.
Nonliner is	a vegetarian who sometimes eats meat or fish.
Screenager is	a tune that keeps repeating itself over and over again in your head.
Tweeps are	a book written by a blogger.
Widget is	non-alcoholic drink that looks like a cocktail.

Activity 2

Relative clauses

PREPARATION

Make enough handouts for each group.

PROCEDURE

Distribute enough handouts for each group. The students have to fill in the gaps with the missing lyrics while they listen to the song.

Full lyrics:

We shall overcome

We shall overcome, we shall overcome,
We shall overcome someday;
Oh, deep in my heart, I do believe,
We shall overcome someday.

The Lord will see us through, The Lord will see us through,
The Lord will see us through someday;
Oh, deep in my heart, I do believe,
We shall overcome someday.

We're on to victory, We're on to victory,
We're on to victory someday;
Oh, deep in my heart, I do believe,
We're on to victory someday.

We'll walk hand in hand, we'll walk hand in hand,
We'll walk hand in hand someday;
Oh, deep in my heart, I do believe,
We'll walk hand in hand someday.

We are not afraid, we are not afraid,
We are not afraid today;
Oh, deep in my heart, I do believe,
We are not afraid today.

The truth shall make us free, the truth shall make us free,
The truth shall make us free someday;
Oh, deep in my heart, I do believe,
The truth shall make us free someday.

We shall live in peace, we shall live in peace,
We shall live in peace someday;
Oh, deep in my heart, I do believe,
We shall live in peace someday.

We Shall Overcome

We shall overcome, we shall overcome,
We shall overcome someday;
Oh, _____, I do believe,
We shall overcome someday.

The Lord _____, The Lord _____,
The Lord _____ someday;
Oh, _____, I do believe,
We shall overcome someday.

We're _____, We're _____,
We're _____ someday;
Oh, _____, I do believe,
We're _____ someday.

We'll walk _____, we'll walk _____,
We'll walk _____ someday;
Oh, _____, I do believe,
We'll walk _____ someday.

We are not afraid, we are not afraid,
We are not afraid today;
Oh, _____, I do believe,
We are not afraid today.

The truth shall make us free, the truth shall make us free,
The truth shall make us free someday;
Oh, _____, I do believe,
The truth shall make us free someday.

We shall live in peace, we shall live in peace,
We shall live in peace someday;
Oh, _____, I do believe,
We shall live in peace someday.

Activity 1**Debate****PREPARATION**

Make enough copies of the handouts for each group.

PROCEDURE

Distribute handouts with expressions for agreeing/ disagreeing/ expressing opinion/expressions for adding a point.

Stating an opinion	<ul style="list-style-type: none"> • In my opinion... • The way I see it... • If you want my honest opinion.... • According to Lisa... • As far as I'm concerned... • If you ask me...
Asking for an opinion	<ul style="list-style-type: none"> • What's your idea? • What are your thoughts on all of this? • How do you feel about that? • Do you have anything to say about this? • What do you think? • Do you agree? • Wouldn't you say?
Expressing agreement	<ul style="list-style-type: none"> • I agree with you 100 per cent. • I couldn't agree with you more. • That's so true. • That's for sure. • (slang) Tell me about it! • You're absolutely right. • Absolutely. • That's exactly how I feel. • Exactly. • I'm afraid I agree with James. • I have to side with Dad on this one. • No doubt about it. • (Agree with negative statement) Me neither. • (Weak) I suppose so./I guess so. • You have a point there. • I was just going to say that.
Expressing disagreement	<ul style="list-style-type: none"> • I don't think so. • (Strong) No way. • I'm afraid I disagree. • (Strong) I totally disagree. • I beg to differ. • (Strong) I'd say the exact opposite. • Not necessarily. • That's not always true. • That's not always the case. • No, I'm not so sure about that.
Interruptions	<ul style="list-style-type: none"> • Can I add something here? • Is it okay if I jump in for a second? • If I might add something... • Can I throw my two cents in? • Sorry to interrupt, but... • (After accidentally interrupting someone) Sorry, go ahead. OR Sorry, you were saying... • (After being interrupted) You didn't let me finish. • Please, don't butt in.
Settling an argument	<ul style="list-style-type: none"> • Let's just move on, shall we? • Let's drop it. • I think we're going to have to agree to disagree. • (Sarcastic) Whatever you say./If you say so.

Activity 2

Emphasis

PREPARATION

Make enough copies of the handouts for each group.

PROCEDURE

Distribute handouts to each group. Check answers.

KEY:

- 1
 - a I'll never forget my kindergarten days.
 - b What I'll never forget are my kindergarten days.

- 2
 - a Maria explained the task.
 - b It was Maria who explained the task.

- 3
 - a He was late. It surprised us all.
 - b The fact that he was late surprised all of us.

- 4
 - a Why did he leave so suddenly?
 - b What interests me is why he left so suddenly.

- 5
 - a They met in a small village in China.
 - b Where they met was a small village in China.

- 6
 - a I have never seen such a mess.
 - b Never have I seen such a mess.

- 7
 - a He didn't feel so responsible until he became a father.
 - b Not until he became a father did he feel so responsible.

- 8
 - a She is a playwright and also a gifted painter.
 - b Not only is she a playwright, but she is also a gifted painter.

- 9
 - a Ivan really likes cakes.
 - b Ivan does like cakes.

- 10
 - a *You should turn the lights on.*
 - b *Do turn the lights on.*

Make meaningful sentences out of the following jumbled ones and write them down.

- 1 a my kindergarten I'll forget days never.
b never I'll kindergarten What my forget days are.
- 2 a the explained Maria task.
b who was explained Maria the It task.
- 3 a late was He. surprised it all us.
b of fact us he was The late that surprised all.
- 4 a did Why leave he suddenly so?
b interests is why suddenly he What so left me.
- 5 c met China small at They a in village.
d China they was a small Where village in met.
- 6 a seen have I such never a mess.
b seen have a I Never mess such.
- 7 a didn't so He feel became until responsible father he a.
b he so became a until father did responsible Not he feel.
- 8 a painter play wright is a She also gifted a and.
b also only is but she a painter playwright, she a is gifted Not.
- 9 a cakes really likes Ivan.
b cakes does Ivan like.
- 10 a on turn lights should You the.
b on the turn lights Do.

Activity 3

Funny quotes

PREPARATION

Make enough copies of the handouts for each group.

PROCEDURE

Distribute handouts to each group. Check answers.

KEY:

1 read, 2 stories, 3 novel, 4 famous, 5 research, 6 easy, 7 sword, 8 cat, 9 classics, 10 batteries, 11 dictionary, 12 movie, 13 diary, 14 verse, 15 prose

- 1 *When I was a teenager I wanted to write The Great American Novel. But then I realized that I didn't even want to read The Great American Novel. Ray Barone, Everybody Loves Raymond*
- 2 *– Should I put more fire in my stories? – No. Vice versa. Aspiring author and Somerset Maugham*
- 3 *I can't understand why a person will take a year to write a novel when he can easily buy one for a few dollars. Fred Allen*
- 4 *It took me 15 years to discover I had no talent for writing, but I couldn't give it up because by that time I was too famous. Robert Benchley*
- 5 *If you steal from one author, it's plagiarism; if you steal from many, it's research. Wilson Mizner*
- 6 *Writing is easy. All you have to do is stare at a blank piece of paper until drops of blood form on your forehead. Gene Fowler*
- 7 *The pen is mightier than the sword, and considerably easier to write with. Marty Feldman*
- 8 *I like a thin book because it will steady a table; a leather volume because it will strop a razor; and a heavy book because it can be thrown at a cat. Mark Twain*
- 9 *A man came to my door and said, "I'd like to read your gas meter." I said, "Whatever happened to the classics?" Emo Philips*
- 10 *I gave my young nephew a book for Christmas. He spent six months looking for where to put the batteries. Milton Berle*
- 11 *I've just been reading the dictionary. Turns out the zebra did it. Steven Wright*
- 12 *Never judge a book by its movie. J. W. Egan*
- 13 *I never travel without my diary. One should always have something sensational to read on the train. Oscar Wilde*
- 14 *If Galileo had said in verse that the world moved, the inquisition might have left him alone. Thomas Hardy*
- 15 *Today, the main difference between poetry and prose is that, dreadful though it is, poetry doesn't go on for nearly so long. Richard Ingrams*

Funny quotes about literature

Fill in the gaps with the words below.

batteries

sword

research

classics

diary

cat

read

famous

prose

verse

novel

stories

easy

movie

dictionary

- 1 When I was a teenager I wanted to write The Great American Novel. But then I realized that I didn't even want to _____ The Great American Novel.
Ray Barone, Everybody Loves Raymond
- 2 – Should I put more fire in my _____?
– No. Vice versa. *Aspiring author and Somerset Maugham*
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- 15 Today, the main difference between poetry and _____ is that, dreadful though it is, poetry doesn't go on for nearly so long. *Richard Ingrams*

Activity 4**The Roaring Twenties****PREPARATION**

Make enough copies of the handouts for each group.

PROCEDURE

Distribute handouts to each group. Check answers.

KEY:

- 1 *THE ROARING TWENTIES*
- 2 *BOOTLEGGING*
- 3 *PROHIBITION*
- 4 *WOMEN'S RIGHT TO VOTE*
- 5 *A FLAPPER*
- 6 *JAZZ AGE*

The Roaring Twenties

Match the expressions below with the photos.

A FLAPPER
BOOTLEGGING

JAZZ AGE
PROHIBITION

THE ROARING
TWENTIES

WOMEN'S RIGHT
TO VOTE

1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



The Roaring Twenties is a term sometimes used to refer to the 1920s in the United States, Canada, and the United Kingdom, characterising the decade's distinctive cultural edge in New York City, Chicago, Paris, Berlin, London, Los Angeles and many other major cities during a period of sustained economic prosperity.

Rum-running, or **bootlegging**, is the illegal business of transporting (smuggling) alcoholic beverages where such transportation is forbidden by law.

Prohibition of alcohol, often referred to simply as the Prohibition, is the legal act of prohibiting the manufacture, storage, transportation and sale of alcohol, including alcoholic beverages.

On August 18, 1920, the 19th Amendment was ratified after decades of struggle by **women's rights** advocates, bringing a successful end to the U. S. women's suffrage movement.

Flappers were a "new breed" of young Western women in the 1920s who wore short skirts, bobbed their hair, listened to jazz, and flaunted their disdain for what was then considered to be acceptable behaviour. Flappers were seen as brash for wearing excessive makeup, drinking, smoking, driving automobiles, and otherwise flouting social norms.

The Jazz Age was a feature of the 1920s (ending with The Great Depression) when jazz music and dance became popular. This occurred particularly in the United States, but also in Britain, France and elsewhere. The Jazz Age is often referred to in conjunction with the phenomenon referred to as the Roaring Twenties. The term "Jazz Age" was coined by F. Scott Fitzgerald.

Activity 1

Improved English Spelling

PREPARATION

Make enough copies of the handouts for each group.

PROCEDURE

Distribute handouts to each group. Check answers.

Read and discuss

Improved English Spelling

The European Commission just announced an agreement whereby English will be the official language of the EU rather than German, which was the other possibility. As part of the negotiations, Her Majesty's Government conceded that English spelling had some room for improvement and has accepted a 5-year phase-in plan for what would be known as "EuroEnglish".

In the first year, "s" will replace the soft "c". Certainly, this will make the sivil servants jump with joy. The hard "c" will be dropped in favour of the "k". This should klear up konfusion and keyboards kan have less letters.

There will be growing publik enthusiasm in the sekond year, when the troublesome "ph" will be replaced with the "f". This will make words like "fotograf" 20% shorter.

In the third year, publikakseptanse of the new spelling kan be expekted to reach the stage where more komplikated changes are possible. Governments will enkorage the removal of double letters, which have always ben a deterrent to akuratespeling.

Also, al wilagre that the horiblemes of the silent "e"'s in the language is disgraceful, and they should go away. By the 4th year, peoplwil be reseptiv to steps such as replasing "th" with "z" and "w" with "v".

During zefifz year, zeunesesary "o" kan be dropd from vordskontaining "ou" and similar changes vud of kors be aplid to ozerkombinations of leters.

After zisfifzyer, vevilhav a relisensiblritenstyl. Zervil be no mortrubls or difikultis and evrivunvil find it ezitu understand echozer.

ACHTUNG! ZE DREM VIL FINALI KUM TRU!!

Vehaf also decided zat driving vil be changed to zeopositsid of ze road. Ze first year vevil change over zetruks and buses.

<http://www.toytowngermany.com/lofi/index.php/t2515.html>

Activity 1

Body Language

PREPARATION

Make enough copies of the handouts for each group.

PROCEDURE

Distribute handouts to each group. Check answers.

KEY:

Answers will vary from culture to culture, but these are the expected answers.

- 1** *Confidence*
- 2** *Aggression or readiness*
- 3** *Boredom*
- 4** *Relaxation*
- 5** *Defensiveness, distance*
- 6** *Thinking, evaluating*
- 7** *Anticipation*
- 8** *Insecurity*
- 9** *Impatience*
- 10** *Lying*

Body Language

Look at the body language below and make guesses of what message it conveys.

- 1 Erect walk: _____
- 2 Standing with hands on hips: _____
- 3 Sitting with legs crossed, foot kicking slightly: _____
- 4 Sitting legs apart: _____
- 5 Arms crossed on chest: _____
- 6 Hand to cheek: _____
- 7 Rubbing hands: _____
- 8 Biting nails: _____
- 9 Drumming fingers: _____
- 10 Slightly rubbing nose: _____



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- 10 Slightly rubbing nose: _____

Activity 1

Association game

PREPARATION

Draw the association table on the board.

PROCEDURE

Divide students into groups.

United in diversity	prohibit	... of a family
12 stars	against the...	... of a band
Ode to Joy	... and order	... of a political party
EU	LAW	MEMBER
THE EU PARLIAMENT		

Activity 2

Pair matching

Across the Curriculum Lesson 4

PREPARATION

Cut the cards and give one set of cards to each group.

PROCEDURE

Distribute enough sets of cards for each group. The students have to match the first part of the sentence with the second part and find a relative pronoun in each.

KEY:

<i>Ode</i>	<i>to Joy</i>
<i>United</i>	<i>in diversity</i>
<i>Europe</i>	<i>Day</i>
<i>12</i>	<i>stars</i>
<i>Robert</i>	<i>Schuman</i>
<i>The Schuman</i>	<i>Declaration</i>
<i>Jose Manuel</i>	<i>Barroso</i>
<i>European</i>	<i>Commission</i>
<i>28</i>	<i>member states</i>
<i>economic and political</i>	<i>union</i>
<i>Franco-German</i>	<i>motor</i>
<i>Treaty</i>	<i>of Lisbon</i>
<i>single</i>	<i>market</i>
<i>Schengen</i>	<i>Area</i>
<i>Economic and Monetary</i>	<i>Union</i>
<i>The Charter of</i>	<i>Fundamental Rights of the EU</i>
<i>European</i>	<i>Parliament</i>
<i>Martin</i>	<i>Schulz</i>



Ode	member states
United	stars
Europe	to Joy
12	of Lisbon
Robert	Day
The Schuman	in diversity
Jose Manuel	Declaration
European	Schulz
28	Barroso
economic and political	Schuman
Franco-German	motor
Treaty	Fundamental Rights of the EU
single	Union
Schengen	union
Economic and Monetary	Commission
The Charter of	Parliament
European	Area
Martin	market

Explanations:

Ode to Joy – the anthem of the European Union, composed by Ludwig van Beethoven in 1824

United in diversity – is the official motto (in the English language) of the European Union. Its translations into the other 24 languages of the EU have equal standing. The Latin version, *In varietate concordia* is also used as a compromise. It signifies how Europeans have come together, in the form of the EU, to work for peace and prosperity, while at the same time being enriched by the continent's many different cultures, traditions and languages.

Origin: In September 1999, a contest was held at the start of the school year to invent a motto for the European Union. Two thousand five hundred seventy five classes were involved. The motto was created by Luxembourgian youngsters

Europe Day – The ideas behind the European Union were first put forward on 9 May 1950 by French foreign minister Robert Schuman. This is why 9 May is celebrated as a key date for the EU.

12 stars – The 12 stars in a circle symbolise the ideals of unity, solidarity and harmony among the peoples of Europe.

Robert Schuman – one of the founding fathers of European unity. In cooperation with Jean Monnet he drew up the internationally renowned Schuman Plan, which he published on 9 May 1950, the date now regarded as the birth of the European Union. He proposed joint control of coal and steel production, the most important materials for the armaments industry. The basic idea was that whoever did not have control over coal and steel production would not be able to fight a war.

The Schuman Declaration – was presented by French foreign minister Robert Schuman on 9 May 1950. It proposed the creation of a European Coal and Steel Community, whose members would pool coal and steel production.

José Manuel Barroso – is the 11th and current President of the European Commission.

European Commission – is the executive body of the European Union responsible for proposing legislation, implementing decisions, upholding the Union's treaties and day-to-day running of the EU.

28 member states – The European Union (EU) comprises 28 member states, which are party to the founding treaties of the union and thereby subject to the privileges and obligations of membership.

Franco-German motor – In recent times, France and Germany are among the most enthusiastic proponents of the further integration of the EU. They are sometimes described as the “twin engine” or “core countries” pushing for moves.

Lisbon Treaty – the constitutional basis of the European Union, signed by the EU member states in 2007, and entered into force in 2009.

single market – (also: internal market) guarantees the free movement of goods, capital, services, and people – the EU’s “four freedoms” – within the EU’s 28 member states.

Schengen Area – is the area comprising 26 European countries that have abolished passport or any other type of border control in-between their common borders, also referred to as internal borders. It functions as a single country for international travel purposes, with a common visa policy. The Area is named after the Schengen Agreement.

Economic and Monetary Union – (EMU) represents a major step in the integration of EU economies. It involves the coordination of economic and fiscal policies, a common monetary policy, and a common currency, the euro. Whilst all 27 EU Member States take part in the economic union, some countries have taken integration further and adopted the euro. Together, these countries make up the euro area.

The Charter of Fundamental Rights of the EU – enshrines certain political, social, and economic rights for European Union (EU) citizens and residents into EU law. The Charter contains rights and freedoms under six titles: Dignity, Freedoms, Equality, Solidarity, Citizens’ Rights, and Justice. Proclaimed in 2000, the Charter has become legally binding on the EU with the entry into force of the Treaty of Lisbon, in December 2009.

European Parliament – is the directly elected parliamentary institution of the European Union. Together with the Council of the European Union (the Council) and the European Commission, it exercises the legislative function of the EU. The Parliament is composed of 751 (previously 766) members, who represent the second largest democratic electorate in the world (after the Parliament of India) and the largest trans-national democratic electorate in the world (375 million eligible voters in 2009). The European Parliament has three places of work – Brussels (Belgium), Luxembourg and Strasbourg (France). Luxembourg is home to the administrative offices (the ‘General Secretariat’). Meetings of the whole Parliament (‘plenary sessions’) take place in Strasbourg and in Brussels. committee meetings are also held in Brussels.

Martin Schulz – the President of the European Parliament.

**WORKBOOK
ANSWER KEY**

1

UNIT

A GLIMPSE OF BRITAIN

A listening and speaking

1

- a 1
- b 2
- c 1
- d 2
- e 2
- f 1

2

- a debunks
- b distinctive
- c blend
- d blurry
- e consumed
- f throne
- g break
- h queue
- i boundary
- j widespread

3

- a dividing lines
- b mixture
- c drink
- d debunk
- e unclear
- f remains

4

- a further
- b delighted
- c Generally
- d slightly
- e emotionally
- f tasteless

B**reading and vocabulary****1**

- a** implements
- b** ditch
- c** grim
- d** adjust
- e** graciously
- f** accustomed

2

- a** gazing
- b** confessed
- c** clutching
- d** puzzled
- e** gasped
- f** illuminated
- g** disguised

3

- a** shadowy
- b** gloom
- c** grim
- d** concrete
- e** implements

4

Students' own answers

5

- a** old
- b** calm
- c** tired
- d** impatient
- e** dark
- f** bored

6

- a** peering
- b** posh
- c** disguised
- d** overalls
- e** curtsied

f adjusted**7**

- 1** that
- 2** on
- 3** to
- 4** for
- 5** to
- 6** or
- 7** and/to
- 8** by
- 9** but
- 10** for
- 11** about
- 12** than

8

- a** unwillingly accepted
- b** bear/grudges
- c** gain access
- d** fit through
- e** putting in for
- f** cope with
- g** won/ seats
- h** burst into tears

9

- a** privacy
- b** respectable
- c** disguise
- d** transfer
- e** comfort
- f** addressed

10

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

C grammar

1

1

1 the

2 -

3 a

4 a

5 a

6 the

7 -

8 The

9 -

10 a

11 The

12 the

13 -

14 The

15 the

16 the

17 -

18 an

2

1 an

2 a

3 an

4 -

5 an

6 a

7 an

8 an

9 a

10 an

11 the

12 a

13 a

14 the

15 a

16 -

17 a

18 an

19 -

20 a

21 -

22 -

23 a

2

a the

b -

c an

d the

e -

f the

g the

3

a the

b ✓

c ✓

d ✓

e ✓

f the

4

a the

b the

c The

d -

e -

f -

5

a the

b the/-

c -

d the

e -

f the/the

6

a easily/ slowly

b good

c unusually happy

- d** fast/ hard
- e** hard/ excellent
- f** quickly/ quick

7

- a** badly
- b** terrible
- c** probably/recognisable
- d** easily/ constantly
- e** passionately/ difficult

8

- a** You nearly gave me a heart attack.
- b** He is probably going to buy her flowers.
- c** He was really tired after the match.
- d** She reached her goal of losing almost 4 pounds.
OR She almost reached her goal of losing 4 pounds.
- e** You nearly pushed me off my bike.
- f** Honestly, do you think he will get it?

9

- a** 2
- b** 1
- c** 2
- d** 1
- e** 1
- f** 1

10

- a** adv-adj
- b** adj-adv
- c** adj-adv
- d** adv-adj
- e** adj-adv

11

- a** more clearly
- b** more carefully
- c** the worst
- d** happier
- e** more fluently
- f** harder
- g** the most gracefully
- h** faster

D listening and speaking

1

Formal:	Neutral:	Informal:
Pardon me. Would you repeat that again, please? Excuse me, but I didn't catch the last part... I wonder if you could say that in a different way. I'm sorry, but what did you say about...? I beg your pardon, but I don't quite understand.	Would you mind repeating that? What did you say? Sorry, but I'm not sure I'm following you.	I don't get that. You lost me. I'm lost.

2

Students' answers might vary. Possible answers:

- a** Pardon me. Would you repeat that again, please? I don't get that.
b What did you say? Sorry, but I'm not sure I'm following you.
- c** Excuse me, but I couldn't hear your last point
- d** I'm sorry, but what did you say about those people? I don't quite understand.
- e** You didn't explain that clearly enough. Would you mind repeating that?
- f** Sorry, but I'm not sure I'm following you. I didn't

understand what you said about Could you explain it to us again?

3

Possible answers:

- a** Sorry, could you clarify what you mean by “shape up or ship out”? / Got it. Thanks for explaining.
- b** What do you mean by “burning the midnight oil”? / Ah, I understand now.
- c** “Kick the bucket”? Could say that in a different way? / I see, thanks for explaining.
- d** “Smell a rat”? Can you explain that? / I get it now, thank you for clarifying.
- e** I don’t quite understand. What does “chickened out” mean? / I see, thanks for letting me know.
- f** “Spill the beans”? I don’t get that. What do you mean? / Thanks for explaining, I get your point now.

5

- a** Sorry, but when did you say we would begin? / I see. Thank you for making it clear.
- b** Would you mind repeating that, please? / Pardon? Have you just said grand hall? Isn’t it occupied at that time?
- c** Actually, could you explain in a little more detail, what you mean, please? / Oh, OK. I’ll ask someone else to brief me.
- d** I’d like to know exactly how much we’re going to save. / That’s amazing! I cannot believe that.
- e** Yes, indeed. Is there a problem? / Does it? I don’t think so.
- f** Sorry, I missed that. Who do you feel should be in charge? / Really? I didn’t know that.

E writing

1

- a** Westminster Abbey, although usually associated with coronations and royal weddings, is the most famous burial place in Britain.
- b** For most people the words “Big Ben” create an image of the clock tower at the Palace of Westminster.
- c** The British Museum in the Bloomsbury area of

London keeps a national collection of scientific and artistic treasures.

- d** Buckingham Palace, with more than 600 rooms, 92 offices and 78 bathrooms, is more than a home for the Royals.
- e** The Tower of London, the oldest palace, fortress and prison in Europe, was founded nearly a millennium ago.
- f** The Tower of London, the oldest palace, fortress and prison in Europe, was founded nearly a millennium ago.

2

Example:

Despite its common association with coronations and royal weddings, Westminster Abbey is most renowned as the burial site in the United Kingdom. Seventeen monarchs find their final resting place here, and the abbey also houses a wealth of valuable items such as paintings, stained glass, textiles, and various artifacts.

3

In the novel “The Queen and I” by Sue Townsend, Queen Elizabeth II watches the 1992 election on TV with her dog, Harris. She’s amused and puzzled by computer graphics depicting the House of Commons. She recalls a clipping about a medium claiming historical figures would vote Labour. Her husband, Prince Philip, doesn’t find it funny. Harris reacts to election results while the Queen ponders meeting John Major or Neil Kinnock. She reflects on their support for the monarchy, comparing them to the unnerving former Prime Minister, Mrs. Thatcher, in their meetings.

F broadening your horizons

1

Leek
Daffodil
Shamrock
Thistle

2

- a** Scottish
- b** daffodil
- c** the United Kingdom
- d** St. Patrick
- e** Red Dragon
- f** Edinburgh
- g** Ireland
- h** red
- i** England/ the United Kingdom

3

- 1** England
- 2** Scotland
- 3** Northern Ireland
- 4** World Wars
- 5** European Union
- 6** Monetary
- 7** Security Council
- 8** NATO
- 9** Wales

4

- 1** constitutional
- 2** resident
- 3** associate
- 4** seat
- 5** peoples
- 6** signage

5

Possible answers:

- 1** smoke indoors due to the smoking ban introduced in 2007.
- 2** one of the busiest
- 3** Buckingham Palace
- 4** the House of Commons
- 5** relatively low, with only a few deaths officially recorded.
- 6** 200
- 7** 20.

YOU ARE WHAT YOU DO - OR AREN'T YOU?

2

UNIT



A listening and speaking

1

- a employ
- b employment
- c employee
- d employer
- e unemployed
- f unemployment
- g self-employed
- h employable

2

- a unemployment
- b Unemployed
- c Employers
- d self-employed
- e employable

3

- 1 B. suits
- 2 B. developing
- 3 D. quickly
- 4 C. favor

5 C. hold

6 D. switching

7 C. off

8 C. pose

9 C. after

4

CAREER- give up, pursue, begin, boost
JOB- hold, apply for, give up
EMPLOYEE- lay off, promote, dismiss

5

Students' own answers

6

- a applied
- b holds
- c recruiting
- d give up
- e looking
- f laid off
- g pursue

h wrecked

7

- a** nine-to-five job
- b** freelance
- c** job hopping
- d** shift work
- e** work sharing
- f** day job
- g** teleworking
- h** job shadowing
- i** flexitime
- j** day release

8

Possible answers:

- a** ...flexitime.... allows for greater flexibility in managing my time and balancing work with personal life
- b** ...job hopping... it prevents me from establishing long-term relationships with colleagues
- c** ...teleworking... work from the comfort of your own home
- d** ...shift work... it can disrupt family routines and make it difficult to coordinate schedules with other family members

B reading and vocabulary

1

- a** adolescence
- b** employment
- c** responsibility
- d** experience
- e** achievement
- f** autonomy
- g** expenses
- h** researcher
- i** drawback
- j** consequence
- k** absenteeism
- l** tiredness

2

- a** responsibility
- b** employment, experience
- c** drawbacks
- d** Researchers
- e** consequences
- f** Tiredness
- g** achievements
- h** Adolescence
- i** expenses
- j** autonomy

3

- a** into
- b** from
- c** in
- d** to/to
- e** on
- f** in
- g** on
- h** into
- i** with
- j** with
- k** on
- l** of
- m** to

4

- a** praise
- b** acquired
- c** develop
- d** contribute
- e** achieve
- f** argue
- g** emphasised
- h** guide

5

- a** occupation
- b** a vocation
- c** position
- d** employment
- e** placements
- f** profession

6

Group 1 Group 2 Group 3 Group 4

predict foresee anticipate	state claim argue	assume presuppose suppose	perform conduct carry out
----------------------------------	-------------------------	---------------------------------	---------------------------------

7

- a predict/foresee
- b claim
- c conduct
- d assume

8

A: Mr Brown, please tell us about the jobs that are in great demand at the moment.

A: What about computer technology? I would say that that sector is under huge development at the moment.

A: What about teaching?

A: So, there is no danger of teachers disappearing with the advent of e-learning?

A: Do you have one?

9

- 1 c
- 2 a

10

- a people in the healthcare sector, lawyers, chief executives, and flight engineers.
- b personal typists, newspaper deliverers, and supermarket cashiers.
- c surgeons, psychiatrists, and anesthesiologists.

11

- a Computer literate- Knowing how to use a computer well.
- b Life-long learning- Gaining knowledge throughout one's life.
- c Give the elbow- To dismiss.
- d Call the shots- To be in a position of control or authority.
- e Pull someone's leg- To tell something that is not true as a joke.
- f E-learning- Learning that involves the use of a computer and the Internet.

C grammar

1

- a narrow-minded
- b open-minded
- c kind-hearted
- d high-spirited
- e smooth-talking
- f strong-willed
- g good-looking
- h hot-blooded
- i cold-blooded
- j empty-headed
- k hard-headed
- l well-educated
- m easygoing
- n old-fashioned

2

- a job sharing
- b business card
- c flexi-time
- d job advert
- e student loan
- f head quarters
- g advertising campaign

3

- a business cards
- b headquarters
- c job adverts
- d Job sharing
- e student loans
- f flexi-time

4

- 1 job contest
- 2 travel resource
- 3 landmarks
- 4 adrenaline pumping
- 5 video application
- 6 shortlist
- 7 application tips
- 8 lifetime opportunity

5

- a fingerprint
- b eyewitness
- c lipstick
- d painkiller
- e highway
- f horsepower
- g farmhouse
- h drugstore
- i firewood
- j penknife
- k toothpick
- l quicksand
- m soundtrack
- n earphone
- o pigtail

PREFIXES and SUFFIXES

6

UN-	IR-	DIS-	IM-	IN-	IL-
reliable	relevant	satisfied	possible	tolerant	legitimate
productive	responsible	similar	moral	sensitive	logical
necessary			mortal		
A-	ANTI-	COUNTER-	MAL-	NON-	
moral	aging	attack	nourished	profitable	
	allergenic	clockwise		alcoholic	

7

- a Antiaging
- b insensitive
- c irrelevant
- d Nonprofitable
- e counterclockwise
- f malnourished
- g illogical
- h dissatisfied
- i immortal

8

- a disorganized
- b recharge
- c triangle
- d undergraduate
- e ineffective
- f indecisive
- g multinational

SUFFIXES

9

- a dangerous
- b lengthen
- c purify
- d percentage
- e resistant
- f dirty
- g lower
- h optimize
- i magnetism.

D *Tricky questions in a job interview*

1

- f handle criticism?
- b motivate you the most?
- g read recently?
- c any questions?
- e strength?
- l weakness?
- d been fired?
- i former job?
- j do you expect?
- h to work for us?
- a your dream job.
- k at work that could upset you.

2

Possible answers:

- a. If it looks horrible, why did you say nothing earlier when I asked for your opinion?

- b.** I'm not sure I understood the question correctly. Would you like to borrow 1000 GEL from me?
- c.** You don't really expect me to disclose my father's monthly earnings, do you?
- d.** Are you saying that you can't find a toothpick anywhere?

3

- a** I'm talking to a brick wall.
- b** to let the cat out of the bag.
- c** spill the beans.
- d** put your foot in it.
- e** climb the career ladder.
- f** get on like a house on fire.

E writing

1

advertisement, website, position, have, challenging, dedicated, innovative, problem-solving, available, hearing, sincerely.

2

Yes

- ✓ Clearly explain why you want the job.
- ✓ Mention how you came to know about the vacancy.
- ✓ Give strong arguments why they should hire you.
- ✓ Be positive, and enthusiastic, and show a strong motivation for the job.
- ✓ Write about your qualifications and skills for the job.
- ✓ Describe your past work experience in detail.

No

- ✗ Explain shortly why you are leaving your current employer.
- ✗ Provide information about your wishes regarding your professional development.
- ✗ Include some information about your hobbies and interests.

3

a

BA- Bachelor of Arts - An undergraduate degree typically awarded in arts and humanities disciplines.

BSc- Bachelor of Science - An undergraduate degree awarded in scientific and technical fields.

MA- Master of Arts - A postgraduate degree awarded in arts and humanities disciplines.

MSc- Master of Science - A postgraduate degree awarded in scientific and technical fields.

PhD- Doctor of Philosophy - The highest academic degree awarded for original research and significant contributions to a specific field.

b

GPA- Grade Point Average - A numerical representation of a student's academic performance, calculated based on the grades they've received in their courses.

ECTS- European Credit Transfer and Accumulation System - A standard for comparing the study attainment and performance of students across European countries.

Hons.- Honours - A designation added to a degree title to indicate that the degree was earned with a higher level of academic achievement.

GCSEs- General Certificate of Secondary Education - Academic qualifications awarded in specific subjects in the UK, typically taken by students aged 14 to 16.

c

Professional Studies- academic programs or courses that are designed to provide practical skills and knowledge for a specific profession or career. They often focus on practical application and preparation for real-world work.

Scientific Studies- academic disciplines that involve systematic investigation, observation, and experimentation to gain knowledge and understanding of the natural and physical world. This includes fields like biology, chemistry, physics, and more.

d

Undergraduate Studies- the level of education that comes before obtaining a bachelor's degree. It includes the courses and programs pursued by students who have completed secondary education but have not yet received a bachelor's degree.

Graduate Studies- education pursued after completing a bachelor's degree and before obtaining

a master's or doctoral degree. Graduate studies involve more specialized and advanced coursework. Postgraduate Studies- refers to education pursued after obtaining a bachelor's degree and includes master's and doctoral programs.

e

Faculty- a group of academic departments and their associated staff members who teach and conduct research within a specific field of study.

University- an institution of higher education that offers a range of academic programs, including undergraduate, graduate, and doctoral degrees, across various fields of study.

University of Applied Sciences- also known as "applied universities" or "polytechnics" in some regions, these institutions offer practical-oriented education and training, often with a strong focus on preparing students for specific careers or industries.

F broadening your horizons

1

- a** coffee house
- b** unusual associations
- c** playing fields
- d** laptop genre of people
- e** construction site
- f** case study
- g** savvy business suits
- h** sociopolitical statement
- i** comfy couch
- j** brief moment
- k** white collar
- l** success story

2

VERB	NOUN	ADJECTIVE
effect	effect	effective
tattoo	tattoo	-
consume	consumption consumer	-
grow	growth	-
appeal	appeal	appealing

3

- a** effective
- b** appealing
- c** Consumption
- d** growth
- e** tattooed, tattoo
- f** effects

4

Possible answers:

- 1** Spanish
- 2** Portuguese
- 3** Germans
- 4** Italians
- 5** Americans
- 6** Japanese

5

- a** punctual
- b** mingle
- c** hold it against
- d** chit-chat
- e** bow

3

UNIT

MAKING A DIFFERENCE

A

reading, speaking, vocabulary

1

- a** community project/ leadership
- b** to vote in an election
- c** to volunteer for a campaign
- d** political party/ leadership
- e** policy issues
- f** elected official
- g** to register in an election

2

- a** policy issues
- b** elected official
- c** volunteers for a campaign
- d** political parties
- e** vote in an election
- f** community project

3

Possible answers

- a** If you want to get involved in decision-making, start by attending local government meetings and voicing your opinions.
- b** If you feel alienated from public issues, try engaging with community forums or online discussions to learn more.

c If you feel strongly about a cause, consider volunteering with organizations that support it.

d If you are concerned about the state of your country, stay informed about current events and advocate for change.

e If you want to try volunteering, reach out to local charities or nonprofits to see how you can help. f If you are not interested in politics, focus on issues that directly impact your community and explore ways to make a difference locally.

4

- a** public opinion
- b** social problem
- c** remain passive
- d** Active participation
- e** good deeds
- f** votes, voters
- g** monitor
- h** general elections

5

Inert citizen -d, h
Volunteer- b, e
Conscientious citizen -a, g
Active citizen -c, f

6

- a** feels alienated
- b** involved in decision making
- c** support a cause
- d** strays in the wrong direction
- e** bear witness
- f** proactive

7

- a** proactive
- b** decision making
- c** feels alienated
- d** bear witness
- e** stray, wrong direction
- f** cause worth supporting

B reading and vocabulary

1

Possible answers

- a** The emotional scene in the movie was so moving that it brought me to tears.
- b** The community gathered to address the issue of stray dogs in our neighborhood.
- c** We organized a charity event to raise money for the local animal shelter.
- d** When she revealed her surprise gift, I was at a loss for words.
- e** After her heartfelt performance, the audience rose to give her a standing ovation.
- f** Despite our efforts, our concerns seemed to fall on deaf ears during the town hall meeting.

2

1

- a** to take a stand
- b** approach to life
- c** to close a session
- d** to make a speech
- e** environmental activist
- f** like-minded people

2

- a** make a speech
- b** like-minded people
- c** approach to life
- d** environmental activist
- e** take a stand
- f** closes a session

3

- a** to
- b** of
- c** to
- d** with
- e** on
- f** to

4

- a** summit/assembly
- b** concern/account
- c** has propelled/advocate
- d** urged/ preach

5

- 1** as
- 2** for
- 3** in
- 4** to
- 5** to
- 6** of
- 7** to
- 8** for
- 9** for
- 10** with

6

- a** succeeded
- b** convinced
- c** address
- d** devastation
- e** determine
- f** dedicated

C**grammar****1**

- a** which
- b** that
- c** who
- d** that
- e** that
- f** which

2

- a** which
- b** why
- c** who
- d** whose
- e** when
- f** where

3

- a** I've got a brother who is a mayor but doesn't live in his hometown.
- b** The man, who ran for office, didn't pay taxes last year.
- c** Claire, who is a politician, is very famous and fights for women's rights.
- d** It is a community project that is very successful and keeps the Roma children in school.
- e** This is a picture taken by a photographer who made portraits of Obama.
- f** He is the head of the city council who is very popular and made a difference in his community.

4

- a** The moment when you have to address the public is always a difficult one.
- b** I bought this watch from a jeweler's shop that went out of business last year.
- c** The human rights activist, whom I had often seen on television, spoke movingly about her life.
- d** At the conference I bumped into an old friend who used to be at the same college as me.
- e** She is a woman whose political power many often underestimate.
- f** I'm working with women volunteers in a shelter for the homeless.

5

- 1** that
- 2** which
- 3** who
- 4** who
- 5** who
- 6** where
- 7** who
- 8** who
- 9** that
- 10** -
- 11** whose

6

- a** Some boys who were arrested during the demonstrations have been released.
- b** She showed me a photograph of her son, who is a civil rights activist.
- c** The new stadium, which holds 90,000 people, will be opened next month.
- d** That man over there, who is a politician, I don't remember his name.
- e** The postman, who is nearly always on time, was late this morning.
- f** A friend of mine, whose father is the manager of a company, helped me to get a job.

D**listening and speaking****1**

Human rights: education inequalities, racial discrimination, voting rights, cyberbullying, hate crimes, disability rights, civil disobedience, labour rights, child abuse.

Environment: pollution, endangered species, environmental racism, energy conservation, sustainability, factory farming.

Animals: animal cruelty, puppy mills, animal testing.

Participation in political processes: elections monitoring, boycott.

Bullying and violence: gang violence, hate crimes, cyberbullying, racial discrimination, child abuse.

Homelessness and poverty: hunger.

2

- a Environmental racism refers to the geographic relationship between environmental degradation and low-income or minority communities.
- b Boycott is the refusal to buy, use, or take part in something as a way of protesting.
- c Sustainability is the process of creating and maintaining conditions under which people and nature can exist in productive harmony while fulfilling all the requirements of present and future generations.
- d Factory farming is the process of raising livestock in confinement at high stocking density.
- e Puppy mills are a commercial dog breeding facility that are operated with an emphasis on profits rather than animal welfare.
- f Civil disobedience is a peaceful but illegal form of political protest (e.g., the refusal to comply with certain laws or to pay taxes and fines).

3

- 1 a drawn b drew
- 2 c conduct d conducted
- 3 e conscious f conscious
- 4 g awareness h awareness
- 5 i confide j confided
- 6 k chores l chore

E writing

1

- a overcome
- b tense
- c grip
- d agitated
- e orderly
- f carved

2

Key information: c, l, f
 Things happening there: a, d, h
 Impact on characters: b, e, g, k
 The highest point: j, l

3

Possible answers:

- a Taking pictures can provide visual aids to accompany the description, helping readers to better imagine the event.
- b Reaction quotes add a personal touch and provide insight into how attendees felt during and after the event, adding depth to the description.
- c Speaking to the organizers and speakers can offer insider information and behind-the-scenes details that can enrich the description and provide context.
- d Noting down relevant statistics can add credibility and factual information to the description, especially if the event has a significant impact or involves important data.
- e Compiling all information onto one document helps to organize thoughts and ensures that no important details are missed when writing the description.
- f Highlighting the most exciting and meaningful elements of the event can capture the reader's attention and convey the essence of the event in a concise and engaging manner.

F broadening your horizons

1

- 1 peaked
- 2 equality
- 3 protection
- 4 minority
- 5 non-violent
- 6 unrest
- 7 armed
- 8 oppressed

2

a JB; b JB; c BD; d JB; e BD; f both

3

- a subjected
- b prominent
- c mainstream
- d toured
- e debut
- f stirred

4

ART

UNIT



A

listening, speaking, vocabulary

1

- a objective
- b assess
- c left out
- d boost
- e compulsory
- f measures

2

- a sculpting
- b painting
- c illustrating
- d photography
- e architecture
- f acting
- g designing
- h composing

3

- a sculptor
- b painter/ artist
- c illustrator

- d photographer
- e architect
- f actor/ actress
- g designer
- h composer

4

- a choose
- b withdraw
- c pull
- d make pictures
- e attract

5

- 1 B - Participation
- 2 D - engages
- 3 D - subjective
- 4 A - therefore
- 5 C - core
- 6 A - in
- 7 B - means

6

- a** conscientious
- b** conscious
- c** confident

7

self-confidence reflects a positive and assured self-perception, while self-consciousness implies a more negative and insecure self-awareness, often driven by concerns about others' opinions.

8

- a** self-confident
- b** confident
- c** self-conscious
- d** conscientious, conscious
- e** conscious

B reading and vocabulary

1

- a** prodigy
- b** demanding
- c** saleable
- d** rapid
- e** fierce
- f** boundless
- g** despair
- h** Pushy

2

- a** immature
- b** excessively
- c** Excessive
- d** resisted
- e** praise
- f** price
- g** declared
- h** exceeded

3

- a** failed
- b** declaration
- c** award
- d** prodigious
- e** boundless
- f** rapidly

4

1 F, **2** C, **3** H, **4** I, **5** J, **6** D

5

- a** cadences
- b** nuances
- c** insights
- d** babble
- e** facilitator

6

- a** joyful, joyous
- b** therapeutic
- c** ceremonial, ceremonious
- d** human, humane, humanoid
- e** applicable, applied
- f** beneficial

7

- a** humane
- b** humanoid
- c** ceremonial
- d** ceremonious
- e** joyous, joyful
- f** applied
- g** beneficial
- h** therapeutic
- i** human

8

- a** Humanitarian
- b** Humanist

C grammar

1

- a It's a cheesecake that I'm preparing, not a chocolate cake.
- b It's heavy metal that I hate.
- c It's Tom whom I invited to the party, not you.
- d It was with Sam that I worked when I was at college.
- e It's sitcoms that Emma can't stand.

2

- a Never have I visited London!
- b Little did Peter know that I was coming.
- c Never has John eaten snails.
- d Seldom do I use a computer.
- e Had we known better, we would have ordered a different meal.
- f Had Tom studied more, he would have passed that exam.

D listening and speaking

1

- a offending
- b eye-catching
- c ambiguous
- d arty-crafty
- e dreadful
- f folksy

2

- a folksy
- b eye-catching
- c ambiguous
- d offending
- e arty-crafty

5

- Silent letter: B
- a climb
 - b subtle

- Silent letter: k
- c knife
 - d knot

- Silent letter: d
- e Wednesday
 - f sandwich

- Silent letter: n
- g autumn
 - h hymn

6

- a knock - k
- b edge - d
- c thought - g
- d aisle - s
- e hour - h
- f who - w
- g asthma - th
- h technology - h
- i comb - b
- j scene - c

E writing

1

- a not true
- b take
- c to say he, she or it is wrong
- d unwillingly
- e between two opposite opinions
- f avoids
- g but important
- h both sides
- i against
- j shows both the pros and cons equally

F**broadening your horizons****1**

- a** self-destructive
- b** numerous
- c** dawn
- d** expatriate
- e** offence
- f** willing
- g** confused
- h** complicated

2

- 1** of
- 2** on
- 3** in
- 4** of
- 5** at
- 6** At
- 7** on
- 8** to
- 9** from
- 10** by
- 11** in
- 12** of
- 13** of
- 14** of
- 15** of

3

- 1** C
- 2** A
- 3** B
- 4** B

4

- a** foremost
- b** spanned
- c** socialites
- d** embarking
- e** innate
- f** canvas
- g** void

5

- a** spanned
- b** canvases
- c** void
- d** socialite
- e** embarked

6

- a** canvass - solicit or seek opinions, votes, or support from a group of people.
- b** canvas- a strong, durable fabric used by artists for painting.

7

- Shade - a dark area created when something blocks light, providing relief from direct sunlight.
- Shadow - a dark shape or image cast by an object blocking light.

- a** shadow
- b** shade
- c** shade
- d** shadows
- e** shades

ACROSS THE CURRICULUM

1 The history of English

1

- a** down-to-earth: practical and reasonable, unpretentious
- b** receptive: willing to listen to and accept new ideas and suggestions
- c** emerge: to appear by coming out of something
- d** illustrate: to show
- e** intent on: to be determined to do or achieve something
- f** invade: to enter a country by force
- g** encounter: to meet someone unexpectedly
- h** adapt: to change something to suit different conditions or uses
- i** adopt: to accept or start to use something new

2

- a** receptive
- b** down-to-earth
- c** adapt
- d** illustrate
- e** emerge
- f** encounter

3

- a** 1 appearance
- b** 2 confusing
- c** 1 meet
- d** 2 To sum up
- e** 1 adopted

2 Nature vs. nurture

1

- a** influence
- b** account for
- c** carried out
- d** unaffected
- e** highlighting

2

NOUN	ADJECTIVE
complexity	complex
stimulation	stimulating
consideration	considerable/ considerate
cruelty	cruel

3

- a** complexity
- b** considerate
- c** considerable
- d** cruelty
- e** stimulating
- f** stimulation
- g** cruel
- h** complex

3 Say it with your body

1

- a** Stimulus - stimuli
- b** Proximity
- c** position - gesture
- d** Pace
- e** Inflection

2

- 1** up
- 2** of
- 3** with
- 4** to
- 5** to
- 6** In
- 7** from
- 8** to
- 9** to
- 10** on

3

- a** Lack of interest
- b** Defence
- c** Affection
- d** Dominance
- e** Disapproval

4

- a** trait
- b** disapproval
- c** was aware of
- d** grip
- e** indicated
- f** misinterpretation

5

- a** tension
- b** voiced
- c** prolong
- d** marvelous
- e** deliberately
- f** unintentional

4

Running for the European Parliament

1

- a** Ballot - The process of voting secretly to choose a candidate in an election or express an opinion about an issue.
- b** Election - The process of voting and the counting of votes.
- c** Vote - To show your choice of a person or an issue in an election.
- d** Election campaign - A series of things that a politician or political party does to try to win an election.
- e** Candidate - One of the people competing in an election.
- f** Constituency - A division of a country that elects a representative to a parliament or other representative body.
- g** Poll - An occasion when people vote for someone to represent them, especially in a government.
- h** Electorate - all the people who are allowed to vote in an election
- i** Turnout - The number of voters in an election.

2

Left-wing politicians are considered to have socialist aims and ideas, believe in equality, and advocate for the redistribution of wealth. They are usually associated with social democracy, progressivism, and liberalism.

Right-wing politicians are considered to be conservative in their political views. They value tradition and believe in economic freedom.

3

- a** parliament
- b** suffrage.
- c** legislative
- d** supreme court.
- e** government
- f** judicial

4

- a** economic - development
- b** consumer - protection, rights
- c** environmental - standards, protection
- d** competition - policy
- e** eligible - voter
- f** social - policy, development

Using these matches in the sentences:

- a** eligible voter
- b** Competition policy
- c** consumer rights
- d** environmental standards
- e** economic development
- f** Social policy

5

- a** C approves
- b** C lobby
- c** C consumer
- d** C directly
- e** B exercising
- f** A value

6

1 by, **2** from, **3** up, **4** The, **5** an, **6** and, **7** in, **8** that, **9** an, **10** a