

Collins

Teacher's Guide

CAMBRIDGE IGCSE[®] ENGLISH AS A SECOND LANGUAGE

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Resources needed for this chapter

- **Student's Book:** pp. 148–67
- **Worksheets:** 8.1–8.6
- **Workbook:** see suggestions in 'Resources' panel of individual sections
- **Audio tracks:** 8.1–8.4
- **Video clips:** see suggestions in sections 8.1–8.4

The big picture

Find out what students know about **Culture and society** by writing the words on the board and asking for definitions. Prompt ideas by asking: 'What activities does culture include?' and 'How would you define your society?' It does not matter whether their definitions are correct – the main idea is to get students thinking.

Thinking big

Remind students that notes are one- or two-word phrases, not sentences. For each photo ask students to discuss whether it shows the religion, art or culture of the community or country. In many cases it can be all three, for example the Rio carnival is linked to religion (it is linked to the beginning of Lent), lifestyle (it is synonymous with Brazil) and is also an expression of art (in music and costume).

Give extra support by explaining to all students what each photo shows and underlining that culture is their *way of life* (see notes below).

Give extra challenge by asking students to find five pictures that best represent their culture – either that of their country or that of the place where they live now. Students may have different cultures – parents from different countries as well as coming from and living in different cultures. Students then explain to their partner why they chose their pictures. Together they should choose the three photos that best represent their culture.

Notes on photos

- Wall painting from the tomb of Tutankhamun showing the Egyptian opening of the mouth ceremony, performed so that the dead person would be able to breathe, see, hear and speak in the afterlife.
- Portrait of a woman with traditional hand painting from Rajasthan in India.
- The Rio carnival is a famous festival held in February in Rio de Janeiro, Brazil, in the week before Lent; it is renowned for its outrageous and beautiful costumes.
- Thanksgiving Day Parade in New York, USA.
- A football supporter blows a vuvuzela at a World Cup game in South Africa, 2010. Football is an integral part of modern culture in Africa and football matches are noisy and exuberant.
- Chinese tea ceremony: a bride and groom drink tea after getting married. Tea is offered to say thank you to your elders on your wedding day.

Disappearing ways of life

Resources

- **Student's Book:** p. 166
- **Websites:** see below

Remind students of the disappearing Bahasa Indonesian culture that the girl talked about in **audio track 8.4**. Ask what was lost (the language, the knowledge of trees and plants and what you could use them for, e.g. as medicines for different illnesses). Tell them that a dying or endangered language is a big indicator of whether a lifestyle is disappearing. A language is not only a vocabulary and grammar but also holds the knowledge of that culture. Explain to them that a language is:

- **safe** when it is spoken by all generations
- **vulnerable** when most children speak it but only in certain places, e.g. at home
- **endangered** when the children no longer learn the language and it is only spoken by grandparents
- **extinct** when there are no speakers left. (source: Unesco)

Ask students if they know of any other disappearing languages or cultures, particularly if the culture is geographically close to your country. Ask if they can think of other reasons why a community might die out (e.g. a language or culture is banned by the most powerful group in a country), although be aware that this might be a politically sensitive question. Give them the example of how, at different times in history, the English banned the Irish, Welsh, Scottish and Cornish languages in order to dominate the people of those areas and that these languages almost died out. Or of how the Roma people want to keep their travelling lifestyle and so very few of them have jobs or go to school (both of which require them to stay in one place) and therefore only get schooling or jobs inside their own community.

Q1: Students work in groups. They will definitely need to do research for this **big task** and it should take the majority of the time. Before students start, draw up a list of endangered languages or cultures relevant to your community so that if groups are stuck, you can ask them to research a pre-chosen community. If necessary, have a few websites showing photos of the relevant cultures to inspire students.

Direct students to the Unesco website, www.unesco.org/culture/languages-atlas or the National Geographic website which explains further how languages die out: <http://travel.nationalgeographic.com/travel/enduring-voices/>.

Copy the KWL table onto the board and then, together with the class, complete the first two columns for one of the weaker groups. Encourage students to think of difficult questions – for example:

- Where does the community that speaks this language live?
- Why is this language dying out?
- What is special about their culture?
- How many people still speak it?
- When do people speak it?
- How can we make sure that this culture and lifestyle stay alive?

Set the research questions for homework and challenge students not only to find out information but also to come with relevant photos, videos and audio recordings. Make sure that students listen attentively to what each person in their group has to say, making notes at the same time. Check how well each person has listened by going round checking the quality of notes in the third column of the KWL table and allocating marks for the quality of the notes.

Q2-3: Students should use the notes they made in their KWL table to plan and write their article for their school magazine.

Assessment objectives

- R1** Identify and select relevant information
R2 Understand ideas, opinions and attitudes
R3 Show understanding of the connections between ideas, opinions and attitudes

Reading skills in focus

- Understand and select information
- Identify the overall viewpoint and understand the main points in a text
- See connections between ideas and make notes to summarise a text

Question types

- Multiple matching
- Note-making
- Summary writing

Differentiated learning outcomes

- **Lower:** All students should be able to pick out a few of the required points from straightforward texts, sometimes identify the overall viewpoint and make a few notes of related ideas for a summary.
- **Mid:** Most students should understand and pick out some relevant details from texts, identify an overall viewpoint and make some relevant notes of related ideas for a summary.
- **High:** Some students should understand and pick out relevant details confidently from complex texts, identify an overall complex viewpoint and make concise notes of related ideas for a summary.

Resources

- **Student's Book:** pp. 150–3
- **Video clips:** see 'Exploring the skills'
- **Worksheets:** 8.1–8.3
- **Workbook:** Section 1.2, pp. 17–20
Section 1.3, pp. 28–9

Getting started

Q1–3: Go through the list of art forms with the students making sure that they know what each one is. If possible show pictures of them, as well as pictures of art forms in their society. Encourage students to engage with the idea that different art forms are an important part of a society's culture. Emphasise that different cultures have different art forms. For example, carpet weaving is an art form that is highly valued in many countries, e.g. Iran. Tell students there often can be disagreement or different opinions about what counts as art – especially 'new' art forms, for example hip hop.

Exploring the skills

Write the words 'positive' and 'negative' on the board. Explain to the students that often the *main* point of view is either going to be *in favour of/for* an idea or *against* an idea. Having a main point of view that is positive does not mean that you cannot say or see any negatives, and vice versa.

Q4: For an example of hip hop dance, and a hip hop dancer explaining how to do basic dance moves, use the video clip, 'Hip Hop Dance Tutorial - Hip Hop Combo Lesson Part 1 (7:36 minutes) Part 2 (7:32 minutes):

<https://www.youtube.com/watch?v=zQ7-KA6bjjk>

Q5: Explain that the different texts are online comments by people giving their views about hip hop – a modern dance form linked to African-American urban culture. Hip hop is both a music and dance form. Students should *first* complete *only* columns one and two (the 'positive' and 'negative' columns). The 'Overall point of view' should become obvious by the number of points that they note in the positive or negative columns, e.g. if there is a lot of text in the negative column, then the overall point of view is likely to be negative. Ask students to copy and complete the table for both texts. Check answers as a class.

Give extra support by allowing less confident students to complete the table for one text only. You can also give students more practice in note-taking with **worksheet 8.1**.

Give extra challenge by asking students to make notes for **Q5** and to change what is said in the text into their own words. Students need to show the ability to write notes in their own words.

Developing the skills

Q6: This section of questions encourages students to explore further the opinions given in the text using their reactions to the text as a springboard for discussion. Make sure students understand the meaning of the following words to answer the last two questions:

- *persuasive* – likely to make people agree to what you say or believe what you believe
- *inspirational* – giving you new ideas and a strong feeling of enthusiasm

For questions c) and d), students should look back at the list of notes they made for the table in question 5 and state either ‘I agree with this opinion because...’ or ‘I disagree with this opinion because...’ Tell them that they need to give reasons why they agree or disagree.

Note: For question g), students might find one speech more persuasive because it is nearer their own view, or perhaps they find the more formal speech more trustworthy.

Going further

Remind students that notes:

- are short
- are not sentences
- use their own words
- encapsulate the full meaning (and therefore summarise a text).

Q7-8: Introduce the dialogue by telling students that it is about calligraphy. If possible, show the students some examples of Chinese calligraphy. Tell students that the dialogue they are going to read is basically a disagreement between father and daughter. Each has a different *point of view*. In pairs students should practise reading aloud the dialogue. After reading aloud, students should make notes on their own about the main points of view expressed by father and daughter.

Students should then compare notes in pairs. Encourage each pair to comment on the usefulness of their partner’s notes using the list (e.g. that notes are short, not sentences, use their own words, convey the meaning accurately). Get feedback as a class.

Give extra challenge by asking students to complete **worksheet 8.2**. This activity takes the Student’s Book exercise a step further by challenging students to create a summary from their notes. Stress to students that whenever they have to write a summary, it is usually a good idea to make some notes first.

Assessment for learning	<p>Students need to know – and be able to use – a variety of phrases to introduce ideas and opinions. Ask students to write phrases used in the dialogue (e.g. to <i>revere</i> something, to give <i>status to</i> something, to <i>approve of</i> something) in their notebook journal.</p> <p>Ask students to complete worksheet 8.3 to practise using the phrases and give their own ideas and opinions. Make sure students understand that ‘one thing...’ means that there is more than one and that their opinion is only one of many!</p>
Further challenge	<p>Select a news item from a local newspaper and ask students to produce a summary of it as a script for a ‘News in brief’ radio item. Set a word limit of 150 words. Instruct students to make notes first.</p>

Assessment objectives

- W1** Communicate information/ideas/opinions clearly, accurately and effectively
W3 Use a range of grammatical structures and vocabulary accurately and effectively

Writing skills in focus

- Use examples to support your point of view when writing
- Use powerful language to make your opinions persuasive
- Include opposite points of view to develop your own

Question types

- Long writing questions

Differentiated learning outcomes

- **Lower:** All students should express a straightforward point of view using one or two examples to support it; they will try to use language and opposite points of view to make their writing persuasive, but have limited success.
- **Mid:** Most students should express a clear point of view with some relevant examples to support it; they will occasionally use powerful language and include an opposite point of view to try to make their argument persuasive.
- **High:** Some students should confidently express a clear point of view with highly relevant examples to support it; they should deliberately select powerful language and make effective use of opposite points of view to develop their own argument persuasively.

Resources

- **Student's Book:** pp. 154–7
- **Video clip:** see 'Exploring the skills'
- **Worksheet:** 8.4
- **Workbook:** Section 3.2, pp. 69–73
Section 3.5, pp. 82–85
- **Other:** photos of celebrations in your community

Getting started

Introduce the theme of this section by showing students photos of celebrations in a range of cultures or communities.

Q2–3: As students give their talks, write words they use on the board to create a word bank associated with celebrations, for example:

put on a pageant – take part in a parade – festival – family dinner – new clothes – march past – flags waving – cheering – dancing – drumming – dress up – costumes – celebrate the past/our heritage.

Exploring the skills

As an introduction to the Cau Ngu, which is a celebration in the south of Vietnam, play the first couple of minutes of the video clip 'Khai mạc lễ hội Cầu Ngư năm 2016 tại xã có mật độ dân cư đông nhất Việt Nam', which shows the parade at the Whale Temple:

<https://www.youtube.com/watch?v=YTFHIWHoUGU>

Q4: Show the video. If necessary, write the 'Wh' questions words on the board as prompts to students writing questions, e.g. *What? Where? When? Why? Who? How?*

Q5: Tell students that the text is from a travel brochure and is therefore trying to persuade you to visit Vietnam.

Q6: Students should try first to complete the table on their own as most of the details can be lifted from the text. Then get feedback from students as a class exercise.

Developing the skills

Students should be supported in developing and using a wide range of vocabulary to help them develop their language skills and do their best in examinations and **Q7** and **Q8** focus on building vocabulary. Encourage students to create their own 'synonym banks' to encourage them to take responsibility for enlarging their own vocabulary. They can use their personal notebook or journal to do this.

Using strong positive vocabulary is mainly about finding synonyms for basic words. You can have synonyms for adjectives (e.g. *good* – *spectacular*), verbs (e.g. *drink* – *sip* – *glug* – *drain*), nouns (e.g. *celebration* – *festivity* – *pageant*). Make sure students know that synonyms don't always mean exactly the same thing (e.g. 'sip' means 'drink by taking just a small amount at a time').

Q8: Ask students to underline the adjectives as these are often the strong positive words in phrases selected from the passage (the 'Answers' file on the CD-ROM shows the adjectives in bold).

Give extra support by asking students to complete **worksheet 8.4** on using strong positive language/synonyms.

Q9: Do the first bullets with students by asking how they would describe their countryside. For example, is it peaceful? Lush? Brilliant green? Deserted? Parched? Enchanting? Dangerous?

Q10-11: The mind map in the Student's Book is an example for students to model their own thinking for their own celebration. Remind students of the celebrations they talked about in the **Getting started** section.

Going further

After students have read the **Going further** section, tell them that by acknowledging another viewpoint, they show that they have taken the time to think about someone else's perspective.

Q12: Introduce the text by asking students to think of a reason why someone might want to cancel a celebration. For example, it costs too much money, it is only the military on parade, too many people end up with injuries, hours and hours are wasted while practising for the parade, people have lost interest in the celebration, and so on.

Q12-13: Ask students to note down phrases used to acknowledge another viewpoint.

Q13-14: Ensure students understand that in order to oppose a viewpoint, you have to have a *specific* counter-argument. You cannot simply rubbish someone else's argument, however incorrect you think it is. Show this by asking which is the better counter-argument to 'We waste time practising for the parade'. Give two alternatives: 'But that is a stupid argument' and 'But during this time we learn how to work together and cooperate on a project that builds hope for the future of the nation.' (The second argument specifically states what you learn from spending the time practising for a march past.)

Give extra challenge by asking students to identify the other following persuasive techniques also used in the text:

- stating a viewpoint firmly
- using numbers and facts to support an argument.

Q15: Make sure students know what a blog is (a website containing a diary or journal on a particular subject and one in which the writer, or blogger, usually expresses their opinion).

Give extra support by as a class asking students for reasons for holding a celebration in your country. Write the reasons on the board as students think of them. Weaker students can refer to the list as they write their blog.

Assessment for learning	Ask students to find out about a celebration in another country and write the text for a TV advertisement that describes that celebration and aims to persuade someone to go and visit.
Further challenge	As above, but ask students in pairs to review one another's work. Instruct them to find opportunities to improve vocabulary choices and to utilise alternative opinions to support their own arguments, if appropriate.

Assessment objectives

S1 Communicate ideas/opinions clearly, accurately and effectively

Speaking skills in focus

- Use examples to support your opinions while speaking
- Include facts and expert opinions to support your point of view
- Use rhetorical questions to make your speaking effective

Question types

- Speaking

Differentiated learning outcomes

- **Lower:** All students should be able to express a simple point of view, using one or two examples, facts or other evidence to support it; they should identify the use of rhetorical questions.
- **Mid:** Most students should express an opinion clearly, using some relevant examples, facts or other evidence to support it; they should make use of rhetorical questions with guidance.
- **High:** Some students should express an opinion effectively, incorporating relevant examples, facts or other evidence to support it; they should use the occasional rhetorical technique successfully.

Resources

- **Student's Book:** pp. 158–61
- **Video clip:** see 'Exploring the skills'
- **Other:** clips from video games

Getting started

Q1: Get feedback from students after discussing the questions in pairs. As they speak, create a word bank on the board with words associated with gaming, for example:

*to play online – to be an online user of XX game – to play on the DS/Xbox/Wii –
to download a game – to be part of the online community – to use the console.*

Give extra support by asking students to make notes and add words/phrases to their personal notebook or journal.

Exploring the skills

Video clip, 'Jane McGonigal: Gaming can make a better world' (20:32 minutes):
Watch this TED talk by Jane McGonigal on how gaming can make a better world:
www.youtube.com/watch?v=dE1DuBesGYM. This video is useful for showing the thought process behind a positive attitude to gaming and you may find it useful to share part of the video with the class.

Write the example on the board 'Gaming is an important part of young people's culture.' Ask students to supply reasons why you might think that, e.g. 'Many young people spend many hours playing online games', or 'Many young people socialise with people they meet online'. Make sure students understand that giving an example to support an opinion is giving the reason why you think in a certain way. After students have supplied possible examples/reasons, write the reason given in the Student's Book at the bottom of p. 158. Stress to students that all the suggestions given (as long as they are sensible) are examples or reasons to support the opinion. There is no single correct reason.

Q3: Before they attempt the question, check that students understand that Opinion 1 is against or negative about gaming, and Opinion 2 is in favour of or positive towards gaming.

Q4: Ensure you leave enough time for pairs to think of good reasons why you might think video games are – or are not – an important part of modern life. However, the main focus of the question is the interview. Ask a few pairs to come to the front to show their interviews.

Developing the skills

Write the three example facts on the board. Encourage students to explain that saying 'many young people' is weak and imprecise, whereas stating exactly how many people, of what age and where ('five million people under the age of 20') is far more precise, as it gives the reader/listener a better idea of why you hold an opinion. This makes it a stronger fact.

Q5: All the words in the box are techniques that are used to persuade the reader/listener. Remind students that they have been introduced to many of the techniques in previous sessions (for example acknowledging another point of view was introduced in section 8.2 on 'Writing').

Give extra support by asking students to give you phrases that introduce the different techniques before they do **Q5**. For example:

- personal introduction – e.g. 'Good morning... My name is... I am...'
- acknowledging the other point of view – introduced by phrases such as 'while it is true that...', 'to some extent...'
- speaker's point of view – introduced by phrases such as 'In my opinion', 'I believe...'
- repetition x 3 – repeating a word or phrase three times, e.g. 'I can...', 'you can...', 'we all can...'
- use of examples – introduced by phrases such as 'for example...', 'for instance...'
- numbers/facts to support opinion – e.g. '25% of people...', '2 million young people...'
- use of expert opinion – introduced by phrases such as 'Evidence shows that...' or 'Research carried out in... demonstrates that...'

Give extra challenge by asking students in groups to think about the following statement/opinion: '*Video games are too expensive for young people.*' In groups, and then as a class, make a list of:

- the type of evidence or facts that would support this opinion
- who you would ask for an expert opinion
- who you would go to find out prices/profits of different video games.

Going further

Give extra support for **Q6** by suggesting students insert a question at the very start.

Q7: Ask students to underline the important words in each of the opinions and what they mean, e.g. what is the meaning of 'addictive'.

Giving a presentation is a daunting task for most people. To make it less daunting, encourage students to rehearse in front of a partner or the mirror before giving their presentation to their group. Praise all students for their efforts, picking out when students use any of the techniques in the **Checklist for success** on p. 161.

Give extra support by focusing attention on the most important technique (use of examples) or limiting the techniques for weaker students, e.g. include two examples instead of three, no need for rhetorical questions/repetition.

Give extra challenge by asking stronger students to identify the techniques used by other students in their presentations.

Assessment for learning	Ask students to give their presentations (Q7) in front of the class. Other students should record their use of supportive evidence.
Further challenge	Remind students of the possibilities of other stylistic techniques for their presentations, such as rhetorical questions, use of 'we' to include the audience, use of repetition. Students should assess one another's presentations with particular focus on rhetorical techniques and their effectiveness.

Assessment objectives

- L1** Identify and select relevant information
- L2** Understand ideas, opinions and attitudes
- L3** Show understanding of the connections between ideas, opinions and attitudes

Listening skills in focus

- Understand and select relevant details in spoken texts
- Identify and understand opinions in a range of spoken texts
- Identify and understand conflicting opinions in an informal spoken text

Question types

- Gap-fill
- Multiple matching
- Multiple choice
- Note completion

Differentiated learning outcomes

- **Lower:** All students should identify a few relevant details and understand straightforward opinions in simple spoken texts.
- **Mid:** Most students should understand and pick out relevant details in a range of spoken texts. They should recognise and understand some conflicting opinions.
- **High:** Some students should understand and pick out nearly all the relevant details in a wide range of spoken texts, including the more complex ones. They should consistently and confidently understand more sophisticated, conflicting opinions.

Resources

- **Student's Book:** pp. 162–5
- **Audio tracks:** 8.1–8.4
- **Video clips:** see 'Going further'
- **Worksheets:** 8.5, 8.6
- **Workbook:**
Section 1.1, pp. 9–10
Section 4.4, pp. 99–100
- **Other:** photos of rural and urban cultures/groups in your country

Getting started

Q1: Show students photos of houses in the countryside and the city in your country. The photos in the book show a rural/traditional (country) lifestyle with Bedouins in the desert and modern living in flats and apartments in Riyadh in Saudi Arabia.

Q2: The main aim is to encourage discussion – there will be many things that are associated with both country and town life.

Give extra support by brainstorming with students a list of things that people do in the country and the town.

Give extra challenge by asking students which of the things offered in the town/country offer the most benefits and drawbacks.

Exploring the skills

Q3: Remind students about facts (see Chapters 2 and 5) – that they are things you can prove. Write the examples in **Exploring the skills** on the board and ask students to identify the facts and opinions. Ask students to underline the phrase that shows which sentence is an opinion. Tell students that some phrases are 'indicators' that something is an opinion, e.g. 'It is normal/wonderful/strange/bad that...' Ask students to supply one sentence for each of the phrases in the **Checklist for success**, all of which are used to introduce or signal opinions.

Give extra support by asking students to complete **worksheet 8.5**, which allows students to tick boxes rather than relying on listening and copying out the sentences. When you go through the answers with students, discuss the reasons for each sentence being a fact or opinion. For the facts, ask students to say how they can be proved.

Give extra challenge by asking students to change the opinions to facts in **Q3**.

Q4: Pre-teach 'rural' (meaning 'far away from large towns or cities') and 'urban' (meaning 'belonging to, or relating to, a town or city'), as well as any difficult words from the listening text: e.g. *club together*, *keep in touch*, *virtually impossible*, *residence permits*, *inner courtyard*. Play **audio track 8.2** and ask students to answer **Q4**.

Q5: Ask students to read through the questions before you play the audio track again. Ask them to discuss what they think the answers will be and whether the answer to each question will be a fact or an opinion. For example, the answer to the question 'How does she feel about ...?' is likely to be an opinion as feelings are always opinions (you cannot prove what someone feels). Play **audio track 8.2** in two parts with a pause between the two people. Give students time to make notes after each part. Go through the answers, asking students to explain whether each answer is a fact or an opinion.

Q6: Play **audio track 8.3** (the person 2 section of the listening) again. Leave students enough time to write notes.

Give extra support by pausing the audio track after each sentence.

Give extra challenge by splitting the class in two. One part puts up their hands when they hear a fact; the other part puts up their hands when they hear an opinion.

Developing the skills

Give extra support for the speaking and listening exercise by asking students how they would describe their town, e.g. the market is scruffy/full of rubbish; the town square is modern; the school is well-regarded; the countryside is peaceful; the traffic is appalling.

Students can complete **worksheet 8.6**. This will help them prepare their ideas and opinions about the advantages of their home town.

Q7: Although the aim of the exercise is to write an article, emphasise the listening aspect – that you should listen to the opinions of each member of the group carefully and make notes.

Going further

Q8: Show students a map of Indonesia. Elicit that it is made up of many islands. Tell students that people from the various islands speak different languages but that there are official and more common languages – Bahasa Indonesia and Malay. Ask students what people from a remote Indonesian island might know that they do not, e.g. how to fish, how to navigate in a boat.

Give extra support by asking weaker students to complete only parts **a)** to **c)**.

Give extra challenge by asking students to listen to **audio track 8.4** and put their hand up each time they hear an opinion.

Q10-12: According to UNESCO, 43% of the world's languages are endangered – at risk of dying out. The main reason for this is that children no longer learn the language at school or in the home. Students can use their answers to the listening comprehension to answer **Q11** and **Q12**.

Show National Geographic video clip of 'Dying Languages' (2:43 minutes):

<https://www.youtube.com/watch?v=KB7kLNwKEVU>

Read more about disappearing languages using the UNESCO *Atlas of the World's Languages in Danger* – <http://unesdoc.unesco.org/images/0019/001924/192416e.pdf>

Assessment for learning	Ask students in pairs to read aloud their facts and opinions about their home town from worksheet 8.6 . Their partner has to listen and make notes. In pairs, ask them to discuss whether each point is a fact or an opinion.
Further challenge	Play a more sophisticated listening/video text, e.g. a recorded news item on a contemporary event or a propaganda film from the past, and ask students to discuss in pairs how much is fact and how much is opinion. In class feedback, consider occasions when opinions can be presented as if they are facts, and what problems this may cause.

Resources needed for this chapter

- **Student's Book:** pp. 168–87
- **Worksheets:** 9.1–9.7
- **Workbook:** see suggestions in 'Resources' panel of individual sections
- **Audio tracks:** 9.1–9.4
- **Video clips:** see suggestions in sections 9.1 and 9.3

The big picture

Ask students how they get to school each day. Elicit different modes of transport such as on foot, by bike, by car, by train, by bus. Start to build a vocabulary list on the board of words associated with transport. Ask students why transport is important – because it makes us mobile. Ask students how this helps us and add their ideas to the board: e.g. it helps us get to work, to school, for leisure, for sport, for exploration.

Thinking big

Q1: Make sure students write notes, not paragraphs or sentences.

Give extra support for Q3 by reminding students to write notes, not paragraphs or sentences. Model the answers to the first two questions with students first (see below).

For changes in transport systems, ask students how people used to travel in their country 200 years ago (probably on foot or by horse). What things have changed since then? For example:

- Invention of electricity allows subway.
- Invention of the engine allows cars and buses.
- Invention of tarmac allows roads.
- Being able to tunnel very deep allows network of subways.

Model thinking of one advantage and one disadvantage of one form of transport. For example, with regard to walking:

- Advantages include that it is healthy and fun; it gives you time to think.
- Disadvantages are it is slow and can be tiring, depending on how long you have to walk; it is also often dependent on the weather (e.g. rain, snow, rain, very hot sun).

Notes on photos

Working clockwise from top left:

- Mongolian nomads, who roam the vast plains with their horses, yaks, sheep, goats and camels
- a busy road in Bangkok, Thailand – annually an estimated 150 000 new cars join the already heavily congested streets of Bangkok
- the Nozomi Shinkansen Bullet Train at Tokyo Station, Japan
- a Tuk Tuk taxi in Phnom Penh, Cambodia
- an airliner carrying passengers large distances – part of a network that criss-crosses the globe.

New transport system leaflet

Resources

- **Student's Book:** p. 186

This **big task** has two elements:

- the leaflet (written)
- the presentation (spoken).

The leaflet

Help students think about features of leaflets. Show them an A4 sheet of paper folded into three to make a classic simple leaflet. Ask them to think about the different kinds of information that might appear on different panels, e.g. eye-catching title/image on the front page/panel; contact details on the back page/panel.

Emphasise that there is not much space so leaflets need to give information in short concise sentences. Features of leaflets are:

- not too much text
- clear, easy-to-understand information
- important details only
- big title and picture on the front page
- clear headings
- bullet points to list advantages
- photos or illustrations
- information such as telephone numbers and websites for further information.

The presentation

This is where students can try to be persuasive. Remind students that they can be persuasive by using all the elements in the **Checklist for success** on p. 41 of section 2.3 'Oil exploration', including:

- using strong positive language
- giving examples to back your opinion
- using 'we' to connect with the audience
- using rhetorical questions
- using facts and statistics
- using pictures instead of words (students should try to make sure they have a visual to attract the audience's attention).

Tell students that in order to give a smooth presentation, they should practise 'speaking the words' by trying out the presentation either in front of someone else or in front of the mirror.

They should know the first sentence or paragraph off by heart so that the opening of the presentation can make a more direct, and hence stronger, impact.

Assessment objectives

- R2** Understand ideas, opinions and attitudes
R3 Show understanding of the connections between ideas, opinions and attitudes
R4 Understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings

Reading skills in focus

- Identify and understand opinions in a range of texts
- Recognise the language used to express opinion
- Recognise and understand opinions which are implied but not directly stated

Question types

- Text reading
- Note-making

Differentiated learning outcomes

- **Lower:** All students should understand some simple opinions in straightforward texts, recognising some of the language used to express opinions.
- **Mid:** Most students often understand opinions, recognising most of the language used to express them, and sometimes understanding implicit meaning in different types of text.
- **High:** Some students should understand sophisticated opinions, consistently recognising the language used to express them; they should confidently understand implicit meaning in a wide range of texts, including more complex ones.

Resources

- **Student's Book:** pp. 170–3
- **Video clip:** see 'Going further'
- **Worksheets:** 9.1, 9.2
- **Workbook:**
Section 1.1, pp. 9–12
Section 1.2, pp. 19–20
- **Other:** atlas page showing Russia and China; photos of bullet trains from China and Japan

Getting started

Q1: Get feedback for each bullet/discussion point from several students. Together with students build a word bank on the board of words associated with transport including basic travel vocabulary, e.g. *by car – by train – by plane – on foot – flexible means of transport – become mobile – travelling for work*.

Also, as this chapter includes much about rail travel, build up a list of associated vocabulary for trains, e.g. *change trains – buy a ticket – sit in the waiting room – reserve a seat – track – rails – railway network – train timetable – commuter train – high-speed rail – bullet train*.

If trains are not a familiar form of transport in your area, this may be adapted, although a working knowledge of this range of vocabulary will always be helpful.

Exploring the skills

Introduce the teaching focus of this unit by asking students whether the **Exploring the skills** example is a fact or opinion. ('The development of new forms of transport...') Highlight that the first part of the sentence is opinion, but the second part is fact. You could prove it by finding out how long it takes to send items around the world now and 100 years ago.

Q2: Ensure students identify and write down the phrases used to introduce opinions. For part **d**), brainstorm with students synonyms for 'I think' and 'In my opinion...'

Give extra support by asking students to identify opinions and phrases that signal opinions in **worksheet 9.1**.

Developing the skills

Q3–4: Before students read the text in **Q3**, ask them to read through the 'Key facts about transport in Britain' on p. 172 of the Student's Book and to anticipate the type of answers required for each blank line. For example, 'Invention of steam locomotive in: _____' is likely to have a date or the name of a place.

Q5: Write the opinions on the board: 'It appears that this development of the railways shaped modern Britain' and 'Many people believe the railways are the most important development of the last 200 years'. Check that students understand why these are opinions.

Q6: Ask a strong student whether they agree with the opinions on the board; alternatively, model what you think about the writer's opinion using one of the phrases that signal opinions. For example:

- 'In my opinion/view, the railways are *not* the most important development of the last 200 years; I think that the car/plane is because...'
- 'I disagree that the railways are the most important development because I think the car/plane is...'

Give extra support and focus by asking students to think about the effect of the train and car/plane on one area in their community, e.g. work or family. Then they can discuss whether the railway is the most important development of the last 200 years *in their community*. If your country or community does not have a train network, then ask students to compare the bus with the bicycle, or the car with the plane.

Going further

Q7-8: Introduce the theme of the reading by asking students what they know about the Trans-Siberian Railway and showing them a photo if possible. Show them the route of the railway in an atlas, pointing out Moscow and Vladivostok/Beijing. Encourage students to say it is the longest train journey in the world and for this reason it is famous. Ensure students understand any difficult vocabulary such as 'time zones' (show students an atlas page with time zones), 'feature' (most interesting part) and 'legendary' (very famous/so famous that people tell stories about it). Together with students identify the facts in the text by Clive Simpson.

Give extra support for **Q8** by limiting the question to evaluating only whether the writer is positive or negative towards the railway. Students should find one or two words that are positive/negative to prove their evaluation.

Give extra challenge by asking students to complete **worksheet 9.2** to come to a greater understanding of the writer's underlying attitude.

Q9: Watch the first three minutes of the following **video clip** for a different opinion of the Trans-Siberian Railway: www.youtube.com/watch?v=K3NIWiaW1n8 (10:01 minutes).

Ask students to make notes of the adjectives used to describe the journey, e.g. *long, crowded, uncomfortable, slow*, and to summarise the narrator's opinion of the railway based on the list of adjectives they have noted. For example, the narrator has a mixed opinion of the railway because he says it is slow and uncomfortable, but also says it is 'fabled' and takes you across many talked about countries.

Q10: Ask students whether there are any phrases such as 'In my opinion...' (there are none). Tell students that they can *infer* the opinion by paying attention to the positive verbs, adjectives and phrases.

Assessment for learning	Ask students to find a non-fiction text where the writer states their opinion using one of the phrases studied in this chapter (e.g. 'In my view'). Discuss with students where they are likely to find such a text, e.g. a newspaper review or editorial. Students should note down the opinion. Make a class collection on the board of the texts and the opinions. Ask students to discuss whether they agree that all the statements are opinions.
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Further challenge	Ask students, working in pairs, to find a review from a newspaper. They should annotate it together, highlighting words and phrases that <i>imply</i> an opinion, either positive or negative, without actually stating it explicitly. Students can share or compare their annotated newspaper with those of other pairs.
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Assessment objectives

W2 Organise ideas into coherent paragraphs using a range of appropriate linking devices

W3 Use a range of grammatical structures accurately and effectively

Writing skills in focus

- Use relative pronouns to join sentences
- Use a variety of structures when writing descriptions
- Join ideas and sentences with connecting words and phrases (connectives).

Question types

- Long writing questions

Differentiated learning outcomes

- **Lower:** All students should occasionally attempt complex sentence structures including relative pronouns and connectives.
- **Mid:** Most students should write with some variety of structures, using relative pronouns and connectives to form complex sentences.
- **High:** Some students should write with a reasonable range of sentence structures, incorporating relative pronouns and a variety of connectives securely.

Resources

- **Student's Book:** pp. 174–7
- **Worksheets:** 9.3–9.5
- **Workbook:**
Section 2.1, pp. 34–41
Section 2.2, p. 44

Getting started

Q1: Encourage students to think how transport will be necessary for them to do things in the next five years, e.g. study in a different town or city, study or work abroad.

Exploring the skills

Q2: Write the first part of the example sentences on the board ('This is the park...'). Add a second column with the last part of the sentences. Students match the parts. Show that the second part, ('where we like to play'), gives more precise information. The reader knows that the park is special because the writer likes to play there.

Give a quick definition of a clause: a group of words that includes a verb and a subject. Sometimes it can stand on its own as a complete sentence. Underline the clause on the board (e.g. 'where we like to play') and ask students to identify the verb and the subject in each of the example sentences.

Give extra support by asking students to complete **worksheet 9.3** on relative clauses.

Give extra challenge by asking students to identify the clause, verb and subject in each of the sentences in the **Exploring the skills** section.

Add examples of relative clauses that are 'non-defining'. These are clauses where the extra information is not essential and could be left out. Identify the examples of non-defining relative clauses in the text in the Student's Book. (Defining: '...the boat I arrived on'. Non-defining: 'The ferry, which was quite small,...')

Q3: Ask the stronger students to identify which of the relative clauses in the text are non-defining, or not essential to the sentence, and which are defining.

Give extra support by reminding students that non-defining relative clauses can often be spotted because they are 'sandwiched' in between commas. For example: 'The hotel, which was in the town centre, was really noisy.' Here, 'which was in the town centre' can be deleted and the sentence still makes sense. Give some other examples:

- My friend, who lives far from school, has to come to school by car.
- In Beijing, where most people commute by bicycle, there are bicycle lanes.

Q4: Show students that, in part **d**), you can delete 'that': 'These are the tickets ~~that~~ we need for the plane.'

Give extra challenge by telling students that when the *that/which/who/whom* is the object of the clause, you can delete it. For example:

- The bus ticket ~~which~~ I couldn't find cost \$5.
- The rails ~~that~~ men laid over 100 years ago have finally disintegrated.
- The children ~~whom~~ I see on my way to work carry rucksacks.

Developing the skills

Q6: Encourage students to bring in a photo of a place they would like to visit or have already been to. Give students time to brainstorm adjectives to describe the place and the transport used to get there.

Q7-8: Break down the writing task by asking:

- what they are writing: an email to friends/family – hence tone will be informal
- why they are writing: to describe – hence likely to use lots of adjectives
- what they have to write about – *why* they went and *why* they chose the transport.

Q8: Remind students of informal openings and closings to emails: e.g. (openings) 'Hi...' and (closings) 'Best wishes...', 'See you soon...', etc.

Tell students you will give (extra) marks for using:

- relative pronouns/clauses
- a noun phrase
- at least five adjectives
- at least two connectives to make a compound or complex sentence.

Going further

Give extra support for **Q9** by asking students to complete **worksheet 9.4** on connectives.

Q10-11: Break down this task by asking:

- what they are writing: an article for a school magazine – hence tone likely to be formal
- what they are writing about: the importance of a good transport system for young people.

This is a challenging writing task. Help students focus by asking them what a transport system is, i.e. an integrated system where the train is linked to the bus or to the airport/plane. What do *they* need? For example, do they need a lot of buses at night to go out? Would it be helpful to have cheap or free bus passes for students? Do they need buses/trains to be able to carry bicycles so they can cycle home from the bus stop/train station?

Give extra support by asking students to complete **worksheet 9.5** to help them plan their magazine article.

Assessment for learning

Ask students to write the magazine article (**Q11** in the Student's Book) using the notes they made for **worksheet 9.5** in timed conditions.

Further challenge

Ask students to check their own writing to make sure they have used varied sentence structures, including relative pronouns and a range of connective words and phrases.

Assessment objectives

S3 Use a range of grammatical structures accurately

Speaking skills in focus

- Use a variety of grammatical structures accurately and effectively when speaking
- Vary the tense of verbs used according to the situation

Question types

- Speaking

Differentiated learning outcomes

- Lower: All students should use simple structures when speaking and usually attempt to use the appropriate verb tense.
- Mid: Most students should use simple structures securely, and attempt to use some variety of sentence structures and verb tenses when speaking.
- High: Some students should consistently use a variety of sentence structures and complex verb tenses appropriately and accurately when speaking.

Resources

- **Student's Book:** pp. 178–81
- **Audio track:** 9.1
- **Video clip:** see 'Getting started'
- **Worksheet:** 9.6
- **Website:** <http://calculator.carbonfootprint.com/calculator.aspx>

Getting started

Introduce the theme of problems of transport with this short **video clip** of traffic congestion in New Delhi, India: www.youtube.com/watch?v=iEIk3RpV6RA (1:37 minutes):

Q1: Ask students to define 'pollution' and 'congestion' – both side-effects of transport, especially the car. Together with students build up a word bank of associated vocabulary on the board. For example:

be stuck in a traffic jam – dense exhaust fumes – CO₂ emissions – greenhouse effect – road construction – damage the environment – to be/get caught in the rush hour (traffic).

Introduce the idea of your carbon footprint: when you use electricity for air conditioning or petrol for your car; these things produce carbon dioxide, which is a greenhouse gas. Your carbon footprint is the total amount of carbon dioxide you release into the air. If you always drive or fly a lot, or use a lot of electricity, you will have a big carbon footprint, which is bad for the planet. To understand this metaphor, ask students to think of walking in the sand and the footprints they leave. You also leave a carbon footprint, which you can't see but which has an effect on the earth.

Tell students to calculate their carbon footprint using this website:

<http://calculator.carbonfootprint.com/calculator.aspx>

Exploring the skills

Stress that using different tenses will help them (and write) speak more fluently and naturally.

Q2-3: Ask individual students to read aloud the sentences. As a class ask students to identify the tenses, underlining the verbs in each sentence. Students should spot that the last bubble contains conditional sentences; explain that this describes things that *might* happen, rather than things that *will* happen.

Give extra challenge by asking students to rephrase the last bubble using future tenses (i.e. 'If we don't have a good transport system, we won't have all the things...' etc.).

Give extra challenge by asking pairs to talk about how their parents went to school 30 years ago, how people came to school 10 years ago and how they come now. Ask students to discuss how they think they will go to university/college in the future.

Q4: Encourage discussion. Remind students of phrases used to give your opinions, such as 'In my view...', 'I think...', 'In my opinion...', 'I suppose that...'

Q5: Read through the questions with the students. Play **audio track 9.1** all the way through without stopping. Students can make notes if they like. Play the audio track again up to where Luca says 'so I was very late for my lesson'. Ask students for the answers (orally) to **Q5**.

Q6: Ask students to read through the incomplete sentences first and their possible endings. Then play **audio track 9.1** again. Check answers orally. Explain to students that the speakers use a variety of structures and tenses.

Give extra challenge by asking students to use 'unless' to make as many sentences as they can about solutions to congestion (making complex sentences). For example:

- 'Unless we all use public transport, the problem of congestion will not get better.'
- 'Unless we ban cars in city centres, the problem of congestion will just get worse.'

Developing the skills

Q8: First elicit the main point of view of the text with students – that buses provide cheap and practical public transport that don't not cause as much pollution as cars. Then encourage students to discuss whether they agree with the point of view.

Q9: Remind students of the functions of connectives (see Student's Book p. 177) for showing reason/cause and effect, contrast and further information. Model the skill of constructing sentences using connectives. Show that connectives can go at the beginning or in the middle of sentences. For example:

- 'Even though the bus is cheap, it is much slower than the train because it gets caught in traffic.' (contrast)
- 'I use the bus to get to school because it stops right outside the school gates.' (reason/cause and effect)
- 'Although the bus is cheap, it does not run as frequently as the train.' (contrast)
- 'I tend to chat to my friends when I get the bus to school.' (further information)

Q10: Allow students time to research ideas on the internet for homework to find out information such as how much pollution a car/plane causes. If you have not done so yet, ask students to find out their carbon footprint using the video link given.

Q11-12: Put students in pairs, Student A and Student B. Student A asks the questions in **10a**) for the relevant form of transport chosen by Student B. Ask students to check whether they use complex sentences for each of their answers to the questions in the bullet points in **10a**) when they play back their recording. Challenge them to have a dialogue that is longer than two or three minutes.

Going further

Give extra support for **Q14** by asking students to complete **worksheet 9.6** to prepare ideas for the conversation.

Assessment for learning	Ask students to work in groups. Each person gives their opinions about the best and worst forms of transport and then the other members of the group say whether they agree or disagree with them. Remind students to give reasons for their opinions. Groups should reach an agreement if possible and present their ideas to the class.
Further challenge	Record the feedback to the class, and have students discuss a) the ideas and b) whether the speaker used a good variety of structures, including sentence structures and variations in the verb tenses.

Where will we go and how will we get there?

Assessment objectives

- L3** Show understanding of the connections between ideas, opinions and attitudes
- L4** Understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings

Listening skills in focus

- Understand connections and differences between related ideas
- Understand what is implied but not directly stated in a formal spoken text

Question types

- Short extracts/short answers
- Gap-fill
- Multiple matching
- Multiple choice
- Note completion

Differentiated learning outcomes

- **Lower:** All students should understand a few connections and differences between related ideas, and attempt to answer multiple-choice questions relating to literal meaning.
- **Mid:** Most students should understand some connections and differences between related ideas and answer multiple-choice questions competently. They should attempt to understand what is implied but not actually stated.
- **High:** Some students should securely understand connections and differences between related ideas and answer multiple-choice questions accurately, including those that test inference.

Resources

- **Student's Book:** pp. 182–5
- **Audio tracks:** 9.2–9.4
- **Worksheet:** 9.7
- **Website:**
www.greenmuze.com/climate
- **Workbook:**
Section 4.2, pp. 92–3
Section 4.6, p. 103

Getting started

Introduce the theme of possible solutions to transport issues by letting students browse this website and choose their favourite green vehicle:

www.greenmuze.com/climate

Exploring the skills

Q2: Make sure students have looked at the photos in **Getting started** as the following listening comprehension talks about the three forms of transport shown.

Q3: Play **audio track 9.2** all the way through without stopping. Make sure students give a reason for why they think their choice is likely to be the most successful.

Q4: Ask students to write sentences **a)–i)**. Give them time to identify key words. Play the audio track again, stopping at intervals so that students have time to note down true/false for each statement as well as make notes for why an answer is false. Instruct the students to check their answers. Play the audio track again without stopping. Get feedback, making sure students give reasons why they think an answer was false.

Developing the skills

Teach the **Language booster** vocabulary either before or after the first listening. Do it *before* to pre-teach the vocabulary and boost confidence; do it *after* if you want to encourage students to listen carefully and guess answers from context.

Q6: Ask students to look at the photos, in pairs, and discuss what they think they will hear. Next, ask them to read through the questions, then feedback to the class on whether their ideas of what they may hear have changed. Then play **audio track 9.3** all the way through without stopping. Play the track again, pausing to allow students time to answer questions. Play it a third time all the way through without stopping.

Give extra challenge by asking students to make educated guesses at possible answers (through world knowledge and vocabulary knowledge) before playing **audio track 9.3** for the first time.

Q7-8: Show students a photo of a rocket launching into space. Introduce/revise vocabulary from **Chapter 2, Exploration**, and create a word bank of vocabulary associated with space exploration, e.g.

launch a rocket – manned/unmanned flight – space programme – outer space – satellite – spacecraft – space junk – space station – enter/leave the earth’s atmosphere – without gravity

Play **audio track 9.4** three times:

- the first time without stopping
- the second time stopping to give students time to make notes of answers – adapt the length of time given according to students’ experience and ability
- the third time without stopping so students can check answers.

Give extra challenge by asking students to write down other things scientists are hoping to find on other planets.

Going further

Give students the example of someone saying, ‘I feel hot and cold, and my stomach feels as if it’s in a knot’. This might tell us different things in different situations. For example, just before a big football match it might indicate someone being nervous about the match. If they were about to phone the doctor, then the words might mean they feel sick. Show that inference is about forming opinions (what you think) by using all the available clues from contexts and meanings (e.g. photos, gestures, intonation, context, use of strong positive or negative vocabulary).

Give extra support for **Q9** by asking students to complete only the first column of the table in **worksheet 9.7**.

Give extra challenge by asking students to complete the table in **worksheet 9.7** columns 1 and 2, to help them come to a conclusion about the speaker’s attitude to space travel.

Assessment for learning	<p>Ask students to write a paragraph (100 words) giving their opinions about whether they would like to travel into space. They should then write five ‘true/false’ questions based on their paragraph.</p> <p>Ask students, working in pairs, to read aloud their paragraph and the questions. Partners say whether the questions are true or false. They discuss the reasons for their answers, and consider how well they understood the differences between related ideas.</p>
Further challenge	<p>Ask students to produce a monologue transcript of 200 words offering an opinion on whether money spent on space travel is well spent or not. The paragraph must include opinion that is implied and not directly stated. In pairs, students should listen to each others’ monologues and consider whether a positive or negative view is being given, discussing how they can tell.</p>