

See Unit summary on Contents page 3

Reading Body language

SB pages 82–83

Warm-up

Before they open their books, tell students that you are going to call out some words which describe feelings. They must express those feelings using their bodies. For example, for *relaxed* they might sit back in their chairs with their arms folded. Examples of feelings you could call out are: *relaxed, excited, surprised, depressed, angry, nervous*.

Exam training

Describing and comparing pictures is something that the students will have to do in their exam, so it is important that they practise. Tell students to read the Exam training notes carefully.

Demonstrate by asking a more confident student to answer questions 1 and 2 about the first picture. Then ask students to work in pairs, taking turns to ask and answer the questions about the other pictures. Monitor the pairs as they work. If necessary, remind them to use the continuous tense when appropriate, and to answer the questions rather than giving a detailed description of the whole picture.

Note any frequent errors, and correct them at the end of the activity.

Key Possible answers:

- Picture 1: the man is leaning forward over a desk with his hands clasped.
Picture 2: the man is resting his head on his hand, looking tired and worried.
Picture 3: the man is gesturing with his hands, perhaps explaining or questioning.
Picture 4: the woman is sitting on the edge of her seat, holding her bag tightly, biting her lip, looking nervous.
- Picture 1 suggests a man who enjoys power and Picture 3 suggests a confident negotiator, whereas Pictures 2 and 4 suggest that the people do not cope well under stress.

Skills

1 Choosing statements which reflect content

Students work on their own to do exercise 1. Give them between five and ten minutes.

Check the answers with the class. Ask students to tell you which parts of the text are reflected by the statements they chose.

- Key a paragraph 1 c paragraph 2 d paragraph 3
g paragraph 6 j paragraphs 8, 9 k paragraph 10

Language notes

body language – the process of communicating by the way one sits, stands, moves, etc. rather than by words
tracksuit – a warm pair of trousers and jacket worn for sports practice or as casual clothes
dress rehearsal – the final rehearsal of a play with the costumes as they would be in a real performance
tell-tale and *giveaway* – revealing or indicating something

2 Making your own points

- A Students work on their own to do the exercise. Remind them to use the imperative form, as in the example, when they write their tips. They should have at least six tips in their list.

Check the answers with the class.

Key Possible answers:

- Don't talk too fast.
- Practise your facial expressions and hand movements.
- Smile at the beginning and end of the interview.
- Try to smile from the eyes first.
- Don't tell lies.
- Don't look at the interviewer for too long.
- Make eye-contact with all the members of the panel.
- Don't play with your hair, watch strap or jewellery.

- B Students work in pairs, or small groups, to do the exercise. Ask them to agree on the five tips which they think are the most important.

Optional activity

Ask students if they think that different nationalities have different kinds of body language. For example, what do they think is typical of the body language of Americans, English, Germans, Italians, Japanese.

Vocabulary

3 Words with different meanings

Students work on their own or in pairs to do the exercise. Ask them to write their definitions in English. If monolingual dictionaries are available, tell students to check their answers in them.

Check the answers with the class.

- Key
- a – way of doing something
b – come nearer to
 - a – quality of voice expressing an emotion or attitude
b – sound on a telephone line
 - a – team of people chosen, for example, to hold an interview or give expert opinions
b – flat piece of wood, glass or metal forming part of a door, wall, etc.

- 4 a – particular time
b – purpose
5 a – manner
b – popular style of clothes at a particular time

Optional activity

Ask students to find the five words in the article. What meanings do they have there?

Ask them to translate the pairs of words in italic. Are any of the pairs the same in their language as well?

4 Expressions

A Students work in pairs to do the exercise. If they are not sure of a meaning, tell them to find the expression in the article. Seeing it in context may help them.

Check the answers with the class.

1 c 2 e 3 d 4 a 5 b

B Students work in pairs to do the exercise. Afterwards, you could ask them to share any particularly interesting / useful answers to question 3 with the rest of the class.

► **Let's practise 1.1, 1.2, 1.3, 1.4**

5 Zero article

Students work on their own to match the activities with the places.

Check the answers with the class.

1 at church 2 in hospital 3 in prison
4 at school, at university

Optional activity

Write these sentences on the board:

We visited a very old and beautiful church.

The university is situated a few miles away from the town.

We had a full English breakfast so we didn't need any lunch.

Ask the students if they are correct (yes, they are correct). Why?

► **Grammar reference: SB page 139**

Time to talk!

Students work in pairs or small groups to discuss the statement. Tell them to think of specific examples or experiences they have had – for example, when they have been on holiday – to illustrate their points.

Monitor the students as they work, helping them with vocabulary if necessary.

Language notes

When we are talking about mealtimes, we say:

at breakfast at lunch at dinner

However, we do use the definite article when we are talking about a particular or special meal: *The dinner we had at the Italian restaurant last night was really enjoyable.*

Revision idea!

Give each student a picture. You could use pictures taken from newspapers and magazines. Ask them to prepare two or three general questions about the picture, like the questions about the pictures of body language at the beginning of this section.

Tell the students to work in pairs, looking at their partner's picture and answering their questions.

Grammar SB pages 84–85

► **Grammar reference: SB page 139**

Warm-up

Ask students to look at the picture on page 84 and tell you the English words for the parts of the computer that they can see. What things might the person be doing with the computer?

(You could do this activity after exercise 1 if you think that the students need to revise the relevant vocabulary first.)

Let's focus on the present perfect**1 Vocabulary**

A Students work in pairs to do the exercise.

Check the answers with the class.

1 monitor, mouse, keyboard, printer
2 go on-line, electronic mail, website, digital messages, download, log on/off, clip art, surf the net

B Ask the pairs to explain as many of the words as they can, in English if possible. If monolingual dictionaries are available, tell them to check any explanations that they are unsure about.

Check the answers with the class.

go on-line – connect to a central computer
electronic mail – system of sending text, pictures, etc. to other people by means of computers linked to a network (also *email*)
monitor – computer screen
website – group of connected pages on the Internet containing information on a particular subject
digital messages – messages sent from one computer to another
download – transfer data from a large storage system to a smaller one
mouse – small device moved by hand to control the movement of the cursor on a computer screen

keyboard – set of keys that operate a computer
log on/off – go through the procedures to begin / end use of a computer system
clip art – large collection of simple drawings stored in a computer from which items can be chosen for incorporation into documents
printer – machine for printing text onto paper, especially one linked to a computer
surf the Net – to move rapidly through websites on the Internet (the original meaning of *surf* is to ride towards the shore on large waves using a board)

Which words are the same, or similar, in your language?

2 Completing notes 31

A Play the tape for the first time. Students fill in as many of the gaps as they can.

Tapescript

Joining the on-line information revolution of the computer literate has made it possible for us to communicate with millions of people around the world. But whether we're sending electronic mail to the office next door or broadcasting our opinions to a global audience on the Internet, we now need to learn some digital manners!

A recent survey shows that hiding behind a computer gives many timid people the opportunity to say exactly what they like. These people seem to forget all they have ever been taught or have learnt about how to deal with others, and they adopt a completely different and unsuitable tone when communicating digitally. In fact, their tone is really quite rude!

The messages themselves have become extremely informal. There is no need to put an address at the top and the tone is always chatty and friendly. But it has gone much further than that. Minor spelling mistakes have now become quite acceptable in email, whereas it isn't acceptable to spell out words wrongly in a normal business letter.


But be careful – this informal style can cause problems. Although emails are more like a conversation than a written letter, in fact they often sound stronger, because the words are written down. So watch out – even if you didn't mean to be rude, your email might sound it!

There's a lot more advice around about how to make emails sound right, but I'd say the best two to remember are 'Don't try to be too funny or sarcastic' and 'Don't send messages when you are angry'!


Students to compare their answers with a partner.

Play the tape for the second time. Students complete and check their answers in pairs.

Check the answers with the class.

-  1 millions of people around the world
 2 digital manners 3 rude
 4 minor spelling mistakes 5 written down
 6 too funny or sarcastic 7 angry

B Ask the class for their responses to the questions.

-  Possible answer:
 People should use a tone which is suitable for the content of their message, for example formal, with correct spelling and punctuation, for business communication between strangers, and informal for chat between friends.

Ask the students if they have ever received an email message which offended them. Why did it offend them?


Culture notes

Sending rude or abusive email messages is called **flaming** by regular computer users.

WRITING MESSAGES IN CAPITALS, LIKE THIS, is regarded as rude, rather like shouting at someone. People who do this might be asked by other computer users to 'lower their caps', i.e. to use normal lower-case letters.


3 The present perfect or the past simple?

A Ask the class to explain the question.

 The past simple is used for the particular time in the past when something started (*began*), and the present perfect is used for an action which began at that time but which is still going on now (*have become*).

B Ask students to look at the sentences and decide which actions happen at a particular time and which happen over a period of time. This will help them to choose which tense to use. Then students do the exercise on their own.

Check the answers with the class.

-  1 Since Susan started a new school, she has been very busy.
 2 Since Bill bought a mobile phone, he has never stopped using it.
 3 Since the Browns moved to the city, they have met a lot of people.
 4 Since the new cinema was built, we have gone to see a film every Saturday.


► Let's practise 1.5

4 The present perfect or present perfect continuous?

Tip and Slip 32

Ask two students to read out Tip and Slip's conversation. Tell them to make Slip sound excited and Tip rather bored and superior.

A Ask the class to answer the question.

 Tip is right. The emphasis in Slip's sentence (*I've sent some emails*) is on the connection between his action and the present. As Tip says, she has sent more emails over a longer period of time, so the present perfect continuous is more appropriate in her sentence.

Optional activity

Ask other pairs of students to read out the dialogue, and substitute 'sent my first two emails' with other things you can do with a computer, for example:

I've just logged on for the first time. Isn't it exciting?
 surfed the Net
 downloaded a file
 visited a website

- B Students do the exercise on their own. If necessary, remind them that we use the present perfect continuous to emphasise how long an action has been going on.

Check the answers with the class.

1 been going 2 worked 3 come 4 been driving
5 been standing 6 been trying 7 lived
8 understood

► **Let's practise 1.6**

5 The passive form

- A Students work in pairs to answer A. Ask them to tell you what they think the correct answer(s) are, and to give reasons for their choice. If they are wrong, do not give them the correct answers, but tell them to check in the Grammar reference section on page 139.

1 and 2 are both correct.

- B Students do the exercise on their own.

Check the answers with the class. If there is time, ask the students to give reasons for their choice of tense / form.

1 have grown 2 have just begun
3 has largely been 4 have discovered
5 have been sending 6 has certainly not been
7 has been receiving 8 has been sent

Culture notes

Public houses (or **pubs**) in Britain are often named after members of the aristocracy and the royal family. There are many pubs called 'The Prince of Wales' and 'The Queen Victoria' – and there are quite a few called 'The Duke of Edinburgh'! There are also many pubs with names like 'The Crown' or 'The King's Head' because, in times of civil war or dispute over the crown, a pub landlord would wish to remain neutral and so avoided using the name of a particular monarch.

- C Students work in pairs to do the exercise.

Monitor the pairs and help them with vocabulary if necessary.

Just checking

Ask students to work quickly through the statements, then check their answers by telling them to raise their hands if they think a statement is true, and if it is false.

1 False 2 True 3 True 4 False 5 False

► **Let's practise 1.7**

Optional activity

Ask students to look at the picture at the bottom of page 85, and describe it in pairs. What can you do in an Internet café? (use the Internet, eat, drink)

Let's activate!

6 Our website

- A When you divide the students into groups, make sure that at least one student in each group is familiar with the Internet. They could base their ideas on a website that they have visited.
- B Students divide into pairs, each from a different group. Monitor the pairs as they work and make sure they are using the past perfect and past perfect continuous tenses.

Revision idea!

Ask students to think about a place that they know well. It could be your town, your school, or even the flat or house where they live. What changes have there been in this place in the last five years? What processes have been going on for a long time?

Ask students to write at least five sentences in the passive form if possible, describing the changes. Tell them they can include the person or people who made the changes if they know who they are. Sentences about a town might be:

Some new shops have been opened.

A factory has been built by a computer company.

The council has been planning to build a new bridge.

Let's practise 1 SB pages 86–87

Vocabulary

1 Confusing words

1 effect 2 affected 3 effect 4 affect 5 mistake
6 error 7 hardly 8 hard 9 noticed 10 look

2 Words that go together

1 a 2 b 3 b 4 b 5 c 6 c 7 a 8 c

3 Word building

1 achievement 2 preparation 3 impression
4 rehearsal 5 building 6 expression 7 specialist
8 communication 9 appearance 10 movement

4 Spellcheck

1 noticing 2 changeable 3 changed
4 advantageous 5 serviceable 6 courageous
7 peaceable 8 racing

Grammar

5 Present perfect and past simple

- John hasn't flown in a plane since he was ten.
- Has Rachel seen any film stars since she arrived in Hollywood?
- Mark hasn't stopped playing computer games since he bought a computer.
- Pam has wanted to be a vet since she was a child.
- Since he started rollerblading Graham has fallen over three times.

- 6 Julie hasn't spoken to Sam since they had an argument.
 7 Tim has been learning German since he started school.
 8 Since Linda saw the film *Titanic* she hasn't been on a boat.

6 Present perfect simple or continuous?

- A**
- 1 has been living
 - 2 I've just won
 - 3 Has he been playing
 - 4 has just failed
 - 5 has Greg played / has Greg been playing
 - 6 has been applying
 - 7 has had
 - 8 have you been doing; I've been cleaning
 - 9 has been writing; has she written?
- B**
- 1 How many phone calls has he made?
 - 2 How long has she worked / has she been working as an actress?
 - 3 How many CDs has he listened to?
 - 4 How long have they been there?
 - 5 How long has she had it?
 - 6 How long has she played / has she been playing football?
 - 7 How many computer games has he bought?
 - 8 How long has she had them?

7 Missing words

- 1 *ever* 2 *to* 3 *and* 4 *of* 5 *what* 6 *but*
 7 *their* 8 *in* 9 *been* 10 *for* 11 *was* 12 *in*
 13 *him* 14 *when* 15 *make* 16 *well* 17 *have*
 18 *is* 19 *at* 20 *telling*

Writing a report Mobile phones

SB pages 88–89

Warm-up

Brainstorm the advantages and disadvantages of mobile phones with the class. Write their ideas in two columns on the board, for example:

Advantages	Disadvantages
<i>can chat with friends at any time</i>	<i>disturb other people when used in public, for example, on trains</i>
<i>can tell people what time you will arrive</i>	<i>dangerous if used when driving</i>

Class survey

- A** Ask students to look at the pictures and answer the question.

- Key** Possible answers:
 builder – to contact the office, to order supplies, to give instructions.
 commuter – to tell her partner when she will get home, to say she will be late for a meeting.

- B** Students work in small groups to answer the questions.
C When they have finished, students compare results with other groups. Ask groups to report back to the rest of the class. Write their findings on the board using these headings:

Number of students who own a mobile phone:

Why bought:

Uses:

Number of students whose brothers / sisters / parents own a mobile phone:

Why bought:

Uses:

Are any of their findings a surprise?

Ask the students if they have ever found a mobile phone useful in an emergency. What happened?

Studying the sample

1 Understanding the task

Students work on their own to read the task and complete the missing information.

Check the answers with the class.

- Key**
- 1 mobile phone company
 - 2 the marketing department
 - 3 a why young people buy phones like these
b how many young people own one

2 Organising your report

Ask students to read the report and then work in pairs to answer the questions.

Check the answers with the class.

- Key**
- 1 In three sections, two dealing with the topics and one containing conclusions. Each section has a heading.
 - 2 The writer has used a formal style:
 no short forms
 impersonal (*This report suggests ...*)
 formal vocabulary (personal use, alike, young people)
 use of the passive (because she does not know exactly who the readers of her report will be, and also because she wants the information in it to be as clear as possible).
 - 3 Sales of mobile phones will rise.
 - 4 *are bought* – to emphasise the person that does the action
have been bought – we don't know who did the action, or it's not important who did the action
have been bought – we don't know who did the action, or it's not important who did the action
has been predicted – we don't know who did the action, or it's not important who did the action

Steps to better writing

3 Formal and less formal vocabulary

Students do the exercise on their own.

Check the answers with the class.

- 1 contact 2 discuss 3 reach
4 It has been predicted 5 possess 6 a means of
7 continue

Quick filler!

Ask students to find other examples of formal vocabulary in the report. Ask them to think of less formal expressions with the same meaning, for example:

for personal use – to use themselves
communications – messages
look attractive – look good

4 Writing about facts and figures

A Students work on their own or in pairs. You could make this exercise a race and see which students / pair can match all the expressions first.

Check the answers with the class.

- not many = very few nearly half = almost 50%
many = a lot of over half = more than 50%
almost all = nearly 100% some = others
both = alike the total number = all

B Students do the exercise on their own.

Check the answers with the class.

- 1 not many / very few
2 many / a lot of
3 nearly 100% of people ... / almost all ...
4 All (of) the students in my class ...

Optional activity

Ask students to arrange the expressions of quantity in order from the most to the least, i.e.

the total number = all
almost all = nearly 100%
many = a lot of
nearly half = almost 50%
some = others
not many = very few

5 Using passives

Students do the exercise on their own.

Check the answers with the class.

- 1 Most CDs are bought by teenagers.
2 Mobile phones have been bought by many parents as Christmas presents.
3 It is / has been predicted that everyone will have a mobile phone by 2030.
4 It is / has been said that in the future attractive phones will be the most popular.

Language notes

The answers to 3 and 4 do not mention the doer of the action as *people* is too general a word to add any meaning to the sentence.

► Let's practise 2.6

Writing your report

6 Understanding the task

Students work on their own to read the task and make their plan. Tell them to think of a general description of the topic of the report as well as descriptions of the sub-topics. The general description should make a good title for the report, and the descriptions of the sub-topics should make good section headings like the ones in the sample text.

Check the students' plans. They do not have to be exactly the same as the sample answer below, but they should be similar.

Possible answer:

You are going to write a report for a telephone company.

The topics of the report are going to be:

Use of the phone by a group of young people over the past week

- amount of time on the phone
- who the calls have been made to
- what kind of phones have been used

7 Doing research

Students do their research in groups. Remind them that they will find it easier to analyse their data and write their reports if they set it out clearly, for example in a table like this:

	JOHN	EVE	PETER	MARY
TIME				
KIND OF CALL				
KIND OF PHONE				

8 Planning and writing

Students plan and write their reports. Remind them that there are several useful words and phrases in the sample text, for example:

This report suggests ...

In the future ...

Ask them which tense they are likely to use most in their report, and why. (The present perfect, because they are writing about what has happened over the past week.)

9 Checking

Ask students in each group to check one another's reports.

Revision idea!

Do a class survey on students' possessions, for example how many students own a:

bicycle	8
calculator	15
car	0
CD player	12
dog	1
pair of skis	10

Write the number of students on the board, as in the example.

Ask students to write sentences about the class using the expressions in exercise 4.

Listening and speaking**Varieties of English** SB pages 90–91**Warm-up**

Ask students to give you some examples of differences between American and British English. These could be of vocabulary, grammar or pronunciation.

Some possible answers:

Vocabulary

fall (American); *autumn* (British)
freeway (American); *motorway* (British)
vacation (American); *holiday* (British)

Grammar

Do you have ... ? (American); *Have you got ... ?* (British)
It looks like ... (American); *It looks as if ...* (British)
He just went to work. (American); *He's just gone to work.* (British)

Monday through Friday (American); *Monday to Friday* (British)

Pronunciation

In standard British English, *r* is only pronounced before a vowel sound. In most kinds of American English, *r* is pronounced in all positions where it is written in a word.

The British English short *o*, as in *dog*, *pot* and *stop* does not exist in American English. It is often replaced with an *a* sound, so for example British English *pot* sounds like *pat* in American English.

Students look at the pictures on page 90.

- A** Give the students a few minutes to do A and then ask the groups for feedback.
- B** The students remain in their groups to discuss the questions.

Possible answers:

- 1 It is the main language of international communication; it is the language of America, currently the dominant world power
- 2 Esperanto is a language invented in 1887 by the Polish philologist, Ludwik L. Zamenhof, so it has had over a hundred years to become successful. Although its spelling system is based on the sounds of the language, and is therefore much easier to learn than that of English, there are still not many speakers, so Esperanto is unlikely ever to become a successful language.

Listening skills**1 The English language**  33

- A** The students work in pairs to choose their answers before listening to the tape.

Play the tape for the first time.

Tapescript

Did you know that in the 17th century, English was spoken by 5,500,000 people? Now, it's the first or second language of about a quarter of the world's population and if you count the different varieties of the language – scientific, dialects, technical and so on – it has a vocabulary of something like 800,000 words – that's more than any other language in the world!

- B** Play the tape for the second time for students to check their answers. Were they surprised by any of them?

1 b 2 c 3 a

2 American English  34

- A** Before you play the tape, ask the students what *have something in common* means (share characteristics). To check that the class understand the expression, ask two students to say what things they have in common. (For example, *We both have black hair; we both live in _____.*)

Tapescript

American English

The English have really everything in common with the Americans except, of course, language.

What the writer said is unusual because it suggests that the English and the Americans speak different languages rather than different varieties of the same language.

- B** Ask students to read the questions, and to write the answers while they listen to the tape.

Play the tape.

Tapescript

Woman: Lots of words cause confusion or misunderstanding on one or the other side of the Atlantic. Have you heard the story of the Englishman who met someone on an empty road in Texas who told him he had a flat? To the Englishman, a 'flat' was an apartment so he wondered why on earth the Texan should tell him that – but the Texan meant that his *car* had a flat tyre!

Man: And there's another story of the English girl who met an American in Oxford Street looking for 'sneakers'. She thought it meant people who 'sneak' around talking about all the wrong things other people have done. What she wanted were 'trainers'! – casual shoes for sports or running!

Ask students to check their answers with a partner.

Check the answers with the class.

1 flat 2 an apartment 3 a flat tyre
4 casual shoes for sports or running 5 trainers

C Students work in pairs to match the American English words to their British English meanings. Tell them to match the words they find easiest first.

D Play the tape. The pairs check their answers.

Tapescript

- 1 bill – bank note
- 2 bureau – chest of drawers
- 3 can – tin
- 4 candy – sweets
- 5 cookie – sweet biscuit
- 6 drugstore – chemist's shop
- 7 French fries – chips
- 8 garbage / trash – rubbish
- 9 gas – petrol
- 10 mail – post
- 11 movie – film
- 12 period – full stop
- 13 rest room – toilet
- 14 second floor – first floor
- 15 sidewalk – pavement
- 16 trunk – car boot

Optional activity

The American English words *bill*, *bureau*, *gas*, *second floor* and *trunk* all have completely different meanings in British English. Ask the students what the meanings are. Tell them to check in a dictionary if they do not know.

Key *bill* – a piece of paper which shows how much money you owe for goods or services (British)
bureau – a writing desk with drawers and a lid (British)
gas – a substance which is used for heating and cooking, for example, in a gas cooker (British)
second floor – in British English, the floor at ground level is the *ground floor*, the one above is the *first floor* and the one above that is the *second floor*. So American English *second floor* is *first floor* in British English.
trunk – a large box that you use for storing or transporting things (British)

► Let's practise 2.2

3 Spelling

A Students work on their own or in pairs to do the exercise. If monolingual dictionaries are available, tell them to check their own answers.

Key traveled – American (British is *travelled*)
quarrelled – British (American is *quarrelled*)
theatre – British (American is *theater*)
center – American (British is *centre*)
honor – American (British is *honour*)
colour – British (American is *color*)

B The answers to exercise A will help students work out the answers to exercise B.

Check the answers with the class.

Key 1 American, British 2 American, British
3 British, American

Culture notes

The American lexicographer Noah Webster standardised American spelling in his **American Dictionary of the English Language**, which was first published in 1828.

4 Cockney English 35

Ask the students if any of them know the answers to the questions.

Give them a minute or two to read the text before you play the tape.

Tell students that you are going to play the tape twice. Tell them just to listen the first time and then complete as many sentences as they can.

Tapescript

Man: So, what exactly is a 'Cockney', then?
Woman: Well, to be a true Londoner – a Cockney – you have to be born close enough to hear the bells of St. Mary le Bow church in the City of London. The Bow Bells rang to tell people to put out their fires before going to bed. This was quite a common thing in Medieval Europe.
Man: Yes, but does the word itself mean anything?
Woman: It's quite a funny story, actually! The word 'cockney' originally meant a cock's egg, which was a misshapen egg sometimes laid by young hens. These eggs were weaker than normal eggs, so country people used the nickname 'cockney' for people who lived in towns, because they thought they were weaker than country people! By the 17th century, the word 'cockney' was used to describe a Londoner.
Man: OK – but what about 'Cockney rhyming slang'? What actually is that?
Woman: Over the years, Cockneys developed a set of secret code words which only other Cockneys could understand – for example, if a Cockney says he's 'on the dog and bone', he really means that he's on the phone!
Man: So Cockney rhyming slang was originally invented so people could talk in secret?
Woman: Yes, that's right. If you spoke in Cockney rhyming slang, people in authority, such as policemen, or anybody trying to overhear you, wouldn't be able to understand – so in fact, Cockney rhyming slang is a way of protecting yourself.
Man: Whatever the reason, Cockney rhyming slang is still a closed language to those who don't know it. But its famous humour is too good to be missed!

Language notes

the Middle Ages – the period in European history between about AD1100 and about AD1400.

Students compare their answers with a neighbour.
Play the tape again. Students complete the remaining sentences.

Check the answers with the class.

- 1 the bells 2 put out their fires 3 cock's
4 weak 5 the 17th century 6 protecting
7 humour

► **Let's practise 2.3**

Speaking skills

5 Rhyming slang

- A In pairs, students take turns to read out the rhyming slang expressions.

Language notes

Scotch pegs – a *peg leg* is an artificial leg, especially one made of wood. *Peg* is also another word for a small alcoholic drink, for example, of whisky.

Boat race – the most famous boat race in Britain is between Oxford and Cambridge Universities. It is held on the River Thames in London every spring.

- B Still in their pairs, students do the exercise.

Check the answers with the class.

- 1 nails – monkey's tails
2 feet – plates of meat
3 face – boat race
4 head – loaf of bread
5 mouth – North and South
6 knees – biscuits and cheese
7 legs – brown eggs / Scotch pegs
8 nose – I suppose

6 Debate

- A Ask students to tell you as much as they can about the picture.

- The picture shows a debate in the British House of Commons.

Culture notes

In the British **House of Commons**, the Members of Parliament (**MPs**) sit on benches facing one another. Members of the Government party (usually the party with the most MPs) sit on the Government benches, and the rest on the Opposition benches. The person sitting on the high seat between the benches is the Speaker, who controls the debates. Early parliaments met in a chapel, and the present-day House of Commons has a similar design.

Ask students to compare the Parliament building in your country. Can they tell you what it looks like and what happens there?

- B Ask students which of the ideas in 1 are for the topic and which are against it. Write them on the board like this:

For	Against
<i>fewer examinations</i>	<i>which language to choose?</i>
<i>computer language the same</i>	<i>no national identity</i>
<i>no problems travelling</i>	<i>richness of language disappears</i>

Divide the class into small groups. Make sure that some groups are going to speak for the topic and some against it. Tell the groups to add any points they can think of to the ones on the board, and to think of reasons and examples to illustrate their points.

Tell the groups to prepare their talks using the plan and some of the phrases in C. They should then choose a speaker.

- C The speakers give their talks.

- D Take a class vote.

Revision idea!

Write some American English sentences on the board, such as the ones below. Ask students to 'translate' them into British English.

I put the ten dollar bill in the bureau.

The center contains two theaters.

The cookies and candy are in the trunk with the rest of the shopping.

The ladies' rest room is on the second floor.

The mailboxes in Britain are colored red.

- I put the ten dollar note in the chest of drawers.
The centre contains two theatres.
The biscuits and sweets are in the boot with the rest of the shopping.
The ladies' toilet is on the first floor.
The postboxes in Britain are coloured red.

Let's practise 2 SB pages 92–93

Vocabulary

1 Adjectives

- A 1 e 2 c 3 d 4 b 5 a

- B 1 relieved 2 familiar 3 adventurous 4 rare
5 common 6 sensible 7 strange 8 nervous

2 American English

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

- B 1 university, autumn 2 motorway, bonnet
3 trousers 4 crisps 5 torch 6 rubber
7 handbag 8 garden

3 Cockney rhyming slang

- 1 North and South 2 Biscuits and cheese
3 Monkey's tails 4 Brown eggs 5 Boat race
6 Loaf of bread 7 Plates of meat

Factfile

- 1 the 17th century 2 London 3 English
4 standard 5 mouth 6 human 7 up and down
8 rhyming 9 apples and pears 10 slang
11 crook 12 child

Speaking**4 Giving a talk**

- 1 *I agree* 2 First of all 3 Furthermore
4 Secondly 5 In addition 6 In conclusion

5 Exchanging information

In pairs, students do the exercise.

Writing**6 Report writing**

- A** 1 What young people do in their free time
2 Reasons for free time activities
3 Conclusions

- B** over half – more than 50%
many – a lot of
nearly half – almost 50%
very few – not many (x 2)
alike – both
many – a lot of
almost all – nearly 100%