

2 culture

Global Scale of English **LEARNING OBJECTIVES**

2A Cities

- **READING** | Read an article about Cities of Culture: describing the impact of an action; binomials
- **Pronunciation:** schwa /ə/
- Talk about applying to be 'City of Arts': advanced ways of comparing

GSE INFORMATION

READING

79 Can understand complex arguments in newspaper articles.

VOCABULARY

76–90 Can use language related to cause, purpose and effect.

76–90 Can use language related to decision or indecision.

GRAMMAR

76 Can make comparisons in linguistically complex sentences.

SPEAKING

78 Can give reasons and explanations for their opinions using linguistically complex language.

2B Lost in translation

- **LISTENING** | Understand a radio interview about interpreting: summarising verbs; multi-word verbs for reporting
- **Pronunciation:** using intonation to show contrasting opinions
- Talk about apps: reporting
- Write an informative summary for a careers brochure

GSE INFORMATION

VOCABULARY

76–90 Can use language related to summarising.

76–90 Can use language related to cultures, customs, traditions and celebrations.

LISTENING

82 Can understand the details in a linguistically complex audio recording.

GRAMMAR

79 Can use a wide variety of structures to report both spoken and written language.

SPEAKING

76 Can summarise the main points from answers to a survey using linguistically complex language.

WRITING

76 Can write essays and reports synthesising information from a number of sources.

2C The way we do it

- **HOW TO ...** | maintain and develop interaction: conventions/cultural heritage
- **Pronunciation:** expressing surprise and asking for reaction

GSE INFORMATION

VOCABULARY

76–90 Can use language related to manner of doing something.

HOW TO ...

80 Can maintain and develop interaction on an abstract topic by expressing interest, agreement or disagreement.

SPEAKING

80 Can maintain and develop interaction on an abstract topic by expressing interest, agreement or disagreement.

2D Flavours

- **BBC PROGRAMME** | Understand a TV travel and cookery programme about food in the USA
- Make a proposal for a new restaurant: describing food
- Write a blog post about a food hotspot

GSE INFORMATION

VOCABULARY

76–90 Can use language related to food and drink.

SPEAKING

76 Can contribute to group discussions even when speech is fast and colloquial.

WRITING

80 Can write a detailed description of a place using linguistically complex and nuanced language.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 2A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Discuss the vlog question as a class, then play the video for Ss to watch and find out who, if anyone, they agree with. Elicit answers from a few Ss. Then put Ss in pairs to discuss the question in part 2. When they have finished, elicit ideas and reasons from a few pairs and find out if others agree.

ANSWERS:

1 Ideas mentioned in the vlogs:

Speaker 1: Paris (elegant and romantic)

Speaker 2: India (vibrant and interesting, can spend time outside, lots of street food)

Speaker 3: Costa Rica (nature and plants)

Speaker 4: Spain (the culture, maintain high level of Spanish, close enough to visit family and friends)

Speaker 5: Italy (food, culture and people)

Speaker 6: Brazil (history, culture, music, dancing and opportunity to learn Portuguese)

Speaker 7: New Zealand or Canada (English-speaking, beautiful, safe, open)

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 2

Online Digital Resources

Videoscript Unit 2 Opener: BBC Vlogs

2A Cities

GRAMMAR | advanced ways of comparing

VOCABULARY | describing the impact of an action; binominals

PRONUNCIATION | schwa /ə/

LESSON OVERVIEW

The aim of this lesson is for Ss to justify a point of view. In order to do this, they learn phrases for describing the impact of an action and some binomials. They also learn advanced ways of comparing. The context is an opinion piece article about Cities of Culture. This leads into the grammar, where Ss also practise the use of the schwa /ə/ sound. The lesson ends with a speaking activity where Ss have a discussion and try to persuade their partner of their point of view.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 4B:** Ask Ss to type their answers in a collaborative document so they can compare them in Ex 4C.
- **Ex 6A:** Display the sentence halves on your device and make sure the annotate function is on. In feedback, ask different Ss to draw lines to connect the halves.
- **Ex 6B:** Put Ss in breakout rooms in pairs to discuss the sentences in Ex 6A.
- **Exs 8A and 8B:** Ask Ss to type their ideas in a collaborative document shared by the pair and read each other's ideas.

Additional Materials

For Teachers:

Presentation Tool Lesson 2A

Photocopiable activities 2A

Grammar Bank 2A

Vocabulary Bank 2A

For Students:

Online Practice 2A

Workbook 2A

TO START

On the board, write:

How do cities contribute to the culture of a nation?

Think of examples and consider these things:

- *educational establishments*
- *famous places*
- *transport types*
- *food*
- *local history*

Put Ss in small groups to discuss the questions. When they have finished, ask a member of each group to share their ideas with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

1 A Put Ss in pairs and set a strict time limit for them to write their lists. When the time is up, ask pairs to stop writing and find out how many each pair got. Elicit which cities they came up with.

EXTRA CHALLENGE Ask Ss to try and think of a city that begins with each letter of the alphabet. In feedback, elicit their ideas and write them on the board.

B Ss discuss the questions in the same pairs as for Ex 1A. When they have finished, elicit their ideas and have a brief class discussion.

EXTRA SUPPORT: TEACHER Note that while they are called ‘Capitals of Culture’, this does not mean that only capital cities can have this status – any city or town could be a Capital of Culture, e.g. Esch-sur-Alzette (Luxembourg), Kaunas (Lithuania) and Novi Sad (Serbia) were European Capitals of Culture for 2022.

2 A Ask Ss to read the first paragraph of the article and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1 that the idea of being a cultural icon or exemplifying cultural ideals is being taken too far and risks losing focus
- 2 The writer starts by being factual, but then the writing becomes clearly fictitious, to emphasise the point.

B Ss read the rest of the article to find out whether the writer thinks Cities of Culture are a good thing or not, then check in pairs. Check the answer with the class.

ANSWER:

The writer concludes that there are both pros and cons.

C Read the questions with the class, then ask Ss to read the article again and choose the correct answers individually, then check in pairs. Monitor and offer help where necessary. When they have finished, check answers with the class.

ANSWERS:

1 b 2 a 3 b 4 a 5 c

3 Put Ss in pairs to discuss which of the sentences in Question 5 in Ex 2C they agree with. Make sure they give their reasons. When they have finished, go through the sentences with the class and have a brief class discussion, eliciting Ss’ reasons for their opinions.

VOCABULARY

describing the impact of an action

4 A Draw Ss’ attention to the phrases in bold in the article. Ask them to decide if each describes a positive or negative effect individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the phrases in bold from the article as a vertical list on the board or on a separate piece of paper.

ANSWERS:

Positive: have tangible benefits, showcasing the best of, raise the cultural profile, give the cultural life of that city a boost, facilitate cultural development, bring long-term benefits

Negative: ends up stuck with, have a detrimental effect, do more harm than good

B Demonstrate the activity by sharing one or two of your own ideas, e.g. ‘Investment in the arts would have tangible benefits for my town. An exhibition would be a great way of showcasing the positive things about where I live.’ Ss complete the sentences with their own ideas individually. With online classes, remember you can ask Ss to type their answers in a collaborative document so they can compare them in Ex 4C. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

C Put Ss in pairs to compare their ideas. When they have finished, ask each pair to share how many of their ideas were the same and what they were.

D Refer Ss to the Vocabulary Bank on page 137.

VB ▶ page 137 **VOCABULARY BANK** binomials

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

EXTRA SUPPORT: TEACHER Binomials are a type of collocation including two words separated by a conjunction. Their order is fixed (e.g. *fish and chips*, *rock and roll*, NOT *chips and fish*, *roll and rock*).

1 A Ss complete the sentences with words from the article on page 21 alone, then check in pairs. Check answers in pairs.

ANSWERS:

1 First 2 part

B Ss complete the sentences individually, then check in pairs. Encourage Ss to use association, form and alliteration to help them work out what the binomials are. With weaker classes, tell Ss they can look the binomials up in a dictionary or online. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, you could provide two options for each sentence (one correct and one distractor) and ask them to choose the correct one.

ANSWERS:

1 peace 2 slowly 3 hustle 4 make
5 cut 6 give 7 short 8 out
9 By 10 Sooner 11 pick 12 live

C Put Ss in pairs to discuss what the binomials in Ex 1A and Ex 1B mean. In feedback, check understanding by eliciting different sentences for each phrase.

POSSIBLE ANSWERS:

first and foremost – most importantly, with priority
part and parcel – a significant element
peace and quiet – tranquillity
slowly but surely – progressing slowly but well
hustle and bustle – noise and crowds
make or break – the last chance
cut and dried – easy to decide
give or take – about / approximately
short and sweet – not long and detailed
out and about – moving around outside
by and large – generally
sooner or later – at some point
pick and choose – select
live and learn – get wiser with experience

GRAMMAR

advanced ways of comparing

5 Ss complete the sentences individually, using the article to help if necessary, then check in pairs. Check answers with the class. Use this exercise as a diagnostic activity to gauge how much Ss know. This will help you decide how much detail to go into when going through the notes in the Grammar Bank in Ex 6C.

EXTRA SUPPORT: DYSLEXIA Encourage dyslexic learners to cover the sentences they're not working on to help reduce distraction.

ANSWERS:

1 like 2 as 3 like 4 as 5 as 6 as 7 than

6 A Elicit the first answer as an example, then ask Ss to match the rest of the sentence halves alone, then check in pairs. Check answers with the class. For online classes, you can display the sentence halves on your device and ask different Ss to draw lines to connect the halves in feedback.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by reducing the number of options for each sentence to two (one correct and one distractor) and asking them to choose the correct one.

ANSWERS:

1 d 2 e 3 a 4 b 5 c 6 g 7 f

B Demonstrate by saying whether the first sentence in Ex 6A is true for you, e.g. 'No, that's not true; I live in a big city.' Put Ss in pairs (in breakout rooms with online classes) to discuss the sentences. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

C The Grammar Bank on page 115 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 115 **GRAMMAR BANK**

Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the other structures and phrases given for making comparisons.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 This exercise practises the form of comparisons with *as* and *like*. Ask Ss to complete the rest of the sentences, then check in pairs. Check answers with the class.

ANSWERS:

1 as 2 like 3 as 4 like 5 as 6 as

2 This exercise practises the use of advanced ways of comparing. Ask Ss to match the sentence halves, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can support Ss with dyslexia by highlighting the parts of the phrases for making comparisons that they need to match within each set of sentence halves. You can also ask them to cover the sentence halves they're not working on in order to minimise distractions.

ANSWERS:

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

3 This exercise focuses on the form and meaning of advanced ways of comparing. Ss rewrite the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 1 get a painting (any) more lifelike / get a more lifelike painting
- 2 at complete variance with
- 3 so much his words as
- 4 claims were so ridiculous as to
- 5 was easily as exhausting as
- 6 that it was a bit like / as to be a bit like

EXTRA SUPPORT With weaker classes, and for Ss with dyslexia, you could provide more of the completed sentences, leaving just the comparative structures for them to complete.

PRONUNCIATION

schwa /ə/

7A ▶ **2.01** | Focus attention on the words in bold, then play the recording for Ss to notice the common vowel sound (the schwa /ə/). Check the answer with the class.

EXTRA SUPPORT: TEACHER The schwa (/ə/) is the most common vowel sound in English connected speech. It is made when the articulators in the mouth are relaxed and therefore is never stressed. You may want to joke with the class by saying 'I want to be like the schwa, because it's never stressed.'

ANSWER:

They all have the schwa /ə/ sound in common.

B ▶ **2.01** | Ss listen again and practise saying the sentences. Monitor and check they're using the schwa /ə/ sound to help them say the sentences more quickly and naturally.

SPEAKING

- 8A** Read the instructions and questions with the class, then put Ss in pairs and ask them to think of ideas to answer the questions. Encourage them to use the vocabulary from the lesson and make notes of their ideas.
- B** Direct Ss to page 142 and read the ideas. In their pairs, Ss compare the ideas in the lists with their own from Ex 8A and add their ideas to the relevant sections.
- C** Rearrange Ss into new pairs (A and B) to discuss their ideas and try to convince each other, with Student A arguing for the idea and Student B against it. Monitor and encourage Ss to use the grammar and vocabulary from the lesson. Make notes on Ss' language use for later class feedback.
- D** Ask each pair to try and agree how to vote based on their discussion. When they have finished, ask each pair if they agreed and if so what they agreed on. Give the class feedback on their language use as a class.

EXTRA IDEA If you have time at the end of the activity, Ss could stay in their pairs and swap roles, with Student B arguing for and Student A against.

TO FINISH

Put Ss in pairs to discuss what practical steps their own city could take to become a 'City of Arts'.

2B Lost in translation

GRAMMAR | reporting

VOCABULARY | summarising verbs; multi-word verbs for reporting

PRONUNCIATION | using intonation to show contrasting opinions

LESSON OVERVIEW

In this lesson, Ss learn how to report information and write an informative summary. In order to do this, they learn summarising verbs and grammar for reporting. The context is a listening where Ss listen to an interview with an interpreter, which leads into the grammar. They also practise using intonation to show contrasting opinions. Ss then do a speaking activity where they summarise information about their partner. The lesson ends with a writing activity where Ss learn how to synthesise information in a summary.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Vocabulary Bank 2B, Ex 1C:** Put Ss in breakout rooms to do the activity.
- **Ex 3A:** Ask Ss to type their ideas in a collaborative document to refer back to in Ex 3B.
- **Writing Bank 2B, Ex 2B:** Ask Ss to type their summaries in a collaborative document so they can compare them in Ex 2C.

Additional Materials

For Teachers:

Presentation Tool Lesson 2B
 Photocopiable Activities 2B
 Grammar Bank 2B
 Vocabulary Bank 2B
 Writing Bank 2B

For Students:

Online Practice 2B
 Workbook 2B

TO START

Tell Ss about an amusing experience you've had in a foreign language, e.g. 'I once had a friend from another country who was studying in Britain. When his course finished I asked him what he was going to do next. He told me that he had to go back home as, because of his visa, he couldn't walk here. I was confused and asked him if he had a problem with his legs or something. After a while I realised he said he couldn't work here, but was pronouncing 'work' as 'walk', because of the spelling.' Put Ss in small groups to discuss any amusing experiences they've had, then share them with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

summarising verbs

1 Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, elicit their ideas and have a brief class discussion. You could also ask Ss if they've ever used a translator or an interpreter and, if so, to share the experience.

EXTRA SUPPORT: TEACHER The phrase *lost in translation* is used to describe when something fails to have the same meaning or effectiveness when translated into another language.

2A Ss read the summary and make a list of the challenges mentioned, then compare ideas in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the summary with them. Alternatively, record the summary before the lesson so that Ss with dyslexia can listen while they read.

ANSWERS:

- intonation cannot be translated
- some forms of writing, e.g. poetry, cannot be translated
- cultural differences affect translation of shades of meaning and concepts that differ in different cultures
- doubtful whether training courses address these problems sufficiently

B Draw Ss' attention to the verbs in bold in the summary in Ex 2A. Ask them to match them with the definitions individually, then check in pairs. Check answers with the class. You could write them on the board for Ss to refer to when they do Ex 3D.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the infinitive form of the verbs in bold in the summary in Ex 2A as a vertical list on the board or on a separate piece of paper. To reduce the amount of information they need to process, you could provide two lists of verbs: one for definitions 1–6 and one for 7–12. The list(s) of verbs can also be used in Ex 3D.

ANSWERS:

- | | | |
|----------------------|-------------------|----------------------|
| 1 voice | 2 accept | 3 cite |
| 4 echo | 5 question | 6 call for |
| 7 acknowledge | 8 maintain | 9 raise |
| 10 illustrate | 11 ponder | 12 comment on |

C Read the title of the report with the class, then ask Ss to read the report and choose the correct verbs to complete it, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You could advise dyslexic learners that covering the parts of the report they are not currently working on will help them focus.

ANSWERS:

- | | |
|---------------------|----------------------|
| 1 raised | 5 maintained |
| 2 echoed | 6 pondered |
| 3 accepted | 7 illustrated |
| 4 questioned | |

D Introduce the activity by sharing your own view with the class, e.g. 'I usually watch things on my phone when I'm working out, so I much prefer dubbing as my eyes aren't always on the screen.' Put Ss in pairs to discuss their preferences. When they have finished, ask a few pairs to summarise their discussion for the class using the verbs not used in Ex 2C.

EXTRA: ALTERNATIVE IDEA Put Ss in groups of three to do Ex 2D. Two Ss have the discussion while the third makes notes, then shares these with the rest of the group. Ss can then use the notes to write a summary of the discussion for homework.

E Refer Ss to the Vocabulary Bank on page 137.

▶ page 137 **VOCABULARY BANK** multi-word verbs for reporting

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- VB 1 A** Elicit the first answer as an example, then ask Ss to identify the rest of the verbs and objects alone. (Ss with dyslexia may find it better to highlight the verbs as underlining could distort the letters and make them difficult for them to read.) Ask Ss to check their answers in pairs, then check answers as a class and write them on the board so Ss can refer to them easily during Ex 1B. Elicit which of the verbs are separable. If Ss think *reeled off* is not separable, point out that it can be separated but that it would be clumsy to do so in this sentence.

EXTRA SUPPORT: DYSLEXIA Multistage tasks can be a challenge for Ss with dyslexia. In this case, break the exercise down into distinct stages. First, ask Ss to identify and highlight the multi-word verbs and check answers. Then ask them to identify the object and circle it, then check answers. Finally, elicit which verbs are separable. It would also be helpful for Ss to cover the sentences they're not working on in order to minimise distractions.

ANSWERS:

- 1 verb: calling for, object: more signers
- 2 verb: fill (me) in on, object: me
- 3 verb: talked (me) into, object: me
- 4 verb: back (me) up, object: me
- 5 verb: tipped (me) off, object: me
- 6 verb: reeled off, object: the names

Separable: fill someone in on, talk someone into, back someone up, tip someone off, reel off

- B** Read the definitions with the class. Ss match the multi-word verbs with the definitions individually, then check in pairs. Monitor and offer help where necessary. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Rather than refer dyslexic learners to the verbs on the board, you could provide them with the multi-word verbs on a separate piece of paper which they can place next to the definitions. Also, ask them to cover the definitions they're not working on to avoid distractions.

ANSWERS:

- | | |
|---------------------|----------------------|
| a back someone up | d tip someone off |
| b talk someone into | e fill someone in on |
| c call for | f reel off |

- C** Read the example with the class and demonstrate with a stronger student if necessary, then put Ss in pairs (in breakout rooms with online classes) to do the activity. Point out that Student A should choose which multi-word verb they are aiming to provide a sentence for without telling Student B what it is. When they have finished, ask a few pairs to share an example with the class.

LISTENING

- 3 A** Discuss the question as a class. (With large classes you could put Ss in groups to ensure equal participation.) Elicit Ss' ideas and write them on the board. With online classes, Ss can write their ideas into a collaborative document which you can refer back to in Ex 3B.
- B**  **2.02** | Play the recording for Ss to listen and check if any of their ideas from Ex 3A are mentioned. In feedback, go through the list of ideas on the board and tick any that were mentioned. With online classes, remember you can use the collaborative document from Ex 3A. Elicit any new ideas mentioned in the recording and add them to the board. Elicit what Ss remember about what was said about each idea.

AUDIOSCRIPT 2.02

I = Interviewer A = Alan

- I: International conferences are huge events where people from a range of cultures come together to share ideas and opinions or to debate, and therefore the need for simultaneous interpretation is vital. It's something that's always fascinated me. What is it like to sit in a booth all day at the United Nations or in a conference, translating at the same time as people are talking? What sort of problems do the interpreters face? Joining me in the studio is Alan Suarez, who is an interpreter for international conferences where he translates between Spanish, German and English. Alan, welcome to the programme.
- A: Thanks.
- I: So, what would you say are the main challenges you face when you're interpreting?
- A: That's something I get asked a lot. There are quite a few challenges and I'm not sure that speakers ever really consider their interpreters. For instance, a surprisingly frequent problem – and one that people find unbelievable – comes from the fact that nowadays sound levels are very carefully checked so microphones and headsets are set for voice level. Some speakers, however, will start off by shouting into their microphones or do that old-fashioned 'testing, testing' thing and tap the microphone, resulting in a loud noise which can be quite painful for the interpreter and in some cases actually cause serious injury.
- I: Really? I'd never even considered that! Of course, you're sitting there in your booth with your headset on. Very vulnerable. So, what can you do?
- A: Well, it's crucial to educate the speaker and of course, the organisation. I kind of shock them. Tell them that their behaviour can incapacitate the interpreter and in the worst-case scenario there's a risk of hearing loss, of the interpreter actually going deaf.
- I: Are you serious?
- A: Yes.
- I: So, what other things can the speaker do wrong?

A: One of the worst is when they insist on speaking a language in which they're not particularly competent, that they're really not good at. I remember one very high-powered professor from ... well, I won't say where ... but her English was extremely difficult to follow. I just had to make an educated guess as to what she was trying to say. I usually try to get speeches from all speakers in advance so I at least have the written word to fall back on in these kinds of situations.

I: And I suppose sometimes people speak too fast for you to follow?

A: Yes, to a certain extent, but from experience I've found there's no point in asking them to slow down. Everyone has a natural pace of speaking so the best thing to do is not try to translate word for word but to summarise what they're saying.

I: Right. I can understand that.

A: And then of course there are cultural differences. Humour is an interpreter's nightmare. There's a risk of humorous sayings from one language getting completely lost in translation. Humour doesn't travel well, and jokes are often just not funny.

I: So, what do you do if a speaker is telling a lot of jokes?

A: I'll try and see if I can find an equivalent in the audience's language, but if I can't think fast enough, I'll fall back on the old interpreter's rule of saying, 'the speaker has just made a joke about such and such', which seems to work. Now, one really problematic area is when the speaker uses lots of metaphors, cultural references or indecipherable acronyms. For example, if a U.S. speaker starts using metaphors from American baseball, say, something like, 'I'll take a rain check on that'. Now most audiences won't have a clue about this so I have to translate it as something like, 'He would like to accept your invitation at a later time'. You've got to be very quick-thinking and versatile. You also need to have a fairly broad knowledge of culturally specific things, and do your research on acronyms, etc.

I: Is there anything else you can do about that?

A: Again, I try and educate the speaker. I suggest that they should steer clear of cultural references which seem familiar to them, but may not be understood in a different context; instead, they should find references to people or places or events that the audience will understand. But of course, often I only meet the speaker on the day of the conference, so I don't always have a chance to help them prepare for the process. And don't get me started on online conferences – some of the speakers are simply not familiar with different platforms or how they work so they can get really chaotic!

I: That sounds like a lot of problems.

A: Yes, but most problems are fixable as long as there's mutual respect between us, between the speaker and the interpreter. Understanding that we both have an important job to do. And there's one more thing I really must mention. It's a problem I take home with me. You see, I get so used to thinking ahead and predicting what people are going to say that I tend to do the same thing outside work. I anticipate the end of a sentence, so my friends are always complaining: 'You never let me finish!' It's something I keep promising myself I must address!

I: Well, this has been a real insight. Thank you very much for joining us today.

A: My pleasure.

ANSWERS:

Problems mentioned in the interview:

speakers being unaware of the sound settings which can result in shouting or loud noises causing injury to the translator; speakers not being adept at or fluent in the language they choose to speak; speakers talking quickly and so being difficult to follow exactly; interpreting things like jokes, metaphors or cultural references which don't translate well between languages; not having enough time to prepare in advance; technological problems with online presentations; outside work, predicting what friends and family are going to say

C  **2.02** | Read the sentences with the class and elicit the type of information missing from each one, then play the recording again for Ss to listen and complete them. While Ss are listening, write the infinitive form of the verbs in bold in the summary in Ex 2A on the board, if they are not there already, so that Ss can refer to them easily in Ex 3D. Put Ss in pairs to compare answers to Ex 3C and play the recording again if necessary. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Listening and writing at the same time can be difficult for Ss with dyslexia. In this case, ask them to read the sentences and then listen, then complete the sentences afterwards.

POSSIBLE ANSWERS:

- 1 of consideration by the speakers
- 2 for voice levels, but not sounds above that
- 3 the difficulties presented by someone using a language they are not familiar with
- 4 than request a speaker to slow down / than translate word for word
- 5 he should discuss things with the speaker beforehand
- 6 his home life / how he interacts with his friends

D Remind Ss of the verbs they found in Ex 2B (they will be on the board if you wrote them in feedback on Ex 2B or during the last exercise). Ss complete the summaries individually, then check in pairs. Check answers with the class.

POSSIBLE ANSWERS:

- | | |
|----------------------|--------------------------|
| 1 questioned | 4 acknowledged, accepted |
| 2 voiced, called for | 5 raised, echoed |
| 3 illustrated | 6 maintained |

- 4** Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class, especially any interesting phrases and topics that are difficult to convey in English. You can remind them of the phrase *lost in translation* from Ex 1 in relation to these.

GRAMMAR

reporting

- 5A** Ss at this level will be familiar with reported speech, so the aim here is for them to learn how to add variety to summaries. Ss match the examples with the advice individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To support Ss with dyslexia, first highlight (or ask them to identify and highlight) the reporting structure in each example, then reduce the number of possible matches for each example to two (one correct and one distractor) and ask them to choose the correct one.

ANSWERS:

1 b 2 d 3 c 4 a

- B** Ss complete the reports of the direct speech using the words given individually, then compare in pairs. In feedback, choose four Ss (or ask for volunteers) to come up to the board and write the reporting sentences.

POSSIBLE ANSWERS:

- 1 that there was no way that could be translated
- 2 translating could be very problematic and gave examples
- 3 that it was a really enjoyable job, in spite of the difficulties
- 4 to David, the variety of challenges made the job interesting

- C** Ss practise reporting the statements in different ways individually. Monitor and check they're forming their sentences correctly. When they are ready, put Ss in pairs to compare their sentences and discuss whether they agree or not with the statements. In feedback, ask a few Ss to share their sentences with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by asking them to report just one or two of the sentences.

- D** The Grammar Bank on page 116 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 116 GRAMMAR BANK

GB

The first section of the notes is a review of grammar Ss should be familiar with. You could write on the board:

- *pronouns*
- *tenses*
- *auxiliary verbs*
- *time and place references*
- *past modals*
- *if/whether*

and elicit from the class how these change in reported speech by eliciting examples. The main focus here is on adding variety to reporting, so go through the rest of the notes with Ss or let them read them alone. Check understanding where necessary.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

- 1** This exercise focuses on the form of reported speech. If necessary, remind Ss of when we don't change the tense in reported speech (i.e. when a situation hasn't changed or a present or future situation is still present or future). Ss write the sentences using the prompts alone, then check in pairs. Check answers with the class and write them on the board (or invite Ss to come up and do so).

EXTRA SUPPORT With weaker classes, you may want to break this exercise down into stages: first, ask Ss to identify if the main reporting verb is in the present or past using the prompts and check answers. Then ask Ss to write the sentences.

ANSWERS:

- 1 Valerie just told me that she'd been in hospital last week and that was why she hadn't come to my party.
- 2 In 1543, Copernicus published his theory which/that stated (that) the Earth went round the Sun.
- 3 The application form states that a recent photo must be attached.
- 4 When we were young, my father assured us that we would never regret going to college.
- 5 Last night, Sue explained to me that she travels a lot in her current job.
- 6 When he saw the broken window, Mr Harris asked whether I or my brother had done it.

- 2** This exercise focuses on the form and use of reported speech. Elicit the first answer as an example (in the past) and write it on the board, then ask Ss to report the rest of the statements individually (and make sure they report them in the past), then check in pairs. Monitor and offer help where necessary. Check answers with the class.

EXTRA SUPPORT If you think your class might struggle to identify the correct verbs to use, ask them to first identify the appropriate verb for each statement (and check understanding of the meaning), then ask them to report the statements.

POSSIBLE ANSWERS:

- 1 She accepted (the fact) (that) she was never going to be a teacher.
 - 2 He echoed Marty's point that they had been too lenient with students missing deadlines.
 - 3 She questioned the accuracy of the records. / She questioned whether the records were completely accurate.
 - 4 He reiterated his view that they hadn't invested enough in maintaining the buildings.
 - 5 She maintained (that) the steps she had taken had been in the best interests of the company.
 - 6 He implored everyone to think very carefully about donating more money to the charity.
- 3** This exercise focuses on restating reported speech as direct speech. Ss write the direct speech individually, then check in pairs. If you think it's necessary, you could ask Ss to first identify the reporting verb in each sentence and elicit the manner of speaking or meaning it summarises. Check answers with the class, though bear in mind answers will vary.

POSSIBLE ANSWERS:

- 1 'We definitely need to take action to improve road safety.'
- 2 'I'd like us to consider the issue of students bringing unhealthy snacks into school.'
- 3 'I am unsure that this is the right time to take a vote.'
- 4 'We don't think your brother was involved in stealing the car.'
- 5 'It will be very difficult to introduce this legislation quickly and we must think about that.'
- 6 'A significant number of customers left without paying their bills last month.'

PRONUNCIATION

using intonation to show contrasting opinions

- 6A**  **2.03** | Read the sentences with the class, then play the recording and ask Ss to focus on the intonation. Check answers with the class.

ANSWERS:

Sentences 1, 2 and 4 contain contrasting opinions. The speaker uses higher intonation on the names of the people with the contrasting opinions (1 Tina, 2 Juan, 4 Mo).

- B** Put Ss in pairs to practise saying the sentences. Monitor and check they're using correct intonation.
- C** In the same pairs, ask Ss to discuss whose opinion they agree with in each sentence in Ex 6B. When they have finished, elicit ideas from a few Ss and have a brief class discussion.

SPEAKING

- 7A** Arrange Ss in pairs to interview each other. Make sure they both take notes of their partner's answers and encourage them to ask follow-up questions to find out more information.

EXTRA: ALTERNATIVE IDEA Ss can record their answers on their devices for their partner to listen to and summarise.

- B** Ss use their notes from Ex 7A and the vocabulary and grammar from the lesson to summarise their partner's answers for the class. If you have a large class, put Ss in groups to do this. Monitor and check Ss are using the vocabulary and grammar from the lesson correctly.

FUTURE SKILLS | Communication



- C** Read the Future Skills box with the class, then ask Ss to think about their summaries individually. When they are ready, ask Ss to discuss how to improve their summaries in pairs. When they have finished, elicit examples of improvements from a few Ss.

WRITING

an informative summary

- 8A** Put Ss in pairs to discuss the questions. When they are ready, ask a few Ss to share their ideas with the class and find out if others agree.
- B** The main aim of this part of the lesson is for Ss to learn how to synthesise information from different sources and use that to provide a complete summary. Ss discuss the questions in pairs. When they have finished, ask a few pairs to share their answers with the class.

POSSIBLE ANSWERS:

- 1 An informative summary accurately conveys information from one or more other sources.
 - 2 interviews, reports, brochures, podcasts, articles, blogs, etc.
- C** Refer Ss to the Writing Bank on page 104.

1 A Remind Ss of the questions in Ex 8A, then ask them to read the texts and make notes. Monitor and offer help where necessary.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the texts with them. Alternatively, read the texts with the class (or record them before the lesson) so that Ss with dyslexia can listen while they read.

B ▶ **WB2.01** | Tell the class that they're going to listen to a podcast on the same topic as the texts in Ex 1A. Play the recording for Ss to listen and add to the notes they made in Ex 1A. Play the recording again if necessary.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find listening and writing at the same time a challenge. In this case, allow them to just listen and identify the relevant information. They then write their notes after discussing the main points with their partner in Ex 1C.

▶ **AUDIOSCRIPT WB2.01**

I = Interviewer S = Signer

- I: That's interesting. But what made you choose this line of work in the first place?
- S: Well, I always had strong feelings about equal opportunity, that everyone should have the same access to information and official processes, and indeed entertainment. My mother is deaf, and I saw how she was often left out of things – for example the parent–teacher meetings when I was at school.
- I: Is that how you learnt to sign?
- S: Yes, I grew up signing. It was natural to me, so I had no problem with fluency or with switching between speech and signing.
- I: I see. And what are the ups and downs of the job?
- S: Oh, there are plenty of positives – I've helped people understand their doctor's instructions about taking medication, so they could do so confidently and independently. The other day I interpreted at a job interview for quite a high-up position. The candidate, who was deaf of course, prepared a fantastic presentation, and my interpretation helped them get the job. I've also done signing for local drama productions.
- I: That's incredible. It's just never occurred to me how useful it must be to know sign language.
- S: Oh yes, like knowing any language.
- I: So, what's the downside of the job?
- S: Well, you need to be really quick-thinking and it's quite physical with all the gesturing. It can be draining. And sometimes if I'm conveying bad news, I can get quite down, so it's emotionally draining, too.

I: I can understand that. Otherwise, it sounds like a great job.

S: It is. And I can be well paid! Oh, except the travel – it sounds glamorous, when I get these jobs abroad, but I prefer to sleep in my own bed.

I: Well, thank you for talking with us ...

C Put Ss in pairs to compare their notes. When they have finished, elicit what kind of information they've left out.

2 A Read the pieces of advice with the class. Ask Ss to decide which advice is most important individually, then compare their ideas in pairs. When they have finished, elicit ideas from the class and discuss any different points of view.

B Ss write their summaries individually. They should write about 250 words. Monitor and encourage them to use the vocabulary and grammar from the lesson. With online classes, remember they can share their summaries via a collaborative document.

C Put Ss in pairs to read each other's summaries. Remind them of the advice in Ex 2A and ask them to look for ways in which their partner has done these things. After reading, they can discuss how similar or different their summaries are.

TO FINISH

Put Ss in pairs and ask them to discuss whether they'd like to work as an interpreter or signer, giving their reasons.

2C The way we do it

HOW TO ... | maintain and develop interaction

VOCABULARY | conventions/cultural heritage

PRONUNCIATION | expressing surprise and asking for reaction

LESSON OVERVIEW

In this lesson, Ss learn how to maintain and develop interaction. The lesson starts by introducing words and phrases related to conventions and cultural heritage. Ss then learn functional language for expressing agreement, disagreement and interest. The context is a listening where Ss listen to a radio discussion about aspects of culture. Ss also practise expressing surprise and asking for interaction. The lesson ends with a speaking activity where Ss have a discussion about culture and tradition.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2B:** Display the meanings on your device and make sure the annotate function is on. In feedback, ask different Ss to write the correct word or phrase next to each meaning.
- **Ex 4B:** Ask Ss to mute themselves and practise saying the sentences on their own before listening to check.

Additional Materials

For Teachers:

Presentation Tool Lesson 2C

Photocopiable Activity 2C

Grammar Bank 2C

Mediation Bank 2C

For Students:

Online Practice 2C

Workbook 2C

TO START

Put Ss in pairs and ask them to discuss which British (or other) conventions and customs they find strange.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

conventions/cultural heritage

- 1** Give Ss a moment or two to think of ideas, then put them in pairs to discuss their experiences. When they have finished, ask a few Ss to share any interesting information they found out from their partner with the class.
- 2A** Ss read the posts and decide whether they agree with either or both of the contributors. Put them in pairs to compare their opinions and give their reasons. When they have finished, ask a few Ss to share their opinions and reasons with the class and find out if others agree.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with their partner from Ex 1 or Ex 2C who can read the posts with them. Alternatively, read the posts to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read.

- B** Ss match the words and phrases in bold in the posts with the meanings, then check in pairs. Check answers with the class and check understanding by eliciting a different example sentence for each one. With online classes, remember you can display the meanings for Ss to write the words and phrases.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in bold in the posts as a vertical list on the board or on a separate piece of paper for them to place next to the exercise and find the relevant meaning.

ANSWERS:

- | | |
|------------------------|--------------------------|
| 1 stereotypical | 5 irrespective of |
| 2 frowned upon | 6 long-standing |
| 3 commonplace | 7 peculiar to |
| 4 deeply rooted | |

- C** Demonstrate the activity with your own idea for the first situation, e.g. 'An opinion that is stereotypical about people from my country is that the food we cook is terrible.' Ss complete the sentences alone, then compare in pairs. When they have finished, ask a few Ss to share their ideas with the class.

How to ... maintain and develop interaction

3A Read the questions with the class, then put Ss in pairs to discuss them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. Ask a few Ss to share their ideas with the class and have a brief class discussion.

FUTURE SKILLS | Social responsibility



B Read the Future Skills box with the class, then ask them to do the task in pairs. In multicultural classes, try to pair Ss from different cultures together. When they have finished, ask a few pairs to summarise their discussion for the class.

EXTRA: EMPLOYABILITY SKILLS Keep Ss in the same pairs and ask them to discuss situations in their job (or studies) which involve cross-cultural communication and how best to be aware of social conventions.

C **2.04** | Tell Ss that they're going to listen to an extract from a radio programme discussing aspects of culture. Ask Ss to listen for how the speakers' points of view differ and what they agree on, then compare in pairs. In feedback, elicit ideas from the class.

AUDIOSCRIPT 2.04

L = Leo E = Ella C = Clare

- L: I have to say that I, and most of my friends, well, we were brought up to respect older people. And not just older people, but everyone really. It's part of our culture.
- E: I'm not arguing there. Respect is important, of course it is. But what I'm saying is that, in my opinion, it's not something that's peculiar to a certain culture – it's international, surely, it's part of being a normal human being, of being part of a civilised community, isn't it?
- L: That's a relevant point, and I see where you're coming from. But I don't know that I'm totally in agreement here. In some cultures, respect is automatic, whereas in others it has to be earned. In my culture, for example, it's automatic.
- E: But surely respect has to be earned? You can't respect someone who doesn't deserve it. I mean, to take an extreme example, you wouldn't respect a criminal, would you?
- L: Oh now, come on. You're looking at things the wrong way round. My upbringing tells me that I should respect people until they cause me to **lose** that respect – doesn't that make sense?
- E: OK, I take your point, but I still think politeness and respect are innate human traits, not cultural ones.

- L: You know, when I say automatic respect, I'm thinking about, for example, respecting older people automatically because they have lived long lives and have acquired, well, wisdom. In my society, older people are valued and family ties are strong, so, for example, older family members live with and are looked after by their family – not isolated, as I see happening in many other countries.
- E: Fair enough. Yeah, you make a good point. And I must say I have to agree to some extent. But, moving on – and changing the focus of the topic slightly – wouldn't you say that for some reason, in general, there's a lack of respect these days between the generations?
- C: If I can come in here. I think that now we're getting to the real point. Today's young people have a total lack of respect, in my opinion. They're rude, absorbed in their phones and ignore you when you're talking to them. They're lazy, sitting in their rooms all day, never helping out. People say I should respect them, but they simply don't respect me!
- E: Hey, that's going too far! OK, some young people might appear not to respect anyone outside their age group, but you can't generalise like that. What you're saying is unjustifiable and narrow-minded. You only have to open your eyes and you'll see young people who definitely don't sit in that category.
- C: OK, so when was the last time a young person held a door open for you or gave up a seat on a train to an older person? Tell me that!
- L: Right, it's clear you both have strong views here. But Clare, I think there's a slight flaw in your argument when you say all young people are lazy. Check out the lists of young entrepreneurs, or volunteering sites for teenagers ... it's patently obvious that they aren't all lazy and expect the world to give them a living. Look at Greta Thunberg and how she's rallying young people to fight for the environment!
- C: She's an exception.
- L: But I appreciate that there are some problems. As I see it, the mutual lack of respect between generations is happening where the culture of respect is not strong, where traditions and family bonds are breaking down. Both the older and the younger generations feel misunderstood by the other, and it's because the cultural – how can I say it – glue, maybe, that holds societies together, is failing.
- E: Wow, that's a bit deep! But I think I get where you're coming from. On the other hand, however ...

ANSWERS:

Differences: respect being cultural or an element of being civilised, respect needing to be earned
Agreement: lack of respect between generations

D  **2.05** | Ss complete the expressions from memory, then check in pairs. When they are ready, play the recording for them to check their answers. Check answers with the class.

ANSWERS:

- | | |
|------------|----------------|
| 1 there | 6 enough |
| 2 relevant | 7 make |
| 3 surely | 8 strong views |
| 4 round | 9 slight flaw |
| 5 take | 10 get |

E The Grammar Bank on page 117 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB  page 117 **GRAMMAR BANK**

This focuses on the form and use of functional language to maintain and develop interaction. Check understanding of the phrases for the different functions where necessary.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, so that you have more time to focus on the communicative activities in class.

1 This exercise focuses on the use of the phrases. Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|------------------------|-----------|
| 1 flaw | 5 there |
| 2 make | 6 cross |
| 3 more, surely | 7 putting |
| 4 relevant, considered | |

2 This exercise focuses on the form of the phrases. Ss match the sentence halves individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 e 2 a 3 d 4 b 5 c

3 This exercise practises the use of the phrases. Ss complete the discussion individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the discussion to the class (or record it before the lesson), indicating where the gaps are, so that Ss with dyslexia can listen while they read. You could also provide the options as a vertical list on a separate piece of paper (or on the board) for them to refer to.

ANSWERS:

- | | |
|----------------------------|---------------------|
| 1 Fair enough | 5 surely |
| 2 take your point | 6 make a good point |
| 3 a flaw in your argument | 7 agree to disagree |
| 4 where you're coming from | |

PRONUNCIATION**expressing surprise and asking for reaction**

4A  **2.06** | Write the sentence from the discussion in Ex 3C on the board and elicit Ss' ideas as to which word carries the main stress and what happens with the intonation at the end. Play the recording for Ss to check their answers. If necessary, drill the sentence chorally and individually.

ANSWERS:

respect is stressed, the intonation rises

B  **2.07** | Put Ss in pairs to practise saying the questions. With online classes, remember you can ask Ss to mute themselves and practise individually. When they are ready, play the recording again for Ss to listen and check.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

SPEAKING

- 5A** Read the quotes with the class, then ask Ss to choose one and make notes to support their view under each of the topics given and any others they think of. If most Ss choose the same quote and are in agreement, then assign them a quote and an opinion and encourage them to argue that point of view. Monitor and help with vocabulary where necessary, writing any new words or phrases on the board.
- B** Find out which quote Ss chose via a show of hands, then ask Ss to find a partner to work with who has the same point of view. Ask them to share their notes and add to them.
- C** Put Ss in new pairs (for large classes put Ss in small groups) with opposing views on the same quote. Ask them to use their notes to discuss the issue. Encourage them to use phrases from the Grammar Bank and to keep the discussion going as long as possible.
- D** Ask each pair or group to report back to the class any interesting points that arose during their discussions, then find the general consensus of opinion as a class.

EXTRA IDEA: How to ... Write the following list on the board:

- *crafts and professions*
- *family and social life*
- *languages and dialects*
- *habits and interests*
- *celebrations*

Put Ss in pairs and explain the following situation: You are both students at university. One of you is from a different country. You meet in a café and have a conversation about your different cultural heritages. Discuss how important traditions and customs are in your country and whether they are changing, giving examples.

Ss discuss the areas on the board and any others they want to. Encourage Ss to use the language from the lesson.

TO FINISH

Put Ss in pairs to discuss how a culture can work to preserve conventions and heritage in practical ways.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶▶ page 146 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶▶ page 184

2D **BBC** Food

Flavours

VOCABULARY | describing food

SPEAKING | propose a new restaurant

WRITING | a blog post about a food hotspot

LESSON OVERVIEW

In this lesson, Ss propose a new restaurant and write about an area where they enjoy going out to eat. To help them do this, they learn vocabulary for describing food. The context is a BBC programme about food in the USA. Ss then do a speaking activity where they propose a new restaurant. The lesson ends with a writing activity where Ss write a blog post about a food hotspot.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 5B:** Put Ss in breakout rooms to share their experiences.
- **Ex 6D:** Use an online poll to hold the class vote.

Additional Materials

For Teachers:

Presentation Tool Lesson 2D
 Online Digital Resources
 Writing Bank 2D
 Videocript 2D: BBC Food

For Students:

Online Practice 2D
 Workbook 2D

TO START

Write the following questions on the board:
What's your favourite type of food?
What food don't you like?

Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their answers with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1 Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, elicit Ss' answers and find out if others agree.
- 2 Read the programme information and questions 1–4 with the class. Elicit how many of the questions they can answer based on the programme information. Note that they could infer that most immigrants to Los Angeles come from Latin America, but this is not specifically stated.

ANSWER:

None

VIEW

- 3 ▶ Ss watch the BBC video clip and answer the questions in Ex 2. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Check answers with the class.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWERS:

- 1 They mostly come from Latin America, specifically Mexico.
 - 2 It's a livelihood, but more importantly it's a connection to home.
 - 3 An 'Angelino' is somebody born and raised in LA. For food, it implies mixing flavours and ingredients from different places.
 - 4 The dream of starting somewhere new and having a better life.
- 4A** Put Ss in pairs to discuss the meanings of the words and phrases. When they have finished, elicit their ideas (including which meanings they know and which they've guessed), but don't give any answers yet.
- B** ▶ Ss watch the video again and check their understanding of the words and phrases in Ex 4A from the context, then check in pairs. Play the video again if necessary, then check answers with the class.

ANSWERS:

- 1 food that is special to a place or culture
- 2 when there is a lot to see, smell, taste or hear at the same time
- 3 interesting smells you want to explore
- 4 version of
- 5 mix different flavours together
- 6 define something again in a different way
- 7 in food, adding something to the top of a dish, e.g. a sauce or dressing
- 8 take something (or a mixture of things) and give them a new interpretation

VOCABULARY

describing food

- 5A** Read the topics with the class, then ask them to think of their own experiences and make notes individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- B** Read the example with the class, then put Ss in small groups (in breakout rooms with online classes) to compare their experiences. Encourage them to use the vocabulary they heard in the video. When they have finished, ask a few Ss to share any interesting information they heard with the class.

SPEAKING

propose a new restaurant

- 6A** Introduce the situation to the class and read the list of points to consider with them. If Ss are from different areas (or don't want to discuss the area they live in), ask them to discuss the area where the school is located. Put Ss in pairs to discuss the points and make notes.
- B** Read the example with the class. With Ss in the same pairs, ask them to decide on their type of restaurant and create a list of features that would make it attractive to their potential customers. Encourage them to use the vocabulary from Ex 4A.
- C** Read the Key phrases with the class and check understanding by eliciting how each sentence starter could be finished. Ask each pair to pitch their idea to the class (or put a large class in groups for pairs to pitch their ideas to), and encourage the other Ss to ask follow-up questions to find out more information.
- D** Hold a class (or group) vote via a show of hands (or online poll for online classes) to choose which of the restaurant ideas they would like to see in their area.

WRITING**a blog post about a food hotspot**

7 A Read the post with the class, then elicit the answer.

ANSWER:

send in a review of their favourite area to go out to eat

B Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class.

C Refer Ss to the Writing Bank on page 105.

WB ▶ page 105 **WRITING BANK**

1 A Ss read the blog post and identify the topics covered individually, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the blog post with them. Alternatively, record the blog post before the lesson so that Ss with dyslexia can listen while they read.

ANSWER:

the history of the area, their favourite thing about it, what it offers, the atmosphere

B Ss match the words and phrases in bold in the blog post in Ex 1A with the words and phrases 1–12 individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To make the activity more accessible for dyslexic learners, you could provide the words and phrases from the blog post as a vertical list on the board or on a separate piece of paper. (They can refer to the list again for Ex 1D.) Alternatively, you could provide two options from the blog post for each word or phrase in Ex 1B and ask Ss to choose the correct one. They have the option to refer to the text for context.

ANSWERS:

- | | |
|---------------------------|------------------------------|
| 1 punchy | 7 emanating from |
| 2 gruelling | 8 renowned |
| 3 buzzing, vibrant | 9 surged |
| 4 array | 10 melt-in-your-mouth |
| 5 chaotic | 11 foodie hotspot |
| 6 on all sides | 12 a must |

C Read the bullet points with the class, then ask Ss to make notes individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

D Ss write their blog posts individually. They should aim to write around 250 words. Monitor and offer help where necessary, and encourage them to use the vocabulary from Ex 1B. When they have finished, put Ss in pairs to swap posts and read them.

TO FINISH

Put Ss in pairs and ask them to discuss which of the vocabulary learnt in this lesson they think will be most useful in the future and why.

2 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A, 3B, 4 and 5A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Ask Ss to type their answers in a collaborative document so they can compare their answers before feedback.
- **Ex 2B:** Put Ss in pairs in breakout rooms for this activity. Monitor with your video and microphone turned off so as to be unobtrusive.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 2 (Grammar: advanced ways of comparing, reporting; Vocabulary: describing the impact of an action, binominals, summarising verbs, multi-word verbs for reporting, conventions/cultural heritage, describing food; How to ... express agreement, disagreement and interest to maintain and develop interaction). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

advanced ways of comparing

1 A Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|----------------|----------------------|
| 1 as | 4 couldn't, any more |
| 2 nothing like | 5 as |
| 3 so | 6 more of |

B Demonstrate the activity with a sentence of your own, e.g. 'The centre of the city where I live is nothing like as busy as it used to be.' Ss write their sentences individually. Monitor and check Ss are forming them correctly. When they are ready, put Ss in pairs to compare their sentences. In feedback, ask a few Ss to share their sentences with the class.

reporting

2 A Ss complete the sentences alone, then check in pairs. Monitor and check Ss are using between four and six words. With online classes, remember you can ask Ss to type their answers in a collaborative document. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT With weaker classes, and/or Ss with dyslexia, remind Ss to identify the method of reporting using the prompt and the structure it requires first, before writing their answers.

POSSIBLE ANSWERS:

- 1 confident (that) the council could address
- 2 claimed to have submitted their / claimed (that) they had submitted their
- 3 the extreme difficulty of translating
- 4 Jonah's opinion, they/we had made

B Put Ss in pairs (in breakout rooms with online classes) to share things they've heard or been told that day. They should try to report the information in two different ways. Monitor and check they're using reporting structures. When they have finished, elicit sentences from each pair.

VOCABULARY

3 A Ss match the parts of the collocations individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA If you have Ss with dyslexia in your class write the complete phrases on board when you check answers so they can refer to them more easily in Ex 3B.

ANSWERS:

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

B Ss complete the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 raise the profile
- 2 make or break
- 3 facilitate the development
- 4 do more harm than good
- 5 detrimental effect
- 6 First and foremost

- 4** Elicit the first answer as an example and write it on the board. Ss rewrite the sections in bold in the reported statements individually, then check in pairs. In feedback, ask different Ss to come to the board to write the answers and find out if other Ss agree.

EXTRA SUPPORT: DYSLEXIA You can make this activity easier for Ss with dyslexia to manage by breaking it down into stages. First, ask them to select the correct verb for each statement, then identify the structure and finally rewrite the section. You can also provide the verbs as a vertical list for them to refer to.

POSSIBLE ANSWERS:

- 1 cited the works of
- 2 filled me in on
- 3 talked me into going
- 4 echoed the presenter's concerns
- 5 questioned
- 6 called for more classical writers to be

- 5A** This activity reviews both the grammar and vocabulary of Unit 2. Ss choose the correct options alone, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson), indicating where the gaps occur, so that learners with dyslexia can listen while they read and to help prepare them for Ex 5. You can also make this activity more accessible for dyslexic learners by breaking up the text into sections and placing the relevant options below each section.

- B**  **R2.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

- 1 C 2 B 3 C 4 A 5 C
6 B 7 A 8 C 9 A

TO FINISH

Put Ss in pairs and ask them to share a cultural experience they've had in which they encountered something difficult, different or interesting.