

10A | Good deeds

WHAT THE LESSON IS ABOUT

Theme	Altruistic behaviour
Speaking	Pairwork: comparing Howard Drew and Li Ka-Shing's generosity
Reading	<i>Why are humans good?</i> Article about why humans have evolved to act in an altruistic way
Vocabulary	Reflexive verbs

IF YOU WANT A LEAD-IN ...

Discussion starters

- *Methodology guidelines: Discussion starters, page xxi*
- Have you heard of any famous rich people who do a lot for charity? Who? What do they do?
- Can you recall any people who were not rich, but still became famous for their generosity to others?
- What else can people do to help others apart from giving money?
- Have you ever given blood? Why or why not?
- Is it easier to be generous if you are very rich?

Test before you teach: reflexive verbs

- *Methodology guidelines: Test before you teach, page xxi*
- Write the following sentences on the board:
 - 1 She wrote a note on the palm of her hand to remind about the afternoon appointment.
 - 2 I really pride on the high quality of products produced by our factory.
 - 3 Young children don't typically have problems expressing.
- Tell students that each sentence has one missing word and that the words are different, but all have something similar. Give pairs a few minutes to see if they can work out what the three missing words are, then check with other pairs. Collect ideas in the whole class, then confirm that the missing words are: *herself, myself, themselves*. Elicit what the similarity is, that all are reflexive, ie the pronoun refers back to the subject of the verb.

Pre-teach a key word: altruism

- Before students open their Student's Books and do *Speaking* exercises 1 and 2, tell them about a friend you once had. Use a true story of your own or use this one:

My friend Alice worked as a shop assistant till six every day, yet three evenings a week she also went out to do volunteer duty at the Samaritans (an organization that answers phone calls from people who are feeling depressed or suicidal). She worked for three to four hours a night, offering support and help to distressed people. I don't know how she did it on top of a full-time job, but she said that it was more important to her than her normal job.
- Ask students for any words that describe your friend's character. Many answers are possible, eg *selfless, kind, humane, considerate, unselfish, thoughtful*, etc. Read aloud the definition of *altruistic* from the Student's Book and ask if students can think of a word that describes Alice and fits that definition. Teach *altruistic* if no one says it.

SPEAKING

1

- Pairwork. Students read the information about the two men in the photos, then discuss with a partner which man they think is the most generous, and why.
- When they have finished their discussion, have a vote to see which one the class thinks is the most generous.

Language notes: vocabulary

- A **blood donor** is someone who gives their own blood, usually to be stored and used when needed by a doctor to help a patient, eg during a surgical operation.
- **Countless** refers to a very large number, ie too large to count.
- A **blood transfusion** is a medical treatment. One person receives blood donated by another person.
- A **philanthropist** is someone who helps other people and society in general, usually by giving money but perhaps by doing good things.
- A **tsunami** is a very large wave (or series of waves) in the sea that causes destruction and floods when it hits land. A tsunami is often caused by an underwater earthquake. A particularly terrible tsunami struck many Asian countries on December 26th 2004, killing over 230,000 people. Tsunamis are also known as *tidal waves* (though this term is scientifically wrong as it has nothing to do with the tide).

2

- Groupwork. Read the dictionary definitions with the class. Then put students into small groups and ask them to tell each other any examples of altruistic behaviour that they know about.
- You could then get students to decide, in their groups, which of the examples they talked about they thought was the most altruistic.

3

- Pairwork. Students discuss the questions.
- You could then ask students to report back to the class on anything interesting that they found out in their discussion.

READING

The reading is an article about how humans have evolved to behave in an altruistic way, and that societies have a better chance of survival if they behave in a cooperative way.

1

- Ask students to look at the title of the article. Allow them a few minutes to imagine how they would answer this question, were they asked it by a visitor from outer space.
- Elicit a few answers from the class.

2

- Students read the article and choose the best summary.

3 Human beings have evolved to behave in an altruistic way.

Language notes: reading

- The **gene** is the pattern of chemical storage that passes on information between different generations of living organisms. The adjective is **genetic**. Our **genetic make-up** is the information contained and organized in our genes.
- **Troop** is a collective noun for monkeys.
- If you **sacrifice yourself**, you allow yourself to die in order to save someone else.
- A **dilemma** is a difficult decision which you find hard to make.

Cultural notes: Charles Darwin

- **Charles Darwin** (1809–1882) was a British scientist who proposed the theories of *evolution* and *natural selection* in his 1859 book *Origin of Species*. He worked out his ideas during a famous five-year sea voyage to South America on the ship *Beagle*.
- **Evolution** is the process by which species of living things change slowly over time. This is the reason why there is so much diversity of life on the planet.
- **Natural selection** is the mechanism by which evolution happens. When a situation changes (eg the climate gets hotter) individuals that have characteristics that help them to cope well with this change are more likely to survive and have children (and those that do not cope well are more likely to die off). Over time, the stronger line of offspring survives and lives on – and the species has changed.

3

- Students read the article again and complete it with sentences 1–6.
- They could then compare their answers with a partner before you check with the class.

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

Cultural notes: altruistic people

- **Nelson Mandela** was the first President of a free, democratic, multi-racial South Africa. He had been a prominent member of the ANC (African National Congress – an organization fighting against the apartheid political system) and was kept in prison for 27 years. He won the Nobel Peace Prize in 1993.
- **Aung San Suu Kyi** has spent many years conducting a non-violent struggle to achieve democracy in her native Myanmar (formerly called Burma), often while imprisoned in her own home. She was freed from house arrest in 2010 and at the time of writing, is still free. She was awarded the Nobel Peace Prize in 1991.
- **Mother Theresa** was a Catholic nun who was responsible for starting and running a number of charitable organizations including hospices, orphanages and care centres in Kolkata (formerly called Calcutta), India. She won the Nobel Peace Prize in 1979.

4

- Students discuss whether they agree with the arguments in the text.
- Find out from students if any of them can remember what their last three good deeds were.

VOCABULARY: reflexive verbs

1

- Students look back at the article and underline all the reflexive verbs that they can find.

Seven: consider (line 1); pride (line 3); distinguish (line 7); endanger (line 16); sacrifice (line 19); ask (line 30); destroy (line 40)

Language notes: reflexive verbs

- Reflexive verbs are made up of a verb and a reflexive pronoun. Reflexive pronouns are words ending in *-self* (singular) or *-selves* (plural). The following are reflexive pronouns: *myself, yourself, himself, herself, itself, oneself, ourselves, yourselves, themselves*.
- When used with a verb, reflexive pronouns often show that the person doing the action and the person the action was done to are the same, eg *He kicked himself for being so stupid*.
- Make sure that your students are clear that the following two sentences have a different meaning:
1 *Mike reminded himself about the party.*
2 *Mike reminded him about the party.*
In the first sentence, Mike reminded Mike. In the second sentence, Mike reminded another person.
- NB Many verbs that may be reflexive in your students' first language may not be reflexive in English, eg *concentrate, feel, sit*. ✗ *I feel myself very happy today.*
- Sometimes reflexive pronouns have a meaning of *on one's own without help*, eg *I wanted to try and finish the exercise myself.*

2

- Students complete the sentences with a word from the box.

1 deceive	3 express	5 adapt
2 pride	4 content	6 remind

Language notes: reflexive verbs (2)

- If you **adapt yourself** to something, you change the way you think or do things.
- If you **content yourself** with something, you find a way to be comfortable and happy with it.
- If you **deceive yourself** about something, you lie to yourself about it.
- If you **express yourself**, you say or show what you think and feel.
- If you **pride yourself** on something, you are proud of it.
- If you **remind yourself** about something, you remember it.

3

- Pairwork. Students discuss with a partner whether or not they agree with the statements in exercise 2.

IF YOU WANT SOMETHING EXTRA ...

- Straightforward Teacher's Resource Disc at the back of this book

10B | Giving

WHAT THE LESSON IS ABOUT

Theme	Moral dilemmas; giving to charity
Speaking	Groupwork: Good Samaritan maze
Listening	A dialogue about finding money in a pocket of a coat left in a charity shop
Vocabulary	Collocations with <i>give</i>
Grammar	Reporting
Did you know?	Poppy badges and charity in the UK

IF YOU WANT A LEAD-IN ...

Discussion starters

- ▶ **Methodology guidelines:** Discussion starters, page xxi
- In your home town, do people often stop you on the street asking for money? How do you feel about them?
- Rather than just begging, do people in your home town try to earn money by doing some small tasks, eg cleaning car windscreens, pointing out parking spaces, playing music or singing songs, etc? How do you feel about these people? Is it better or worse than just begging?
- In the UK (and many other countries), homeless people can make a living by selling a magazine specially produced for them called The Big Issue. Does this exist in your country? Do you think it's a good idea or not?
- Do you know of any begging scams, ie lies or tricks that cunning people use to get money out of naïve passers-by?

Test before you teach: give

- ▶ **Methodology guidelines:** Test before you teach, page xxi
- Write the word *give* in the centre of the board. Elicit an example of an expression with two or more words including *give*, eg *give someone a call*. Ask students, in pairs, to think of as many more expressions as they can think of that include *give*.
- After a while, collect their expressions on the board. Elicit examples of how each can be used.

Introducing the theme: charity shops

- Tell students that many charities in the UK have shops where they sell donated second-hand goods. Ask: *Do shops like this operate in your country? Are they popular or not? Which charities do they support? What sort of things do they sell?*

SPEAKING

- ▶ **Communication activities, Student's Book pages 144 & 147**

1

- This speaking activity is a communication task known as a 'maze'. Students discuss a situation, which is the beginning of a story. They must then decide in their group which course of action between a choice of two they should take. The choice they make will affect how the story continues, as they are led to read different situations and make different choices. When they reach the end of the maze, groups of students will have read different stories. They will have the chance to compare their stories in exercise 2.

- Groupwork. Put students into groups of three to four and ask them to read the text and imagine themselves in that situation. Allow them a time limit of three minutes to decide between them what they would do.
- Students then turn to page 144 or 147 depending on their answer. They read their new situation, and again decide between them what they would do.
- Students continue reading and discussing the situations, and deciding what to do, until they reach the end of the maze.

2

- Groupwork. Students now compare their stories with students from another group. Ask them if they thought their group made good decisions.

LISTENING

This listening is a dialogue between a woman, who works in a charity shop, and her husband. She tells him about a leather coat which somebody had given the shop and about two different men who come to the shop to claim it as theirs, and that it had been left at the shop by mistake. It was then discovered to have an envelope with £2,000 pounds in one of its pockets.

1 ● 2.17

- Ask students if there are any charity shops in their town, and what charities they support. You could also ask students if they ever buy anything from charity shops, or give charity shops anything they own that they no longer need.
- Students listen to the dialogue and answer the questions.

- 1 a black leather coat
- 2 Moira took it to one of the customers who came into the shop to ask for it.

● 2.17

W = Woman M = Man

W: An extraordinary thing happened at work today.

M: What?

W: Well, a few weeks ago, I was giving Moira a hand going through the clothes from the recycling bin, and there was this black leather coat, a man's one, and it was quite nice, much nicer than most of the stuff we get, and Moira said she thought we could probably get fifty pounds for it, so we put it in the window, and, you'll never guess what.

M: What?

W: Well, we sold it the same day, after only a couple of hours as a matter of fact, this woman came in, and she said she'd seen it in the window and without asking how much it was or anything, she said she'd give us five hundred pounds for it.

M: Five hundred quid. Not bad!

W: Yes, not bad at all – but that's not the funny bit about it.

M: Oh? So?

W: Well, the thing is, the next day, a man walked in – smart, good-looking, expensive suit ...

M: Just Moira's type!

W: A City type, merchant banker or something, but he seemed all embarrassed, he sort of gave the impression that he'd rather be anywhere in the world than there, you know, in a second-hand clothes shop. He could probably have bought the whole shop if he'd wanted to. Anyway, after a minute or two, he came up to us and asked if we had any black leather coats. So Moira told him that we'd sold a really nice one just the day before, but we didn't have any others. So then he asked us if we could describe the coat, which we did, and his face sort of lit up. 'That's my coat!' he said.

M: So why had he given it away?

W: Well, Moira asked him the same question. She, she fancied him a bit actually, well, actually, more than a bit, you know Moira, and the man explained that his girlfriend – his ex-girlfriend – had put the coat, which was his favourite coat, in the recycling bin after they'd had an argument. And now he wanted to know if there was any way to get it back. So Moira took his phone number and said she'd give him a call if she saw the woman who bought it again.

M: So Moira likes him and she's got his phone number ... And then?

W: Hang on, give me a second. Anyway, so, this was, what, I don't know, a week or two ago, and we never saw the woman again, and then this morning, me and Moira were going through a new pile of stuff from the recycling bin and Moira was saying how she'd been thinking about the man, the one who wanted his coat back, and how, maybe, she might give him a call, anyway, you know, just to say that we hadn't seen the woman, but then, there, at the bottom of the pile of stuff, there it was. The black coat.

M: The same one?

W: Yes. The very same black coat. It was a bit dirty, so we gave it a quick clean, and then I felt that there was something in one of the pockets. There was this envelope and when we opened it – inside there was two thousand pounds in twenty pound notes. Two thousand. Can you imagine? That's more than the shop makes in a week.

M: What did you do with it?

W: Well, first of all Moira called the man, the one she liked and told him that we'd found his coat. If he wanted, she added, she'd take it round to him. And he obviously said yes. But then Moira thought it was a bit risky having that much money in the shop, so she said she'd take it to the bank on the way to meeting the coat man.

M: So all's well that ends well?

W: Yes, but the story's not finished yet.

M: So?

W: So Moira went off to the bank and to return the coat to the man, and I was in the shop. And later that afternoon, another man, a different man, came into the shop, and asked me if we had a black leather coat. I just shook my head and said sorry, no, and he started to give me this long explanation about how the coat was a present from his wife, but he really didn't like it and the smell of the leather gave him a headache, blah, blah, blah, so he told her, his wife, that it had been stolen from his office, but, in fact, he'd put it in the recycling bin. But then he realized that he'd left some money in the pocket and that's why he wanted to get the coat back.

M: So did you tell him?

W: No, no I didn't ... I took his number and said I'd call him if his coat turned up.

M: But what about the money? I mean, it's his, isn't it? He must be worried sick ...

W: I know, I know, but I was waiting to see what Moira thought. Oh, that must be her now. Hello? Moira?

Language and cultural notes: charity shops

- In the UK, many town high streets have a number of **charity shops**, ie shops where things are sold to make money for a charity. In my own town we have shops for cancer relief, animal welfare, famine relief, childcare overseas, a local hospice, etc. Most of the products for sale in charity shops are second-hand items that have been donated by people, eg clothes, books, decorations, etc. However, many shops also offer their own line of goods, often connected to their charitable work in some way, eg greetings cards, fair-trade coffee, cosmetics, etc
- A **recycling bin** is a container in which members of the public can deposit things they don't want. You can find recycling bins for clothes, books, bottles, etc
- A **City type** is the kind of person that you would expect to find in the City of London (or another similar business centre). It suggests jobs such as banker, insurance broker, share dealer, etc
- A **merchant banker** is someone who works for a bank that serves businesses rather than private individuals.
- If you say that someone's **face lit up**, you mean that it suddenly showed some emotion, usually recognition, awareness or happiness.
- **She fancied him a bit** means that she thought that he was quite (but not very) attractive.

2 2.17

- Students listen again to the dialogue and complete the sentences.
- They could then compare their answers with a partner before they check audioscript 2.17 on pages 160 and 161.

- 1 they had expected to get fifty pounds
- 2 they had had an argument
- 3 she could call him if she saw the woman who had bought the coat again
- 4 they were going through a new pile of things from the recycling bin
- 5 they were cleaning the coat and felt something in one of the pockets
- 6 she thought it was too much to keep in the shop
- 7 it smelled of leather and gave him a headache
- 8 she wanted Moira's opinion first

3

- Pairwork. Students discuss the questions with a partner. When they have finished, find out from the class what they think the shop should do.

GRAMMAR: reporting

- 📌 *Language reference, Student's Book page 104*
- 📌 *Methodology guidelines: Grammar boxes, page xxi*

1

- Students read the sentences and correct the mistakes.

- 1 She said ~~she's~~ she'd seen it in the window.
- 2 She asked how much ~~did it cost~~ it cost.
- 3 We hadn't thought how much ~~should we~~ we should ask for it.
- 4 We couldn't help wondering what he is ~~was~~ doing.
- 5 He asked us if/whether we had any black leather coats.
- 6 She told him that we had sold a nice one the day before.
- 7 He explained that his ex-girlfriend had put the coat in the bin.
- 8 He wanted to know ~~was there~~ if there was any way to get it back.

Language notes: reported speech & thought

- The commonly-given classroom guideline about reported speech is: the tenses in the reported part move one tense backwards (but you can't go further back than the past perfect).
- In other words, if the direct speech sentence is in the present simple, the reported version is in the past simple. Similarly, if the original sentence is in the past simple, the reported version is in the past perfect.

direct	reported (one step backwards)
present simple	past simple
present continuous	past continuous
present perfect	past perfect
past simple	past perfect
past continuous	past perfect continuous
past perfect	past perfect
<i>going to</i>	<i>was going to</i>
<i>will</i>	<i>would</i>
<i>can</i>	<i>could</i>
<i>may</i>	<i>might</i>
<i>must</i>	<i>had to</i>

- Although these guidelines can be useful, they are not always true, eg a situation that is still true can be reported using a present tense, eg Direct: 'I work at LBC.' Reported: *He said he works at LBC.* (NB *He said he worked at LBC* is also perfectly correct.)
- Some students may find it more helpful simply to consider the question: *What is the natural tense to use in this sentence?* In other words, follow the usual grammar rules for tenses! If you are talking about the past, it is natural to report any words spoken as also in the past. If the events spoken about happened before the dialogue, it is natural to use the past perfect to report them. If the events are still true now, we can use the present tense. If this 'natural tense' guideline sounds strange, consider this example. Imagine that Marigold says: *I'm not enjoying this film.* When you report this later on, it would be rather strange to say: *Marigold said that she is not enjoying this film* because the film has already finished. It is much more logical to report the sentence in the past: *Marigold said that she wasn't enjoying the film.*
- Many speakers tend to avoid the past perfect simple / past perfect continuous unless they are really essential for clarifying the time sequence of events. It is quite normal to use the same verb as in the direct speech sentence. Look at these three examples: a), b) and c).

direct	example sentence
a) present perfect	<i>'I've been there.'</i>
b) past simple	<i>'I met him.'</i>
c) past continuous	<i>'I was walking to the park.'</i>
'grammar book' reported tense (one step backwards)	
a) past perfect	<i>She said she'd been there.</i>
b) past perfect	<i>He said he'd met him.</i>
c) past perfect continuous	<i>She said she'd been walking to the park.</i>
alternative colloquial reported speech	
a) present perfect	<i>She said she's been there.</i>
b) past simple	<i>He said he met him.</i>
c) past continuous	<i>She said she was walking to the park.</i>

- When we report, we need to make changes to pronouns and time expressions as well as verb tenses. Again, these follow normal grammar rules, eg if someone is talking about *me* and *now* and *here*, the words may not be appropriate if the speech is reported in a different location at another time. It is logical to say *him* or *her*, *then* and *there* instead. However, we still need to consider the context, eg if the dialogue is reported in the same location as it was spoken, it may be appropriate to say *here* when reporting.
- For some students the following guidelines may help (but remind them that these are not rules):

Pronouns

direct	reported
I	he/she
you	I/you
me	him/her
we	they
they	they
me	him/her
my	his/her

Expressions of time and place

direct	reported
now	then / at that time
today	that day / then
yesterday	the day before (that)
tomorrow	the next day / the following day
last weekend	the weekend before
this week	that week / the same week
here	there
this	that

- In normal spoken language use, we tend to report more than we quote direct speech, so this is an important area for students to study. However we also use *quote structures* in which we repeat the exact words a person says, eg *Maisie said, 'I'm coming home at three o'clock today.'* In written English stories, novels, etc quote structure is used more than reported speech.
- Although *say*, *tell* and *ask* are commonly used reporting verbs, there are a large number of other possible verbs. These usually add some extra information, eg *demand* means 'to ask in a forceful way', *confess* means 'to say that you have done something shameful or wrong'.
- You can also report thoughts as well as speech using verbs such as: *feel*, *doubt*, *decide*, *plan*, *remember*, *wish*, *worry*, etc

- We usually use the verb *ask* when reporting questions, although it's also possible to use *enquire*, *wonder*, *want to know*, etc. We don't use *say* or *tell* to report questions.
- We make reported questions that have a *yes* or *no* answer using *if* or *whether*. *Whether* is more formal and more likely to be used in written English. The clause being reported follows a normal *subject object* word order, ie the verb does not invert, eg 'Are you going?' *He asked me whether I was going.* ✗ *He asked me whether was I going.* A question mark is not used.
- *If* and *whether* mean almost exactly the same thing. Some reference books suggest that we use *if* when the speaker is thinking of one possible answer, eg *He asked if we were coming* and *whether* when there are also other possibilities, particularly the opposite of the idea suggested, eg *He asked if we were coming or not* but this is not a clear-cut guideline, and generally both words are possible.
- The words *or not* are frequently used after *whether*, eg *They wanted to find out whether or not Tom Cruise was in the hotel. She demanded to know whether I was going or not.*

2

- Students look back at the sentences in exercise 1 and change them to direct speech or thought.

- 1 'I saw it in the window.'
- 2 'How much does it cost?'
- 3 'How much should we ask for it?'
- 4 'What is he doing?'
- 5 'Do you have / Have you got any black leather coats?'
- 6 'We sold a nice one yesterday.'
- 7 'My ex-girlfriend put the coat in the bin.'
- 8 'Is there any way to get it back?'

3

- Students could work with a partner to put the sentences into reported speech.

- 1 She told her husband that an extraordinary thing had happened at work that day.
- 2 He asked her if/whether Moira had arrived on time.
- 3 She said that he could probably have bought the whole shop if he'd wanted to.
- 4 He asked her what she was going to do.
- 5 She said (that) she'd take it to the bank on her way.
- 6 She wondered if Moira had gone out for lunch.

4

- Pairwork. Students imagine the telephone dialogue between the woman in the recording and her friend, Moira, and make notes on what they might have said. Refer them to the grammar box at the bottom of the page in the Student's Book for help with forming reported speech.

5

- Pairwork. Students then join up with another pair. They take it in turns to tell the other pair about the telephone dialogue between the two women, using reported speech.

VOCABULARY: collocations with *give*

1

- Students look at audioscript 2.17 on pages 160–161. They find and underline examples of *give* and the objects of the verb.

giving Moira a hand; give us five hundred pounds; gave the impression that; give it away; give him a call; Give me a second; gave the coat a quick clean; give me this long explanation; had given him this coat; gave him a headache

2

- Students choose the best way to complete the sentences.

- | | |
|------------------|------------------|
| 1 a headache | 5 the impression |
| 2 damn | 6 the benefit |
| 3 lot of thought | 7 a hand |
| 4 try | 8 a call |

Language notes: collocations with *give*

- In this exercise, the wrong answers are also correct *give* expressions, but are just wrong in this context or with this meaning. The notes below give information about both right and wrong answers.
- If you **give consideration** to something, you think carefully about it before accepting, rejecting it, doing it, etc
- If I say that something **gives me a headache**, I mean either that it (a) literally causes me to have a headache or (b) it is difficult and problematic and causes trouble for me. The meaning is (a) in question 1. An example of meaning (b) would be: *Organizing all the details of the overseas visit really gives me a headache.*
- If you **don't give a damn** about something, you don't care at all about it. NB Although possible, the expression is rarely used in the positive, eg *I do give a damn about the problem.* If you say this, the word *do* must be stressed.
- If you **give a speech**, you deliver a monologue to an audience.
- If you **give a lot of thought** to something, you think about it very hard, carefully and in detail.
- If you **give someone a piece of your mind**, you angrily tell them why you are annoyed with them, what they have done wrong, how they should behave, etc
- If you **give something a try**, you try it in order to see if it is suitable or not. Using the word *give* allows the speaker to change *try* from a verb to a noun.
- If you **give a warning**, you warn about something.
- If you **give someone permission** to do something, you allow them to do it.
- If you **give the impression** that you are older than you are, people interpret your appearance, behaviour, comments, etc and think that you are older than you are.
- If you **give someone a lecture** about something, you tell them what you think forcefully (and probably at some length).
- If you **give someone the benefit of the doubt**, you are not absolutely certain if they are right or not, but you make a decision in their favour anyway.
- If you **give someone a hand**, you help them (usually with a physical task, eg carrying things).
- If you **give someone problems**, you create new problems for them.
- If you **give someone a call**, you phone them.
- If a number of people are waiting (eg for an appointment, etc), **you give someone priority** when you consider their need is urgent or important, and allow them to be seen or dealt with before other people who are also waiting.

Cultural notes: I don't give a damn

- The phrase *I don't give a damn* was most famously used as the closing line to the epic film *Gone With the Wind* when Clark Gable playing Rhett Butler said: *Frankly, my dear, I don't give a damn*. As the expression was considered rude, the film makers were only permitted to use it if it was said with an unnatural stress on *give* instead of on *damn* (perhaps the best-known instance of stress playing an important part in film history!).

3

- Pairwork. Students say if the sentences in exercise 2 are true for them, and give more information about their answer for each one.

DID YOU KNOW?

1

- Pairwork. Students read the information and discuss the questions.
- You could then ask students to report back briefly on anything interesting they heard in their discussions.

Cultural notes: flag days

- Tell students that in the UK, many charities have *flag days* when you can donate money to collectors in the street and in exchange you receive a little pin badge (usually made of paper or plastic). The badge indicates that you have donated (and won't be troubled again by the collectors!). Ask: *Do you have anything similar in your country?*

Web research task

- *Methodology guidelines: Web research tasks, page xxi*

Charities

- Pairwork. (1) Find out the names of five of the most popular and successful charities in the UK. (2) Choose one charity and go to its own website. Find five interesting facts or brief stories about the charity and its work (eg how long it has been working, famous people who are associated with it, successes it has had, etc).
- Report back to other pairs or to the class.

Web search key words

- *popular charities UK*

IF YOU WANT SOMETHING EXTRA ...

- Straightforward Teacher's Resource Disc *at the back of this book*

10c | Aid worker

WHAT THE LESSON IS ABOUT

Theme	Describing the responsibilities of a job as a communications coordinator for the Rainforest Protection Agency
Speaking	Pairwork: discussing responsibilities in a job
Reading	<i>A day in the life of...</i> A communications coordinator for the Rainforest Protection Agency describes what things he would do in his job on an average day
Vocabulary	Job responsibilities
Grammar	Reporting verbs & patterns

IF YOU WANT A LEAD-IN ...

Discussion starters

- *Methodology guidelines: Discussion starters, page xxi*
- Do you often look at job advertisements? Do you think these ads generally give honest, clear information? What tempts you to apply, eg interesting work, location, responsibility, salary, car, people you'll work with, something else?
- Are rainforests really worth saving – or is it just a lot of fuss about nothing?
- Imagine that you see two job ads in the paper, both of which you stand a good chance of getting. One is for a very high-paying (but boring) job that involves selling environmentally-polluting machinery; the other is for a low-paying (but satisfying) job that would really benefit the environment. Which one will you go for? Why?

SPEAKING & VOCABULARY: job responsibilities

- 1
- Pairwork. Students look at the advert and answer the questions.
 - Don't check answers for question 2 at this stage. This will be done in the next exercise.

1 Communications coordinator for Central America

- 2
- Students read the job description and check their answers to the second question in exercise 1.

2 The job involves promoting the Rainforest Protection Agency's work in Central America; liaising between local projects and the central organization; overseeing translation to and from Spanish; participating in conferences; coordinating the work of local volunteers and visiting local projects; seeking out and encouraging potential projects in the region; facilitating applications for grants.

Language notes: job responsibilities

- An **ecosystem** is the complete environment of an area.
- If you **liaise**, you talk with and consult with others rather than working independently or making decisions just on your own.
- If you **oversee** something, you supervise it.
- If you **facilitate** something, you help it to happen.

3

- Students match the words in bold in the job description to the definitions 1–8.

1 track	5 promote
2 liaise	6 coordinate
3 seek out	7 oversee
4 participate	8 facilitate

4

- Pairwork. Students look back at the job description and read the list of main responsibilities of the job. They then decide with their partner which of the responsibilities would be the most interesting, the most time-consuming, and the hardest work. Tell them that they must justify their answers.

5

- Pairwork. Students tell their partner about their job or the job of someone that they know well. They say what the job is and describe what the responsibilities are.

READING

In the reading text, John Betterman describes a typical day in his working life as the communications coordinator for the Rainforest Protection Agency in Central America. NB His job was advertised in the *Speaking & vocabulary* section.

1

- Students read the article and answer the two questions.

- 1 promoting the RPA's work; overseeing translation to and from Spanish; coordinating the work of local volunteers; visiting local projects and tracking developments; seeking out and actively encouraging potential projects in the region; facilitating the applications for grants
- 2 keeping up to date with the national and international news and passing on the information; writing press releases; persuading businesses to sponsor projects; meeting journalists

Language notes: reading

- A **veranda** is a partially open area outside a house, but still considered part of the building. Verandas may have roofs and low walls, but not full-height walls.
- If you say that **people are counting on me**, you mean that they rely on you and the things you do.
- The term **grassroots** refers to the lower levels of an organization where ordinary people are involved and affected by things.
- A **delegation** is a group of people representing a company, organization, school, club, country, etc who travel to another place for meetings, discussions or to observe or study something.

2

- Ask students to read the statements, then read the article again and correct the statements.

- 1 He spends about half of his time travelling.
- 2 He can access his email anywhere.
- 3 He spends about half his time preparing promotional materials.
- 4 He loves this aspect of his work.
- 5 He prefers travelling to writing.
- 6 He likes helping people to make decisions.
- 7 He doesn't find it difficult to get volunteers.
- 8 He's moving to south-east Asia at the end of the year.

3

- Students discuss which aspect of John's job they would find the most interesting, and give their reasons why.

GRAMMAR: reporting verbs & patterns

- *Language reference, Student's Book page 104*
- *Methodology guidelines: Grammar boxes, page xxi*

1

- Ask students to look back at the article and at the highlighted verbs. Ask them to underline the verb that follows them and add them to the appropriate list of verbs in the grammar box. You could do an example with the class first.

- 1-2 propose; suggest
3-4 promise; agree
5-9 warn; encourage; persuade; convince; invite

Language notes: reporting verbs & patterns

- The example sentences and answers from exercise 1 are laid out in these tables for clarity.

	Reporting verb	+ verb + -ing
They	mentioned	wanting
One of the elders	proposed	spending
Others	suggested	inviting

	Reporting verb	+ to + infinitive
They	offered	to sponsor
I	promised	to find
I've	agreed	to show

Reporting verb	object	+ (not) + to + infinitive
advised	them	to ask
warning	coffee growers	not to sell
encouraging	big businesses	to see
persuade	them	to give money
convince	them	to make changes
invited	me	to take part
persuade	them	to come

- If you **mention** something, you say it, but do not spend a long time talking about it, or go into many details.
- If you **deny** something, you say that something is not true, or that you didn't do something.
- If you **propose** something, you make a suggestion about what to do.
- If you **convince** someone to do something, you persuade them to do something.

2

- Students change the sentences in direct speech into reported speech, using the verbs from the grammar box.

Suggested answers:

- 1 He/She denied having anything to do with it.
- 2 He/She encouraged/persuaded me/us to have another one. *Or* He/She suggested having another one.
- 3 He/She promised to have it done by the end of the day.
- 4 He/She suggested leaving it till tomorrow / the following day.
- 5 He/She asked/invited me/us to join them.
- 6 He/She warned me/us not to cross (the road) as there was a car coming.
- 7 He/She told/persuaded me/us not to worry and that he/she was sure I'd/we'd do better next time.
- 8 He/She said that he/she was sorry and refused to do it. He/She said he/she didn't think it was fair.

3

- Pairwork. Students look back at the sentences they have changed to reported speech in exercise 2, and answer the questions.

Extra task: reporting verbs & patterns

- Groupwork. Give students, in groups of three, a topic to discuss (anything that might interest them). Warn students that they should listen carefully to what each other says and make notes, but don't yet tell them the specific task they will have to do.
- After a few minutes of dialogue, split up the groups. Hand out a list of all the reporting verbs from the lesson (*mention, deny, admit, offer, refuse, threaten, propose, suggest, promise, agree, advise, persuade, convince, decide, tell, ask, invite*).
- Ask everyone to meet up in a pair (or group of three) with people from other groups. They must now report what they heard other people say in the previous discussion, eg *Joanna admitted that she was very wasteful with things. Pete mentioned that he wouldn't like to go to the Amazon*, etc. They can put a tick next to a verb in the list if they use it. This isn't a competition, but students might like to see if they can use all verbs appropriately.

IF YOU WANT SOMETHING EXTRA ...

- *Straightforward Teacher's Resource Disc at the back of this book*

10D | A good job

WHAT THE LESSON IS ABOUT

Theme	Preparing and taking part in a job interview
Speaking	Pairwork: helping a friend with a job interview Roleplay: a job interview
Listening	A model job interview for a Communications Coordinator at the Rainforest Protection Agency
Functional language	Job interviews
Pronunciation	Intonation (questions & statements)

IF YOU WANT A LEAD-IN ...

Discussion starters

- ▶ *Methodology guidelines: Discussion starters, page xxi*
- Job interviews – useful chances to learn about a company, or dreadful, stressful experiences?
- Have you attended a job interview yourself? Describe what happened. What sort of questions did they ask?
- Are job interviews a fair way to decide who to employ?
- Are some people naturally better at interviews than others?
- Is it OK for a potential employer to ask about your private life in a job interview, eg *Is it OK to ask about your political views? Is it OK to ask if you are planning to get married? Is it OK to ask a woman if she is planning to have a baby?*

SPEAKING

- 1
 - Pairwork. Students read the situation and think about what advice they would give their friend to help them prepare for the interview. You could ask them to note down their ideas. They then discuss with a partner what advice they would give this person.
- 2
 - Students read the advice sheet and answer the questions.

LISTENING

In this listening, Annette is being interviewed for the job of Communications Coordinator at the Rainforest Protection Agency, which was advertised in the previous lesson. It is a good model for an interview, in which Annette follows most of the tips in the advice sheet in *Speaking* exercise 2.

1 2.18

- Refer students back to the job as Communications Coordinator on page 100 of the Student's Book and tell them that they are going to listen to a woman being interviewed for the job. As they listen to the interview, they should mark the tips that Annette follows from the advice sheet.

Mostly yes.

2.18

I = Interviewer A = Annette

I: Hello, come in, please sit down.

A: Thank you.

I: So, erm ... Annette? Can you tell us something about your work experience to date?

A: Yes, well, I've been working in the communications sector since I left university. To start with, I worked as a volunteer at a local radio station, but more recently I've been working as a press officer for a local homeless charity. Um, the job involves attending conferences and giving talks and, most importantly, taking part in the grassroots work of the charity, on the street, coordinating the work of the volunteers and setting up self-help groups for the homeless.

I: I see, and why are you interested in the post of Communications Coordinator?

A: Um, well, for several reasons. First of all because it would be the logical next step in my career. In my current job I write press releases and liaise with volunteers to develop stories and I think this post would give me the chance to develop my skills in this area. Um, secondly because I want to stay in the non-profit sector and I'm particularly interested in local projects, and coordinating the work of the local volunteers. That's an area that I would really like to learn more about. When I was at university I took three months out to travel around Latin America and I got involved in some voluntary work in Costa Rica. I actually came across some volunteers who were working for the RPA ...

I: Ah, so you know something about our work out there already?

A: Yes, I do and I was very impressed by what I saw.

I: I'm sorry, I interrupted you, you were saying?

A: Erm, yes, and thirdly because I would love to live and work in Central America. I fell in love with it when I was out there and I've always wanted to go back.

I: I see. Thank you. And what do you think you personally can bring to this job?

A: Well, as my CV shows, I've got quite a lot of experience of writing promotional materials, I've been running the press office single-handed in my current position for a year. I've worked on various projects where I had to coordinate the work of small groups of volunteer workers. I'm interested in the issues surrounding your work in Central America. And maybe most importantly I'm hardworking, keen and enthusiastic.

I: Fine, erm, what do you see as your strengths, Annette?

A: Well, I enjoy a challenge. When I started my present job I'd never written a press release before, but I soon learnt. I take pride in my ability to meet tight schedules and deadlines. I think I work well under pressure and I'm usually good at setting priorities and keeping to them.

I: Um, and what about your weaknesses?

A: Well, I know I have a tendency to get carried away sometimes and that I can sometimes spend far too long on one project to the detriment of others, so, as I said before, I always make sure I set my priorities and don't waste time on tasks that can be dealt with later.

I: Are there any aspects of the job that worry you? Any aspect you think you may need extra help or support with?

A: No, not really. Um, although the job is probably a lot bigger than anything I've tackled before, I don't think I'll have any particular problems. In fact I'm really looking forward to being able to improve my Spanish.

I: Ah, and your level of Spanish is pretty good then?

A: Yes, I think so. I'm certainly capable of getting by in most day-to-day situations.

I: Right, thank you Annette and now...

Language notes: listening

- **To date** means 'up until now'.
- A **self-help group** is a group of people who have a problem or are interested in or affected by a common issue. They get together to discuss and actively try to deal with the issue themselves rather than waiting for help from elsewhere.
- A **press release** is a text document that is prepared by people who work for an organization or business. It is then sent to newspapers, TV, reporters, etc. The aim of a press release is to clearly present the organization's message and communicate it to a wider public.
- A **sector** is a part of the economy. The **non-profit sector** is the part that does not aim to make money from what they do, ie charitable groups, social organizations, etc
- The question **What can you bring to the job?** means 'What skills or qualities do you have that would be useful for the work or beneficial for the place you are working at?'
- If you **run something single-handed**, you manage it yourself, doing all the organizational work on your own.
- The question **What do you see as your strengths?** is asking the candidate to list their positive skills and qualities to make them successful in the job.
- If you have a tendency **to get carried away**, you are often easily excited by things and get completely involved in one thing, possibly at the expense of another.
- If something is done **to the detriment of others**, it means that thing is done but other things suffer because of it, eg because there is not enough time or manpower left for them.
- When you **tackle** a problem, you attempt to solve it.

2 2.18

- Students listen to the recording again and complete the interviewer's questions.
- They could then compare their answers with a partner before you check with the class.

- 1 us something about your work experience to date?
- 2 you interested in the post of Communications Coordinator?
- 3 you think you personally can bring to this job?
- 4 you see as your strengths, Annette?
- 5 your weaknesses?
- 6 any aspects of the job that worry you?

3 2.18

- Students listen to the interview one more time and make notes about Annette's answers to the questions in exercise 2.
- You could then put students into pairs to compare their information and add to their notes.

Suggested answers:

- 1 worked in communications sector – local radio volunteer; worked as press officer – attended conferences / given talks / coordinated volunteers / set up self-help groups
- 2 logical step to develop skills; wants to work in non-profit sector / grassroots development / Central America
- 3 experience in writing promotional materials / running a press office / coordinating groups of volunteer workers; interested in Central America; hardworking, keen and enthusiastic
- 4 enjoys a challenge; a quick learner; meets tight schedules and deadlines; works well under pressure; sets and keeps to priorities
- 5 gets carried away; spends too long on one project to the detriment of others
- 6 not really; new context and bigger job than any she's had

4

- Pairwork. Students discuss the questions and give reasons for their answers.

FUNCTIONAL LANGUAGE: job interviews

1

- Students complete the sentences 1–8 with the phases a–h.
- They then look at audioscript 2.18 on page 161 and check their answers.

1 e 2 c 3 f 4 h 5 g 6 b 7 d 8 a

2

- Students match the sentences in exercise 1 to the four categories.

a) 7 b) 1, 2 c) 3, 5 d) 4, 6, 8

3

- Students write five sentences about their own past experiences in work, their strengths and their weaknesses, using the expressions from exercise 1.

4

- Pairwork. Students work with a partner and show them their sentences. Their partner should advise them on what kind of job they think would best suit them based on the information from the sentences.

Language notes: job interviews

- Your students may be actively seeking work or interested in the possibility of changing jobs. If you want to offer them some more job interview expressions, here is a handy selection of some common questions:
- **The new job:** *Why have you applied for this job? Would you be good at it? What can you bring to it? Why do you want to work for this organization? How good are you at handling responsibility? Do you want to take on more responsibility? Would you be prepared to travel? What salary do you hope to get?*

- **Previous and current jobs:** *What do you do in your current job? Are you good at it? What is your current employer like? Why do you want to leave your current job? What was the high point of your current/last job? What was the low point of your current/last job? Describe your ideal job. Are there any other jobs you are applying for?*
- **Relationships with colleagues:** *How well do you get on with others? Do you work well in teams? What annoys you about colleagues? What would your colleagues criticise about you? Would you happily work under a manager younger than you?*
- **You, your character and skills:** *What are your strengths? What are your weaknesses? What hobbies or leisure interests have you got? Should we be worried about your age? Should we be worried about your qualifications / lack of qualifications?*

5

- Students look at audioscript 2.18 on page 161 again and underline any other language that they think might be useful in a job interview. Tell them to keep a note of any useful phrases as this will help them with the roleplay in *Speaking exercise 2* later in the lesson.

Methodology Builder (24) Running a simulation (part 1) – job interviews

- *Although many teachers do pairwork roleplays in class, far fewer offer simulations, despite the fact that they can be very rewarding, extremely useful and not terribly complicated to set up.*
- *A simulation is really just a more complex roleplay. It typically involves more than two participants and often aims to recreate a real world situation. Rather than just having role cards, a simulation may introduce a number of other elements to make the experience interesting and memorable, especially printed documents that students need to read and interpret, often while the simulation is happening. The basic simulation situation itself may even change during the time that the simulation runs.*
- *Let's look at some ideas for running a job interview simulation as students who have studied lesson 10D may well want to get practice in doing such interviews themselves. We'll start with a simple route map for running a basic simulation:*
 - 1 *Pick out two suitable job advertisements from a newspaper. Give copies to students and discuss them a little, making sure that they are well understood.*
 - 2 *Divide the class in half. Ask half the class to imagine they are the employers for one of the adverts, and the other half for the second advert.*
 - 3 *Employers now all work in pairs or groups to prepare a list of job interview questions for the job advert they have been allocated.*
 - 4 *When everybody is ready, put students into groups of six made up of three employer-interviewers for one job with three candidates (from the other half of the class). The panel of three interviewers can all interview the candidates one by one. Tell students how long to make each interview (this is entirely up to you and how much time you can spare in class).*

- 5 *At the end, the panel of interviewers should award the job to one of the candidates (and give reasons why the other people weren't accepted).*
- 6 *When finished, you can swap all the roles over and the other half of the class interview their candidates in the same way.*
 - *To make a more complex or challenging simulation, simply add some extra elements to this basic plan, eg tell candidates not to be themselves, but to roleplay a candidate whose description you give them. Invent some things that will interrupt the simulation and take it in new directions. Introduce a new surprise character during the interview.*

PRONUNCIATION: intonation (questions & statements)

1 2.19

- Students read the information and listen to the examples on the recording.

2 2.20

- Students read the sentences as they listen to the recording and decide if the sentences are statements or questions.

Statements: 1; 5; 6

Questions: 2; 3; 4

2.20

- 1 It's the first time you've applied to work for us.
- 2 You don't mind us contacting your referees?
- 3 You've already seen the details about pay and conditions?
- 4 You're happy with the salary?
- 5 You would be free to start at the beginning of next week.
- 6 You'd like some time to think about it.

Language notes: intonation (questions & statements)

- In colloquial speech many questions have no grammatical marker to show that they are questions. Virtually any statement can be changed into a question by using rising intonation.
- In many cases, this kind of **declaration as question** has an answer that the questioner partially knows or has predicted based on his current knowledge, eg *You don't mind us contacting your referees?* (In the recording, the interviewer is probably reading through an application form as they ask the question.) This use is similar to question tags with rising intonation, which aim to get a real answer to a question even though the speaker already has an idea what the answer may be, eg *You don't mind us contacting your referees, do you?*
- **Declarations as questions** quite often repeat something that the previous speaker has written or has just said, as if giving it back to the writer/speaker for confirmation or expanding on, eg

A: *I used to work in Tokyo, then I moved to Paris.*
B: *You used to work in Tokyo?*

Answer key

- Falling intonation can sometimes be used to make a declaration into a question, though this may add the meaning that the questioner feels very sure about the answer and may be mainly looking for confirmation that their information or interpretation is correct, eg
A: *And you're British?*
B: *Yes.*
- This is similar to the use of question tags with falling intonation, eg *You're British, aren't you?*

3

- Pairwork. Students take it in turns to say the sentences from exercise 2. Their partner then tells them if they are asking a question or making a statement.

SPEAKING

1

- **Communication activities, Student's Book pages 145 & 149**
- Groupwork. Divide the class into Groups A and B. Tell them that they are going to prepare for a job interview and ask them to turn to their respective pages.
- Students A read the instructions and the job description. They then prepare five questions to ask a candidate for the job.
- Students B read the instructions, the job description and handwritten notes about their work experience. They then prepare for an interview for the job, using the advice on page 102 of the Student's Book to help them.
- Remind students also of the useful job interview language they underlined in audioscript 2.18 in *Functional language* exercise 5.

2

- Pairwork. Each student in Group A now pairs up with a student from Group B to roleplay the job interview.
- Go round monitoring and give help where needed.

3

- Ask students to return to their original group and discuss the questions.
- Students in Group B could decide on three candidates they wish to call back for a further interview.

Web research task

- **Methodology guidelines: Web research tasks, page xxi**

Job interview tips

- Find ten top tips for performing well in job interviews.

Web search key words

- *job interview tips*

IF YOU WANT SOMETHING EXTRA ...

- Straightforward Teacher's Resource Disc *at the back of this book*

10 REVIEW

- **Student's Book page 173**

1

- 2 Liz asked John if he was all right and where he was.
- 3 John replied that he was fine and that he was in the town centre. He told Liz to be quick and to get there as fast as she could.
- 4 Liz asked why. She asked what was up.
- 5 John told Liz that she would never believe it. He said that a guy had just thrown hundreds of bank notes all over the place.
- 6 Liz told him he was joking.
- 7 John replied that it was true. He said that people were going crazy trying to pick them up.
- 8 Liz told him that she would be there in about two minutes, then said goodbye.

2

- | | |
|-----------------------|-------------|
| 1 the crowd | 6 had been |
| 2 wanted | 7 that |
| 3 not to be named | 8 had drunk |
| 4 had probably thrown | 9 to |
| 5 picking | |

3

Correct order: 5, 4, 2, 3, 1

4

- 1 Never endanger yourself or other people.
- 2 Be careful not to deceive yourself about your true personality.
- 3 Make a point of expressing yourself clearly.
- 4 You should learn to content yourself with what you have.
- 5 Try to distinguish yourself in at least one area of your life.
- 6 Always remind yourself that there are people who are worse-off than you.

5

Students' own answers

6

- | | | |
|--------------|--------------|--------|
| 1 headache | 4 impression | 6 hand |
| 2 benefit | 5 warning | 7 call |
| 3 permission | | |