UNIT 1 MONEY-FREE

The expression *money-free* means without money. A money-free society is one that functions without money. Other expressions with the suffix *-free* include *lead-free* (paint that does not contain lead), *sugar-free* (food that does not contain sugar) and many additional words such as *duty-free, tax-free, fat-free, gluten-free, toll-free, interest-free, hands-free* and *stress-free*.

Unit plan

Unit opener	(p. 8)	20 min.
1 Reading: text organisation	(p. 10)	30 min.
• Vocabulary: consumerism and sustainability		15 min.
2 Pronunciation: intonation and attitude	(p. 11)	15 min.
3 Grammar: adverb phrases	(p. 12)	40 min.
4 Writing: *offer* and *wanted* adverts	(p. 13)	30 min.
• Vocabulary: describing used items		15 min.
5 Speaking: hedging	(p. 13)	30 min.
6 Grammar: negative questions	(p. 14)	40 min.
7 Listening: to a radio interview	(p. 15)	30 min.
LifeSkills: building communities (Self and Society)	(p. 16)	50 min.
• Optional downloadable *LifeSkills* lesson (Work and Career)		50 min.
• Optional downloadable *LifeSkills* lesson (Study and Learning)		50 min.
Language wrap-up	(p. 18)	20 min.
Writing workshop: writing a proposal	(p. 19)	30 min.
Video and downloadable video worksheet		45 min.

Unit opener (p. 8)

Lead-in
Ask the students to look at the unit title and the photos and to predict what the unit will be about. Elicit the meaning of the title using the ideas in the panel under the title on this page. Direct the students' attention to the points in the unit objectives box and go through the information with them. To get your students to think about the skills being developed in this unit, ask them to look at the questions in the cogs.

Reading: text organisation
• Ask the students to think about why the way a text is organised is important. Elicit that how a text is organised helps readers to understand and follow it. Have the students brainstorm elements of a well-organised text: *main idea*, *paragraph structure*, *topic sentences*, *supporting details*, *examples*, *conclusion*.

Speaking: hedging
• Ask the students to discuss why it might be important to present opinions less forcefully or directly (*to avoid sounding rude or offending someone, to allow for possible errors*, etc). Explain that this is what *hedging* means. Elicit words and phrases that are used to *hedge*.

LifeSkills: building communities
• Refer the students to the **LifeSkills** panel. Ask them to name communities they belong to in addition to their English class (*family/extended family, school clubs, sports teams, groups*, etc).

Common European Framework: unit map

Unit 1	Competence developed	CEF Reference (C1 competences)
Reading	can use text organisation to aid understanding	Table 1; Table 2; Sections 4.4.2.2; 4.4.2.4; 4.5.2.2
Pronunciation	can correctly use intonation to convey attitude	Section 5.2.1.4
Grammar	can use and understand adverb phrases	Table 1; Table 2; Sections 5.2.1.2; 6.4.7.7; 6.4.7.8
Writing	can write a short advert for an item	Table 1; Table 2; Sections 4.4.1.2; 4.5.2.1; 5.2.1.1; 5.2.1.2; 5.2.1.6; 5.2.3.2
Speaking	can use hedging phrases to express polite opinions	Table 1; Table 2; Sections 4.4.1.1; 4.4.3.1; 4.4.3.5; 4.5.2.1; 5.2.2.2; 5.2.3.2
Grammar	can use and understand negative questions	Table 1; Table 2; Sections 4.4.1.1; 4.4.3.1; 5.2.1.2; 6.4.7.7; 6.4.7.8
Listening	can understand a radio interview	Table 1; Table 2; Sections 4.4.2.1; 4.4.3.1; 4.4.3.5; 4.5.2.2

A

- Direct the students' attention to the instructions and the example conversation.
- Put the students in pairs. Ask them to discuss each of the four photos and decide what message about money they might convey. Then ask them to identify evidence in the photos to show that the set could be used to contrast poverty and wealth. Ask students if they feel that the photos show the merits of a simple life as opposed to a materialistic one, giving reasons for their choices. Explain that *materialism* occurs when people value material objects more than social or spiritual values, and that this theme will be explored in detail in the reading and throughout the unit.
- Explain that some items are *necessities* and some items are *luxuries*. Ask pairs to name one basic item in their lives that they need and one luxury item that they enjoy having even if they don't really need it. What makes each item a luxury item? Is there a basic version of the luxury item that costs less and can be used for the same purpose? Are there possible scenarios that could turn any of their luxury items into a necessity and any of their necessary items into a luxury?

Culture note

In many countries, including the UK, there is a widespread culture of buying used goods, for example through adverts in the newspaper; via auction sites on the internet; or in second-hand shops. Some people even retrieve useful items from rubbish bins, skips or recycling centres, thereby reusing objects and minimising their own participation in what they feel is a wasteful consumer society. In some parts of the world, however, new items are valued highly, while second-hand items are disregarded or considered a sign of not having money or status.

B

- Put the students in pairs to imagine what kind of advertising campaign each photo in Ex. A might be used for. Then have them write a short advertising caption for each photo. Ask the pairs to share their captions with another pair.
- Ask the class to suggest ways in which advertising campaigns convince customers to buy certain items. What techniques do they use to turn a luxury item into a perceived necessity? Prompt the students by eliciting/suggesting a few ways in which this might happen (e.g. using physically attractive models or celebrities to showcase the items; making items seem fashionable, desirable or even essential for everyday use; connecting a certain image or lifestyle to the product; using peer pressure as a marketing strategy).

Extra: speaking

Have the students work in small groups to discuss the role brand names play in their choice of various products. (Encourage them to think of a range of items, from laundry detergent to jeans to technology.) In each case, ask whether they would value a basic version of an item as much as they would value the brand item. When the groups finish, have a discussion with the whole class, eliciting opinions from all the groups. Focus the students' contributions on why the perceived value would go up or down depending on the brand.

Reading: text organisation (p. 10)

Lead-in

Ask the students to read the information in the skills panel. Then ask them to think about what makes a text well-organised. (*There should be a clear logical and structural link between the paragraphs in a text and between the sentences in each paragraph; information should be arranged logically to establish and support the argument;* etc.) Point out that each paragraph in a text usually consists of a main idea followed by supporting information. The main idea is usually contained in a sentence called the *topic sentence*. The topic sentence is usually (but not always) the first sentence in each paragraph. **Highlight** that the sentences in each paragraph are usually arranged in a logical order, and that this connection is often signalled by linking words. Sometimes the topic sentence is followed by examples and explanations. Sometimes examples are given before the topic sentence, with details following afterwards. Point out that paragraphs in a text are usually arranged in a similar way to sentences in a paragraph: the main idea in each paragraph is connected logically with the main idea in the following paragraph. Words like *so, therefore, for example, however,* etc explain the logical relationship between sentences in a paragraph or between paragraphs in the whole text.

A

- Ask the students to look at the online article and guess what it is about. Elicit responses from the class and ask them to justify their opinions.
- Direct the students' attention to the questions. Give them time to read the article, keeping the questions in mind.
- Discuss the answers with the class. Point out that physical clues often help in identifying the main ideas in a text. For example, the answer to the first question is in a sentence below the title. Point out that noticing the title and summary sentences is a useful strategy to get a quick gist of the text. Also explain that the first sentence in the main text is a *hook* – it attracts the reader's attention with a surprising or interesting statement and makes them want to read the rest of the text.

Answer

Mark Boyle is a person who did not use cash for two-and-a-half years while living in a caravan. He wanted to see the consequences of his actions as a consumer.

Extra: discussion

Put the students in small groups to discuss their opinions on Mark's experiment. Do they think it was worthwhile or pointless? Do they think that they could try a similar experiment? What would they give up, and for how long? When the groups finish, extend the discussion with the whole class, eliciting opinions from various groups and reasons for the opinions. To conclude, take a vote by a show of hands to find out how most students answered the first question.

▶ Workbook p. 4, Section 1

▶ Workbook p. 5, Section 2

B

- Have the students work individually to read the text again and insert the sentences into the correct gaps. Ask them to keep track of the kinds of clues they use to work out where each sentence goes.
- Check answers with the class.

Answers

1 e **2** c **3** b **4** d **5** a

C

- Put the students in pairs to discuss what clues they used to complete Ex. B.
- When they finish, elicit different ways in which each pair used both language and logic to solve the problem of sentence placement in each paragraph and within the text as a whole (*context clues, meaning, specific words, paragraph structure, logical connection between ideas*, etc). Ask the students to be as concise as possible in explaining how they made each decision, and to be prepared to identify specific evidence in the text that contributed to those decisions (e.g. *the last sentence in paragraph 3 mentions bread, and in Ex. B item (d) mentions loaf, so this specific word should refer to the bread mentioned in the previous sentence*).

Answers

1 At this point in the text, the writer is talking about the relationship between the consumer and the thing consumed. Sentence *e* goes on to give further information about that subject.
2 The writer is talking about things he got for free (a caravan, a place to park it). He then contrasts this with something he had to pay for in sentence *c*. To show this contrast, he uses the emphatic form: *The one thing I did buy …*
3 The writer is listing aspects of his life and things he used in place of things he would have normally bought. Sentence *b* continues the list.
4 At this point in the text, the writer is contrasting buying bread with making your own bread. Sentence *d* goes on to give further information about that subject.
5 The writer is talking about the response to his experiment. Sentence *a* talks about one aspect of people's response.

D

- Have the students work individually to match the words and definitions in Ex. D. Circulate and give help as needed.
- Put the students in pairs to compare answers.

Answers

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

E

- Ask the students to read the questions and check they understand the vocabulary.
- Put the students in small groups to discuss the questions. Set a time limit for the discussion.
- To conclude, extend the discussion with the whole class.

Alternative

Assign one question to each group for their discussion, or ask each group to choose one question they want to discuss. Then have each group report the highlights of their discussion to the class.

Pronunciation: intonation and attitude (p. 11)

A 🎧 1.01

- See the Student's Book page for the **audioscript**.
- Write the sentence that students are about to hear on the board. (*You're really good at saving money.*) Ask several students to read it in different ways. For example, ask one student to read the sentence using a tone of surprise. Explain that tone can bring differences in meaning to a sentence. Ask the students to provide some context for the way they read the statement. Direct the students' attention to the instructions. Ask the students to listen carefully to the audio of the same sentence read in three different ways.
- Play the audio. Ask the students to practise repeating the different intonations as closely as they can. Elicit what each of the different intonations might mean, and ask the students to say why.
- Explain/elicit the following possible contexts for each sentence on the audio. First sentence: A friend has just spent a lot of money on clothes at a shop and is telling you about the discounts she received and how much money she thinks she has saved. You think she has spent too much money, and you respond in an ironic/sarcastic tone: *Yes, you're really good at saving money.* Second sentence: You know your friend typically asks you to lend him money at the end of the week before he gets paid. He tells you he is good at managing and saving money. You respond in a doubtful, questioning tone: *You're really good at saving money.* Third sentence: You are amazed at how much money your friend has saved on monthly expenses, and you say in surprise, *You're really good at saving money.*

- Explain that every statement has a literal meaning. In this case, the speaker states that the listener is good at saving money. **Highlight** that intonation can change the literal meaning of the sentence to make it imply different things, like doubt, sarcasm or surprise. The use of intonation can change the literal meaning of the statement into a statement with a very different meaning. So, *how* someone says something can actually change *what* they say.

B »🎧1.02

- See the Student's Book page for the **audioscript**.
- Write the two sentences on the board and direct the students' attention to them. Have the students listen to the audio. Ask the students to practise saying each sentence three times, in a doubtful, surprised and sarcastic way.
- Put the students in pairs and direct their attention to the instructions. In each pair, have one student choose one way to say each sentence and have the other guess which attitude the speaker is showing from the intonation. Then have them exchange roles. Circulate and help as needed. Then check their responses as a class.

Grammar: adverb phrases (p. 12)

Lead-in
Ask the students what they would do with an item that was still functional but that they no longer needed or used often (*an old but working TV set, shoes that have gone out of fashion, etc*). Elicit several answers.

A

- Direct the students' attention to the instructions and the article. Make sure they understand how to identify the main idea in a text by skimming for important points.
- Have the students read the text quickly to find the answer. Wait until all the students finish, but elicit the answer from the student who finished first.
- Direct the students' attention to the title of the article. Explain that, in this case, *want* is used in a way that means *to want for something,* or *to lack something.* The title could be paraphrased as *Don't waste anything, and you won't lack anything (with Freecycle).*

Answer

The purpose of Freecycle is to help people to get rid of things they no longer need or want and find items they need or want that other people don't want any more.

Culture note

Freecycle groups exist worldwide. There are over 5,000 groups in more than 85 countries, with over seven million members signed up. Freecycle's official slogan is 'Changing the world one gift at a time'.

NOTICE!

- Direct the students' attention to the *Notice!* box.
- Ask them to find the two phrases, and elicit the answers.

Answers

Last week; by signing up online

B

Form
- Ask the students to read the text again, this time carefully.
- Focus the students' attention on the five different types of adverbs in the grammar table. **Highlight** the fact that each type of adverb answers a different question *When? How often? Where? How?* and *Why?).* Have them look back at Ex. A and find the adverb phrases that complete the sentences.
- Check answers with the class.

Answers

1 Last week **2** every day **3** out of landfills
4 By distributing items to people who want them
5 by signing up online
6 to give away and get things in their local communities

Function
- Have the students read the instructions and fill in the gaps with the question words from the box.

Answers

1 when **2** how often **3** where **4** how **5** why

C

- Direct the students' attention to the adverb phrases in the box. Ask them to decide what kind of information each adverb phrase provides and write the question words in the gaps in the box. Then have the students complete the sentences by writing one of the phrases in each gap.
- After checking the answers, elicit the type of adverb used in each of the gaps: (1) manner, (2) purpose, (3) frequency, (4) place, (5) time, (6) manner.

Answers

a when **b** how **c** how often **d** how **e** why **f** where

1 for free **2** for space reasons **3** Every now and then
4 in their wardrobes **5** at your convenience
6 by giving your unwanted item away

Alternative

Have the students cover the box of adverb phrases and try to complete the sentences with their own predictions first. This will encourage them to focus on the general meaning of the text. Next have them uncover the box and do the exercise again to see how accurate and appropriate their predictions were.

D

- Put the students in small groups. Have them read the questions and spend some time preparing their thoughts, making notes if they wish. Give the students time to discuss their answers. To wrap up, have a discussion with the whole class, eliciting the most interesting discussion points from each group.

Extra: homework

Put the students in pairs. Ask one of them to find an interesting news article from a newspaper or the internet, and ask the other to find an extract from a piece of fiction. Ask each of them to look through their text and underline the adverb phrases. In the next lesson, have the pairs compare their texts to see which style of writing uses more adverb phrases and which type.

▶ Workbook p. 5, Section 3

Writing: *offer* and *wanted* adverts (p. 13)

Lead-in

Ask the students to think about the items they identified in the previous section that they no longer want and would like to get rid of. Ask volunteers to tell you some of the items and make a list on the board. Then ask the rest of the class if they would like to have any of these used items for free. Leave the list on the board.

A

- Put the students in pairs. Direct their attention to the Freecycle posts and have them briefly discuss which of the two offered items they would prefer, and why.

B

- Ask the students to read the underlined words and phrases in the posts in Ex. A, and ask them to write each one next to the correct definition.
- Check answers by reading each definition aloud and having the students call out the corresponding word or phrase.

Answers

1 second-hand 2 drop it off 3 condition
4 up for grabs 5 in good working order 6 throw in

C

- Tell the students they are going to write two *offer* posts and two *wanted* posts for a freecycling website. Point out that they can use the ideas on the board if they wish. Remind them that the posts should be short and informal. Encourage them to use vocabulary from Ex. B.

- Have the students write their adverts individually on separate pieces of paper. Circulate and help with spelling and grammar as needed. Make sure that the students use vocabulary from Ex. B.
- When the students finish, have them display their posts on a classroom wall. Ask the students to read each other's adverts and find items that they would like to own, or which they have at home and could give away to a classmate. To conclude, invite the class to share their feedback.

▶ Workbook p. 6, Section 4

Speaking: hedging (p. 13)

Lead-in

Ask the students to read the information in the skills panel. Explain that the way in which we express an opinion can come across as impolite if it is worded too strongly. Write the statement *You are wrong* on the board. Explain that this shows that the speaker has no doubt that the other person is wrong, and it leaves no room for a possible mistake or difference of opinion. It is also aggressive in tone. A strong opinion can be expressed politely to show that the speaker is confident about what they say, but still acknowledges that there is reasonable room for error or disagreement. Elicit or suggest some ways to modify *You are wrong* to make it less forceful: *Well, I would disagree, simply because …; You may be right, but I think …; I'm not sure that I agree with you there …; You might have a point, but the way I see it …* Explain that often speakers also use certain words or phrases (e.g. *It seems to me that …*) to make their opinions less forceful even when they are not disagreeing with someone else. They do this to show that they are not totally confident about their opinion, and to show that there is room for disagreement.

A 🎧 1.03

- See p. 121 for the **audioscript**.
- Explain that the students will hear six people expressing their opinions about freecycling. Ask the students to listen for the hedging words and phrases each person uses and to write them in the gaps.
- Play the audio once, and give the students time to write. Play the audio again if necessary. Then elicit the answers from the class. Ask the students to think about how the way an opinion is expressed affects the way it is received.

Answers

1 more or less 2 fairly sure that 3 seems to me that
4 I suppose 5 I would argue that 6 tend to think

B

- Put the students in pairs to discuss the questions.
- If they choose, they can first try expressing their opinions very forcefully. Then have them practise using different hedging phrases to soften these opinions.

▶ Workbook pp. 6–7, Section 5

Grammar: negative questions (p. 14)

Lead-in

Invite the students to imagine a world without money (i.e. no cash, cheques, credit cards, ATMs or banks). Elicit ideas about how their lives would be different.

A 🎧 1.04

- See the Student's Book page for the **audioscript**.
- Ask the students to listen to the audio and identify the answer to the question. Play the audio once. Elicit the answer.

Answer

goods and services

- Give the students time to read through the conversation. Explain that bartering is trading what you have for what you want, without using money. Point out that when we use money to buy things, we are actually using a systematised version of bartering because we are exchanging things for something everyone wants (money). The reason everyone wants money is because it can be used to get almost anything.

NOTICE!

- Direct the students' attention to the **Notice!** box. Have them identify the question and explain what makes it a negative question.
- Explain that a negative question is called a negative question because the verb appears in its negative form. Elicit examples of verbs in their negative forms (*isn't, hasn't, haven't, aren't, don't, can't, won't, wouldn't, shouldn't, couldn't, mustn't,* etc).

Answer

Isn't that a new shirt? It's a negative question because the verb *be* appears in a negative form *(Isn't)*.

B

Form

- Have the students read the conversation from Ex. A again, paying attention to the negative questions.
- Have them complete the grammar table with examples from Ex. A. Then ask them to identify and underline the other negative question in the text (*didn't you say …?*).
- Check answers with the class.
- Direct students' attention to the **What's right?** box and ask them to tick the correct dialogue (*1*). Point out that contractions cannot be used in this context.

Answers

1 Didn't I **2** Haven't you **3** Isn't it
Further example: didn't you say

Function

- Direct the students' attention to the statements and have them choose the correct option to complete each explanation. Discuss the answers with the class.
- For numbers 3 and 4, explain that negative questions can be used as one way of hedging or expressing an opinion less forcefully.
- Ask the students to suggest examples of hedging phrases that use negative questions. (*Shouldn't* we consider …? *Wouldn't* that be a problem? *Couldn't* they try …? etc.) Make a list on the board.

Answers

1 Yes, it is. **2** hasn't **3** less **4** agree

C

- Ask the students to read the instructions and complete the exercise individually. Then have them compare answers in pairs.
- When the pairs finish, ask them to change their negative questions into positive questions. Elicit what they notice about the effects of this change (*positive questions are a straightforward request for information; negative questions are more complex because they include the speaker's ideas or attitudes together with a request for information*).

Answers

1 Isn't that a new hat?
2 Didn't you find anything interesting on the site?
3 Couldn't you offer your services as a mechanic?
4 Wouldn't it be easier to buy a computer from a shop?
5 Won't bartering become more common in future?

D

- Ask the students to read the instructions. Make sure they understand the task by eliciting some examples of goods (*furniture*, *electronics, etc*) and services (*car washing*, *language instruction*, *babysitting, etc*) they could offer. Put the students in pairs to plan their roleplay and practise it.
- Explain that the roleplay should show how they use negative questions to decide what service they want to offer. (They can also use negative questions to decide which service they want in the first place!)
- When the students finish practising their roleplays, invite several pairs to present their roleplays in front of the class. Invite feedback from the class on how to improve each conversation.

▶ Workbook p. 7, Section 6

Listening: to a radio interview (p. 15)

Lead-in

Review what *services* are with the class. Then ask the students to work in groups to brainstorm three services that could be bartered (*feeding someone's pet while they are away, organising a party, providing cleaning services, custom-made artwork,* etc). Ask the students to consider the factors that make a service more valuable (*skill level, supply and demand, experience, positive reviews from previous customers,* etc).

A

- Ask the students to look at the photos and read the questions. Put the students in pairs to discuss what they would pay for each item or service and what they have or can do that they could trade in return. When the pairs finish, extend the discussion with the whole class.

B »⑨ 1.05

- See p. 121 for the **audioscript**.
- Explain that the students are going to listen to a radio interview about an organisation called Barterrific. Point out the five topics (a–e) and ask the students to predict the order in which these will be mentioned in the interview.
- Play the audio once and have the students mark the correct order.
- Check answers with the class.

Answers

a 3 **b** 1 **c** 5 **d** 4 **e** 2

C

- Have the students read the sentences and underline where they think each mistake is. Then play the audio again for them to check their work and make the corrections.
- Check answers with the class.

Answers

1 Bartering as a system is probably as old as owning things.
2 Barterrific bartered land for radio adverts.
3 About 40% of the bartering is for services.
4 Jim Rockgate says that hotels have a large markup for their room rates.
5 Monetary systems create pressure and emotional stress.

D

- Put the students in small groups to discuss the questions.
- When the groups finish, extend the discussion with the whole class. Discuss any areas of disagreement for items 2 and 3. Encourage the students to use hedging expressions and polite language when discussing areas of disagreement.

Extra: listening

Write the following questions on the board. Play the audio again and have students write the answers. Check answers with the class.
1 What is Jim's role in Barterrific?
2 How much do people pay to use Barterrific?
3 How did Jim 'pay' the person who designed his website?
4 What two groups of people does Jim mention as having time to trade?
5 In the example Jim mentions, what does the hotel get in return for a room?

Answers

1 He is the person who started the website and he runs its day-to-day business.
2 People don't pay anything to use Barterrific.
3 Jim mowed the lawn for the person who designed his website.
4 students and retired people
5 The hotel gets petrol in return for a room.

Extra: discussion

Write the following statements on the board:
1 I would exchange items but not services on a bartering website.
2 I would never use a bartering website. I would only trade with friends and family.
3 I would like to try a bartering website and see if I like it.
4 I/My friends have used a bartering website and have had good/bad experiences.

Ask the students to read the four statements and choose the one that most closely matches their own opinion about bartering websites. Put the students in groups with others who share the same opinion. Give the groups time to discuss why they feel this way about bartering websites and to prepare their argument to present to the class. When they finish, ask each group to choose a spokesperson to present their argument to the class. To conclude, ask for a show of hands to see if any of the students changed their opinion as a result of the discussion.

Extra: homework

Have the students choose either item 2 or 3 and write their answers to the questions in a short paragraph. Have them share their answers with a partner in the next lesson.

LifeSkills: building communities (p. 16)

Step 1: Consider the type of community you wish to create. (Ex. A, Ex. B, Ex. C)
Step 2: Decide on the community's goals and how they will be organised. (Ex. D)
Step 3: Advertise your community so interested people can join. (Ex. E)

Lead-in

Read the target skill aloud and invite the students to tell you what they think *building communities* means. Elicit how they think communities are usually built, and what they think the most important factors are when it comes to building a community. Then **highlight** the three-step strategy to develop the skill of building communities. Focus the students' attention on the dictionary entry for *community*. Point out that this definition has evolved in recent years (see *Culture note*).

Culture note

Thirty years ago, the word *neighbourhood* was a close synonym for *community* because most communities were geographical in nature (see the first part of the dictionary definition provided). However, as information and communication technology has shaped our world, the word *community* has taken on a new meaning: the positive feeling that you belong to a group (see the second part of the definition) even though the nearest member to you might be in the next town, country or continent.

A

- Put the students in pairs and give them time to read the descriptions of four different types of communities.
- Direct the students' attention to the two questions. Have them brainstorm with their partners and write their answers in note form, ready to provide feedback.
- Discuss the answers with the whole class, eliciting the students' personal examples of community membership. Consider sharing one or two of your own. Point out that these communities can overlap in some ways. For example, there are online forums focused on political or social viewpoints, or hobbies and interests.

Alternative

Have the students close their books while you read aloud the four different types of communities. Ask the students to name examples of each type of community and what brings people in each community together. Then put the students in small groups to read the descriptions and discuss the questions. Invite one person from each group to share the group's ideas with the whole class.

B

- Have the students stay in the same pairs as in Ex. A. Ask them to read the statements and work together to match them to the community descriptions in Ex. A. Point out that each statement may fit more than one description, and that the answers are fairly subjective.
- Then ask the students to discuss their answers with another pair before sharing them with the class.

Answers

1 A, B **2** C, D **3** B **4** A, B, C, D **5** C, D
6 C **7** B, D **8** A

C

- Explain to the students that the webpage text is an example of an online application form for creating a club or a community. Direct the students' attention to the phrases in the box, and make sure they understand the words and phrases. Define *community statement* as a brief description of the community, its viewpoints and its goals. Define *expenses* as how much money is spent and *funding* as how much money they (could) have. Point out that a *fundraising event* (or a *fundraiser*) is an event organised to obtain money for the community.
- Elicit the kind of community the organisers of Service Swap are trying to build (*one where members can save money by exchanging services*). Then have the students read the text and write the phrases from the box in the relevant gaps as headings. Check answers with the class.

Answers

The organisers are trying to build a community free from the pressure of money.
1 Name of community
2 Community statement
3 Potential members
4 How it works
5 Expenses and fundraising

D

- Put the students in small groups. Give them time to discuss the type of community they would like to create and think of a name, write a community statement, and decide how the community will work. They should also decide on ways to attract members and organise funding. Their community should be as interesting, relevant and appealing as possible.
- Ask each group to use these decisions to design a webpage to advertise their community on LIFTOFF. Have them use the application form in Ex. C as a model. Circulate and give help as needed.

E

- When the groups are ready, have each group introduce and describe their community to the whole class.
- Encourage the other students to ask questions and make suggestions on how to improve each group's community. When all the groups have finished, ask the students to decide which community they would like to join. (They can rank three top choices if they prefer.)
- Ask for a show of hands to find out which communities the students would like to join.

F

- Discuss the questions with the whole class. Ask the students to discuss what they learnt about community building in this lesson. (Some useful phrases: *I've learnt that …, One important thing …, One factor …, We should think about …*, etc.) Ask how what they learnt about building different communities can be useful in the domain of **Self and Society**.
- Ask the students to think about what they still need to work on in order to improve their skill of building communities. Have them make notes.
- In small groups, ask the students to discuss what kinds of communities they would like to be involved in building in the future. Then ask them to think about why those communities might be important to them and possibly to others who join them.

REFLECT

- Ask the students to read the *Reflect* question.
- Give them time to think about different situations in the domains of **Work and Career** and **Study and Learning**, where the skill of *building communities* would be useful.
- Elicit the following ideas: *to form a new club, to organise a study group, to lobby for changes to the way something is run, to organise charity events, to work on team projects, to build effective teams in the workplace, to raise awareness about an issue or a problem at school/work*, etc.

RESEARCH

- Explain the task and make sure the students understand what they have to do.
- Have the students discuss some unusual communities they know about (*groups that follow old TV shows/films, people who re-enact historical events, people who do unusual sports activities*, etc). Tell the students to begin their research online and interview community members if possible.
- Ask the students to share the results of their research with the whole class. Have them take turns presenting their example of an unusual community and relevant information about how it developed. Encourage the class to ask questions or make comments. Ask presenters to discuss any challenges they had in completing the research task and how they handled them.

Language wrap-up (p. 18)

There are several approaches that you can use for the Language wrap-up exercises:
- in class as a test
- in class as a review
- as homework

Class test

- Ask the students to do the exercises in test conditions and give a time limit (e.g. 20 minutes).
- Check answers with the class and deal with typical errors or problems.

Class review

- If you decide to do the exercises in class, you can approach the Language wrap-up as a two-step review. First, ask the students to do the Vocabulary section individually. When they finish, ask them to check their answers carefully, and then put them in pairs to compare answers and discuss any differences.
- You can then apply the same procedure to the Grammar section.
- Self- and peer-correction are two excellent ways of developing learner independence and creating a cooperative learning environment.

Homework

- If you give the exercises for homework, you can ask the students to do them in test conditions, i.e. without referring to the language they covered in the unit, their notes, the Grammar reference section, dictionaries, etc.
- Give them a time limit (e.g. 20 minutes).
- Check answers with the class in the next lesson and deal with typical errors or problems.
- The scoring system has been designed to give the students an idea of the progress they are making. Each section has a total score of 10 or 12, depending on the complexity of the language covered and the nature of the exercises. Whichever approach you take to the Language wrap-up, after checking the answers to each section, ask the students to write their score. If they have a score lower than 8 (out of 10) or 10 (out of 12), direct them to the appropriate sections of the unit and encourage them to read them again for homework. After that, ask the students to complete the exercise(s) again at home.

Alternatives

- With any of the approaches above, you can give help by looking at the exercises with the students before they start and discussing how they should go about them. For example, if they have to fill in the gaps in a text, encourage them to read through the whole text first to get an idea of the general meaning of it. If they have to choose the correct option to complete a sentence, encourage them to make sure they read the whole sentence first to understand the context.
- You can also use the Language wrap-up to review the material in the unit with the class and work on the exercises together as a class activity. In this case, you can ask the students, for example, to look back at the appropriate Grammar section in the unit and review the main points to clarify any misunderstandings before they begin an exercise. Similarly, you can ask the students to first work in pairs to check the meanings of words to be used in fill-in-the-gaps exercises in the Vocabulary section.
- Note that the more assistance you give the students, the higher the score you should expect them to get when they do the exercises.

1 Vocabulary

A

- Ask the students to read through the text before they fill in the gaps. Remind them that one word in the box is not used. Also point out that they may need to change the form of the words in the box to make the sentence grammatically correct.

B

- Have the students complete Ex. B and remind them that, this time, every word in the box must be used.

Extra: vocabulary practice

Ask the students to write sentences that are true for them for each of the following vocabulary words or phrases: *consume, in good working order, second-hand, condition*. (*My bike is in a bad* <u>condition</u>, *so I want to buy a new one*, etc.) Have them share their sentences with a partner.

2 Grammar

A

- Explain Ex. A to the class. Point out that the students should first work on using the prompts to write complete sentences. Then have them identify the adverb phrase in the sentence and write which question it answers.

B

- Have the students read the instructions for Ex. B. Explain that they have to change the verb into its negative form. Remind them that they may have to add one or two words to make their negative question fit grammatically into the sentence.

Writing workshop: writing a proposal (p. 19)

Lead-in

Ask the students to look at the photo and say where they think this place is (*in a university*) and what purpose it serves (*student union or café, gathering place for students*). Ask them what improvements might need to be made to this building. Explain to the students that in this workshop they are going to practise writing a proposal for making improvements to a building.

A

- Direct the students' attention to the instructions. Explain that a proposal is a written argument that puts forward a plan to achieve a goal or solve a problem. It is usually organised by describing a problem or a related set of problems and suggesting solutions. Solutions should be practical and workable ideas for achieving the goals of the proposal. It is important that the proposal explains clearly and concisely how the problem can be solved. A proposal is usually written in a relatively formal way.
- Ask the students to read the proposal and answer the question in Ex. A. Give the students time to read. Then check the answer with the class.

Answer

The writer suggests using freecycling websites to obtain furniture and using the services of students to improve the decor.

B

- Have the students read the instructions. Explain the vocabulary in Ex. B if necessary, (*headings* (section titles), *a formal tone* (avoid colloquialisms and slang), *persuasive language* (convince the reader that the proposal will work), *outlines* (explains briefly), *consequence* (result), etc).
- Have the students work individually to read the proposal again and check whether the writer has covered points 1–4. Ask the students to identify each point by underlining the relevant part of the proposal.
- Check answers with the class.

Answer

Points 1, 2 and 3 are covered.

C

- Read the instructions to the students and explain the task. Make sure they understand that they will be writing a proposal to improve the student library at their university.
- Ask the students to look at question 1 and make notes on two aspects of the building that they would choose to improve. Encourage them to choose from the choices given or use their own ideas. Then have them tick or write their final choices in the space provided.
- Ask the students to brainstorm practical strategies to improve the two aspects of the building that they chose and decide on a final plan. Have them make notes individually first, and then have them discuss their strategies in small groups to receive feedback from others about whether their strategies seem workable and/or inexpensive. If group members don't think particular strategies are workable, ask them to brainstorm other ways to make the overall plan work.

D

- Ask the students to plan an outline of their proposal. Ask them to refer to the sample proposal for guidelines on how to present the plan, describe the problem(s) and suggest solutions. Ask them to include pros and cons of each solution and show how the pros outweigh the cons.
- Give the students time to draft their proposals.
- When the students finish, put them in pairs to revise their work. Then ask each student to post their proposal on the classroom wall and invite others to comment.

Alternative

Have the students compile all the proposals into a booklet to submit to the student council at their university.

How are you doing?

- Ask the students to read the statements and tick the ones they believe are true.
- Ask them to discuss their proposal with another student in the class and identify things they could improve on next time.

▶ Workbook pp. 8–9, SkillsStudio