

Interlink

Teachers' Book

A Course in Integrating skills in English

Samuela Eckstut and Tom Miller

PERGAMON INSTITUTE OF ENGLISH (NEW YORK)

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Contents

INTRODUCTION TO THE COURSE

1

Objectives and Rationale

Organization

Description of the Sections

Focus on Language

Working Together

Listening

Reading

Writing Practice

Expand Your Vocabulary

Language Summary

Suggestions for Use

Focus on Language

Working Together: pairwork, groupwork, the role of the teacher

Listening

Reading

Writing Practice: correcting written work

Expand Your Vocabulary

LESSON GUIDE TO EACH UNIT, WITH ANSWERS

7

TAPESCRIPT

70

Introduction to the Course

Objectives and Rationale

Designed to meet the needs of high and post-intermediate students, *Interlink* uses carefully selected but unsimplified extracts from a variety of topical sources to develop all the language skills required at this level.

Emphasis is given to reading, so as to help students with the sort of tasks they are most likely to meet after the completion of formal studies.

Interlink provides approximately 150 hours of work, after which students should be able to read authentic material on their own, understand extended spoken discourse, carry on extended conversations fluently and write short descriptions, reports, letters and compositions.

Organization

Interlink is an integrated course in two volumes. Each volume contains eight units dealing with major themes of general interest. The units contain the following sections:

- Focus on Language: exercises practicing structures and functions.
- Working Together: speaking activities such as role plays, information gaps, games and discussions.
- Listening: comprehension and note-taking activities based on recorded material.
- Reading: word study, prediction, scanning and comprehension exercises based on authentic texts.
- Writing Practice: exercises to develop paragraph organization for compositions, letters and reports.
- Expand Your Vocabulary: exercises for developing word power and dictionary use.
- Language Summary: summaries of the language presented in the unit.

Except for the Language Summary, which appears at the end of each unit, these sections appear in a varied order and often more than once in each unit.

Description of the Sections

Focus on Language

All structures and functions are presented and practiced in context. Two factors were considered in designing the syllabus of the course:

- 1) Students at this level still have not mastered much of the language practiced in elementary and low intermediate classes, e.g. the present perfect.
- 2) These students need more practice in language which may be part of their passive knowledge, e.g. the future perfect, or criticizing past actions.

Items in this section reappear in the other sections of each chapter. Students are encouraged to examine the contexts and discuss why particular language items were chosen by the writer or speaker for those particular situations.

The exercises which follow give students practice within a controlled context. Successive exercises become less controlled as students become more proficient in the use of the item. Exercises, therefore, progress from meaningful to communicative. They enable students to use the language more naturally with few restraints on what is expressed.

Working Together

The speaking activities in this section (games, discussions and debates, information gaps, problem solving exercises, role plays) are designed to encourage students to use English in the classroom creatively and purposefully. By enabling students to communicate with one another, the activities will encourage fluency, develop confidence and improve accuracy.

When designing the activities, certain predictions were made as to the type of language that would be most likely in each interaction. However, the success of an activity does not depend on the actual use of a particular structure or function but rather on the degree of communication among the students.

Listening

Each unit includes a conversation, interview, lecture, radio program, recorded phone message or story. The language is natural and contains the redundancies, pauses, rephrasing and errors found in unrehearsed speech. Comprehension of the entire text will be beyond the students' active control. Students should, therefore, listen for the main idea and/or for specific points rather than strive for total comprehension.

The material was recorded by native speakers from various backgrounds and areas of the U.S. Students will, therefore, gain exposure to a variety of accents and speaking styles.

Each activity includes an appropriate comprehension task such as taking notes, answering questions, making drawings, etc. appropriate to the various skills demanded by different types of listening. Below is a list of skills practiced in the sections:

- guessing unknown words
- listening for specific points
- listening for the main idea
- predicting what is going to be said
- recognizing signal markers ('by the way', 'for example', 'finally')
- note-taking
- using one's knowledge of the subject as an aid to understanding.

The *Before You Listen* sections introduce the topics of the listening passages. These sections are designed to stimulate interest, elicit vocabulary and lead students to develop expectations and make predictions.

In the majority of cases, students use the recorded information to do related speaking and/or writing activities.

Reading

The reading passages are authentic and unadapted texts from published sources including newspapers, magazines and books. The passages are slightly above the students' level of proficiency, so students will have to extend themselves.

The exercises accompanying the passages are designed to develop the following skills that students will be able to use outside the classroom:

- guessing meaning from context
- scanning (locating specific information)
- skimming
- recognizing the organization of different types of texts
- distinguishing the main idea from supporting information
- recognizing discourse markers such as linkers
- understanding the relationship between sentences in a passage
- understanding complex sentences
- making inferences based on the passage.

The *Before You Read* sections preceding the passages contain exercises to familiarize students with unknown words and with the topics, and include activities to motivate students.

Students do not need to know every word in a passage in order to understand it. Instead they should develop strategies when confronted by unknown words, such as guessing the meanings from contexts or ignoring those words that are not essential to an understanding of the text. In this way the students are learning skills which they can use when reading any text.

The words included under *Word Study* are central to the understanding of the text and cannot be guessed from the context of the passage. These words have been contextualized so that students can guess their meanings before reading the passage.

A variety of activities (*Predicting*) encourage students to make predictions about the organization and/or contents of the passage they are going to read. Students make predictions on the basis of the following: pictures accompanying the texts, headlines and headings from articles, words and phrases from the text, the title itself or topic sentences of paragraphs.

The discussion questions (*Warm-up*) familiarize students with the topic of the text. Those students who know something about the topic are in effect teaching those who do not. The discussion motivates students to learn more about the topic while simplifying comprehension by familiarizing students with the topic. In addition, students use many words contained in the passage when discussing the topic.

The exercises following the reading text (*Check Your Comprehension*) are designed to help students comprehend the passage. Each successive exercise requires a deeper understanding of the passage. In order to maintain student motivation, the format of the exercises varies from unit to unit. Nearly every unit, however, contains the following:

Reference

The reference exercises help students recognize the relationship between words and sentences in the passage.

Vocabulary from Context

These exercises focus on unknown words that can be guessed from the context of the passage itself. They include the following types of exercises:

Multiple-choice

In the first part of the course, there are three choices. In the later units a fourth choice has been added to make the task more challenging.

Finding the Word

Given a definition, the students must locate a corresponding word or phrase within a set range of lines in the passage. This encourages the students to

look for meanings within a narrow context while rejecting unknown words which do not match the meanings.

Matching

Students match the word or phrase from the passage (listed in Column A) with the appropriate definition (listed in Column B).

Finding the Synonym

Students locate a word in the text and try to find a synonym or near-synonym in another part of the text. This develops vocabulary and also makes the students aware of the common writing device of using synonyms or near-synonyms for the same word.

Defining

Without any clues, students are asked to provide *approximate* definitions of unknown words from the passage. Since this is more challenging than the previous vocabulary exercises, it usually appears in the latter portion of the comprehension section. Words which appear frequently in the passage or are in defining contexts are included in this exercise.

Comprehension Check

The most frequent types of tasks are true/false statements, completion of charts, comprehension questions and completion of statements. The exercises either draw the students' attention to what is stated or what is implied. Exercises practicing implied meanings are introduced with the words, "Reading between the lines".

Sentence analysis

In several units students are asked to analyze complex sentences by breaking them up into a number of less complex sentences. These exercises are not intended to practice structures but to provide students with a practical strategy to employ when confronted by such sentences in their own reading. In instances in which such a complex sentence is essential for an understanding of the main idea of a text, the sentence analysis occurs in the pre-reading section.

Most reading sections conclude with discussion questions (*Talk It Over*), which encourage students to relate the topics in the readings to their own experiences.

Writing Practice

The writing activities in the course are designed to develop skills that are necessary for effective writing and to provide tasks that practice these skills. The writing tasks, which include short notes, letters, outlines and compositions, are designed to provide a representative sample of the type of writing students may have to do outside the classroom.

The following skills are practiced:

- controlling topic sentences
- coherence
- sentence combining
- connecting paragraphs
- writing concluding sentences and paragraphs
- outlining
- writing functionally different paragraphs such as comparison and contrast, and classification.

Since sentence level skills are practiced in grammar exercises, the main focus is on developing cohesive, controlled paragraphs.

The skills listed above are recycled throughout the course with the more difficult aspects of a particular skill practiced in later units. For example, in Unit One students are asked to *choose* an appropriate topic sentence for a given paragraph. In Unit Two they *write* an appropriate topic sentence for a given paragraph. In Unit Three they divide a passage into several paragraphs, and in Unit Four they write an appropriate paragraph for a given topic sentence.

Expand Your Vocabulary

This section is designed to improve students' vocabulary and to teach them how to use a dictionary effectively. The following skills are developed:

- acquainting students with the different types of information found in a dictionary
- guessing the general meaning of unknown words by looking at the parts of these words
- locating the appropriate entry of a word in a dictionary from a word with many definitions
- acquainting students with two-word verbs
- changing words into other parts of speech.

Several units also familiarize students with common English expressions. These both build vocabulary and add a light touch to the lesson.

Language Summary

Students should review the summary carefully to ensure that they understand the meaning of the structure before using it. Though grammar explanations should not dominate the lesson, adult students at this level should be encouraged to deduce the rules of the language item so that they can use it more effectively.

Focus on Language

- 1) The teacher should go over the example with the students so that they know what is expected in the exercise. If the example is in dialogue form, one student should take one of the exchanges and the teacher the other.
- 2) The teacher should choose one student (or two in the case of a dialogue format) to perform the example. Then the teacher should choose two students who can be expected to answer correctly for item number one.
- 3) Students perform the exercise in pairs. The teacher should move around the class monitoring and helping those students who need assistance, especially the weaker students. Pair-work maximizes the amount of controlled practice each student gets. If the teacher feels students need maximum control to master a language item, the teacher can conduct the exercise with the class as a whole.
- 4) After pair practice, the class as a whole should go over the answers. At this stage the teacher may choose weaker students so that they too get a chance to perform in front of the class. The focus of these exercises is on accuracy. The teacher should correct students as soon as possible after a mistake has been made. If the students consistently make an error unrelated to the exercise, the teacher should set aside time to deal with the problem.

Working Together

The speaking activities in the course require the students to work in pairs or groups. This maximizes student talking time, creates a favorable environment in which students can interact meaningfully and independently, and encourages peer correction. However, teachers should not expect pairwork and groupwork to run smoothly the first time. Many students need time to adjust to being on their own, freed from the close supervision of the teacher.*

Pairwork

In pairwork students are divided into twos or threes. If divided into threes, one student can monitor the interaction between the other two and listen for errors. The students should always switch roles; if there are three students, they will have to do the activity three times.

Groupwork

Ideally groups should consist of from four to eight students. In most instances the groups should include students of

mixed abilities so that they can help one another. When the groups have completed the activity, there are several ways for them to report back (where this is appropriate) to each other. The teacher may choose one person from each group to act as secretary and take notes. Alternatively, all the students can take notes, with the spokesperson for each group being chosen at the end of the activity. This has the advantage of ensuring that all the participants listen to the interaction of their group very carefully since they may have to report back to the whole group.

A third alternative is cross-reporting. At the end of the activity students redivide into different groups in which they report the discussion of their original group. The following diagram illustrates how the groups would be re-formed:

Original group	B	D	B	D	B	D	B	D
	A	F	A	F	A	F	A	F
	C	E	C	E	C	E	C	E
Re-formed group	AA	BB	CC	DD	EE	FF		
	AA	BB	CC	DD	EE	FF		

Though this is more time-consuming, it provides students with more talking time. It also encourages students to be more active listeners in their original group and forces them to talk in their re-formed group.

The Role of the Teacher

The teacher's main role during the speaking activities is to organize and observe. In the organizing stage it is essential that the teacher make clear exactly what the task is. Otherwise, there will be a good deal of confusion when the students break up into groups and get started.

Once students are involved in the activity, the teacher should move around the class, monitor the various discussions and note down errors. The teacher should consult with individual groups when such help is requested.

There is no hard and fast rule about correcting errors at this stage. Since the emphasis at this stage is on oral fluency, teachers should make every attempt not to interrupt groupwork by correcting language errors. Students generally pick up errors made by others. As long as students are not rude when correcting each other, they should be encouraged to do so. However, if a group or individual students request the teacher's help because they are groping for a particular word or because they know they are saying something incorrectly, the teacher should provide assistance.

There are various ways of handling student errors once the activity is completed. The teacher might choose to write some of the errors on the board and ask the students as a class to correct them. General repeated errors will probably require that the teacher prepare a remedial lesson. Finally, the teacher will probably best handle the problems of individual students during a break or after class.

Listening

Teachers should listen to the cassette or read the tapescript before class in order to prepare for any difficulties the students may encounter. The teacher will find the answers to the comprehension tasks in the tapescript.

After discussing the *Before You Listen* points as a class or in groups, students should read the instructions for the task and go over the accompanying material, e.g. charts they are to complete or questions they are to answer.

The teacher should play the tape and monitor the students' performance. After the first listening, the students should go over comprehension questions in pairs or as a class unit. The teacher should then play the tape again so that students can fill in information they missed during the first listening.

Reading

All reading sections begin with a *Word Study*. In most cases (exceptions are discussed in the relevant unit guidelines) students discuss the meaning of the underlined words with their partners. Explain to the students that they probably do not know the meaning of the underlined words. They should use the context, i.e. the meaning of the whole sentence and, if necessary, the meaning of the sentences that precede and follow the word, to guess the meanings. Explain that this is an essential strategy they need to develop in order to read successfully on their own. Only if the context does not give any clues should they resort to a dictionary.

Go over the answers with the whole class. If your class is monolingual and a word is difficult to define in English, have them give a definition or an equivalent in their own language. In cases where the word has an abstract meaning, this is the most efficient way of checking that students understand the word.

Students should read the text the first time in order to find the answer to the reading point. This reading point focuses the students' attention and gives them a purpose for reading.

Students should not expect to understand everything after the first, or even second, reading. The exercises are designed to assist in understanding the passage, not to test it. Therefore, students should complete each exercise and go over it with the teacher before going on to the following one. The teacher should ask students to support their answers using statements from the passage. This allows the teacher to locate the source of misunderstanding in the case of an error, and it allows the students to help their classmates when correct. If the teacher wishes to encourage student interaction, students may work through the exercises in pairs or small groups.

Writing Practice

The exercises can be done either at home or in class. However, since these exercises are quite challenging,

students may need the support of a group in class. These manipulative exercises become in essence problem-solving exercises, which can be used as speaking activities in groups. As in the reading exercises, the teacher should ask the students to supply reasons for their answers and should ask if the rest of the students agree. This helps clarify answers for students who are unsure and allows other students to find the source of their errors. In addition, it gives students an opportunity to speak even though they are involved in a writing activity.

The writing tasks should be done at home although the occasional use of pair or group writing will add variety to the lesson. As an alternative to teacher correction, students could exchange papers and mark errors as well as parts they do not understand and parts they particularly enjoy. The students should then return the papers and discuss any problem areas among themselves. If there is time, students should rewrite their work.

This procedure has several advantages. First, students learn to look at their peers' work, and as a result their own, with a critical eye. Secondly, it encourages them to edit and rewrite, a stage students often ignore when writing in a foreign language. Finally, it lessens the correction burden for the teacher since many errors will be spotted and eliminated in the rewriting.

Correcting Written Work

There are various ways of correcting written work. Regardless of the method, it is of utmost importance that students learn to monitor their own writing. Therefore, instead of correcting the mistakes for the student, the instructor should point out the type of mistake made and allow students to correct their own errors.

To aid the students in categorizing their error and to save time when correcting, the teacher should develop an abbreviation system. For example: **ag**

Everybody who buys there say they are good.

The symbol **ag** signals a mistake in agreement between the singular subject and the plural verb. As students become more proficient, the teacher can indicate the type of error made in the sentence but not the exact place where the error occurred. For example:

ag Everybody who buys them say they are good.

This encourages students to find their own errors. The following symbols have been used successfully in many English classes.

ag –agreement

vt –verb tense

Yesterday I have seen it.

P –punctuation

She asked why I said that?

S –spelling

My freind is picking me up at 8.

- ww -wrong word
They came in Wednesday.
- wf -wrong form
The *intelligence* businessman earns more money.
- wo -word order
Rarely I go to the movies.
- wm -word missing
I am interested ____ photography.
- ? -meaning not clear
- app -appropriacy (inappropriate style or register)
The judge asked the *cop* to make a statement.
- irr -irrelevant
I saw her standing outside. *I really don't like to type.* She was wearing a grey coat.
- ro -run-on sentence
He gets up at six then he brushes his teeth.
- st -parallel structure
He likes running and *to eat*.
- frag -fragment
Because she was angry.

The students should become familiar with the system the teacher uses. The teacher can introduce the system by putting typical student errors on the blackboard and having students categorize the type of error made. This also helps students learn to proof-read.

A further suggestion for facilitating correction is to have students write on every other line and leave margins of at least one inch (2.5 cm) on each side of their papers. The side margins allow room for the teacher's comments and corrections. The space between lines allows students to write their corrections on the line under the errors.

The teacher should avoid over-correction. Students who have put a lot of time and effort into a paper can become confused and lose confidence if they receive a paper covered with red marks. If the teacher marks every mistake students make in their first composition, they will have no idea which mistakes are more serious. The teacher should not correct mistakes in grammatical points that students will

practice in later units. For example, the teacher should not indicate mistakes in defining relative clauses until students have completed Unit Seven. On the other hand, students should be held responsible for mistakes related to material covered in class. They can be expected to acquire more control over grammatical structures with each chapter.

Finally, the teacher should indicate the positive aspects of a student's work such as improvements they have made. It is as important to note what students have done correctly as it is to note what they have done incorrectly.

Expand Your Vocabulary

Most exercises can be completed either at home or in pairwork in class. Exercises which require students to use their own dictionary, however, should be done at home. Students can go over the answers with their classmates on the following day. The teacher should check pronunciation carefully for exercises which require students to change the parts of speech.

In most units students are asked to write sentences indicating they understand the meanings of new words. Because these exercises are designed to enable students to show that they understand the meaning of a new word, the following sentence would be unacceptable:

He was *weeping* in the living room. I don't know why.

In this context *weeping* could indicate a variety of actions. There is no indication that the student understands the word. A more suitable sentence would be:

She *wept* when she heard the bad news. I gave her a handkerchief to dry her tears.

Students will probably have to write more than one sentence to demonstrate their understanding of a word. Although this type of exercise has its limitations, it is an effective way to get students to use new vocabulary.

Since these are vocabulary not grammar exercises, teachers should ignore grammatical errors. If the students have demonstrated their understanding of a word, they have succeeded in the exercise. Students should be aware, however, that the teacher is ignoring grammatical errors so that they do not think that the absence of corrections indicates the absence of errors.

Lesson Guide to Each Unit —with Answers—

Teachers should familiarize themselves with the general procedures outlined in *Suggestions for Use*.

Numbers in boxes after each section heading refer to pages in the Student's Book.

Unusual Facts

Before You Read

Word Study

Students look at the definitions, read the text, fill in the blanks and compare answers with their partners. Then you should go over answers with the whole class. Elicit reasons for answers.

Answers:

- 1) genetic; 2) former; 3) in shock; 4) resemblance;
5) reunions; 6) extrovert; 7) compare notes.

Warm-up

Students look at the pictures, and discuss Questions 1-4 among themselves and with you.

Predicting

Students look at the picture and caption for about ten seconds. Tell students not to read the article. As students decide on questions which will be answered, write their ideas on the board.

Reading

Students read the text and check their predictions.

Check Your Comprehension

Students read the text again and answer the questions.

A. Answers:

- 1) Shafran; 2) Shafran and Galland; 3) Kellman;
4) Kellman; 5) three different couples; 6) the brothers and their families; 7) Shafran, Galland and Kellman.

B. Answers:

- 1) b; 2) b; 3) b; 4) a; 5) c; 6) a; 7) c; 8) c.

C. Answers:

- 1) Shafran's classmates; 2) A friend of Galland's;
3) Kellman; 4) Kellman's adoptive mother, Claire.

D. Sample Answers:

- 1) Shafran looked so much like another student, Galland, that students thought they were the same person.
- 2) Kellman looked like the boys in the newspaper picture.
- 3) They were separated immediately after birth, when they were adopted.
- 4) 24 years old (as of July 12, 1985). In order to calculate the answer, subtract his date of birth (July 12, 1961) from the date now.
- 5) They look alike, like active sports, have similar tastes in rock music and girl friends, are extroverts, express themselves with their hands, wiggle their tongues, talk the same, laugh the same, hold their cigarettes the same and smoke Marlboros.

Talk It Over

Answer to Question 1:

The saying "blood is thicker than water" means that the strongest ties between people are family ties. Therefore, one can always depend on a relative though not always on a friend. The title refers to the fact that the triplet's blood relationship has had a greater influence on their habits than the fact that they have different surnames and grew up in different families.

Additional questions to start or extend the conversation: (For Question 2) for example, do you think that the children of poor, uneducated parents are also likely to be poor and uneducated when they grow up? If so, do you think it will be the result of the fact that there were no books around or that their parents were too busy to help them with schoolwork? Or is it because genetic factors make children similar to their parents? (For Question 3) How do you think people feel when they find out they are

adopted? What would your reaction be? Is it better to hear that one is adopted from one's adoptive parents or from other people such as friends or neighbors? Why? If you think children should be told of their adoption, at what age should this be done and why?

Focus on Language 3

Describing habits and physical characteristics: simple present

The activities in this section are designed for students who have previously had extensive practice with the simple present but who still make mistakes in its use and even at times in its form. Although students may think that the simple present is too elementary for them, this review will form a basis for more sophisticated aspects of its use in later chapters.

Exercise 1

If students need time to think, they can write down their lists at home and report to the others during the following lesson. Provide them with the example, "I know a man who wears a hat when he takes a bath" (or one of your own).

Exercise 2

As students look at the picture, ask:

What is the subject of the picture? What do you know about this creature? Where does it live? What is its name? If the students do not know, have them read the text to find the answers. Alternatively, ask students to read the text and give a summary. Explain the meaning of *nocturnal* ('done at night') and *rather* ('more exactly', 'it would be better to say').

After students fill in the blanks and check answers with their partners, go over the answers with the whole class. To make the task more challenging, the students can cover the list of verbs at the top of the page or describe the creature with their books closed.

Finally, ask students if they think such a creature exists, if they have ever heard of other strange creatures and what they know about them.

Answers:

- 1) covers; 2) resembles; 3) walks; 4) has; 5) lives;
- 6) does not come; 7) live; 8) makes; 9) comes/walks;
- 10) do not look; 11) resemble.

Working Together 4

Before students do this activity, point out that the simple present can also be used to describe physical characteristics. Have them find examples of this use in the text about the Abominable Snowman, e.g. long brown hair *covers*, its face which *resembles*, it *walks* erect, etc.

This information gap activity gives students practice in asking for and giving descriptions. Review the appropriate questions: What does its look like? How big is its? Why do people think it exists?

Divide the class into pairs. Assign one student in each pair the part of 'Student A' and the other student that of 'Student B'. Remind students to look at only the assigned information. After students have filled in the details, help them to write up the news reports.

Working Together 5

This activity gives the students practice in asking about habits and in using the simple present in questions. It also functions as an ice breaker if the students do not know each other.

After students have spent a few minutes asking each other the questions, have them report to the class what they found out about their classmates.

Before You Listen 6

Students discuss Questions 1-4 as a class or in groups. (See also *Introduction*, page 13 for general procedures.)

Listening 6

Before the listening, give further explanations of the game show as necessary. Students then listen to the tape, fill in the charts and decide which contestant is telling the truth. (See also *Introduction*, page 13 for general procedures.)

The charts could be filled in as follows (*sample answers*):

Contestant Number One

Name: Emmett Nugent

Occupation until recently: clown

Number of years: 12

Former occupation: accountant

Activities: plays trumpet; rides unicycle, works with dogs
raining: training school in Florida (Ringling Brothers),
make-up, costumes, mime, juggling, unicycling

Contestant Number Two

Name: Emmett Nugent

Occupation until recently: clown

Number of years: 55

Former occupation: none

Activities: works with animals, rides elephants, works with lions

Training: going to circuses and watching clowns

Answers

Contestant Number One is telling the truth. Ringling Brothers, a large American circus, has a school in Florida to train people in make-up, costumes and skills needed to be a clown. Clowns do not normally work with lions, which is the work of lion tamers. It would also be very difficult for anyone to acquire the skills of a clown simply by watching clowns perform.

The purpose of the activity is not to test students' knowledge of clowns but to encourage them to listen for details and to interpret what they hear. Therefore, any reason which makes sense should be accepted.

Focus on Language

Talking about habits in the past: *used to* + verb

The previous listening activity has several examples of *used to* + verb in context. Play the tape again (up to where the first contestant talks about his training) and ask the students to identify the language the speaker uses to talk about repeated and/or habitual actions in the past that he does not do anymore.

Exercise 1

Sample Answers

- People used to get around by horse and buggy.
- People used to cook over an open fire.
- People used to fight with swords.
- People didn't use to drive cars.
- People used to read by candlelight.
- People didn't use to live in high-rise apartment buildings.

Exercise 2

As an alternative to the directions in the student's book, one student can write down the class's ideas on the board. Students can then discuss which changes have been for the better and which have been for the worse. In addition, students can ask their parents how their hometown and lifestyle have changed since their parents were children and can report their findings at the next class.

Exercise 3

This exercise gives students practice in asking questions with *did you use to* + verb.

Writing Practice

Topic Sentences

The topic sentence of the third paragraph is "Relatives say their looks". It indicates that the paragraph will talk about more than their identical looks with the words *extends*, *beyond* and *looks*. (Point out that topic sentences are commonly the first sentence in the paragraph.)

Exercise 1

Answers:

- Each sentence has the general topic of ghosts.
- Sentence *b*: Many people believe in ghosts and are even afraid of them.
- believe, ghosts, afraid.

Exercise 2

Answers:

- b*; 2) *c*; 3) *a*; 4) *b*.

Exercise 3

Before students read the information in the box, ask: Have you ever heard of Dracula? Who was he? Students should choose the best topic sentence based on the information given, and write the paragraph for homework. The best topic sentence is number three.

Expand Your Vocabulary

A. Answers:

- | | | |
|----------------|----------------|------------------|
| 1) comparison; | 2) adoption; | 5) similarities; |
| 4) frequents; | 5) expression; | 6) extension; |
| 7) characters; | 8) conclusion. | |

B. Students write sentences as directed.

Famous Places and People

Before You Read

10

Word Study

Students discuss the underlined words and try to guess what they mean.

Warm-up

Students put forward their ideas for Questions 1-3. You can make some of these points:

- 1) The Seven Wonders of the World were: the Pyramids of Egypt, the Hanging Gardens of Babylon, the Statue of Zeus at Olympia, the Temple of Artemis at Ephesus, the Mausoleum of Halicarnassus, the Colossus of Rhodes, and the Pharos of Alexandria.
- 2) The pyramids were built as royal tombs and to glorify the Pharaohs. The most famous were built at Giza, near modern Cairo.
- 3) See text, lines 28-38.

Reading

10

Students read Questions 1-3, then read the text and find out the answers.

Answers:

- 1) According to Herodotus, it took 20 years. However, the total construction – the road to the pyramid and the pyramid itself – took 30 years.
- 2) 100,000.
- 3) No, nobody knows exactly.

Check Your Comprehension

A. Answers:

- 1) the pyramids;
- 2) the pyramid (of Khufu);
- 3) the pyramid (of Khufu);
- 4) sloping embankment;
- 5) the plateau.

B. Answers:

- 1) b; 2) a; 3) b; 4) b; 5) a; 6) c; 7) c; 8) c;
- 9) c; 10) a.

C. Answers:

- 1) 146.59 meters; 137 meters
- 2) 2,300,000 stones
- 3) 2½ tons.

D. Answers:

- 1) plausible
- 2) tackle or pulleys
- 3) lift heavy weights
- 4) a sloping embankment of brick and earth
- 5) become higher and longer
- 6) sledges, rollers and levers; the stone blocks.

E. Answers:

- 1) c
- 2) b
- 3) No. The text says the road from the river to the plateau took ten years to construct.
- 4) Because of the weight of the stones used in building the pyramid and because of the immense size of the pyramid itself.
- 5) Because the Egyptians lacked tackle and pulleys – the most common equipment for moving stone blocks of this size. A sloping embankment is the only other answer experts can think of.

F.

Because a few blanks require the passive, you may wish to assign this task when students have completed the practice on the passive in the next section.

Sample Answers

- 1) that it is perhaps the greatest single building ever erected by man
- 2) 2,300,000 blocks of stone
- 3) 2½ tons
- 4) is truly amazing

- 5) the colossal proportions of the whole and the size and weight of the blocks
- 6) how the pyramid was built
- 7) a sloping embankment was used
- 8) from the river to the pyramid took ten years to build
- 9) (took) another twenty years.

Focus on Language

12

Describing: passive voices

Exercise 1

Answers:

- 1) wasn't killed in 1950; he was killed in 1963.
- 2) wasn't bombed during WW1;
- 3) wasn't discovered in 1350;
- 4) was written by Shakespeare;
- 5) wasn't invented in 1942;
- 6) was composed between 1800 and 1807;
- 7) wasn't made in the 1890's;
- 8) was elected in 1860;
- 9) wasn't built in six months;

Exercise 2

Students can do this exercise (and all close exercises in the course) in pairs, or they can fill in the blanks individually and then check their answers with their partner's.

Answers:

- | | |
|----------------------|----------------------|
| 1) was built; | 6) was made; |
| 2) took; | 7) was done; |
| 3) were erected; | 8) did not consider; |
| 4) were joined; | 9) neglected; |
| 5) were constructed; | 10) were rebuilt. |

Working Together

13

This activity gives students practice in asking for and giving physical descriptions and gives further practice in the passive. Review the appropriate questions: Who was it built by? When was it started? How much did it cost to build? How wide/deep/long is it? How long does it take to cross? Follow the same procedure as in *Working Together*, page 23.

Before You Listen

14

Find out if students know anything about the Sphinx, and if they can answer any of Questions 1-5. (Answers to Questions 1, 2, 3 and 5 can be found in the listening text; but note that some of the answers are suppositions rather than absolute certainties.)

Listening

14

Students listen to the tour guide and complete the chart, e.g. as follows:

- 1) Name: the great Sphinx of Giza. Origin of name: from Greek = a creature which terrorized
- 2) Approximate date of construction: 26th century, B.C.
- 3) Description: has the face of a pharaoh and the body of a lion
- 4) Dimensions: Height: 21 meters.
Height of nose: 1.7 meters.
Length: 74 meters.
Length of mouth: 2.3 meters.
- 5) Areas damaged: part of the face, part of the nose
- 6) Causes of damage: used for target practice; sand
- 7) Steps taken to protect the monument: build a wall around it to stop the sand from getting in.

Students then write a short description of the Sphinx for a tourist's guidebook. Help students with this task as necessary.

Focus on Language

14

Talking about current processes: present progressive passive

As students look at the picture, ask:
What is the name of this famous monument? When/Where/Why was it built? Why is it famous? (For answers, see text in Exercise 1.)

Exercise 1

Answer:

The Parthenon is being destroyed by pollution.