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English in Mind

* Teacher's Book 5



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	Unit	Grammar	Vocabulary
Module 1 Logic and intuition	1 Animal instincts	Past perfect continuous, past perfect simple and past perfect passive review	Animal sounds
	2 Snap decisions	Future in the past	Making decisions
	3 Advertising	Position of adverbs Adjective order	Advertising
	4 Fight or flight?	Talking about tendencies	Feeling stressed Coping with stress
Module 1 Check your progress			
Module 2 Fiction and reality	5 Double lives	Reporting verb patterns review	Crime War and peace
	6 Legend or truth?	Deduction and probability	Expressions with <i>story</i>
	7 Inspiration and creation	Causative <i>have</i> review Modal passives, past and present	Metaphors to describe emotions
	8 Virtual worlds	Cleft sentences review	Money Word building
Module 2 Check your progress			
Module 3 Alone and together	9 Understanding others	Hedging and boosting	Habits and gestures
	10 The sporting spirit	Ability: <i>could</i> / <i>be able to</i> / <i>manage to</i>	Success and failure
	11 Superheroes	Negative inversions	From human to hero
	12 On your own	Mixed conditionals review Alternatives to <i>if</i>	Expressions with <i>time</i>
Module 3 Check your progress			
Module 4 Youth and old age	13 The age wars	Future perfect / future continuous review Alternative ways of referring to the future	Life choices
	14 The beauty hunters	Past tenses with hypothetical meaning	Commonly confused words
	15 Days gone by	Substitution Ellipsis	Old and new
	16 Swapping places	Revision	Teenspeak
Module 4 Check your progress			
Writing Bank • Pronunciation • Speaking: extra material • Phonetic chart • Wordlist			

Listening	Speaking	Reading	Writing
Different animal abilities	Talking about 'sixth sense' in animals and people	Animals know before Literature: <i>Call of the Wild</i>	Animal story
A book review programme	Interviews Pronunciation: sounding polite or angry	Listening with your eyes	Letter of complaint
Careers talk about advertising	Designing and presenting a marketing campaign for a product of your choice	Advertising: the logic of emotions Culture: The Ultimate Refund	Covering letter of application
Radio programme on how to cope with stress Song: <i>Stand My Ground</i>	Talking about your reactions in stressful situations	Fight or flight? Dealing with stress	Report and proposal
Two women spies	Talking about crime movies Giving a short talk based on a picture	Behind the scenes – true stories from the movies Literature: <i>Charlotte Gray</i>	A biography
Phone-in / game show: <i>A Likely Story</i>	A story or anecdote Pronunciation: stress in phrases	The rise and rise of urban legends	Newspaper article
An interview about metaphors	Discussing what inspires your own creativity	What inspires the inspirational? Culture: Inspired Buildings	Poem with metaphors and similes
Virtual holidays Song: <i>Virtual World</i>	Talking about virtual holidays	The Entropia Universe	Informal letter or email turning down an invitation
Mirroring techniques	Talking about learning through imitation	A revealing reflection Literature: <i>Life of Pi</i>	Discursive composition
Conversation about cheating in sport	Talking about sports events and athletes Short monologues Pronunciation: linking sounds	Sport in the news	Description of a sporting event (magazine)
Candidates audition for a reality TV show	Talking about superheroes Designing and presenting a group of superheroes	Superheroes – Have you got what it takes? Culture: Superheroes around the world	Film review
Teenagers talk about being on their own Song: <i>Message in a Bottle</i>	Discussing what it would be like to live completely on your own Talking about what to take to a desert island	Island diary	A leaflet
People of different ages comment on the reading text	Talking about life choices	The Battle of the Generations Literature: Two poems about ageing: <i>Beautiful Old Age</i> and <i>A Madrigal</i>	Formal letter to a magazine editor
A scientist: extending life expectancy	Conversations / discussions Pronunciation: stress and intonation	Hard talk – cosmetic surgery	Report and article
Suggesting items for the museum	Discussing objects for a People's Museum Taking part in a discussion to plan a school trip	The People's Museum Culture: Museums around the world	A note
Radio film review of <i>Freaky Friday</i> Song: <i>My Generation</i>	Discussing 'swapping places' in a family	Culture Shock	Meaningless proverbs and cinquains

Introduction

'If you can teach teenagers, you can teach anyone.' Michael Grinder

Teaching teenagers is an interesting and challenging task. A group of adolescents can be highly motivated, cooperative and fun to teach on one day, and the next day the whole group or individual students might turn out to be truly 'difficult' – the teacher might, for example, be faced with discipline problems, disruptive or provocative behaviour, a lack of motivation, or unwillingness on the students' part to do homework assigned to them.

These problems are often rooted in the significant changes that teenagers experience. The key challenge in the transition between being a child and becoming an adult is the teenager's struggle for identity – when they start to develop a distinct sense of who they are. As a result, teenagers can feel threatened, and at the same time experience overwhelming emotions. In Kieran Egan's theory,¹ this phase is known as *romantic understanding*. Teenagers in this phase frequently try to compensate for perceived threats with extremely rude behaviour, and try to 'hide' their emotions and insecurities behind a wall of extreme outward conformity.

As they grow older, teenagers enter a new phase, which Egan calls *philosophic understanding*. Here, teenagers are driven by the desire to understand the workings of hierarchies and theories. It is through their growing understanding of these systems that they begin to see how facts and details are part of a bigger picture, and the more they understand, the more their confidence grows. Generally, students now feel much less threatened by the world than younger teenagers.

When choosing the right teaching content for this age group, we should note that students' interest shifts away from 'sensational' topics towards more 'academic' areas such as philosophy, sociology, politics and psychology. This is when teenagers are fascinated by metacognition – thinking about how we think. Perhaps most importantly for us as their language teachers, this is also when young people are significantly more interested in language, an interest driven mainly by the wish to learn about and discuss more sophisticated topics.

Insights into the dynamics of these changes might help us to understand better the complex situation our students are in. However, such insights do not automatically lead to more success in teaching. We need to react to the challenges in a professional way. This includes the need to:

- select content and organise the students' learning according to their psychological needs
- create a positive learning atmosphere
- cater for differences in students' learning styles and intelligence(s), and facilitate the development of our students' study skills.

English in Mind has been written taking all these points into account. They have significantly influenced the choice of texts, artwork and design, the structure of the units, the typology of exercises, and the means by which students' study skills are facilitated and extended.

The importance of the content for success

There are a number of reasons why the choice of the right content has a crucial influence over success or failure in the teaching of adolescents. Teachers frequently observe that teenagers in the 'romantic phase' are reluctant to 'talk about themselves'. This has to do with the adolescent's need for psychological security. Consequently, the 'further away' from their own world the content of the teaching is, the more motivating and stimulating it will be for the students. Their preference for psychologically remote content goes hand in hand with a fascination with extremes and realistic details. Furthermore, students love identifying with heroes and heroines, because these idols are perceived to embody the qualities needed in order to survive in a threatening world: qualities such as courage, genius, creativity, and love. In the foreign language class, students can become fascinated with stories about heroes and heroines to which they can ascribe such qualities. *English in Mind* treats students as young adults, offering them a range of interesting topics and a balance between educational value and teenage interest and fun.

Of course, not all students grow out of the '*romantic understanding*' phase exactly when and how we may expect. This is why *English in Mind 5* contains content that still reflects the psychological needs of that phase. However, a much bigger proportion of the texts enables students to learn to understand and construct theories about how nature and society work, and to discuss social values. The content also aims to help students understand their own role as part of society and the influence that historical and social processes have on the development of the world and on their own lives.

¹ An excellent analysis of teenage development and consequences for our teaching in general can be found in the following two books by Kieran Egan. Both books have had a significant influence on the thinking behind *English in Mind*, and the development of the course: *Romantic Understanding*, Routledge and Kegan Paul, New York and London, 1990. *An Imaginative Approach to Teaching*, Jossey-Bass, John Wiley and Sons, Inc., San Francisco, 2005.

A positive learning atmosphere

The creation of a positive learning atmosphere largely depends on the rapport between teacher and students, and that which students have among themselves. It requires the teacher to be a genuine, empathetic listener, and to have a number of other psychological skills. *English in Mind* supports the teacher's task of creating positive learning experiences through: clear tasks; a large number of carefully designed exercises; regular opportunities for the students to check their own work; and a learning process designed to guarantee that the students will learn to express themselves both in speaking and in writing.

Learning styles and multiple intelligences

There is significant evidence that students will be better motivated, and learn more successfully, if differences in learning styles and intelligences are taken into account in the teaching-learning process.² The development of a number of activities in *English in Mind* has been influenced by such insights, and students also find frequent study tips that show them how they can better utilise their own resources.³

The methodology used in *English in Mind*

Skills: *English in Mind* uses a communicative, multi-skills approach to develop the students' foreign language abilities in an interesting and motivational way. A wide range of interesting text types is used to present authentic use of language, including magazine and newspaper clippings, interviews, narratives, songs, and extracts from English literature.

Grammar: *English in Mind* is based on a strong grammatical syllabus and takes into account students' mixed abilities by dealing with grammar in a carefully graded way, and offering additional teaching support (see below).

Vocabulary: *English in Mind* offers a systematic vocabulary syllabus including important lexical chunks for conversation.

Culture: *English in Mind* gives students insights into a number of important cross-cultural and intercultural themes. Significant cultural features of English-speaking countries are presented, and students are involved in actively reflecting on the similarities and differences between other cultures and their own.

Consolidation: Four Check your progress revision sections per level will give teachers a clear picture of their students' progress and make students aware of what they have learned. Each revision section is also

accompanied by a project which gives students the opportunity to use new language in a less controlled context and allows for learner independence.

Teacher support: *English in Mind* is clearly structured and easy to teach. The Teacher's Book offers step-by-step lesson notes, background information on content, culture and language, additional teaching ideas and the tapescripts. The accompanying Teacher's Resource Pack contains photocopiable materials for further practice and extra lessons, taking into consideration the needs of mixed-ability groups by providing extra material for fast finishers or students who need more support, as well as formal tests.

Student support: *English in Mind* offers systematic support to students through: Skills Tips; classroom language; guidance in units to help with the development of classroom discourse and the students' writing; a wordlist including phonetic transcriptions (at the back of the Student's Book); and a grammar reference section (at the back of the Workbook).

English in Mind: components

Each level of the *English in Mind* series contains the following components:

- Student's Book
- Class CDs (Class Cassettes available for levels Starter – 4)
- Workbook with an accompanying Audio CD / CD-ROM
- Teacher's Book
- Teacher's Resource Pack
- Website resources
- Video and DVD for levels Starter, 1, 2 and 3

The Student's Book

Modular structure: The *English in Mind* Student's Books are organised on a modular basis – each contains four modules of four units per module. The modules have broad themes and are organised as follows: a) a two-page module opener; b) four units of six pages each; c) a two-page Check your progress section.

Module openers are two pages which allow teachers to 'set the scene' for their students, concerning both the informational content and the language content of what is to come in the module itself. This helps both to motivate the students and to provide the important 'signposting' which allows them to see where their learning is going next. The pages contain: a) a visual task in which students match topics to a selection of pictures taken from the coming units; b) a list of skills learning objectives for the module; c) a short matching task which previews the main grammar content of the coming module; and d) a simple vocabulary task, again previewing the coming content.

² See for example Eric Jensen: *Brain-Based Learning and Teaching*, Turning Point Publishing, Del Mar, CA, USA, 1995, on learning styles. An overview of the theory of multiple intelligences can be found in Howard Gardner: *Multiple Intelligences: The Theory in Practice*, Basic Books, New York, 1993.

³ See Marion Williams and Robert L. Burden: *Psychology for Language Teachers*, Cambridge University Press, 1997 (pp. 143–162), on how the learner deals with the process of learning.

The **units** contain the following:

- an opening **reading text**
- one or two **grammar** sections
- one or two sets of **vocabulary**, sometimes followed by **pronunciation**
- **integrated speaking and listening skills work**
- either a **Literature in mind** text, a **Culture in mind** text, a **Speaking focus** or a **song**, followed by **writing skills work**.

The **reading texts** aim to engage and motivate the students with interesting and relevant content, and provide contextualised examples of target grammar and lexis. The texts have 'lead-in' tasks and are followed by comprehension tasks of various kinds. All the opening texts are also recorded on the Class CD, which allows teachers to follow the initial reading with a 'read and listen' phase, giving the students the invaluable opportunity of connecting the written word with the spoken version, which is especially useful for auditory learners. Alternatively, with stronger classes, teachers may decide to do one of the exercises as a listening task, with books closed.

There are one or two **Grammar** sections per unit. The emphasis throughout is on active involvement in the learning process. The examples from the texts are isolated and used as the basis for tasks, which focus students on both the concept and the form of the target grammar area. Students are then usually encouraged to find other examples and work out rules for themselves. Occasionally there are also Look boxes which highlight an important connected issue concerning the grammar area; for example, in Unit 9, work on hedging and boosting using adverbs has a Look box reminding students of adverb position. This is followed by a number of graded exercises, both receptive and productive, which allow students to begin to employ the target language in different contexts and to produce realistic language. Next, there is usually a speaking activity, aiming at further personalisation of the language.

Each unit has at least one **Vocabulary** section, with specific word fields. Again, examples from the initial text are focused on, and a lexical set is developed, with exercises for students to put the vocabulary into use. Vocabulary is frequently recycled in later texts in the unit (e.g. photostories or Culture in mind texts), and also in later units.

Pronunciation is included for every unit. There are exercises on common phoneme problems and also aspects of stress (within words, and across sentences), intonation, elision and links between sounds.

Language skills are present in every unit. There is always at least one **listening skills** activity, with listening texts of various genres; at least one (but usually several) **speaking skills** activity for fluency development; **reading skills** are taught through the opening texts and also later texts in some units, as well as the Culture in mind sections. There is always a **writing skills** task, at the end of each unit.

In level 5 of the course, each unit includes one of the following: a **Literature in mind** section (Units 1, 5, 9 and 13), a **Speaking focus** (Units 2, 6, 10 and 14), a **Culture in mind** section (Units 3, 7, 11 and 15) or a **song** (Units 4, 8, 12 and 16). The **Literature in mind** sections each present an extract from a novel in English, or poems, as an opportunity for students to access and appreciate some fine writing from different periods and in different styles. The **Speaking focus** sections give students model speaking situations accompanied by listening tasks that focus on meaning and then useful everyday language that will help students to complete a similar speaking task themselves. The **Culture in mind** reading texts provide further reading practice, and an opportunity for students to develop their knowledge and understanding of the world at large and in particular the English-speaking world. They include a very wide variety of stimulating topics: for example, consumer culture, inspirational architecture, comic superheroes from around the world, and unusual museums.

The final activity in each unit is a **writing skills** task. These provide an opportunity for students to further their control of language and to experiment in the production of tasks in a variety of genres (e.g. letters, emails, reports etc.). There are model texts for the students to aid their own writing, and exercises providing guidance in terms of content and organisation. Through the completion of the writing tasks, students, if they wish, can also build up a bank of materials, or 'portfolio', during their period of learning: this can be very useful to them as the source of a sense of clear progress and as a means of self-assessment. A 'portfolio' of work can also be shown to other people (exam bodies, parents, even future employers) as evidence of achievement in language learning. Many of the writing tasks also provide useful and relevant practice for examinations such as Cambridge ESOL FCE and CAE.

When a module of four units closes, the module ends with a two-page **Check your progress** section. Here the teacher will find exercises in the grammar and vocabulary that were presented in the module. The purpose of these (as opposed to the more formal tests offered in the Teacher's Resource Pack) is for teachers and students alike to quickly check the learning and progress made during the module just covered; they can be done in class or at home. Every exercise has a marking scheme, and students can use the marks they gain to do some simple self-assessment of their progress (a light 'task' is offered for this).

Beyond the modules and units themselves, *English in Mind* offers at the **end of each Student's Book** a further set of materials for teachers and students. These consist of:

- **Writing Bank:** six genre-specific writing pages which provide a written model with guided language and organisational analysis which students study before undertaking a similar task. The tasks range from informal and formal emails and letters, to reports and narrative compositions. They aim to help students develop their writing portfolio and exam writing techniques.
- A listing of **phonetic symbols**, for student reference.
- A **wordlist** with the core lexis of the Student's Book, with phonetic transcriptions. This is organised by unit, and within each unit heading there are the major word-fields, divided into parts of speech (verbs, nouns, adjectives, etc.). The wordlists are a feature that teachers can use in classrooms, for example to develop students' reference skills, or to indicate ways in which they themselves might organise vocabulary notebooks, and by students at home, as a useful reference and also to prepare for tests or progress checks.

The Workbook

The Workbook is a resource for both teachers and students, providing further practice in the language and skills covered in the Student's Book. It is organised unit-by-unit, following the Student's Book. Each Workbook unit has six pages, and the following contents:

Exercises: an extensive range of supporting exercises in the grammatical, lexical and phonological areas of the Student's Book unit, following the progression of the unit, so that teachers can use the exercises either during or at the end of the Student's Book unit.

Literature in mind and **Culture in mind:** extra exercises on these sections following up material in the Student's Book.

Skills in mind: these pages contain a separate skills development syllabus, which focuses on one or two main skill areas in each unit. There is also a skill tip relating to the main skill area, which the students can immediately put into action when doing the skills task(s).

Unit Check: this is a one-page check of knowledge of the key language of the unit, integrating both grammar and vocabulary in the three exercise types. The exercise types are: a) a cloze text to be completed using items given in a box; b) a sentence-level multiple choice exercise; c) a guided error correction exercise.

At the end of each Workbook, there is a **Grammar reference** section. Here, there are explanations of the main grammar topics of each unit, with examples. It can be used for reference by students at home, or the teacher might wish to refer to it in class if the students appreciate grammatical explanations.

The Workbook includes an **Audio CD / CD-ROM**, which contains both the listening material for the Workbook (listening texts and pronunciation exercises) and a CD-ROM element, containing definitions for the wordlist items with a spoken model for each one, and a range of engaging, carefully graded grammar and vocabulary, and pronunciation exercises provide further practice of language presented in each module.

The Teacher's Book

The Teacher's Book contains:

- clear, simple, practical **notes** on each unit and how to implement the exercises as effectively as possible
- complete **tapescripts** for all listening and pronunciation activities
- complete **answers** to all exercises (grammar, vocabulary, comprehension questions, etc.)
- **optional further activities**, for stronger or weaker classes, to facilitate the use of the material in mixed-ability classes
- **background notes** relating to the information content (where appropriate) of reading texts and Culture in mind pages
- **language notes** relating to grammatical areas, to assist less experienced teachers who might have concerns about the target language and how it operates (these can also be used to refer to the Workbook Grammar reference section)
- a complete **answer key** and **tapescripts** for the **Workbook**.

The Teacher's Resource Pack

This extra component, spiral bound for easy photocopying, contains the following photocopiable resources:

- an **Entry Test** which can be used for diagnostic testing or also used for remedial work
- **module tests** containing separate sections for: Grammar, Vocabulary, Everyday English, Reading, Listening (the recordings for which are on the Class CDs), Speaking and Writing. A **key** for the tests is also provided
- **photocopiable communicative activities:** one page for each unit reflecting the core grammar and/or vocabulary of the unit
- **photocopiable extra grammar exercises:** one page of four exercises for each unit, reflecting the key grammar areas of the unit
- **teaching notes** for the above.

Web resources

In addition to information about the series, the *English in Mind* website contains downloadable pages of further activities and exercises for students as well as other resources. It can be found at this part of the Cambridge University Press website:

www.cambridge.org/elt/englishinmind