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English in Mind

Second edition

**Teacher's Resource
Book Starter**

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Welcome section	A Greetings	B The world, The classroom	C Things, Letters, Colours	D Asking and Answering
Unit	Grammar	Vocabulary	Pronunciation	
1 He’s a footballer	The verb <i>be</i> (singular): statements and questions Question words: <i>who, what, how old, where?</i>	Countries and nationalities Vocabulary bank: countries and nationalities	<i>from</i>	
2 We’re a new band	The verb <i>be</i> (plural): negatives and questions <i>I (don’t) like ... / Do you like ...?</i> Object pronouns	Positive and negative adjectives Everyday English Vocabulary bank: positive and negative adjectives	<i>/ɪ/ and /iː/</i>	
CHECK YOUR PROGRESS				
3 She lives in Washington	Present simple: positive and negative; questions and short answers Possessive <i>’s</i> Possessive adjectives	Family Vocabulary bank: family	<i>/s/, /z/ and /ɪz/</i>	
4 Where’s the café?	<i>there’s / there are</i> Positive imperatives Prepositions of place	Places in towns Numbers 100 + Everyday English Vocabulary bank: places in towns	<i>/ð/ and /θ/</i>	
CHECK YOUR PROGRESS				
5 They’ve got brown eyes	<i>has / have got</i> <i>Why ... ? Because ...</i>	Parts of the body Vocabulary bank: parts of the body	<i>/v/ they’ve</i>	
6 This is delicious!	<i>I’d like / Would you like ... ?</i> Countable and uncountable nouns <i>this/that/these/those</i>	Food Everyday English Vocabulary bank: food	<i>/w/ would</i>	
CHECK YOUR PROGRESS				
7 I sometimes watch TV	Present simple with adverbs of frequency	Days of the week TV programmes Telling the time	Compound nouns	
8 Don’t do that!	Negative imperatives	Adjectives to describe feelings Everyday English Vocabulary bank: adjectives to describe feelings	Linking sounds	
CHECK YOUR PROGRESS				
9 Yes, I can	<i>can/can’t</i> (ability) <i>like / don’t like + -ing</i>	Sports Vocabulary bank: sports	<i>can/can’t</i>	
10 A bad storm’s coming	Present continuous	House and furniture Everyday English Vocabulary bank: house and furniture	<i>/h/ have</i>	
CHECK YOUR PROGRESS				
11 Special days	<i>can/can’t</i> (asking for permission) Prepositions: <i>at, in, on</i> <i>one/ones</i>	Months of the year and seasons Clothes Vocabulary bank: clothes	<i>/æ/ and /e/</i>	
12 He was only 22	Past simple: <i>was/wasn’t; were/weren’t</i>	Time expressions Ordinal numbers and dates Everyday English Vocabulary bank: materials	<i>was/wasn’t and were/weren’t</i>	
CHECK YOUR PROGRESS				
13 What happened?	Past simple: regular and irregular verbs (questions and negatives)	Verb and noun pairs Vocabulary bank: verb and noun pairs: <i>make/do/take/have</i>	<i>-ed</i> endings	
14 Things change	Comparison of adjectives <i>than</i>	Adjectives and opposites Everyday English Vocabulary bank: adjectives and opposites	<i>/ðən/ than</i>	
CHECK YOUR PROGRESS				
Pronunciation • Vocabulary bank • Get it Right! • Projects • Irregular verbs and phonetics				

Speaking & Functions	Listening	Reading	Writing
Saying where you are from Talking about your hero	My hero/heroine	Dialogue: In a queue Culture in Mind: heroes and heroines	Writing about yourself
Talking about likes and dislikes Talking about singers and bands Last but not least: asking a celebrity questions	People talking about likes and dislikes Song: <i>Are We Alone?</i>	Dialogue: members of a band Photostory: Just a little joke	Email about your favourite band
Talking about your family Talking about the present	Dialogue about free-time activities	Article: America’s First Lady Culture in Mind: British families	Paragraph about your family
Talking about places in a town Giving directions Last but not least: conversation between tourists and a local person	Asking for and giving directions	Web page: Things to see and do in London Photostory: A charity run	Text about your town or city
Describing people Giving personal information	Descriptions of people	Article: Sally or Paula? Culture in Mind: Different cultures – different pets	Description of a friend or family member
Ordering food in a restaurant Last but not least: talking about food you like and dislike	Dialogue in a restaurant	Article: Unusual food around the world Photostory: Enjoy your lunch!	Email to an English family about food likes and dislikes
Talking about routines Talking about TV programmes	Dialogues about TV likes, dislikes and habits	Article: Different places – different lives Culture in Mind: What British teenagers watch	Paragraph for a school magazine about the TV programmes you like
Talking about how you feel Last but not least: Simon says	A picture story Song: <i>Don’t stop</i>	Email about feelings Photostory: Kate looks great!	Email about your friends and your likes and dislikes
Talking about abilities Talking about likes and dislikes	Amazing abilities Conversation about sport	Article: We never win, but we always win	Email about sport
Describing what is happening now Talking about your house or flat Everyday English Last but not least: talking about a holiday	A telephone conversation about what is happening now	Article: Round the world – alone Photostory: A kickabout	A holiday postcard
Talking about times and dates Describing what someone is wearing Talking about clothes and shopping	Description of models in a fashion show	Article: Scotland – a land of traditions Culture in Mind: The Edinburgh Festival	Email about a festival
Talking about the past Last but not least: talking about when you were young	Conversation about the Beatles	Article: The Day the Music Died Photostory: An accident in the park	Email about a past holiday
Asking and answering questions in a questionnaire	Radio quiz show about historic events	Article: She said ‘No’ Culture in Mind: The daughter of a lion	Paragraph for a school magazine about a famous person from the past
Comparing people and things in the classroom Describing things using adjectives Comparing things Last but not least: giving a presentation about your country, comparing past and present	Conversation comparing the 1960s with the present	Article: From London bank to Thailand hotel Photostory: So sorry	Competition text comparing life in the past and present

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.

The roots of these problems frequently lie in the fact that adolescents are going through a period of significant changes in their lives. The key challenge in the transition period between being a child and becoming an adult is the adolescent’s struggle for identity – a process that requires the development of a distinct sense of who they are. A consequence of this process is that adolescents can feel threatened, and at the same time experience overwhelming emotions. They frequently try to compensate for the perceived threats with extremely rude behaviour, and try to ‘hide’ their emotions behind a wall of extreme outward conformity. The more individual students manage to look, talk, act and behave like the other members of their peer group, the less threatened and insecure they feel.

Insights into the causes underlying the problems 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 way¹. 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 second edition 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 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. The 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.

As Kieran Egan¹ stresses, learning in the adolescent classroom can be successfully organised by starting with something far from the students’ experience, but also connected to it by some quality with which they can associate. This process of starting far from the students makes it easier for the students to become interested in the topic, and also enables the teacher finally to relate the content to the students’ own world.

A positive learning atmosphere

The creation of a positive learning atmosphere largely depends on the rapport between teacher and students, and the one 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 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 engaging photostories.

1 An excellent analysis of teenage development and consequences for our teaching in general can be found in Kieran Egan: *Romantic Understanding*, Routledge and Kegan Paul, New York and London, 1990. This book has had a significant influence on the thinking behind *English in Mind*, and the development of the concept of the course.
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.

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.

Vocabulary: *English in Mind* offers a systematic vocabulary syllabus, including important lexical chunks for conversation and extension of the vocabulary in a bank at the back of the book.

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: Seven **Check your progress** revision pages per level will give teachers a clear picture of their students' progress and make students aware of what they have learned. Four **projects** give 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 Resource Book offers step-by-step lesson notes, background information on content, culture and language, additional teaching ideas, tapescripts, 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 an entry test.

Student support: *English in Mind* offers systematic support to students through: Study help sections and Skills tips; classroom language; guidance in units to help with the development of classroom discourse and the students' writing; lists of irregular verbs and phonetics (at the back of the Student's Book); and a Grammar reference (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 with accompanying DVD-ROM
- Audio CDs
- Workbook
- Teacher's Resource Book
- Testmaker Audio CD / CD-ROM
- DVD
- Classware DVD-ROM
- Website resources

The Student's Book

Student's Book Starter has a **Welcome section** at the beginning. This is to allow teachers to check, reasonably quickly, some of the key areas of language which students may have covered in their previous learning. An alternative use of the Welcome section might be as diagnostic exercises, allowing teachers to gauge the strengths and weaknesses of their particular group of students before embarking on the material.

The **units** have the basic following structure, although with occasional minor variations depending on the flow of an individual unit:

- an opening **reading** text
- a **grammar** page, often including pronunciation
- two pages of **vocabulary** and **skills** work
- either a **photostory** or a **Culture in mind** text, followed by **writing skills** work and extra speaking

The **reading texts** aim to engage and motivate the students with interesting and relevant content, and to 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 Audio CDs, 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.

Grammar follows the initial reading. The emphasis is on active involvement in the learning process. Examples from the texts are isolated and used as a basis for tasks, which focus on both concept and form of the target grammar area. Students are 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 1, work on adjectives has a Look! box showing how *a* and *an* are used with adjectives. 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 in every unit. There are exercises on common phoneme problems such as /ɪ/ in *big* vs. /i:/ in *three*, as well as aspects of stress (within words, and across sentences) and elision. Vital areas are often dealt with in relation to a grammar area, for example, the pronunciation of *than* when comparatives are taught.

Language skills are present in every unit. There is always at least one **listening skills** activity, with listening texts of various genres and 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, towards the end of each unit.

The final two pages of each unit have either a **photostory** (even-numbered units) or a **Culture in mind** text (odd-numbered units). The **photostories** are conversations between teenagers in everyday situations, allowing students

to read and listen for interest and also to experience the use of common everyday language expressions. These Everyday English expressions are worked on in exercises following the dialogue. The photostories are expanded with videostories on the DVD/DVD-ROM, where students can follow the progress of the characters through a term at school. The **Culture in mind** texts are reading texts which 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 wide variety of stimulating topics: heroes and heroines, British families, pets in different cultures, TV viewing habits, school sports, the Edinburgh festival and Queen Elizabeth I.

Towards the end of each unit there is a **writing skills** task. These are 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 or Trinity Integrated Skills Examinations.

At the end of every even unit there is an extra speaking section, titled 'Last but not least' where students are given the opportunity for freer practice of the grammar and vocabulary that they have learnt in the unit.

There is a **Check your progress** section after every two units. Here the teacher will find exercises in the Grammar and Vocabulary that were presented in the previous two units. The purpose of these (as opposed to the more formal tests offered on the Testmaker CD-ROM) is for teachers and students alike to check quickly the learning and progress made during the two units 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 units themselves, *English in Mind* offers at the end of the Student's Book a further set of materials for teachers and students. These consist of:

- **Vocabulary bank:** extension of vocabulary from the units in the main body of the Student's Book for students to build on their vocabulary. This section is attractively illustrated and the words are taught through either definitions or pictures. This section is particularly useful for those students who want to learn more.
- **Get it right!** This section is based on the Cambridge Learner Corpus and concentrates on typical errors that students often make at this level. These errors are dealt with through a variety of exercises and activities which correspond with the grammar studied in the units in the

Student's Book. They allow students to focus on the errors they make and give them the opportunity to correct them.

- **Projects:** activities which students can do in pairs or groups (or even individually if desired), for students to put the language they have learned so far into practical and enjoyable use. They are especially useful for mixed-ability classes, as they allow students to work at their own pace. The projects produced could also be part of the 'portfolio' of material mentioned earlier.
Project 1, **A tourist leaflet**, can be done after students have finished the first four units of the Student's Book.
Project 2, **A class survey**, fits in after students have finished Unit 8 of the Student's Book.
Project 3, **A poster presentation about a band or singer**, should be done once students have finished Unit 11 of the Student's Book, and finally, Project 4, **A presentation on changes in your country**, is an enjoyable way for students to round off the whole course.
- An **irregular verb** list for students to refer to when they need.
- A listing of **phonetic symbols**, again for student reference.

The DVD-ROM

The Student's Book includes a DVD-ROM which contains the listening material for the Workbook (listening texts and pronunciation exercises) in MP3 format and a range of carefully graded grammar and vocabulary exercises to provide further practice of the language presented in each unit. It also contains the 'Free Time' videostories corresponding to the seven photostories in the Student's Book. These complement the photostories by dealing with the same themes and reflecting the same values, but they contain separate stories and scenes to them. They may take place before, at the same time as or after the photostories. There are four exercises for each videostory on the DVD-ROM, including a 'videoke' one in which students record their voices onto a short section of the videostory and can then play it back, either solo or as a pair with a friend. This provides a fun, sociable element, but also good practice of spoken English. The DVD-ROM also includes games for students to practise in an enjoyable and motivating way.

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:

- Remember and check:** this initial exercise encourages students to remember the content of the initial reading text in the Student's Book unit.
- 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.
- Everyday English** and **Culture in mind:** extra exercises on these sections in alternating units, as in the Student's Book.

Study help: these sections follow a syllabus of study skills areas, to develop the students' capacities as independent and successful learners. After a brief description of the skill, there are exercises for the students to begin to practise it.

Skills in mind: these pages contain a separate skills development syllabus, which normally focuses on 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) sentences to be completed with given vocabulary items.

At the end of the 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 audio for the Workbook is available on the Audio CDs as well as on the Student's Book DVD-ROM in MP3 format.

The Teacher's Resource Book

The Teacher's Resource Book contains:

- clear, simple, practical teaching **notes** on each unit and ideas for 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 of reading texts (where appropriate). You can use these to set homework research tasks on the texts.
- **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**.
- A '**Memo from Mario**' page at the end of each unit of teaching notes and ideas for further exploitation of the material in the Student's Book written by the well-known methodologist Mario Rinvolucrì.
- an **entry test** which has been designed with two purposes. It can be used purely as a diagnostic entry test, or teachers can use it for remedial work before beginning the Welcome section or after completing it.
- **photocopiable communication activities:** one page for each unit reflecting the core grammar and/or vocabulary of the unit. The communication activities recycle the key grammar and/or vocabulary in each

unit. They are designed to activate the new language in a communicative context. They cover a range of fun and motivating activity types: board games; quizzes; information gap activities; descriptions; 'Find someone who ...', etc.

- **photocopiable grammar practice exercises:** extra exercises for each unit, reflecting the key grammar areas of the unit. They are intended for fast finishers or students who need extra practice.
- **teaching notes** for the photocopiable communication activities which contain clear step-by-step instructions for all the activities. In addition, there are answers for the Communication Activities, where relevant, and answers for all of the Grammar Practice Exercises.

Other resources

Testmaker Audio CD / CD-ROM: This allows you to create and edit your own texts, choosing from unit tests, which can be combined in unit pairs to match the course syllabus, or end-of-year tests. The tests offer 'standard' and 'more challenging' levels of testing, and can be created in A and B versions to avoid the sharing of answers. The listening test recordings are provided in audio CD format.

DVD: This contains both the 'Free Time' videostories and the complete 'EiMTV' material from the original edition.

Classware DVD-ROM: This contains the Student's Book in digital format to project on a whiteboard or via a computer with projector. You can enlarge parts of the page for a clearer focus. The 'Free Time' videostories and class listenings are also included, together with scripts.

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 interactive activities for students and wordlists with multiple translations. It can be found at this part of the Cambridge University Press website:

www.cambridge.org/elt/englishinmind

Introductory note from Mario Rinvolucrì

As you read through the Teacher's Resource Book you will, at the end of each unit, find small contributions of mine that offer you alternative ways of practising a structure, of dealing with a text or of revising words.

- I want to stress that the ideas presented are simply alternatives to the ways of working proposed to you by the authors. I strongly recommend that you try the authors' way first.
- When you teach the book through for the second or third time you may be ready then to try something a bit different. The authors and I believe that options are important but options are not useful if they confuse you.
- Maybe you could think of my contributions as a sort of sauce with a slightly different flavour to be tried for variety's sake.

Mario Rinvolucrì, Pilgrims, UK, guest methodologist.