

Teacher's Notes Unit 8 Free trade

Level: Advanced

The slides in this PowerPoint presentation focus on:

Arguments for and against free trade (Slide 1)

Phrasal verbs (Slides 2 and 3)

Answers for exercises 6 and 7 from page 99 of the Student's Book (Slides 4 and 5)

Creating new words (Slides 6 and 7)

Belbin team roles (Slides 8 and 9)

Formal invitations and replies (Slides 10, 11 and 12)

Graphs and charts from SB page 107 (Slides 13, 14, 15 and 16)

Slide 1: Arguments for and against free trade

This slide is based on the information contained in the *Subject background* on page 102 of the Teacher's Book and provides a model answer to the brainstorming activity suggested on page 103 of the Teacher's Book.

As is suggested on page 103, ask your students to brainstorm as many economic and moral arguments for and against free trade as they can. Then present this grid as a means of comparison.

[5 minutes]

Slide 2: Phrasal verbs table Version 1

The phrasal verb table on this slide is from page 105 of the Teacher's Book and is provided so that you can demonstrate and explain what students have to do in this brainstorming activity more easily.

As is suggested on page 105 of the Teacher's Book, ask your students to generate as many sentences as possible using combinations of the verbs and particles in groups of three. Two example sentences are provided.

[10 minutes]

Slide 3: Phrasal verbs table Version 2

This second version of the phrasal verb table on this slide is from page 105 of the Teacher's Book and is provided so that you can demonstrate and explain what students have to do in this alternative brainstorming activity more easily.

As is suggested on page 105 of the Teacher's Book, in this 'round robin' brainstorming technique ask each pair of students to generate as many sentences as possible using combinations of **one verb only** and the listed particles. Two example sentences are provided.

[10 minutes]

Slide 4: Answers for exercise 6 from page 99 of the Student's Book

This is provided so that you can provide quick feedback to your students on this listening task.

[5 minutes]

Slide 5: Answers for exercise 7 from page 99 of the Student's Book

This is provided so that you can provide quick feedback to your students on this task.

[5 minutes]

Slide 6: Ten ways to create new words

This slide lists the ten ways to create new words described in the text on page 100 of the Student's Book. As such, it can be used to check question 2 in exercise 1 on page 100 and / or to prepare students for the vocabulary task in exercise 2 on page 101 of the Student's Book.

[5 minutes]

Slide 7: Ten ways to create new words examples

This slide gives the categories and answers to exercise 2 on page 101 of the Student's Book.

[5 minutes]

Slide 8: Belbin team roles 1

This information about the roles we take on when working in teams or groups from page 102 of the Student's Book is provided so that you can present this more easily and discuss the concepts before students do exercise 2.

[10 minutes]

Slide 9: Belbin team roles 2

This slide provides extracts from a planning meeting and gives students the opportunity to match spoken language to the Belbin roles. It acts as a bridge between the reading task in exercise 2 and the listening task in exercise 3.

Suggested answers

- 1 'Rather than review the project in the usual way, why don't we consider hiring in a consultant?' Plant
- 2 'When we've finished the meeting, I'll draw up a detailed plan in Project and send it round to everyone for comment.' Implementer. It could be argued that this person is also a Specialist as they know how to use Project for planning.
- 3 'Look, what we've got to do this afternoon is reach a consensus on the best way forward.' Coordinator. It could also be argued that this person is a Team Worker as they are looking for agreement.
- 4 'It's really important that we all pull together on this one and not seek to protect our own interests on this project.' Team Worker. It could be argued that this person is also a Shaper.
- 5 'It's no good making these plans if we don't put some dates to these milestones.'
Completer Finisher

[5 minutes]

Slide 10: Model one-sentence invitation replies

This slide provides the three model one-sentence invitations found on page 112 of the Teacher's Book which go with exercise 8 on page 105 of the Student's Book.

[5 minutes]

Slide 11: Model formal replies

This slide provides a model acceptance and refusal of one invitation, and goes with exercise 9 on page 105 of the Student's Book.

[5 minutes]

Slide 12: Model formal invitations

This slide provides one of the three formal invitations found on page 112 of the Teacher's Book which go with exercise 10 on page 105 of the Student's Book.

[5 minutes]

Slides 13 – 16 are part of the documentation for the Case Study on pages 106-107 of the Student's Book. They are presented here so that you can draw attention pertinent data and so that teams can present, discuss and refer to the information in the charts more easily during their meetings.

Slide 13: Fig. 1 World population chart from SB page 107

Slide 14: Fig. 2 Population and GDP chart from sb page 107

Slide 15: Fig. 3 Optimum unit price forecast chart by continent

Slide 16: Fig. 4 Projected annual return demand worldwide (millions) chart

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