2

Wide Angle

TEACHER'S GUIDE

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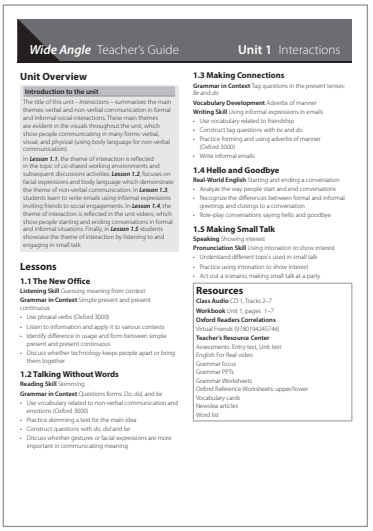
Introduction

Welcome to the *Wide Angle* Teacher's Guide

Wide Angle is a six-level American English course that builds your adult students' English language ability and empowers them to communicate in the real world. Each level contains 80-120 hours of classroom material, both physical and digital, to engage your students in authentic English communication. In addition to the Student Book, *Wide Angle* offers a collection of supporting materials, including the Teacher's Guide, student Online Practice, Teacher's Resource Center, student Workbook, the Classroom Presentation Tool, and student ebook.

The Teacher's Guide is designed to support teachers in delivering the content of *Wide Angle* in an exciting, engaging manner. The Teacher's Guide features step-by-step task instructions, teaching tips, and answer keys for every activity within a lesson, ensuring a high level of student comprehension, engagement, and confidence. New and veteran teachers alike will appreciate detailed notes on potentially challenging vocabulary, creative extra practice activities, and support for teaching specific skills and language points.



Wide Angle Teacher's Guide **Unit 1** Interactions

Unit Overview

Introduction to the unit

The title of this unit – *Interactions* – summarizes the main themes: verbal and non-verbal communication in formal and informal social interactions. These main themes are evident in the visuals throughout the unit, which show people communicating in many forms: verbal, visual, and physical (using body language for non-verbal communication).

In **Lesson 1.1**, the theme of interaction is reflected in the topic of co-shared working environments and subsequent discussions activities. **Lesson 1.2** focuses on facial expressions and body language which demonstrate the theme of non-verbal communication. In **Lesson 1.3**, students learn to write emails using informal expressions inviting friends to social engagements. In **Lesson 1.4**, the theme of interaction is reflected in the unit videos, which show people starting and ending conversations in formal and informal situations. Finally, in **Lesson 1.5** students showcase the theme of interaction by listening to and engaging in small talk.

Lessons

1.1 The New Office
Listening Skill Guessing meaning from context
Grammar in Context Simple present and present continuous
- Use phrasal verbs (Oxford 3000)
- Listen to information and apply it to various contexts
- Identify difference in usage and form between simple present and present continuous
- Discuss whether technology keeps people apart or bring them together

1.2 Talking Without Words
Reading Skill Skimming
Grammar in Context Questions forms: *Do, did,* and *be*
- Use vocabulary related to non-verbal communication and emotions (Oxford 3000)
- Practice skimming a text for the main idea
- Construct questions with *do, did* and *be*
- Discuss whether gestures or facial expressions are more important in communicating meaning

1.3 Making Connections
Grammar in Context Tag questions in the present tenses: *Be* and *do*
Vocabulary Development Adverbs of manner
Writing Skill Using informal expressions in emails
- Use vocabulary related to friendship
- Construct tag questions with *be* and *do*
- Practice forming and using adverbs of manner (Oxford 3000)
- Write informal emails

1.4 Hello and Goodbye
Real-World English Starting and ending a conversation
- Analyze the way people start and end conversations
- Recognize the differences between formal and informal greetings and closings to a conversation
- Role-play conversations saying hello and goodbye

1.5 Making Small Talk
Speaking Showing interest
Pronunciation Skill Using intonation to show interest
- Understand different topics used in small talk
- Practice using intonation to show interest
- Act out a scenario, making small talk at a party

Resources
Class Audio CD 1, Tracks 2–7
Workbook Unit 1, pages 1–7
Oxford Readers Correlations
Virtual Friends (9780194242546)
Teacher's Resource Center
Assessments: Entry test, Unit test
English For Real: video
Grammar focus
Grammar PPTs
Grammar Worksheets
Oxford Reference Worksheets: upper/lower
Vocabulary cards
Newsleas articles
Word list

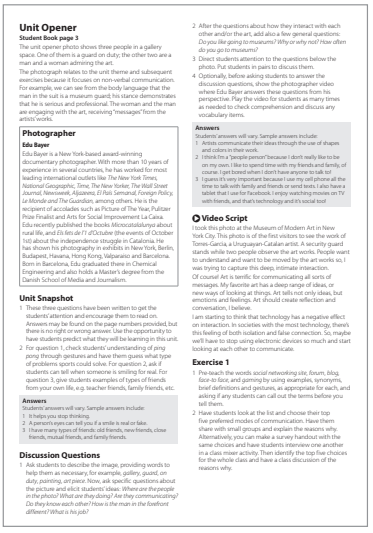
How to use the Teacher's Guide

Unit Overview

The gray **Introduction to the unit box** provides a helpful snapshot of the activities in each lesson, and describes how these activities relate to the theme. The **Lessons** section is a brief overview of the five lessons and the goals within each unit. Specific skills, as well as main lesson objectives, are listed for each lesson. At the bottom of the page is the **Resources** box, a comprehensive list of all supplemental materials available for each unit in the online Teacher's Resource Center.

Unit Opener

Instructions for the **Unit Opener** begin with a helpful description and explanation of the Blink photograph for the unit. This section contains interesting background information on the photographer and the video script for the Unit Opener video, which features a personal interview with the Blink photographer. This background information can be used to guide students as they describe and discuss the unit photograph. The **Real-World Goal** section explains the unit's anticipated learning outcome based on what students will learn in the upcoming lessons.



Unit Opener
Student Book page 3

The unit opener photo shows three people in a gallery space. One of them is a guard on duty; the other two are a man and a woman admiring the art.

The photograph relates to the unit theme and subsequent exercises because it focuses on non-verbal communication. For example, we can see from the body language that the man in the suit is a museum guard; his stance demonstrates that he is serious and professional. The woman and the man are engaging with the art, receiving "messages" from the artists' works.

Photographer
Edu Bayer
Edu Bayer is a New York-based award-winning documentary photographer. With more than 10 years of experience in several countries, he has worked for most leading international outlets like *The New York Times, National Geographic, Time, The New Yorker, The Wall Street Journal, Newsweek, Aljazeera, El País Semanal, Foreign Policy, Le Monde* and *The Guardian*, among others. He is the recipient of accolades such as Picture of The Year, Pulitzer Prize Finalist and Arts for Social Improvement La Caixa. Edu recently published the books *Minoxidatakunya* about rural life, and *Els fets de l'1 d'Octubre* (the events of October 1st) about the independence struggle in Catalonia. He has shown his photography in exhibits in New York, Berlin, Budapest, Havana, Hong Kong, Valparaiso and Barcelona. Born in Barcelona, Edu graduated there in Chemical Engineering and also holds a Master's degree from the Danish School of Media and Journalism.

Unit Snapshot
1 These three questions have been written to get the students' attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer. Use the opportunity to have students predict what they will be learning in this unit.
2 For question 1, check students' understanding of *ping pong* through gestures and have them guess what type of problems sports could solve. For question 2, ask if students can tell when someone is smiling for real. For question 3, give students examples of types of friends from your own life, e.g. teacher friends, family friends, etc.

Answers
Students' answers will vary. Sample answers include:
1 It helps you stop thinking.
2 A person's eyes can tell you if a smile is real or fake.
3 I have many types of friends: old friends, new friends, close friends, mutual friends, and family friends.

Discussion Questions
1 Ask students to describe the image, providing words to help them as necessary, for example, *gallery, guard, on duty, painting, art piece*. Now, ask specific questions about the picture and elicit students' ideas. *Where are the people in the photo? What are they doing? Are they communicating? Do they know each other? How is the man in the foreford different? What is his job?*
2 After the questions about how they interact with each other and/or the art, add also a few general questions: *Do you like going to museums? Why or why not? How often do you go to museums?*
3 Direct students attention to the questions below the photo. Put students in pairs to discuss them.
4 Optionally, before asking students to answer the discussion questions, show the photographer video where Edu Bayer answers these questions from his perspective. Play the video for students as many times as needed to check comprehension and discuss any vocabulary items.

Answers
Students' answers will vary. Sample answers include:
1 Artists communicate their ideas through the use of shapes and colors in their work.
2 I think I'm a "people person" because I don't really like to be on my own. I like to spend time with my friends and family, of course. I get bored when I don't have anyone to talk to!
3 I guess it's very important because I use my cell phone all the time to talk with family and friends or send texts. I also have a tablet that I use for Facebook. I enjoy watching movies on TV with friends, and that's technology and it's social too!

Video Script
Look this photo at the Museum of Modern Art in New York City. This photo is of the first visitors to see the work of Tomas-Garcia, a Uruguayan-Catalan artist. A security guard stands while two people observe the art works. People want to understand and want to be moved by the art works so, I was trying to capture this deep, intimate interaction.
Of course! Art is terrific for communicating all sorts of messages. My favorite art has a deep range of ideas, or new ways of looking at things. Art tells not only ideas, but emotions and feelings. Art should create reflection and conversation, I believe.
I am starting to think that technology has a negative effect on interaction. In societies with the most technology, there's this feeling of both isolation and false connection. So, maybe we'll have to stop using electronic devices so much and start looking at each other to communicate.

Exercise 1
1 Pre-teach the words *social networking site, forum, blog, face-to-face,* and *gaming* by using examples, synonyms, brief definitions and gestures, as appropriate for each, and asking if any students can call out the terms before you tell them.
2 Have students look at the list and choose their top five preferred modes of communication. Have them share with small groups and explain the reasons why. Alternatively, you can make a survey handout with the same choices and have students interview one another in a class mixer activity. Then identify the top five choices for the whole class and have a class discussion of the reasons why.

Lessons

The Teacher's Guide offers step-by-step instructions to successfully teach every activity within the Student Book. The Teacher's Guide instructions demonstrate how teachers can bring the content of *Wide Angle* to life, with options for introducing new material and vocabulary, additional background information, sample sentences, teaching tips, and optional extensions. The first three lessons in each unit focus on reading, writing, and listening in varying order. **English For Real**, which practices pragmatics and intercultural communication skills, is the fourth lesson, and speaking is the fifth lesson. Pronunciation, grammar, and vocabulary are introduced contextually throughout each unit. Reading, writing, and listening lessons should take 1.5 to 2 hours of classroom time to complete, and **English For Real** and speaking lessons are designed to be one hour each.

Answer keys are provided, as well as possible student responses to open-ended questions. All audio and video scripts are listed after activity instructions and answer keys.

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Specific Skill Support

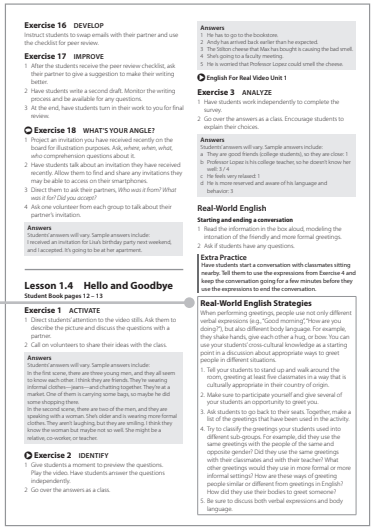
Step-by-step instructions are provided for the reading, writing, listening, and pronunciation skills practiced in each unit. Guidance is also provided for **Grammar in Context**, speaking activities, and **Oxford 3000 / 5000** vocabulary content. The Teacher's Guide also connects to the related **Grammar focus** reference page in the Student Book, where more explanations and examples can be found.

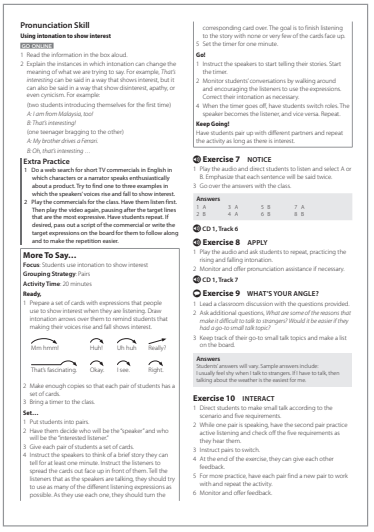
Extra Practice activities provide a fun and exciting way for students to practice a specific skill or language point. These activities include project-based learning, fun competitions, and games to ensure a dynamic classroom experience that also deepens students' learning. The activities can be used flexibly according to students' needs, either in the same lesson to consolidate the skills practice or in a later lesson to review these skills.

The **Real-World English Strategies** box elaborates on each **English For Real** lesson. These strategies include background information on cultural and pragmatic issues and an expansion activity for students to further explore these ideas.

More to Say… boxes are extension activities for certain pronunciation lessons. Focusing on key pronunciation features, these engaging activities provide teachers with a creative way to have students practice. Helpful information, such as estimated activity time and grouping suggestions, are part of each **More to Say…** activity.

The indicates when an activity has an accompanying audio recording, along with CD and track numbers, as well as the audio script. The indicates videos are available in a given lesson, as well as the video script. Oxford Reference materials are indicated by . The indicates where students can participate in additional online practice.





How to use the Student Book

Each unit in the Student Book focuses on a universal topic that will motivate and engage your students, allowing them to make personal connections to their lives. Every unit contains a reading lesson, a listening lesson, a writing lesson, and a speaking lesson. Additionally, every unit has an **English For Real** lesson to allow your students to learn practical expressions for a variety of situations. Grammar, vocabulary, and pronunciation points can be found throughout each unit of *Wide Angle* and are aligned with the CEFR international standard.

Fixed features

Unit Opener

The first page of each unit offers a wealth of content to help students engage with the theme, starting with the **Unit Snapshot**, which contains interesting conversation questions to get students thinking about the upcoming content. The main feature of this page is a vibrant, intriguing image from Blink photography with discussion questions to generate interest in the theme and personalize the content. A short video from the Blink photographer is also introduced to bring the stories of these images to life. The **Real-World Goal**, listed at the bottom of the page in each unit, raises students' awareness of their learning, and shows the tangible benefits of their efforts.

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Lessons 1–3: Reading, Writing, and Listening Skills Practice

Every unit contains a well-scaffolded reading, writing, and listening lesson. These lessons follow the activation-presentation-practice-production method. This framework encourages teachers to first engage students in the material before exposing them to language content and also supports students by moving incrementally from more controlled, accuracy-focused practice, to freer, more fluency-focused production. Specific skills, such as reading to guess meaning from context, are identified in each lesson, reinforcing clear objectives for both teacher and student. Writing lessons adopt a process approach, offering pre-writing activities first, followed by activities to review, edit, and re-write. Throughout the book, readings and thought-provoking quotes can be found from **Oxford Reference**, a trusted source of over two million academic texts.

Lesson 4: English For Real

These lessons allow your students to communicate and adapt to a variety of situations they will encounter in everyday life. Each unit lesson has modern, engaging video content to demonstrate the type of language needed for different contexts. For example, a lesson may focus on the different language needed for making a request to a friend versus a request to a university professor. Students engage in prediction activities based on stills from videos and create roleplays based on the situations. In the student Online practice, they even have the opportunity to put themselves in the video and record one of the character's lines, connecting class learning to their own lives.

Lesson 5: Speaking

The final lesson of each unit is dedicated to developing students' speaking fluency, a key part of the *Wide Angle* series. A variety of activities in the Student Book, as well as Online Practice, build the language students need for effective communication.

Floating features

The following features are taught in context and appear flexibly throughout each unit, which enables teachers to introduce language naturally as communicative needs arise.

Pronunciation Skill

Wide Angle recognizes that pronunciation is a major factor that contributes to a speaker's intelligibility, so pronunciation skills are practiced in each unit. Pronunciation Skill boxes practice both individual sounds and word stress, as well as broader features of intonation and connected speech. Pronunciation audio exposes students to natural models of English speech, and the tasks offer meaningful practice.

Grammar in Context

Key grammar for each unit is identified in **Grammar in Context** boxes. These boxes provide clear explanations for each grammar point. Example sentences are directly related to the content of each lesson, and grammar points build on one another throughout the text. Students can also reference the **Grammar focus** pages, located after the **Unit Review** pages.

Vocabulary

Thematic vocabulary from the **Oxford 3000** (levels 1-4) or **5000** (levels 5-6) is taught throughout each unit. The **Oxford 3000 / 5000** are word lists of the most important and relevant vocabulary for English learners. The vocabulary for each unit relates to the theme and is appropriate for the learners' current level.

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What's Your Angle?

The **What's Your Angle?** activities give students the opportunity to personalize and demonstrate their knowledge with multiple thought-provoking reflections in each unit. Students share their opinions on ideas from the unit, practice vocabulary they have learned, and deepen their communication skills.

Appendices

Unit Reviews

Each **Unit Review** allows students to demonstrate their learning and feel confident in their knowledge. Every unit review includes vocabulary and grammar practice in the Student Book, and additional practice online. **Discussion Point** encourages in-depth conversation prompted by Oxford Reference material. Based on **What's Your Angle?** tasks, the **Zoom In** feature allows students to personalize and to demonstrate their knowledge from the unit with a series of speaking and writing tasks. Every **Zoom In** task is followed by a self-assessment, allowing students to reflect on what they know and what they still need to work on.

Grammar focus

The back of the *Wide Angle* student book features an additional page of supplementary grammar reference for each unit, designed to expand on the grammar points covered in the Student Book. While grammar points are introduced contextually within each unit, the **Grammar focus** pages provide helpful succinct rules and clear "formulas" to help students gain broader picture of the English grammar system.

Additional Student Resources

Online Practice

The **Online Practice** component offers multiple opportunities for students to flexibly review and consolidate their in class learning. These online activities, which correspond to each unit of *Wide Angle* Student Book content, allow students to receive instant feedback on their work, boosting learner autonomy. Test activities are also included online.

Workbook

The printed Workbook offers additional practice for all features of the *Wide Angle* Student Book. The **Workbook** includes new readings to practice skills in each unit, listening comprehension in the **Unit Review Podcast**, support for **Discussion Board** writing, additional **English For Real** work, as well as grammar and vocabulary practice.

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Unit Overview

Introduction to the unit

Who are we? How do we introduce ourselves to others? This unit, *Identity*, looks at the following themes: adjectives and adverbs of degree to describe ourselves and others, making formal and informal introductions, and asking questions to continue a conversation.

In ***Lesson 1.1***, the idea of identity is reflected in the following activities: describing oneself and others with positive and negative adjectives, recognizing adjectives in a text, and expressing information about people with *have*. In ***Lesson 1.2***, students continue the theme of identity using *be* to define traits about themselves and expand their descriptions by using linking words in a writing context. In ***Lesson 1.3***, students will listen to audio about personality and preferences when looking for a roommate, as well as first-time meetings, where identity comes into focus. In ***Lesson 1.4***, students will watch a video and identify formal and informal relationships followed by practicing the language of introductions in both contexts. In the *Real-World English Strategies*, teachers will help students learn further formal and informal greetings. Finally, in ***Lesson 1.5***, the following exercises will summarize what students have learned about the theme of identity: introducing someone and giving details about them, and asking followup questions using proper intonation. In the *More to Say…* activity, students will practice intonation of yes/no and wh- questions.

Lessons

1.1 Your Head or Your Heart?

Reading Skill Recognizing adjectives

Grammar in Context *Have*

- Vocabulary: adjectives (Oxford 3000)
- Identify positive and negative adjectives in context
- Describe someone using adjectives
- Use "have" to describe people and things we own

1.2 Let's Meet Up!

Grammar in Context *Be*

Writing Skill Linking ideas with *and*, *also*, and *too*

- Construct descriptive sentences with "be"
- Use contracted forms of "be"
- Develop an outline
- Write an online profile using *and*, *also*, and *too*
- Practice giving feedback and rewriting

1.3 Are You an Early Riser?

Vocabulary Development Adverbs of degree

Listening Skill Understanding positive and negative contractions

Grammar in Context Questions with *be*

- Distinguish affirmative and negative contractions
- Listen to information and predict the outcome of a situation
- Ask and answer questions using *be*

1.4 How's it Going?

Real-World English Meeting People

- Identify formal and informal language
- Analyze language appropriateness in different situations
- Create a dialogue using formal and informal language

1.5 Hello!

Pronunciation Intonation with *yes/no* and *wh*- questions

Speaking Making Introductions

- Identify rising and falling intonation
- Practice asking questions with correct intonation
- Talk about yourself when making introductions

Resources

Class Audio CD 1, Tracks 2–8

Workbook Unit 1, pages 1–7

Oxford Readers Correlations

Anne of Green Gables (9780194655910)

Teacher's Resource Center

Assessments: Entry test, Unit test
Class video
English For Real video
Grammar focus
Grammar PPTs
Grammar Worksheets
Oxford Reference Worksheets: upper/lower
Vocabulary cards
Newslea articles
Word list

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Unit Opener

Student Book page 3

The unit opener photo shows a young man dancing as a large group of his peers look on. His face shows an expression of absolute joy; he is showing his true identity to his friends and onlookers. The image tells us a lot about this person: he is outgoing, fun to be around, and perhaps is someone who thinks with his heart. The other young man in the center of the photo, however, has a serious look. The photograph relates to the unit as their expressions evoke many descriptive adjectives, it shows a situation where informal language would be used, and the contrast between the two young men are examples of "head" versus "heart."

Photographer

Krisanne Johnson

Krisanne Johnson (b. 1976) grew up in Xenia, Ohio. She graduated with a degree in journalism from the University of Colorado and pursued postgraduate work in visual communications at Ohio University. She is currently based in Brooklyn, NY. Since 2006, Krisanne has been working on long-term personal projects about young women and HIV/AIDS in Swaziland and post-apartheid youth culture. Krisanne's work has been exhibited internationally and has appeared in various magazines and newspapers, including *The New Yorker, TIME, The New York Times, Fader, The Wall Street Journal, US News & World Report, L'Espresso, Vanity Fair (Italy), D la Repubblica, Courrier International, CNN* and *HUCK*.

Unit Snapshot

These three questions have been written to get the students' attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer.

1 For the first question, ask students if they make decisions based on their feelings or if they need time to think. Have students talk in pairs before sharing with the class.
2 For the second question, ask students if they belong to any clubs or groups, or if they have in the past. Why did they join them? What did they do in the club or group?
3 For the third question, put students in groups of three. Have each group make a list of good roommate qualities. Call on groups to share their best answers.

Discussion Questions

1 For the first question, have students use simple words and sentences to describe the boy. What do they think is happening? How many onlookers, roughly, are there? What is the expression on his face?
2 For the second question, have students identify what the image of the boy tells us about his identity. Then ask what images can tell us about someone's personality, mood, or feelings.
3 For the third question, ask students to share their ideas of what identity means. Suggest some ideas to start the conversation, such as personality, likes and dislikes, and hobbies.
4 Show the photographer video where Krisanne Johnson answers these questions from her perspective. Play for students as many times as needed to check comprehension and discuss any vocabulary items.

Answers

Students' answers will vary. Sample answers include:
1 The boy is dancing and showing off his dance moves.
2 Their personalities, how they are feeling.
3 To me, identity is what all the things in life that are important to me.

Video Script

I took this picture near Johannesburg, South Africa, in 2013. It shows an informal dance competition in a park. Neighborhood groups compete by showing fashion, dancing, and music. A lot of people always watch because the competitions are so exciting.

At first, this young man was quiet and shy as he and his other friends waited in the park for the other group. When it was time to compete, he quickly became energized and very competitive. He competed for his team as a dancer. And everyone love his original dance moves. I love how the young man in the photo communicated a part of himself through his dance moves.

Our identity is shaped by our environment, our family, and our friends. I believe identity is also shaped by our experiences during our life. I express my identity through the photographs I take, and how I see the world.

Exercise 1

1 Direct students' attention to the questions and sample answers. For the first question, give your own example of your food identity in addition to the example given to help students start thinking. If students struggle with this question, modify to have them come up with words that describe their personalities.
2 For the second question, ask students what it means to be similar or different to someone in their family. Have students think about physical characteristics but also personality. Model an example from your own life.
3 For the third question, ask students if they know anyone from a different country. What was something new they learned from them?

Answers

1 Students' answers will vary. Sample answers include: I am chocolate cake because I am sweet. I am soup because I am warm and comforting.
2 Students' answers will vary. Sample answers include: We are similar because everyone in my family plays sports. I am different from my family because they did not learn English.
3 Students' answers will vary. Sample answers include: We can learn about different traditions. We can learn about different foods. We can learn about different hobbies.

Exercise 2

1 Pair students up and ask them to compare their answers.
2 Ask students to take notes of their partners' answers. Regroup and have students report on their partners' answers.

Real-World Goal

By the end of this unit, students will be able to introduce a classmate to a friend or a relative because they will have learned how to describe people using adjectives, adverbs of degree, linking words, the verb *be*, and the verb *have*.

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They will also have learned language for formal and informal introductions, the use of rising or falling intonation for questions, and will have had exposure to different types of introductions through audio and video.

Lesson 1.1 Your Head or Your Heart?

Student Book pages 4 – 6

Exercise 1 ACTIVATE

1 First, direct students' attention to the title of the lesson. Ask students to identify where their heads and hearts are physically. Ask students what they think the lesson will be about. Elicit words that are associated with heart, such as *love* and *feelings*, and head, such as *brain* or *thinking*. Give examples of feelings, such as *happiness, anger, sadness*.
2 Before playing the video, review the vocabulary in sentences 1-3 to ensure comprehension.
3 Play the video. Students mark their answers.
4 Have students compare their answers with a partner. Play a second time if needed.
5 Review answers as a whole class. Finally, refer back to the title of the lesson and explain that we will be looking at "head" and "heart" personality traits.

Answers

1 shy 2 loud 3 outgoing

Video Script

What's your best friend like?

Jess What's your best friend like?
Antonia She is very shy, but very generous.
Interviewer What do you like about her?
Antonia I like her personality.
Jess My best friend is very loud, and very confident.
Interviewer What do you like about her?
Jess She makes me laugh.
Antonia I am fun and outgoing.
Interviewer How do you describe yourself?
Jess I think I'm outgoing and cheerful.
Interviewer What kind of people don't you like?
Jess I don't like shy people.

Exercise 2 VOCABULARY

1 First, review the pronunciation of each vocabulary word. Elicit examples of synonyms from students for each word. Pre-teach *shy*. It refers to a person who is very quiet, or afraid to speak. Pre-teach *calm*. A calm person is very relaxed, and is not worried about anything.
2 Explain to students that they should write the complete phrase under the correct picture. It may be helpful to complete the first question as a whole class. Students can complete this individually and then compare answers with a partner.
3 After completing the exercise, select students to read their answers. Explain any incorrect answers that students give.

Answers

1 serious at work
2 sometimes lazy
3 fun to be around
4 shy around people
5 a calm person
6 always honest

Oxford 3000 words

fun	serious	shy
calm	honest	lazy

Extra Practice

1 Write vocabulary words from Exercises 1 and 2 on small pieces of paper and mix them in a bowl.
2 Tell students they will select a paper from the bowl and they must act out the vocabulary word (for example, *shy, lazy*) without speaking. The rest of the class must guess the word. This can be done in teams as well.
3 After the game, ask students which words were easy or difficult to act out and why.

Exercise 3 WHAT'S YOUR ANGLE?

1 Go over the instructions with students. Model the activity by writing and saying sentences about yourself and others, such as "I think I'm fun to be around" and "My best friend is shy around people." Students may need clarification on the phrase *My family says I'm*.
2 In pairs, students take turns telling one another about themselves and their family and friends. Students can use adjectives from the box or their own ideas.
3 After completing the exercise, instruct students to write three sentences describing themselves or others using the target vocabulary.

Answers

Students' answers will vary. Sample answers include:
I think I'm very honest. My family say I'm shy. My parents are serious. My best friend is calm.

Reading Skill

Recognizing descriptions

GO ONLINE

1 Direct students to read the information in the Reading Skill box. Ask them to name other adjectives.
2 Since adjectives describe nouns, we can place them before the noun, as in the example *new neighbors*. We also place them after *be* verbs to describe how someone or something is.

Extra Practice

Write scrambled sentences on the board that use adjectives either before the noun, after the verb "be", or both. In teams, students must write out the sentences in the correct order. Add a timer and play suspenseful music to make it more fun. The first team to finish with all correct answers wins, but the game should continue until all teams have finished.

Exercise 4 IDENTIFY

1 Introduce the idea of finding adjectives within sentences. Instruct students to read each sentence and underline the adjectives.
2 Write the first sentence on the board. Have students talk to a partner to identify the adjectives. Ask the class for the answer.
3 Students complete the activity independently. As an extension, have students circle either the noun after the adjective or the form of *be* before the adjective.

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4 Call on students to share their answers. Check if there is any vocabulary students are unclear on.

Answers

1 fun, nice
2 shy, true, friendly
3 caring, happy
4 smart, good
5 outgoing, new

Exercise 5 ASSESS

1 Have students read the instructions. Explain that adjectives can have a positive or a negative meaning. Use the example in the text, and briefly explain why *famous* is a positive adjective.
3 Students scan the text for adjectives. Remind students that they will take the quiz themselves next; right now they are just looking for adjectives.
4 Check answers as a whole class. As an extension, have students work in small groups to think of more positive and negative adjectives.

Answers

1 famous, positive
2 good; positive
3 terrible; negative
4 favorite; positive
5 noisy; negative
6 kind; positive

Exercise 6 INTEGRATE

OXFORD REFERENCE

1 Call on students to read the introduction (one sentence per student.) Explain *function*, meaning job, task or things to do.
2 Have students make predictions of their type before taking the quiz.
3 Have students work independently to take the quiz.
4 Explain how to calculate the results. Ask them to share their results with a partner.

Exercise 7 WHAT'S YOUR ANGLE?

1 To model the activity, ask some students if they agree with their result or not. Model the language on the board ("I agree with my quiz result. I'm a thinking type because…", "I'm a feeling type because…").
2 Have students read the questions. Students share their results with a partner, and say if they agree.
3 Select students to share with the class their own and their partner's quiz results. They should say if they are the same or different, and why.

Answers

Students' answers will vary. Sample answers include: I agree with my quiz result. I think a lot about my friends and family, and I want them to be happy. I'm a feeling type, and I listen to my heart. My partner is different. He says he's a thinking type, and he listens to his head.

Grammar in Context

Have

GO ONLINE

1 Direct students to read the information in the *Grammar in Context* box.
2 Explain the two different meanings of *have*. Students are likely familiar with "have" for possession, but *have* for description may be a new concept. Provide additional examples as needed ("She has brown hair", "He has blue eyes.")
3 Review the different present tense forms of *have*. Note that *have* is an irregular verb and becomes *has* for *he, she, it*.
4 Practice pronunciation of the *have* phrases in the box.
5 See the Grammar focus on page 159 for more information.

Extra Practice

1 In this activity, students will practice describing classmates. Brainstorm possible attributes with the class (i.e. brown hair, blue eyes, nice personality, backpack, etc.)
2 Students will secretly choose a classmate to describe (or you can assign one.) Students then make notes about the classmate they have chosen.
3 Students recite their sentences to the class using *have* ("This person has a nice personality", "This person has a large backpack") and classmates must guess who the person is.

Exercise 8 APPLY

1 First, direct students to the pictures of Alan and Cleo and ask them to describe the pictures. Students will find out more as they read, and see if their predictions were correct.
2 Select a student to read the directions aloud. Students should read each paragraph twice: once to find the correct form of "have" and once for reading comprehension. After the second read, they need to determine if the person described is a *thinking* or *feeling* type.
3 Direct students to work independently to fill in the blanks with the correct form of *have*.
4 First ask the class if Alan and Cleo are thinking or feeling types. Ask for reasons why this is true. They should use examples from the text. Ask if their predictions about Alan and Cleo were correct.
5 Have students come to the board and write individual sentences from the exercise. Ask the class if the forms are correct or incorrect, and have them explain why.

Answers

I have a good friend. His name is Alan. He has a fun and outgoing personality, but he also has a shoe problem! Alan says he doesn't have enough shoes, but he has more than 100 pairs! When the stores have sales, he's always the first one there! Do you have any friends like him?
Alan is a feeling type.
My best friend Cleo is a good person to be around. She has a shy, calm personality. When I have a decision to make, I often talk to Cleo. She has good ideas because she thinks about what's right and wrong. We don't have similar personalities—we're very different!—but I'm really glad I have her as a friend.
Cleo is a thinking type.

Exercise 9 IDENTIFY

1 Have students read the instructions. Remind them that it can be difficult to distinguish *have* and *has* in listening, so they need to listen carefully.
2 Play the audio two times as students fill in the blanks.
3 Have students compare answers with a partner. Then, students listen a third time and correct any mistakes. Review answers as a whole class.

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Answers

1 has	3 doesn't have	5 doesn't have
2 don't have	4 has	6 have

Audio Script

CD 1, Track 2

1 A What do you know about Cynthia?
B Well, I know she's really good with people.
2 C Do you two have class on Friday?
D No, school's closed for the holiday.
3 E Where do you work, Kendra?
F Actually, I don't have a job. I'm a full-time student now.
4 G Is Paul at work?
H No, he's on vacation.
5 I Andy, is this a photo of your family?
J Yeah, we're not a big family, but we're happy.
6 K Are you happy in your new apartment?
L Yeah, we really like it.

Exercise 10 WHAT'S YOUR ANGLE?

1 Elicit the definition of a "best friend." What types of things do best friends do together?
2 Put students in pairs to discuss the question. Encourage students to give examples and to use the vocabulary from the unit. Students should share their opinion and listen to their partner's; the pair should then determine if they agree or disagree with eachother.
3 Pairs then join another pair and see if they are in agreement. Select a few groups to share with the whole class.

Answers

Students' answers will vary. Sample answers include:
I don't think best friends are always similar. I'm really shy, but my best friend is very outgoing. We're very different.
I think best friends are similar. They usually have similar interests, like sports and movies. For example, my best friend and I both love soccer and science fiction movies.

Extra Practice

Students create a roleplay similar to the video in Exercise 1 on page 4. In the roleplay, students will greet one another and ask about one another's best friend. Students should use the descriptive adjectives from the unit, as well as the verb *have* to describe their best friend. Put prompts on the board to help (*What is your best friend like?*) Give students time to practice. Students perform their roleplay in small groups. After each roleplay, ask the whole class which vocabulary words from the lesson they heard.

Lesson 1.2 Let's Meet up!

Student Book pages 7 – 9

Exercise 1 ACTIVATE

1 Have students read the questions. Elicit some examples of other online activities before having them discuss in pairs.
3 Elicit answers from students. Follow up by asking who they practice English with, or where they practice English online.
4 As an extension, put students into small groups and have them make a list of online activities and decide which are their favorites.Have the groups share their favorite activites with the class.

Answers

Students' answers will vary. Sample answers include:
I practice English with my classmates. I practice English online.
I like to talk to my friends online. I shop online.

Exercise 2 IDENTIFY

1 Ask students if they have heard of language meetup groups. Explain that they are a popular way for people with similar interests to get together and practice. People sign up online, and meet at a designated public place.
2 Direct students to the reading questions. After reviewing those, direct the students to work independently to read and answer the questions.
3 Students check answers with a partner.
4 Check answers as a whole class.
5 Ask students if they would be interested in trying an online meetup group, and ask them to explain why or why not.

Answers

1 The name is International Friends of Hong Kong. They get together to talk, share stories, and practice their English.
2 Their next meeting is Friday, June 6, from 6–8 p.m. It's at The Cafe Common.
3 It's good for them because they can meet people in the area who are like them, make friends, and practice their English.

Exercise 3 INTEGRATE

1 Have students read the instructions. Look at the sample sentences and have students say each one aloud.
2 Direct students to scan through the text and find other examples of each phrase and write them in the appropriate column.
3 Review answers.

Answers

I am	I have	I like
Zaid from Jordan a young, busy guy a college student excited Miranda 22 years old from Spain here to study business from Tokyo here in Hong Kong kind also kind of funny	a part-time job a friendly personality family here a few friends	going to the movies meeting people to have fun listening to music soccer

Extra Practice

Students may not know of ways to practice English outside of class. Direct students to any conversation groups or extracurricular groups at their institution that aim to improve students' English. Also let them know of outside meetup groups where they can practice English with others. If students do not know about places to practice English online, compile together some of your favorite websites to practice English and share them with the class.

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Grammar in Context

Be

GO ONLINE

1 Have students read the information in the Grammar in Context box.
2 Review the contracted forms of *be*: *I'm*, *you're*, *he's*, *she's*, *it's*, *we're*, *they're*.
3 Explain that there are two ways to form negative *be* sentences, for example, *He's not hungry / He isn't hungry*. The meaning is the same.
4 For Spanish speakers, note that we use *be* for age instead of *have*.
5 See the Grammar focus on Page 159 for more information.

Extra Practice

1 Write sentences using the non-contracted form of *be* on pieces of paper.
2 Tape them around the classroom.
3 Have students go around the classroom, writing corrected versions with contractions in their notebooks.
4 Check answers as a whole class. Sample sentences: *You are in this class. She is not hungry. She is not shy.*

Exercise 4 APPLY

1 Have students read the instructions.
2 Model the activity by discussing the first question as a whole class. First, ask students if the answer will be negative or positive. Then, ask students if the sentence is referring to Zaid or to his life. Since it is referring to his life, the correct answer would be *It isn't / It's not boring*.
3 Have students complete the rest of the task individually.
4 Check answers as a whole class.

Answers

1 It isn't / It's not
2 He's not / He isn't
3 She's
4 They're
5 It's
6 I'm not

Exercise 5 WHAT'S YOUR ANGLE?

1 Ask students to recall some of the personality adjectives discussed in the previous lesson.Write them on the board.
2 As a whole class, make some positive and negative *be* sentences using the adjectives they list.
3 Students write three sentences with *be* about themselves.
4 Students take turns sharing what they have written in pairs.
5 Ask for volunteers to read their sentences aloud.

Answers

Students' answers will vary. Sample answers include:
I'm 23 years old. I'm a business student. I'm from Brazil.

Writing Skill

Linking ideas with *and*, *also* and *too*

GO ONLINE

1 On the board, write: *I like to travel. I like to eat.* Ask students if they like to do both of these things. Then ask if they know a way to connect these two ideas into one sentence. Rewrite the sentence as "I like to travel and I like to eat."
2 Direct students to read the information in the Writing Skill box, noting that addition words put together two or more pieces of information, like the example "I like to travel and I like to eat." Go over each sentence and discuss the linking word and its placement. *And* goes between two ideas, *too* often goes at the end of the sentence, and also comes after the *be* verb or after the subject. Explain to students that linking ideas is an important step in improving their writing.

Extra Practice

In this activity, students will conduct a survey of their classmates likes and dislikes.

1 Each student should think of a hobby or activity to ask about, for example, sports, movies, swimming, playing video games. Provide the language "Do you like _____?" for students.
2 Students move around the classroom, asking students if they like a particular activity.
3 Students share their results in small groups using *and* and *too*.

Exercise 6 INTEGRATE

1 Direct students to the first sentence and ask the class to identify and circle the addition word (and). Have students scan the sentences and circle the addition words in each sentence.
2 Select a student to read the first sentence, and another student to read the sample answer. Then ask each student to write their own answers, replacing the underlined text. Ask a few students to share their answer.
3 Students then work independently to complete the exercise. Remind students that they should use the same form as the underlined words in the text.
4 Select some students to give responses as a check. Board answers to question 6, seeing how many people talk about similar things.

Exercise 7 PREPARE

1 Have students read the instructions and review what they need to write. Ask for examples of things one might do for fun (play tennis, watch movies, read books.)
2 Have students work independently to complete the exercise.

Exercise 8 WRITE

Have students use the information from the previous exercise to write a short paragraph about themselves for a discussion board. Have them refer back to Exercise 3 for ideas. Encourage students to use linking words when appropriate.

Exercise 9 IMPROVE

1 Go over the checklist with students.
2 Have students read their paragraphs slowly, make corrections and check off the items they included in their writing. Walk around the classroom and help as needed.

Exercise 10 INTERACT

1 Go over the areas where students should provide feedback. Some students may struggle with this activity; in this case focus on having them find examples of linking ideas, activities and personal information, rather than focusing on spelling and grammar.
2 Students exchange papers and make notes on their partner's work.
3 Pairs give one another feedback on their work.

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Exercise 11 DEVELOP

Based on the feedback received, students rewrite their papers with the corrections or additions. As students write, encourage them to ask their partner for clarification on feedback as needed. Walk around and provide assistance to students.

Exercise 12 SHARE

Students upload their paragraphs to the class discussion board.

Exercise 13 WHAT'S YOUR ANGLE?

1 Direct students to read their classmates' profiles on the class discussion board. As they read, they should look for profiles that are similar to theirs.
2 Have students choose one profile to respond to. They should write two to three sentences using *too* and *also*. Model the activity by writing a response as a whole class.

Lesson 1.3 Are You an Early Riser?

Student Book pages 10 – 11

Exercise 1 ACTIVATE

1 Tell students that you are looking for a new roommate and would like their help. Explain that a roommate is a person that you share an apartment or house with. Usually a roommate is not a family member.
2 Tell students they will discuss the qualities of a good roommate. Pre-teach vocabulary: *schedule*, *routines*, *housework*, *taste*.
3 Students complete the chart individually.
4 Call on individuals for the answers. After each answer, ask the class who agrees and who disagrees. Ask students for more information.
5 Ask students if there are other criteria that are important for a good roommate. Direct them to the title of the lesson, "Are You an Early Riser?" and explain the meaning. Would they want a roommate that always wakes up early? Why or why not?

Exercise 2 IDENTIFY

1 Have students read the instructions, then ask them to read Jason's post silently. To check understanding, ask students to describe Jason's personality and the kind of roommate he is looking for. Have students scan the text elicit one-word vocabulary answers from students.
2 Have students work with a partner to talk about the similarities and differences between Jason and Eric and Jason and Sergio based on the pictures. If students have difficulty with this, point out details in the pictures to help them get a sense of Eric and Sergio's personalities.
3 Select students to give their answers.

Answers
Students' answers will vary. Sample answers include:
Eric is different. He's noisy, and he has a lot of friends.
Sergio is similar and different. He's clean, but he isn't quiet.

Vocabulary Development

Adverbs of degree

GO ONLINE

Direct students to read the information in the Vocabulary Development box. Have students practice saying the vocabulary and the example sentences aloud. Note the connected speech aspect of *kind of* /kɑɪnəv/ and *sort of* /sɔrtəv/.

Extra Practice

1 Hand out cards or slips of paper with the adverbs listed in the Vocabulary Development box, enough for multiple teams.
2 Each team must line up in the correct order from weaker to stronger adverbs.
3 Say "go" and the team that lines up in the correct order first wins.

Exercise 3 INTERACT

1 Write the sentence on the board: "Sergio is young." Then ask the class which adverb of degree is most appropriate. (Any of the weaker forms as well as the adverb *fairly* are acceptable. Note that the adverbs *very* and *really* would not be appropriate.)
2 Individually, students write sentences about Sergio and Jason using adverbs of degree. Encourage students to try to write as many as they can, including both positive and negative sentences.
3 Put students into groups. Have students share their answers with each other and then decide which roommate would be best for Jason.
4 Call on each group to give their vote and reasons why they chose that person.

Sample answers

	Positive	Negative
Eric is	pretty fun	kind of noisy
Sergio is	fairly young	sort of loud

Exercise 4 WHAT'S YOUR ANGLE?

1 Have students read the instructions. Ask a volunteer to read the sample sentences aloud.
2 Have students first write sentences in their own notebook answering the questions. Then place students in groups of five or six to discuss their answers to the question.
3 After everyone has shared, students need to find the classmate in their group who would be the best roommate for them.
4 The matched students share their results with the class and explain why they would be good roommates.

Listening Skill

Understanding positive and negative contractions

GO ONLINE

1 Direct students to read the information in the box.
2 Explain the importance of being able to differentiate between affirmative and negative contractions; not being able to can cause misunderstandings.
3 Have students underline the stressed words.

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4 Say each affirmative and negative sentence in the box and have students repeat. Practice multiple times.

Extra Practice

Play a game of memory with contractions. On index cards, write a positive contraction on one card (e.g., *It's*), and the negative counterpart contraction on another card (e.g., *It isn't*.) Make several cards. Mix them up and lay them face down. Students must match the positive contracted card with the negative contracted card (i.e. matching *It's* with *It isn't*). Students take turns picking up two cards at a time with hopes of a match. Have students say the contraction on each card aloud, focusing on pronunciation. If there is no match, the cards go back face down in their original location. If there is a match, the student collects the cards. The student with the most cards at the end is the winner.

Exercise 5 IDENTIFY

1 Have students read the instructions.
2 Play the audio. As students listen, they check the sentence they hear.
3 Check answers as a whole class.
4 In pairs, students take turns reading sentences randomly from *1* and *2*. The partner must guess if the sentence is from *1* or *2*.
3 Conduct feedback with the class. What was easy and what was difficult about this exercise?

Answers

1 They're not cheap.
2 We aren't busy.
3 I'm excited about it.
4 He's a student.
5 She's not tall.

CD 1, Track 3

Exercise 6 INTEGRATE

1 Have students review the questions before listening. Encourage students to take notes as they listen. Note that both Rasheed and Jason are male.
2 Play the audio two times.
3 Have students discuss their answers in pairs. If extra support is needed, have them listen a third time.
4 Review answers as a whole class.

Answers

Sample answers
1 He's interesting and nice, but he's not an early riser.
2 He's hardly ever home. Jason likes him.
3 They have different schedules. Rasheed isn't an early riser, and Jason is.

Audio Script

CD 1, Track 4

Jason Yes …
Rasheed I'm Rasheed. I'm here about the roommate ad.
Jason Oh, Rasheed, yes, hello. Come in, come in.
Rasheed Wow, your place is nice!
Jason Thanks! So, uh, here's the room. It's a bit small, but there's space for a bed and a desk.
Rasheed Hmm … that's pretty much all I have. I'm not home much. I work as a journalist …
Jason Wow! That's cool.
Rasheed Thanks, I like it, but I'm pretty busy. Sometimes I work late at night.
Jason Really? … So, you're not an early riser?
Rasheed No, I'm not. But I'm very quiet. I don't have parties late at night.
Jason Oh, that's good to know. I go to bed early.
Rasheed Oh, so it looks like we have different schedules.
Jason Very different.
Rasheed Right … Well, uh, what about the rent? How much is the rent?
Jason It's kind of expensive.
Rasheed How expensive?
Jason $1,200 a month.
Rasheed Wow, that's a lot!
Jason I know. It's the neighborhood. This neighborhood is—
Rasheed … not cheap! I know.
Jason Well, think about it and let me know.
Rasheed Sure thing. When do you need an answer?
Jason Is tomorrow OK?
Rasheed Sure, I'll call you.
Jason Great!
Rasheed OK, take care.
Jason Bye!

Exercise 7 EXPAND

1 Have students review the sentences. Note that the A column has all sentences in the affirmative; B the negative.
2 Students make predictions about Jason's response to Rasheed by circling the appropriate boxes.
3 Play the audio twice. Students listen and check the answers they hear.
4 Check answers as a whole class. Ask students to share if their predictions were correct or not.

Answers

1 A 2 A 3 A 4 B 5 B

Audio Script

CD 1, Track 5

Sarah So, Jason, what do you think about Rasheed?
Jason I don't know. I mean, He's a nice guy and all. We're both pretty busy, which is fine. And he's interesting. He has an interesting job anyway. But I'm not sure about his schedule.
Sarah Really?
Jason Yeah. He works at night, and I'm an early riser. So we're not on the same schedule. It isn't easy for me to be quiet in the morning, so …
Sarah Yeah, that's hard.
Jason But he's not home a lot, so that's good.
Sarah A difficult decision!
Jason He's going to call me tomorrow, so I have some time to think about it.

Grammar in Context

Questions with *be*

GO ONLINE

1 Have students read the information in the Grammar in Context box. Explain that yes/no questions usually have a *yes* or *no* answer. Explain that contractions can be used with *wh*-words ("Where's the library?"). Do not use contractions in short answers with *yes*.
2 See the Grammar focus on Page 159 for more information.

Extra Practice

1 Tell students to imagine they are going to an English language meetup group for the first time to meet new people.
2 Students prepare two *yes/no* questions and two *wh*-questions to ask someone they would meet for the first time.
3 Everyone stands up and circulates around the classroom, asking one *yes/no* and one *wh*- question to their classmates.

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Exercise 8 IDENTIFY

1 Direct students' attention to the questions in this section. Have them identify which are *yes/no* questions, and which are *wh-* questions.
2 Have students independently match the questions with the answers.
3 Check as a whole class.
4 In pairs, students ask and answer the questions with their own answers.
5 Ask for volunteers to share with the class why they are learning English.

Answers
1 a 2 e 3 b 4 d 5 c

Exercise 9 INTERACT

1 Have students discuss in pairs what they remember about Jason and Rasheed. Refer back to Jason's roommate ad. Replay their audio conversation (CD1, Track 4) to help them recall the scenario.
2 Have students go into two lines facing each other. Each student will share their opinion with the student across from them about whether Jason and Rasheed would be good roommates or not. After one minute, the teacher will call "switch!" and one line moves down one person, and students speak again to a new partner. Repeat this three times.
4 Have students write on a small piece of paper "Yes" if they believe Jason and Rasheed should be roommates; "No" if they do not. Tally the votes and declare the result.

Answers
Students' answers will vary. Sample answers include:
I think they are a good match because they are both hard-working. Also, Rasheed really likes the apartment.

Lesson 1.4 How's it Going?

Student Book pages 12 – 13

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Ask them to discuss with a partner which greeting is appropriate for each still.
2 Call on volunteers to share their ideas with the class. Ask students why they think each greeting is appropriate for the situation.

Answers
1 Hey, how's it going?
2 It's nice to meet you all.

Exercise 2 IDENTIFY

1 Have students read the instructions. Elicit from students the meaning of *formal* and *informal* language. Formal language is the type of speech one uses with co-workers, supervisors, professors and parents. Informal language is more casual language that we use with friends.
2 Optionally, model the expressions and then have students practice saying each expression aloud.
3 Play the video and have them work independently to complete the chart.
4 Go over the answers as a class. Some students may not understand why *My name's…* is informal. Explain that contractions in general are viewed as informal language.

Answers

	Formal	Informal
1 How are you?	✓	
2 My name's …		✓
3 Nice to meet you.	✓	
4 Good morning, everyone.	✓	
5 It's nice to meet you all.	✓	
6 Hey, I'm …		✓
7 How do you do?	✓	

Video Script

English For Real Video Unit 1

Scene 1

Sam	Hey, how's it going?
Andy	Fine, thanks. How are you? Oh…hey, we have a Sociology class together, right?
Sam	Yeah! My name's Sam!
Andy	Nice to meet you. I'm Andy.
Sam	Hey Sue! She's on the debate team *and* a future lawyer, too!
Andy	Great! Another person to argue with!
Prof. Jackson	Good morning everyone. My name is Nancy Jackson and this is Political Sciene 101. It's nice to meet you all.

Scene 2

Max	Andy! What's up?
Andy	Hi Max. I'm just waiting for class.
Max	What? Are you in *this* class?
Andy	Yeh. American History.
Dave	Tsk. American History is in room 506.
Andy	Oh! Ok! Thanks. Hey, I'm Andy.
Dave	Dave.
Andy	This is Max. My roommate. Oh, so this is *Art* History!
Max	Hi, nice to meet…
Prof. Armstrong	Excuse me.
Dave	Hey, are you in this class?
Andy	Oh! You must be the professor!
Prof. Armstrong	I am! How do you do?
Andy	Fine, thanks!
Max	Hi, Professor Armstrong. I'm Max!
Andy	Hi. I'm Andy. I'm not in this class, but… your art work is great! It's nice to meet you. See ya, Max.
Max	Andy is studying to be a lawyer. And he remembers everything about everyone!

Exercise 3 ANALYZE

1 Put students in small groups. First, have them analyze the situations listed and determine which ones are formal or informal and why.
2 Have them look at the expressions in Exercise 2 and decide which ones they would use in each situation. Students may struggle with the words *colleague* (a co-worker) and *server* (modern term for waiter or waitress, a person who serves food at a restaurant.)
3 Share responses as a whole class.

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Real-World English

Meeting People

Read the information in the box aloud. Ask students to think of situations in their country where they use formal or informal language. Ask if students need clarification on whether any particular language item is formal or informal.

Real-World English Strategies

Your students may benefit from additional activities to practice using formal and informal greetings. After they have watched the video, help them generate more expressions that can be used for greetings. Then, provide opportunities so they can practice using these expressions.

1 As the students are completing Exercise 3, ask them to think of some other greetings that can be used in each situation and add them to their lists (examples include: Hey man, What's up?, What's new?, How's life?, Long time no see, Pleased to meet you, How have you been?).
2 Next, ask students to work with a partner. Each pair receives a picture of different people greeting each other in various settings (e.g., two students at a bus stop, two businessmen in an office, a teacher and a student in front of a classroom).
3 Provide a bank of expressions for greetings and responses, and instruct the students to write a short greetings dialog, like those in Exercise 4, to match their picture, but to leave 1-2 lines blank. The blank lines should be greetings or responses to greetings.
4 Make several copies of each ready dialogue and distribute to the other pairs. Ask the students to fill in the blank lines. Have a few volunteers share a complete dialog with the whole class.

Exercise 4 INTEGRATE

1 Have students look at the first dialogue. Ask where it takes place and who the speakers are. Ask students if it is a formal or informal situation (it is formal.) Then choose two students to read the dialogue aloud. Ask the class if they believe the response of the second speaker (in this case, the student) is appropriate.
2 Put students in pairs to practice reading the subsequent dialogues aloud and discuss whether the situation calls for formal or informal language, and if the second speaker's response is appropriate or not.
3 Call on volunteers to share their opinions on the appropriateness of the second speaker with the class.
4 Students may be unfamiliar with the word *Uh*. Note that the word *Uh* is a common utterance when a speaker is surprised by something that is said. Throughout the dialogues, when a person uses formal or informal language incorrectly, the receiver is surprised and responds with *Uh*.

Answers

Students' answers will vary. Sample answers include:

1 He's too informal. He should say, "Good morning, my name is…"
2 Teenager 2's choices are too formal for someone the same age. He should say something like, "Pretty good. I'm Eric."
3 The colleague is not polite. They do not greet or introduce themselves in a formal or informal way. They should say something like "Hello, Alex. It's nice to meet you. I'm Mary."
4 The colleague makes a joke about the presenter's appearance. This is too informal for the situation. (It's also not polite.) He should be formal. He might say, "Hello, my name is Frank" and then introduce other colleagues.
5 The customer is too formal. They should say "Hi" and order their food or wait for the server to ask if they are ready to order.

Exercise 5 INTERACT

1 Put students in pairs.
2 Have pairs select one of the five situations and characters from Exercise 4 and write a new conversation. Have them refer to the Real-World English box and use appropriate expressions in their conversation.
3 When students finish writing, have them practice roleplaying the conversation.

Exercise 6 EXPAND

1 Have each pair meet with another pair to act out their roleplays.
2 The pairs discuss what expressions they heard to determine whether the roleplay was formal or informal.
2 For more practice, have each pair find a new pair to work with and repeat the activity.
3 Remind students to go online so that they can create their own version of the video.

Lesson 1.5 Hello!

Student Book page 14

Exercise 1 ACTIVATE

1 Have students read the instructions. Emphasize that students should think about good and bad topics to discuss with a new friend; someone they do not know well.
2 In groups of three, decide on three good topics and three bad topics for meeting someone new.
3 Select groups to share with the class. Ask if anyone disagrees with a group's choice. Ask students to explain why they disagree.

Answers

Students' answers will vary. Sample answers include:

Good topics	Bad topics
your neighborhood	your problems
your classes/job	politics
weather	your friends
traffic	your family
TV shows	money
sports	

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Pronunciation Skill

Intonation with *yes/no* and *wh*- questions

GO ONLINE

1 Have students read the information in the box. Explain that intonation is like the melody of a language, and that intonation is important in making sure what we say is understood. If intonation is not used correctly, an English speaker might think the student has not finished speaking.
2 Play the audio and pause after each phrase so students can repeat. Play more than once if needed.

CD 1, Track 6

Extra Practice

1 Close books. Have students take out their notebook and prepare for a dictation practice.
2 Read out a series of *yes/no* and *wh*- questions without any intonation. Students must then write next to each sentence an up arrow if it should have rising intonation and a down arrow (as shown on page 14) if it should be falling intonation.
3 As you review answers, have students try saying the questions with the correct intonation.

More to Say…

Focus: Working with a partner, students practice intonation with yes/no and wh-questions.

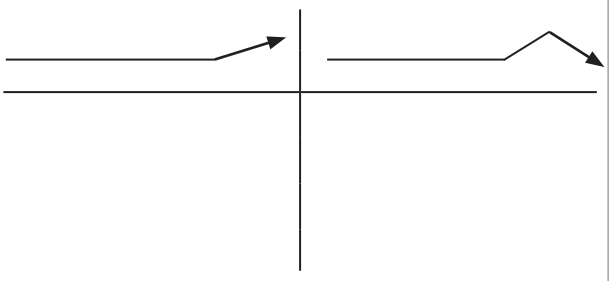
Grouping Strategy: Groups of 2 students.

Activity Time: 15 minutes

Student Book Connection: Lesson 1

Ready,

1 Prepare a list of 10 yes/no questions and 10 and wh-questions to distribute to students.
2 Write each question on a different index card or slip of paper.
3 Make enough copies of each set of cards so that each pair of students has 1 set of 20 cards.
4 Prepare category papers for each student. Draw a T-graph on a large piece of paper. Write the 2 different intonation patterns on either side of the T-graph, like this:



5 Make enough copies of each category paper so each pair of students has one.
6 Prepare a set of model question cards for yourself, such as:
   Are you a student?
   What do you study?
7 Write the intonation patterns on the board.

Set…

1 Put students into partners.
2 Model intonation of yes/no questions using the model question. Have students chorally repeat the question.
3 Have the students identify the intonation pattern from what is on the board. Write the question or stick the card in the correct category.
4 Repeat with the wh- model question.
5 Hand out the cards and category papers to the students.

Go!

1 Instruct the students to read the questions on each card aloud and put the card in the right intonation category.
2 Monitor the students by walking around and correcting them as necessary.
3 Check the answers as a class, having the students chorally repeat each question.

Keep Going!

1 For homework, have students write 1 yes/no and 1 wh- question.
2 The next class, have them read their questions aloud in small groups and have students identify which intonation pattern they hear.

Exercise 2 INTERACT

1 Have students review the sentences before listening.
2 Play the audio as students listen and write a checkmark in either the rising or falling column.
3 Call on students to answer each question, and have the whole class practice saying the question with the correct intonation.
4 Ask students what a potential answer to *Are you busy?* might be (*Yes I am*, *No I'm not*.) Remind students of the contractions that were covered earlier in the unit.
5 Have students select a partner and practice asking and answering the questions.

Answers

Students' answers will vary. Sample answers include:

	Rising	Falling
1 Are you busy?	✓	
2 Do you have everything you need?	✓	
3 Where is your office?		✓
4 Is she upstairs?	✓	
5 How is it going so far?		✓
6 Do you work together?	✓	

CD 1, Track 7

Exercise 3 IDENTIFY

1 Read the instructions to the students and have them review the statements.
2 Play the audio and have students work independently to circle the correct answer.

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3 Have students check with a partner before reviewing as a whole class.

Answers
1 IT manager 2 sales

Audio Script

CD 1, Track 8

Molly Hello, Chaz, are you busy?
Chaz Oh, hi, Molly. No, I'm not.
Molly I want to introduce you to someone. This is Ari. She's our new IT manager.
Chaz Hello, Ari. It's good to meet you! We rely on IT a lot!
AriThanks!
Chaz So, how is it going so far?
AriGreat. Molly is a big help. Do you work together? You and Molly?
Chaz No, I'm in sales.
AriAhh, sales. That's good to know. How big is your department?
Chaz There are … 22 of us in the sales department now, I think.
AriWow. Is there anything you need from us, Chaz?
Chaz Not at the moment, thanks. Where is your office, Ari?
AriIt's on the sixth floor, next to Molly's.
Chaz OK, right upstairs then.
AriYep, you know where to find me!
Molly OK, so we'll let you get back to work now.
AriNice to meet you, Chaz.
Chaz You too, Ari. Bye!
Molly / Ari Bye!

Exercise 4 INTEGRATE

1 Have students read the instructions. Play the audio two times. The first time, have students focus on writing the questions; the second time, focus on writing the answers.
2 Have students check with a partner to ensure the questions and answers are written correctly. Review the questions and answers as a whole class.
3 Model asking and answering the questions with correct intonation with a student.
4 Put students into pairs to continue practicing. Monitor as students practice, and pay close attention to their intonation use.

Answers
Students' answers will vary. Sample answers include:

Questions	Answers
Are you busy?	No, I'm not.
So, how is it going so far?	Great. (Molly is a big help.)
Do you work together?	No, I'm in sales.
How big is your department?	There are … 22 of us in the sales department now.
Is there anything you need from us, Chaz?	Not at the moment, thanks.
Where is your office, Ari?	It's on the sixth floor, next to Molly's.

CD 1, Track 8

Speaking

Making introductions

GO ONLINE

Direct students to read the information in the box. As a class, define the word *details* and brainstorm examples of details to give when you introduce someone. Practice reading the sentences in the box aloud.

Extra Practice

1 Give each student a title card, such as International Student, Manager, Best Friend, Neighbor, etc.
2 Students pair up and find another pair to speak with. Students take turn introducing their partner to another pair using the title cards. The other students then ask a followup question, like the examples in the Speaking box.
3 After everyone in the group of four has introduced one another, the pairs move on to a new pair and repeat.

Exercise 5 WHAT'S YOUR ANGLE?

1 Write three facts about yourself on the board, with only one of them being true. Tell students that only one of these facts is true and they must guess which one.
2 Students discuss in pairs which item they believe is true. After several students guess, reveal your answer.
3 Have students write down an interesting fact about themselves that is true.
4 Have students share their interesting fact with the class.

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Unit 1 Review

Student Book page 147

Vocabulary

Exercise 1

Answers

1 calm
2 busy
3 fun
4 serious
5 shy
6 noisy

Exercise 2

Answers

1 I'm kind of quiet.
2 It's pretty cold today.
3 My best friend is a little shy.
4 She's a bit early.
5 He's sort of boring.
6 They're fairly busy.

GO ONLINE Encourage students to go online to play the vocabulary game.

Grammar

Exercise 3

Answers

Takeshi Excuse me. Are you here for the meetup group?
Zaid Yes, I am. You too?
Takeshi Yeah. I guess we're (are) a little early, huh?
Zaid Yeah. I'm (am) Zaid, by the way. What's (is) your name?
Takeshi I'm (am) Takeshi. Nice to meet you.
Zaid It's (is) nice to meet you too.
Takeshi So, where are you from?
Zaid I'm (am) from Jordan, but I'm (am) a student here. Are you here for school too?
Takeshi I work for a computer company. They have new offices here in Hong Kong.
Zaid So, you're (are) not from Hong Kong?
Takeshi No, I'm (am) from Tokyo. But I like it here. The people are nice.
Zaid Yeah, I really like the people too. Do you have friends here?
Takeshi Yeah, but I want to meet more people.
Zaid Me too. That's (is) why I'm here.

Exercise 4

Answers

1 Is your sister have a fun personality? Does
2 I no have a lot of games on my phone. don't
3 When you have time to study? do you
4 Richard doesn't has an online profile. have
5 What you have for lunch? do you

GO ONLINE Encourage students to go online for further grammar reference and information and to play the grammar game.

Discussion Point

Exercise 5

OXFORD REFERENCE

1 Read the quote aloud. Ask the class to think about how they speak and what they do with friends compared to family members, their boss, and their teachers.
2 Have students discuss the question in groups of three.

GO ONLINE Encourage students to go online to listen to the podcast and add their comments to the discussion board.

Zoom In

Exercise 6

1 Write the task on the board. Give students time to think of a person to describe. Then have students talk in pairs.
2 Have students work independently to write their sentences. Collect and correct their work or monitor and provide feedback.
3 Have students search their phone for a photo of a friend or family member. Have them sit with a partner, show the image, and talk about the personality of the person.

Answers

Students' answers will vary. Sample answers include:

1 My friend is very different from me. He likes to stay at home and be on his computer. I like to go out and have fun.
2 My mother Lynda has an outgoing personality. She likes to talk to everyone and ask them questions. She has lots of friends.
3 Answers will vary depending on the photograph that students select.

Exercise 7

1 Ask students to explain the difference between *I did this well* and *I need more practice*.
2 Tell students to think about how they did on each of the previous tasks and to check the appropriate box.
3 Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.

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Unit Overview

Introduction to the unit

Relationships are an important foundation for our students, and being able to talk successfully about family and friends empowers them. This unit, *Relationships*, looks at the following themes: describing friends using verbs with prepositions, writing formal and informal emails, describing family using possessive adjectives, and analyzing the idea of online friends.

In ***Lesson 2.1***, the idea of relationships is reflected in the following activities: describing relationships in different contexts using possessive adjectives and sentence stress, recognizing the end of a sentence to improve listening skills, and sharing opinions about social media and friendship. In the *More to Say…* activity, students will practice sentence stress. In ***Lesson 2.2***, students continue the theme of relationships by understanding audience and purpose in a blog post about family and talking about relationships using count, noncount, and plural nouns. In ***Lesson 2.3***, students will use possessive pronouns and verbs with prepositions to write an informal email about a friend. In ***Lesson 2.4***, students will watch a video and identify strategies to ask for someone to repeat something, as well as understand how people respond differently when repeating information. In the *Real-World English Strategies*, teachers will help students practice asking for clarification in different types of situations. Finally, in ***Lesson 2.5***, students use a variety of grammatical features to describe the important people in their lives with interesting details such as physical descriptions, personality, hobbies, and skills.

Lessons

2.1 Friends in the Digital Age

Listening Skill Recognizing the end of a sentence

Grammar in Context Possessive adjectives

Pronunciation Skill Sentence stress

- Listen and identify the end of sentences
- Use possessive adjectives with nouns to describe belongings
- Practice stressing content words
- Discuss the concept of online friends

2.2 A Full House

Reading Skill Identifying audience and purpose

Grammar in Context Nouns: Countable, uncountable, and plural

- Vocabulary: family words (Oxford 3000)
- Identify audience and purpose in a reading
- Differentiate between count, noncount, and plural nouns

2.3 A New Friend

Vocabulary Development Verb + preposition

Writing Skill Opening and closing an email

Grammar in Context Possessive *'s* and possessive pronouns

- Write an email using appropriate opening and closing phrases
- Use possessive *'s* and possessive pronouns correctly

2.4 What Did You Say?

Real-World English Asking someone to repeat something

- Identify formal and informal ways to ask someone to repeat something
- Be aware that repeated phrases may differ from the original phrase
- Create role plays asking someone to repeat something

2.5 She's Smart and Fun

Speaking Describing people

- Use different verb forms to describe people
- Listen accurately for descriptions
- Practice describing people's personality, physical appearance, and hobbies

Resources

Class Audio CD 1, Tracks 9–14

Workbook Unit 2, pages 8–14

Oxford Readers Correlations

Nicholas Nickleby (9780194109260)

Teacher's Resource Center

Assessments: Unit test
English For Real video
Grammar focus
Grammar PPTs
Grammar Worksheets
Oxford Reference Worksheets: upper/lower
Vocabulary cards
Newslea articles
Word list

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Unit Opener

Student Book page 15

The unit opener photo shows two women in the foreground. We can speculate what their relationship might be. Are they friends? Are they sisters? Are they strangers? We can think about the closeness of their relationship as well; they are sitting next to each other but not looking at each other; they are looking in the same direction, seeing the same thing. The other interesting relationship is the dog seated on one woman's lap. The woman nestles the dog like a small child; we can see a closeness, a bond, a strong level of companionship between the woman and her four-legged friend. By contrast, we see another woman of a similar age sitting by herself behind them. We can also think about how relationships change as we get older. The photograph relates to the unit as it invites us to describe both physical and personality characteristics of these subjects, as well as their possessions.

Photographer

Gianni Cipriano

Gianni Cipriano (b. 1983) is a Sicilian-born independent photographer based in Napoli, Italy. His work focuses on contemporary social, political and economic issues. Gianni regularly works for *The New York Times* and has been documenting the ongoing upheaval in Italian politics for *L'Espresso* weekly magazine since 2013. His editorial work has also appeared in TIME, *Wired, The Wall Street Journal, Le Monde Magazine, The Guardian Weekend Magazine, MSNBC.com, Io Donna, Ventiquattro, IL, Courrier International, Vanity Fair, Esquire,* among others. After studying aerospace engineering and architecture, he graduated from the Documentary Photography and Photojournalism Program at the International Center of Photography in New York in 2008. He has received recognition and awards from POYI (Picture of the Year International), American Photography, New York Photo Awards, International Photography Awards and the Ian Parry Scholarship. Gianni's work has been showcased in group exhibitions in venues such as the Rencontres d'Arles, *FOLI* Lima Biennale of Photography, MOPLA, Lumix Festival for Young Photojournalism.

Unit Snapshot

These three questions have been written to get the students' attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer.

1 For the first question, have students discuss in pairs what they think an "online friend" means. Call on volunteers to share their answers with the class.
2 For the second question, have students brainstorm the definition of "extended family" and who would be considered "extended family" in their lives. Start by giving an example from your own life.
3 For the third question, ask students if they have ever had to write a formal email, and discuss what they think is the proper way to begin writing one. Students can share a phrase they used in their first language and attempt to translate it to English.

Discussion Questions

1 Direct students' attention to the questions below the picture. For the first question, have students work in pairs to identify the different relationships they see in the picture. Call on volunteers to share their ideas.
2 For the second question, write the phrase *good friend* on the board. Elicit from students different adjectives that can describe a good friend.
3 For the third question, have students think about different relationships and why each one may be important. Have students work in groups of three to discuss.

Video Script

These women are on a boat from L'Estaque to Marseille, in France. L'Estaque is a small fishing village near Marseille. Many famous French artists visited L'Estaque, like Paul Cézanne, Pierre-Auguste Renoir, Raoul Dufy, and George Braque. These artists went to L'Estaque to get away from Paris, and go somewhere different.

I don't know the relationship between these two women. Maybe they are old friends. Maybe they take this boat trip together often. Although they are not talking to each other, they are looking in the same direction. They are seeing the same thing, and maybe even having the same thoughts.

A good friend is someone who listens to you, who is there when you need them and gives you good advice. A good friend is not afraid to tell you difficult things. Their honesty helps you become a better person and friend.

Exercise 1

1 Have students read the instructions. Explain that *communicate* can refer to speaking with someone either in-person or digitally.
2 Review the sentences as a whole class first. In this context, *text* is the verb used to send a text message. *Talk* refers to face-to-face communication. Ask students what they think talking to their family about "everything" means. Elicit some examples, such as jobs, relationships, etc.
3 Have students think about how they communicate with friends and family, and then complete part one individually.

Exercise 2

1 Have students share their answers with a partner. Then, put students into small groups and have them determine who talks the most to friends and who talks the most to family. Have students share the number of hours (on average) that they talk with family and friends.
2 Optionally, before asking students to answer the discussion questions, show the *Behind This Photo* video. Play as many times as needed for comprehension and review any vocabulary terms that come up.

Answers

Students' answers will vary. Sample answers include:
I mostly text my friends. I talk to my family a lot. I talk to my family about everything. I talk to my family on video chat.

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Real-World Goal

By the end of this unit, students will be able to tell someone about their oldest friend because they will have learned how to use possessive adjectives and pronouns, as well as correctly use countable, unncountable, and plural nouns. They will be able to use proper sentence stress in their conversations. Their ability to extend this conversation will be enhanced through the audio and video practice in this unit. Students will be prepared if they need to repeat information or ask for information to be repeated, and they will be able to identify when their partner has finished speaking.

Lesson 2.1 Friends in the Digital Age

Student Book pages 16 – 17

Exercise 1 ACTIVATE

1 First, direct students' attention to the title of the lesson. Elicit a definition of *digital age* (referring to the modern era where much of what we do is completed digitally through our Smartphones, laptops, tablets, etc.) After reviewing this term ask students what they think the lesson will be about.

2 Have students practice saying the vocabulary words aloud as a whole class. Pre-teach *close friend*. Explain that *close* in this context does not refer to physical closeness but how well one knows someone. Have students think about a person to whom they tell everything. This would be a good example of a *close friend*. Elicit the meaning of *colleague*, which was taught in unit 1. Then ask students what they think *friendly colleague* means.

3 In pairs, have students discuss the photos and decide which vocabulary phrase matches each photo.

4 Call on individual students for answers to each photo. Ask students to explain why they chose the vocabulary words for each picture.

Answers

1 a friendly colleague	4 an opposite
2 a good neighbor	5 an online friend
3 a classmate	6 a close friend

Exercise 2 WHAT'S YOUR ANGLE?

1 Have students read the instructions and look at the sample sentence. Ask for other reasons it may be good to have a friendly colleague at work (for example, to help us when we are busy at our job.)

2 Put students in pairs to discuss the questions. Encourage them to make notes about what their partner says.

3 After completing the exercise, select students to share something interesting their partner told them.

Answers

Students' answers will vary. Sample answers include:
A classmate helps me study. I can learn from an opposite. A good neighbor can help me if I have a problem at home. An online friend is fun to chat with.

Listening Skill

Recognizing the end of a sentence

GO ONLINE

Direct students to read the information in the Listening Skill box. Note that *sentences* refer to questions as well as statements. See if students remember what type of questions finish with a rising intonation *(yes/no* questions) and falling intonation (*wh*- questions.)

Extra Practice

1 Have students participate in a running dictation game. Type up a list of six sentences similar to the ones in Exercise 3 (i.e., "I can tell my friends about my life", "For me, social media isn't good") and place several copies of the sentences around the classroom.

2 Put students in teams. Each team has a writer and two or more runners.

3 When the teacher says "go!" the runners go to the paper, read, and try to remember as much as they can. They then run to the writer and dictate the information. Next, a runner goes back to the paper and continues the process until all sentences have been dictated.

4 The teams then compare their answers with the actual sentences and check their accuracy.

5 After correcting the sentences, the teams practice saying each sentence with the correct final intonation. Their familiarity with the sentences will make it easier for them to recognize the end of a sentence.

Exercise 3 IDENTIFY

1 Explain to students that they will practice listening for the end of sentences. Review the instructions, highlighting that they will hear two sentences, and they should select the end of the first sentence. Remind them that this can be a challenging exercise, and they should be patient with themselves.

2 Play Number 1 and have students discuss with a partner which answer is correct. Elicit responses. Then write both sentences on the board to show where the sentence ends.

3 Play the rest of the audio as students complete the activity.

4 Play a second time for students to listen and mark their answers.

5 Review answers. First, ask students what they think is the correct answer. Next, play the appropriate segment of the track. See if anyone wants to change their answers. Write full sentences on the board as necessary.

Answers

1 listening	3 phones	5 problems
2 call	4 great	6 online

Audio Script

CD 1, Track 9

1 Hi, everyone, and thanks for listening. Today, we're talking about friendship in the digital age.
2 Oh, we have a call. Hello, thanks for calling.
3 I have some younger colleagues, and when we go out after work, they are always looking at their phones. It's terrible.
4 For me, social media's great. I have friends all around the world, and the Internet helps me talk to them anytime.
5 I can talk to them about my life and my problems. We can even see each other on camera!
6 Some are my friends from school, and some are people I met online. I'm in a lot of online groups, so I meet a lot of people who have the same interests that I do.

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Exercise 4 ASSESS

1 To prepare students to listen, pre-teach *social media sites*. Have students practice pronouncing the phrase. List a few popular social media sites on the board and ask students to call out others. Pre-teach *caller*. Instruct students to listen carefully to assess whether the first or the second caller has a more positive opinion of social media.
2 Play the audio two times.
3 Have students check if they agree with their partner before reviewing with the whole class.

Answer
Caller 2

Audio Script

CD 1, Track 10

A Hi, everyone, and thanks for listening. Today, we're talking about friendship in the digital age. Do social media sites help or hurt our friendships? Tell us what you think! Oh, we have a call. Hello, thanks for calling.
B Hello. I think people spend too much time online. I have some younger colleagues, and when we go out after work, they are always looking at their phones. It's terrible. When we're at a restaurant, they always have to take a picture of the food and of us and post it online.
A So, you don't use social media at all?
B Actually yes, I do, but not all the time. I check maybe once a day to see what my old classmates are doing or to look at photos of my grandchildren. But I like to spend time with *real* friends in the *real* world.
A Well, thank you very much for your call. We have another caller … Hello, thanks for calling!
C Hi! For me, social media's great. I have friends all around the world, and the Internet helps me talk to them any time!
A Are these online friends, or are they your friends in real life?
C Both! Some are my friends from school, some are people I met online. I'm in a lot of online groups, so I meet a lot of people who have the same interests that I do. We chat a lot. Some of my online friends are my close friends now!
A So, you think an online friend can be a real friend?
C Yes, definitely! I can talk to them about my life and my problems. We can even see each other on camera!
A Do you spend most of your time online, or do you actually spend time with people in the real world?
C Oh, I definitely go out with my friends!
A When you're with your friends, do you spend a lot of time looking at your phone?
C Uhh, …yeah, I do look at my phone a lot. My friends do, too. We just like being connected to social media. I think it's cool that my friends in California or China can see my pictures, and I can see their pictures.
A Good point, thank you. Now, let's take another call …

Exercise 5 INTEGRATE

1 Have students read the instructions. Review phrases 1-9 by having students pronounce each one aloud. Pre-teach *real world* by eliciting the meaning of real (e.g., ask if the Chrysler Building is real, are cartoons real, etc.) Then explain that people often compare digital places on the Internet to real, physical places in the world.
2 Play the audio as students write in their answers independently. Play the audio a second time for students to check their answers. Have students compare their answers with a partner.
3 Write the chart from the exercise on the board. Call up different pairs to write their answers under the correct column in the chart. Review as a whole class.

Answers

Caller 1	Caller 2	Caller 1 and Caller 2
4	2	1
6	7	5
9	8	3

CD 1, Track 10

Exercise 6 WHAT'S YOUR ANGLE?

1 Have students read the instructions. With a partner, students read A & B sentences and decide which caller they agree with more.
2 Monitor and encourage students to give additional information as to why they agree with A or B.

Answers
Students' answers will vary. Sample answers include:
I agree with caller 1. People are addicted to their phones. Phones make life easier, it's not a bad thing.

Grammar in Context

Possessive Adjectives

GO ONLINE

1 Direct students to read the information in the Grammar in Context box.
2 Have students practice reading the example sentence in the box aloud. Write on the board *I think it's cool that* and have students think of other ways to complete the sentence using possessive adjectives (e.g. *I think it's cool that my friends share funny videos online*.)
3 See the Grammar focus on page 160 for more information.

Extra Practice

1 Put students into groups of three.
2 Have one student in each group close their eyes while the other students in the group choose one object, either from the classroom or their bookbag, and place it on the desk.
3 The student opens their eyes. They attempt to guess who placed the item using possessive adjectives. For example, *This is his dictionary*, *This is your textbook*, *This is her pencil*.
4 After all the objects have been identified, the next student closes their eyes and the game is played until all three students have had a turn to guess.

Exercise 7 APPLY

1 Have students read the instructions. Remind them to pay close attention to the subject of the sentence in order to determine the proper possessive adjective. Complete Number 1 as a whole class.
2 Have students complete the rest of the questions independently and check their answers with a partner.
3 Have students write their answers on the board.
4 Review each sentence as a whole class and have students explain their answers.

Answers

1 her	3 your	5 our
2 their	4 my	

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Exercise 8 INTERACT

1 Review the meanings of *online friends*, *real friends*, and *close friends*. Ask students what is good about having an online friend.
2 Put students in groups of three. Have students read the questions.
3 Students discuss their opinions in small groups. Encourage students to ask questions and engage in a conversation. Put some potential followup questions on the board, such as *Why do you think that?*

Pronunciation Skill

Sentence Stress

GO ONLINE

1 Read the information in the box aloud and have the class follow along. Ask for examples of nouns, main verbs, adjectives and adverbs.
2 Model the sample sentences for students so they can hear the difference between stressed and unstressed words.
3 Note that English is a stress-timed language, meaning that some syllables will be longer, and some will be shorter. Comparatively, many languages, including Spanish, Cantonese, French, and others, are syllable-timed, meaning that all syllables are the same length.

Extra Practice

1 In this activity, students identify sentence stress in the listening activity from Exercise 3. Print out the text below and give a copy to each student.
2 Put students in pairs and have them underline all of the content words.
3 Review answers as a whole class.
4 Optionally, play the audio again to check for sentence stress.

Statement 1: Hi, everyone, and thanks for listening. Today, we're talking about friendship in the digital age.
Statement 2: For me, social media's great. I have friends all around the world, and the Internet helps me talk to them any time!
Statement 3: Some are my friends from school, and some are people I met online. I'm in a lot of online groups, so I meet a lot of people who have the same interests that I do.

Exercise 9 NOTICE

1 Have students read the instructions.
2 Play the audio. Students underline all the stressed words they hear.
3 Review answers as a whole class.
4 Play the audio again. Students listen and repeat.
5 Ask for volunteers to try saying the sentences correctly by themselves.

Answers
1 friend, Alex, serious, work
2 friend, Kim, always, honest
3 met, new, friend, name, Luke
4 friends, go, movies, Friday, nights
5 friend, Carol, 70, years, old, learn, her

CD 1, Track 11

More to Say…

Focus: Working in small groups, students practice sentence stress.
Grouping Strategy: Small groups of 2-3 students.
Activity Time: 20 minutes
Student Book Connection: Lesson 2

Ready,

1 Prepare a blank piece of paper for each group of students.
2 Prepare a model sentence related to the chapter theme, such as: My mother lives in Canada.

Set…

1 Put students into groups of 3-4.
2 Give each group 1 piece of paper.
3 Have each group write 2 simple sentences related to the chapter topic on their paper.
4 Circulate and correct grammar and spelling mistakes as necessary.
5 Write the sample sentence on the board. Model marking the sentence stress, as in:
   o Oo O oOoo
   My mother lives in Canada.
6 Have students chorally repeat the sentence. Include body movements on the stressed syllables. For instance, have students open their hands on stressed syllables and closing them on the reduced syllables.

Go!

1 Instruct students to mark the stress on their sentences.
2 Circulate and correct as necessary.
3 When the sentences have been checked, have students write their sentences and the stress marks on the board.
4 As a class, chorally repeat each sentence several times using the open and closed hand gestures to reinforce the stress.

Exercise 10 INTERACT

1 Have students read the directions and the sentences to themselves. Ask them to think about what answers would be true for them and to write them down.
2 Note: If students do not talk to anyone online, have them write who they talk to on the phone. If there are blanks that students cannot answer, have them write a new sentence about an activity they do with a friend, for example, "I always play tennis with Yuki."
2 When students have finished, go through each statement and elicit followup questions for each. For example, for question 1, a followup question could be, "What do you do with that person?" Write the questions on the board.
3 Pair students with a new partner and have them take turns sharing their answers from Exercise 10 and asking followup questions.

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Lesson 2.2 A Full House

Student Book pages 18 – 20

Exercise 1 ACTIVATE

1 Write the title of the lesson on the board. Ask students what they think the term *full house* means. Explain that it most commonly refers to a house where many family members are living (and thus there is no more room).
2 Direct students' attention to the photo. In pairs, have students describe the photo and discuss the ways their family is similar or different to the one in the photo.

Answers
Students' answers will vary. Sample answers include:
My family is similar. There are many people in my family.
My family is different. I have a small family.

Exercise 2 VOCABULARY OXFORD REFERENCE

1 Have students read the vocabulary list. Say each vocabulary word aloud and have students repeat. To help explain the family vocabulary terms, draw your own family tree on the board, indicating the different relationships.
2 Students may struggle with the pronunciation of *cousins* and *nieces*. The "ou" in *cousins* takes a /ʌ/ sound, and the "ie" in *nieces* takes a long /i/ sound. To explain the phrase *take care of*, refer back to your family tree and discuss how parents take care of their children.
3 Select a student to read the instructions aloud. Complete Number 1 as a whole class before having students complete the rest of the task independently.
4 Play the audio track and have students self-correct based on the listening. Play the audio twice if needed.
5 After students have corrected their answers, review all answers as a whole class.

Answers

1 grandchildren	4 Grandparents	7 nephews
2 aunts and uncles	5 take care of	
3 cousins	6 nieces	

CD 1, Track 12

Oxford 3000 words

aunts	take care of	nieces	grandparents
uncles	cousins	nephews	grandchildren

Extra Practice

1 In this activity, students create their own family tree. Give each student a large piece of paper and markers.
2 Explain that they should start with themselves in the center of the paper, then add as many branches of their extended family as they can.
3 Have students label each person with a short sentence using the possessive adjectives learned in the previous unit and the vocabulary from this unit, i.e., "My *aunt* Ayako."
4 Students then share their family tree with classmates in small groups.

Exercise 3 WHAT'S YOUR ANGLE?

1 Ask students to think about their mother's family and their father's family. Do they have big families? Small families? Model the discussion by talking about your own family.
2 Put students into pairs to discuss the questions. Some students may not know one or both parents; encourage students to discuss any family members they grew up with (grandparents, aunts and uncles, etc).
3 Have pairs join another pair and share information about their families.

Answers
Students' answers will vary. Sample answers include:
My mother doesn't have brothers or sisters. My father has four brothers and sisters, so I have a lot of aunts, uncles, and cousins.

Exercise 4 ASSESS

1 Select a student to read the instructions. Elicit from students examples of extended family (i.e., *aunts*, *cousins*, *grandparents*.) Explain that a *blog* is a personal website about a specific topic, a *blogger* is the person who writes on the website, and a *blog post* is one particular entry on the website.
3 Students read the blog post indepedendently.
4 In pairs, students discuss if the author thinks living with extended family is good or bad, and explain why based on information in the text.
5 Review as a whole class.

Answer
It's good.

Exercise 5 IDENTIFY

1 Explain to students that they now need to find specific information in the blog post to fill in the blanks.
2 Complete the first question as a whole class.
3 Have students complete the task individually, allowing time to reread parts of the text as needed, then check their answers with a partner.
4 Ask students if they agree with the blogger's opinion. Why or why not?

Answers

1 in the dorms	4 younger cousins
2 money	5 advice
3 his room (furniture, food)	

Reading Skill

Identifying audience and purpose

GO ONLINE

1 Direct students to read the information in the Reading Skill box. Give examples of *audience* (college students, business professionals, etc.), and *purpose* (personal text, factual text.)
2 Make two lists on the board: *Personal Text* and *Factual Text*. Using the information in the Reading Skill box, work as a whole class to identify the aspects of each category.

Extra Practice

In this activity, students will get a better understanding of audience.

1 Collect images of movies and television shows from the Internet that are geared towards kids, teenagers and adults and print them out.
2 Put students in small groups and have them analyze the images. As a group, they need to decide which audience

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the movie or television show is for: kids, teenagers, or adults.

3 After they have categorized the pictures, students discuss which movie or television show they are interested in seeing and why.

Exercise 6 INTEGRATE

1 Tell students that they will analyze the blog post to determine audience and purpose.
2 Have students work in pairs to complete the exercise. Remind them to refer back to the original text and discuss the possible answers with their partner.
3 Select students to write their answers on the board, and then check all answers with the class.

Answers

1 student
2 other people his age
3 informal
4 personal text
5 tell his story and give his opinion

Exercise 7 WHAT'S YOUR ANGLE?

1 Write each word on the board: "Alone", "With Family", "With Roommates."
2 As you go over each phrase, ask students to raise their hand to indicate which of the three scenarios is their current living situation.
3 Pair students with a classmate who has the same living situation as them. Have pairs work together to determine three things they like about their living situation. If there are uneven numbers, pairs can be changed into small groups.
4 Have pairs meet with another pair that has a different living situation and share their ideas.

Answers

Students' answers will vary. Sample answers include: Living alone is good because I can do what I want. I like living with family because we have fun together. I like living with roommates because we go shopping together.

Grammar in Context

Nouns: Countable, uncountable and plural

GO ONLINE

1 Have students read the information in the Grammar in Context box. Read the examples aloud.
2 As a class, identify more countable, uncountable, and plural nouns. Food is an easy category to help students clearly identify countable and uncountable nouns. Start listing count foods with the article (a banana, an avocado) plural foods (two hamburgers), and non-count foods (bread, cheese, salt).
3 Clarify why certain foods are count or non-count as needed.
4 See the Grammar focus on page 160 for more information.

Extra Practice

1 In this activity, students practice count and noncount nouns by presenting a roleplay about shopping for groeries. First have several count and noncount food items listed on the board. See the Grammar in Context box for examples.
2 Write the phrase *We need…* and *We also need…* on the board. Students will use these expressions to talk about their grocery list.
3 In pairs, students prepare their roleplays. Students should practice using singular and plural nouns, and using *a/an* if the food is a count noun.
4 Students present their roleplays for another pair. The pair observing writes down all the count and noncount nouns they hear.
5 The group of four discusses the dialogue and checks that the nouns were used correctly.
Sample dialogue:
Student A: What do we need for dinner?
Student B: We need a tomato, four eggs, cheese, and bread.
Student A: We also need four onions, lettuce, and pasta.
Student B: Oh, we also two apples!

Exercise 8 IDENTIFY

1 Review with students the definition of a noun (A person, place, thing, or idea). Ask them to scan the blog post and underline all the nouns. Have them check with a partner to ensure all have been underlined.
2 Copy the chart from this exercise on the board. Point to the sample answer, *question*, and elicit why it is in the correct category (it is singular because there is no –s on the end, and it is countable because we have can two questions, ten questions, etc.)
3 Students work with a partner to classify each noun they find as singular countable, plural countable, or uncountable.
4 Have students come up and write in the correct answers. Review as a whole class.

Answers

Singular countable	Plural countable	Uncountable
question	friends	money
age	dorms	furniture
room	parents	food
apartment	people	advice
house	families	
sister	parties	
floor	cousins	
aunt	grandparents	
uncle	family members	
problem		

Exercise 9 APPLY

1 To help students complete this activity, review articles and quantifiers. *A* and *an* are used before singular count nouns. The quantifiers *some* and *a lot of* are used before plural count nouns and non-count nouns. *Some* is only used in positive sentences.
2 Have students work independently to complete the exercise. They can look at articles and quantifiers in the sentences, in addition to the nouns, to help.
3 Instruct students to compare answers with a partner.
4 Review answers as a whole class. Have students share which questions were easy, which were difficult and why.

Answers

1 family, cousins
2 a lot of
3 time
4 any
5 a, much
6 Some, a lot of

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Exercise 10 INTEGRATE

1 Have students read the instructions.
2 Students independently fill in the blanks.
3 Check answers as a whole class.

Answers

1 parents	3 aunt	5 cousins
2 house	4 people	

Exercise 11 INTERACT

Direct students to the statements in Exercise 9. Have them find a new partner and discuss if the statements are true for them or not. If they are true, encourage students to give additional information. If they are not true, encourage students to say a related sentence that is true for them.

Exercise 12 WHAT'S YOUR ANGLE?

1 As a whole class, brainstorm some websites, magazines, or blogs that students enjoy reading or using. Also include social media platforms.
2 Have students choose one item and write it down on an index card. Next, they should write down the purpose and the audience. Write some possible audiences and purposes on the board to help. Circulate and help students determine audience and purpose.
3 When everyone has finished, students come up to the front and tell the class their website/magazine/blog, the purpose, and the audience. For large classes, students can share in groups.

Answers

Students' answers will vary. Sample answers include:
I like to read a fun science blog. The purpose is to share information about science and to make people laugh. The audience is people who are interested in science topics but aren't scientists.

Lesson 2.3 A New Friend

Student Book pages 21 – 23

Exercise 1 ACTIVATE

1 Read the question aloud to the class. Call on students to share different ideas and write them on the board.
2 Have students talk about the different ideas with a partner. Ask the class to decide what they think is the best way to meet new friends.

Exercise 2 WHAT'S YOUR ANGLE?

1 Have students read the instructions.
2 Look at the sample answers together. Elicit possible examples of *interesting details*, (a funny experience traveling together, or going to a special event together).
3 Have students complete the chart on their own.
4 Have students share with a partner. Encourage students to ask each other for additional information.

Vocabulary Development

Verb + preposition

GO ONLINE

1 Direct students to read the information in the Vocabulary Development box. Have students practice reading the phrases aloud in pairs.
2 Ask students to identify all the prepositions in the example phrases (*for*, *to*, *with*, *about*, *on*.)
3 Explain that *talk to* refers to a person and *talk about* usually refers to things. Have students identify the examples in the box (*talked to my sister, talked about our vacation plans*).

Extra Practice

Students play Preposition Catch.

1 Bring a beachball to class.
2 Students stand in a large circle. Write the target verbs for this lesson on the board, but do not write the prepositions.
3 The first student throws the ball to another student and says one of the verbs (e.g. "write.") The student who caught the ball now must say the verb, the preposition and the object ("write to my friend") or ("write about my school"). The same student then throws the ball to the next student and says another verb. Keep playing until everyone has had a chance to speak.

A fun variation is to tape index cards to a large beachball with the verbs. The student must say the preposition of whichever verb their hand is on. Alternately, this activity can be played starting with prepositions and students have to say the associated verb.

Exercise 3 VOCABULARY

1 Have students read the directions.
2 Select a student to read the first statement. Ask the class to look back at the Vocabulary Development box and ask if they can find the verb *talk*. (There are two prepositional phrases listed, *talk about* and *talk to)*. Ask students which is the correct phrase to use. *Talk to* is correct because the blank is followed by a person.
3 Have students complete the rest of the activity independently and have them compare answers with a partner.
4 Review as a whole class.

Answers

1 to/with	5 for	9 about
2 on	6 with	10 with
3 with	7 to	
4 about	8 for	

Exercise 4 APPLY

1 Have students read the instructions and direct their attention to the first statement. Check if students believe they should write *talk to* or *talk about*. Once the class is in agreement, have students fill in the person they talk to about their problems.
3 Have students complete the rest of the statements with their own information. Note: culturally, students may find peculiar the idea of talking to a stranger. They can write an alternative sentence, such as *I don't usually talk to strangers.*
4 Students share answers in groups. Have groups share commonalities with the class.

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Answers
1 to; Sample answer: mother
2 about; Sample answer: the weather
3 with; Sample answer: having fun
4 for; Sample answer: Nina
5 with; Sample answer: family

Exercise 5 IDENTIFY

1 Read the instructions to the students.
2 Direct students' attention to the email. Have students identify who the email is from (Jack) and who is receiving the email (Eric). Ask students to identify the subject of the email (new friends) and have them predict what the email will be about.
3 Have students read independently to find out the names of Jack's two new friends and identify where he met them.
4 To explain how Jack met Alex, teach students the phrase *apartment building* (a large building with many apartments inside.)

Answers
Colin (at work) and Alex (in his building)

Exercise 6 INTEGRATE

1 Have students read the instructions. Have them read the email again in order to answer the questions.
2 Students complete the task independently, and check their answers with a partner.
3 Students may not realize they need to change the subject in question 2. Optionally, before they begin working, you can write *I loves Chicago* on the board and elicit from students what is wrong with the sentence and how it could be corrected based on the email in Exercise 5.
4 Call on students to give their answers and check if the class agrees or disagrees.

Answers

1 Erik	3 soccer	5 sports
2 Jack	4 cook, pasta	6 dinner

Writing Skill

Opening and closing an email

GO ONLINE

1 Elicit from students different situations in which one would need to write an email and them on the board (contacting a teacher, making plans with a friend, writing to one's boss.) Ask students to identify if the email would be formal or informal.
2 Have students read the information in the Writing Skill box. Have them practice saying the different phrases aloud.

Extra Practice

Students practice ordering emails in teams of five.
1 Before class, type up a brief formal email (an email from a student to a teacher) and a brief informal email (between friends). Use language from the Writing Skill box for each. Make one copy per team. Cut the email into pieces, separating the opening, the body, and the closing.
2 Place students in teams. In teams, students need to reconstruct the emails in the proper order using the correct openers and closers. The first team to finish correctly wins!
Sample formal email:
Dear Mr. Williams,
I won't be able to attend class today. I'm feeling ill. I will see you tomorrow.
Best Wishes,
Jonathan T. Thomas
Sample informal email:
Hey Yeji,
I can't come to the party tonight. I need to study for the English test. Sorry!
I'll talk to you soon,
Dimelsa

Exercise 7 IDENTIFY

1 Have students work in pairs to find the opening and closing of the email in Exercise 5.
2 Pairs discuss and decide if it is a formal or informal email.
3 Ask the class to share whether they think the email is formal or informal, and have them explain why.

Answers
[opening] Hey Erik,
[closing] I'll talk to you soon,
informal

Exercise 8 EXPAND

1 Ask students if there are other possible ways to write the opening and closing of the email.
2 Have students work independently to rewrite the opening and closing of the email using one of the phrases in the Writing Skill box. Emphasize that they can choose any phrase they want, but to make sure it is one of the informal phrases.
3 Invite students to write their answers on the board, and check as a whole class if they are appropriate.

Sample answer:
[opening] Hello Erik,
[closing] Take care,

Grammar in Context

Possessive 's and possessive pronouns

GO ONLINE

1 Have students read the information in the Grammar in Context box. Practice saying the new possessive pronoun forms aloud. Explain that nouns never follow possessive pronouns. For example, it is not possible to say ~~*mine dog.*~~
2 See the Grammar focus on page 160 for more information.

Extra Practice

1 Before class, create a bingo-style sheet (4 across, 4 down) with a list of different items such as *red car, blue car, house, television, phone, tablet, guitar*, etc.
2 Hand each student a card with the name of one of the items. Students should read what their item is but keep it a secret. Then hand out the bingo sheet to each student.

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3 Students walk around the classroom asking each other "Is the (red car) yours?" and reply "It is mine" or "It isn't mine."
4 When students find someone that owns the item, they write their name in the square. Students can help each other by saying "I think it is his" or "I think it is hers" and direct them to another student. The student that gets four in a row first is the winner!

Exercise 9 IDENTIFY

1 Have students read the instructions. Explain that all answers will either be possessive pronouns or *'s*. Tell students they can use the comparison charts in the Grammar in Context box to help them complete the task.
2 Have students complete the task with a partner.
4 Play the audio once and have students check their answers.
5 Review answers as a whole class, asking students which questions were easy to figure out and which were more challenging.

Answers

Jack: Hi, my name is Jack.
Colin: Hi, mine is Colin.
Jack: It's nice to meet you, Colin. Are you on Tim's team?
Colin: No, I think I'm on yours.
Jack: Oh, that's great. I need someone new on my team.
Colin: Is that a picture of your son's soccer team?
Jack: Yes, it is.
Colin: How funny! I have that picture on my desk. My son is on the same team.
Jack: Wow, that's amazing.
Colin: This is my son right here. Where's yours?
Jack: He's right there next to yours!

Audio Script

CD 1, Track 13

Jack Hi, my name is Jack.
Colin Hi, mine is Colin.
Jack It's nice to meet you, Colin. Are you on Tim's team?
Colin No, I think I'm on yours.
Jack Oh, that's great. I need someone new on my team.
Colin Is that a picture of your son's soccer team?
Jack Yes, it is.
Colin How funny! I have that picture on my desk. My son is on the same team.
Jack Wow, that's amazing.
Colin This is my son right here. Where's yours?
Jack He's right there next to yours!

Exercise 10 WHAT'S YOUR ANGLE?

1 Have students look at the questions.
2 Give some examples of how to answer a *how often* (frequency) question (i.e., once a day, twice a week, etc.) *When* in this context refers to situations. Remind students of some of the formal scenarios that were discussed earlier in the lesson.
3 Have students share in their pairs. Then have students form groups and make lists of who they write emails to, and when they write formal emails.

Exercise 11 WRITE

1 Review with students the different boxes in an email: *From*, *To*, and *Subject*. What goes in each box?
2 Select a student to read the directions aloud. Review each bullet point and elicit examples from students for each.
3 Have students turn back to Exercise 2 and have them circle the person they plan to write about.
4 Direct students to write their emails independently. Students can refer to the example in Exercise 5 for help. Monitor and provide assistance as students write.

Exercise 12 IMPROVE

1 Have students read the instructions and review the checklist.
2 Students read their emails again slowly and carefully to make corrections. Have them check off the boxes as they make corrections.

Exercise 13 INTERACT

1 Students find a partner to exchange their paper with.
2 Give students time to read their partner's emails and mark down any questions they may have.
3 When students have finished writing, pairs talk together about their partner's work and ask each other questions.
4 Select students to share what they have read with the class.

Lesson 2.4 What Did You Say?

Student Book pages 24 – 25

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Have students work in pairs to discuss the questions.
2 Call on volunteers to share their ideas with the class. Have a longer conversation around the question "When is it hard for you to understand people?" Write some of the answers on the board, and ask others if they agree.

Answers

Students' answers will vary. Sample answers include:
Picture 1: his name
Picture 2: students' own answers
It's hard to understand people on the phone / when they are speaking fast / when they have a strong accent.

Exercise 2 IDENTIFY

1 Have students look over the expression before playing the video.
2 Point out to students that one speaker will have two statements attributed to him.Play the video as students match. Repeat once if needed.
3 Check answers as a whole class.

Answers

1 b 2 d 3 a, c

Video Script

English For Real Video Unit 2

Kevin Hey, Max! Andy!
Max Hello Kevin. Welcome back.
Andy Hey Kevin. How's it going?
Kevin Great. So what'd you do all summer, Max?
Max Sorry Kevin… I didn't catch that.
Kevin Oh. I said… What did you do this summer?
Max Oh! I worked on my art projects.
Kevin Cool.

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Phil Andy!
Andy Hey Phil! What's up?
Andy Phil, this is my roommate Max and my friend Kevin.
Phil Pleasure to meet you.
Andy Have a seat. We were just talking about our summers. Kevin and I went home, but Max decided to stay here on campus.
Phil Oh, why did you decide to stay here, Max?
Max Well, I'm from the UK and the flights home were a bit too expensive.
Phil Sorry, did you say you're from the UK?
Max That's right, yeah. So I stayed here and worked on some art projects. I sold a few paintings actually.
Phil Sorry, say that again.
Max I sold some paintings.
Phil Ah, that's great!
Max Yeah, I was *chuffed!* It helped me pay the rent.
Phil Wait, I didn't catch that. You were *what?*
Max "Chuffed." It means very happy.
Andy It's a British expression.
Phil Man, I have trouble understanding the British accent.
Kevin You just need to talk to him more. You'll get used to it.
Max Yes, come over anytime!
Phil Say that again?
Phil I'm just kidding. I understood that! Thank you. And you can visit me too. I live near campus. Come by tonight for dinner if you like!
Andy That sounds great.
Max Thanks!

Real-World English

Asking someone to repeat something

Read the information in the box aloud. Ask students if they have tried using any of these phrases before. What do they normally do if they cannot understand what someone has said? In pairs, have students practice saying each of the phrases.

Real-World English Strategies

Second language learners are often shy or ashamed to admit that they didn't understand something that was said, which can lead to frustration or even some serious problems. For instance, they might misunderstand information about a deadline. There are many reasons why we sometimes do not understand what other people are saying: because someone used a new word they do not know, because of their accent or pronunciation style, or because they are speaking too fast. Help your students become more aware of how they react in these situations, and equip them with strategies that can help.

1 As the students are watching the video, ask them to think about why Max needs information to be repeated (background noise/a loud crash; long and difficult place name; unknown expression in a different variety of English).
2 Ask your students if they can recall a situation when they didn't understand what someone said, but they did not ask them to repeat it.
   a Why did they decide not to ask?
   b What happened next? For example, they did not get the information they need, they were not able to participate in the conversation, they did something wrong as a result.
   c Now that they have learned a few expressions for clarification, what would they say in a similar situation next time?

Exercise 3 ANALYZE

1 Put students in small groups. Have them read the questions.
2 Play the video again. Have students take notes.
3 Have students discuss the answers in their groups. For question 3, ask if they can remember how the repeated phrases were spoken differently. Explain that it is common that phrases will not be repeated exactly as they were said the first time.

Answers
1 Max is from the UK, and he has a different accent. He also uses some phrases that are different.
2 Sorry. I didn't catch that.; Did you say …; What did you say?; I didn't catch that.; Say that again?
3 They say the information differently.

English For Real Video Unit 2

Exercise 4 IDENTIFY

1 Have students read the instructions.
2 Choose two students to read the first dialogue. Elicit the missing word from the class. Ask students if they think this situation is at school, at work, or at home.
3 Have students work in pairs to fill in the blanks and talk about each situation.
4 When students have finished, select two students to read each dialogue aloud, followed by asking the class about how speaker A repeats information and who is speaking. Is the situation formal or informal?

Answers
When speaker A repeats information, they say it differently.
1 again; sample answer: two co-workers/people in an office
2 what; sample answer: two friends
3 repeat; sample answer: someone calling a dentist/hair salon/etc.
4 What; sample answer: two roommates or friends
5 hear; sample answer: a patient and a receptionist at a doctor's office

Exercise 5 APPLY

1 Read the instructions. Remind students to read the entire dialogue before attempting to write. Students should determine if the situation is formal or informal, and then choose the appropriate phrase from the Real-World English box.
2 Have students complete the activity independently.
3 Select multiple students to read each dialogue and write their answers on the board. Discuss if the scenario was formal or informal. Decide which answers given were appropriate for the respective situation.

Answers
Students' answers will vary. Sample answers include:
1 I'm sorry, what time is the meeting?
2 Sorry—could you repeat the address, please?
3 Excuse me, can you say that again, please?

Exercise 6 EXPAND

1 Put students into pairs. Tell them to read through all scenarios and make notes on what each character should say.

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2 Remind students that they are not to write an exact script, but rather to discuss what the characters could say in each situation. They should refer to the phrases in the Real-World English box.

Answers

Students' answers will vary. Sample answers include:

1 A What time is it?
B It's noon.
A Can you say that again?
B Sure, it's 12:00.

2 A Can you spell your name, please?
B It's D-E-L-L.
A I'm sorry, I didn't hear that.
B It's D like David, E-L-L.

3 A What did you do today?
B I went shopping with my friend.
A What?
B I went to the mall with Mike.

4 A When is our project due?
B Next Wednesday.
A I'm sorry, *when* is it due?
B It's due next Wednesday.

5 A Excuse me. How much is this shirt?
B It's $29.99.
A Could you please repeat that?
B Sure, the price is $29.99.

Exercise 7 INTERACT

1 Each pair now practices all the role plays, alternating who plays A and B.
2 After there has been sufficient practice, select pairs to perform each of the role plays for the class. Other classmates should be listening for the phrases in the Real-World English box. After each performance, ask students to identify the phrase they heard.
3 Remind students to go online so that they can create their own version of the video.

Lesson 2.5 She's Smart and Fun

Student Book page 26

Exercise 1 ACTIVATE

1 Tell students they are starting the lesson with a competition. Form two teams. Have each team pick a team name
2 Direct students to the pictures in Exercise 1. Explain the rules: when the team knows which picture is being described, they must raise their hand and give their answer. If the team is correct, they get a point. If they are wrong, the other team gets a chance to guess.
3 Give students 90 seconds to review the pictures before the game begins.
4 Play the audio. Pause after each section.
5 Determine the winner.

Answers

1 e 2 c 3 f 4 a 5 d 6 b

Audio Script

CD 1, Track 14

1 This is my cousin Tina. She has wavy black hair and brown eyes. She's really smart, but she's a little lazy.
2 This is my aunt. Her name is Margaret. She has long blond hair and green eyes. She has three jobs, so she's always busy.
3 Here's my father. His name is Andrew. He has black hair and brown eyes. He likes to cook, but he isn't very good at it.
4 This is my niece Louisa. She has long brown hair and blue eyes. She's a little shy, so she doesn't talk a lot.
5 Here's my friend Anna. She has blond hair and blue eyes. She loves cooking, but she hates washing dishes.
6 Here's my grandmother Jackie. She has short gray hair and blue eyes. She's pretty serious about her hobby. She is a painter.

Exercise 2 INTERACT

1 Place students into groups of six or seven.
2 Select a student to read the directions, and another student to read the example. Remind students to choose a student in the class to describe but not to reveal who the person is. The other students in the group guess who is being described.

Exercise 3 WHAT'S YOUR ANGLE?

1 Direct students to the chart. Review the information in each category. Elicit other examples of personality descriptions (remind students of adjective practice from Unit 1), and other examples of things a person likes or is good at. Write them on the board.
2 Have students think of three people and complete the chart independently.
3 Ask for one or two volunteers to each share just one of the people on their list.

Speaking

Describing people

GO ONLINE

Have students read the information in the Speaking box. Ask for volunteers to read the sample sentences. Write each of the forms on the board and elicit additional examples from students (e.g., *He's short, she has brown eyes, she's really good at badminton.*)

Extra Practice

In this activity, students attempt to draw the descriptions they hear.

1 Put students into A/B pairs. Give As one picture and Bs a different picture. The pictures should show a person's physical attributes, an activity and perhaps something that hints at their personality.
2 Without showing their picture, student A describes their picture to student B using vocabulary and grammar from the unit. Student B draws their interpretation of what they hear.
3 When student B finishes, they compare their picture with the original. Then switch roles.
4 Ask students to share whose pictures were most accurate.

Exercise 4 INTEGRATE

1 Put students in pairs.
2 Using their notes, students take turns describing three friends with interesting deatils.
3 Ask students to share something they learned about a classmate's friend.

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Unit 2 Review

Student Book page 148

Vocabulary

Exercise 1

Answers

1 aunt	4 niece	7 grandmother
2 niece	5 cousin	
3 uncle	6 grandfather	

Exercise 2

Answers

1 with	3 for	5 about
2 on	4 to / with	6 with

GO ONLINE Encourage students to go online to play the vocabulary game.

Grammar

Exercise 3

Answers

1 your, mine	3 his	5 my, hers
2 your, Their	4 our, theirs	

Exercise 4

Answers

Free advice (U) for a happy life (C):
Be kind to your brothers (C) and sisters (C).
Get eight hours (C) of sleep (U) every night (C).
Ask for help (U) when you need it.
Don't say bad things (C) about other people (C).
Have fun (U) and don't worry about the little problems (C).

GO ONLINE Encourage students to go online for further grammar reference and information and to play the grammar game.

Discussion Point

Exercise 5

OXFORD REFERENCE

1 Write *friendship* on the board. Explain to students that friendship is the relationship between friends.
2 Direct students to the quote. Break down each portion. What does it mean to like the same things? What does it mean to dislike the same things? What do they think is meant by *true friendship*?
3 Have students further discuss the meaning of the quote in small groups and decide if they agree or not, and why.
4 Ask each group to work together to come up with a definition of "true friendship." Each group should write their definition on a piece of paper.
5 Invite groups to share their definitions with the class.

Answers

Students' answers will vary. Sample answers include:
I agree. If my friend likes the same things as me, we will have a good time together.
I disagree. It's more interesting to have friends who like different things. I can learn about different things.

GO ONLINE Encourage students to go online to listen to the podcast and add their comments to the discussion board.

Zoom In

Exercise 6

1 For Task 1, put students into small groups. Put a timer of 30 seconds on the board. Each student in the group needs to talk about their family member for the full 30 seconds. After everyone in the group has gone, have students change groups and practice again.
2 Have students work independently to write four sentences. Collect and correct their work or monitor and provide feedback.
3 Have students search for two friends on a social media platform or use photos on their phone. Before beginning the activity, remind students of the different ways they have learned to describe people: personality adjectives, physical descriptions, talents, and more. They should try to use as much description as possible. If students cannot find pictures of friends, they can describe a famous person instead.

Answers

Students' answers will vary. Sample answers include:
1 My sister is most like me. We like the same movies. We like the same food. We have a similar personality.
2 My parents make my life better because they encourage me. They help me when I have a problem. They care about me. They are happy when I do well.
3 Answers will vary depending on the photograph that students select.

Exercise 7

1 Tell students to think about how they did on each of the previous tasks and to check the appropriate box.
2 Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.

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Unit Overview

Introduction to the unit

Our lives are filled with many different obligations: to family, to work, to friends, and to our community. This unit, *Responsibilities*, examines these main themes: recognizing job and family responsibilities and related vocabulary, using adverbs of frequency to discuss community engagement, and making polite requests.

In ***Lesson 3.1***, the idea of responsibility is reflected in the following activities: using new vocabulary to describe common chores, expressing contrasting feelings about chores, and reading about how to make household responsibilities more fun. In the *More to Say…* activity, students will practice do and does in yes/no questions and short answers. In ***Lesson 3.2***, the following exercises demonstrate the theme of responsibility: using time expressions to discuss participation in the local community, interpreting information from a graph, and using accurate word choice in writing about classmates' community involvement. In ***Lesson 3.3***, students will identify specific responsibilites for different jobs, and learn to form subject and object questions about work. In ***Lesson 3.4***, students will watch a video and practice phrases for making different types of polite requests. In the *Real-World English Strategies*, teachers will help students practice making direct and indirect requests. Finally, in ***Lesson 3.5***, students will use the grammar and vocabulary they have learned in the unit to describe a typical day in their dream life.

Lessons

3.1 Crazy Clean

Reading Skill Reading and understanding contrast linking words: *but* and *however*

Grammar in Context Simple Present: Positive, negative, and *yes / no* questions

Pronunciation Skill *Do* and *Does* in *yes / no* questions and short answers

- Vocabulary: responsibilities (Oxford 3000)
- Identify contrasting ideas in sentences
- Use simple present affirmative and negative sentences in context
- Notice correct forms of *do* and *does* in listening

3.2 A Good Neighbor

Vocabulary Development Time expressions

Grammar in Context The simple present and adverbs of frequency

Writing Skill Checking your work: Accuracy in word choice

- Write simple present sentences using adverbs of frequency
- Interpret information from a bar graph
- Practice word choice in writing

3.3 What Can You Do?

Listening Skill Recognizing linkers for addition

Grammar in Context Subject and object questions in the simple present

- Vocabulary: work (Oxford 3000)
- Analyze a job ad
- Recognize linkers for addition
- Identify subjects and objects in question forms

3.4 A Few Requests

Real-World English Requesting by phone

- Apply direct and indirect request phrases based on context
- Analyze different levels of requests
- Create a role play about requests

3.5 Stay-At-Home Dad

Speaking Talking about habits and routines

- Brainstorm "dream life" activities
- Use adverbs of frequency to discuss routines
- Ask and answer questions about habits and routines

Resources

Class Audio CD 1, Tracks 15–19

Workbook Unit 3, pages 15–21

Oxford Readers Correlations

Grace Darling (9780194656078)

Teacher's Resource Center

Assessments: Unit test, Progress test
Class video
English For Real video
Grammar focus
Grammar PPTs
Grammar Worksheets
Oxford Reference Worksheets: upper/lower
Vocabulary cards
Newslea articles
Word list

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Unit Opener

Student Book page 27

The unit opener photo shows two nurses caring for a newborn baby. Ensuring the health and well-being of this child is their responsibility. They also seem to enjoy their work. The photo demonstrates the care and precision involved in caring for a newborn. Being a medical professional brings with it a very high level of responsibility. This idea can help to frame the unit as a whole.

Photographer

Nadia Shira Cohen

Nadia Shira Cohen (b. 1977) was born in Boston. At the age of 15 Nadia was diagnosed with cancer and at the same time received her first camera. She began documenting her physical transformation in portraits as well as documenting her peers in hospital. She continued to pursue her passion for photography at the University of Vermont, with a semester abroad at the SACI School in Florence, Italy. In 2014 Nadia became staff photographer for the International Committee of the Red Cross. She has been based in Rome, Italy since 2007 where she has been diligently working to tell stories of the lives of people who interest her and which she compassionately feels the need to expose. Today Nadia is a freelance photojournalist and a correspondent for *The New York Times*. She frequently works in Latin America, as well as in Haiti, Kazakhstan, Congo, Rwanda, and Kosovo, focusing on human rights, reproductive rights, environmental issues, disaster, revolution and migration, among migration among other issues. Her work has been exhibited internationally and she is an IWMF Fellow and a Pulitzer Center on Crisis Reporting grant recipient for her work on gold mining in Romania.

Unit Snapshot

These three questions have been written to get the students' attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer.

1 For the first question, have students think about housework they need to do, or had to do as children. Have them brainstorm ways they have or could make those activities more enjoyable.
2 For the second question, allow students to find the word community in their first language, and discuss in small groups how to define the word.
3 For the third question, identify some difficult requests, such as a ride to the airport, and ask students how they might ask someone for the favor.

Discussion Questions

1 Direct students' attention to the questions below the picture. For the first question, have students work in small groups to make a list of jobs that have the most responsibility. Have them rank the jobs in order of responsibility.
2 For the second question, have students talk to a partner about the responsibilities parents have. Share as a whole class. If there are parents in the class, ask their opinion on the answers shared.
3 For the third question, have students work independently and make a list of their responsibilities. Have them think about school, work, family and any extra-curricular responsibilities. Ask individual students to share.
4 Optionally, before asking students to answer the discussion questions, show the photographer video where Nadia Shira Cohen answers the questions from her perspective. Play as many times as needed for comprehension and review any vocabulary terms that come up.

Answers

Students' answers will vary. Sample answers include:
1 Doctors and nurses have the most responsibility. Firefighters have the most responsibility.
2 Parents have to make sure their children are healthy. Parents have to change diapers.
3 I have to go to work every day. I have to pick up my sister from school. I have to clean my room.

Video Script

In this photo, two nurses put a blanket around one of the first babies born on Mother's Day. This baby is a boy, and he has a twin sister born at the same time. I took the photo at the National Women's Hospital in San Salvador, the capital of El Salvador.

Parents' responsibilities are to feed and clothe their children, and to teach and love them. Parents should protect their children, but let them discover the world on their own, with their parents' help.

My children are my most important responsibility. My work is also an important responsibility, and I am responsible for telling the stories of the people I photograph. I also support my family with my work.

Exercise 1

1 Write the words *fun* and *necessary* on the board. Elicit an example of something fun to do (going to the movies) and something necessary to do (washing dishes.) As a class, come up with a definition for *fun* and *necessary*.
2 Have students independently make their list of fun and necessary activities.

Answers

Students' answers will vary. Sample answers include:
Fun: watch movies, sleep late, read, spend time with friends/family, eat cake, play games, ride a bike
Necessary: get up early, go to work, clean the house, do homework, study, take care of my car

Exercise 2

1 Pre-teach the phrase *how much time*. In this context, it refers to hours or minutes that a student spends on the activities they have listed. Select students to share some of their activities with the class. Ask them how much time they spend on particular activities.
2 Direct students back to their list and to think about how much time they spend on each activity. The students rank the activities as per the instructions.
3 Have students share their lists with a partner. Have students identify if their top activity is in the *fun* or the *necessary* category. Ask students if they are happy with the time they spend on these activities, or if they would like it to change.

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Real World Goal

By the end of this unit, your students will be able to call a local business and request their hours of operation. In the unit they will practice phone requests, recognize contrast linking words, and be able to form simple present questions. They will have had exposure to different types of requests through video and audio.

Lesson 3.1 Crazy Clean

Student Book pages 28 – 30

Exercise 1 ACTIVATE

1 Direct students' attention to the title of the lesson. Elicit from students the meaning of this phrase (very clean). Ask students who enjoys cleaning and who does not.

2 Direct students' attention to the three pictures. With a partner, have them guess or share what each product is for. Call on pairs to share their guesses. Next, reveal the answers. Note that the object in the first picture is often called a robot vacuum. Define *robot* for the class. If the classroom has Internet access, show an internet video of cats interacting with robot vacuums.

Answers
1 cleaning floors
2 cleaning bedrooms with UV light
3 cleaning dogs' paws

Exercise 2 VOCABULARY

1 Pre-teach the word *chore*. Explain that a chore is a small job that has to be done regularly, and often refers to cleaning and housework.

2 First, have students practice saying each phrase aloud. Student may have difficulty with the pronunciation of *garbage* and *prepare*.

3 Look at the first picture together as a whole class. Ask students to identify what they see in the picture (a woman, a bed.) Ask them, *Is she going grocery shopping?* Have them scan the phrases and decide which one matches the image.

4 Have students work in pairs to match the remaining images. Remind them that it is okay if they are not sure of the answers yet. They should guess as best they can.

5 Review answers as a whole class. Ask students to identify the verb in each phrase and remind students that the verb is indicating the action of the chore. For the phrase *clean the carpets*, ask students to identify what is used to do this chore (vacuum or robot vacuum).

Answers
1 change the sheets
2 wash the dishes
3 prepare meals
4 clean the carpets
5 fold clean clothes
6 pay bills
7 cut the grass
8 go grocery shopping
9 empty the garbage

Oxford 3000 words

grass	fold	sheets
carpets	prepare	grocery
dishes	garbage	bills

Extra Practice

1 In small groups, student A assigns student B a chore from the vocabulary list and student B mimes the action.
2 Student B gives a command to student C, and so on. To model, select a student and say "Please wash the dishes!" The student mimics washing the dishes.
3 Each student in the group takes multiple turns to assign a chore and mime the action. As students get more confident in the vocabulary, encourage them to switch roles faster.

Exercise 3 IDENTIFY

1 Write the three categories (food, cleaning, spending money) on the board. Elicit from students two chores and determine under which category they belong.

2 In pairs, have students make a list for each category and write in the chores for each.

3 Have students come up and write their answers for each category. Invite students to add additional chores if they can think of others. Review answers as a whole class.

4 As an optional extension, put the class into small groups. Have them imagine they had a robot. What would they want it to do for them? Clean the kitchen? Wash the dishes? Have the group decide what responsibilities their robot will do.

Answers
1 go grocery shopping, prepare meals
2 fold clean clothes, wash the dishes, change the sheets, clean the carpets, empty the garbage
3 go grocery shopping, pay bills

Exercise 4 WHAT'S YOUR ANGLE?

2 Have students read the questions. Pre-teach *neat*. The word refers to things being arranged in an organized way; it is the opposite of messy. Explain that *work around the house* refers to all of chores listed in Exercise 2. For the question *How Important?* give students some possible answers such as *very important*, *a little important*, or *not important*. Write these on the board.

3 Have students discuss each question in pairs.

4 Share answers as a whole class. Ask students who in their house or family does the most housework.How do they feel about it? Do they wish it was different?

Answers
Students' answers will vary. Sample answers include:
Being neat and clean is very important to me. I do most of the work around the house. My roommates are lazy!

Exercise 5 INTERACT

1 First, have students look at the photo. Have them describe what they see. What is the man doing? How does he feel about what he is doing?

2 Next, have students read the title of the article and the sentence below the title. Have students discuss the questions in Exercise 5 in pairs.

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Reading Skill

Recognizing and understanding contrast linking words: *but* and *however*

GO ONLINE

1 Review the linking words for addition *and*, *also,* and *too* covered in Unit 1. Remind students that these words connected two ideas. Pre-teach *contrast* as looking at differences. When we want to contrast two ideas, or show a surprise, we use the words *but* and *however*.
2 Direct students to read the information in the Reading Skill box. Explain that the placement of *but* and *however* is important in separating two different ideas. Read the first example sentence in the box as a whole class. Then, write the formula on the board: "Idea 1, *but* Idea 2." Point out the comma placement in writing contrasting sentences. *However* is used when we write two complete sentences with a contrast. *However* is added at the start of the second sentence. Have the whole class read the second example sentence in the box.

Extra Practice

1 Ask the class to name some activities they like and don't like.
2 Write some categories on the board to help students brainstorm ideas: music, hobbies, food, animals.
3 Create a sample sentence on the board using *but*. For example, *I like eating food, but I don't like preparing food!*
4 Students write 3-5 sentences about their likes and dislikes using *but*.
5 After they have written sentences, have students walk around the room and share their sentences. See who is in agreement about what they like and do not like.

Exercise 6 ASSESS

1 Have students read the two sets of statements. Tell students that statements 1–5 are corresponding contrasting statements to letters a-e.
2 Students work in pairs to match the contrasting ideas. If you feel the matching will be too challenging for your students, have them scan the article to find the matches. Tell students they should not read every word. They should just look for the contrasting match. Set a time limit of 5 minutes to help facilitate this.
3 Next, have students read the article in full and check that their answers are correct.
4 Discuss with a partner: which ideas from the article are the best? Which are not so good? Do the ideas make chores more fun? Why or why not?

Answers

1 d 2 e 3 c 4 a 5 b

Exercise 7 WHAT'S YOUR ANGLE?

1 Place students into small groups. Have the class read the questions silently.
2 Have each group brainstorm a list of things they do to make chores less boring. Include items from the article if they have tried them.
3 Have each group come to the front of the class to present their idea to make chores more fun. Encourage students to include a visual aid (either a drawing or showing an image from the Internet on the board.)

Answers

Students' answers will vary. Sample answers include: I listen to music while I clean. I eat chocolate cake after cleaning my room.

Grammar in Context

Simple present: Positive, negative and *yes / no* questions

GO ONLINE

1 Have students read the information in the Grammar in Context box.
2 Review with students how simple present positive and negative sentences are formed. Elicit how to form positive statements. Based on the sample sentence, elicit from the class the formula **subject +** *don't/doesn't* **+ infinitive without** *to*.
3 Explain that *yes / no* questions in the simple present require *do*. Write the formula for questions: *Do*/*Does* **+ subject + infinitive without** *to***…?** and short form answers: **Yes + subject +** *do*/*does***. No + subject +** *don't*/*doesn't*. Have students read the example question. Ask students how to answer *Does she have a busy schedule?* (*Yes, she does / No, she doesn't.*)
4 See the Grammar focus on page 161 for more information.

Extra Practice

1 Have students write a list of the activities they do each day. Have them refer to the vocabulary in Exercise 2 for ideas. In addition to the cleaning-related routines, students can include routines about waking up, going to school, going to sleep, etc.
2 Students discuss their daily activities to a partner using positive and negative simple present sentences. Sample sentences: : *I prepare the meals. I don't wash the dishes. I go grocery shopping. I don't empty the garbage.*
3 Call on volunteers to talk about their partner's activities.

Exercise 8 INTEGRATE

1 Select a student to read the directions. Explain that students will fill in information about the article, but they will not find the exact sentences as written in this exercise in the article. They must find the correct information as well as determining the correct positive or negative form of the verb.
2 Answer the first question as a whole class. Elicit the correct form of the verb and ask the class if a positive or negative sentence would be correct.
3 Have students finish the activity in pairs.
4 Ask for a volunteers to write answers on the board. Review as a whole class.

Answers

1 says 3 love 5 doesn't need
2 don't like 4 gets, wins 6 want

Pronunciation Skill

***Do* and *does* in *yes/no* questions and short answers**

GO ONLINE

1 Have students read the information in the Pronunciation Skill box and play the audio and have students pay special attention to the shortened sound of *do*.

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2 Have students practice saying each sentence in the box. Explain to them that it can be difficult to hear these sounds due to either shortening or blending of sounds in the case of *does* with *he* and *she*.

CD 1, Track 15

Extra Practice

1 Students pass a ball as they practice pronouncing *do* and *does*. Prepare a list of sentences missing *do* or *does* (for example, ____ *she live in Osaka?*)
2 Toss the ball to a student and read the sentence with the missing word. The student repeats the sentence with the correct form (while practicing the correct pronunciation.)
3 After the student answers, the student tosses the ball to a student of their choice, who then repeats the next sentence the teacher reads with the correct word and correct pronunciation. Keep playing until everyone has had a turn and try to speed up the game as it goes along.

More to Say…

Focus: Working changing partners, students practice *do* and *does* in yes/no questions and short answers.

Grouping Strategy: Groups of 2 students.

Activity Time: 10 minutes

Ready,

1 Prepare a blank index card or small slip of paper for each student.
2 Create a model index card with 2 sample questions with *do* and *does,* such as
Do you like cats?
Does your father watch sports on TV?

Set…

1 Tell students they are going to ask their classmates 2 questions.
2 Model asking several students the questions on your index cards. Highlight the reduction of *do* and *does* in your questions.
3 Have students write 2 questions on their index cards, 1 starting with *Do you* … and 1 starting with *Does your* …

Go!

1 Have students stand up and mingle around the classroom.
2 Instruct them to meet with 5 different class mates to ask their questions and respond to the questions they are asked.
3 Circulate and correct pronunciation errors as necessary.

Exercise 9 NOTICE

1 Read the directions to the students.
2 Play the audio. Students listen and choose the correct phrases.
2 Have students check their answers in pairs.
4 Play the audio again. Students listen and check their answers. Review as a whole class.
5 Play a third time, pausing after each recording to allow students to repeat. To mix it up, change who repeats each time: just one third of the room, just men, just women, etc. This keeps students on their toes during a choral repetition practice.

Answers

1 Does your roommate	4 Do you
2 Does she	5 Do they
3 she does	6 they don't

Audio Script

CD 1, Track 16

1 Does your roommate pay bills on time?
2 Does she usually make a mess?
3 Yes, she does!
4 Do you invite friends over for dinner?
5 Do they usually help prepare the food?
6 No, they don't.

Exercise 10 INTERACT

1 Pre-teach *waste of time*. Write the phrase on the board. It can be defined as something that is not useful.
2 Divide the class into As and Bs. As pair up and Bs pair up. Each read their opinion in Exercise 10 and brainstorm reasons to support the opinion. Encourage students to find reasons to support the opinion, even if they themselves disagree with it. Note: students may struggle with comprehension of *You think not being neat and clean is a waste of time*. Explain that B's main argument is that people should be neat and clean, and it is a bad choice if they are not.
3 After the pairs have prepared their ideas, pair up the As and Bs to make groups of four for their conversation. Have students try to talk for at least two minutes, and everyone in the group must speak.

Lesson 3.2 A Good Neighbor

Student Book pages 31 – 33

Exercise 1 ACTIVATE

OXFORD REFERENCE

1 Put students in small groups. Have them discuss the following questions: *Do you talk to the people in your town or city? Do you go to restaurants or parks in your town? Which ones?*
2 Discuss some of the answers as a whole class. Tell students that some of the activities discussed are part of what it means to be in a *community*.
3 Have students read the paragraph about community silently. Review vocabulary sentence by sentence. Students may struggle with: *form, hobbies, place-based*. Explain that *form* is a synonym for *make*. List some examples of hobbies that might make a community: a knitting club, a bowling league, a book club, a writer's group, etc. *Place-based* is another way of saying something takes place at a physical location, like a community center, rather than in a virtual space.
4 Have students discuss with a partner the communities that they are a part of. Remind students of the different examples given to help them think of ideas.

Answers

Students' answers will vary. Sample answers include: my neighborhood, my town, students at my school, employees at my company

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Vocabulary Development

Time Expressions

GO ONLINE

1 Direct students to read the information in the Vocabulary Development box.
2 Help students understand the meaning of "time expressions" by asking how often their English class meets. Elicit information from students to express the schedule using the expressions in the box (where it is *twice a week*, *every weekday*, etc.)
3 Tell students that these expressions are used when discussing how often they do something. Ask students to think back to some of the community activities they mentioned in the previous exercise. How often do they participate in those activities? Work together as a whole class to come up with the correct expressions.

Extra Practice

1 Encourage students to have a vocabulary journal. When students encounter a new word, they add it to the journal.
2 For each vocabulary word, students can write the meaning, part of speech, and an example sentence. The process of adding new words to the vocabulary journal will help them retain material and they can easily refer to all the words they have learned in the future.
3 To start, have students write out the expressions in the Vocabulary Development box.

Exercise 2 USE

1 Review the activity list as a whole class. Pre-teach *local*. There are four examples listed: *local news*, *local store*, *local restaurants*, and *local parks*. Use concept-checking questions, such as: *do you think local news refers to national and international news, or news about a town or city?* Pre-teach *charity* by naming some famous charitable organizations and briefly telling students what they do.
2 Select a student to read the example sentences aloud. Ask the class to say aloud other time expressions that would work in each example.
3 Have students work independently to choose five activities and write sentences with time expressions about them. If students cannot think of answers for themselves or someone they know, tell them they can write about a fictitious (imaginary) person.
3 Have students share their sentences in small groups. Monitor, and listen for any common errors.
4 After students have finished sharing, write sentences containing some of the errors you heard. Elicit corrections from the class.

Answers
Students' answers will vary. Sample answers include:
Once a week, I shop at a local store.
I talk to neighbors several times a week.
I give money to a charity once in a while.
Every night, I use social media.
I eat at local restaurants a few times a month.

Exercise 3 WHAT'S YOUR ANGLE?

1 Instruct students to think of a fun activity in which they participate and how often they participate. Have them read the sample sentence.
2 Put students in pairs to discuss the questions. Encourage students to ask additional questions about the activity. Monitor for use of time expressions.

Answers
Students' answers will vary. Sample answers include:
I go to community parties.
I know people at the local bookstore.
I watch local news.

Exercise 4 ASSESS

1 Direct students' attention to the graph. Elicit the purpose of a graph (to present information in a visual way.)
2 Direct their attention to the main question (*How often do you…?*), the different categories being measured, and the color coding.
3 Have students work with a partner to describe what they think is the purpose of the bar graph on page 32. The bar graph shows how often people do different activities in their community.
4 With a partner, have students use the information in the graph to answer the questions.
5 Review answers as a class. Have students demonstrate evidence for their answers. For example, how do they know which activity is the most popular? How did they find that information?

Answers
Students' answers will vary. Sample answers include:
1 They show how many people do the activities.
2 100
3 spend time with neighbors
4 take action for change
5 read local news

Exercise 5 INTEGRATE

1 Pre-teach the phrase *take action*. Review the graph categories to make sure students understand them. Explain to students that they will read part of a community blog. Have students silently read the text and note down an example of each category.
2 Give students a moment to check their answers in pairs before going over answers with the whole class.
3 As an alternative way to do this activity, before class you can cut up the text and cut up the categories so each is on an individual small piece of paper. Have students read the instructions and the blog independently. Give each student a piece of paper with either a sentence from the blog or the graph category. Students mingle and try to find the match to their paper. Students lay out their matches on a desk. Check answers.

Answers
1 talk to them, invite them to their house
2 go to local stores and restaurants
3 read newspapers or information online about things that happen in our town
4 give food to hungry people, run in a race for medical research
5 clean the park, help older people with chores
6 go to meetings, write on social media, call the mayor about problems

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Grammar in Context

The simple present and adverbs of frequency

GO ONLINE

1 Have students read the information in the Grammar in Context box. Emphasize that adverbs of frequency in the simple present are used to say how often we do something.
2 On the board, show a scale of adverbs showing the highest frequency to the lowest: *always, usually, often, sometimes, hardly ever, never*. You can assign the adverbs a percentage of frequency to assist with comprehension (i.e., *always* = 100%, sometimes=50%, never = 0%)
3 Note that the adverb usually comes between the subject and the verb for positive sentences: *I usually go shopping with my friends.* The adverb comes after *don't* or *doesn't* in negative sentences: *I don't usually shop at this store.*
4 See the Grammar focus on page 161 for more information.

Extra Practice

1 In this activity, students practice adverbs of frequency while playing a game about truth and lies. Model the activity by writing two true sentences and one false sentence about yourself using adverbs of frequency. For example:
I usually go to the gym every morning.
I hardly ever play baseball.
I always drink tea with milk.
2 Tell students that one of these sentences is false. Have students discuss with a partner which sentence they believe is false. Reveal the answer and let students ask questions.
3 Have students write two true sentences and one false sentence using adverbs of frequency. In large groups, have students read their sentences and others guess which sentence is the lie. Have students share the most interesting sentences they heard.

Exercise 6 APPLY

1 Have students read the instructions.
2 Look at the example. Ask students to look back at the graph and provide evidence for the sentence *22 people often take action for change*. They should point to the yellow bar in the *take action for change* category.
3 Have students work independently to integrate the information from the graph and blog to create new sentences using adverbs of frequency.
4 Have students check answers with a partner. There will be some variety in responses; for example, some students may use *often* while others use *usually* – both are correct.
5 Check answers as a whole class.

Answers
1 Twenty-two people often take action for change.
2 Three people hardly ever buy from local businesses.
3 Nine people sometimes spend time with neighbors.
4 Thirty people often / usually give to charity.
5 Forty-eight people sometimes do volunteer work.
6 Fifty-four people hardly ever / never take action.
7 Twenty people sometimes read local news.

Exercise 7 WHAT'S YOUR ANGLE?

1 Tell students that now they should think about how they are involved in their community. Have them look at the different ideas listed in the blog and the bar graph. Read the example sentences together.
2 Have students discuss the questions in pairs. If students are not involved in their community, they can make sentences using *never* or *hardly ever*, or they can talk about activities they hope to do in the future.
3 As an optional extension, designate six areas of the room with each category from the bar graph. After students discuss in pairs, have them move to the category they participate in, or are interested in learning more about (i.e. students who volunteer or are interested in volunteering are in one group.) Have students in each group share ideas.

Exercise 8 PREPARE

1 Have students read the instructions.
2 Review the topics listed and brainstorm other ideas as a whole class.
3 Divide students into groups of three. Give students five minutes to discuss and choose the topic they want to focus on. Once they have chosen their topic, they think of five activities related to the topic. For example, if the topic is health, activities could include exercising, eating healthy, visiting the doctor, and stress.
4 Once students have their activity list, ask them to develop a question for each activity. Remind them to incorporate adverbs of frequency; for example, *How often do you visit the doctor?*Responses should be either *usually/often*, *sometimes*, or *hardly ever/never*. Students should ask for additional information in order to assist with their paragraph-writing later in the lesson.

Answers
Students' answers will vary. Sample answers include:
Topic: Health
Activities: eating vegetables, exercising, going to the doctor/ dentist, sleeping eight hours, drinking water
Questions: How often do you eat vegetables? How often do you exercise? etc.

Exercise 9 INTERACT

1 Each group decides which questions they will ask.
2 Have students go around the classroom to survey their classmates.
2 Have the groups meet up once again. Each group should examine their results and make a bar graph modelled after the example in the book.
3 Circulate to each group and have them explain their bar graph to you. This will help ensure the class is on the right track before they start writing.

Exercise 10 WRITE

1 Have students read the instructions.
2 Students work independently to write about the results in their group's bar graph.
3 Monitor and check student's work. Make sure they discuss all the information in the graph, and provide additional details.

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Writing Skill

Checking your work: Accuracy in word choice

GO ONLINE

Direct students to read the information in the Writing Skill box. Explain that in English, words that seem similar can have very different meanings. It is important to use the most accurate word to convey meaning, as in the example in the Writing Skill box.

Extra Practice

1 In this activity, students have to make their partner correctly guess the vocabulary word they are describing. Have half the students facing the board, while the other half face a partner.
2 Write one of the vocabulary words from Unit 3, Lesson 1 (i.e. dishes) on the board. The students facing the board must try to describe the word as the partner tries to guess.
3 After half the words have been played, have partners switch seats and continue playing.

Exercise 11 APPLY

1 Have students work independently to choose the best answers.
2 Call on students to share their answers with the class.

Answers

1 twice	3 clean	5 do
2 ever	4 give	

Exercise 12 IMPROVE

1 Read the instructions and the list of things to check.
2 In thinking about word choice, have students circle any words they are unsure about. Have them look up the definition in a learner dictionary to verify it is the best word to use. Refer to the textbook for the different adverbs of frequency and time expressions.
3 Students make corrections as necessary.

Exercise 13 SHARE

1 One student from each group meets up to form a new group. In the new small groups, everyone shares their bar graph and reads their paragraph. Require each person in the group to ask at least one question during the sharing session.
2 As a whole class, have students share something interesting they learned about the class.

Lesson 3.3 What Can You Do?

Student Book pages 34 – 35

Exercise 1 ACTIVATE

1 Ask students who is currently working or has had a job recently. Ask them to describe their job and the tasks they had to perform.
2 Direct students' attention to the vocabulary list. Practice pronouncing each word aloud. Have students identify which words are verbs (*lead*, *develop*, *manage*, *serve*) and which are nouns (*customers*, *experience*, *responsibilities*, *decisions*, *research*, *programs*, *projects*.) Note: *Research* can function as a verb as well.
3 Have students work in pairs to complete the sentences. Allow students to use a learner dictionary for assistance.
4 Review answers as a whole class. After each sentence, use concept-checking questions to ensure comprehension. Sample questions: *What types of things do you need to do when you manage a large group of people? Is it easy or difficult? What is an important decision you have made?*

Answers

1 experience	5 research
2 responsibilities	6 customers, serve
3 manage, lead, decisions	7 projects, develop
4 programs	

Oxford 3000 words

lead	customers	decisions	programs
develop	experience	research	projects
manage	responsibilities	serve	

Exercise 2 WHAT'S YOUR ANGLE?

1 Have students examine the expressions in Exercise 1. Note how some verbs go with nouns, i.e. *make decisions*, *help customers*, *develop ideas*, *have responsibilities*.
2 Have a student read the sample sentence aloud. Note that this is an example of someone having a lot of responsibility outside of the workplace. Students can write sentences either about a job or responsibilities outside of a job.
3 Students work independently to write three sentences.
4 Invite students to write their sentences on the board. Review them as a class.

Answers

Students' answers will vary. Sample answers include:
One of my responsibilities is to help customers on the phone.
My neighbor is the principal of a school. He makes a lot of decisions about the school.
I'm a student. I often need to do research for class.

Exercise 3 ASSESS

1 Pre-teach *job ad*. (It is an announcement, either online or in a newspaper, that lets people know a job is available and describes what the job is like.)
2 Have students look at the first job ad. Elicit what jobs are listed. Then direct them to the sample sentence which lists the responsibilities of the first job.
3 Put students into pairs. Have them analyze the ads and write out the responsibilities that relate to the job. They should try to use the vocabulary from this lesson and their ownideas.
4 Check answers. Ask students which job they would be interested in and why.

Answers

Angelina's: cook, serve, or deliver food
Royal House Cleaning: clean houses
Uptown Furniture: manage store, lead team, develop ideas
Helios Labs: do research, help in the lab
Wayside Farm: work with animals and vegetables, drive, get up early

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Listening Skill

Recognizing linkers for addition

GO ONLINE

1 Direct students to the information in the Listening Skill box. The expressions *and* and *also* should be familiar to students from Unit 1. *In addition* and *as well as* are also phrases to help add related ideas or additional information.
2 Repeat each phrase as a whole class. Demonstrate the pauses before and after expressions such as *also* and *in addition*.
3 Write the sentences from the audio script on the board. Have students practice saying them with a partner.

CD 1, Track 17

Extra Practice

1 In this activity entitled "What Can You Do?", students create new sentences from the activity in Exercise 3. Write "You can…" on the board.
2 Ask students *What are the responsibilities at Helios Labs?* Elicit and write on the board *do research* and *help in the lab*. Elicit from the class a sentence that uses a linker to talk about both responsibilities in one sentence, such as *You can do research as well as help in the lab.*
3 Students work with a partner to write sentences. They should try using all four linkers for the responsibilities listed in the Uptown Furniture, Helios Labs, and Wayside Farm job ads.

Exercise 4 ASSESS

1 Select a student to read the directions.
2 Have students read number 1 to themselves. Ask students to make a prediction as to which linker they will hear. Since the blank is the start of a new sentence, a correct prediction would be *Also* or *In addition*.
3 Play the first sentence, check the answer, and ask students if their prediction was correct.
4 Play the remainder of the track as students fill in the blanks. Play a second time if needed. Review answers as a whole class.

Answers

1 Also	3 and, In addition	5 and
2 as well as	4 as well as	

Audio Script

CD 1, Track 18

1 I majored in computer science. Also, I worked at the university computer lab for two years.
2 I helped students as well as teachers with their computer problems.
3 I'm a scientist and a professor. In addition, I do research 'n develop robots.
4 I have 10 years of experience cleaning homes as well as office buildings.
5 I work quickly, 'n I always do excellent work.

Exercise 5 IDENTIFY

1 Tell students they will listen to two phone calls. Brian is looking for a job and he will call two different businesses to find out more information. Give students a hint that he may be calling some of the job ads listed in Exercise 3.
2 Play the audio once and have students discuss their answers with a partner.
3 Review answers as a whole class.

Answers

Angelina's Pizza and Helios Labs

Audio Script

CD 1, Track 19

Lorie Good morning, Angelina's.
Brian Um, hello. I'm wondering if you're hiring right now.
Lorie What job are you looking for?
Brian Oh, waiter, on the weekend.
Lorie What kind of experience do you have?
Brian Well, I volunteer once a month at a soup kitchen. I serve about 100 meals to hungry people in need. In addition, I help prepare the meals as well as clean the kitchen.
Lorie Well, restaurant work is a little different from a soup kitchen. Customers pay for their meals here. A waiter's job is to serve food to customers at their tables as well as to keep the customers happy.
Brian I understand that. Listen, I'm very good with people, and I also learn fast. I think I can do the job.
Lorie Well, I don't make the decisions here.
Brian Oh, OK. Who makes the decisions?
Lorie My manager.
Brian OK … who is your manager?
Lorie Bob. He usually gets here at 5:00. Why don't you call back then?
Brian OK, thanks!
Sue Helios Labs, can I help you?
Brian Yes, hi, my name is Brian. I'm calling about the part-time assistant job.
Sue Oh, OK. What work experience do you have, Brian?
Brian Well, I don't have any work experience in this area, BUT I'm a science student at the university. I'm majoring in biology, and I take several lab classes, so I know how to work in a lab. In addition to that, I'm very interested in medical research, and I read about it almost every day.
Sue I see. Well, that sounds great! Do you have time to come in and meet with our director this week?
Brian Umm, sure! Who is the director?
Sue Her name is Dr. Banyan. She's usually here on Tuesdays, Thursdays, and Fridays.

Exercise 6 INTEGRATE

1 Tell students they will now listen for more specific details. Give students two minutes to review all of the questions in Exercise 6 before listening. Remind students that more than one answer may be correct.
2 Play the audio two times as students complete the activity.
3 Have students come to the board and write all the answers they heard for each question. Check answers as a whole class.
4 Place students in small groups. Have them discuss which job they think Brian will take. They should discuss why they think one job is better for him over the other. Hand out copies of the audio script to provide support.

Checked items:

1 serves meals, prepares meals, cleans the kitchen
2 serve food, keep customers happy
3 He's good with people, He learns fast.
4 He's a science student, He takes lab classes. He reads a lot about medical research.

CD 1, Track 19

Extra Practice

1 Hand out copies of the audio script from Exercise 5 and 6. Have students read and circle all of the linking phrases that they notice.

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2 Put students in pairs and have them practice acting out the dialogues. For an extra challenge, have students conduct their dialogues with their backs to one another, simulating a phone call.

Grammar in Context

Subject and object questions in the simple present

GO ONLINE

1 Direct students to read the information in the Grammar in Context box. Explain that there are times that we ask questions where the thing we want to know is the subject of the answer. Write on the board *Carmen likes cheese*. Ask: *What is the subject of the sentence?* (Carmen) Tell students that *Carmen likes cheese* is the answer; what is the question? The question is *Who likes cheese?* Subject questions usually start with who or what. Note that do or does is not used in these types of questions.
2 Object questions also begin with who or what, but are followed by the auxilliary do or does. Using the previous example, the object question is *What does Carmen like?* Direct students to the formula in the textbook.
3 See the Grammar focus on page 161 for more information.

Extra Practice

1 In this activity, teams have to think of questions that correspond to answers. Prepare a series of phrases that require either a subject question or an object question. Display the phrases on the board and teams have to make a properly-constructed question. Each team gets a turn to answer a different prompt. If it is correct, they receive 100 points. If they get it wrong, another team can steal.
2 To add excitement, have a final round where participants can wager any number of points they like. Each team reveals their responses and the number of points wagered. Tally the scores and declare a winner.
3 Some example phrases and corresponding questions: *Jongil likes music / Who likes music? She plays baseball / What does she play? I buy lunch every day / What do you buy every day?*
4 Note: Some phrases can work with both subject and object questions. Award points as long as the question makes sense and is grammatically correct.

Exercise 7 APPLY

1 Write the first question on the board. Have students work in pairs to analyze the question and determine if it is a subject or an object question.
2 Elicit the answer and write it on the board. Ask if there is just a subject, or a subject and an object in the answer (there is just a subject.) Remind students that *do* or *does* will appear in object questions.
3 Have students work independently on the remaining questions. Review answers as a whole class.

Answers

1 subject
2 object
3 subject
4 object
5 subject

Exercise 8 INTERACT

1 Have students work in pairs to ask and answer the questions from Exericse 7.
2 Call on volunteers to share any interesting answers they heard.

Answers

Students' answers will vary. Sample answers include:
1 April Higgins is the director of my language school.
2 I practice with my neighbor from London.
3 A job is interesting if I can learn or do something different every day.
4 I like helping people. I like doing volunteer work.
5 My biggest responsibility right now is making money to pay for my house.

Lesson 3.4 A Few Requests

Student Book pages 36 – 37

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Ask: *How do you ask for something politely? What do you think is happening in the video stills?* Encourage students to make predictions using clues in the pictures.
2 Optionally, tell students to imagine they are working in Angelina's pizza restaurant as a server. Write the following two phrases on the board: *Could I have a soda please?* And *Give me soda*. Say each one aloud. Ask students which phrase is better to use when they go to a restaurant.
2 Review the words *polite* and *impolite*. Ask students for their definition of polite. Explain that *impolite* is the opposite of polite. Tell students it is very important to use polite phrases, particularly when talking to people we do not know.
3 In pairs, have students brainstorm other polite phrases they could use in restaurants, stores, and also at home with your family.
4 Have students fill the board with as many phrases as they can think of.
5 Go over the phrases and determine if they are polite or not.

Answers

Students' answers will vary. Sample answers include:
Excuse me, could you help me?
Can I ask you a favor?

Exercise 2 IDENTIFY

1 Direct students to the directions. Give students time to read over the statements before playing the video.
2 Play the video twice. Have students compare answers with a partner and review as a whole class. For all false statements, have students tell what the true answer is.
3 Elicit from students the request phrases they heard and write them on the board. Do they think the requests were polite? Why or why not?

Answers

1 False
2 True
3 False
4 True
5 False
6 True

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Video Script

English For Real Video Unit 3

Scene 1

Prof. Armstrong	Good morning. This is Jack Armstrong.
Max	Hello. This is Max from your Art History class.
Prof. Armstrong	Yes, of course. Hello, Max, how are you?
Max	Good, thanks. Uh...since you're my advisor, I'd like to meet with you.
Prof. Armstrong	Sure. What would you like to discuss?
Max	I'd like to discuss my major, and a scholarship.
Prof. Armstrong	Great! You're thinking ahead!
Max	Well, yes! I am. Uh Is it possible to make an appointment for tomorrow, after class?
Prof. Armstrong	Sure. I have office hours from 2 pm until 5.
Max	Thanks, Professor Armstrong.
Prof. Armstrong	My pleasure, Max. I'll see you tomorrow after class. Bye.
Max	Bye.

Scene 2

Andy	Hey Max!
Max	HI, Andy. Could I ask you for a favor? Are you at home?
Andy	Yeah, I'm watching a movie.
Max	I forgot my Art History book. Could you bring it to me at the Main Building in 10 minutes? I don't have time to go home before class.
Andy	Oh, Sure.
Max	I don't want to be any trouble.
Andy	No worries. That's what friends are for.
Max	Thanks, Andy.

Real-World English

Requesting by phone

1 Read the information in the box aloud, modelling the samples. After each section, ask if students have any questions.
2 Have students practice saying each example sentence outloud.
3 Explain what it means to make someone *feel bad*; for example, having a negative reaction if someone rejects a request. Talk about polite ways to respond to rejected requests.

Real-World English Strategies

How we make requests depends not only on what we are asking for and how much inconvenience we are causing the other person, but also on whom it is that we ask. With people of higher social status (e.g., a boss, a professor), we may use more polite expressions and hedges such as reasons or promises to compensate their effort/help in some way. On the other hand, requests directed at people we know well, such as friends and family members, tend to be less direct and less complex. It is important for you to sensitize your students to those differences.

1 As the students are watching the video, ask them to pay attention to what Max says to Professor Armstrong when requesting an appointment (reason: "Since you are my supervisor…" and request: "I'd like to meet with you") and to Andy when asking him to bring the book he forgot at home (checking the level of inconvenience: "Are you at home?", reason "I forgot my Art History book", and request: "Could you bring it to me…?").
2 Ask the students to work with a partner and discuss if they would use the same expressions Max did in these two situations. If not, what would they change?
3 What if Max was asking Professor Armstrong to give him an extension on a paper? Would this request require different language choices and more extensive reasons?
4 In their languages and cultures, are requests similar or different than in English? For example, are they more straightforward/direct? Or are they more elaborate and polite?

Exercise 3 ANALYZE

1 Have students read the questions in Exercise 3.
2 Play the video. Students write as they watch. Put students in small groups to discuss each of the questions.
3 Have students discuss why Max's request to Andy was more difficult to make than to his professor.

Answers

1 I'd like to meet with you. I'd like to discuss my major and a scholarship. Is it possible to make an appointment for tomorrow after class?
2 Could I ask you for a favor? Could you bring it to me at the main building in ten minutes? I don't want to be any trouble.
3 Max sounds worried. He doesn't want to make problems for Andy. His tone and language show that he feels a little bad about asking Andy for this favor. Max is not worried about that with his professor because he is not asking for anything very big. It's the professor's job to meet and help students. Also, Professor Armstrong is Max's advisor.

English For Real Video Unit 3

Exercise 4 INTEGRATE

1 Ask the class: Do you ask your friends for help? What do they help you with? How do you help your friends?
2 Explain the difference between a *comfortable request* and a *difficult request*. Elicit examples from students' own lives. Put a 1 to 5 scale on the board, writing *comfortable* under the number 1, and *difficult* under the number 5.
3 Have students read the directions. Complete the first question as a whole class. Select a student to role play the situation described, and ask students how they would rank the request.
4 Have students complete the activity in pairs, encouraging them to discuss with their partner how they would rank the request and why.
5 Select a pair to give their numeric rank for a request and briefly explain why. Then ask the class to raise their hand if they chose the same number. Then ask who had a different number, and have those pairs explain their choice.

Sample answers:

1 1	3 3–4	5 1
2 2–3	4 5	6 3

Exercise 5 APPLY

1 Have students read the directions.
2 Read the first scenario aloud. Direct students back to the Real-World English box. Have students call out which request phrases they think would be best in the situation.
3 As a class, decide which phrase is best.
4 Have students write out the remaining answers independently.

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5 Review answers. For each scenario, have a few different students give responses, as there are many possible correct answers.

Answers
Students' answers will vary. Sample answers include:
1 Hey, I'm at your house. Could you come down and open the door?
2 Hi, there! I'm bringing someone from my class home for dinner in an hour. Would you mind cleaning the kitchen and the living room before I get there?
3 I'm sorry to bother you. I have a 6 a.m. flight tomorrow, and I just learned that there aren't any buses to the airport before 5:30. Is it possible for you to give me a ride?
4 Hi, it's your neighbor. I was wondering if you'd mind being a little quieter. I have to get up early tomorrow for a job interview.
5 Hello. I'm wondering if you have *The American Spirit* by David McCullough? Also, could you tell me your hours, please?
6 Hi! Can I ask you a favor? So, I lost my keys, and I need to get inside. Do you have time to come home and let me in? I have an appointment this afternoon.

Exercise 6 INTERACT

1 Explain to students that in this exercise, they will write out full dialogues for their role plays. Pair students with a new partner.
2 Have students read the instructions with their partner. First, have the pairs select two scenarios they want to focus on. Have them work together to create the dialogues for each.
3 Give students time to role play both conversations and switch roles in each dialogue.
4 Ask pairs to choose their favorite role play to share with the class.
5 Have pairs come to the front of the class to perform their role plays. Encourage students to applaud after each role play is performed.
6 Make note of any errors in use of polite request language, and conduct delayed error correction.

Lesson 3.5 Stay-At-Home Dad

Student Book page 38

Exercise 1 ACTIVATE

1 Ask students if one or both of their parents work(ed). Is it common for one or both parents to have a job in their country?
2 Direct students to the title of the lesson. Pre-teach *stay-at-home dad*. Explain that the original, more common phrase is *stay-at-home mom*. Both refer to a parent who does not work and takes care of the children. Have students predict what some of Brian's responsibilities will be.
3 Play the video. Have students make notes on what Brian likes and does not like about being a stay-at-home dad.
4 Have students share their answers with partners.

Answers
Students' answers will vary. Sample answers include: He's happy to be a stay-at-home dad, but he doesn't know how long he wants to do it. He likes spending time with his kids, but it never ends. He doesn't get any days off or vacation.

Video Script

Stay-at-Home Dad

Hi, I'm Brian. I'm a stay-at-home dad. I take care of three girls here at home. The twins are six years old, and their older sister is 11. So, my wife wakes up at about 6:00 every morning, and she's out of the house by 7:00. The kids usually don't see her in the morning. "Alright sweethearts, wake up. It's time for school guys, Come on up." The girls wake up around 7:00. Immediately they're hungry. They come into my room, and they're banging on the door. So come downstairs, have some pancakes. After that, they need to make their beds, brush their teeth, brush their hair, get dressed all before school starts. My kids go to different schools, so we have to be out at the car by 8:00 in the morning to get everyone to their schools. I drive them to school. I drop off my oldest daughter at her school first. The youngest ones are entering first grade, so I have to stay there with them until the teacher comes and picks them up from the playground. During the school year, there's really not very much time. They are at school most of the day. They come home, we have to get our homework done. The twins really like homework. They think it's fun. They're like "Look at what I brought home from school, I can do this." My oldest daughter does not like homework. Homework isn't my favorite either. I help them with it, but I'm also trying to cook dinner at the same time. So there's a lot of back and forth from cooking to helping with the homework. My kids like doing chores. They're very helpful. They help clean up their rooms. They know that they should put the toys away after they play with them. And they help me load the dishwasher, and they help me with the laundry. They love to sort the clothes into the different colors, and they love to put it in the washing machine. They don't like folding the laundry very much. In the summer, there's a lot of time for play. We work on puzzles together. We play a lot of games together. That's always a lot of fun. My oldest daughter wants to play on her computer all the time. The twins like to play with each other. I usually have to ask them to stop doing what they're doing to help me with the things around the house. My wife is a manager in an office. She doesn't come home until 6:00 in the evening, right at dinner time. When she gets home, we have dinner together, and then she helps put the kids to bed. That's their time together. She will read them stories, and help them take a bath, and put them to bed. Our relationship works out very well. She likes that I'm home staying with the kids, and it's nice that we don't have to pay for a nanny to take care of the children. I think my wife would like to switch places with me sometimes, I think she would like more time with the kids. But, she also really values work, and she likes to go to work every day so it's important to her. My favorite part about being a stay-at-home dad is getting to spend a lot of time with my children. I get to see them as they grow up. I'm there for all of the important things. That's really very nice. My least favorite part of being a stay-at-home dad is that it never ends. I don't get any days off, and I never get to take a vacation. Before I was a stay-at-home dad, I was a school teacher, so I wouldn't choose to go back to that. I would just be taking care of other people's kids instead of my own. I'm happy to be a stay-at-home dad. I don't know how long though.

Exercise 2 ASSESS

1 Have students read the questions before playing the video.
2 Play the video as students circle the correct answers. Call on volunteers to say the answers for the class.
3 Have students discuss in pairs: Would you like to be a stay-at-home parent? Why or why not?

Answers
1 Brian's wife
2 the girls to school
3 The twins
4 like
5 Brian's wife
6 likes
7 schoolteacher
8 wouldn't like

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Exercise 3 PREPARE

1 Write the phrase *dream life* on the board. Have students discuss in new pairs what they think *dream life* might mean. Ask students to share some ideas about their dream life.
2 Have students make a list of the things they do every day in this imaginary life. Look at the example phrases for ideas.
3 Students work independently to make their list.

Speaking

Talking about habits and routines

GO ONLINE

Direct students to read the information in the box. Parts of this section review previously learned grammar points and apply them in a new context, talking about routines and habits. Elicit from students the meaning of *habits* and *routines*. A routine is an activity that happens regularly; for example, waking up at 7:00. A habit also refers to something that is done regularly; for example, visiting Europe once a year. Simple present is always used to describe these habits and routines. Adverbs of frequency help give additional information about how often these routines take place. As a whole class, think of more routine questions used *when* and *how often*.

Extra Practice

1 In this activity, students practice talking about routines as well as practicing their listening and memorization skills. Put students in groups of 6-8 and have them form a circle.
2 The first student makes a sentence about a routine using adverbs of frequency, for example, "I always get up early on the weekend." The second student repeats the sentence in the third person and adds a sentence of their own. "Waleed always gets up early on the weekend. I hardly ever get up early on the weekend." Each student repeats what each prior student said before making their own sentence.
3 After the round ends, students can make sentences about a new routine topic (going to the gym, doing homework, etc.) Rotate who goes first.

Exercise 4 DEVELOP

1 Read the instructions.
2 Have students read the sample sentences. Explain that they should add additional information about how they feel about the activities. Read the first sentence as a whole class: *I get up at 9:00 because I love sleeping late.* Elicit from students what part of the sentence is the routine, and what part is about how they feel. Highlight the word because as a connector between the two ideas. Read the rest of the example as a whole class. Tell students to use the example as a model, and be sure to include sentences about their favorite and least favorite parts of the day. Elicit some examples.
3 Have students work independently to write their sentences. Monitor, and offer assistance as needed.

Exercise 5 INTERACT

1 Put students into new pairs. Encourage students to use their sentences to help them talk about their dream life, but to not just read their sentences to their partner. Students should ask each other questions and answer them. To help, write the following questions on the board:
What do you usually do on a typical day?
What time do you get up?
How often do you…?
When do you…?
What's your favorite part of the day?
What's your least favorite part of the day?
2 Ask students to share some of their sentences with the class. Ask the class which "dream life" sounds the best to them.

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Unit 3 Review

Student Book page 149

Vocabulary

Exercise 1

Answers

1 sheets
2 bills
3 carpets
4 fold
5 empties
6 grass

Exercise 2

Answers

1 experience
2 manages, leads
3 responsibilities, decisions
4 develop, programs
5 research, projects
6 serves, customers

Exercise 3

Answers

1 twice
2 a week
3 week
4 several
5 years
6 Sundays
7 while

GO ONLINE Encourage students to go online to play the vocabulary game.

Grammar

Exercise 4

Answers

1 have
2 doesn't
3 Do
4 does
5 manages
6 don't

Exercise 5

Answers

1 subject
2 object
3 object
4 subject
5 object

Exercise 6

Put students in pairs to have them ask and answer the questions from Exercise 5.

GO ONLINE Encourage students to go online for further grammar reference and information and to play the grammar game.

Discussion Point

Exercise 7

OXFORD REFERENCE

1 Have students read the quote aloud. Write the quote on the board and underline the words *power* and *responsibility*. Have students talk in pairs: *what does it mean if a person has power? What kind of responsibilities?*
2 Explain that the quote means those who have power to do things in our society (politicians, leaders, large businesses, etc.) must do it for the good of others.
3 Have students write down their answer to the question posed in Exercise 7.
4 Place students in small groups. Have each student share their ideas and have a conversation on the topic.
5 Share ideas with the whole class.

Answers

Students' answers will vary. Sample answers include:
If you have power, you make important decisions for other people. So you need to be responsible.

GO ONLINE Encourage students to go online to listen to the podcast and add their comments to the discussion board.

Zoom In

Exercise 8

1 Conduct Task 1 as a walk-around activity. Have students walk around the classroom talking to different partners. Tell them to greet each new partner and take turns talking about communities they are a part of, and the activities they do together. Remind students to use adverbs of frequency. Call time after five minutes or after each student has talked to several partners.
2 Have students work independently to write five sentences. Collect and correct their work or monitor and provide feedback.
3 Have students do an image search for a job that interests them. Tell them to print out the picture or save it on their phone. Have them sit in small groups, show the image, and discuss the experience they think is needed for the job, and the responsibilities required.

Answers

Students' answers will vary. Sample answers include:
1 I'm part of a club for learning English. We meet once a week and have conversation.
2 I have to clean my room twice a week. I have to wash the dishes every day. I have to mow the lawn once a month.
3 Answers will vary depending on the photograph that students select.

Exercise 9

1 Tell students to think about how they did on each of the previous tasks and to check the appropriate box.
2 Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.

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Unit Overview

Introduction to the unit

This unit, *Extremes*, examines the topic in a motivating and playful way. The main focus of the unit is food – something almost everyone enjoys discussing. The unit helps students build new skills, including: writing a restaurant review with quantifiers and adverbs, politely complaining about restaurant service, and learning about extreme foods, restaurants, and houses.

In ***Lesson 4.1***, the idea of extremes is reflected in the following activities: reading three articles about extreme foods and identifying parts of speech in each article, watching a video about street food, and discussing extremes using *how much* and *how many*. In ***Lesson 4.2***, the following exercises demonstrate the theme of extremes: reading about an underwater restaurant and writing a restaurant review using quantifiers and adverbs. In ***Lesson 4.3***, students will listen to audio about extreme houses and practice describing them using *there is* and *there are*. In ***Lesson 4.4***, students will watch a video and practice ordering food, asking about food, and making complaints. In the *Real-World English Strategies*, teachers will help students learn what to say in restaurants. In the *More to Say…* activity, students will practice linking *there is* and *there are*.

Finally, in ***Lesson 4.5*** section, students will activate their knowledge on the theme by describing a room using the vocabulary and grammar that was covered throughout the unit.

Lessons

4.1 101 Kinds of Cheese

Reading Skill Recognizing parts of speech and using them to figure out meaning from context

Grammar in Context *How much/How many* with countable and uncountable nouns

- Vocabulary: food descriptors (Oxford 3000)
- Identify parts of speech in context
- Reading for detail
- Practice questions with *how much* and *how many*

4.2 Dining with Sharks

Vocabulary development Prepositions of place

Grammar in Context Quantifiers: *a few / a little / a lot / lots*

Writing Skill Describing something with the adverbs *quite*, *very*, and *really*

- Read for gist and detail
- Identify quantifiers
- Write a restaurant review using adverbs of description

4.3 No Corners

Listening Skill Understanding incomplete speech

Grammar in Context *There is…/There are…*

- Interpret meaning from incomplete speech
- Use correct forms of *there is* and *there are* in statements and questions
- Make predictions based on images

4.4 My Food is Cold!

Real-World English Ordering food and drink, complaining about service

- Listen for gist and detail
- Analyze polite and impolite language in a restaurant setting
- Practice role plays making polite complaints

4.5 An Extremely Messy Room

Pronunciation Linking with *there's / there are*

Speaking Describe a room

- Use a variety of vocabulary and grammar to describe a room
- Identify linking with *there's* and *there are*

Resources

Class Audio CD 1, Tracks 20–24

Workbook Unit 4, pages 22–28

Oxford Readers Correlations

Chocolate (9780194655552)

Teacher's Resource Center

Assessments: Unit test
Class video
English For Real video
Grammar focus
Grammar PPTs
Grammar Worksheets
Oxford Reference Worksheets: upper/lower
Vocabulary cards
Newslea articles
Word list

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Unit Opener

Student Book page 39

The unit opener photo shows one of the tallest sand dunes in the world, its brave climbers, and the path they leave behind as they make this incredible journey. It is a fitting visual for this unit, *Extremes*. It showcases extremes not only in height and climate, but also in the bravery and endurance of the climbers.

Photographer

Quinn Ryan Mattingly

Quinn Ryan Mattingly (b. 1979, USA) is a freelance photographer and videographer based in Vietnam for more than a decade. Having first moved abroad after university graduation, a year in Europe led him to change continents, first landing in South Korea in 2005. This would spark his interest in photography. He accepted the invitation of a friend to visit Vietnam in 2006, immediately falling in love with the country and the lifestyle. His personal work focuses on long-term photojournalistic projects, telling the stories of the less than fortunate residents of Vietnam and the South East Asia region, while his professional work is split between editorial and commercial assignments and commissions for many various local and international clients such as *The New York Times, The Washington Post,* World Health Organization, The Global Fund, and Samsung, among many others.

Unit Snapshot

These three questions have been written to get the students' attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer.

1 For the first question, talk about the concept of *world records*. Ask students if they know of any famous world records, then ask them to make predictions about the first question.
2 For the second question, talk about some examples of unusual restaurants (Dinner in the Sky, for example). Tell students they will read about a restaurant that fits under the unit's theme of *Extremes*. Have students make predictions about what might make this restaurant "extreme."
3 For the third question, first make sure students understand the meaning of *roof*. Next, ask them to imagine a furnished home on a roof – would they want to live there? What if it was in a warm climate?

Discussion Questions

1 Direct students' attention to the questions below the picture. For the first question, have students work in pairs to make predictions about where the picture might have been taken.
2 For the second question, first discuss the meaning of *extreme conditions*(usually meaning weather: very hot, very cold, very wet, very dry.) Then have students work in a group of three to make a list of places with extreme conditions.
3 For the third question, elicit examples of extreme sports such as bungee jumping, parasailing, and mountain boarding. Discuss as a whole class why people like these sports.
4 Optionally, before asking students to answer the discussion questions, show the photographer video where Quinn Ryan Mattingly answers the questions from his perspective. Play as many times as needed for comprehension and review any vocabulary terms that come up.

Answers

Students' answers will vary. Sample answers include:
1 I think it is somewhere in Africa. I think it is in the Middle East. I think this is in Namibia.
2 Egypt, Antartica, Atacama Desert, Hawaii, Russia.
3 It's exciting. It's dangerous. It's fun. I don't know why, I don't like it!

Video Script

The people in this picture are my friends. They are climbing a sand dune in the Gobi Desert in Mongolia. A sand dune is a hill made of sand. My friends and I went to Mongolia to explore a new country.

Places like deserts can have very extreme conditions, but so can the North and South Pole, and even some oceans. The Gobi Desert is extreme because it is very dry, without much water. You have to bring your own water or find it nearby to survive. Either the Gobi Desert or Siberia is the most extreme place I have visited.

I think people like extreme sports because these sports make them feel alive. Extreme sports also make people feel connected to nature. I have done paragliding in the past. Paragliding is a sport in which you wear a large piece of strong cloth and jump from a high place. You are carried by the wind before you come down to earth. I did enjoy it and the sense of freedom it gave me, but I was also a little scared of falling or crashing.

Exercise 1

Ask a student to read the definition of *extreme*. As a whole class, think of an extremely cold place (for example, Antartica). Then have students work individually to complete their lists.

Exercise 2

1 Put students in pairs to share their answers. Next, have students share with the class the most interesting extreme places they heard about from their partner.
2 Alternately, have students play a game to see who has the most unique answers. Starting with the first statement, have students go around and list what they wrote. If a student wrote the same answer as another student, they cross it off in their book. Everyone that wrote an original answer gets a point. Continue down the list and have students keep track of their points throughout the game. Determine the winners.

Answers

Students' answers will vary. Sample answers include:
1 Antartica
2 Smells Like Teen Spirit
3 Frog legs
4 Bungee Jumping
5 Sears Tower

Real-World Goal

By the end of this unit, your students will be able to write an online restaurant review because they will have learned vocabulary and grammar to describe food, read sample restaurant reviews, and watched videos about ordering food and making polite complaints.

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Lesson 4.1 101 Kinds of Cheese

Student Book pages 40 – 42

Exercise 1 ACTIVATE

1 Write the phrase *food truck* on the board. Ask students if they have heard of this, or know what it is. Tell students they will watch a video about a waffle food truck in New York.
2 Play the video once. Discuss the first question as a whole class. Check students' knowledge by asking them if waffles are only for breakfast, according to the video. Have them discuss experiences with waffles in their country and abroad, as applicable.
3 Elicit a definition of *street food*. Ask students to give examples of street food they are familiar with. Put students in groups of three to discuss the second question.
4 Ask groups to share their responses with the class. Ask if anyone in the class is hungry yet.

Video Script

Waffle Truck

Hi, my name is Joe. I'm a food vendor and a waffle maker in New York City. We have a food truck. It's big and yellow, and we sell waffles and coffee and ice cream on the side of the street. Many of our customers are local business people that will come down on their lunch break and grab a waffle. Our waffle truck is parked right outside of their building. So, because they don't have much time they can just grab a waffle and get right back inside. Every day I go to our garage in Brooklyn and pick up the truck, load it up and drive it into the city where I park it on the corner and open up and sell waffles. Every day, we have to make sure we have about 16 boxes of strawberries; probably five big bunches of bananas, we have to have a big tub of maple syrup, a couple of things full of chocolate fudge. In the waffle mix, there's flour, eggs, milk, some secret spices, some vanilla. We have two kinds of waffles. We have the Brussels waffle, which is light and crispy, and we have the liege, which is soft, chewy, and a little bit sweeter. So then, when somebody orders a waffle, we write their order on the back. If it's strawberries, a spoonful of strawberries–we put about half of banana, whipped cream—you do two little circles of whipped cream. We have a special waffle right now that has peaches and whipped cream. We put some peaches on there, put some whipped cream, dash a little cinnamon sugar, and it's ready. Most people think waffles are only for breakfast. And they aren't traditionally in Belgium eaten for breakfast. We have some really great lunch waffles. We have an Italian cheese waffle. We have a fried chicken waffle. On the streets in New York now you can get any sort of food that you could want. There are Middle Eastern trucks that serve falafel and chicken and rice. There are Mexican trucks that serve tacos and tortas and burritos. Chinese trucks that serve dumplings, Korean trucks that have lunch boxes like they do in Korea. And now thanks to us, traditional Belgian waffles are becoming very popular in the United States. My favorite part of working in this food truck is it makes people happy. We don't have angry customers. When people come to the truck, they're happy to be there, and that makes me happy.

Exercise 2 VOCABULARY

1 Direct students' attention to the vocabulary words. Practice saying each word aloud as a class.
2 Use images from the Internet or magazines to help elicit the words and explain certain ideas, like images of candy and chocolate for *sweet*, and frozen meals in a supermarket for *frozen*.
3 Complete the first question together, eliciting from the whole class which words might fit in both blanks.
4 Have students work in pairs to complete the exercise.
5 Ask students to come up to write the ansnwers on the board. Check as a whole class.

Answers

1 Sweet, sugar
2 frozen
3 energy
4 typical
5 cook
6 cream
7 perfect

Oxford 3000 words

perfect	typical	cook	cream
sugar	energy	sweet	frozen

Exercise 3 APPLY

1 Give students the definition of a person, place, thing, or idea) in order to elicit the word *noun*. Do the same with adjective (describes a noun).
2 Complete question 1 as a whole class. Ask students why *sweet* is an adjective (it describes the word foods), and why *sugar* is a noun (it is a thing.)
3 Have students work independently to look at the answers they wrote in Exercise 2 and determine if each is an adjective or a noun. Students then check answers with a partner.
4 Point to the vocabulary words on the board at random, and instruct students to call out "noun" or "adjective" for each vocabulary word.

Answers

1 adjective, noun
2 adjective
3 noun
4 adjective
5 noun
6 noun
7 adjective

Exercise 4 WHAT'S YOUR ANGLE?

1 Have students read the questions in Exercise 4. Explain that *typical dinner* refers to a common dinner that one eats. To help explain the idea of a *perfect breakfast*, remind students of the dream routines from last unit. If they think about eating any food they want for breakfast, that would be a *perfect breakfast*. It may be helpful to use *coffee* as an example for question four, encouraging students to think about other food and drink that may provide a similar effect.
2 Have students form two lines facing each other. Have each pair discuss the first question with their partner.
3 Next, one line moves down one person to change partners. The new pairs speak about the second question.
4 Continue until all four questions have been answered. The activity can be extended by having students discuss the same questions with new partners.
5 Select students to share some of the most interesting answers they heard.

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Answers
Students' answers will vary. Sample answers include:
1 A typical dinner is rice with vegetables and tofu.
2 My perfect breakfast is waffles with strawberries. My perfect breakfast is bread and almond spread. My perfect breakfast is coffee.
3 Chocolate, candy, kettle corn, basbousa.
4 Coffee, tea, ginger, matcha.

Exercise 5 IDENTIFY

1 Write the phrase *Extreme Foods* on the board. Have students brainstorm what they think could be examples of extreme foods; make a list on the board.
2 Have students read the statements in Exercise 5. Pre-teach *caffeine* (It is the ingredient in coffee that gives people energy.)
3 Have students read the article independently, marking True or False for each statment. For any false statements, have students write the correct statement.
4 Have students work in pairs to check answers.
5 Call on individual students to give their answers. For each statement, ask them to find the sentence in the reading that makes the statement true or false.

Answers
1 False. It has less caffeine / about one-third the caffeine.
2 True
3 False. The typical pizza has one to four kinds of cheese.
4 True
5 False. Scottie's broke the record for the most kinds of cheese on one pizza.
6 True
7 False. He didn't eat it.
8 False. He doesn't know why he grew it.

Reading Skill

Recognizing parts of speech and using them to figure out meaning from context

GO ONLINE

1 Have students read the information in the Reading Skill box. Select a student to read the first sample sentence aloud. Elicit from students the different parts of speech in the sentences.
2 Select a student to read the second sentence aloud. Ask students to identify the three nouns in the sentence (*Einstein Brothers Bagels*, *bagel*, *menu*.)

Extra Practice

1 In this activity, students guess parts of speech in sentences. This activity emulates Exercise 6, but it is a competition. Prepare the following sentences to project or write on the board, underlining the key word students have to identify:
How many people love coffee and bagels? (noun)
Einstein Brothers Bagels has a new bagel on its menu. (adjective)
Do you need something to give you energy? (verb)
You don't want to drink coffee. (noun)
This bagel is perfect for you! (adjective)
2 Put students into teams of four. Give each team a small whiteboard or several pieces of blank paper. Display each sentence individually. Each team discusses what they think the part of speech is, and writes down their answers. Teams hold up their answers.
3 Review as a whole class.

Exercise 6 INTEGRATE

1 Direct students to read the instructions and the paragraph. Tell students to read carefully and think about the position of the words to help determine the part of speech.
2 Students work independently to write in their answers.
3 Select different students to read individual sentences and identify the part of speech. Write the answers on the board.

Answers

1 adjective	3 verb	5 noun
2 noun	4 verb	

Exercise 7 WHAT'S YOUR ANGLE?

1 Elicit from students different toppings for pizza.
2 Put students into small groups and direct them to the questions. Have them spend a few minutes discussing each question.
3 Monitor as students speak. If students can't think of extreme foods, offer some suggestions, such as hamburgers with donut buns, or pizza topped with pasta.
4 Briefly discuss answers to each question. Write some of the extreme foods that students like or want to try on the board.

Grammar in Context

***How much* / *How many* with countable and uncountable nouns**

GO ONLINE

1 Have students read the Grammar in Context box. Select students to read the sample sentences and explanations aloud.
2 Emphasize that *how much* and *how many* are used when we want to know the amount of things or people.
3 See Grammar focus on page 162 for more information.

Extra Practice

1 In this activity, students practice using *how much* and *how many* based on the noun they hear. First, brainstorm as a class different foods and drinks that could be ordered at a café. Discuss if the words are count or non-count. Sample count words: apples, bagels, donuts, muffins, bananas, smoothies, sandwiches, salads. Sample non-count words: coffee, juice, tea, cheese, cake, bread.
2 Put students into A/B pairs. A asks for a food item and B asks the amount of each item using *how much* or *how many*. Sample dialogue:
A: *Hi! I'd like donuts, please.*
B: *How many donuts?*
A: *I'd like cheese.*
B: *How much cheese?*

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Exercise 8 IDENTIFY

1 Direct students' attention back to the article.
2 Have students scan the article individually to find three uncountable nouns.
3 Check each noun as a whole class to make sure it is noncount.

Answers
caffeine, coffee, cheese

Exercise 9 APPLY

1 Direct students to the instructions and the sample answer. Elicit what information students need to add to each sentence (*how much* / *how many* and *do*). Look at the first question and the sample answer as a whole class.
2 Have students write out the remaining sentences independently. Then have students check with a partner.
3 Call on students to give their answers. Have students explain why they chose *how much* or *how many* for each answer.

Answers
1 How much coffee do you drink every day?
2 How much time do you spend studying every day?
3 How many hours do you sleep every night?
4 How much money do you have in your pockets or bag right now?
5 How many movies do you watch every month?

Exercise 10 EXPAND

1 Read the directions to the students.
2 Have students underline the first noun in each sentence, and identify if it is count or noncount.
3 Next, have students fill in the blanks.
4 Review answers as a whole class.

Answers
1 How much
2 How many
3 How many
4 How much
5 How much

Exercise 11 WHAT'S YOUR ANGLE?

1 Put students into pairs. Direct them to the questions in Exercise 9. Have them ask and answer each question.
2 Call on students to share something interesting they learned about their partner.

Answers
Students' answers will vary. Sample answers include:
Gabriela drinks three cups of coffee every day.
Fuminori sleeps six hours every night.

Lesson 4.2 Dining with Sharks

Student Book pages 43 – 45

Exercise 1 ACTIVATE

1 Write the words *opinion* and *review* on the board. Elicit the meanings. (an opinion is someone's idea about a particular subject; a *review* is an article that gives an opinion of a book, restaurant, movie, etc.)
2 Have students read the questions. In small groups, have students discuss them. Encourage students to use adverbs of frequency in their responses.
3 Select students to share answers. Explain that online websites like Yelp.com are the most common place to find restaurant reviews today, and all of the reviews are written by average people.

Answers
Students' answers will vary. Sample answers include:
I hardly ever read reviews before going to restaurants. I often find restaurant reviews online. Reviews usually talk about the price of the food, and how good the food is.

Exercise 2 IDENTIFY

1 Have students read the directions. Tell them to read the review quickly, reminding them they are only looking for the answer to the question in Exercise 2.
2 Instruct students to discuss with a partner what they believe makes the restaurant "extreme." Check as a whole class. Do they believe this is the most important feature of the restaurant? Why or why not?

Answers
The restaurant is underwater in the ocean.

Exercise 3 INTEGRATE

1 Before reading again, give students time to read all of the questions in Exercise 3. Elicit the meanings of *service* and *atmosphere*. (*Service* usually refers to the servers at the restaurant – how quickly they bring the food, and how friendly and helpful they are; *Atmosphere* means the feeling that a place gives us.)
2 Direct students to read the review again slowly and answer the questions independently.
3 Go over the answers with the class.
4 Ask the students if they would be interested in trying this restaurant. Why or why not? If they are not interested in an underwater restaurant, would they want to try one in the sky?

Answers
1 The restaurant is in the Azores/ underwater
2 The food was nothing special.
3 The service was friendly.
4 The atmosphere was quite relaxed.
5 Yes.

Exercise 4 WHAT'S YOUR ANGLE?

1 Have students read the questions. Visually demonstrate ratings by writing a scale from 1-6 on the board. Ask the class how important the atmosphere is for them. Call on volunteers to share their rating.
2 Have students work independently to rank the items listed.
3 Have students share answers with a partner. Students should explain why they rated things as important or unimportant.

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Vocabulary Development

Prepositions of place

GO ONLINE

1 Direct students to read the information in the Vocabulary Development box.
2 Visually demonstrate each preposition using a book and a pencil. Have students identify the location of the pencil in relation to the book, I.e. *the pencil is on top of the book*.

Oxford 3000 words

under	beside	behind
over	next to	in front of

Extra Practice

1 In this activity, students move around the classroom to practice identifying prepositions of place.
2 Have three students come to the front. Call out sentences using prepositions of place using the students in front of the class, for example, *Hilda is in front of Ricardo*. The students then move so Hilda would be in front of Ricardo.
3 Call out a few more sentences (e.g., *Ricardo is next to Yuki*.) until students fully understand the activity.
4 Divide students into groups of four.
5 Students repeat the activity in their groups. Students take turns being the person who calls out sentences.
6 Students can use different objects in the classroom, e.g., *Yuki is behind the desk, Hilda is beside the computer*.

Exercise 5 APPLY

1 Select a student to read the directions. Tell students they will need to read the sentences carefully to determine the correct preposition. Note that each sentence has three options.
2 Review question 1 as a whole class. Select a student to read the sentence and preposition options. Note that question 1 states that the two people are having a conversation. Ask students which preposition makes sense for a conversation. Optionally, have a student sit at the front of the class as the "company president." Demonstrate sitting beside, in front of, and behind the student, and ask the class which preposition would be the best choice.
3 Have students work with a partner to complete the exercise.
4 Review the answers as a whole class. Use physical movement to demonstrate the prepositions when reviewing the answers (for example, demonstrate what *behind the desk* looks like for question 6.) For 4, direct students' attention to the photo on page 44.

Answers

1 beside	3 on top of	5 in front of	7 next to
2 over	4 under	6 behind	

Exercise 6 INTERACT

1 Select a student to read the instructions aloud. Have students look at the sentences in Exercise 5 to help them write their own sentences.
2 Monitor as students write, providing ideas, assistance, and corrections as needed.
3 Next, put students in pairs and have them read each other's sentences. As they read, students identify the preposition in the sentence and attempt to replace it with another preposition.

Grammar in Context

Quantifiers: *a few/ a little / a lot/ lots*

GO ONLINE

1 Have students read the information in the Grammar in Context box.
2 Practice saying the sample sentences aloud as a whole class. Explain to students that *a few* and *a little* should not be used in negative sentences.
3 See the Grammar focus on page 162 for more information.

Extra Practice

1 In this activity, students write sentences and optionally make a drawing of their perfect breakfast using quantifiers. Prepare a blank piece of paper and markers or crayons for each group.
2 Put students into groups of four. Tell students to think once again about their perfect breakfast, and what ingredients they need. Write the sentence starter *We need…* on the board.
3 As a group, students make sentences using quantifiers. For example: *We need a few pancakes*. *We need a lot of eggs*. *We need a little orange juice*. After the group has written their sentences, they can draw a picture of what their perfect breakfast looks like.
4 Have groups present their breakfasts to the class.

Exercise 7 APPLY

1 Direct students to the statements in the exercise. Remind them that determining whether the noun is count or noncount will help them select the correct answer.
2 Have students work independently to circle their answers. Have them compare their answers with a partner. Encourage them to look up if a noun is count or noncount in a learner dictionary if they are unsure.
3 Call on students to give their answers; additionally, ask them to identify if the noun is count or noncount in order to concept check.

Answers

1 a little	5 a little
2 a lot of	6 a lot of
3 a few	7 lots of
4 lots of	8 a few

Writing Skill

Describing something with the adverbs *quite*, *very*, and *really*

GO ONLINE

1 Have students read the information in the Writing Skill box. Explain that *very* and *really* are used interchangeably, however *really* is often more personal and *very* can seem more polite *(I had a really good time. I had a very good time.)* Write the following sentences on the board:

I'm _____ hungry.
She's _____ bored.
We're _____ tired.
You're _____ funny!

2 Have students fill in the blanks with *quite*, *very*, or *really* and practice saying the sentences aloud.

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Extra Practice

1 In this activity, students play a version of charades that requires students to create sentences using *quite*, *very*, or *really*. Prepare a list of adjectives for students to silently act out. This list can include: *hungry, tired, bored, sleepy, excited, thirsty, lazy, smart, hot, cold*.
2 One student acts out the given adjective, and students must guess in complete sentences with adverbs, such as *Lucia is really sleepy*. *Juan Carlos is very cold.*

Exercise 8 IDENTIFY

1 Review the purpose of these adverbs (to emphasize an adjective). Ask students if they have noticed these adverbs before. Have they heard them on television, or read them in a magazine, or on a billboard?
2 Direct students back to page 43 to read the review again and circle all the adverbs they notice.
3 Have students call out answers and read the sentence where the adverb was found.

Answers
1 really, quite, lots of, very

Exercise 9 WHAT'S YOUR ANGLE?

1 Have students read the directions. Elicit one or two possible responses to the first sentence as a whole class. Tell students to write sentences that are true for them.
2 Have students complete the rest of the activity independently.
3 Put students in A/B pairs. Have them take turns sharing their sentences. After A shares a sentence, B replies whether they agree or not and why. Then B reads and A replies. Repeat until all sentences have been discussed.

Answers
Students' answers will vary. Sample answers include:
1 Florence
2 the Italian restaurant in my neighborhood.
3 Math
4 English
5 Lobster
6 The Empire State Building

Exercise 10 PREPARE

1 Select a student to read the directions aloud. Give students several minutes to think of a restaurant and make notes about it. If students are struggling to think of a traditional restaurant, they can review a café or fast food establishment as well.
2 As a class, brainstorm some potential adjectives for each category. Some examples:
Food: *delicious, nothing special*
Service: *friendly, slow*
Atmosphere: *relaxed, fun*
Price: *expensive, cheap*
Location: *nearby, convenient*
3 Students independently make notes about their restaurant.

Exercise 11 WRITE

1 Have students read the instructions and note the requirements for their writing.
2 Have them refer to the restaurant review on page 43 as a model.
3 Give students ample time to write. Remind them to refer to their notes, and check students' work as they write.

Exercise 12 IMPROVE

1 Explain to students that it is important to be able to correct our own work.
2 Instruct them to read their review slowly and carefully, and see if they can catch any spelling or grammar errors they have made.

Exercise 13 SHARE

1 As a whole class, review the four areas students will be checking independently.
2 Have students exchange papers and carefully check on each area, making notes in the margins of the paper.
3 After students return writing to their partners, have them review the feedback and allot time for students to ask each other questions about their feedback.

Exercise 14 DEVELOP

1 Students work independently to rewrite their restaurant reviews.
2 Have students share their reviews in groups, or post on the wall in a gallery for the entire class to read.

Extra Practice

1 Before starting the activity, teach students about the system of ranking restaurants by stars (1 = bad, 5 = excellent) and have them decide how many stars the restaurant they wrote about should receive.
2 Have students type up their restaurant reviews and share them on an online restaurant review website or the class blog. Alternately, the student reviews can be hand-written and put up around the classroom.
3 Have students read each other's work and share what restaurants they are interested in trying.

Lesson 4.3 No Corners

Student Book pages 46 – 47

Exercise 1 ACTIVATE

1 Elicit from students all of the examples of "extreme" things that have been covered in this unit so far *(extreme sand dunes, extreme foods, extreme restaurants)*. What made each of them extreme?
2 Put students in groups of three. Direct their attention to the two photos and have the group discuss the questions. Encourage students to describe the photos as they talk.
3 Have groups share their opinions on the two photos. Write on the board any interesting vocabulary that comes up.

Exercise 2 INTERACT

1 Review all the words listed in the exercise. Pre-teach *corners*. Point out the corners in the classroom. Explain that it is the spot where two walls or edges meet. Ask students if one of the two photos has interesting *corners*.
2 Ask students to guess which words will be about House 1 and which will be about House 2 and write *1* or *2* in each blank.

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Exercise 3 ASSESS

1 Read the instructions to the students.
2 Play the audio two times. As the audio plays, have students check off the answers that are correct, and mark an *X* on the ones that are incorrect.
3 Review answers as a whole class. Ask students to share how many they predicted correctly.

Answers
Words about House 1: skateboard, walls, corners, fun; Words about House 2: apartment building, city, trees, windows, roof

Audio Script

CD 1, Track 20

Jan Hey, Joanna, what are you doing?
Joanna Reading an article about extreme houses. Take a look at this photo.
Jan What's that?
Joanna A skateboard house.
Jan A *skateboard* house?
Joanna Yeah. You can skateboard inside the house. In every room.
Jan Wow! Even in the bathroom?
Joanna Probably! Look, this guy is skateboarding on the wall of his living room. See, there are curved walls in every room. There aren't any corners in the whole house. You can even skate on the furniture!
Jan And is this a real house?
Joanna Well, actually I think it's just … they're going to build it.
Jan And check out this other house! It's built on top of an apartment building in New York City.
Joanna Look at that! There are trees on the roof!
Jan Nice! And so many windows!
Joanna I want to live there.

Listening Skill

Understanding incomplete speech

GO ONLINE

Direct students to read the information in the Listening skill box. Select a student to read the first section aloud. Have two students to read the A/B conversations. Explain that in the first conversation, B's meaning is understood because A referenced *he* earlier. In the second conversation, A may be able to understand B's meaning through the way B says the phrase (B's intonation.)

Extra Practice

1 In this activity, students practice using incomplete speech. Before class, prepare index cards with one activity written on each card, such as: eating a bagel, cooking dinner, reading a book, dancing at a party, singing a song, studying English. Place the cards face down in a pile at the front. First, write "What are you doing?" on the board.
2 Have students come up to the board and pull a card. They must draw the activity on the board as students guess what is being drawn. Give a time limit of 90 seconds.
3 Students guessing the answer should use incomplete speech – no subjects or *be* verbs (e.g. "Well I just turned on the oven so..."). They are answering the question "What are you doing?"

Exercise 4 INTEGRATE

1 Read the instructions. Tell students they will listen to two people speak. They must decide which of the two statements in the book demonstrate the meaning of the second speaker. Play number 1 and review as a whole class.
2 Play the rest of the audio and have students circle their answers independently.
3 Have students check answers in pairs.
4 If needed, play the audio again and have students correct any errors.
5 Review answers as a whole class and clarify meaning as necessary.

Answers
1 a 2 a 3 a 4 b 5 b

Audio Script

CD 1, Track 21

1 Jan Hey, Joanna, what are you doing?
Joanna Reading an article about extreme houses.
2 Jan What's that?
Joanna A skateboard house.
3 Jan A skateboard house?
Joanna Yeah. You can skateboard inside the house. In every room.
4 Jan And is this a real house?
Joanna Well, actually I think it's just … they're going to build it.
5 Joanna Look at that! There are trees on the roof!
Jan Nice! And so many windows!

Exercise 5 WHAT'S YOUR ANGLE?

1 Have students read the questions. Ask them to look back at the two house photos on page 46.
2 Put students in pairs to discuss the questions.
3 Ask all students who want to live in House 1 to raise their hands. Tally the total number. Ask all who want to live in House 2 to raise their hands. Tally the total. Ask all who do not want to live in either house to raise their hands. Tally the total. Discuss the results as a whole class.

Grammar in Context

There is…/ There are…

GO ONLINE

Direct students to read the information in the Grammar in Context box. Review the singular and plural forms as well as question forms. Practice pronunciation, making sure students understand the difference between *There are* and *they are*.

Extra Practice

1 In this activity, students create a role play between two friends, one of whom is new to the city. In the role play, students ask and answer questions about things they can or cannot find in the city using *Is there / Are there* questions, and responses with *There is/ There are*.
2 Give each pair a list of items to talk about, including: Indian restaurants, parks, a pool, a community center, a gym, mountains, a bus, a shopping center.
Sample Dialogue:
A: *What a nice city! Are there Indian restaurants?*
B: *Yes, there are five Indian restaurants!*
A: *Great. Is there a gym in the city?*
B: *No, there isn't a gym in the city.*
3 After they have practiced, have them switch roles and practice again.

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Exercise 6 INTEGRATE

1 Have students read the instructions. Tell them to pay attention to the nouns after the blanks: Are they singular or plural? Elicit if the sentence with the blank is a question or a statement. These clues will help them figure out the correct answer.
2 Have students work independently to complete the activity.
3 Have students check answers with a partner.
4 Play the audio. Students listen and check their answers.
5 Have students share which questions were challenging for them.
6 As an optional extension, have students practice reading the dialogue aloud in pairs, practicing pronunciation and the contracted form *there's*.

Answers

1 A: There are eight bedrooms in that house. It's really big!
B: Wow! Is there a bathroom for every bedroom?
A: No, there isn't. There are four bathrooms.
2 A: Is there a garden on the roof?
B: Yes, there is. There's a vegetable garden.
3 A: There's a lot of light in my house.
B: Really? Are there a lot of windows?
A: Yes, there are.
4 A: There are some really expensive homes in that neighborhood.
B: Oh? Are there some less expensive ones, too?
A: No, there aren't. They're all expensive.

Audio Script

CD 1 Track 22

1 A There are eight bedrooms in that house. It's really big!
B Wow! Is there a bathroom for every bedroom?
A No, there isn't. There are four bathrooms.
2 A Is there a garden on the roof?
B Yes, there is. There's a vegetable garden.
3 A There's a lot of light in my house.
B Really? Are there a lot of windows?
A Yes, there are.
4 A There are some really expensive homes in that neighborhood.
B Oh? Are there some less expensive ones, too?
A No, there aren't. They're all expensive.

Exercise 7 WHAT'S YOUR ANGLE?

1 Have students read the instructions. As a class, brainstorm some questions that can be asked about a house. Have them look at Exercise 6 for help.
2 Put students into pairs to begin their conversation. If students can't think of an unusual house, have them describe the house they grew up in.
3 Monitor to make sure the partners are asking questions, and check for proper use of *There is / There are*. Make note of any incorrect sentences you hear as you monitor.
4 After the conversations end, write some of the incorrect sentences on the board and, as a class, correct them.

Lesson 4.4 My Food is Cold!

Student Book pages 48 – 49

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Ask them to describe what is happening in each still.
2 Direct students' attention to the question. Discuss as a whole class, engaging them in possible solutions to the problem. Is it okay to send the food back? Is it okay to change your order after the food arrives? Can you ask for a refund? If your students are studying abroad, ask them how people handle these situations in their home countries.

Exercise 2 IDENTIFY

1 Direct students to read the questions first. Check that students remember what a *server* is.
2 Play the video and have them work independently to answer the questions.
3 Go over the answers as a class.

Answers

1 Kevin
2 He tells the server about the problem.
3 She puts his food in the microwave.

Video Script

English For Real Video Unit 4

Scene 1

Sara Hello, what can I get for you today?
Kevin Uh…I'll have the mac and cheese please.
And a lemonade.
Sara Sure. Is that for here?
Kevin Yes.
Sara Four dollars and 72 cents.
Sara Okay, for you?
Andy Um…can I have a salad? And…a medium coffee? Thanks.
Max And I'll have a burrito. Uh, is it really spicy?
Sara No. It's mild to medium.
Max Ok. I'll have the burrito. Um, we can pay together.
Sara Sure. I will be right with you.

Scene 2

Andy How's your food?
Kevin Oh wow! That's strange. It's COLD!
Andy What? Don't they have a stove?
Kevin Ugh! I'll be right back.
Kevin Excuse me.
Sara Hi! Oh, your food. Is everything OK?
Kevin Uh, no. My mac and cheese is cold.
Sara Cold? Whoops! I'm so sorry. Just a minute!
Kevin OK…
Sara Here's a new one.
Kevin Mmm… mac and cheese!

Real-World English

Ordering food and drink, complaining about service

Read the information in the box aloud and review the phrases. Tell students that the phrases for ordering all have the same meaning and they can be used interchangeably. *What's in…?* is a very common way to ask about the ingredients of a particular item. Students should know it is acceptable to ask questions about their food. Remind students that being polite when making a complaint at a restaurant is crucial. Ask if students have any questions.

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Real-World English Strategies

Restaurant etiquette rules can vary from culture to culture, so it is important for you to talk with your students not only about how to politely order food and make a complaint if something goes wrong, but a few other points as well. You can choose to cover one or several of the following points with your students, asking them to compare what is done in their culture and in English.

1 Sitting down: Do you choose your own table or do you wait to be seated?
2 Getting a server's attention: Do you wave, snap your fingers, nod your head, or just wait to be served?
3 Ordering food and drinks: Do you order food and drinks at the same time, or is it common to order drinks first? When dining out with other people, do you order first or make it a point to politely let someone else order first?
4 Special requests: Is it common and acceptable to request changes to how a dish is served? What can you say when you have special dietary needs or food allergies?
5 Paying: What can you say to the server when you would like to pay? Is it common to leave a tip? How much is expected?
6 As an alternative to a whole class discussion, you can ask your students to work in pairs and interview each other using these or similar questions. Then, ask the pairs to present their findings and ideas to the rest of the class.

Exercise 3 ANALYZE

1 Direct students to fill in the blanks from the dialogue before playing the video again. Have students fill in the blanks independently.
2 Check answers as a whole class.
3 Ask students if they have ever had an experience like Kevin's. How did they handle the situation?

Answers

1 Sarah: Hello. What can I get you todsy?
Kevin: Uh, I'll have the mac and cheese, please. And a lemonade.
2 Sarah: OK. For you?
Andy: Um, can I have a salad? And a medium coffee? Thanks.
Max: And I'll have a burrito, please. Uh, is it really spicy?
Sarah: No. It's mild to medium.
Max: OK, I'll have the burrito, please.
3 Sarah: Oh…your food. Is everything OK?
Kevin: Uh…no. My mac and cheese is cold!

English For Real Video Unit 4

Exercise 4 ANALYZE

1 Have students read the instructions. Select students to read each dialogue aloud for the class. After each, ask students if they think the conversation is polite or not, and what the customer should say instead.
2 Put students in pairs to have them revise the conversations.
3 Choose pairs to come to the front of the classroom and act out their revised dialogues. Ask the class if the conversation is sufficiently polite.

Answers

1 The customer is not polite. They should say "Excuse me."
2 The customer is not polite. They should say, "I'll have / Can I have / I'd like a hamburger, please."
3 The customer is not polite. They should say something like "Excuse me, but I ordered the fish."
4 The customer is not polite. They should say, "I'll have / Can I have / I'd like a piece of chocolate cake with ice cream, please."

Exercise 5 INTERACT

1 Go over the directions and check comprehension of the activity before students begin. For example, ask: *How many food orders will be in your role play?* (2) *When do you make the complaints?* (After the food has arrived and the two customers discuss it)
2 Have students work in their small groups to think of the type of restaurant, the food they will order, and the complaint they will make. Have students practice acting out their roleplay. Monitor and provide feedback.

Exercise 6 ANALYZE

1 Have each group meet with another group to act out their conversations. The group watching should refer to Exercise 5 and note if the roleplay covered all the tasks listed. Then they should decide if the complaint was polite or not. Then have the other group perform.
2 For more practice, have each pair find a new pair to work with and repeat the activity.
3 Remind students to go online so that they can create their own version of the video.

Exercise 7 WHAT'S YOUR ANGLE?

1 Have students read the instructions. To explain *successful complaint*, use the example of Kevin in the video. He complained about his food being cold, and he got a new dish.
2 Have students share in groups of three. If students do not have their own example, they can think of a friend or family member that made a successful complaint.
3 Ask volunteers to share their story with the class.

Lesson 4.5 An Extremely Messy Room

Student Book page 50

Exercise 1 ACTIVATE

As an optional warmup, bring in a picture of a very messy room and a very neat room. Show students the two pictures and ask them to describe them. Write the words *messy* and *neat* on the board. Have students match the words and the pictures.

1 Have students read the questions.
2 Students discuss the question in pairs.
3 Have students share their answers with the class. Ask those that have neat rooms to offer suggestions to those that want their rooms to be neater.

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Exercise 2 IDENTIFY

1 Have students read the instructions. Give students a moment to look over the sentences before they listen.
2 Play the audio and have them work independently to check off all the correct answers.
3 Call on volunteers to say the answers for the class. After a student reads an answer, check with the class to see if they heard the statement as well.

Answers
She says sentences 1, 4, and 5.

Audio Script

CD 1, Track 23

Jill My brother has an extremely messy room! His bed is in the middle of the room, and there are always clothes on it. There are also clothes all over the floor and the chair. On the desk, there are a lot of papers and books. There are usually plates and glasses on the table next to his bed. In the corner, there's a big trash can. It's always full! And it's really hot in his room. He never opens the windows. I try to stay out of there!

Pronunciation Skill

Linking with *there's* / *there are*

GO ONLINE

Read the information in the box aloud. Slowly pronounce the linking sounds for students and have them repeat. Play the audio track and have students listen closely to the linking. Have students practice the sample sentences in pairs. For *there's a…* it may be helpful to write out *There-za* on the board with the dash as to not confuse students.

CD 1, Track 24

Extra Practice

1 Put students into groups of three. Have them walk around the classroom, identifying different objects using *There is / There are* with the correct linking. Monitor and listen for linking. Sample statements:
Student A: *There's a pencil sharpener.*
Student B: *There are eleven desks.*
Student C: *There's a dictionary.*
2 Students make a list of items as they identify them aloud. After 5 minutes, ask groups how many different items they were able to identify. Conduct error correction after the activity.

More to Say…

Focus: Working in small groups, students practice linking with *there is / there are*.

Grouping Strategy: Groups of 2-3 students.

Student Book Connection: Lesson 4

Activity Time: 20 minutes

Ready,

1 Prepare a set of pictures of differently decorated rooms. They could be magazine pictures or pictures printed from the internet.
2 Make sure each group of students has a different picture and there is an extra picture to use when modelling the activity.
3 Prepare a blank piece of paper for each small group.

Set…

1 Show students the sample picture.
2 Elicit 2 or 3 sentences containing *there is / there are* about the picture.
3 Have students chorally repeat the sentences focusing their attention on linking when appropriate.

Go!

1 Put students into small groups of 2–3.
2 Hand out the pictures, or have the students come to the front of the class and choose a picture thy want to describe.
3 Instruct the groups to write 3 sentences about their picture using *there is / there are*.
4 Circulate and correct as necessary.
5 Have students stand up and read their sentences aloud while showing their pictures. Praise or correct the linking of *there is / there are*.

Extra Practice

1 Have students think of an "extreme" (or unique, unusual or new) food that they have tried. Students write a description of this food using vocabulary and grammar from the unit, including *there is/there are*, adverbs, adjectives, prepositions of place, and quantifiers.
2 In groups of four, students read their descriptions aloud and classmates guess what the extreme food is.
Sample:
There are potatoes. There's a lot of cheese on top of it. It's fried. It's on a huge plate. It's very messy to eat. (Answer: Cheese fries).

Exercise 3 APPLY

1 Select a student to read the instructions aloud. Direct students to the linking examples in the pronunciation skill box as a model.
2 Students work independently to mark the links.
3 Demonstrate for students the correct way and the incorrect way to pronounce the sentences. For example, first say *There is a bed in the middle of room*, followed by *There's a bed in the middle of the room*. Reinforce to students that they need to listen carefully to hear the linking.
4 Put students in pairs. Have them alternate reciting the sentences and giving one another feedback on linking.

Answers

1 link between *are* and *a*
2 link between *There's* and *a*
3 link between *are* and *only*
4 link between *There's* and *a*
5 no link
6 no link

Speaking

Describe a room

GO ONLINE

Direct students to read the information in the box and the different phrases and adjectives that can be used to describe a room. Explain to students what a *light* room is (one that gets lots of sunlight, because there are many windows), and a *dark* room (perhaps a basement, no natural light.)

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Exercise 4 WHAT'S YOUR ANGLE?

Have students read the directions. Encourage studens to be creative with this task. They can describe a real room or one that they imagine. Have them write down at least five ideas about the room. They should not write full sentences. Refer them to the Speaking box for support.

Exercise 5 INTERACT

Put students into A/B pairs. Tell students to use their notes to help describe their room to their partner. They should not just read off their paper; students should make eye contact and have a conversation with each other.

1 Student A describes their room. Student B asks at least two questions. Student A answers.
2 Student B describes their room. Student A asks at least two questions. Student B answers.
3 Pairs join another pair. Students share again and decide on the most extreme room. Have the "winners" from each group share their room descriptions with the whole class.

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Unit 4 Review

Student Book page 150

Vocabulary

Exercise 1

Answers

1 Typical	3 perfect	5 spicy
2 sugar	4 sweet	6 energetic

Exercise 2

Answers

1 behind	3 over	5 under
2 next to	4 on top of	

GO ONLINE Encourage students to go online to play the vocabulary game.

Grammar

Exercise 3

Answers

1 How many, a few
2 How much, a lot
3 How many, Lots of

Exercise 4

Put students in pairs and have them follow the instructions. Encourage them to use vocabulary from the unit.

GO ONLINE Encourage students to go online for further grammar reference and information and to play the grammar game.

Discussion Point

Exercise 5

OXFORD REFERENCE

1 Select a student to read the quote aloud.
2 Discuss the meaning of the quote. *Variety* means doing something different to make things more interesting.
3 Have students discuss the questions in groups of three.
4 Have students write down something new they want to try or do in the next six months.
5 Call on volunteers to share with the class.

Answers

Students' answers will vary. Sample answers include:
Variety is very important. I like to do many different things in my life.
Variety is not that important. I like to do the same things all the time.

GO ONLINE Encourage students to go online to listen to the podcast and add their comments to the discussion board.

Zoom In

Exercise 6

1 Conduct Task 1 as a walk-around activity. Have students walk around the classroom talking to different partners. Tell them to greet each new partner and take turns talking about their favorite experience eating a meal. Students should describe the food, the service, and the atmosphere. Call time after five minutes or after each student has talked to several partners.
2 Have students work independently to write six sentences. Collect and correct their work or monitor and provide feedback.
3 Have students do an image search of an extreme room. Tell them to print out the picture or save it on their phone. Have them sit in small groups, show the image, and talk about the room.

Answers

Students' answers will vary. Sample answers include:
1. My favorite experience was eating udon in Japan. There are many delicious toppings. I ate vegetable tempura also. It was delicious!
2. My favorite meal is spaghetti and tomato sauce with broccoli. It is a simple dish. My mother cooked it for us all the time. It makes me feel happy.
3. Answers will vary depending on the photograph that students select.

Exercise 7

Tell students to think about how they did on each of the tasks in Exercise 6 and to check the appropriate box. Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.

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Unit Overview

Introduction to the unit

This unit, *Creativity*, looks at this special skill in many ways. Creativity is examined through the main themes: describing hobbies, learning new skills as an adult, and giving opinions on art.

In ***Lesson 5.1***, the idea of creativity is reflected in the following activities: reading about and discussing DIY projects using the present continuous and cause and effect linking words to discuss creative hobbies. In ***Lesson 5.2***, the following exercises demonstrate the theme of creativity: expressing interest in learning new skills and writing an email inquiring about professional development classes. In ***Lesson 5.3***, students listen to audio about Impressionist art. In ***Lesson 5.4***, students will watch a video and will then giving honest but gentle opinions. In the *Real-World English Strategies,* teachers will help students reach an agreement when they have differing opinions. Finally, in ***Lesson 5.5***, students will summarize what they have learned about the theme of creativity by giving a presentation on a hobby they enjoy. In the *More to Say…* activity, students will practice contractions with *be* and *do*.

Lessons

5.1 Are You a Maker?

Reading Skill Recognizing and understanding cause and effect linking words: *because*, *as*, *so*

Grammar in Context Present continuous

- Vocabulary: hobbies (Oxford 3000)
- Identify cause and effect clauses
- Understand cause and effect linking words in context
- Write complete sentences using present continuous

5.2 I Need to Improve!

Grammar in Context Verbs + *to* infinitive

Writing Skill Using appropriate register

- Vocabulary: learning (Oxford 3000)
- Construct sentences with verbs plus *to* infinitive
- Write an email with appropriate register
- Talk about adult education

5.3 Painting Millions

Listening Skill Recognizing weak sounds

Grammar in Context Simple present and present continuous

Vocabulary Development Time expressions

- Identify unstressed words
- Distinguish between simple present and present continuous
- Discuss art and artwork

5.4 In My Opinion

Real-World English Asking for and giving opinions and advice

- Apply different opinion language to different situations
- Analyze the way people give opinions and advice
- Create role plays

5.5 A High-Flying Hobby

Speaking Describe a hobby

Pronunciation Contractions: *be* and *do*

- Identify contracted forms of *be* and *do*
- Listen for detail
- Use different expressions to describe hobbies

Resources

Class Audio CD 2, Tracks 2–7

Workbook Unit 5, pages 29–35

Oxford Readers Correlations

Leonardo da Vinci (9780194655583)

Teacher's Resource Center

Assessments: Unit test

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

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Unit Opener

Student Book page 51

The unit opener photo shows a striking contrast of a woman in bright red looking at a mostly grayscale art exhibit. We see tall, impressive walls with a variety of art pieces made from wood, glass, metal, and paper, all showing creativity in different forms. As all the art pieces are quite different, we can think about which we like and those that we do not. We can begin to think about how we express our opinions about art and things in general.

Photographer

Gianni Cipriano

Gianni Cipriano (b. 1983) is a Sicilian-born independent photographer based in Napoli, Italy. His work focuses on contemporary social, political and economic issues. Gianni regularly works for *The New York Times* and has been documenting the ongoing upheaval in Italian politics for *L'Espresso* weekly magazine since 2013. His editorial work has also appeared in TIME, *Wired, The Wall Street Journal, Le Monde Magazine, The Guardian Weekend Magazine, MSNBC.com, Io Donna, Ventiquattro, IL, Courrier International, Vanity Fair, Esquire,* among others. After studying aerospace engineering and architecture, he graduated from the Documentary Photography and Photojournalism Program at the International Center of Photography in New York in 2008. He has received recognition and awards from POYI (Picture of the Year International), American Photography, New York Photo Awards, International Photography Awards and the Ian Parry Scholarship. Gianni's work has been showcased in group exhibitions in venues such as the Rencontres d'Arles, *FOLI* Lima Biennale of Photography, MOPLA, Lumix Festival for Young Photojournalism.

Unit Snapshot

These three questions have been written to get the students' attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer.

1 For the first question, first explain that each of the letters (D, I, Y) is the first letter of a word. Have students talk in pairs to guess what it could stand for. Tell them that it is related to creating art or doing other projects.
2 For the second question, see if students have heard this word before. Elicit the names of any impressionists students may know.
3 For the third question, pre-teach *negative opinion*. Give the example of drawing something poorly and being told that the art is not very good. Next, ask students how they feel if someone tells them that their work is not good, eliciting the phrase *feel bad*. Discuss the question as a whole class.

Discussion Questions

1 For the first question, have students think of art museums they know. What makes them popular destinations? Why do people like to go there? Then have them discuss more broadly the question of why people look at art.
2 For the second question, give some examples of items that can be made at home as well as manufactured, such as scarves, candles, baskets, and picture frames. Are some home-made products better than products from a store? Why?
3 For the third question, help students by having them think about popular art museums in their country, and what type of art people like to go see in those museums. They can also discuss art or artists that are famous in their country (such as Frida Kahlo in Mexico or Klimt in Austria.)
4 Optionally, before asking students to answer the discussion questions, show the photographer video where Gianni Cipriano answers the questions from his perspective. Play it for students as many times as needed to check comprehension and discuss any vocabulary items.

Answers

Students' answers will vary. Sample answers include:

1 They look at it because it's beautiful. They look at it because it's interesting. They look at it to learn.
2 Sweaters made at home are better. Candles made at home are better. Food made at home is better (than a restaurant).
3 Abdulnasser Garem is popular in my country. Modern art is popular in my country. People like to see Renaissance art in my country.

Video Script

I took this picture at an international art show in Venice, Italy. The Italian artist Marco Tirelli made this artwork. Tirelli used many different materials in these artworks, including paper, wood, glass, and metal.

We look at art because it helps us understand ourselves and other people. Art is part of who we are. We make art because we need to communicate or share our ideas and feelings. In my photographs, I try to communicate my feeling of the person or place in the photo.

I am from Italy. The most popular kind of art in Italy is called "classical art." This is mostly paintings and sculptures. Italy has a long and important history of art and artists. Millions of tourists come to Italy every year to see our famous and historic art.

Unit Opener Exercise

To check students' knowledge and spark interest in the topic, have them answer the quiz questions independently and check answers with a partner. Review the answers as a whole class.

Answers

1 b 2 a 3 c

Real-World Goal

By the end of this unit, students will be able to learn how to make something by reading or watching a video online. They will be able to accomplish this by reading an article about DIY projects, writing an inquiry email to an adult education center, and exploring their own interests in arts, hobbies, and crafts through video and audio.

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Lesson 5.1 Are You a Maker?

Student Book pages 52 – 54

Exercise 1 ACTIVATE

1 First, direct students' attention to the title of the lesson, and ask if they know what a *maker* is (synonyms include creator, designer, artist.). Ask a few volunteers to share. Provide a brief explanation and examples if students are unsure. Ask students what they think the lesson will be about.

2 Direct students' attention to the picture. Have students call out what they see in the picture. Make notes on the board.

3 Call on students to share special objects that are made in their country/region. Encourage students to ask each other questions about these objects.

Extra Practice

1 Organize a day for students to share their culture. Ask students to bring in an object, clothing, photo, or other item from their culture that is important to them.

2 On the day of the activity, have students rotate in pairs to talk about their object with a partner.

3 Finally, put students into groups of four and have them discuss something interesting they learned about a classmates' culture. Alternately, the focus can be on objects that are important in one's family.

Exercise 2 VOCABULARY

1 Direct students' attention to the vocabulary list. Say each phrase and have students repeat. Review pronunciation of *build*, *machines*, and *jewelry*.

2 Put students in pairs. Have them read each of the sentences and discuss which hobby in the box matches the description.

3 Invite individual students to read each sentence. After each, ask the class to name the hobby. Spend a few minutes discussing each phrase to help build comprehension. For example, explain that a treehouse is often made of wood, and that *to grow a garden* refers to the plants and flowers increasing in size after planting.

Answers

1 make jewelry
2 grow a garden
3 make your own clothes
4 sell things online
5 build things with wood
6 bake breads and cakes
7 build machines

Oxford 3000 words

build	machines	online	bake
own	grow	jewelry	

Exercise 3 WHAT'S YOUR ANGLE?

1 As an optional warmup to the activity, have students review the hobbies and share with a partner people they know that do these activities.

2 Direct students' attention to the instructions and the sample sentence.

3 Have students write sentences independently. If students do not know someone who does a particular activity, have them choose a family member or friend and make a sentence about their fictional hobby.

4 Invite students to write one of their sentences on the board. Review as a class and correct any errors.

Answers

Students' answers will vary. Sample answers include:
My brother sells old video games online.
My friend makes beautiful jewelry.

Exercise 4 INTERACT

1 Go over the instructions with students. Write the phrase *Do you…* on the board. Have students practice forming questions for the activity, such as *Do you make your own clothes?*

2 Have students alternate asking and answering questions. Remind students to give additional information. Assist students as needed.

3 After completing the exercise, ask the questions of the whole class. Ask students who have one of the hobbies to tell the class about their hobby.

Reading Skill

Recognizing and understanding cause and effect linking words: *because, as, so*

GO ONLINE

1 Remind students that linking words connect two ideas in one sentence.

2 Direct students to read the information in the Reading Skill box. Read the example sentences aloud. Note that there must always be two ideas (clauses) in the sentences, regardless of which linking word is used.

3 Emphasize that the clause after the word *because* always shows the reason or cause. Emphasize that the clause after *so* shows the effect of the first clause. Use the examples in the box as a model.

4 Note the differences between *because* and *because of*. *Because* is always followed by a subject and a verb, while *because of* is only followed by a noun or pronoun.

Extra Practice

1 Write three clauses on the board about students in your class. For example:
a. Maricarmen bakes bread and cakes…
b. Salwa makes jewelry…
c. Abdulaziz grows a garden…

2 Have students complete each sentence using *because, as,* or *so*. Have students write down their answers and then have them share with the class. Go over common errors after the activity has finished.

Sample answers:

a. Maricarmen bakes bread and cakes because she likes to make fresh food for her family.
b. Salwa makes jewelry as she enjoys designing beautiful necklaces.
c. Abdulaziz grows a garden so he can have fresh vegetables.

Exercise 5 ASSESS

1 Direct students to the sample answer. Ask them to read the cause and the effect portions aloud separately.

2 Have students discuss in pairs the cause and effect relationship.

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3 Review as a whole class. Ask students what *this* refers to in the sample. (the price of original paintings.)
4 Have students read the sentences independently and fill in the answers.
5 Copy the sentences and blanks on the board. Have students come up and write in their answers on the board.
6 Analyze each question to determine the correct cause and effect relationship.

Answers

effect cause
1 I often visit the Pinterest website because of the many great ideas people post there.
cause effect
2 As I'm very good at making jewelry, I'm starting my own online store.
cause effect
3 You need space outdoors to have a garden, so many people in cities can't grow their own vegetables.
effect cause
4 I don't make my own clothes because it's difficult.
cause effect
5 Cakes from the supermarket are usually terrible, so I always bake my own cakes.

Exercise 6 IDENTIFY

1 Write the title of the article, *Why DIY?* on the board. Ask students to make predictions about what the article will be about.
2 Direct students' attention to the questions. Tell students they should read quickly to answer the questions. They should not worry about understanding every word.
3 Have students discuss their answers in pairs.
4 Call on pairs to answer the questions. Have students point out where in the reading they found their answers.

Answers

Students' answers will vary. Sample answers include:
We stopped making our own things because of technology / because we can buy things at the store, and we don't know how to make things. People are starting to make their own things now because they want to relearn skills that their grandparents had. They want to have special things that aren't from a factory. It's also fun.

Grammar in Context

Present Continuous

GO ONLINE

1 Go over the Grammar in Context box with students. After reviewing the purpose of the tense, give some real-time examples: *We are learning English right now. We are reading our textbook.*
2 Write some sample answers on the board: *I am reading. I am writing. I am studying. I am sleeping.* Model the question form by asking individual students *What are you doing right now?* and have them say one of the sentences on the board.
3 Next, write *Yes, I am.* and *No, I'm not.* on the board. Ask students yes/no present continuous questions and guide them to answer with one of the options on the board. Sample questions: *Are you studying now? Are you learning to bake now? Are you thinking about lunch?*
4 Note that, generally, present continuous is not used with "be" verbs and sensory verbs, such as *taste*, *feel*, *like*, and *dislike*. We do not say ~~"The food is tasting good." or "I am disliking my friend."~~
5 See the Grammar focus on page 163 for more information.

Extra Practice

1 In this activity, *Find someone who*, students try to find out information from other students by asking and answering questions using present continuous. Before class, prepare a worksheet with a list of several present continuous statements. Put a line next to the sentence for students to write in names. For example:
Find someone who is learning to bake.
_____
Find someone who is studying two languages.
_____
Find someone who is reading a book in English.
_____
2 Students take their worksheet and mingle around the classroom, asking questions in present continuous, i.e., "Are you learning to bake?" If the partner answers in the affirmative, the student can write their name down. If not, they can ask a different question or move on to a new partner.
3 The first person to fill in all of their blanks is the winner.

Exercise 7 INTEGRATE

1 Have students read the questions silently.
2 Have students read the article again independently, and work with a partner to answer the questions. Students should try to use present continuous when answering the questions.
3 Elicit the answers from the class. If students give answers in simple present, have the class work together to make the sentences present continuous.

Answers

Sample answers
1 She's making a dress for her daughter and building a bookcase for her living room.
2 baking, growing gardens, making jewelry
3 He's showing how his robot works.
4 They are selling their items online.

Extra Practice

1 Show students different DIY sites, such as Pinterest and Etsy, which are mentioned in the article.
2 In pairs have students search for a DIY project or product that interests them on their phones.
3 Have pairs give short presentations on the project to the class. Sample DIY project: *Make a kitchen utensil rack in 10 minutes*.
4 Alternately, print out different DIY projects to have students read. Have them discuss the projects in small groups and decide which one they are interested in trying.

Exercise 8 APPLY

1 Have students read the instructions. Review the verbs in the box.

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2 Before starting the activity, make students aware that each sentence requires them to fill in the correct form of the *be* verb, and one of the verbs in the box in present continuous form. Some answers will be contracted forms.
3 Complete the first sentence as a whole class.
4 Have students work independently to fill in the blanks.
5 Check answers as a whole class. Discuss any common errors in forming the present continuous.

Answers
A: What are you doing?
B: I'm making dinner for my cousins. They're visiting this week from Mexico.
A: Oh. Where are they staying?
B: At a hotel downtown. My apartment is too small!
A: Where are they now?
B: My cousin Mario is shopping for gifts, and Lorena and my sister are taking my niece to the zoo.
A: Sounds like fun.
B: We're having a lot of fun!

Audio Script

CD 2, Track 2

Walter What are you doing?
Skylar I'm making dinner for my cousins. They're visiting this week from Mexico.
Walter Oh. Where are they staying?
Skylar At a hotel downtown. My apartment is too small!
Walter Where are they now?
Skylar My cousin Mario is shopping for gifts, and Lorena and my sister are taking my niece to the zoo.
Walter Sounds like fun.
Skylar We're having a lot of fun!

Exercise 9 APPLY

1 Select a student to read the directions aloud. Complete the first question as a whole class. Ask the class if the statement is true or false for them by a show of hands. Have them write in their answers for question 1.
2 Have students work independently to complete the activity.
3 Have students share their answers with a partner. For true answers, have partners ask for additional information.

Answers
1 I'm taking a class.
2 My neighbors are growing a garden.
3 My friends and I are working on an interesting project.
4 I'm reading a good book.
5 My friend is learning how to play an instrument.
6 I'm making jewelry.

Exercise 10 WHAT'S YOUR ANGLE?

1 Direct students to read the instructions and the sample answer.
2 Put students in groups of three to discuss their answers. Note that answers will likely not use present continuous.
3 Call on one person from each group to give a summary of the group's discussion. Ask students for additional information about things they make.

Answers
Students' answers will vary. Sample answers include:
I like to make candles. I make them about once a month. I would like to learn how to make my own clothes.

Lesson 5.2 I Need to Improve!

Student Book pages 55 – 57

Exercise 1 ACTIVATE

1 Direct students' attention to the title of the lesson. Elicit the meaning of *improve* (to get better at something through practice).
2 Direct students' attention to the question. Help students develop ideas by having them think about what they wanted to be when they were children, or something they dream of doing.
3 Have students share in pairs and ask each other why they are interested in the class.
4 Ask volunteers to share interesting ideas with the class.

Answers
Students' answers will vary. Sample answers include:
I want to take a class in fashion design. I want to study Mandarin. I want to learn how to bake.

Exercise 2 VOCABULARY

1 Write *A New You* on the board. Ask students what they think the phrase means. (The phrase refers to when someone learns new skills, their life changes and they can feel like a different person in a positive way.
2 Pre-teach *Adult Education Center*. (It is a place where people can take classes for personal or professional development, but without getting a university degree.)
3 Have students review the sentences before looking at the course catalogue.
4 In pairs, have students match the sentences to the course.
5 Check answers as a whole class.

Answers
1 Creative Writing I
2 Fashion Design for Beginners
3 Business Writing II
4 Portuguese Conversation
5 Event Planning
6 Software Development
7 Cake Decorating 101

Oxford 3000 words

develop	organize	events	decorate
design	improve	program	

Extra Practice

1 In this activity, students practice answering detailed questions about the catalog. Create a worksheet with the following questions:
   1. Which classes are offered for 6 weeks?
   2. Which classes are offered only on weekends?
   3. How many classes are offered two days a week?
   4. How many classes are offered one day a week?
   5. How many classes are offered three days a week?
   6. How many classes start in September?
   7. Which course is the shortest?
   8. Which course is the longest?
2 Students work in pairs to find the answers.

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3 Discuss answers as a whole class.
Answers:
1. Fashion Design for Beginners, Portuguese Conversation, Flamenco dancing
2. Cake decorating 101, Event planning
3. 5
4. 4
5. 0
6. 7
7. Cake decorating 101
8. Software development

Grammar in Context

Verbs + *to* infinitive

GO ONLINE

1 Direct students to read the information in the Grammar in Context box. Review the form and read the sample sentences aloud.
2 Explain that *want + to infinitive* and *would like + to infinitive* are used to talk about wishes. *Need + to infinitive* is to talk about something that is required.
3 Direct students' attention to the list of verbs. Elicit from students different ideas of things they want to do, need to do, or plan to do in the future.
4 See the Grammar focus on page 163 for more information.

Extra Practice

1 Type up a series of sentences using verb + *to* infinitive, and place three copies around the classroom or in the hallway.
2 Put students in groups of four and have them do a running dictation. One person is the writer and three others are the runners. The first runner runs to one of the papers, reads a sentence, and runs back to the writer and dictates what they remember.
3 Switch runners and repeat. This continues until all sentences have been dictated. The first team to finish with the most accurate sentences wins!
Sample sentences:
1. Juan Carlos plans to travel to Japan next year.
2. Mastewal decided to sleep late on Sunday.
3. Gilma wants to develop her computer skills.

Exercise 3 APPLY

1 Direct students' attention to the instructions.
2 Have students look individually at the first sentence and put the sentence in the correct order. Check as a whole class.
3 Have students complete the activity individually. Call on students to write out the corrected sentences on the board and review as a whole class.

Answers
1 I don't want to take classes online.
2 You need to develop your writing skills.
3 They would like to study in the evening.
4 He doesn't like to have classes on Saturday.
5 We want to learn Japanese.

Exercise 4 WHAT'S YOUR ANGLE?

1 Select a student to read the questions aloud. Elicit the meaning of *usually* (often.) Elicit several responses to the first question from the class. If students do not answer using verb + *to* infinitive, ask them to repeat the sentence using the correct grammar structure.
2 Put students in pairs. Tell students to give additional information about their plans and to ask each other questions.
3 Call on volunteers to share their answers. Ask the class if the sentences they hear use the correct form.

Exercise 5 EXPAND

1 Have students read the instructions for Exercise 5. Direct students to the course catalogue on page 55. Call on a few students to say which classes look interesting to them.
2 Tell students they can choose one of the classes in the catalog or a different class. They should include additional information explaining why they want to take the particular class.

Answers
Students' answers will vary. Sample answers include:
I'd like to take a Thai cooking class. I want to learn how to cook new things.

Exercise 6 IDENTIFY

1 Call on volunteers to read the questions in Exercise 6 aloud.
2 Have students read the email independently and discuss their answers with a partner.
3 Ask for the answer to question one. Ask students what they think Paul would learn in the class. For question two, ask students to share all the examples of formal language they can find.

Answers
1 He wants to take the Software Development class.
2 Formal. It uses formal language, for example "Dear Ms. Anderson" and "could you please tell me…?"

Exercise 7 INTEGRATE

1 Pre-teach *game design*. Explain that, in this context, it is the process of creating a computer game. Explain that a *computer programmer* writes the code for a computer game.
2 Ask students to read the sentences 1-5. Then have them read the email again carefully.
3 Have students circle their answers independently, then compare their answers with a partner. Walk around and spot check the answers. Ask the pairs to share their answers with the class.

Answers
1 False
2 True
3 False
4 False
5 True

Exercise 8 PREPARE

1 Read the instructions and the questions aloud.
2 Have students look at the catalog once more to choose a class. Give some examples for the first question, such as a *better job*. Ask students to find examples for the second question in the email, such as *Do I need a laptop?*
3 Remind students not to write full sentences at this stage – they should just write down ideas.

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Writing Skill

Using appropriate register

GO ONLINE

1 Have students read the information in the Writing Skill box. Review the meaning of openings and closings. Ask: *Do we put the opening in the subject line of the email?* (No.) Ask students if they know any other formal ways to open or close an email. Ask students in what situations exclamation marks and emojis are appropriate and inappropriate.
2 Ask students why it is not appropriate to make a request like *Send me*… Explain that starting a request with the verb seems forceful and inconsiderate to an English speaker.

Extra Practice

1 Apply the concepts of this unit to a real-world context. Brainstorm with students what kinds of classes they might want to study at their current institution besides English.
2 Have students work in pairs to write a formal email to the director of the school, expressing interest in studying Computer Development, Business Writing, or a different topic. Make sure they use appropriate language from the Writing Skill box.
3 Alternatively, have students email the director of the school asking for recommendations of where they can learn about other classes they are interested in.

Exercise 9 DEVELOP

1 Ask students to silently read the email in Exercise 9. Ask students if they think the email is appropriate to send to a school director. Students should explain their answer (the style is too informal.).
2 Read the instructions aloud to the students. Explain that each underlined part is written in an informal manner, and students should use the ideas in the Writing Skill box to fix the email.
3 Students work with a partner to resolve the issues with the email.
4 Write numbers 1-9 on the board and have students come up to write their answers. Analyze the phrases they chose and ask students to contribute other possible answers.

Answers

Students' answers will vary. Sample answers include:
1 Dear Mr. Gibbs:
2 How are you?
3 My name is Sonia Ruiz.
4 I would like to apply for the job.
5 My mother and father are both musicians.
6 The job sounds very interesting.
7 I would very much like to teach at your school.
8 Sincerely,
9 Sonia Ruiz

Exercise 10 WRITE

1 Select a student to read the instructions aloud. In addition to their notes from Exercise 8, have students refer to the email on page 56 as a model, and use the formal language discussed in the Writing skill box.
2 Circulate as students write and provide support as needed. Check that students have included an opening and a closing.

Exercise 11 IMPROVE

1 Have students read the checklist.
2 Students read their email again and make sure they can check off all the items.
3 As writing the email may be a challenging task, you can optionally give students a short exercise break before they look back to correct their email. This way, they will be able to edit it with fresh eyes.

Exercise 12 SHARE

1 Pair students and have them swap emails.
2 As a whole class, elicit possible questions to ask their partners. For example, *Why do you want to study creative writing?*
3 Remind students to also provide feedback on the quality of the email: do they notice formal language? Are there any spelling errors? Does the student explain why they want to take the class?

Exercise 13 WHAT'S YOUR ANGLE?

1 Read the questions to students.
2 Elicit examples of opinions on the topic; are the classes good quality? Are the teachers trained well? Do you get a certificate or diploma when you finish the class?
3 Put students in pairs to discuss.
4 Have pairs share their opinions with the class.

Answers

Students' answers will vary. Sample answers include:
Yes, there are some places like that here. I think the classes are fun. They are for working people who want to learn a new skill and meet new friends. Colleges and universities are for students who need to study to get a job.

Extra Practice

1 Have students imagine they run a school that offers a particular class. In groups of three, students brainstorm what class they are going to offer, how long the class will run, what students will learn, and how much it costs.
2 Have students create a poster with this information. Display the posters on the wall.
3 Have a class Information fair, where students can walk to different tables to ask and answer questions with their classmates about the class that is being offered.
4 As an extension, have students choose which class they will sign up for, and announce the most popular class.

Lesson 5.3 Painting Millions

Student Book pages 58 – 59

Exercise 1 ACTIVATE

1 Have students discuss in pairs: *Do you know anyone who is a good painter? What do they paint?* Select a couple of students to share their answers.
2 Have students read the instructions and the phrases. Students may be unsure of the following vocabulary:
Strong emotion: An emotion is a feeling, like happiness or sadness. When an emotion is strong, you feel it deeply.
Makes an important statement: when art makes you think about a particular idea or issue

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3 Students independently complete the activity.
4 Put students into groups of four to discuss their opinion. Encourage students to pull up examples of art they like on their mobile phones to show to the group.

Exercise 2 WHAT'S YOUR ANGLE?

1 As a class, brainstorm a list of famous artists and write them on the board.
2 Have students work with a partner to discuss the question.
3 Have volunteers tell the class about a famous artist they know and like.

Answers
Students' answers will vary. Sample answers include:
My favorite artist is Barbara Kruger. She does post-modern art.
My favorite artist is Van Gogh. He's an Impressionist.

Listening Skill

Recognizing weak sounds

GO ONLINE

1 Read the information in the box aloud. Tell students we usually do not stress articles, prepositions or pronouns.
2 Write the sentence on the board and have students predict what words will be stressed (the content words.)
3 Say the sentence aloud for students and have students see if their predictions were correct.
4 Students practice saying the sentence with the correct emphasis.

Extra Practice

1 Print out the audio script for Exercises 4 and 5.
2 Have students read and listen to the audio to the first two paragraphs. As they listen, have students underline the unstressed words they hear.
3 Play a second time for students to check. Have students compare their answers with a partner.
4 Call on students to share their answers and check as a whole class.
Script and answers:
People often pay a lot of money for paintings by famous artists. Today we're talking about some of the world's most expensive paintings.
These days, people love Impressionist paintings. Impressionism is an art movement from the mid to late 1800s. Right now, you're looking at one of Claude Monet's *Haystack* paintings from 1891. Monet is famous for painting the same scene at different times of day to show different colors. Do you notice the soft light and shapes? Impressionists don't paint things that look clear and real. They try to catch one moment in time. This painting sold for more than 81 million dollars in 2016.

Exercise 3 IDENTIFY

1 Have students scan the exercise to notice where they need to fill in blanks.
2 Play number 1 and check the answers as a whole class.
3 Play the rest of the audio as students fill in the blanks. Play a second time if needed.
4 Call on individual students to share answers.
5 Ask students which words were the most difficult to hear. Have students write those words in their notebook, so they can be aware of them in the future.

Answers
1 is, an, from, the, to
2 you, the, and
3 The, are, in, the, but, to
4 His, is, and, he
5 for, in, and, at, the, it, the, in, the

Audio Script

CD 2, Track 3
1 Impressionism is an art movement from the mid- to late 1800s.
2 Do you notice the soft light and shapes?
3 The Post-Impressionists are interested in colors, like the Impressionists, but they want to do something bigger.
4 His work is very emotional, and he uses strong colors.
5 This painting sold for $82,500,000 in 1990, and at the time it was the most expensive painting in the world.

Exercise 4 ASSESS

OXFORD REFERENCE

1 Direct students' attention to the instructions. Give students time to examine the paintings before playing the audio. Say the artists' names aloud and have students repeat so they can more easily identify the names in the listening.
2 Note pronunciation of the artists' names: /van ˈgoʊ/ /moʊˈneɪ/ /səˈzan/.
3 Play the audio as students complete the task.
3 Have students check answers with a partner before reviewing as a whole class.

Answers
2, Van Gogh; 1, Monet; 3, Cézanne

Audio Script

CD 2, Track 4
People often pay a lot of money for paintings by famous artists. Today we're talking about some of the world's most expensive paintings. These days, people love Impressionist paintings. Impressionism is an art movement from the mid to late 1800s. Right now, you're looking at one of Claude Monet's Haystack paintings from 1891. Monet is famous for painting the same scene at different times of day to show different colors. Do you notice the soft light and shapes? Impressionists don't paint things that look clear and real. They try to catch one moment in time. This painting sold for more than 81 million dollars in 2016. OK, … moving on … Are you familiar with Post-Impressionism? The Post-Impressionists are interested in colors, like the Impressionists, but they want to do something bigger. The most famous Post-Impressionist is Vincent van Gogh. His work is very emotional, and he uses strong, bright colors. Right now, you're looking at his Portrait of Dr. Gachet. The doctor is sitting at a table and holding his head in his hand. This painting sold for 82 million, five hundred thousand dollars in 1990, and at the time it was the most expensive painting in the world. Another famous Post-Impressionist is Paul Cézanne. He's very interested in color and shapes. This is his painting, The Card Players. Here we see two men. They're sitting at a table and playing cards. They're looking at their cards—not at each other. We don't know the exact price of this painting, but some people think it sold for more than 300 million dollars in 2011.

Exercise 5 INTEGRATE

1 Direct students' attention to the list of items. Read the list of items aloud.
2 Optionally, provide explanations or visuals for some of the items for deeper comprehension.
Haystack: a pile of long grass that has been cut and dried
Soft lights and shapes: an effect in art that makes objects look unclear or unrealistic.
Emotional: involving feelings

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3 Play the audio. Students listen and write the numbers in the correct columns in the chart. Play a second time as needed.
4 Write the chart on the board and have students come up and write their answers.
5 Check answers as a whole class.

Answers

Monet's painting	Van Gogh's painting	Cézanne's painting
1	5	12
7	3	6
2	4	11
9	8	10

CD 2, Track 4

Grammar in Context

Simple present and present continuous

GO ONLINE

1 Direct students to read the information in the Grammar in Context box.
2 Read the sample sentences and discuss why the tense was used for each. (The simple present sentence is a fact; the present continuous sentence is about something that is happening in the moment.)
3 See the Grammar focus on page 163 for more information.

Extra Practice

1 In this activity, students write a letter to a family member or friend about their experience at an English school using present continuous and present simple.
2 Brainstorm with students topics they could write about, for example:
I'm studying English this semester.
In class, we learn about grammar and vocabulary.
It is raining in the city right now.
We eat at the local café every day after class.
3 Have students write a letter of about 100 words to a family member or friend. Optionally, bring in envelopes and stamps and have students prepare their letters to be mailed.

Exercise 6 APPLY

1 Read the directions. Select a student to read the sample sentence aloud. Ask the class why the sentence needs present continuous (the hint is the phrase *right now*.)
2 Students complete the sentences individually. Have students refer back to the Grammar in Context box forhelp.
3 Call on volunteers to share their answers. Write them on the board.

Answers
1 love
2 shows
3 is
4 is sitting, thinking
5 aren't / are not talking

Vocabulary Development

Time expressions

GO ONLINE

1 Direct students to read the information in the Vocabulary Development box. Say each expression aloud and have students repeat.
2 Have students make a chart in their notebook with three columns: *Simple Present*, *Present Continuous*, and *Both*. Have them copy the time expressions from the box into their notebook in the appropriate column.

Extra Practice

1 In this activity, students practice time expressions and their creativity by interviewing one another. Student A chooses a musician, actor, or artist they want to portray. Student B is an interviewer for a popular website.
2 Write prompts on the board, such as:
What are you doing these days?
Are you painting anything right now?
What is your morning routine?
Add additional questions, and encourage students to their own ideas as well.
3 Students roleplay an interview. Then students switch roles. Sample dialogue:
B: Hello, Cezanne! What are you doing these days?
A: Today I'm having lunch with Van Gogh.
B: Are you painting anything right now?
A: I'm painting something new. It's a surprise.
B: Tell me about your morning routine.
A: I usually wake up at 8. I always drink coffee. I never exercise.

Exercise 7 VOCABULARY

1 Read the instructions. Remind students to look for the tense in the sentence before choosing an expression.
2 Have students work independently to complete the exercise.
3 Call on individuals to read the completed sentences aloud.

Answers
1 Today / These days / Now
2 now / right now / these days / at the moment
3 Today / Right now / Now
4 these days / now
5 usually / often / sometimes

Exercise 8 INTERACT

1 Read the instructions. Model for your students by rewriting Exercise 7, sentence 2 to be true about you (i.e., *I'm from Los Angeles, but at the moment I'm living in Saudi Arabia.*)
2 Have students work independently to rewrite sentences.
3 Have students share their sentences with a partner. Encourage them to ask each other questions about their answers, i.e. *Why did you hate that food when you were a kid?*

Answers
Students' answers will vary. Sample answers include:
Right now, I'm wearing a red t-shirt and jeans. My friends and I sometimes meet at a pizza restaurant after class on Tuesdays.

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Lesson 5.4 In My Opinion

Student Book pages 60 – 61

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Ask them to discuss the questions with a partner.
2 Call on volunteers to share their ideas with the class.

Exercise 2 IDENTIFY

1 Give students time to review the sentences and possible answers before watching the video.
2 Play the video and have students work independently to choose the correct answers.
3 Go over the answers as a class.

Answers

1 Max
2 likes
3 doesn't think
4 wonderful
5 doesn't agree

Video Script

English For Real Video Unit 5

Dave	Max!
Max	Hi, Dave.
Dave	So, what do you think about the class trip to the Art Museum tomorrow?
Max	I'm excited to see the Mary Cassatt exhibit. I think she's really interesting.
Dave	Impressionist art? *Really?*
Max	Yeah. What's *your* opinion?
Dave	I hate it! It's *so* boring. I don't understand why it's so popular either. I don't think Professor Armstrong likes it.
Prof. Armstrong	Hello, there!
Dave	Hey. Professor Armstrong.
Max	Hello! Er…we were just talking about tomorrow's trip.
Prof. Armstrong	Great! What do you think about it?
Dave	Oh, I'm *really* looking forward to it.
Max	Oh? I'm excited too! Erm, Professor, what's your opinion of the Impressionists?
Prof. Armstrong	I think they're wonderful! Do you like them?
Max	Yeah, they're great!
Dave	Not my favorite thing.
Prof. Armstrong	Well, we can't agree on everything. Oh, Max, you should enter the Impressionist Painting contest. I'll give you the information tomorrow.
Max	Really? Thanks, Professor!
Dave	See you tomorrow…Max.
Max	Too bad you hate Impressionist art! See you!

Real-World English

Asking for and giving opinions

1 Have students listen and repeat the opinion questions.
2 Have students read the information about negative opinions.
3 Ask the class for two volunteers. Have one student say the *Very Honest* phrases aloud, followed by the other student saying the *Honest but softer* phrases.
4 Discuss how the pairs of phrases are different from each other, and why it is important to use softer phrases.

Real-World English Strategies

When people have differing opinions about a topic or an issue, sometimes they manage to reach an agreement, but sometimes they do not. In addition to knowing how to agree and disagree with someone, your students may need some help regarding how to end a conversation if consensus cannot be reached.

1 Ask the students to watch the video again. Tell them to pay attention to what Professor Armstrong says about the disagreement regarding the Impressionists (he says, "Well, we can't agree about everything" and then changes the topic of the conversation).
2 Together with the students, brainstorm other expressions that can be used to conclude a discussion if no agreement was reached (e.g., Let's just move on, I think we are going to have to agree to disagree…, Let's drop it, Whatever you say, If you say so, etc.) and how to redirect the conversation (e.g., So, how about…, Hey, by the way…).
3 Discuss the nuanced meanings some of these expressions may carry (e.g., Whatever you say can come across as sarcastic).
4 Students work in pairs to first script and then role-play short dialogs in which the two parties disagree about something of their choice. Encourage them to end the conversation with one of the expressions you talked about.

Exercise 3 APPLY

1 Have students read the instructions.
2 Complete the first sentence as a whole class.
3 Set students to work independently to fill in the blanks. Check answers as a whole class.

Answers

Students' answers will vary. Sample answers include:

1 What do you think of / What's your opinion of / How do you feel about
2 Do you like / How do you feel about / What's your opinion about
3 In your opinion
4 For me / In my opinion
5 Yes, I love to draw. / No. It's difficult for me.
6 I think it's boring. / I hate it!

Exercise 4 ANALYZE

1 Read the questions aloud.
2 Pre-teach *reaction*. Explain that it is a response, or something that you say or do because of what someone else says or does. The verb form is *react*. Make sure students understand the questions and clarify further as needed.
3 Play the video again. Have students take notes to answer the questions.
4 Have students discuss their answers in pairs.
5 Call on pairs to share their answers with the class.

Answers

He is more open / honest and less polite with Max. He is more polite with Professor Armstrong. Max is his classmate and they are the same age; Professor Armstrong is their teacher and he is older.

English For Real Video Unit 5

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Exercise 5 EXPAND

1 Read the questions aloud.
2 Have students discuss the questions in groups of five.
3 Have groups agree on and write out a list of situations where one might not give an honest opinion.
4 Share the lists with the class. Classmates discuss if they agree with the topics on the list or not.

Answers
Students' answers will vary. Sample answers include:
when you are new at your job and your boss asks your opinion about something personal; when you don't like your friend's new haircut; when you are eating with your friend's family and you don't like the food

Exercise 6 ASSESS

1 Have students read the instructions.
2 Students individually read each scenario and write down either *Very honest* or *Honest but softer*.
3 Check answers with the whole class.

Answers
Students' answers will vary. Sample answers include:
Students may answer that 1, 2, and 5 need a softer opinion because they are negative, while 3, 4, and 6 can be very honest. Some may say that item 1 can be very honest, since the friend is just trying on the clothes and doesn't own them. Sometimes with good friends we can be more honest—and some people are more brutally honest than others.

Exercise 7 INTERACT

1 Have students read the instructions.
2 Put students in pairs. Have them work together to select a scenario and refer to the Real World English box to use appropriate phrases. Monitor as students write and provide assistance as needed.
3 After students have finished writing, have them practice saying their role play aloud.

Students' answers will vary. Sample answers include:
1 A: Hi, Amalia!
B: Hey, Maria. What's up!
A: I'm looking for a dress to wear to my sister's wedding. What do you think of this one?
B: Well…I don't think it's really your style, and it's not the best color for you.
A: Yeah, you're right. I'm going to look for another one.
2 A: Good morning, Yuko. What are you reading?
B: Oh hi, Professor Bose. I'm reading *Moby Dick*.
A: That's a great book! It's one of my favorites. How do you feel about it?
B: Well…I know it's a classic, but to be honest, I'm not really enjoying it. It's hard to read.
A: Hmm. Maybe I can help you. I can show you some interesting things about it.
B: Oh, thank you!
3 A: Hey, Rob. What did you think of the movie?
B: I thought it was OK. What about you?
A: Yeah, I liked it as well.
4 A: Hi, Mrs. Jeddi!
B: Hello, Samira. Nice to see you. Are you enjoying your meal?
A: Yes, it's great. I love this place!
B: I do, too. The food here is amazing.
5 A: Hey Adam. What's up?
B: Good morning, Carlos.
A: Can I show you something? It's a painting I made.
B: Sure.
A: What do you think? It's my big art project. It's called Angry.
B: Oh! I'm not sure I understand it. What is it?
A: It's a picture of anger. I used red, orange, and black to show how I feel.
B: Well, it's different. It's interesting.
6 A: Hello, Sofia.
B: Hi, Ana. How are you?
A: I'm good. Listen, can you give me your opinion on this poem I'm writing? It's really short.
B: Sure. Hmm…Wow. It's really good. I love it!
A: Really?
B: Yes. Don't change anything.
A: Wow. Thanks!

Exercise 8 INTEGRATE

1 Join pairs with another pair.
2 Students take turns performing their role plays. Tell students to take notes during the role plays, including:
- What is the scenario?
- What phrases did they use to give opinion?
- Were the phrases appropriate?
- Did they have a greeting and an ending?

3 Have students share if they have ever been in a similar scenario in their lives. What happened? How honest were they? How did the other person react?
4 Remind students to go online so that they can create their own version of the video.

Lesson 5.5 A High-Flying Hobby

Student Book page 62

Exercise 1 ACTIVATE

1 Direct students' attention to the photo.
2 In pairs, have students describe what they see and discuss the question.
3 Have students share their ideas and write them on the board.

Exercise 2 IDENTIFY

1 Have students read the instructions and review the statements.
2 Clarify vocabulary, such as *drone* (a flying object without in-person human control) as needed.
3 Play the audio and have them work independently to check the correct answers.
4 Go through each checkbox and ask students if the statement is true or not. If it is false, ask students what the true statement is. For example, the woman does not plan to study engineering but she is interested in the subject.
5 Ask students to share if they have ever seen an item made from recycled products. What was it? Do they think making new products from recycled ones is a good idea?

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Answers
makes drones out of recycled trash
wants to save the world
is an artist

Audio Script

CD 2, Track 5

Man So, I'm walking around the Maker's Faire looking at all the interesting stuff … . Oh, what's this over here? Hi!
Woman Hello!
Man What are you selling? It looks like trash!
Woman Ha ha! It is trash! But watch …
Man Whoa! It's *flying!*
Woman Yep, I make drones out of recycled parts. I don't buy any new parts. I use pieces of old machines and toys, and I also use cans, plastic bottles, and other things from the trash. Then I paint them.
Man Wow, this is really interesting. How did you think of this idea?
Woman Well, this is really all my hobbies and *interests* put together: Engineering, art, and saving the world!
Man Oh. So you're an engineer?
Woman Nope, I'm not an engineer—but I'm interested in engineering, so I watched videos and learned how to build simple machines.
Man What about art—are you an artist?
Woman Yeah, … you can say that! I love making interesting things and decorating them. It's fun and exciting! But it's not my main job right now. At the moment, I'm working at a bank. Blah. Someday I want to have my own store and just make things!
Man I see. And you want to save the world, too.
Woman Yes!
Man That's why you use trash to build your drones?
Woman Exactly. We humans make too much trash. Why not use it to make new things?
Man Well, I think it's a great idea. How much are your drones?
Woman This one is $125.

Pronunciation Skill

Contractions: *be* and *do*

GO ONLINE

1 Read the information in the box aloud. Remind students that a *syllable* is a single sound in a word.
2 Play the audio and have students repeat.
3 Practice saying each full form and contracted form in the box, first as a whole class and then in pairs.
4 Write the full and contracted forms on the board. Rapidly point to forms out of order and have students say them.

CD 2, Track 6

Extra Practice

1 Give students a list of sentences from Exercise 2 in full form and have them write them out as contracted forms.
2 Have them practice saying them with a partner.
Sentences:
A: I am walking around the Maker's Fair.
B: It is flying.
C: I do not buy any new parts.
D: So, you are an engineer?
E: I am not an engineer.
F: I am interested in engineering.
G: It is not my main job right now.
H: It is a great idea.

More to Say…

Focus: Working as a whole class, students practice contractions with *be* and *do*.

Grouping Strategy: Whole class.

Activity Time: 20 minutes

Ready,

1 Prepare sentence prompts with each of the *be* and *do* contractions.
- I'm
- You're
- He's
- She's
- It's
- We're
- They're
- It isn't
- We aren't
- He doesn't

Set…

1 Write the prompts on the board.
2 Elicit completions from the students for each of the sentence prompts and write them on the board.

Go!

1 Read the first sentence aloud. Clap for each of the syllables. For example, I'm [clap] a [clap] student [clap clap].
2 Have students chorally repeat the sentence, mirroring the clapping.
3 Repeat with the remaining sentences.

Exercise 3 NOTICE

1 Read the instructions.
2 Play the audio and have students write their answers.
3 Check answers as a whole class.
4 Play a second time and have students repeat each contraction.

Answers

1	We're	syllables: 1
2	isn't	syllables: 2
3	doesn't	syllables: 2
4	aren't	syllables: 1
5	You're	syllables: 1
6	don't	syllables: 1

Audio Script

CD 2, Track 7

1 We're building machines.
2 The fair isn't open today.
3 He doesn't make art.
4 These paintings aren't expensive.
5 You're not listening.
6 I don't know a lot about drones.

Exercise 4 WHAT'S YOUR ANGLE?

1 Have students read the instructions.
2 Elicit some hobbies from students. (Have them think about the different hobbies discussed in the unit or other hobbies.)

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3 Students work independently to make notes about their hobby. If students do not currently have a hobby, ask them to write about one they might be interested in.
4 Tell students not to worry about writing complete sentences, but rather try to brainstorm ideas.

Speaking

Describe a hobby

GO ONLINE

1 Direct students to read the information in the box.
2 Have students practice saying the sample sentences aloud.
3 Have students look back at their notes and try writing two sentences about their own hobby based on the samples in the Speaking box.

Extra Practice

1 Have students find out who else does their hobby. Have students make a chart with two columns: *Name* and *How Often*. Write on the board *How often do you…?*
2 Students circulate around the classroom surveying their classmates on their hobby. For example, *How often do you go bike riding?* Students record the name of the student and how often they participate in the activity.
3 Have students report who does their activity most often, for example: *Juana and Ryo go dancing twice a month*.

Exercise 5 INTERACT

1 Give students time to review their notes and practice with a partner first.
2 Ask students to brainstorm questions they could ask, i.e., *When did you start this hobby? Why do you like it? What skills do you need for it?*
3 Have each student present their hobby to the class.
4 Have the class follow up with questions. Require that each student ask at least one question during the presentations. If your class is large, presentations can be made in groups of six.

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Unit 5 Review

Student Book page 151

Vocabulary

Exercise 1

Answers

1 sell
2 grow
3 bake
4 make
5 build

Exercise 2

Answers

1 at the moment
2 often
3 These days
4 right now
5 Today

Exercise 3

Answers

1 develop
2 decorate
3 improve
4 program
5 organize
6 event
7 design

GO ONLINE Encourage students to go online to play the vocabulary game.

Grammar

Exercise 4

Answers

1 studying
2 to learn
3 do
4 bakes
5 to take
6 working

Exercise 5

Answers

1 enjoys
2 makes
3 like to decorate
4 isn't / is not
5 's taking / is taking
6 wants to improve
7 's painting / is painting
8 plans to add / is planning to add

GO ONLINE Encourage students to go online for further grammar reference and information and to play the grammar game.

Discussion Point

Exercise 6

OXFORD REFERENCE

1 Ask a student to read the quote aloud. Teach the phrasal verb *use up* (to use all of something, so there is nothing left.)
2 Have students discuss the questions in pairs.
3 By a show of hands, see who agrees and disagrees with the quote.
4 Extend the discussion by having students share reasons why or why not they agree with the quote.

Answers

Students' answers will vary. Sample answers include:
I think it means you can always be creative. I think it's true.
I don't think it's true. I'm not a creative person.

GO ONLINE Encourage students to go online to listen to the podcast and add their comments to the discussion board.

Zoom In

Exercise 7

1 Conduct Task 1 as a walk-around activity. Have students walk around the classroom talking to different partners. Tell them to greet each new partner and take turns talking about the skill they want to learn. Call time after five minutes or after each student has talked to several partners.
2 Have students work independently to write three sentences. Collect and correct their work or monitor and provide feedback.
3 Have students find an image from their phone or their social media account. Have them sit in small groups, show the image, and talk about the special event. (If students can't use one of their own photos, have them find a photo on the Internet that represents the important event.)

Answers

Students' answers will vary. Sample answers include:
1 I'd like to learn to make my own clothes. It's fun and I can save money.
2 I write poetry in my free time. I did it a lot as a child, and now I write once a month. I'm good at it.
3 Answers will vary depending on the photograph that students select.

Exercise 8

1 Tell students to think about how they did on each of the previous tasks and to check the appropriate box.
2 Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.

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Unit Overview

Introduction to the unit

Get ready for adventure! *Places* takes us on a journey from describing a good neighbourhood, to writing a travel blog about our favorite city, to giving advice in a presentation about a place to visit.

In ***Lesson 6.1***, places are explored through learning about vocabulary for places in a neighborhood, listening to a detailed description of a New York neighborhood, and talking about necessary tasks using "have to." In ***Lesson 6.2***, reading a travel blog and talking about the possible "everyday" activities in a city demonstrate the theme. In ***Lesson 6.3***, students will learn how to give advice about travel using adverbs of manner and the modals "should" and "shouldn't", as well as writing a travel article themselves. In ***Lesson 6.4***, students will watch a video and will then practice accepting and rejecting advice. In the *Real-World English Strategies*, teachers will help students practice more ways of giving advice. Finally, in ***Lesson 6.5***, students will demonstrate their knowledge of the topic by giving advice in a presentation about a city. In the *More to Say…* activity, students will practice chunking.

Lessons

6.1 We're Famous For…

Listening Skill Listening for details

Grammar in Context *Have to* and *don't have to*

- Vocabulary: places (Oxford 3000)
- Strategically listen for details
- Practice using *have to* and *don't have to* in context

6.2 Everyday Adventure

Reading Skill Scanning for specific information

Grammar in Context *Can* for possibility

- Vocabulary: travel (Oxford 3000)
- Scan a blog for specific information
- Ask and answer questions using *can* and *can't*

6.3 Monaco in May

Vocabulary Development Adverbs of manner

Grammar in Context *Should/Shouldn't*: Advice

Writing Skill Writing an interesting introduction

- Make predictions before reading an article
- Give advice using *should* and *shouldn't*
- Write a travel article for a blog

6.4 Great Idea!

Real-World English Giving, accepting and rejecting advice

- Practice language for accepting and rejecting advice
- Analyze the way people give and receive advice
- Role play appropriately accepting or rejecting advice

6.5 An Exciting City

Pronunciation Skill Chunking

Speaking Giving advice in a presentation

- Identify pauses in language chunks
- Listen for gist and detail
- Give a presentation using *should* and *shouldn't*

Resources

Class Audio CD 2, Tracks 8–12

Workbook Unit 6, pages 36–42

Oxford Readers Correlations

World Wonders (9780194656375)

Teacher's Resource Center

Assessments: Unit test, Progress test

Class video

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

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Unit Opener

Student Book page 63

The unit opener photo shows an open window inviting us to explore a world outside. We see a tall cedar of Lebanon tree with glorious rolling mountains in the background. The open window makes us think of travel and exploration of a new place. The frame outside the window feels like we are in a different place – in this case, it is a palace. It does not look like a busy city outside, but rather a calm place where one may take a vacation. It is the perfect start to thinking about places in the world.

Photographer

Gianni Cipriano

Gianni Cipriano (b. 1983) is a Sicilian-born independent photographer based in Napoli, Italy. His work focuses on contemporary social, political and economic issues. Gianni regularly works for *The New York Times* and has been documenting the ongoing upheaval in Italian politics for *L'Espresso* weekly magazine since 2013. His editorial work has also appeared in TIME, *Wired, The Wall Street Journal, Le Monde Magazine, The Guardian Weekend Magazine, MSNBC.com, Io Donna, Ventiquattro, IL, Courrier International, Vanity Fair, Esquire,* among others. After studying aerospace engineering and architecture, he graduated from the Documentary Photography and Photojournalism Program at the International Center of Photography in New York in 2008. He has received recognition and awards from POYI (Picture of the Year International), American Photography, New York Photo Awards, International Photography Awards and the Ian Parry Scholarship. Gianni's work has been showcased in group exhibitions in venues such as the Rencontres d'Arles, *FOLI* Lima Biennale of Photography, MOPLA, Lumix Festival for Young Photojournalism.

Unit Snapshot

These three questions have been written to get the students' attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer.

1 For the first question, look at the words *everyday* and *adventure* separately. Discuss their meanings. Then have students think about what an *everyday adventure* would mean for them. See who has similar ideas.
2 For the second question, have students brainstorm in pairs different ways they can learn a language without being in a country where that language is spoken. Encourage them to think about technological ways, interpersonal ways, and perhaps some unique ways one could accomplish this.
3 For the third question, have students write down three guesses. Allow students to look at a map, but do not allow them to check the Internet for any information. Have students walk around making their predictions.

Discussion Questions

1 Direct students' attention to the questions below the picture. For the first question, offer some comparisons and guiding questions: *Do you think it is the city or the countryside? Do you think it is in the desert or in the mountains? What continent do you think it is in? What country?*
2 For the second question, have students discuss in pairs. Have them think of specific destinations and why people want to visit.
3 For the third question, put students in groups of four. Have each person share their answer and encourage others to ask why and get more information.
4 Show the photographer video where Gianni Cipriano answers these questions from his perspective. Play for students as many times as needed to check comprehension and discuss any vocabulary items.

Answers

Students' answers will vary. Sample answers include:

1 I think it's in the countryside. It's a very calm place. I think it's in Europe. Maybe it's Switzerland. Maybe it's Italy.
2 Places that have unique things make them popular. The Eiffel Tower in Paris is very tall and beautiful, so tourists want to go. Tourists like the lights and excitement in Times Square.
3 I like to visit Hawaii and go to the beach. I like to visit Ankara.

Video Script

This pictures shows a cedar of Lebanon tree next to Lake Albano, in Italy. I took this photo from the window of an old palace that is now a museum. I was on a tour of the palace when I saw this tree outside the window. It was strange and beautiful at the same time, so I stopped and photographed it.

The palace is hundreds of years old. It is a very big building with many rooms. It is in the countryside, near Lake Albano. There are gardens all around the palace. It is a quiet and relaxing place.

Some places are popular with tourists because they are in movies and TV, or because they are an important part of history. I don't like visiting places that are popular with tourists because I don't like crowds. When I go to these places, I just try to get lost and find areas that other tourists do not go.

Exercise 1

1 Direct students to the questions and read the sample answer. Ask students to identify what kind of details are given about the park (it discusses what is in the park, the atmosphere of the park, and why people go there.)
2 Have students makes notes about their answers. Encourage them to include details and use the sample sentence as a model.

Exercise 2

1 Pair students up and have them share their sentences with a partner, taking turns answering each question. Encourage students to ask follow-up questions for the Exercise 1 questions and have students compare their answers to see how many of their ideas are the same.
2 Have students imagine they can take a class trip anywhere. Ask students for their answers and write them on the board. The place that is mentioned the most will be the destination of the imaginary class trip.

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Real World Goal

By the end of this unit, students will be able to give someone advice about a place they know well. They will have learned the grammar and vocabulary for giving advice, as well as had exposure to spoken and written descriptions of places. They will have practiced writing a travel article. Additionally, they will have had exposure to different ways of giving advice through video and audio.

Lesson 6.1 A Good Neighborhood

Student Book pages 64 – 65

Exercise 1 ACTIVATE

1 Direct students' attention to the title of the lesson. Elicit the definition of a *neighborhood* (an area of a city or town- there can be many neighborhoods in one city.)
2 Have students answer the question in pairs.
3 Students share their ideas and write them on the board.

Answers
Students' answers will vary. Sample answers include:
A good neighborhood is safe; has many activities for young people; has many different kinds of restaurants.

Exercise 2 VOCABULARY

1 Say each vocabulary phrase aloud and have students repeat. Pre-teach *department store*. Explain that it is a large shop divided into many different areas, all selling different types of merchandise, such as clothes, kitchen goods, purses, etc. Ask if students know of any department stores in their country. Pre-teach *farmers' market*. Explain that it is a place where many local farmers gather to sell their products to the community.
2 Have students work independently to match the pictures and the places. Next, students check their answers with a partner.
3 After completing the exercise, select students to read the sentences.

Answers

1 a hairdresser	5 a bakery
2 an ATM	6 a department store
3 a farmers' market	7 a shopping mall
4 a gym	8 a grocery store

Oxford 3000 words

department store	mall	hairdresser
store	market	

Exercise 3 IDENTIFY

1 Direct students' attention to the vocabulary in Exercise 2. Ask: What word(s) do you see before the name of each place? (each phrase begins with *a* or *an)*. Explain that students must use the article when speaking or writing about these places.
2 Instruct students to first read the sentences and then write in the correct phrase from Exercise 2.
3 Call on students to write the complete sentences on the board. Check answers as a whole class. Have students practice saying the sentences in pairs.
4 Ask students for other examples of what one can do at the different places in Exercise 2.

Answers
1 bakery (5)
2 gym (4)
3 department store, shopping mall (6, 7)
4 grocery store, farmers' market (3, 8)

Exercise 4 EXPAND

1 Have students discuss in pairs: what do you like about the neighborhood you live in? Have students share some ideas with the class.
2 Read the instructions. Make sure students are prepared to take notes as they watch the video.
3 Play the video. Repeat if needed. Have students check their notes with a partner to make sure they wrote down all the places Allison visited.
4 Have students share some of places Allison visited. Make sure they are using complete sentences and the articles correctly.
5 Ask students if they prefer living in the city or the countryside. Have them discuss in pairs which one they like and why.

Answers
pharmacy, ATM, grocery store, bakery, farmers' market

Video Script

Allison's Neighborhood

Allison My name is Allison. I live in a neighborhood called Inwood. I love living in Inwood because it's beautiful. There are so many parks, and everything's open late. I work at a cafe in the neighborhood, but I'm also a writer. Today is Saturday. I love Saturdays because I don't have to work until later. I have a lot of things to do before I go to work. I have to go to the pharmacy. I have to go to the ATM, the grocery store, and I'd like to get an ice cream cone. The supermarket is right down the street. It's very convenient. There's also a drugstore right down the street. I love my bakery. They have the best muffins.
Cashier Good morning.
Allison Good morning. Can I buy this muffin please?
Cashier Sure. Will there be anything else?
Allison That'll be all.
Cashier It's a dollar fifty.
Allison Here you go.
Cashier Thank you very much. Have a nice day.
Allison You too.
My hardware store is right around the corner. They have the most helpful clerk, but I don't need to go there today. There's a lot of great pizza places here, but my place is the best. I've lived in the neighborhood for one year. I moved here in August. I used to live downtown, but it was too crowded. I'm a lot happier here. The people in the neighborhood are really friendly. Everybody says hello as I walk by, and I know everybody's name. Another great thing about Saturdays is the Farmers' Market. This neighborhood has the best fruits and vegetables. Everything is fresh. Today I need to buy some peppers and strawberries.
Allison How much are these strawberries?
Farmer Five dollars.
Allison OK.
Farmer Would you like a bag?

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Allison Yes, please.
These strawberries are the most delicious I've had in a long time. Work is very convenient. It's right down the street. I had a friend when I moved into the neighborhood and working at the cafe helped me make a few more. It's easy to meet people when you work in a local cafe. Everyone who comes into the cafe is so nice. I really like my job, my boss Alex is great. When I first moved here, I really liked the neighborhood, and it gets better every day. If you ever come for a visit, be sure to say hello.

Exercise 5 WHAT'S YOUR ANGLE?

1 Have students read the questions. Remind them of the language they can use to answer *how often* questions: *usually, sometimes, hardly ever, once a week, once a month*, etc. For the second question, write a model sentence on the board: *My favorite bakery is Maravela Bakery.*
2 Put students in pairs to ask and answer questions. Circulate and check if they are using adverbs of frequency.
3 Ask students to share some of their favorite places. Ask classmates if they have visited these places.

Answers
Students' answers will vary. Sample answers include:
1 I go to the hairdresser once a month. I go to the bakery every day.
2 My favorite bakery is DeMarco's. My favorite park is Rock Creek Park. My favorite café is called OK Café.

Extra Practice

1 In this activity, students make a city guide for new students. In groups of four, have students compile lists of the best bakeries, cafes, parks, hairdressers, etc. in the neighborhood of their school. Students can make posters or a printed book with their recommendations.
2 Have students use the sample sentences on page 63 as a model for each recommendation they write.
3 Optionally, students could create pages on word-processing or presentation software and add images.
4 The guide could be shared with other classes or actually given to new students when they join the class.

Listening Skill

Listening for details

GO ONLINE

1 Go over the Listening Skill box with students.
2 Write *Who*, *What*, *Where*, *When*, and *How Many* on the board. Review with students the meaning of each and what type of information each question is looking for:
Who: a person
What: a thing or idea
Where: a location or place
When: A day, a week, a month, a year, a specific time
How many: Amount of something

Extra Practice

1 In this activity, students work together to design the perfect neighborhood. Put students in groups of four and give them a large piece of paper.
2 Students choose a name for their imaginary neighborhood and brainstorm all the things the neighborhood should have. Students write sentences about each feature of their neighborhood. Require that students use at least five of the vocabulary phrases from the lesson.
3 Groups present their neighborhoods to the class. Students listen for details and write them down.
4 After each presentation, ask the class to share interesting details they heard, including vocabulary from the lesson and the name of the neighborhood.
5 Optionally, students can sketch a picture of what their neighborhood would look like, writing in all of the places on poster board.

Exercise 6 ASSESS

1 Have students read the instructions. Tell students to think about which of the *wh-* questions would apply to each statement.
2 Have students complete the activity independently.
3 Call on individuals for the answers.
4 Play the video again and have students write *T* or *F* next to each statement.
5 After the video ends, give students time to rewrite their false answers as correct statements.
6 Check answers as a whole class. Ask for students' revised sentences to false statements.

Answers
1 False. Alison works at a cafe.
2 True
3 True
4 False. It costs $1.50.
5 True
6 False. She pays $5.00 for the strawberries.

Allison's Neighborhood

Exercise 7 WHAT'S YOUR ANGLE?

1 Direct students to work in groups to discuss the questions. Students should choose one person to lead the discussion, one person to take notes, and one person to report back to the class.
2 When comparing their neighborhoods, help students recall the places, the people, and the overall look and feel from the video. Is there a farmers' market in their neighborhood? Are the people friendly in their neighborhood? Is it very crowded in their neighborhood?
3 Call on the reporter in each group to give a summary of their discussion.

Answers
Students' answers will vary. Sample answers include:
1 I like that Allison can walk to so many stores. Her neighborhood seems beautiful and fun.
2 Her neighborhood is different than mine. You need a car to go everywhere.

Grammar in Context

Have to* and *don't have to

GO ONLINE

1 Have students read the information in the Grammar in Context box. Ask students to look at the sample sentences and see if they notice any patterns in how *have to* and *don't have to* are used.
2 Write the formula on the board: *Subject* + *have/has to* + *infinitive* and *Subject* + *don't/doesn't have to* + *infinitive*. Help students identify which words change form in both positive and negative sentences (in positive sentences, *have* changes to *has* in third person; in negative

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sentences, *don't* changes to *doesn't* and *have to* never changes.) Next, write out the question formula: *Do/does* + *subject* + *have to* + *infinitive*.

3 Discuss use. *Have to* implies that something is required. Elicit things students have to do at school. For example, they have to come to class on time. *Don't have to* implies that something is optional. The sentence *You don't have to bring food to the party* means that it is not expected that one will bring food, but it is okay if they do.

4 See the Grammar focus on page 164 for more information.

Extra Practice

1 Before class, prepare index cards with one task per card, writing the same task on two cards. Examples of tasks: *go to work, clean the apartment, prepare dinner, buy groceries.*
2 Hand each student a card.
3 Students get up and ask each other about their task, for example, *Do you have to clean the apartment today?* If the partner's card does not match, they respond in the negative and move on to a new partner until they find their match.
4 Once students have found their match, they can write more sentences about their task. For example, if their task was clean the apartment:
We have to clean the floors.
We have to wash the windows.
We don't have to feed the animals.

Exercise 8 IDENTIFY

1 Encourage students to carefully read the sentences. For each they should decide what the subject is as well as if the positive or negative form is necessary.
2 Students complete the task individually and then compare their answers with a partner.
3 Review answers as a whole class. Have students identify the subject and explain why they chose the positive or negative form.

Answers

1 doesn't have to	3 don't have to
2 have to	4 has to

Exercise 9 APPLY

1 Have students read the instructions. Elicit from students the question and short answer forms of *have to/don't have to*.
2 Have students complete the exercise independently and compare answers with a partner.
3 After pairs have agreed on the answers, have them practice reading the A/B conversations aloud. They should read each one aloud, then switch roles.
4 Invite pairs to read for the whole class. Correct errors as needed.

Answers

1 A: Does, have to B: does	3 A: Does, have to B: doesn't
2 A: Do, have to B: don't	4 A: Do, have to B: do

Exercise 10 WHAT'S YOUR ANGLE?

1 Have students read the instructions. Say each word in the box and have students repeat.
2 Students look at the sample sentences. Call on two volunteers to practice asking the questions by filling in the sample sentences with a phrase of their choice. Elicit other possible things they may have to do, as well as other time references (*tomorrow*, *next week*, etc.)
3 In pairs, students ask and answer the questions.
4 Ask students to share what their partner will do today (or tomorrow, or this weekend.) Ask for additional information.

Answers
Students' answers will vary. Sample answers include:
Do you have to work this weekend? Yes I do.
Do you have to go to the ATM today? No, I don't.

Lesson 6.2 Everyday Adventure

Student Book pages 66 – 68

Exercise 1 ACTIVATE

Tell the class you are planning to go on vacation. Ask them for recommendations of where you should go, and what you should do on your vacation. After several students share, tell the class which vacation idea you will take.

1 Direct students to read the instructions. Place them in groups of three to discuss the questions.
2 Ask each group to share the most interesting vacation they heard about.

Exercise 2 VOCABULARY

1 First, select students to read each of the sentences under the pictures aloud. After each, review the meaning of the words in bold orange (*abroad*: overseas; *afford*: able to pay for; *relax*: to rest; *adventure*: do something new and exciting; *great view*: beautiful to look at; *guided tours*: a person shows you a place and gives detailed information about it.)
2 Explain that students will be looking for a second sentence that adds additional information to the sentence under the picture.
3 Have students complete the task individually.
4 Play the audio. Students listen and check their answers.
5 Have students discuss with a partner which sentences were easy or difficult to match.
6 Have students share challenging sentences with the class and discuss them more thoroughly.

Answers

1 b	3 c	5 d
2 e	4 f	6 a

Audio Script

CD 2, Track 8

1 I like to go abroad. Every year, I go to a different country for vacation.
2 I can't afford expensive vacations. I travel by bus, and I stay in cheap hotels.
3 I like to relax. I always go to the beach for vacation.
4 I want adventure. I like to do new and exciting things.
5 I like to stay in a place with a great view. I want to see the ocean or the mountains outside my window.
6 I enjoy guided tours. I don't like to walk around a new city alone.

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Oxford 3000 words

abroad	relax	view
afford	adventure	tours

Exercise 3 WHAT'S YOUR ANGLE?

1 Give students time to read the sentences again and determine which are true for them.
2 Have students share with a partner. For sentences that are not true, have students think about what they do instead. For example, if they do not go to the beach for vacation, where do they go?

Answers
Students' answers will vary. Sample answers include:
Number three is true for me, I really like to relax. Number six is not true for me, I like to visit places by myself!

Reading Skill

Scanning for specific information

GO ONLINE

1 Direct students to read the information in the Reading Skill box.
2 Explain that scanning is a difficult skill; it is natural to want to try to read and understand every word in a reading. Developing scanning skills will help students become faster, better readers. The best way to develop their scanning skills is to practice.

Extra Practice

1 Students practice scanning with an information gap activity. Put students in A/B pairs. Give each student a copy of either Blog A or Blog B.
2 Students ask questions to complete their blog. Their partner scans to give the answer. Write the questions on the board:
   1) *Who is the article about?*
   2) *What is their everyday adventure?*
   3) *When do they do it?*
   4) *Why do they like it?*

Blog A:
Hi everyone, thanks for reading my blog. Today I want to talk about an everyday adventure. By the way, my name is _____. I live in Washington, DC. My everyday adventure is going to the Air and Space Museum. You can see the Apollo spaceship, learn about planets and see astronaut uniforms! I visit the museum _____,. It is an exciting place to visit. I like to go because I learn a lot of new things. And the best part, it's free! If you are in my city, please go to the museum! Do you want to see the world for only a few dollars? Take the 7 train in New York. At each stop, you can find food from a different country. Hi everyone, my name is Lauren! I like to take the 7 train to three or more different stops and _____. I have tried Indian food, Pakistani food, Ecuadorian food, and Mexican food! I go with my friends on the weekend. I like trying new things and _____. It's a lot cheaper than getting on an airplane!

Blog B:
Hi everyone, thanks for reading my blog. Today I want to talk about an everyday adventure. By the way, my name is Micah. I live in Washington, DC. My everyday adventure is _____. You can see the Apollo spaceship, learn about planets and see astronaut uniforms! I visit the museum every Wednesday,. It is an exciting place to visit. I like to go because _____. And the best part, it's free! If you are in my city, please go to the museum!
Do you want to see the world for only a few dollars? Take the 7 train in New York. At each stop, you can find food from a different country. Hi everyone, my name is _____! I like to take the 7 train to three or more different stops and try the food at each place. I have tried Indian food, Pakistani food, Ecuadorian food, and Mexican food! I go with my friends _____. I like trying new things and learning about other cultures. It's a lot cheaper than getting on an airplane!

Answers
Blog A
1 Micah
2 Every Wednesday
3 Try the food at each place
4 Learning about other cultures
Blog B
1 going to the Air and Space museum
2 I learn a lot of new things
3 Lauren
4 on the weekend

Exercise 4 IDENTIFY

1 Read the instructions to the students. Ask students to read the questions aloud. Before students start, check their understanding of scanning. Ask: *Will you read every word?* (No) *Is it okay if you do not understand some words?* (Yes)
2 Students scan independently. To help develop this skill, it may be helpful to put a timer on the board and allow students two minutes to find their answers. If students need more time, it is okay to add more time to the clock. The goal is to encourage them to not get stuck on reading or trying to understand every word.
3 Have students check answers with a partner before reviewing as a whole class.
4 Ask students how they felt trying to scan the article. Was it easy or difficult? Why?

Answers
1 $12
2 Tokyo
3 Spanish and Chinese

Exercise 5 WHAT'S YOUR ANGLE?

1 After scanning the article quickly, now give students time to read the travel article slowly and think about their answers to the questions.
2 Place students in groups of four to discuss the questions.
3 As a whole class, brainstorm ideas for everyday adventures that are near the school.

Grammar in Context

***Can* for possibility**

GO ONLINE

1 Direct students to read the information in the Grammar in Context box.

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2 Practice reading the sentences aloud. Help students notice the form in context (*can* or *can't* is always followed by an infinitive without *to*.)
3 It is often difficult for students to distinguish between *can* and *can't* in listening. Review the pronunciation differences. Note that *can* often is unstressed, while *can't* is usually stressed.
4 See the Grammar focus on page 164 for more information.

Extra Practice

1 Give each student a worksheet with space to write a question at the top, and a chart below it with three columns: *Name, Can, Can't*.
2 Ask students to think of a question about their classmates' abilities and then write their question. Examples: *Can you ride a motorcycle? Can you speak three languages? Can you cook Indian food?*
3 Students survey their classmates. Classmates respond with either *I can* or *I can't*. Students mark down the answer they hear.
4 Optionally, students can ask for additional information.
5 Have students tally their results and ask for volunteers to share the information with the class. Example: *Nine students can cook Indian food.*

Exercise 6 IDENTIFY

1 Review the first question as a whole class. Have students read the sentence and decide which word should go in the blank. (*can't*)
2 Ask students to explain why they chose their answer. Review the meaning of *have to*. Ask, *if we have to use the stairs, does that mean we can or can't use the elevator?*
3 Students complete the activity individually.
4 Call on individual students to read the completed sentences. Write them on the board. Correct errors as needed.

Answers

1 can't	3 can't	5 can
2 can	4 can	

Exercise 7 INTEGRATE

1 Have students look over the sentences and ask if *can* will always be the first word in the blank, always the second word in the blank or if it changes (*can* is always the first word.)
2 Students complete the activity with a partner and compare their answers with another pair.
3 Call on volunteers to write the sentences on the board and review answers as a whole class.

Answers

1 can, find	3 can, do	5 can, hear
2 Can, take	4 can, relax	

Exercise 8 EXPAND

1 Have students read the instructions. Give them one minute to review the sentences again in Exercise 7 before playing the audio.
2 Play the audio. Students listen and write in their answers.
3 Have students check their answers with a partner.
4 Call on students to share their answers.

Answers

Person	Question
1	3
2	2
3	4
4	5
5	1

Audio Script

CD2 Track 9

1 Um, let's see. There's a good movie theater. And some really cool little shops.
2 No, but I can take the subway.
3 Well, there's a nice park. It's beautiful and usually pretty quiet. I like to go there and read a book.
4 Let me think …. Oh, a good place for that is the Luna Cafe. Tourists from all over the world go there.
5 Oh, definitely the Corner Cafe. It has the best coffee in town.

Exercise 9 WHAT'S YOUR ANGLE?

1 Have students form two lines facing each other. Students ask and answer the questions.
2 After four minutes, have one line move down one person so all students have a new partner. Students then ask and answer questions with the partner for three minutes.
3 Have students change partners one more time and see how many questions they can discuss in two minutes.

Answers

Students' answers will vary. Sample answers include:
You can get good coffee at Kaldi's. You can hear many languages in Jackson Heights.

Lesson 6.3 Monaco in May

Student Book pages 69 – 71

Exercise 1 ACTIVATE

1 Tell students you won a vacation to Monaco! However, you do not know anything about the country and you are not sure if you want to go. You need their help. Have them discuss the questions in groups of five. Emphasize that they can guess (and be creative) if they do not know.
2 As students discuss in groups, write each question on the board. Each student in the group goes to the board and writes their answer.
3 Analyze the group's answers. Ask groups which answers were guesses and which were based on actual knowledge.

Answers

1 two square kilometers
2 south of France, near Italy
3 hot and sunny in the summer, cool and rainy in the winter
4 French, English, Italian, and Monégasque
5 Students' own answers. Sample answers: watch the Grand Prix, go to Larvotto Beach.

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Exercise 2 IDENTIFY

OXFORD REFERENCE

1 Have students read the instructions. Elicit the definition of *travel article* (a piece of writing that may appear online or in a newspaper about traveling to a particular place.) Encourage them to keep referring back to the questions in Exercise 1 as they read. If they notice an answer to one of the questions, have them write it in their notebook.
2 Students work individually to read and analyze the travel article.
3 Review each of the questions in Exercise 1 again and have students recite the answers they found. Ask students if there are any vocabulary words in the article they are unsure about.

Answers
The article answers questions 1, 4, and 5. See the answers in Exercise 1.

Exercise 3 INTEGRATE

1 Have students read the questions. For question one, direct students to the first two sentences of the article to find part of the answer (there is another reason they should find on their own.) Note that question three is not in the article; students should express their own opinion and provide additional information.
2 Put students in pairs to discuss the questions.
3 First, review answers to question one and two. Next, ask all students that want to go to Monaco to raise their hand. Select a few students and ask them to explain why. Repeat the activity for those that do not want to go.
4 Based on students' answer, tell the class if you will take the Monaco vacation or not.

Answers
Students' answers will vary. Sample answers include:
1 a person who loves languages, a person who loves cars, a person who loves beaches.
2 watch the Grand Prix auto race, walk across the country, go to Larvotto Beach
3 Yes, I want to go, I love cars! No, I do not want to go, it's too expensive.

Vocabulary Development

Adverbs of manner

GO ONLINE

1 Have students read the information in the Vocabulary Development box. Tell students that adding adverbs of manner to writing can make sentences more interesting, as they give the reader more information by describing the action verb. While the placement of adverbs of manner can vary, it may be helpful for students to know that they often come at the end of a sentence.
2 Linking verbs, such as *feel, taste*, and *smell*, are not followed by adverbs of manner.
3 Review the meanings of each adverb listed. Elicit from students what verbs might match the adverb. For example, ask *What do people do slowly?* Some possible answers include *walk, do homework, eat*.

Extra Practice

1 Prepare conversation cups for students. Write or type questions on small cards (one question per card) and place them in a cup. Have one cup per group.
2 In groups of five, students ask and answer questions using adverbs of manner. Sample questions include: *What do you do quickly? Who in your family speaks loudly? Can you drive well? What is something you do easily?*
3 Monitor and ensure students are answering in complete sentences.

Exercise 4 INTERACT

1 Read questions 1 and 2 with the class. First, as a whole class, choose one of the adverbs listed, brainstorm possible matching verbs, and then construct a complete sentence.
2 Students write five sentences independently. Monitor and provide support if students are having difficulty *creating* their own sentences.
3 Next, have students read question 3 and 4. Put students in new pairs. Have students switch papers. Students underline the verb and circle the adverb in each sentence. Have students refer to the Vocabulary Development box to choose a replacement adverb to write in.
4 Students switch papers back and check their partner's work. Did they correctly identify the adverb and verb?
5 Call on volunteers to share one of their sentences with the class.

Grammar in Context

***Should/Shouldn't*: Advice**

GO ONLINE

1 Direct students to read the information in the Grammar in Context box.
2 Have students note the contracted form in the negative *shouldn't*. It is possible to say *should not*, but *shouldn't* is more common, particularly for spoken and informal language.
3 Review pronunciation and have students practice saying the sample sentences aloud. Have them notice the form for questions and answers.
4 See the Grammar focus on page 164 for more information.

Extra Practice

1 Prepare a list of scenarios where students might ask a friend for advice. For example. *I want to lose weight* and *My best friend invited me to a soccer game but I don't like sports.* Give each student a card with one scenario.
2 Have students form one inner circle and one outer circle. Have the students in the inner circle face the students in the outer circle.
3 Students in the inner circle read their scenarios to a partner in the outer circle. The outer circle students give advice using *should* or *shouldn't*.
4 The students switch cards with their partner, and the inner circle moves over one person. The new pairs repeat the activity with their new scenarios.
Sample conversations:
A: I want to lose weight.
B: You should go to the gym every day!
A: My best friend invited me to a soccer game but I don't like sports.

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B: You should tell your friend you are sick.
A: My friend wants to go to a party but I have school tomorrow.
B: You shouldn't go!

Exercise 5 IDENTIFY

1 Direct students' attention to the travel article about Monaco on page 69. In pairs, have them circle the advice phrases they find in the article. Call on students to share them as a class.
2 Have students read the sentences individually and fill in the blanks. Emphasize that they should read both sentences to determine if they need the positive or negative form.
3 Review answers as a whole class.

Answers

1 should	3 shouldn't
2 shouldn't	4 should

Exercise 6 INTEGRATE

1 Have students read the instructions. If students are studying in a foreign destination, have them imagine they are giving advice to other new students that arrive for the first time in their city or town. Local students can imagine someone from another country is traveling to their city or town to study English and needs advice.
2 Elicit several ideas as a whole class before students write on their own.
3 After students finish writing, have them share their sentences with a partner.

Writing Skill

Writing an interesting introduction

GO ONLINE

Direct students to read the information in the Writing Skill box. Optionally, have students look at the Monaco article on page 69 and have them try to make other opening questions based on information in the article. Examples include *Do you love cars? Do you like walking? Do you like the beach?*

Extra Practice

1 Put students in groups of three or four.
2 Students discuss the city in which they are currently studying. What makes the city interesting or fun? Students write a list.
3 As a group, students develop questions that could be used as part of an introduction.
4 Share answers as a whole class. Discuss which questions would be best for an article about their city.
Sample answers:
Do you enjoy fishing?
Do you like eating Italian food?
Do you love art museums?
Do you like studying English?

Exercise 7 APPLY

1 Have students read the instructions. First, have them think of their three places. Explain that they can choose a city, a neighborhood, or a specific location.
2 Next, have them think about what is special or unique about each location. This will help them formulate their question.
3 Students complete the activity independently.
4 Ask for volunteers to share their questions and then reveal the place.

Exercise 8 PREPARE

1 As an optional lead-in, find some travel blogs online and show students some of the headlines. What kinds of places are mentioned? What are the topics about? (an Internet search for the keywords *travel blog* will yield thousands of results.)
2 Have students read the instructions. Briefly discuss each of the questions using the Monaco article as an example. Thinking about Monaco:
Why should people visit the place? They should visit to hear all the different languages.
What can you do there? You can watch the Grand Prix.
What should/shouldn't you do when you visit? You should go to the beach. You shouldn't drive.
3 Give students time to think of the place they want to write about. If students are having difficulty, have them speak with a partner to decide which place they should write about.
4 Students fill in the blanks about their chosen place.

Exercise 9 WRITE

1 Have students read the instructions. Write the guidelines on the board:
Start with a question
Use Should/Shouldn't
Use an adverb of manner
Write two paragraphs
2 Students work independently to write their draft. Circulate around the classroom and provide assistance as needed. Spot check students' work and ensure they are including the requirements in their writing.

Exercise 10 IMPROVE

1 Instruct students to go back to the beginning of their article and read what they have written slowly. Ask them to see if they can find any spelling or grammar mistakes.
2 Optionally, give the students a short exercise break before they look back to correct their article. This way, they will be able to edit it with fresh eyes.

Exercise 11 SHARE

1 Have students read the bullet points.
2 Students swap their papers with a partner and read the articles independently.
3 Students give each other feedback. For the first question, have students share if they think their partner's question is interesting or makes them want to read more. For the other questions, students can indicate where they found the words in the article and if they were used correctly.

Exercise 12 DEVELOP

Using their partner's feedback to help, students rewrite their travel article. Optionally, students could type up their article in a word-processing program and add images.

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Exercise 13 WHAT'S YOUR ANGLE?

1 Before class, make a worksheet with a four-column table. The worksheet will have four categories: *Name, Place, Advice,* and *Question*. Students will use the worksheet for taking notes during the presentation. This will encourage active listening.
2 Place students in groups of four and give each student a worksheet. Students take turns reading their articles. As one student reads, the others listen and fill in the information they hear (Name of student, the place described, one piece of advice they hear, and one question they want to ask the student.)
3 After the student finishes reading, others in the group ask questions. Then the next student reads their article.
4 Finally, students go around and say which place they would like to visit and why.

Lesson 6.4 Great Idea!

Student Book pages 72 – 73

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Ask them to describe what is happening in each still.
2 Have students discuss the questions in pairs. Ask for volunteers to share their answers with the class.

Exercise 2 IDENTIFY

1 Direct students to read the questions. For question 1, check comprehension by asking who is getting the advice. For question 2, ask for some possible ways Andy could feel about the advice (he likes it and thinks it is good advice; he disagrees with the advice; he is unsure about the advice.) For question 3, explain that *taking advice* means that one agrees with the advice.
2 Play the video and have students work independently to answer the questions.
3 Go over the answers as a class.

Answers
1 Max says Andy should go to London for spring break.
2 First, he doesn't like it. Then he decides he likes it.
3 Yes.

Video Script

English For Real Video Unit 6

Max Hey, Andy!
Andy How's it going?
Max I'm trying to book my tickets for spring break. I'm going to go stay with a friend on his family's farm.
Andy Really? That sounds cool.
Max What about you?
Andy Ugh, I have no idea. I don't want to waste the break, but I don't have a lot of of money. What do you think I should do?
Max You should come with me!
Andy To the farm? I'm uh…you know. Allergies.
Max No, I mean you should come to London.
Andy I don't know…London's really expensive. Mm…I'll probably just stay here.
Max Well, flights to the UK are pretty cheap right now. You should think about it.
Andy Maybe I will. I need to think about getting some work experience, too.
Max You know, my uncle has an International Law firm in London. You could probably get an internship there.
Andy Really? Wow. That sounds good. Oh, but where would I stay?
Max My uncle has a flat, erm, apartment above the offices. He doesn't live there.
Andy Wow, that's a great idea. Brilliant!
Max Yeah…sometimes I even surprise myself.

Exercise 3 NOTICE

1 Write the question on the board and have the students read the instructions. Direct students' attention to the five statements. They will be watching for Andy's responses to these statements. Does he seem happy? Unsure? Nervous? Excited?
2 Play the video again.
3 Put students in pairs to discuss their notes. Have students see if their answers are similar or different. If students do not agree on answers, play parts of the video again to check.

Answers
1 To the farm? I'm, uh… you know. Allergies.
2 I don't know… London's really expensive. Mm…I'll probably just stay here.
3 Maybe I will. I need to think about getting some work experience, too.
4 Really! Wow. That sounds good. Oh… but where would I stay?
5 Wow! That's a great idea! Brilliant!

English For Real Video Unit 6

Real-World English

Giving, accepting, and rejecting advice

GO ONLINE

1 Read the information in the box aloud and call on individual students to read the sample sentences.
2 Explain that the person in the first example likely has lived in the city for a long time, and therefore "knows a lot" about the topic of transportation. Ask students if the way they reject advice in their language and culture is similar or different.

Real-World English Strategies

In addition to the ways of giving advice listed in this lesson (modal verbs should and could, and giving reasons), you can help your students recognize and use some other stronger and weaker expressions such as the ones below. Make a list of situations (e.g., at work, at home) and people (friends, family, strangers, boss) with whom these would be appropriate:

1 Questions: Why don't you…? How about…?
2 Putting yourself in the other person's position (conditional): If I was/were you…
3 Making a suggestion: I'd suggest/recommend (that) you…
4 Imperatives: Try drinking less coffee. Start exercising.
5 Adverbials: Perhaps… Maybe…
6 And for stronger advice: You had better… You must…

As students complete Exercise 6, in which they are asked to role-play giving advice and saying what they think about the advice, ask them to refer to this expression bank.

Your students may also find it useful to become familiar with some ways of asking for advice. Play the video again and ask the students to pay attention to what Andy says at the beginning of the conversation (What do you think I should do?). Then, brainstorm some ideas other together (e.g., What should I do? What do you suggest? What do you advise me to do? If you were me, what would you do? Do you think that I should…?, etc.).

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Exercise 4 ANALYZE

1 Have students read the instructions. Explain that *directly* means to say exactly what you mean without trying to hide anything. *Indirectly* is the opposite, when you try to communicate a message without saying the exact words, such as the example in the Real-World English box *That's a great idea, but I can't afford that right now.*
2 Students work in groups of three to look at the examples and discuss the questions.
3 Ask groups for their opinions on Andy's responses for each situation. Elicit from students why Andy may have responded the way he did.
4 Ask students if they have been in a similar situation as Andy. How did they handle the situation?

Answers
In 1–3, he responds indirectly because they are polite ways to reject advice. In 4 and 5, he responds directly.

Exercise 5 APPLY

1 Select a student to read the instructions. Encourage students to use the Real-World English box to help them think of more appropriate phrases.
2 Put students in pairs to complete the activity.
3 Call on students to share what language they chose to revise the conversations. For each ask the class if they believe it is appropriate.

Answers
Students' answers will vary. Sample answers include:
1 That's a good idea, but I can't afford it.
2 That sounds good. / That's great advice. / Maybe I'll do that.
3 That's a good idea, but it's kind of far from here.
4 That sounds good. / That's great advice. / Maybe I'll go there.

Exercise 6 INTERACT

1 Go over the directions and check comprehension of the activity before students begin. Direct students' attention to the box and explain that these are the things they should ask for advice about. They can also think of their own ideas.
2 Ask: *Student B, how many times do you give advice?* (2) *Student A, should you accept all the advice?* (No, reject the first piece of advice, accept the second.)
3 Have students practice the role plays in pairs. Circulate around the class to ensure students are using the language in the Real-World English box.

Exercise 7 ANALYZE

1 Have each pair join another pair to act out their conversations and answer the questions.
2 For more practice, have each pair find a new pair to work with and repeat the activity.
3 With the class, ask students if they think it is easy to reject advice. Why or why not?
4 Remind students to go online so that they can create their own version of the video.

Lesson 6.5 An Exciting City

Student Book page 74

Exercise 1 ACTIVATE

1 Direct students' attention to the title of the lesson. Ask students *What makes a city exciting?*
2 Have students read the question. Ask them to recall the advice that has been discussed throughout the unit. Ask them what kinds of things they want to know before they travel somewhere.
3 Elicit ideas from students and write their suggestions on the board.

Answers
Students' answers will vary. Sample answers include: things to do, the weather, the language, the people.

Exercise 2 IDENTIFY

1 Have students read the instructions.
2 Play the audio and have students write their answer in their notebook.
3 Go over the answer with the class.

Answers
Hong Kong; it's an exciting city.

Audio Script

CD 2, Track 10

Do you want an exciting vacation? Then you should visit Hong Kong. It's an exciting city with many things to see and do. You should take a boat ride on the Star Ferry. It goes from Hong Kong Island to the Kowloon Peninsula. There are beautiful views from the boat, so you should take a lot of pictures! You should also go to a street market. They're really fun and usually not very expensive. October, November, and December are the best months to visit. You shouldn't go between June and September because it's very hot. So, go to Hong Kong for a wonderful vacation!

Pronunciation Skill

Chunking

GO ONLINE

Read the information in the box aloud. Play the audio for students and have them repeat the sentences. Note that even though there is a pause, it is still one sentence. Show students that the pauses are identified by a /.

Extra Practice

1 Once students have completed Exercise 5, Have pairs write out sentences from their notes about the city they have chosen.
2 Students practice saying the sentences aloud and have them mark where they think the pauses would be.
3 Each pair writes a sentence with the marked pause on the board.
4 Check as a class to see if the mark is in the correct place. Example sentences:
Los Angeles is a fun city / because many famous people live there.
Seoul is an exciting city / with many dance clubs.

CD 2, Track 11

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More to Say… Note

Students will benefit from knowing that there is some flexibility when chunking. It often depends on the context, for instance in formal speeches, speakers tend to chunk more than in spontaneous conversations. However, a quick rule of thumb is that speakers often pause after the following:

Clauses – I'm a student / and he's the teacher.

Phrases – After we eat / I have to leave.

Transitional information – Then / the car didn't start.

More to Say… Activity

Focus: Working in partners, students practice chunking.

Grouping Strategy: Small groups of 2 students.

Activity Time: 20 minutes

Ready,

1 Find a video of a political speech that contains a lot of chunking on the internet. Martin Luther King Jr's I Have a Dream speech or one of Barak Obama's speech at the Democratic National Convention would work well.
2 Choose a short, level-appropriate excerpt.
3 Type the transcript for the speech. Leave out the punctuation.
4 Make copies of the transcript for each student.

Set…

1 Hand out copies of the transcript.
2 Play the first sentence for the students. As a class, identify where the pauses are. Have students mark them on the transcript with slash (/) marks.
3 Put students into partners.

Go!

1 Play the rest of the recording. Have students mark the pauses with slashes.
2 Give the students 2-3 minutes to compare their marks with their partner's marks.
3 Play the recording again. Encourage students to add or edit their marks.
4 Give students another 2–3 minutes to compare their marks with their partner's marks.
5 Play the recording again. This time, pause after each sentence and check the answers as a class.
6 Play the recording again, and have students read along quietly. Remind them to focus on chunking as appropriate.

Keep Going!

1 For homework, have students find a movie clip or TV clip on the internet.
2 Have them transcribe a very short (30 second) excerpt.
3 Have them mark in the pauses with slashes.
4 The next class, have the students read the excerpt aloud to a partner.

Exercise 3 ASSESS

1 Give students time to review the sentences before playing the audio again.
2 Play the audio as students circle their answers.
3 Call on individual students to give their answers; ask the class if they agree, explaining why or why not.

Answers

1 True	3 True	5 True
2 False	4 False	

CD 2, Track 10

Exercise 4 NOTICE

1 Have students read the instructions.
2 Play the audio, pausing after each sentence and have the class repeat. Vary the repetition by incorporating small group and individual repetition during the activity.
3 Have students mark the pauses the same way it is done in the Pronunciation Skill box.
4 Put the sentences on the board and ask the class where to mark the pauses, and write them in.

Answers

1 You shouldn't go between June and September / because it's very hot.
2 There are beautiful views from the boat, / so you should take a lot of pictures.
3 They're really fun / and not usually very expensive.
4 It has some interesting museums / and lots of great restaurants.

CD 2, Track 12

Speaking

Giving advice in a presentation

GO ONLINE

1 Direct students to read the information in the box.
2 Have students practice saying the example sentences aloud in pairs.
3 Write some of the other reasons from the listening activity on why people should visit Hong Kong (*beautiful views, street markets.*)
4 As a class, try to make more sentences about Hong Kong. For example:

You should visit a street market. They are fun.

You should visit Hong Kong because the views are beautiful.

Extra Practice

1 As an extension to Exercise 5, have pairs share their presentations with another class.
2 Optionally, students can type up their notes into presentation software and add images of the city they are describing.
3 Students in the other class can prepare to ask for additional advice, facilitating the practice of *should* and *shouldn't*.

Exercise 5 WHAT'S YOUR ANGLE?

Put students in pairs. Have them read all of the instructions before beginning. Tell students that both partners must speak for roughly the same amount of time in their presentations.

1 Have pairs brainstorm a few different cities and then decide which city they want to present.
2 Based on the information they know, have them make notes about the city. Optionally, have students conduct research on the Internet.
3 Recommend that students use *should* and *shouldn't* for this part of the presentation.
4 After students have time to practice, have them work with another pair and give their presentation. The other pair takes notes and asks questions about the presentation.

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Unit 6 Review

Student Book page 152

Vocabulary

Exercise 1

Answers

1 grocery store
2 farmers' market
3 bakery
4 ATM
5 gym
6 department store

Exercise 2

Answers

This summer, I'm going to go abroad for the first time! I'm taking a vacation to Gyeongju, South Korea. I can't afford a hotel, so I'm going to stay with some friends. Their apartment has a beautiful view of the city. One day, I'm going to take a guided tour of the old part of the city. Another day, I'm going to relax in a park. My vacation will be an exciting adventure!

Exercise 3

Answers

1 carefully
2 fast
3 quickly
4 well
5 slowly

GO ONLINE Encourage students to go online to play the vocabulary game.

Grammar

Exercise 4

Answers

1 have to
2 don't have to
3 can't
4 Should I
5 can

Exercise 5

Answers

1 You should to go to that bakery. It has great bread. go to
2 He doesn't has to get up early tomorrow. It's Saturday. have
3 You can taking the bus or the subway. take
4 Has Anna to work tomorrow? Does Anna have
5 Carla should studies for the test tonight. study

GO ONLINE Encourage students to go online for further grammar reference and information and to play the grammar game.

Discussion Point

Exercise 6

OXFORD REFERENCE

1 Ask a student to read the quote aloud. Ask students for examples of what Emerson means; for example, *You shouldn't visit Spain until you learn Spanish.*
2 Ask students what they think of the quote. Does it mean someone must be fluent? What if they can speak a little bit?
3 Discuss if students generally agree with the idea of the quote. Is it necessary to have knowledge of a language before going to a foreign country? Why or why not?
4 Have students continue the discussion in groups of three. Ask students to find out how many in their group visited a county without knowing the language, and what their experience was like.

Answers

Students' answers will vary. Sample answers include:
I agree. You should know at least some of the language before you travel. It's respectful.
I disagree. I like to travel to interesting places, even if I don't know the language.

GO ONLINE Encourage students to go online to listen to the podcast and add their comments to the discussion board.

Zoom In

Exercise 7

1 Conduct Task 1 as a walk-around activity. Have students walk around the classroom talking to different partners. Tell them to greet each new partner and describe their neighborhood. Call time after five minutes or after each student has talked to several partners.
2 Have students work independently to write five sentences. Collect and correct their work or monitor and provide feedback.
3 Have students do an image search for a place they know well. Tell them to print out the picture or save it on their phone. Have them sit with a partner, show the image, and talk about the place and what their partner should do if they visit.

Answers

Students' answers will vary. Sample answers include:
1 My neighborhood has lots of stores and cafes. You can go to the theatre or see or a concert there.
2 I want to visit Taiwan. I can visit temples, see Taipei 101, and eat delicious vegetarian food.
3 Answers will vary depending on the photograph that students select.

Exercise 8

1 Tell students to think about how they did on each of the previous tasks and to check the appropriate box.
2 Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.

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Unit Overview

Introduction to the unit

The title of this unit – *People* – summarizes the main themes: describing childhood friends, interviewing classmates, and reading about important and interesting people.

In ***Lesson 7.1***, the theme is reflected in the following activities: reading and writing a short biography using be in simple past and writing dates and time expressions. In ***Lesson 7.2***, students expand their skills by reading a longer biography, identifying main ideas and details. Students also begin to practice using regular and irregular verbs in the simple past. In ***Lesson 7.3***, students will listen to an audio about an ordinary person who does amazing things. In ***Lesson 7.4***, students will watch a video and will then practice expressions for thanking and responding. In the *Real-World English Strategies,* teachers will help students practice expressing thanks. Finally, in ***Lesson 7.5***, students will describe a childhood friend using a variety of simple past verbs, summarizing what they have learned about the theme of people. In the *More to Say* … activity, students will practice pronouncing *Did you*.

Lessons

7.1 More Than 20 Million Followers!

Vocabulary Development Time expressions
Grammar in Context Simple past: *Be*
Writing Skill Writing dates

- Read for detail
- Identify and use simple past forms of *be*
- Write a short biography with dates

7.2 The First Programmer

Reading Skill Finding main ideas
Grammar in Context Simple past: Regular and irregular verbs

- Vocabulary: life cycle (Oxford 3000)
- Read for main ideas
- Use regular and irregular verbs in the simple past

7.3 Ordinary to Amazing

Listening Skill Understanding contrast linkers
Grammar in Context Simple past questions

- Identify linkers in a podcast
- Form questions in the simple past
- Interview a classmate using simple past

7.4 Anytime!

Real-World English Thanking and responding

- Identify different expressions for thanking and responding
- Analyze different ways to give thanks in various contexts
- Create role plays

7.5 A Childhood Friend

Pronunciation Skill *Did you* and *Did he*
Speaking Talking about a childhood friend

- Identify linking in *did you* and *did he*
- Listen for main ideas
- Use past tense verbs to talk about a childhood friend

Resources

Class Audio CD 2, Tracks 13–19
Workbook Unit 7, pages 43–49
Oxford Readers Correlations
Sherlock Holmes Short Stories (9780194790710)
Teacher's Resource Center
Assessments: Unit test
English For Real video
Grammar focus
Grammar PPTs
Grammar Worksheets
Oxford Reference Worksheets: upper/lower
Vocabulary cards
Newslea articles
Word list

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Unit Opener

Student Book page 75

The unit opener photo shows a group of women in a market or basket making area. Because the women are going about their daily lives, as evidenced by the bags they are holding and the children they are carrying, the basket making and selling and buying is a key activity that joins these people together.

Photographer

Krisanne Johnson

Krisanne Johnson (b. 1976) grew up in Xenia, Ohio. She graduated with a degree in journalism from the University of Colorado and pursued postgraduate work in visual communications at Ohio University. She is currently based in Brooklyn, NY. Since 2006, Krisanne has been working on long-term personal projects about young women and HIV/AIDS in Swaziland and post-apartheid youth culture. Krisanne's work has been exhibited internationally and has appeared in various magazines and newspapers, including *The New Yorker, TIME, The New York Times, Fader, The Wall Street Journal, US News & World Report, L'Espresso, Vanity Fair (Italy), D la Repubblica, Courrier International, CNN* and *HUCK*.

Unit Snapshot

These three questions have been written to get the students' attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer.

1 For the first question, pre-teach *blog*. Explain that it is like a personal website, with daily or weekly writing on a specific topic, such as food, travel, and technology. *Followers* refers to people who subscribe, or always read, the blog. Ask students if anyone currently reads a blog. If students know of different blogs, have them predict which one might have 20 million followers. Alternately, ask them what kind of blog might have such a large following.

2 For the second question, have students share who they think is the most important person related to the invention of computers. If students guess Bill Gates or Steve Jobs, ask them if they have any ideas about who invented computing before them.

3 For the third question, ask students if they know the names of any computer languages. How did they get their names? Why, then, might there be a computer language called Ada?

Discussion Questions

1 Direct students' attention to the questions below the picture. For the first question, help students brainstorm both small and large events that bring people together, such as holidays, celebrations, or even food. Make a list of student ideas on the board.

2 For the second question, have students think about different kinds of skills. There are specific, teachable skills such as learning to code, and also social or communication skills such as being friendly or patient.

3 For the third question, help students identify categories of people. Have them think about family members, friends, teachers, co-workers, or even strangers.

4 Show the photographer video where Krisanne Johnson answers these questions from her perspective. Play for students as many times as needed to check comprehension and discuss any vocabulary items.

Answers

Students' answers will vary. Sample answers include:

1 College graduation. My country's independence day. When my niece Anya was born.

2 Good computer skills. Be a good communicator. Be a hard worker.

3 My mother changed my life. My teacher changed my life.

Video Script

I took this photo in the countryside in Swaziland. These women are selling goods they made, such as baskets.

Different events bring people together. Birthday parties, an anniversary, a wedding. This was a business event where women were gathering to discuss business and sell their products.

People that changed my life are those who helped support me and mentor me, such as my parents and different teachers. My parents had the most impact on my life because they have always encouraged me to work hard and follow my passion for photography.

Unit Opener Exercise

Hand out two small pieces of paper to each student. Lead students through each step of the game. Tell students they can think about a famous person from their country or another country. After students have played the game with a partner, have them find a new partner to play with as an optional extension.

Real-World Goal

By the end of this unit, students will be able to contact an old friend they haven't seen for a while because they will have practiced talking about a childhood friend using the simple past, learned to ask questions in the simple past and will have had exposure to different ways of thanking and responding through video and audio.

Lesson 7.1 More Than 20 Million Followers!

Student Book pages 76 – 78

Exercise 1 ACTIVATE

1 Have students discuss the questions in pairs. Optionally, allow students to show their partner pictures they have taken on their phone or on social media.

2 As a class, make a list on the board of what kinds of photos students take.

3 Ask students if they think it is more interesting to see pictures of people, or pictures of places or things. Why?

Answers

Students' answer will vary. Sample answers include:
I like to take photos of animals. I like to take photos of my friends. I don't like to take photos.

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Exercise 2 IDENTIFY

1 Direct students to read the directions and each of the sentences silently. Have students predict which will be the first event they read about.
2 Have students read, scanning for the events in the article and writing their answers. Have students compare their answers with a partner.
3 Check answers by asking students *What happened first?*, *What happened next?*, *What happened last?*

Answers

4	5
1	3
6	2

Exercise 3 EXPAND

1 Optionally, to build students' interest in the topic, show them some excerpts from the *Humans of New York* page on social media or show images from one of Brandon Stanton's books. Ask them what they like about the blog entries.
2 Put students in pairs to discuss the questions. For the first question, explain that an *interesting job* is a job that someone likes or finds exciting. The opposite would be a boring job.
3 Call on pairs to share their responses.

Extra Practice

1 In this activity, students create their own *Humans of New York*-style blog entry. Students find a photo of a friend or family member in their phone.
2 Students write two to three sentences describing the person.
3 Students share their entry with a small group.
4 If students do not have a picture on their phone, they can take a selfie and write about themselves.

Vocabulary Development

Time Expressions

GO ONLINE

1 Have students read the Vocabulary Development box.
2 Explain that, in addition to the uses in the box, time expressions are useful to give additional information and to make sentences more interesting.
3 Have students read the sample sentences aloud.
4 Write on the board: *last + noun* and *noun + ago*. Have students practice making phrases using the vocabulary, for example, *last week, last month, two months ago, three days ago.*

Extra Practice

1 Create flashcards for students to practice prepositions *on* and *in*. On index cards, write days of the week, specific dates (August 28, for example), months and years. Write one entry per card.
2 Students work in pairs to write on the back either *on* or *in*.
3 One students shows a date and the partner calls out the correct preposition.
4 Students take turns quizzing each other on the correct prepositions.

Exercise 4 APPLY

1 Have students read the directions. Select a student to read the first question aloud. Ask the class for the correct answer.
2 Have students read the sentences and circle their answers independently. Remind students to refer to the Vocabulary Development box for help.
3 Select students to read the remaining sentences aloud with the correct preposition.
4 If you feel your students need more practice, direct them to the Unit 7 Vocabulary game.

Answers

1 on	3 When	5 On
2 In	4 two years ago	6 Last

Grammar in Context

Simple past: *Be*

GO ONLINE

1 Direct students to read the information in the Grammar in Context box and practice saying the sample sentences aloud.
2 Write the forms for positive, negative, questions, and *There was/there were* on the board. The forms can be found on page 165.
3 Tell students that time expressions, such as *last* + noun or noun + *ago* are often used with *was/were*. Time expressions are usually at the end of statements but can also be at the beginning. Time expressions are always at the end of questions.
4 See the Grammar focus on page 165 for more information.

Extra Practice

1 In this activity, students play a memory game matching present and past tense forms of be. On individual index cards, write a subject + present tense form of *be* (e.g., *I am*) and the past tense form on another card (e.g., *I was*). Use all the forms in the Grammar in Context box for simple past and their present tense forms.
2 Mix them up and lay them face down. Students must match the present tense card with the past tense card. Students take turns picking up two cards at a time with hopes of a match. If there is no match, the cards go back face down in their original location. If there is a match, the student collects the cards.
3 The student with the most cards at the end is the winner.

Exercise 5 IDENTIFY

1 Elicit from students how they can know which form of *be* they need to use (by determining the subject of the sentence.) Have students look at question 1 and ask them to identify the subject (if students think it is Stanton, point out the possessive 's); the correct answer is *photos*.)
2 Students complete the activity independently.
3 Have students compare answers with a partner; ask them to identify the subject in each sentence as well.
4 Check answers by calling on students to read out the completed sentences.

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Answers

1 weren't	3 were	5 was
2 were	4 was	

Exercise 6 APPLY

1 Have students fill in the blanks independently.
2 Students compare their answers with a partner.
3 Put answers on the board and have pairs correct their answers as necessary.
4 Pairs practice reading the conversations aloud, taking turns reading both A and B roles.

Answers

1 Were, was	3 Was, was	5 Were, weren't
2 Was, wasn't	4 Were, weren't	

Writing Skill

Writing Dates

GO ONLINE

Direct students to read the information in the Writing Skill box. Ask students if formal writing in their language is similar. Remind students that formal writing includes academic writing, writing letters at work, and cover letters for job applications.

Extra Practice

1 Students practice writing dates via dictation. Have students take out a blank piece of paper.
2 Read out dates for them to write in full. Dictate a mix of full dates (*December Twenty-eighth, nineteen seventy-nine*) and abbreviations *03/19/1985*).
3 To make the activity more challenging, create sentences using dates and *be* in simple past, e.g., *Thomas Jefferson was born on April 13, 1743*.

Exercise 7 INTEGRATE

1 Direct students to the sample answer. Remind students that this activity is using the American abbreviation convention for dates. Other English-speaking countries may write out dates Day/Month/Year.
2 Students work with a partner to write out the correct dates.
3 Check answers. Note that since we write about dates either in the past, or the near future, it is possible that the years in 2–5 could be written starting with *19-* as well as *20-*.

Answers

1 January 1, 1975	4 October 9, 2024
2 July 4, 2012	5 March 28, 2018
3 December 22, 2006	6 May 19, 1957

Exercise 8 PREPARE

1 Have students read the instructions. Have students make a list of up to three famous people they might want to write about. Have them talk with a partner to decide who they want to write about.
2 Have students conduct research. If available, Internet research will be the most efficient, either on computers or on students' phones. Recommend websites to students that will be less difficult for English learners. Good sites at time of publication include *Simple Wikipedia*, *Manythings.org*, and *Ducksters*. There are also many condensed online video biographies of famous people students can utilize. Alternately, check your school's library for biographical readers.
3 Their research should include information about the person's early life, achievements, and important dates.

Exercise 9 WRITE

Have students read the instructions for their biography. Students should read through their notes before they begin writing. Give students sufficient time to finish their first draft.

Exercise 10 IMPROVE

1 Instruct students to go back to the beginning of their biography and read what they have written slowly.
2 Ask them to see if they can find any spelling or grammar mistakes.
3 Optionally, give students a short exercise break before they look back to correct their article. This way, they will be able to edit it with fresh eyes.

Exercise 11 SHARE

1 Have students read the bullet points.
2 Students swap their papers with a partner and read the biographies independently.
3 Students give each other feedback. Have students count the number of dates they find and write the number on the paper. If students are unsure if simple past is used correctly or not, have them circle the potential error and write a question mark next to it.

Exercise 12 DEVELOP

1 Using their partner's feedback, students rewrite their biography.
2 As an optional extension, have students give presentations about their famous person. Students can create posters about their person or use presentation software to make slides with images and text.

Exercise 13 WHAT'S YOUR ANGLE?

1 Have students read the instructions. Tell students they will need to actively listen to their classmates and take notes on what they hear to answer the question.
2 Have students read the sample answer. Optionally, provide students with a worksheet where they can write in each famous person and the ways they are similar to them.
3 Have students work in groups of four to six people. After everyone has presented, call on students to see which famous person they are most like.

Extra Practice

1 As an extension, students play a famous person guessing game. Take all of the famous people students have chosen (or mix in others) and write the name of each one on an index card.
2 Students tape the card to their forehead, not looking at which name they have chosen. Students then circulate around the classroom, asking questions to figure out who the person is, asking as if they are the famous person. (Sample questions: *Am I an actor? Was I a president? Was I a famous singer?*)

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3 Students keep asking until they can confidently guess who is on their card. After students guess their famous person correctly, they continue to play to answer other people's questions.

Lesson 7.2 The First Programmer

Student Book pages 79 – 81

Exercise 1 ACTIVATE

Direct students to the title of the lesson. Elicit from students the meaning of the phrase. Explain that we use the expression *The first* _____ to describe a person who is the first to do something.

1 Have students read the directions and look at the words in the box. Remind students of the *wh-* questions discussed in earlier units. Have students look at the sample question and ask them which words from the box were used (*be born*.) Remind students to use the simple past form of the words in the box.
2 Have students work in pairs to develop their set of questions. Select students to write their question for each of the words in the box.
3 Review the questions as a whole class, checking for use of simple past and correct word order.

Answers
Students' answers will vary. Sample answers include:
Where did they live? Did they have a big family? Where did they go to school? Where did they work? When did they die?

Exercise 2 VOCABULARY

1 After reading the instructions, select students to read each of the sentences aloud. Have them notice the words in orange bold. Encourage them to use the words around the bold words (the context) and the photos to help them find the matching definition.
2 Have students match answers independently, then check their answers with a partner.
3 Check each answer with the class. Have the class practice the pronunciation of each vocabulary word.

Answers

1 e	3 f	5 c
2 b	4 d	6 a

Oxford 3000 words

became	failed	married
encouraged	discovered	succeeded

Exercise 3 WHAT'S YOUR ANGLE?

1 Read the instructions. Students may need additional help with the meanings of *encourage* and *succeeded*. Give additional examples of each, for example:
Teachers encourage students to learn by saying "You can do it!"
Keisuke succeeded at graduating college. He succeeded at getting a good job.
2 Have students ask and answer each other in pairs.
3 Pairs join another pair and share their answers.
4 Remind students that they can encourage each other every day by asking questions, listening to one another, and being respectful to each other.
5 Note: *Succeed in* and *succeed at* are nearly synonymous. There is a general rule that *succeed in* is usually used for specific situations and *succeed at* is more often used for a general activity. For most learners at the A2 level, it is not necessary to differentiate between the two phrases.

Answers
Student's answers will vary. Sample answers include:
I succeeded at baking a cake by myself. I usually burn them.
I'd like to become friends with Cristiano Ronaldo.
My mother encourages me to study hard.

Reading Skill

Finding main ideas

GO ONLINE

1 Direct students to read the information in the box.
2 Elicit the definition of *main idea*. Explain that it is the most important part of something we read or listen to. It tells us what the article or story will be about.

Extra Practice

1 In this activity, students put sentences of a biography in the correct order and practice finding the main idea. Use the sample biography below or use one of your choice. Cut each sentence out separately and mix up the order of sentences.
2 Put students in groups of three or four and give each group the set of mixed up sentences.
3 Students work together to order the sentences properly.
4 When students think the order is correct, check their sentences. If the order is correct, have students re-read the sentences and discuss the main idea.
5 Discuss the main idea of the paragraph as a whole class.

Sample Biography Sentences:
1) Bill Gates was born in 1955.
2) When he was a young boy, he was a very good student. His favorite subject was math.
3) After he graduated high school, he went to Harvard University.
4) Gates didn't finish college and instead created a new software company.
5) In 1980, he sold his computer operating system to a large computer company.
6) In the mid-1980's, he worked hard to improve his product. Soon, his operating system was on 90% of all computers.
7) After the success of his operating system, he also invented software programs that were very popular.
8) In 2000, he developed a charity with his wife.
9) Today, it is one of the largest charities in the world.
10) In conclusion, Gates was a successful businessman due to his hard work and intelligence.

Answers
The main idea is that Gates was a successful businessman due to his hard work and intelligence.

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Exercise 4 IDENTIFY

OXFORD REFERENCE

1 Have students read the instructions and read the possible answers. Remind students of the advice given in the Reading Skill box about where to find main ideas.
2 Give students two minutes to read and circle their answer.
3 Ask the class for the answer and ask where they found it.

Answers
b

Exercise 5 IDENTIFY

1 Tell students to read again slowly and carefully, looking for dates and events. Direct students' attention to the sample answer in the chart.
2 Explain that the events may not be written in order, and that some of the written dates will not appear in the article (they will need to do some math.)
2 Students work independently to complete the chart.
3 Write the dates on the board and have students come up and write the answers by each date.

Answers

Year	What happened?
1815	Ada was born.
1832	Ada became friends with Charles Babbage.
1835	Ada married the Earl of Lovelace.
1852	Ada died.
1980	The U.S. Department of Defense named a computer program after Ada.

Grammar in Context

Simple past: Regular and irregular verbs

GO ONLINE

1 Have students read the information in the box.
2 For regular verbs, give additional examples of verbs in present and past tense, e.g., *help / helped*, *play/played*, *love/ loved*.
3 Write out the formula for negative forms on the board and give additional examples. Tell students not to feel worried about irregular verbs, they will learn them in time.
4 See the Grammar focus on page 165 for more information.

Extra Practice

1 Prepare a list of regular and irregular verbs in present tense.
2 Put students into teams of three.
3 Show one verb to the class. Teams must write down the simple past form of the verb.
4 Each team reveals their answer. Do not say if a team is correct or not until all teams have revealed their answer.
5 Award 100 points for each correct answer. Alternate by having students make sentences for some of the verbs for 500 points.
6 The team with the most points at the end of the game is the winner.

Exercise 6 INTEGRATE

1 Complete the first question as a whole class. Ask a student to read the sentence and ask the class for the correct form. If simple past is new for students, give them the hint that three of the sentences use regular verbs and three use irregular verbs.
2 Students complete the activity independently.
3 Students check answers with a partner, identifying which verbs are regular and which are irregular.
3 Review answers as a whole class, identifying regular and irregular verbs, and practicing pronunciation.

Answers

1 learned	3 loved	5 knew
2 lived	4 met	6 wrote

Exercise 7 ASSESS

1 Have students read the instructions and look at the sample sentence.
2 Ask students, *How do you know the sentence is false?* Direct students to the reading on page 80 and have them find the answer.
3 As this is a multistep activity, it may be helpful to write steps on the board:
1) Read the false sentence
2) Look for the correct answer in the reading
3) Use negative past tense forms to write your answer
4 Have students work independently to complete the activity. Remind them to use the Grammar in Context box to help them form their answers.
5 Have students compare their answers with a partner. Put the correct answers on the board and have students correct their work as necessary.

Answers
1 She didn't live in the United States. She lived in England.
2 She didn't marry Charles Babbage. She married the Earl of Lovelace.
3 They didn't have four children. They had three children.
4 Lord Byron didn't encourage Ada to study math. Ada's mother encouraged her to study math.
5 People didn't call Lord Byron the *father of computers*. They called Charles Babbage *the father of computers*.

Exercise 8 WHAT'S YOUR ANGLE?

1 Have students read the instructions and look at the verbs in the box. Ask students to identify which verbs are regular and which are irregular. Select a student to read the sample sentence.
2 To make the game more fun, ensure students do not write obviously false sentences – it should be a challenge for students to guess the false answer.
3 Give students about five minutes to write their sentences.
4 Call on volunteers to read their numbered sentences to the class. Then ask the class which number they think is false. Finally, have the student reveal the correct answer.
5 If the class is very large, the activity can be done in groups.
6 Observe common errors. Write the errors on the board and elicit the correct answers from the class.

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Answers
Students' answers will vary. Sample answers include:
Last Tuesday, I played basketball with friends.
Last month, I ate udon and tempura.
Last year, I worked on campus.

Lesson 7.3 Ordinary to Amazing

Student Book pages 82 – 83

Exercise 1 ACTIVATE

1 Elicit synonyms for *amazing*. Write them on the board (e.g., *awesome*, *incredible*, *great*.)
2 Model the answer by describing a person you think is amazing.
3 Have students talk in pairs about their person.
4 Ask for volunteers to talk about the person they chose with the class.

Listening Skill

Understanding contrast linkers

GO ONLINE

1 Direct students to read the information in the box. Tell students to think of contrast as showing difference, or when there is an unexpected result as in the examples.
2 Play the audio samples. Have students repeat.

CD 2, Track 13

Extra Practice

1 Put students in pairs. Have them discuss if they want to try an activity like climbing buildings or rock climbing. Why or why not? Is there a similar amazing activity they want to try?
2 Students make sentences about these activities using *but*, *however*, or *although*. The sentences can be true or imaginary for students. Refer to the Listening Skill box as a model. Sample sentence:
I want to try climbing buildings but it is scary.
I want to try rock climbing. However, it is dangerous.

Exercise 2 APPLY

1 Have students read the instructions. Check comprehension by asking *Will you hear a linker in every sentence?* (no) *If you do not hear a linker, which box should you check?* (no linker).
2 Play the audio and have students mark their answers independently. Repeat if needed.
3 Call on students to share their answers.

Answers

1 however	3 although	5 no linker
2 but	4 but	6 however

Audio Script

CD 2, Track 14

1 Andrea likes her job. However, she doesn't like the long hours.
2 My uncle is interesting, but he sometimes talks too much.
3 Although the students studied a lot, they didn't do well on the test.
4 I want to go on vacation, but I don't have enough money.
5 I'm really tired. I think I'll stay home tonight.
6 Lydia wanted to live in Sydney. However, she couldn't find a job there.

Exercise 3 IDENTIFY

1 Explain to students that a podcast is similar to a radio show. The one they will listen to is an interview.
2 Pre-teach *climb* and *rock climbing*. *Climb* means to go up. Examples include climbing stairs and climbing hills. *Rock climbing* is a sport where a person climbs rock faces using ropes and special equipment. Using visuals will help students understand the sport.
3 Give students time to review the possible answers before playing audio.
4 Play the audio as students individually circle their answers.
5 Have students compare their answers with a partner.

Answers

1 a	3 b	5 a
2 b	4 b	

Audio Script

CD 2, Track 15

Host Welcome to "Ordinary to Amazing"—the podcast about ordinary people who do amazing things. Today, we're talking to John Jackson. John, can you tell us your story?
John Yes, sure. When I was young, I wanted to be a professional rock climber. But instead, I became an accountant.
Host Oh, really? Why did you become an accountant?
John Well, because there weren't a lot of rock climbing jobs! Although I liked my job, I still always dreamed about rock climbing. I only climbed about once a year, when I was on vacation. And sometimes I went to the rock gym.
Host I see.
John Then, three years ago, I had an idea. I was at work, at my desk. I looked out the window, and I saw this guy outside looking back at me! He was a window washer.
Host Did you talk to him?
John No, I didn't. The window was closed. But he gave me an idea. I thought—I live in a big city, so why don't I climb buildings?
Host Climb buildings? Wow!
John But there was one problem. It was really expensive. So, I had an idea.
Host Oh? What did you do?
John I got sponsors. Companies pay me to climb up to their offices. And they put me in commercials.
Host Really? That's great! Did you leave your accounting job?
John Yes, I did. I'm a full-time rock climber! I've climbed about 50 buildings all over the country.
Host That's an amazing story!

Grammar in Context

Simple past questions

GO ONLINE

1 Direct students to read the information in the Grammar in Context box.
2 Write the formulas on the board.
3 Have students practice reading the dialogues in pairs. Have students notice that the form is the same for all subjects. and the infinitive is used instead of the simple past form.
4 See the Grammar focus on page 165 for more information.

Extra Practice

1 Have each student write a question they want to ask their classmates using the simple past. Some examples include: *When did you start learning English? Did you learn*

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English in high school? Where did you go last weekend? What did you eat for breakfast?

2 Have students circulate around the classroom, asking their question and writing down answers they receive.
3 Students work in small groups to discuss their questions and the most common or interesting answers they received.

Exercise 4 APPLY

1 Have students read the instructions and look at the sentences. Ask students if the questions are *yes/no* questions or *wh-* questions (all are *yes/no* questions).
2 Students work independently to write out the questions and answers. Remind students to refer to the Grammar in Context box for support.
3 Review answers as a whole class.
4 Put students in pairs. Have them ask each other the questions in Exercise 4 and give answers that are true for them.

Answers
1 Did you study, I did
2 Did they go, they didn't
3 Did he call, he didn't
4 Did we have, we did
5 Did your parents, they did

Exercise 5 INTEGRATE

1 Write on the board: *When / you / become / a teacher*. Tell students to ask you a question using past tense with the words on the board. Students should ask *When did you become a teacher?* Tell them the answer.
2 Have students read the instructions and work independently to create the questions.
3 Play the podcast and have students check their own answers.
4 Ask students which sentences were easy or difficult and review specific answers as necessary.

Answers
1 Why did you become an accountant?
2 Did you talk to him?
3 What did you do?
4 Did you leave your accounting job?

CD 2, Track 16

Exercise 6 WHAT'S YOUR ANGLE?

1 Have students read the instructions. Tell students the goal is to have them create questions in simple past, and full-sentence answers in the past.
2 Have two students read the sample conversation. Ask students to identify the simple past question. Ask students how they might finish the last answer in the sample past.
3 To help scaffold the activity, write the *wh-* questions students might use in their interviews.
4 Put students in A/B pairs. A asks B questions first. When the interview has finished, B interviews A.
5 Ask pairs to share something interesting they learned about their partner. Have them share both the question and the answer.

Answers
Students' answers will vary. Sample answers include:
A: Tell me about your job.
B: Well, I worked as a waiter while I was in college.
A: Really? How was it?
B: It was fun but it was also difficult.

Lesson 7.4 Anytime!

Student Book pages 84 – 85

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Ask them to discuss the questions with a partner.
2 Call on volunteers to share their ideas with the class. Were there any differences in the way they thanked different people?
3 Ask students if there are different ways of saying *Thank You* in their language. What are they? In which situations would you say them?

Exercise 2 IDENTIFY

1 Direct students to read the questions in the chart. Encourage students to focus on finding the answers for these questions, and not to worry about other aspects of the video at this time.
2 Play the video and have them work independently to complete the chart.
3 Go over the answers as a class.

Answers

Who does Max thank?	Why does he thank the person?
1 Andy	for getting him some tea
2 Professor Lopez	for meeting with him
3 Professor Lopez	for saying his paper sounds interesting
4 Professor Armstrong	for talking to him
5 Andy	for giving him the idea to interview Professor Armstrong

Video Script

English For Real Video Unit 7

Scene 1

Prof. Lopez	That's it for today. Anyone who wants to discuss the topic for their papers, please send me an email! See you next week!
Andy	I'm going to the store now.
Max	Oh… could you get me some tea?
Andy	Sure, no problem!
Max	Thanks! See you later.
Prof. Lopez	Hi Max. Have a seat.
Max	Thanks for meeting with me.
Prof. Lopez	Sure! So… tell me about your topic.
Max	Right. I'm thinking about interviewing my art professor.
Prof. Lopez	Professor Armstrong? He's famous!
Max	Yeah! He's a great artist.
Prof. Lopez	Excellent! It sounds like an interesting paper!.
Max	Thanks a lot, Professor Lopez.
Prof. Lopez	You're welcome, Max. Bye.

Scene 2

Prof. Armstrong	There's a lot of competition in art, Max.

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Max	I understand. Uh… one more question: How do you feel about teaching painting?
Prof. Armstrong	Actually, Max… it's one of my favorite things to do.
Max	OK, thanks for your time, Professor. I really appreciate it.
Prof. Armstrong	My pleasure, Max. Good luck.
Andy	So… how did it go?
Max	Thanks for giving me the idea, Andy.
Andy	Anytime! … Just ask Andy: the idea man.

Exercise 3 ANALYZE

Direct students to the Real-World English box. Review the questions first. Encourage students to use the information in the box to help them answer question 2. Play the video again. Discuss the questions as a class.

Answers

1 (1) Thanks! (2) Thanks for meeting with me. (3) Thanks a lot [professor]. (4) Thanks for your time. (5) Thanks for…
2 Students' own answers. Students might say that when he talked to the professors, he thanked them for their time and called them *Professor*.

English For Real Video Unit 7

Real-World English

Thanking and Responding

Read the information in the box aloud. Have students listen and repeat the different expressions. Ask if students have any questions.

Real-World English Strategies

We express thankfulness for different reasons. In the video, your students can see examples of what to say when someone does a small favor for you (Max thanking Andy for getting him some tea), when someone meets with you (Max thanking professor Lopez and Professor Armstrong for their time), and for advice (Max thanking Andy for an idea about his project). As a follow-up, you can help your students come up with expressions that can be used to thank for other things.

1 Divide your students into small groups (3-4 people) and ask them to list some things we may want to thank people for. For example, for a gift, for coming to a wedding, for their help with something you have to do, etc.
2 Hang poster boards around the classroom and write down one situation on each as a heading. The number of posters (and situations) will vary depending on how many groups you have and how many distinct ideas they generate.
3 Ask the groups to walk around and add ideas about how they can express thanks in each of the situations (e.g., *Thank you for all your assistance, Thank you for your kindness, I can't thank you enough for a wonderful gift*). Give each group about 2-3 minutes at each station, and then ask them to move around clockwise until they return to their original poster.
4 Have the groups share what is written on their original poster with the whole class. You can leave the posters hanging on the class walls for a while to give your students some additional exposure.

Exercise 4 ANALYZE

1 Have students read the instructions. Tell students to first discuss each situation, and then work to decide the best thanking and responding phrases for each set.
2 Put students into pairs to complete the activity.
3 Call on pairs to share the phrases they chose and explain the differences between the A and B statements. Ask classmates if they had similar or different answers.

Answers

Students' answers will vary. Sample answers include:
1 A) Thanks! B) That was very kind of you.
2 A) Thank you so much! B) I appreciate it.
3 A) That's very nice of you. B) Thank you!

Exercise 5 PREPARE

1 Go over the instructions and check comprehension of the activity before students begin. For example, ask: *Do you need to create a conversation with both A and B situations?* (No, just choose one) *Should you just use an expression to thank someone?* (No, also include a response phrase).
2 Have students work with a partner to write the conversations. Monitor and provide feedback.

Exercise 6 INTERACT

When students have finished writing, they should practice saying their conversations aloud. Have students practice both roles. Ask them to help one another check pronunciation and that they have included phrases from the Real-World English box.

Exercise 7 ANALYZE

1 Have each pair join another pair to act out their conversations and discuss the questions. Encourage students to make notes as they watch.
2 For more practice, have each pair find a new pair to work with and repeat the activity.
3 Remind students to go online so that they can create their own version of the video.

Exercise 8 WHAT'S YOUR ANGLE

1 Have students read the questions and then discuss the questions in groups of four.
2 Have students think about previous discussions about differences between spoken and written language and contexts.
3 As many students may have never written a hand-written letter, expand the conversation to include sending an email to thank someone. What situations is an email response appropriate?
4 Have groups share answers with the whole class.

Answers

Students' answers will vary. Sample answers include:
It is good to write a letter or email to thank someone after a job interview. The language should be more formal and more polite.

Extra Practice

1 Have your class participate in a five-day *Thank You* challenge. To prepare, students make a list of five people that have helped them in their life (e.g., parents, teachers, friends, co-workers, relatives, etc.)

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2 Each day for a week, students write a short email to each person, thanking them for a specific purpose.
3 In addition to practicing English, they will make others feel good, and feel good themselves in the process.

Lesson 7.5 A Childhood Friend

Student Book page 86

Exercise 1 ACTIVATE

1 Direct students' attention to the title of the lesson. Elicit the meaning of *childhood*. Explain that it refers to the period of time a person is a child (generally considered to be under 18.)
2 Have students discuss the questions in pairs.
3 Ask for volunteers to share their answers.
4 As an optional extension, ask students: *Is it easier to be friends with people from your childhood because of social media? Why or why not?*

Answers
Students' answers will vary. Sample answers include:
I remember friends from childhood; we are not friends now.
We are still friends on Facebook. I don't talk to friends from childhood.

Pronunciation Skill

Did you* and *did he

GO ONLINE

1 Ask students if they have a hard time understanding native speakers. If so, one of the reasons is native speakers often connect two or even three words together.
2 Read the information in the box aloud.
3 Play the audio for students to listen to the linking and have them practice it in pairs.

CD 2, Track 17

Extra Practice

1 For additional practice, have students record the sentences in Exercise 2 using a voice recorder on their phone or on a computer or tablet.
2 Students listen to their own work and self-correct, recording a second time.
3 Students meet with a partner who listens to the recording to see if *did you* and *did he* are linked properly.

Exercise 2 NOTICE

1 Have students read the instructions. Model the activity by writing *Did he visit you last weekend?* on the board and linking *did* and *he*.
2 Play the audio and have students listen and draw the lines.
3 Call on students to give the answers.

CD 2, Track 18

Answers
1 link between *did* and *you*
2 link between *did* and *you*
3 link between *Did* and *you*
4 link between Did and *he*

Exercise 3 BUILD

1 Play the audio and have students repeat the questions.
2 To check their pronunciation, write *Did you* and *Did he* on the board.
3 Divide the class into four sections. Call on different sections to practice saying them.

CD 2, Track 18

More to Say…

Focus: Working in small groups, students practice pronouncing *did you*.

Grouping Strategy: Small groups of 3-4 students.

Activity Time: 20 minutes

Ready,

1 Prepare a list of 10 conversation questions that contain *did you*. For example,
Did you ever win a prize?
When you were a child, did you have an imaginary friend?
In the past year, did you try something new?
What games did you play when you were young?
Did you ever win a prize?
When you were a child, did you have a favorite toy?
What did you eat for dinner last night?
Did you play any sports as child that you don't play now?
In the past year, did you give or receive any great gifts?
Where did you like to hang out when you were a teenager?
2 Make a copy of the questions for each group of 3-4 students.

Set…

1 Put students into groups of 3-4.
2 Instruct students to work together to identify the links between *did you* in each question and mark them with lines under the words.
3 Have students chorally repeat each question, linking between *did* and *you*.

Go!

1 Have students take turns asking the other members of their group the questions on the list.
2 Circulate and correct or praise as appropriate.

Keep Going!

1 For homework, have students write 1-2 *did you* questions.
2 The next class, put students into partners and give them 5 minutes to ask and answer the questions.

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Speaking

Talking about a childhood friend

GO ONLINE

Direct students to read the information in the box. As a model, fill in the missing information for yourself. Ask students to list other reasons why they liked their childhood friends (e.g., friendly, talented, fun to be with, etc.)

Extra Practice

1 In this activity, students make a short video about friendship. Have students work in teams of four to discuss the question "What makes a good friend?"
2 As a class, elicit some ideas, such as someone who is funny, interesting, good at sports, talented, helpful, etc. Next, each team writes four sentences answering this question.
3 Using a smartphone, tablet, or school camera, students video-record one another saying their sentences.
4 Play the videos for the whole class the next class session.
5 If it is not possible to record students, groups can present their sentences live for the class.
6 Optionally, if time and technology permits, the teacher can edit the sequences together for a longer video.

Exercise 4 IDENTIFY

1 Have students read the instructions and identify what they are listening for.
2 Play the audio as students take notes.
3 Ask students for the answer to the question.
4 As an optional challenge, have students write down past tense words they notice. After playing the audio, ask students to name any past tense verbs they heard.

Answers

They went to the same school, and they both loved football.
Past tense verbs: was, did, were, lived, walked, played, became, loved, lost.

Audio Script

CD 2, Track 19

Juan Who was your best friend from childhood, Marco?
Marco Oh, his name was Manuel. We were best friends.
Juan When did you become friends?
Marco Let's see, … when we were about eight years old.
Juan Where did you meet?
Marco He lived in my neighborhood.
Juan Oh, did you go to the same school?
Marco Yes, we did. We walked to school together every day.
Juan Nice. Did he visit your home a lot?
Marco Oh, yeah. All the time. We played football together. Actually, we became friends because we both loved football. He was a better player than me, and I lost most of the time!
Juan Really? Didn't you mind losing?
Marco I did, but I learned a lot from him. It was good practice.

Exercise 5 EXPAND

1 Direct students' attention to the questions in Exercise 2.
2 Play the audio again and have students write the answers independently.
3 Have students compare answers with a partner.
4 Call on students to answer each question.

Answers

1 When we were about eight years old.
2 He lived in my neighborhood.
3 Yes, we did. We walked to school together every day.
4 Oh, yeah. All the time.

CD 2, Track 19

Exercise 6 WHAT'S YOUR ANGLE?

1 Have students read the instructions. Give students time to think and make notes about their childhood friend. Have them use the Speaking box to help them think of ideas.
2 Put students in pairs to tell one another about their childhood friends. Have partners listen for past tense use as well as phrases from the Speaking box.
3 Ask for volunteers to share with the class.

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Unit 7 Review

Student Book page 153

Vocabulary

Exercise 1

Answers

1 married
2 discovered
3 encouraged
4 succeeded
5 became
6 failed

Exercise 2

Answers

1 When
2 In
3 Two weeks ago
4 Last
5 On

GO ONLINE Encourage students to go online for further grammar reference and information and to play the grammar game.

Grammar

Exercise 3

Answers

1 was
2 was
3 wasn't
4 was
5 were
6 was
7 were
8 weren't

Exercise 4

Answers

1 Where they went rock climbing last weekend? did they go
2 She canned read when she was only three years old. could
3 Did he wrote that biography? write
4 There were an interesting show on TV last night about the first computer programmers. was
5 A: Did you study math in college?
B: Yes, I studied. did

GO ONLINE Encourage students to go online for further grammar reference and information and to play the grammar game.

Discussion Point

Exercise 5

OXFORD REFERENCE

1 Read the quote aloud. Ask students what it means to *change the world* (for example, making a big difference or making a positive change in people's lives.)
2 Have students discuss the question in groups of three.

Answers

Students' answers will vary. Sample answers include:
Anyone who has passion can change the world.
It's really difficult to change the world. Maybe you need to be famous to change the world.

GO ONLINE Encourage students to go online to listen to the podcast and add their comments to the discussion board.

Zoom In

1 Conduct Task 1 as a pairwork activity. Give students time to make notes and then share with a partner. The partner should ask questions about the person.
2 Have students work independently to write four to six sentences about a family member. Collect and correct their work or monitor and provide feedback.
3 Have students do an image search for a famous person that interests them. Tell them to print out the picture or save it on their phone. Have them sit in small groups, show the image, and talk about the person.

Answers

Students' answers will vary. Sample answers include:
1 My grandmother was born in 1934. She did a lot for her community. She was brave. I want to be like her.
2 My mother was born in Poland. She got married when she was 25 and she had two children. She is a teacher. She likes to sing and play the guitar.
3 Answers will vary depending on the photograph that students select.

Exercise 6

1 Tell students to think about how they did on each of the previous tasks and to check the appropriate box.
2 Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.

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Unit Overview

Introduction to the unit

The *Stories* unit gives students the opportunity to listen to a folktale, practice telling a personal story, and develop a creative writing piece.

In ***Lesson 8.1***, stories are discussed through learning about folktales, listening to an actual folktale, and learning vocabulary for an exciting story. In ***Lesson 8.2***, students learn to understand stories better through understanding pronoun references and studying a common tense used in stories, the past continuous. In ***Lesson 8.3***, students add to their storytelling repertoire with time expressions, as well as writing their own scary story. In ***Lesson 8.4***, students watch a video and then practice showing interest and showing that they are listening. In the *Real-World English Strategies,* teachers will help students learn ways to show they are listening by showing interest. Finally, in ***Lesson 8.5***, students personalize what they have learned in the unit by telling their own story using the grammar and vocabulary from the unit. In the *More to Say…* activity, students will practice pronouncing words with silent letters.

Lessons

8.1 The Brothers' Promise

Listening Skill Understanding the speaker's purpose

Grammar in Context *Must* and *must not/can't*

- Vocabulary: action verbs (Oxford 3000)
- Listen and identify a speaker's purpose
- Practice using *must*, *must not* and *can't* in context
- Talk about folk tales

8.2 A Smart Girl

Reading Skill Recognizing and understanding references: Subject and object pronouns

Grammar in Context Past continuous

- Vocabulary: more action verbs (Oxford 3000)
- Identify references in a reading
- Use positive and negative past continuous verbs

8.3 One Stormy Night…

Vocabulary Development Time expressions in stories

Writing Skill Choosing a title

Grammar in Context Simple past and past continuous

- Read and analyze a short story
- Identify appropriate story titles
- Practice use of simple past and past continuous
- Write a scary story

8.4 Really? Wow!

Real-World English Listening and showing interest

- Practice language for showing interest
- Analyze the way people show interest
- Create role plays demonstrating listening and showing interest appropriately

8.5 The Perfect Coat

Speaking Using adjectives in a story

Pronunciation Silent letters

- Use adjectives to give information about a story
- Identify words with silent letters
- Listen to a story about shopping
- Tell a personal story

Resources

Class Audio CD 2, Tracks 20–24

Workbook Unit 8, pages 50–56

Oxford Readers Correlations

Saladin (9780194629782)

Teacher's Resource Center

Assessments: Unit test
English For Real video
Grammar focus
Grammar PPTs
Grammar Worksheets
Oxford Reference Worksheets: upper/lower
Vocabulary cards
Newslea articles
Word list

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Unit Opener

Student Book page 87

The unit opener photo shows a man in his workshop preparing to tell a story using marionettes. We can see medieval characters, including knights, kings, and queens. The photograph relates to the unit theme and subsequent exercises because it focuses on telling stories, discussing folktales, and, as the audience of a story, listening and showing interest.

Photographer

Gianni Cipriano

Gianni Cipriano (b. 1983) is a Sicilian-born independent photographer based in Napoli, Italy. His work focuses on contemporary social, political and economic issues. Gianni regularly works for *The New York Times* and has been documenting the ongoing upheaval in Italian politics for *L'Espresso* weekly magazine since 2013. His editorial work has also appeared in TIME, *Wired, The Wall Street Journal, Le Monde Magazine, The Guardian Weekend Magazine, MSNBC.com, Io Donna, Ventiquattro, IL, Courrier International, Vanity Fair, Esquire,* among others. After studying aerospace engineering and architecture, he graduated from the Documentary Photography and Photojournalism Program at the International Center of Photography in New York in 2008. He has received recognition and awards from POYI (Picture of the Year International), American Photography, New York Photo Awards, International Photography Awards and the Ian Parry Scholarship. Gianni's work has been showcased in group exhibitions in venues such as the Rencontres d'Arles, *FOLI* Lima Biennale of Photography, MOPLA, Lumix Festival for Young Photojournalism.

Unit Snapshot

These three questions have been written to get the students' attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer.

1 For the first question, explain that *morning star* refers to Venus when it can be seen in the east in the morning, and *evening star* refers to Venus when it can be seen in the west in the evening. Have students discuss in groups why they think this is so. Encourage students to be creative; a non-scientific reason is okay.

2 For the second question, ask students if they can guess what a *night in the woods* means. Ask students if they have experience being in the woods or the countryside. What do they think would be difficult about spending a night in the woods? What would they need to survive?

3 For the third question, ask students who reads or watches the news regularly. How do they consume news (reading a paper newspaper, online newspapers, social media, television, etc.)? Have them talk to a partner about an interesting news story they heard about recently. Why was it interesting? Ask students if they are interested in learning about their partners' news stories.

Discussion Questions

Direct students' attention to the questions below the picture. Have students discuss the questions in groups of four.

1 For the first question, have students look at the picture and imagine what kind of story it might be. Give students additional vocabulary as necessary, such as *knight, sword, battle, prince, princess, king, queen*.

2 For the second question, have students think broadly about the topic by telling them that stories are found not just in books but also in television, movies, and in the news. Have them brainstorm ideas about why people like stories in general.

3 For the third question, provide students with some different story genres, such as romantic stories, funny stories, scary stories, and adventure stories.

4 Show the photographer video where Gianni Cipriano answers these questions from his perspective. Play for students as many times as needed to check comprehension and discuss any vocabulary items.

Answers

Students' answers will vary. Sample answers include

1 It's a story about a knight fighting for the princess. It's a story about kings and queens. It's about a battle in history.

2 Stories are fun. Stories are relaxing. Kids love stories because they use their imagination.

3 I like funny stories. I like adventure stories. I like romantic stories.

Video Script

This photo shows the puppet master Mimmo Cuticchio with his puppets. I took this photo at his puppet theater in Palermo, Italy. Cuticchio uses his puppets to perform the Opera dei Pupi, or Opera of the Puppets. Puppet masters like Cuticchio have performed this Opera dei Pupi for hundreds of years. It is an important tradition in Sicily.

The Opera dei Pupi is a traditional story. It started in Sicily in the 1800s. It was very popular with working class people who could not read. The puppet masters used their puppets to tell stories from very old poems and books. These stories are part of the history and traditions of Sicily.

People enjoy stories because they tell us about ourselves. Stories can tell us how we see our world. Stories can be passed down from parents to children. They can be told through music, books, poetry, and art.

Exercise 1

1 Have students read the question and look at the column heads. Remind students that *quite important* means that something is important, but it is not as strong as *very important*.

2 Tell students that when a story has a *happy ending*, it means that all the problems are solved by the end of the story. *Characters* refers to the people in a story. Have students individually complete the questionnaire with answers that are true for them.

Exercise 2

Have students compare answers with a partner. Encourage them to give additional details about why something was important to them or not.

Real-World Goal

By the end of this unit, students will be able to tell a scary story because they will have learned how to use past tenses in storytelling, action verbs and adjectives to include in their story, and will have had exposure to different ways of listening and showing interest through video and audio.

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Lesson 8.1 The Brothers' Promise

Student Book pages 88 – 89

Exercise 1 ACTIVATE

OXFORD REFERENCE

1 Start with books closed. As a warmup to the topic, ask students to think about stories their parents or grandparents told them; stories that may or may not be true. Have students share with a partner.
2 Have students read the definition of a folktale. Add that folktales generally either teach a lesson or explain how something was created. Optionally, show students an example of a folktale (for example, *The Ant and the Grasshopper* is a folktale about a hard-working ant and a lazy grasshopper, and the importance of hard work.)
3 Put students into groups of four. Tell students that it is okay if they only know the name of a folktale in their first language. They should try to explain the folktale in English. Monitor as students discuss the questions and provide support as needed.
4 Students discuss questions two and three.
5 Invite students to share with the class a folktale they know from their culture. Ask students to share their answers to questions two and three.

Exercise 2 VOCABULARY

1 Have students read the instructions. Direct students' attention to the words in orange bold. Say each word or phrase and have students repeat.
2 Ask students to identify the part of speech of the vocabulary words (they are all verbs.)
3 Students work in pairs to complete the activity. Remind students to read each sentence and definition thoroughly and look at the context. Circulate around the classroom, providing support as needed.
4 After completing the exercise, select students to read the sentences and the definition. Explain any incorrect answers that students give.

Answers

1 f 2 d 3 a 4 c 5 b 6 e

Oxford 3000 words

force	hit	fight	
make a	promise	argue	avoid

Exercise 3 BUILD

1 Have students read the instructions. Select a student to read the first sentence aloud. Ask the class to find which phrase makes sense to fill in the blank. (*argued*) Next, ask students what form the verb needs to be in. (*simple past*)
2 Students work independently to complete the activity.
3 Call on students to give their answers. As a comprehension check, ask the class to explain why each verb is the best answer for each sentence (e.g., *argued* is the best answer for question 1 because the word *but* is in the sentence, so it will be a contrasting idea.)

Answers

1 argued	3 fight	5 makes a promise
2 avoids	4 forced	6 hit

Listening Skill

Understanding the speaker's purpose

GO ONLINE

1 Direct students to read the information in the Listening Skill box.
2 Elicit examples of where you might see each purpose. Sample answers:
Inform: a podcast about learning vocabulary
Persuade: a commercial for new sneakers
Entertain: a comedian telling a funny story

Extra Practice

1 Have the class read a folktale aloud, trying to add emphasis and make the story interesting as they read. Some common folktales include *The Ant and The Grasshopper*, *How the Tiger got his stripes*, and *How the Rainbow was made*. These are public domain stories that can be found on the Internet, in bookstores or the library.
2 Put students in groups and have them read the stories aloud. Then have them answer the following questions:
A) Who are the characters in the folktale?
B) What is the problem?
C) How is it solved?
D) Is there a moral? If so, what is it?

Exercise 4 IDENTIFY

1 Before students listen, tell them there will be two characters with similar names, Tschen and Shen.
2 Play the audio.
3 Students work independently to decide the purpose of the listening.
4 Check the answer with the class. Have students explain why they chose their answer, and why it *isn't* the other answers.

Answer

to entertain

Audio Script

CD 2, Track 20

I am going to tell you a Chinese folk tale about two brothers. It is called "The Morning and the Evening Star." Once upon a time there were two stars. They were the sons of the Golden King of the Sky. Their names were Tschen and Shen. One day the brothers argued. Tschen became angry and hit Shen very hard. Shen said, "We are brothers. We can't fight!" So the brothers made a promise. They said, "We must never look at each other again." After that day, Tschen appeared only in the evening, and Shen appeared only in the morning. And that is why people say: "When two brothers argue, they are like Tschen and Shen."

Exercise 5 ASSESS

1 First, have students read each sentence. To check comprehension, ask students to define *fought* and *make a promise*.

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2 Play the audio. Students work independently to listen and mark true or false. Give students time to write out the corrections for the false statements.
3 Have students compare answers with a partner. Select pairs to write the corrected answers on the board. Review as a whole class. Conduct error correction.

Answers
1 True
2 False. Tschen and Shen were brothers.
3 False. Tschen and Shen argued.
4 True
5 False. They made a promise to never look at each other again.
6 True

CD 2, Track 20

Exercise 6 WHAT'S YOUR ANGLE?

1 As a class, brainstorm a list of people that students might argue with (e.g., classmates, parents, siblings, friends). Next, brainstorm potential topics people might argue about (e.g., money, relationships).
2 Put students in pairs to discuss their own answers to the questions.
3 Have pairs join another pair and share how they stop an argument. Each new group decides on their best tip for stopping an argument.
4 A representative from each group writes their tip on the board. The class votes on the best tip.

Answers
Students' answers will vary. Sample answers include:
I argue with my parents. I argue with my sister. I argue with my friends.
We argue about money. We argue about what to do on the weekend.
I stop an argument by talking about something else.

Grammar in Context

Must* and *must not/can't

GO ONLINE

1 Have students read the Grammar in Context box and practice the sample sentences.
2 Ask students to notice what comes after *must* and *must not/can't* in the examples (verb in base form.)
3 Tell students that it is incorrect to use to after *must*, *must not*, or *can't*. It is possible to contract *must not* to *musn't,* but this is not common.
4 See the Grammar focus on page 166 for more information.

Extra Practice

1 Ask students if they remember the Unit about neighborhoods.
2 As a class, brainstorm places around the neighborhood of the school (e.g., library, convenience store, restaurant, post office.) Write the ideas on the board.
3 In another place on the board, write *You must* and *You must not*.
4 Put students in groups of four. Have them choose four ideas from the board and write one rule using *must* and one rule using *must not* for each place, without naming the place. For example, *You must return the books. You must not talk loudly* (at the library.)
5 When the activity finishes, groups read their rules and classmates guess which place they have written about.

Exercise 7 INTEGRATE

1 Ask students if their parents made rules for them when they were children. Have students talk to a partner about some of the rules they had to follow.
2 Have students work independently to complete the activity. Remind them to read the sentences carefully to determine the best answer. Ask them to compare their answers with a partner.
3 Check answers as a whole class.
4 Ask students if they agree with the rules listed. Why or why not?

Answers

1 must	3 must not	5 must
2 can't	4 must	6 must not

Exercise 8 EXPAND

1 Have students read the instructions and the sample sentence. Elicit the meaning of *punctuation*. Tell students it refers to periods (full-stops), commas, question marks, and exclamation points. Each sentence will either end with a period or a question mark.
2 Remind students to read carefully to determine thezbest word to use and refer to the Grammar in Context box as a guide for form (particularly for help making question forms.)
3 Students work independently to write the sentences.
4 Call on students to write sentences on the board. Check answers as a class. Make note of common errors and review them with the class.

Answers
Students' answers will vary. Sample answers include:
1 You must pass a test before you can drive.
2 The students can't go home early.
3 Do we have to show our passports at the airport?
4 Visitors can't take photos in the museum.
5 Customers must pay before leaving the store.
6 Do travelers have to buy a ticket before they get on the train?

Exercise 9 WHAT'S YOUR ANGLE?

1 Put students in pairs. Students take turns telling their folktale.
2 Optionally, have students tell their partner where and when they heard the folktale.
3 After one student tells their folktale, have pairs work together to decide if there is a moral to the story, or if it is a creation story (a story that explains how something came into existence.) Ask for volunteers to share their folktale with the whole class.

Answers
Students' answers will vary. Sample answers include:
There is a folktale about an ant and a grasshopper. The grasshopper was lazy and sang all day while the ant collected food and prepared for winter. When winter came, the ant was ready but the grasshopper was starving. He begged the ant for food. It's about the importance of hard work.

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Lesson 8.2 A Smart Girl

Student Book pages 90 – 92

Exercise 1 ACTIVATE

1 Pre-teach *hiking*. (Taking a long walk in the countryside or in the mountains.) Direct students' attention to the picture. Ask students to identify the colors of each backpack.
2 Put students in small groups to discuss the questions.
3 Ask for volunteers who have gone hiking previously to share their experience. For students that have never gone hiking, ask them if they want to try it. Why or why not?

Answers
Students' answers will vary. Sample answers include:
1 Yes, that looks really fun. No, that doesn't look fun.
2 A water bottle. A book. A map. Snacks. Bug spray.
3 I go hiking in the mountains in my village. I bring sunscreen and water.

Exercise 2 VOCABULARY

1 Direct students to the vocabulary list. Ask students *What verb tenses do you see?* (base form and simple past). Talk about the meaning of each verb.
Survive: To continue to live after an accident.
Save: To rescue someone or something.
Pretend: To act like something or someone you are not; to use your imagination.
Protect: To keep someone or something safe.
Search: To look for someone or something.
Escape: To get away from something or someone.
Practice the pronunciation of -ed endings for each verb.
Survived/Saved: /d/ ending
Pretended/Protected: /ɪd/ ending
Searched/Escaped: /t/ ending
2 Have students work in pairs to match the vocabulary to the pictures. Remind students that some answers will be in base form, and some will be in past tense. They must read carefully.
3 Call on students to give their answers, and also say why they chose base form or past tense.

Answers

1 survived	3 escaped	5 protected
2 pretend	4 searched	6 saved

Oxford 3000 words

survive	pretend	escape
save	protect	search

Exercise 3 INTERACT

1 Have students read the discussion questions.
2 Students may have difficulty with the first question. Model by telling students about something you (or an imaginary person) liked to pretend. For example, *When I was a child, I pretended I could fly; When I was a child I pretended to be a news reporter and I would interview my friends.*
3 Students discuss the questions in groups of three.
4 As an optional extension, have students practice writing sentences about their experiences.

Reading Skill

Recognizing and understanding references: Subject and object pronouns

GO ONLINE

1 Ask students to read the information in the Reading Skill box. Have students find the nouns in the examples.
2 For the first sentence, elicit why *her* refers to Anna and not the dog *(because the dog found someone else)*
3 Tell students that, usually, subject and object pronouns are used when the subject or object is already known.
4 An additional example for subject pronouns: *Luis was playing baseball when he heard the phone ring.* An additional example for object pronouns: *I bought a shirt for my brother. I gave it to him.*

Extra Practice

1 Divide students into teams of three.
2 Give students a list of sentences with subject and object pronoun errors.
3 Students work together to correct the sentences.
4 When a team feels confident about their answers, have a representative show you their work.
5 Check their answers and have them redo any incorrect sentences.
6 Review answers as a whole class when everyone is finished.

Sample sentences and answers:
She cooks dinner with I every day. (She cooks dinner with me every day.)
Do them know how to do the homework? (Do they know how to do the homework?)
Her gave they a present. (She gave them a present.)
He plays he guitar. (He plays his guitar.)

Exercise 4 IDENTIFY

1 Have students look at the headline of the news story. Ask students what they think the article will be about.
2 Have students read the instructions and check comprehension. Ask, *What do you write next to each numbered pronoun?* (The noun it is referring to.)
3 Students work independently to complete the activity. Circulate and provide assistance as needed.
4 Have students compare answers with a partner. Have them discuss how they decided which noun to write. Review answers as a whole class.

Answers

1 Anna	3 Anna's parents	5 berries
2 Anna	4 the police	6 the shelter

Exercise 5 APPLY

1 Have students read the story a second time.
2 Have them work with a partner to put the events in order. When students think they have the correct order, have them raise their hands. Walk over and check if they are correct. If not, have them continue to work to try to fix their mistakes.
3 Review the sequence of events as a whole class.

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Answers

6	5
2	3
1	4

Exercise 6 INTERACT

1 Have students read the questions to themselves first. Tell students that question 4 is their opinion. Ask students what the author means by "Anna did everything right."
2 Put students in pairs to discuss the questions. Students can refer back to the story on page 91 for help.
3 Ask the whole class who agrees and who disagrees with Officer Franklin.

Answers
1 because she heard a bird
2 because she was afraid the dog was a wild animal
3 She ate snacks from her backpack and berries that she found. She built a shelter with tree branches.
4 Student's own answers

Grammar in Context

Past Continuous

GO ONLINE

1 Direct students to read the information in the Grammar in Context box. Write the positive and negative forms on the board. Ask a student to read the first sample sentence. Note that the past continuous does not tell us if an action finished or not. Therefore, we do not know if Anna finished hiking or not.
2 Optionally, compare the sample sentence to a simple past version: *On Sunday afternoon, Anna hiked in the woods with her parents*. In this situation, it is known that she finished hiking. Note that past continuous is often used at the start of a story.
3 Write out the form for past continuous questions: *Question word + was/where + subject + ing form*.
4 Have students practice saying the past continuous statements and questions aloud.
5 See the Grammar focus on page 166 for more information.

Extra Practice

1 Students practice past continuous positive, negative, and question forms by asking each other about specific activities. Before class, prepare cards with one action verb written on each card (e.g., work, study, cook, shop.)
2 Write some time expressions on the board. Use the ones in Exercise 9 or others.
3 Students walk around the classroom and ask a partner a question using the verb on their card. For example, *Were you working yesterday afternoon at 3?* Sample answer: *No, I wasn't working. I was studying.* After each person has asked and answered, they find a new partner and repeat.

Exercise 7 INTEGRATE

1 Have students read the first sentence. To help scaffold the task, ask *What verb needs to be changed to past continuous?* (build). Then ask, *what is the subject?* (Anna.)
2 Students complete the activity individually then check answers with a partner.
3 Call on students to give the answers. Write them on the board.

Answers

1 was building	3 wasn't raining	5 were drinking
2 was raining	4 were singing	6 weren't driving

Exercise 8 EXPAND

1 Tell students that in this exercise they will practice writing both statements and questions using the past continuous. They should refer both to the news story to correctly answer the questions, and to the Grammar in Context box for the correct forms.
2 This activity may be a little more challenging for students. Have them work in pairs to discuss the correct statements and questions and negotiate the correct grammar. Circulate and help guide students to correct answers as needed, such as identifying the paragraph where a student might find an answer.

Answers
1 was hiking with her parents.
2 were, looking
3 No, she wasn't.
4 What was Anna/she doing
5 Yes, it was.

Exercise 9 INTERACT

1 Write on the board: *Yesterday in class, we* _____. Elicit from students some of the things that happened in class yesterday. Write them on the board. Then ask if students can say sentences about them using past continuous. For example, *Yesterday in class, we were learning about folktales*. Have a few students say sentences as a model for the activity.
2 Have students read the instructions. Tell them the sentences they write should be true for them. Students complete the activity independently.
3 Put students in pairs. Pairs take turns reading each sentence and seeing if they have any similar sentences.
4 When students have finished speaking, write *We were* on the board. Ask pairs who had similar answers. For those that did, have them tell the class about their activities using *We were* … (e.g., *One hour ago, we were studying vocabulary.*)

Exercise 10 WHAT'S YOUR ANGLE?

1 Have students share stories in groups of three.
2 If students do not know a true survival story, have them talk about a funny or interesting childhood memory. Tell students they should try to use past continuous in their stories as much as possible.
3 Ask the class about the most interesting stories they heard.

Answers
Students' answers will vary. Sample answers include:
I heard a story about two men who got caught in a blizzard. They built an ice cave to try to survive. They were eating just a little bit of food each day. They were crying a lot. They were found after two weeks.

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Lesson 8.3 One Stormy Night…

Student Book pages 93 – 95

Exercise 1 ACTIVATE

1 Direct students' attention to the title of the lesson. Elicit the definition of *stormy*. Tell students that many scary movies take place during stormy weather to make the story feel scarier.
2 Students discuss both questions in pairs.
3 Have students share their ideas for question 2. Write them on the board and clarify meaning as necessary.

Exercise 2 IDENTIFY

1 First, have students describe the picture next to the story. Ask students what kind of story they think they will read.
2 Pre-teach *lights went out*. This means to lose electricity, and if it is night-time, a person would be in the dark. Pre-teach *becoming frightened*. It means to get more and more scared. Pre-teach *dried off*. If someone is wet, we can use a towel to dry them off.
3 Have students review the questions before reading the text independently. Optionally, tell students to check if any of their ideas from Exercise 1 appear in the story.
4 Call on students to share their answers with the class.
5 Ask students if they liked the story. Ask if there is any additional vocabulary that needs clarification.

Answers
1 He was at home. He was watching a movie.
2 It was raining and very windy
3 because he heard a strange noise
4 He walked around the house and finally opened the front door.
5 There was a kitten at the front door.

Vocabulary Development

Time expressions in stories

GO ONLINE

1 Direct students to read the information in the box. Have students practice saying each expression aloud.
2 Act out the first two sample sentences to help students understand their meaning (for example, casually walk around the classroom and act surprised when you suddenly "see" a kitten by the classroom door.)
3 Tell students that *suddenly, all of a sudden,* and *to my surprise* all indicate something different or unexpected happened in the story very quickly. Tell students to imagine sitting at home when suddenly there is a loud knock at the door.

Oxford 3000 words

suddenly recently eventually
surprise immediately

Exercise 3 IDENTIFY

1 Have students scan the story for the time expressions. They should write down the total number of expressions.
2 Have students talk with a partner about how each expression is used in the story.
3 Call on students to share what they discussed with the class.

Answers
4 expressions: Suddenly, eventually, Finally, To his surprise

Extra Practice

1 Put students in groups of four. One person is the narrator, the other three are characters from the story: Arturo, Ryan, Diego.
2 The narrator reads the story as the other students practice acting out the story. Students take turns in the different parts.
3 Have students discuss how to "act out" the time expressions. For example, Arturo should have a surprised look on his face when the narrator says "to his surprise."
3 Groups present their story to the whole class. This activity can help students build a better understanding of storytelling and time expressions. Additionally, students enjoy seeing each other act.

Exercise 4 APPLY

1 Have students read the instructions. Tell students that the matching sentences (a-f) all go *after* sentences 1-6. They should read the numbered sentences first and then look for a match. After this, they should decide which time expression is best.
2 Have students work in pairs to complete the activity. When students are choosing time expressions, have them discuss why they chose their answer and why the other word is not correct, e.g., '*immediately' is the best word to use because something just happened.*
3 Call on students to share their answers. Ask the class to explain why the time expression they chose is correct for the sentence.

Answers
1 b, immediately
2 a, All of a sudden
3 d, To my surprise
4 e, Eventually
5 f, Suddenly
6 c, recently

Writing Skill

Choosing a title

GO ONLINE

Direct students to read the information in the box. Review the ideas listed for creating a good title. Tell students that it is often easier to think of a title after the story has been written.

Extra Practice

1 Have students write down three book, movie, or TV titles they can remember.
2 In pairs, have students analyze each title and see if they fit any of the criteria in the box.
3 Have students discuss: have you ever bought a book because of the title? Did a title ever make you want or not want to see a movie or TV show?

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Exercise 5 INTERACT

1 In pairs, students analyze each title. Tell them to look at all of the criteria in the Writing skill box to decide if the name is a good choice. For question 3, encourage students to be creative. They can use a dictionary to help them write a title.
2 Students work together to complete the activity.
3 Ask students to share their answers to questions 1 and 2. For 2, ask students what kind of story the titles would be better for (for example, it might sound like a children's story instead of a scary story.)
4 Ask for volunteers to share their story titles. Write them on the board and have the class vote for the new title of the story (do this by writing about five titles on the board, and have students raise their hands for their favorite title.)

Answers
Students' answers will vary. Sample answers include:
1 The best title is *Too Scared to Move* because it makes the reader interested. The reader will ask, "Why is the person scared?"
2 The first is not a good title because it's boring. The second is not a good title because it tells the ending.
3 Students' own answers

Grammar in Context

Simple past and past continuous

GO ONLINE

1 Direct students to read the information in the Grammar in Context box.
2 Tell students it is common to see these two forms together, as in the sample sentences.
3 Scaffold the sample sentences by assigning times to each action. Tell students:
Diego started watching a movie at 8 pm. The lights went out at 8:30 pm. He was watching a movie when the lights went out.
4 See the Grammar focus on page 166 for more information.

Extra Practice

1 Start with a dictation. Say aloud and have students write the following sentences:
A. Where did you go yesterday?
B. What time were you eating dinner?
C. Who did you see at school yesterday?
D. What were you doing yesterday at 3pm?
2 Show the sentences on the board for students to check.
3 Have students ask the questions in pairs and answer them truthfully using either simple past (A and C) or past continuous (B and D). Add additional sentences if desired.

Exercise 6 IDENTIFY

1 Tell students that while there are more than three of each type of verb, they only need to find three of each for this exercise. Have students work independently to complete the activity.
2 Divide the board. Write Simple Past on one side and Past Continuous on the other. Call on students to write verbs they found on the appropriate side of the board.
3 Check as a whole class to see if every simple past and past continuous verb in the article was collectively found. Add any verbs that students missed to the lists.

Answers
Students' answers will vary. Sample answers include::
Simple past: was, went out, sat, listened, heard, sounded, was, got up, walked, looked, didn't find, opened, ran, dried off, gave, rang, was
Past continuous: was raining, was watching, was crying, was getting, was becoming, was drinking, were looking

Exercise 7 INTEGRATE

1 Remind students to check the rules of each past tense form in order to help them determine which tense is needed for each verb. Optionally, give students a hint: tell them that questions 2-6 all have one simple past verb and one past continuous. Question 1 is different.
2 Students may not be familiar with the terminology of a phone dying. Explain that we use the term *to die* to refer to a smartphone running out of battery life.
3 Have students complete the activity independently. Next, have them compare their answers with a partner.
4 Call on students to read the complete sentences aloud and check answers.

Answers
1 stayed, played
2 died, was talking
3 was studying, texted
4 was taking, started
5 were watching, called

Exercise 8 EXPAND

1 Have students read the instructions. Have a student read the first two sentences. Complete questions 1 and 2 as a whole class. For incorrect verbs, ask students for the correct form of the verb.
2 Students complete the activity independently and then compare answers with a ptartner.
3 Call on students to share their answers. Ask students to share the correct verb tense for any incorrect verbs in the exercise.
4 Ask students what kind of story this is. Is it a scary story? Why or why not?

Answers
1 correct
2 incorrect (got up)
3 incorrect (made)
4 correct
5 incorrect (remembered)
6 correct
7 incorrect (was walking)
8 correct
9 incorrect (didn't have)
10 incorrect (was speaking)
11 correct
12 correct

Exercise 9 PREPARE

1 Have students read the instructions carefully.
2 Ask students to name the character, place, and event in the story *Too Scared to Move*. Students can read the story again to help them develop their own ideas.
3 Note: Creative writing in a second language is a challenge for many students. Give students Some additional guiding questions to help them prepare their story:
Character: *Is it a man or a woman? How old are they? Where are they from? What is their job? Describe their personality.*
Place: *Is the story indoors or outdoors? The woods is a good setting for an outdoor scary story. A large, empty house is a good setting for an indoor scary story.*

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Event: *What is the scary thing that happens? What happens first? How does it end? Is it a happy ending?*

Exercise 10 WRITE

1 Write the requirements for the story on the board.
2 Tell students that if they struggling to think of a title, remind them to write their story first and write the title last.
3 Give students ample time to write. Circulate as students write and provide support and encouragement.

Exercise 11 IMPROVE

1 Instruct students to go back to the beginning of their story and read what they have written slowly. Ask them to see if they can find any spelling or grammar mistakes.
2 Optionally, give students a short exercise break before they look back to correct their article. This way, they will be able to edit it with fresh eyes.

Exercise 12 SHARE

1 Have students review the four criteria to check as they read. To help facilitate this, create a worksheet with a two-column table. In the first column, list one criterion in each row. In the second column, have students write a check mark if it is completed, or write notes to give back to the writer.
2 Students exchange papers, read, and write their comments.
3 Students discuss each other's stories. In addition to the criteria, have students share what they liked about their partner's story.

Exercise 13 DEVELOP

Utilizing their partner's feedback, students rewrite their scary story.

Exercise 14 WHAT'S YOUR ANGLE?

1 Take students' stories and hang them around the classroom with tape.
2 Have students look at the questions they will be voting on.
3 Students get up and walk around the classroom, reading their classmates' stories. As they read, they should take notes on each story.
4 Bring the class together and take the vote. Optionally, have the winners read their stories aloud for the class.

Lesson 8.4 Really? Wow!

Student Book pages 96 – 97

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Ask them to discuss the questions with a partner.
2 If students have a hard time with the concept in the stills, demonstrate by asking a student about their weekend. While the student speaks, nod your head and use some of the language in the Real-World English box. Then ask students what you did during the interaction.
3 When students finish discussing the questions, call on volunteers to share their ideas with the class.

Exercise 2 IDENTIFY

1 Pre-teach *intern*. It is a person, usually a student, that works for a short time at a job mainly to gain experience. Often interns get paid very little or not at all. (The last is called an *unpaid internship*.) Direct students to read the questions to themselves. They should refer to these questions and try to answer them as they watch.
2 Play the video and have students work independently to complete the task.
3 Go over the answers as a class.

Answers

1 because he looks familiar (She thinks she knows him, but she isn't sure who he is.)
2 Yes. They met at a career fair last spring.
3 She's a lawyer.
4 She gives him her business card, so he can email her about an internship.

Video Script

English For Real Video Unit 8

Cathy Excuse me.
Andy Oh hello! How are you?
Cathy Hi. I'm sorry… do I know you? You look familiar.
Andy Yes, I'm Andy. I, uh, met you at the career fair last spring. You're Ms. Edwards, right?
Cathy Of course! Andy! Please, call me Cathy. So…how are your studies?
Andy They're going well, thanks.
Cathy That's great. So… what are you studying?
Andy Political science …
Cathy I see.
Andy But I'm also on the pre-Law track.
Cathy Is that right?
Andy Yeah. it's great. Uh, so… you have a law firm, right?
Cathy Yes, I do. And we're having a party for our tenth year on Main Street! That's why I'm here…buying healthy snacks.
Andy Really? Ten years! That's amazing. So… do you like being a lawyer?
Cathy Actually… yes! Most of the time!
Andy So… I was wondering…
Cathy Yes?
Andy Does your firm have internships?
Cathy Well… as a matter of fact… I'll have an opening next semester. Here. This is my business card. Send me an email.
Andy That's great! Thanks! I'll do that. Good to see you, Cathy.
Cathy You too, Andy. I hope to hear from you soon.

Real-World English

Listening and showing interest

1 Read the information in the box aloud, modeling the intonation of the phrases to show that one is listening or showing interest. Ask if students have any questions.
2 In pairs, have students say two things about their weekends. Have their partner reply using one expression from each column.

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Real-World English Strategies

Being a good listener is an important skill. To show that we are interested in what the other person is saying, we can use the expressions your students encounter in this chapter, but also voice intonation and body language.

1 As your students watch the video, ask them to pay attention to the following:
   - What do Andy and Cathy say to show that they are interested in what the other person has said?
   - What do you notice about their voice when they say these things? For example, is it higher and louder? Is the intonation rising or falling?
   - What do you notice about their body language and eye contact? For example, are their arms folded and are they looking down on the floor?
2 Next, ask your students to work in small groups and come up with a list of tips on how to be an active listener. These can for example include the following:
   - Concentrate on the speaker and maintain an eye-contact, but do not stare or glare.
   - Open up, relax and smile.
   - Do not text on your phone at the same time.
   - Avoid nervous gestures such as finger tapping, etc.
3 Ask each group to share their tips with the whole class.

Exercise 3 INTEGRATE

1 Have students look at the two conversations. Tell them that all of the blanks are expressions to show interest.
2 Play the video again as students listen and write in the missing words.
3 Have students check answers with a partner and review as a whole class.
4 Ask students *Do internships exist in your home country?* How do people get internships there?

Answers
1 I see., Is that right?
2 Really?, That's amazing!

English For Real Video Unit 8

Exercise 4 NOTICE

1 Have students analyze the responses and discuss the questions in pairs.
2 Ask the class for their answers. Have students explain their answers.

Answers
1 showing she is listening: Cathy uses "I see" and "Is that right?" which are "show you are listening" expressions
2 showing he is interested: Andy uses "Really?" and "That's amazing!" which are "showing interest" expressions.

Exercise 5 ANALYZE

1 Direct students' attention to the dialogues. Tell them each conversation has three lines. On the third line, they will see two options, and they should circle the best answer. Students should refer to the Real-World English box for reference.
2 Play the audio. Have students self-check their answers.
3 Ask students to share the answers with the class and say whether the expression is for showing that you are listening or to show interest.
4 Ask students how many they answered correctly, and which answers they were unsure about. Go over any questions students have about particular answers.

Answers
1 Oh, I see., used to show you are listening.
2 Wow!, used to show interest.
3 Really? That's amazing!, used to show interest.
4 Cool., used to show you are listening

Audio Script

CD 2, Track 21

Woman How did you get started in business, Peter?
Man Well, I studied economics in college.
Woman Oh, I see.
Man How long have you been working here?
Woman About three years. I started as an assistant. Now I'm the vice president.
Man Wow!
Man What did you do over the summer, Maria?
Woman I hiked Mount Kilimanjaro.
Man Really? That's amazing!
Woman What exactly do you do at work?
Man Well, I help people with their computer problems.
Woman Cool.

Exercise 6 INTERACT

1 Go over the instructions and check comprehension of the activity before students begin. For example, ask: *Do you need to create a role play with all six questions?* (No, just three) *How many phrases do you need to include?* (two, one for showing that you are listening and one for showing interest).
2 Have students work with a partner to practice the different role plays. Monitor and provide assistance as needed.

Exercise 7 ANALYZE

1 Have each pair join another pair to act out their role plays.
2 Students watching the role plays should write down any of the Real-World English expressions they hear.
3 Have students discuss their role plays after both pairs have presented. Were they easy or difficult to create? Why?
4 For more practice, have each pair find a new pair to work with and repeat the activity.
5 Remind students to go online so that they can create their own version of the video.

Lesson 8.5 The Perfect Coat

Student Book page 98

Exercise 1 ACTIVATE

1 Direct students' attention to the photo. Ask, *What do you think she is doing?* After students have called out a few answers, write on the board:

   Go Shopping

   Go To Shopping

   Ask students which phrase is correct (*Go shopping* is correct. We never say *go to shopping*.)

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2 Ask the first question in the exercise to the whole class. Have a few students give their opinion to help the class engage in the topic.
3 Have students discuss all of the questions in pairs.

Answers
Students' answers will vary. Sample answers include:
I love shopping. It's really fun. I don't like shopping. It's boring.
It's easy to find clothes I like. It's not easy to find clothes I like.

Speaking

Using adjectives in a story

GO ONLINE

1 Read the information in the box aloud. Elicit the meaning of *embarrassed*. (It means to feel uncomfortable and worry about what people think of you.) Give some examples of embarrassing situations.
2 Explain that using adjectives to describe a story helps the listener know what to expect; for example, a scary story and a funny story are very different. Adjectives to describe how people feel make our stories more interesting.
3 Have students say the last three sentences aloud. Ask them to show what each adjective looks like: surprised, angry, embarrassed.

Extra Practice

1 Write out a list of scenarios and feelings for pairs of students to act out.
2 Students come to the front of class and act them out, and classmates must guess the feeling (adjective) as well as the scenario.
3 Possible scenarios:
Husband and wife: wedding proposal (surprised)
Teenager and parent: teenager comes home late (angry)
Student and teacher: student falls asleep during class (embarrassed)

Exercise 2 ASSESS

1 Pre-teach *frustrated*. Tell students to imagine trying on clothes for over three hours, but you don't like any of the clothes you tried, and nothing fits right. This is feeling *frustrated* (if students are not as interested in the shopping topic, use a different example.)
2 Have students review the task and then play the audio.
3 Ask the class for the answer.
4 Optionally, have students work in pairs to paraphrase the story. This can help build comprehension and ensure that students understood what happened in the story. Clarify or replay the audio as needed.

Answer
embarrassing

Audio Script

CD 2, Track 22
Last Wednesday, I was shopping for a coat. I tried on a lot of coats but couldn't find anything I liked. I was pretty frustrated. Then I saw this really cool coat. I put it on, and it fit right and looked great! I was so happy that I finally found the perfect coat. I was looking in the mirror when a woman walked up to me and said, "Excuse me, but I think you're wearing my coat." I apologized and quickly took off the coat and gave it to her. I was so embarrassed!

Exercise 3 IDENTIFY

1 Students will now listen for details. Have them read the sentences in the exercise.
2 Play the audio again and have students circle and fill in their answers.
3 Call on students to share their answers. Have them explain why Amy felt each way in their own words.

Answers
happy, she found the perfect coat; embarrassed, she was wearing another woman's coat

CD 2, Track 22

More to Say …

Focus: Working in partners, students practice pronouncing words with silent letters.
Grouping Strategy: Small groups of 2 students.
Activity Time: 10 minutes

Ready,
1 Prepare a list of 15 level-appropriate words that contain silent letters, such as *talk, answer,* or *knock*.
2 Make a copy of the list for each pair of students.

Set…
1 Put students into partners.
2 Hand out 1 copy of the list of silent letter words to each pair of students.

Go!
1 Explain that students will work together to identify the silent letter in each of the words. Remind them to read the words aloud as they cross out the silent letters.
2 Circulate and correct and praise as appropriate.

Pronunciation Skill

Silent letters

GO ONLINE

1 Have students read the information in the box.
2 Play the audio and have students repeat the words.
3 Write out each category from the box on the board (l, w, k, e, gh) and write out additional examples for students to practice pronouncing. This will help scaffold Exercise 5. For example:
l: should, would
k: knock, knot
e: save, love
gh: fight, thought

CD 2, Track 23

Extra Practice

1 Write the words from both the box and Exercise 4 individually on index cards.
2 Give each pair a set of cards (alternately, students can use the lists they wrote in Exercise 5 for the activity.)
3 One student shows the card to their partner, and the other must think of other words that rhyme. For example, if the word is *could,* the student could say *should* or *would.* Then switch.

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4 If the class is large, the activity can be done in groups with students still answering individually, or students can be placed into teams and work together to think of rhyming words.

Exercise 4 NOTICE

1 Have students read the instructions.
2 Play the audio and have students repeat.
3 Students write what they heard.
4 Have volunteers write their answers on the board.
5 Check spelling of the written answers. Ask the class which letter is silent in each word.

Answers
1 walk, "l" is silent
2 take, "e" is silent
3 should, "l" is silent
4 knife, "k" and "e" are silent
5 write, "w" and "e" are silent (right is also correct, "g" and "h" are silent)
6 might, "g" and "h" are silent

CD 2, Track 24

Exercise 5 APPLY

1 Ask students to further build on words with silent letters. Tell students there are over 200 words with the silent /k/ sound alone.
2 Students work in pairs to build their list. Give students a maximum of 10 minutes to think of words.
3 Have pairs join another pair for their peer dictation. Both students in each pair should read some of the words they wrote, as the other pair writes what they hear.
4 After they have finished, students should check their answers. Then switch roles.

Exercise 6 WHAT'S YOUR ANGLE?

1 Put students in groups of five to discuss the question. Students take turns speaking individually. Have others in the group ask follow-up questions.
2 Note: As this is a specific scenario, there may be students that do not have or know of someone with a similar experience. As an alternative, hand out a short embarrassing story from a web resource to have the groups read and discuss. These can be easily found by doing an Internet search for *embarrassing stories.* Modify language for student level as needed.

Answers
Students' answers will vary. Sample answers include:
When the bus stopped suddenly, I lost my balance and fell onto the floor. Then I started rolling toward the bus driver. It was so embarrassing!

Exercise 7 INTERACT

1 Have students read the instructions. Review the meaning of each adjective.
2 Give students ample time to think and make notes about their story. Remind them to look at the Speaking box for help.
3 Students find a partner and complete the task.
4 After both students have shared and received feedback, ask students to find a new partner to talk with.

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Unit 8 Review

Student Book page 154

Vocabulary

Exercise 1

Answers

1 survive
2 pretend
3 searched
4 protect
5 escaped
6 saved

Exercise 2

Answers

1 fight with
2 hit each other
3 avoiding

Exercise 3

Answers

Students' answers will vary. Sample answers include:
Recently, I got a job. Suddenly, a cat appeared at the door. She immediately called the police. To my surprise, I passed the test!

GO ONLINE Encourage students to go online to play the vocabulary game.

Grammar

Exercise 4

Answers

1 must
2 must
3 can't
4 must not

Exercise 5

Answers

1 was walking
2 heard
3 stopped
4 were arguing
5 liked
6 hated
7 were
8 walked

GO ONLINE Encourage students to go online for further grammar reference and information and to play the grammar game.

Discussion Point

Exercise 6

OXFORD REFERENCE

1 Read the quote aloud. Have students think about any kind of news: politics, science, health, entertainment, etc.
2 Have students discuss the question in groups of three.

Answers

Students' answers will vary. Sample answers include:
I think news about politics is interesting. I think news about celebrities is interesting. I don't like to read the news.

GO ONLINE Encourage students to go online to listen to the podcast and add their comments to the discussion board.

Zoom In

Exercise 7

1 Conduct Task 1 as a walk-around activity. Have students walk around the classroom talking to different partners. Tell them to greet each new partner and take turns talking about their surprising event. Call time after five minutes or after each student has talked to several partners.
2 Have students work independently to write at least five rules. Collect and correct their work or monitor and provide feedback.
3 Have students search their phones for a photo of themselves doing something interesting. Have them share with the class, using past tense and adjectives that describe how they felt.

Answers

Students' answers will vary. Sample answers include:
1 I didn't think I would get accepted by any college, but I got accepted by three schools!
2 You can't use phones at the dinner table. You must clean your room. You mustn't watch television after 10pm.
3 Answers will vary depending on the photograph that students select.

Exercise 8

1 Tell students to think about how they did on each of the previous tasks and to check the appropriate box.
2 Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.

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Unit Overview

Introduction to the unit

The title of this unit – *Future* – summarizes the main themes: making predictions about the future, making future plans, and discussing jobs of the future.

In ***Lesson 9.1***, the theme is reflected in the following activities: reading about predictions for 2050, practicing verbs to talk about the future, and asking questions about the future using going to and will. In ***Lesson 9.2***, students talk about future plans and decisions using *be going to* and *will* and write a paragraph about these plans using future time expressions. In ***Lesson 9.3***, students will listen to an audio about the impact of technology on jobs. In the *More to Say…* activity, students will practice contractions with *will.* In ***Lesson 9.4***, students will watch a video and will then practice expressions for giving encouragement. In the *Real-World English Strategies*, teachers will help students continue learning ways to give encouragement. Finally, in ***Lesson 9.5***, students will practice describing their plans, and think of inventive ways to change their daily routines

Lessons

9.1 Welcome to the Year 2050

Reading Skill Using context clues

Grammar in Context *Going to* and *will* for predictions

- Use context clues to guess the meaning of words
- Practice *going to* and *will* for predictions
- Vocabulary: verbs (Oxford 3000)
- Make predictions about the future

9.2 What's in Your Future?

Grammar in Context *Be going to* and *will* for future plans and decisions

Vocabulary Development Future time expressions

Writing Skill: Check your work: Spelling and grammar

- Use *be going to* and *will* to discuss future plans
- Write a paragraph about future plans

9.3 Exciting Times

Pronunciation Skill Contractions with *will*

Listening Skill Focusing on key words

Grammar in Context *A/an*, *the*, and no article

- Identify contractions with *will*
- Listen for stressed words in a podcast
- Differentiate between *a/an*, *the*, and no article

9.4 You'll Do Fine!

Real-World English Giving Encouragement

- Identify different expressions for giving encouragement
- Analyze different ways to give encouragement in various contexts
- Write a conversation about giving encouragement

9.5 Great Ideas

Speaking Describing plans

- Listen for details
- Use *be going to* and *will* to describe plans

Resources

Class Audio CD 3, Tracks 2-8

Workbook Unit 9, pages 57-63

Oxford Readers Correlations

Return to Earth (9780194790697)

Teacher's Resource Center

Assessments: Unit test, Progress test

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

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Unit Opener

Student Book page 99

The unit opener photo shows a child sitting on top of an old Kazakh ship. We can see that it is a modern picture of the child on an old ship; it represents the future taking a look at the past. The ship used to be active in the sea, but now the water has dried up. It is an interesting contrast to the boy, who has his whole future ahead of him.

Photographer

Nadia Shira Cohen

Nadia Shira Cohen (b. 1977) was born in Boston. At the age of 15 Nadia was diagnosed with cancer and at the same time received her first camera. She began documenting her physical transformation in portraits as well as documenting her peers in hospital. She continued to pursue her passion for photography at the University of Vermont, with a semester abroad at the SACI School in Florence, Italy. In 2014 Nadia became staff photographer for the International Committee of the Red Cross. She has been based in Rome, Italy since 2007 where she has been diligently working to tell stories of the lives of people who interest her and which she compassionately feels the need to expose. Today Nadia is a freelance photojournalist and a correspondent for *The New York Times*. She frequently works in Latin America, as well as in Haiti, Kazakhstan, Congo, Rwanda, and Kosovo, focusing on human rights, reproductive rights, environmental issues, disaster, revolution, migration among and migration, among other issues. Her work has been exhibited internationally and she is an IWMF Fellow and a Pulitzer Center on Crisis Reporting grant recipient for her work on gold mining in Romania.

Unit Snapshot

These three questions have been written to get the students' attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer.

1 For the first question, have students work in pairs to make predictions. To assist, remind students of the term *smartphone*. Therefore, what might *smart clothing* be?
2 For the second question, first ask students what *future* refers to in this context. It can be their career, family, where they live, etc. Then have students discuss the question in pairs. Call on volunteers to share and explain their answers.
3 For the third question, ask students what types of jobs robots can do now. What kind of jobs might they be able to do in the future? Are students worried that they will get replaced by a robot?
4 Optionally, ask students if they think robots can replace teachers. Tell them the answer is no!

Discussion Questions

1 Direct students' attention to the questions below the picture. For the first question, give students a few minutes to think back to their childhood and make some notes. Have them share their ideas with a partner.
2 For the second question, have students split up based on their interest – send those who find the future more interesting to one side of the room, and those who find the past more interesting to the other side. Have students discuss why they prefer their topic. Select a representative to share information with the other side.
3 For the third question, help students expand their answers. If they think about the future a lot, what sort of things do they think about? People? Technology? If they do not think about the future, why not?
4 Show the photographer video where Nadia Shira Cohen answers these questions from her perspective. Play for students as many times as needed to check comprehension and discuss any vocabulary items.

Answers

Students' answers will vary. Sample answers include:

1 I imagined there will be robots everywhere. I imagined I will be rich and successful. I imagined I will be the president.
2 The past is more interesting. I like to learn about history. The future is more interesting. It's fun to imagine what the future will be like!
3 I think about the future a lot. I wonder what the future will be like for my children. I don't worry about the future; I just think about what's happening now!

Video Script

In this picture, a boy plays in an old boat in Aralsk, Kazakhstan. Much of the river water that went into the Aral Sea is now used in farming. This made the sea much smaller. This boat was on the Aral Sea before the sea got smaller. Now the boat is on dry land, many miles from the sea.

When I was young, I imagined I would have children and become an artist. I also imagined a long life, full of love and joy. My life is a lot like I imagined, but I didn't realize how hard we must work for the life we want. We have to make decisions to make life what we want it to be. There are so many challenges in life. Some people have more challenges than others.

The future scares me because we do not know what will happen. I am very interested in the past. I study history to research the stories I tell as a journalist. I think we can learn a lot about the present and future by looking at the past.

Exercise 1

First, as a class, identify what feeling positive about the future means. Examples include thinking that the world will be better in the future or that technology will make our lives better. Feeling negative about the future is to be worried about what will happen.

Exercise 2

Have students find a partner. Each student discusses their opinion to the first question in Exercise 1. Then, have them discuss how similar or different they are. Call on volunteers to share with the class.

Real-World Goal

By the end of this unit, students will be able to arrange to go somewhere interesting with a friend because they will have practiced making future plans using *be going to* and *will,* practiced writing about future plans, and will have had exposure to different ways of giving encouragement through video and audio.

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Lesson 9.1 Welcome to the Year 2050

Student Book pages 100 – 102

Exercise 1 ACTIVATE

1 Direct students' attention to the pictures. Go over each picture and description to ensure students' comprehension. Students may not understand *solar power*. Explain that it is a way to provide electricity using only the sun.
2 Have students read the sample sentence to help their discussion. Encourage them to think of other ways computer chips are used.
3 Have students discuss the questions in groups of three. As students engage in discussion, ensure students are thinking about current use; not the future.
4 Ask students to share some of their answers and write them on board.

Answers
Students' answer will vary. Sample answers include:
We use fossil fuels to power buildings and cars. We use solar power in some houses. Robots are used to help build things.

Exercise 2 ASSESS

1 Direct students' attention to the article title and photos on page 101.
2 Have students discuss with a new partner to make predictions about the predictions in the article.

Exercise 3 IDENTIFY

1 First, elicit from students how many paragraphs are in the article (4). Elicit from students the definition of *topic* (main idea.) Tell students not to worry if they do not understand every word; the goal is just to find the topic for each paragraph.
2 Direct students' attention to the sample answer to inform what they should write. Students work independently to complete the task.
3 Call on students to write answers on the board.
4 Check answers as a whole class.
5 Ask students which topic in the article was most interesting to them. Why?

Answers

Paragraph	Topic
1	number of people on the planet
2	a computer chip in your brain will connect you to the Internet
3	smart clothing
4	power from the sun and wind

Reading Skill

Using context clues

GO ONLINE

1 Have students read the Reading Skill box. Explain that the ability to use context clues not only will help students be better readers, but it is an important skill for standardized English exams, such as TOEFL, IELTS, and TOEIC.
2 Have a student read the sample sentence aloud. Ask students, *How do you know that oil and coal are examples of fossil fuels in this sentence?* (the sentence about oil and coal comes directly after the sentence about fossil fuels, and it talks about both items no longer being used.)

Extra Practice

1 In this activity, students describe a prediction about an object that will make the future better while others guess what the item is. Put students in groups of three.
2 Students can use some examples from the reading to practice comprehension, and other ideas to help expand their vocabulary.
3 Examples: *In 2050, this will help us jump higher!* (Shoes.) *In 2050, we won't need to use the steering wheel, a computer will drive* (a car.)

Exercise 4 APPLY

1 Have students read the directions. Direct students' attention to the sample answer.
2 As this exercise requires a few steps, it may be helpful to write them on the board:
A) Read the article again and find a word you don't know.
B) Look at the words around it and guess the meaning (write in second column).
C) Look up the meaning in a dictionary and check if you are correct (or almost correct!).
D) Repeat two more times.
3 Have students fill in the chart independently. Encourage students to use English to English dictionaries. If possible, provide students learner dictionaries or direct them to web-based learner dictionaries. Monitor and help students if they do not understand a dictionary definition.
4 Put students in pairs to share their vocabulary and definitions. Have students discuss how many of their guesses were correct.
5 As an optional extension, have students write one sentence of their own for each new vocabulary word.

Exercise 5 WHAT'S YOUR ANGLE?

1 Have students discuss the questions in groups of three.
2 Encourage students to look at each paragraph individually and discuss if the topic is positive or negative, and then discuss the article as a whole.
3 Remind students of the discussion in the unit opener regarding how they felt about the future. Do they feel the same or different? Why?

Grammar in Context

***Going to* and *will* for predictions**

GO ONLINE

1 Direct students to read the information in the Grammar in Context box and practice saying the sample sentences aloud.
2 Explain that *predictions* are guesses about the future. When used for the difference in meaning is very subtle between *going to* and *will*. We use *going to* when we make a prediction based on present evidence.

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3 Write the formulas on the board: *Subject + will/won't + infinitive without to,* and *Subject + be going to + infinitive without to.*
4 See the Grammar focus on page 167 for more information.

Extra Practice

1 In this activity, students work in groups of four or more to create a TV newscast about 2050. First, have each group make a list of predictions for the future, and write out sentences using the grammar from the unit.
2 Have two students be news anchors reading the predictions, one student for weather predictions, and another for sports predictions.
3 The newscasts can be presented in front of the class or recorded and viewed in a future class.
Sample dialogue:
Anchor 1: Welcome to 2050 News. In the future, robots will do homework for kids. Kids are going to play all day.
Anchor 2: That's right. Also, computer chips will be in our brains. We will go shopping with our brains. Now here's weather.
Weatherperson: The planet is going to be getting much warmer in 2050!

Exercise 6 USE

1 Have students read the instructions and the sentences. Tell students that the verbs in parentheses are infinitives that go after the *be going to* phrase. Have students refer to the Grammar in Context box for help, particularly for question forms.
2 Students fill in the blanks independently.
3 Have students compare their answers with a partner.
4 Call on pairs to write the completed sentences on the board. Review as a whole class, providing error correction as needed.

Answers

1 is going to be	4 is going to be
2 aren't going to need	5 Are … going to live
3 are going to have	

Exercise 7 EXPAND

1 Have students read the instructions. Students will first need to choose the correct verb for the sentence, and then decide if they believe it will happen or won't happen.
2 Complete question 1 as a whole class. Elicit the correct verb from the class. Then ask who thinks it will happen, and who thinks it won't happen. Write both sentences on the board.
3 Students complete the activity independently.

Answers

1 will/won't need	4 will/won't be
2 will/won't be	5 will/won't use
3 will/won't go	

Exercise 8 INTERACT

1 Have students compare their answers and see if they agree or disagree on each sentence.
2 To expand the activity, have students meet up with a new partner and compare their ideas.

Exercise 9 VOCABULARY

1 Have students read the instructions. Tell them they should use context clues to guess the meaning of each word in bold orange.
2 Have students work in pairs to read and discuss the sentences and determine the answer.
3 Call on pairs to give their answers. If students are unsure about the meaning of certain words, provide additional examples and explanations. For example, describe *worry* by providing a context: *I didn't study for the test. I'm worried that I will fail the test.*

Answers

1 a	3 d	5 f
2 b	4 c	6 e

Oxford 3000 words

worry	guess	believe
expect	predict	imagine

Exercise 10 BUILD

1 Check comprehension before students begin the activity. Ask students: *How many words do you choose from for each sentence?* (2 choices.) *How can you guess the correct answer?* (From context clues.) Encourage students to read each sentence with both verbs to help them determine the best answer.
2 Have students circle their answers. For those that finish early, have them write down why the other verb is incorrect.
3 Review answers as a whole class. How did students know which verbs were correct or incorrect? For example, in sentence 1, do scientists usually guess things or expect things?

Answers

1 expect	3 predicted	5 believe
2 worry	4 imagine	

Exercise 11 WHAT'S YOUR ANGLE?

1 Put students in pairs.
2 Select one pair to read the sample conversation aloud.
3 Encourage students to use *will/won't, be going to,* and the verbs in Exercise 9 when they ask and answer questions. Remind them to refer to the Grammar in Context box for help with form. Encourage students to think of at least one idea that is not in the box.
4 Call on pairs to share their most interesting predictions with the class.

Lesson 9.2 What's in Your Future?

Student Book pages 103 – 105

Exercise 1 ACTIVATE

Direct students to the title of the lesson. Elicit from students the meaning of the phrase. Explain that it refers to the interesting things that will happen in a person's life in the future.

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1 Have students read the directions and look at the words in the box and the pictures.
2 Write the sentence starters on the board: *In the future, I want to…* and *I already…* Have students work in pairs to discuss each topic and answer the questions. Note that if they have already done something, their answer should be in past tense. Have students tell their partner why they want to do each thing.
3 Monitor as students talk and complete the activity.
4 Call on students to share one thing they want to do in the future and why (for example, if they want to travel to new places, where do they want to go and why?). If several students want to make a movie or start a business, tell them they should work together on it!

Answers
Students' answers will vary. Sample answers include:
In the future, I want to be on TV because I want to be famous.
I already got married last year.

Exercise 2 IDENTIFY

1 Have students read the instructions.
2 Tell them they should scan for the information and not worry about understanding every word of the email.
3 To help facilitate scanning, give students a time limit of two minutes.
4 Call on students to list the five activities and write them on the board.

Answers
travel around Europe, get a part-time job, learn to play the guitar, start a business, be a successful entrepreneur

Grammar in Context

***Be going to* and *will* for future plans and decisions**

GO ONLINE

1 Direct students to read the information in the box. First read the information about *be going to* and the related sentences.
2 Ask students where they are going to travel, and as a class, construct sentences using *be going to*.
3 Elicit the meaning of *decisions*. They are choices that are made after thinking about them. *Will* is often used for more instant or sudden decisions, such as the examples in the box.
4 See the Grammar focus on page 167 for more information.

Extra Practice

1 In this activity, students roleplay scenarios that facilitate the use of *be going to* for future plans. Type up several scenarios and place them in a bowl.
2 Pairs pick up a scenario and must plan out a role play. Explain that they must use the grammar at least four times in the role play.
3 Students watch the role plays, and then guess the scenario.
4 Discuss the use of the grammar in the role play.
Sample scenarios:
   1. A teenager wants to go overseas for college and a parent does not approve (*I'm going to study abroad! No, you are going to stay at home with your mother!)*
   2. A friend tells another friend about plans to move to a new city (*I'm going to move to Los Angeles! Are you going to buy a house?*)
   3. A brother and sister argue about plans for summer vacation (*We're going to go swimming! No, we're going to play soccer!*)

Exercise 3 INTEGRATE

1 Have students read the questions first. Then direct them to the email on page 103. Remind students that the answers may be found through context clues.
2 Have students work independently to answer the questions. Then have students compare answers with a partner.
3 Call on students for answers. Ask the class to show where in the text they found their answers.
4 Ask students if they agree with Tom that someone who is 20 is old. Why does Tom feel that way?

Answers
1 because he's going to be 20 in a week
2 because it's going to be expensive to travel around Europe
3 He isn't going to sing.
4 his brother
5 a motorcycle

Exercise 4 USE

1 First, review the meaning of the expressions in the box. Elicit answers from students; if they are not sure, provide the meaning. Students may be unsure about *I'll be careful*. It means to think about what they are doing to avoid something bad happening. *Graduation* is the ceremony celebrating the end of school.
2 Have students read the dialogues in pairs and decide the best expression to insert.
3 Play the audio and have students self-correct their answers.
4 Have students practice saying the corrected dialogues with their partner.

Answers
1 I'll go after graduation
2 I'll buy one
3 I'll be careful
4 we'll take a bus
5 we'll go in the evening

CD 3, Track 2

Vocabulary Development

Future time expressions

GO ONLINE

1 Direct students to read the information in the box. Tell students that these expressions describe when something in the future will happen. Note the different prepositions and the phrases that go with them.
2 Have students notice the phrases for *in* and *by*: all of the *in* expressions are general timeframes, and the *by* expressions are specific times. These expressions are used to give additional information about future plans or decisions.

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Extra Practice

1 Create flashcards with each noun from the box, excluding the preposition.
2 Place students in groups of four.
3 One student shows the noun (e.g., December) and the others must guess the correct preposition (by).
4 The next student holds up the next flashcard.
5 Play through all cards and repeat if students need more practice.

Exercise 5 IDENTIFY

1 Direct students' attention to the email.
2 Tell students that some expressions may not be exactly the same as the ones in the Vocabulary Development box.
3 Students individually scan for the expression.
4 Students check their answers with a partner.
5 Ask the class who found the most expressions. Have students recite the expressions and write them on the board.

Answers
in a week, next summer, after graduation, by the time I'm 25

Exercise 6 BUILD

1 Have students read the instructions and the first sentence. As a class, brainstorm multiple possible answers for question 1 (e.g., *next semester, in a few years*, etc.) Remind students not to forget the preposition as they write.
2 Students complete the activity independently. Monitor and provide assistance as needed.
3 Put students in pairs. Have them take turns and answer questions truthfully.

Answers
Students' answers will vary. Sample answers include:
1 next summer
2 next year
3 in the next few years
4 by 2025
5 by December

Extra Practice

1 For this activity, write the questions from Exercise 6 on the board and bring a beach ball to class.
2 Have students form one large circle (or multiple circles for large classes.)
3 Give one student the beach ball. The student asks one of the questions and tosses the ball to a person of their choice.
4 The person that catches the ball must answer. Then the student holding the ball asks another question and tosses the ball to another student.
5 This is meant as a non-competitive game: students can help one another with using the time expressions and answering the questions.

Exercise 7 PREPARE

1 Have students read the instructions. Help students brainstorm some possible future life goals. Refer to the activities in Exercise 1 for some ideas. Write ideas on the board.
2 Encourage students to think of big ideas – do they want to invent something? Do they want to be famous? Next, talk about time. When do they think is a reasonable time to achieve these goals? In one year? In five years?
3 Students fill out the chart independently. Circulate and help students think of ideas. For those that finish early, have them write notes giving more details about their goals.

Exercise 8 WRITE

1 Have students use their notes to write about their future plans. Students should write two to three sentences for each goal.
2 Keep the future forms formula as well as future time expressions on the board for student reference as they write.
3 Circulate as students write and provide assistance as needed.

Writing Skill

Checking your work: Spelling and grammar

GO ONLINE

1 Direct students to read the information in the box.
2 Elicit from students the meaning of a *grammar mistake* and a *spelling mistake*.
3 Tell students that it is very common to make spelling and grammatical errors when writing, even if they already know how to use forms correctly and spell the words correctly. It is a natural part of the writing process, particularly in a second language. The goal is to develop the ability to self-edit. The questions posed in the box can help students achieve this goal.

Extra Practice

1 Put students in teams of three or four.
2 Write sentences on the board and have teams identify if there is a grammar mistake or a spelling mistake in each sentence.
3 Teams get one point for identifying the type of error and one additional point if they can correct the error.
4 Use future forms and future time expressions in the sentences.
Sample sentences:
I goed to the store. (grammar mistake.)
He always gose to the store. (spelling mistake)

Exercise 9 INTEGRATE

1 Have students work independently to analyze and underline all the errors they find and make corrections. Tell students there are both spelling and grammar errors.
2 Have students check their errors and corrections with a partner.
3 Write the sentences from Exercise 9 on the board. Have students come up and make corrections. Check if the class agrees with the corrections made. Explain corrections further as needed.

Answers
I have lots of plan. Im going to pas my exams and get a job. In two years, I am gong to move to new city. I want live by the see.
I have lots of plans. I'm going to pass my exams and get a job. In two years, I am going to move to a new city. I want to live by the sea.

Exercise 10 IMPROVE

1 Have students read the checklist.
2 Students read their paragraph slowly and carefully, checking for each item.

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3 Students can refer to the Grammar in Context box, the Vocabulary Development box while checking. Students can also use a dictionary or ask a classmate for help.
4 Circulate and provide assistance as needed.

Exercise 11 SHARE

1 Have students read the directions. Tell students they will read their partner's paper to the class, but not say who the partner is.
2 Have students stand up and find a partner to exchange papers with.
3 Students take turns reading a partner's paper aloud to the class.
4 For an added challenge, students can read the paragraph in third person aloud (as in the sample sentence); otherwise, they can read it in the original first person.
5 As volunteers read their paragraphs aloud to the class, students make notes on what they hear.
6 Students guess who wrote the paper.
7 When the person is revealed, students can ask follow up questions to the writer.
8 Ask the class, *Were there any future plans that surprised you? Why?*

Lesson 9.3 Exciting Times

Student Book pages 106 – 107

Exercise 1 ACTIVATE

1 Elicit from students what a robot is. Ask if they know of any examples of robots.
2 Direct students' attention to the picture. With a partner, have students brainstorm possible skills and jobs the robot can perform.
3 Call on students to share their answers and write ideas on the board.

Pronunciation Skill

Contractions with *will*

GO ONLINE

1 Direct students to read the information in the box. Ask students if they have contractions in their language. Have students give examples.
2 Tell them that the contraction with *will* is very common, and they will hear the contraction very often.
3 Play the audio samples. Have students read along and repeat.

CD 3, Track 3

Extra Practice

1 In this activity, students practice tongue twisters with contractions. As a warmup, give students an example of a classic American English tongue twister, for example, *Peter Piper picked a peck of pickled peppers*. Teach students the tongue twister and have them practice it.
2 Ask students if they have tongue twisters in their first language. Invite students to say their tongue twisters in their first language and try to explain the meaning in English.
3 Assign groups different tongue twisters using *will* contractions to practice. The tongue twister practice can be effective by using the first letter of the pronoun or the l sound from the contraction.
Use these or create your own:
She'll sell sea shells shortly.
We'll wash the wagon with water.
I'll invite individuals inside.
You'll look at lovely little leaves.
There'll be thirty-three things to throw.
4 Have students practice them and try to say them as fast (and still correctly) as possible.
5 Have groups recite their tongue twisters for the class. Then have the whole class try to say them.

Exercise 2 NOTICE

1 Have students read the instructions. Check comprehension by asking *What kind of missing words do you think you'll hear?* (pronouns with *will*, some will be contracted, some will not).
2 Play the audio and have students mark their answers independently. Repeat if needed.
3 Check answers as a whole class.
4 Play the audio again, having students repeat each sentence.

Answers

1 I'll	3 he will	5 They'll
2 You will	4 She'll	6 There'll

Audio Script

CD 3, Track 4

1 I think I'll get a new job.
2 You will be a great doctor.
3 I think he will like the job.
4 She'll do the work.
5 They'll help us.
6 There'll be lots of work.

More to Say…Note

Point out to students that when pronouncing contractions with *will*, proficient English speakers usually insert a quick /j/ or /w/ sound and a short schwa /ə/ sound between the pronoun and the /l/ sound. For instance, *I'll* sounds like /aɪjəl/ and *you'll* sounds like /juwəl/.

More to Say…Activity

Focus: Working in partners, students practice making contractions with *will*.

Grouping Strategy: Small groups of 2 students.

Activity Time: 10 minutes

Ready,

1 Create a list of 10 sentences containing contractions with will.
2 Put 5 sentences on one paper and 5 sentences on a different paper.
3 Make enough copies of each paper so each pair of students has 1 copy of both papers.

Set…

1 Put students in pairs.

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2 Hand out the papers so that each partner has a different set of sentences.
3 Give students 3-5 minutes to read their sentences. Instruct them to choose 3 sentences to contract and 2 to pronounce as *will*. Have them mark the sentences with contractions by crossing out the *wi-* in *will*.

Go!

1 Have the first partner read his/her sentence aloud. The other partner should listen and write the numbers of the sentences that were pronounced with a contraction.
2 Make sure students check their numbers against the original sentences.
3 Then, have students reverse roles and the readers becomes the listeners.

Exercise 3 INTERACT

1 First, have students read each of the sentences to themselves. Have students write down the pronoun and the *will* contraction they will need for their response. For example, question 1 is *they'll*, 2 is *we'll*.
2 Direct students' attention to the sample dialogue. Encourage students to add additional information for each answer they give.
3 Students ask and answer in pairs. Circulate and listen for correct usage and pronunciation of contractions.
4 Review common errors as a whole class.

Listening Skill

Focusing on key words

GO ONLINE

1 Direct students to read the information in the box.
2 Tell students that important words are sometimes called content words. These words usually get stressed.
3 Function words, such as *a/an, the, of, but,* and *can* usually are not stressed.

Extra Practice

1 Write on the board: A) What other jobs might disappear in the future? B) What other new jobs might be popular in the future?
2 Students choose one to talk about. Give students time to make notes.
3 Put students in pairs.
4 Students take turns talking about either question A or B.
5 The partner writes down all the key words they hear.
6 The partner shares the key words they heard and identifies if their partner was talking about A or B.
7 Switch roles and repeat.

Exercise 4 IDENTIFY

1 Write the title *World of Work* on the board. Tell students they will listen to a podcast with this title. Have them look at the possible answers and make a prediction about what the podcast will be about.
2 Play the audio and have students mark their answers.
3 Check the answer as a whole class. Ask, *How did you know the answer? What words did you hear that helped you find the answer?*

Answers
technology

Audio Script

CD 3, Track 5

Tom Hi, my name is Tom Murphy, and I'm the host of the *World of Work* podcast. My guest today is Amanda Short, and she's here to talk about how technology is changing the future of work. Hi, Amanda, welcome to the show.
Amanda Hi, Tom. It's nice to be here.
Tom So, what can you tell us? Will robots take our jobs?
Amanda Well, Tom, robots and machines are already doing lots of our jobs. Think of robots in car factories, for example. But this is an exciting change. Technology is getting better, and robots will do more of the hard jobs. Humans are going to have more interesting jobs in the future.

Exercise 5 APPLY

1 Have students read the instructions. Check comprehension by asking *Will you write down every word you hear?* (No, just key words related to each topic). *Will you write down any words like the, and, but, so?* (No, because they are not key words.)
2 Play the audio as students write the key words they hear. Play a second time if needed.
3 Have students compare their answers with a partner, and add any words they missed. Have students check each other's work to ensure the words they wrote are related to the topic, and that the student has not written function words.
4 Ask the whole class to list keywords for each topic. Write them on the board. Clarify vocabulary as necessary. For example, students may not know *self-driving car*. Explain that it is a car with no driver – there is a computer controlling the car.

Answers
Students' answers will vary. Sample answers include:

	Key words
drivers	self-driving cars, taxi drivers, long-distance truck drivers, design, program, more interesting
doctors and nurses	computers, medical decisions, doctor and nurses, always, necessary, happy
salespeople	shop online, salespeople, disappear, more jobs, design, business management

Audio Script

CD 3, Track 6

Tom Can you give some examples?
Amanda Well, drivers are a good example. We have self-driving cars now, and in the next 10 years, I don't think we'll need taxi drivers or long-distance truck drivers. But we will need people to design and program the cars. That's more interesting than driving!
Tom What about doctors and nurses?
Amanda Well, computers will make lots of the medical decisions in the future, but I think doctors and nurses will always be necessary. My husband is a doctor and that makes him happy.
Tom Will we still need salespeople in stores?
Amanda More and more people will shop online, so I think salespeople will disappear. But there'll be more jobs in design and business management.

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Exercise 6 ASSESS

1 Have students review the questions before playing the audio.
2 Check comprehension. Ask students what it means to have a job disappear (it refers to jobs that are no longer needed.)
3 Play the audio and have students take notes as they listen.
4 Put students in pairs to discuss the questions.

Answers
1 taxi drivers and long-distance truck drivers because of driverless cars; salespeople because more people will shop online
2 car designers and programmers, jobs in design and business management

Audio Script

CD 3 Track 7

Tom Hi, my name is Tom Murphy, and I'm the host of the *World of Work* podcast. My guest today is Amanda Short, and she's here to talk about how technology is changing the future of work. Hi, Amanda, welcome to the show.
Amanda Hi, Tom. It's nice to be here.
Tom So, what can you tell us? Will robots take our jobs?
Amanda Well, Tom, robots and machines are already doing lots of our jobs. Think of robots in car factories, for example. But this is an exciting change. Technology is getting better, and robots will do more of the hard jobs. Humans are going to have more interesting jobs in the future.
Tom Can you give some examples?
Amanda Well, drivers are a good example. We have self-driving cars now, and in the next 10 years, I don't think we'll need taxi drivers or long-distance truck drivers. But we will need people to design and program the cars. That's more interesting than driving!
Tom What about doctors and nurses?
Amanda Well, computers will make lots of the medical decisions in the future, but I think doctors and nurses will always be necessary. My husband is a doctor and that makes him happy.
Tom Will we still need salespeople in stores?
Amanda More and more people will shop online, so I think salespeople will disappear. But there'll be more jobs in design and business management.

Grammar in Context

A/an, *the*, and no article

GO ONLINE

1 Direct students to read the information in the box.
2 Ask students how they know when to use *a* and when to use *an* (use *an* if the noun following starts with a vowel, otherwise use *a*).
3 Write *teacher* on the board, and say *I am a teacher*. Write other professions on the board. Point to them randomly and have students practice the construction with a/an. For example, *I am a dentist, I am an athlete, I am a baker.*
4 Have students read the second sentence and ask them to identify the plural nouns (*doctors* and *nurses*.).
5 See the Grammar focus on page 167 for more information.

Extra Practice

1 In this activity, students listen for correct or incorrect article use. Have all students stand up in the center of the classroom. Designate one side of the room as "correct" and the other side as "incorrect."
2 Read a sentence using an article aloud to the class. If students believe the sentence is correct, they should run to the "correct" side of the room; if they believe it is incorrect, they should run to the "incorrect" side of the room.
3 After students have chosen their sides, ask students to explain why a sentence is correct or incorrect.
4 Reveal the answer.
5 Ask students to keep track of how many times they answered correctly.
6 Repeat the activity with additional sentences.
Sample incorrect sentences:
Sheila is an math teacher. (a)
Tokyo is a capital of Japan. (the)
Jon has the three sisters. (no article)
She likes TV show. (a or the)
Hi, I'm Yoshi! I'm the student here. (a)
Zaida wants a new clothes. (no article)
Sample correct answers:
She's a doctor.
Steve ate a banana for breakfast.
I bought a smartphone.
I want to watch a movie.
He's an American.
Johann loves computers.

Exercise 7 IDENTIFY

1 Have students read the instructions. Elicit what *a chef* is and have students practice pronouncing it.
2 Note that even though all the sentences have blanks, some sentences do not need additional words (no article.) Have students pay close attention to the nouns following the blanks and refer to the Grammar in Context box to help them determine the correct answer.
3 Have students complete the activity independently. Then have them compare answers with a partner.
4 Pairs ask and answer the questions. As they talk, circulate and check for correct article use. Note: students may not be able to name a chef at their favorite restaurant; tell them they can make up a name!
5 After pairs have finished, review any common errors with the class.

Answers

1 a	3 no article	5 no article, no article	7 no article
2 the	4 no article	6 a	8 the

Exercise 8 EXPAND

1 Tell students they will practice using articles more in this exercise.
2 Students work independently. Remind them to read carefully and to look for the noun that follows the blank to help them.
3 Call on volunteers to read each sentence with the missing word.

Answers

1 a	3 no article	5 no article
2 the	4 the	

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Exercise 9 WHAT'S YOUR ANGLE?

1 Direct students' attention to the questions.
2 Give them time to think of a friend or relative's job and have them make notes.
3 Place students into groups of four. Each student talks about a job and their opinion of it.
4 Other students ask questions or give their opinion about whether the job will exist in the future or not. Then the next student shares.
5 When the groups have finished, ask each group which jobs they discussed will exist in the future. Make a list of the jobs on the board. Ask students if they are interested in any of these jobs for themselves. Why or why not?

Lesson 9.4 You'll Do Fine!

Student Book pages 108 – 109

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Ask them to discuss the question with a partner.
2 Call on volunteers to share their guess with the class.
3 After the answer has been revealed, elicit from students the meaning of *worried* (thinking that something bad will happen).
4 Ask students if they ever feel worried about things. What do they worry about? Why? Is there someone in their life that makes them feel better when they worry?

Answers
worried

Exercise 2 ASSESS

1 Ask a student to read the instruction aloud. Tell students they only need to focus on finding the answer to the question when they watch the video.
2 Play the video and have them work independently to answer the question.
3 Go over the answer as a class.

Answers
He's worried that no one will come to the art show.

Video Script

English For Real Video Unit 9

Dave Thanks.
Andy Hey. . . Dave. How's it going?
Dave Hello Andy.
Andy Nice work.
Dave Huh?
Andy Yeah. It looks . . . amazing!
Dave Really? Hmm. . . Thank you.
Andy Are you okay? You seem. . . nervous.
Dave Well. . . the exhibit does begin in fifteen minutes. And where is everyone?
Andy Don't worry. A lot of people are coming to your show.
Dave Are you sure?
Andy Yeah. . . Hey Max. . . come here!
Dave Max.
Max Dave.
Andy Look at these. Cool, right?
Max Yeah. Very! Cool.
Dave Hmm. Thanks, Max.
Andy Your art class will be here, right Max?
Max Uh-huh. Yeah.
Dave Do you really think so?
Andy You always do well, Dave. There's nothing to worry about. You did really well last year.
Dave Thank you, Andy. You know, Max. . . maybe with a little more practice, maybe *next time* Professor Armstrong will select *your* work.
Max Yeah.
Andy Uh. . . Max. . . Let's go look at the rest of the paintings OK? Good luck, Dave.
Dave Thank you Andy. Max.
Andy Don't worry, Max. Next time your work will be in the show.

Real-World English

Giving encouragement

1 Read the information in the box aloud.
2 Explain that encouragement is a way to give someone confidence or make them feel better about a situation. For example, Dave feels worried about the art show, but if he receives encouragement, he can stop worrying.
3 Say each expression aloud and have students repeat. Ask if students have any questions.

Real-World English Strategies

Because how and in what circumstances people give encouragement may vary from culture to culture, it is important for you to help your students understand why giving encouragement is important in the American culture.

1 Brainstorm and add additional items to the list of useful expressions in this unit that can be used in various situations, e.g., *You can do it!, You are almost there!, Keep up the good work!, You have done a fantastic job so far!*
2 In addition, list positive adjectives that can be used to give praise and encouragement, e.g., *fantastic, superb, great, talented, excellent, amazing,* etc.
3 Encourage your students to be on the look-out for other useful expressions and situations in encouragement is given in- and outside of the classroom. For instance, they can record their observations in a simple table like this:

Place	Who gives encouragement?	To whom?	Using what words?
Classroom	Teacher	Student	You are a really good writer. Do not give up!

4 Write statements that prompt encouragement on strips of paper, for instance, "I failed my English test" or "My essay is so bad!" and distribute them among your students. Have them walk around the room and read their statements to each other. They should respond with encouragement, then swap their strips, and move on to the next person. Tell the students to talk with at least five people before returning to their seats.

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Exercise 3 IDENTIFY

1 Have students read the statements. Tell them to pay close attention to who says each statement. They should check the correct box when they hear the phrase.
2 Play the video as students write.
3 Check answers as a whole class.

Answers

1 Dave	3 Andy	5 Dave
2 Andy	4 Andy	

English For Real Video Unit 9

Exercise 4 ANALYZE

1 Put students in groups of three. Have them look at each phrase and put the phrase into one of the two categories.
2 For the second question, have students think about both the language they use to give encouragement and also what is common in their culture. Does a culture of encouragement exist? Is it different in childhood than in adulthood?
3 Call on groups to share something they learned from their discussion.
4 As an extension to the discussion, ask students what they notice about the responses to encouragement in the video (they are reluctant to accept or believe the encouragement.) Explain that often people want to hear encouragement more than once for them to accept it. Do they know anyone like this?

Answers
give encouragement: 2, 3, 4
respond to encouragement: 1, 5
Students' own answers.

Exercise 5 INTEGRATE

1 Direct students' attention to the first conversation. Select two students to read the first two sentences aloud. Then ask the class for suggestions for encouragement phrases to fill in the blanks.
2 Put students in pairs. Students discuss possible answers for each blank and write them in.
3 When students have finished, they practice each conversation, alternating roles.
4 Call on pairs to each read one dialogue aloud.

Answers

1	Friend 1:	There's nothing to worry about. Everything you cook is delicious.
	Friend 2:	Are you sure?
2	Colleague 1:	Don't worry. You always do well.
	Colleague 2:	Really?
3	Teacher:	Relax. There's nothing to worry about.
	Student:	Do you really think so?

Exercise 6 INTERACT

1 Have students read the instructions.
2 As a whole class, brainstorm possible scenarios where someone would feel nervous. Write them on the board. Possible scenarios include: *the first day of school, starting a new job, passing a test, preparing to give a speech.*
3 Have students work with a partner to write the conversations. Remind them to use phrases from the Real-World English box. Monitor and provide feedback.
4 When students have finished writing, have them practice saying their conversations aloud. Have students practice both roles.

Exercise 7 SHARE

Have each pair meet with another pair to act out their conversations. The pair watching takes notes and gives feedback. Then the second pair acts out their conversation.

Exercise 8 IMPROVE

1 Students return to their original pairs and practice the dialogue again, using feedback from their classmates.
2 Remind students to go online so that they can create their own version of the video.

Lesson 9.5 Great Ideas

Student Book page 110

Exercise 1 ACTIVATE

Write a sample schedule on the board, such as:
6:30 am Wake up
7:00 am Breakfast
7:30 am Drive to school
9:00 am Teach
12:00 pm Lunch
5:00 pm Yoga class
7:00 pm Dinner with a friend
9:00 pm Watch TV
11:00 pm Sleep
Tell students this is your daily routine. Do they think it is good? Is there something they would change about it?

1 Ask students to identify the routines they see in the pictures.
2 Have students talk to a partner about their daily routine. Students can use your example and the images for ideas and talk about their whole day.
3 As a class, find out more about the class' routines. Who gets up earliest? Who goes to sleep latest?

Exercise 2 IDENTIFY

1 Have students read the instructions. Note that Amira will be the British English speaker.
2 Play the audio and have students work independently to answer the question. Call on students to give the answer.

Answers
because she's being a tourist

Audio Script

CD 3, Track 8

Jane	Hi, Amira. You look really happy today!
Amira	Yes, I'm having a great day! I'm being a tourist.
Jane	What do you mean? You're not on vacation.
Amira	Well, I was feeling pretty bored with my daily routine, so I made some plans to make it more interesting.
Jane	What kind of plans?

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Amira Every day, I have to do three new things. For example, yesterday I went to a new cafe for breakfast, and I walked to work instead of riding my bike. And in the evening, I went to an art class.
Jane What are you going to do today?
Amira Well, today I'm going to visit the old castle in the city center, then I'm going to write some postcards. And this evening, I'm not going home, I'm going to stay in my friend's apartment.
Jane That sounds like fun! I think I'll try your idea. What are you going to do tomorrow?
Amira Tomorrow, I'm going to run in the park instead of going to the gym, and I'm going to see a foreign movie. Oh, and I'm going to wear a green dress—I never wear green!
Jane Well, that sounds nice but not very exciting. Are you sure it's worth it?
Amira Yes, definitely. I know they're only small things, but they make life more interesting.
Jane OK, I'll do it. I'll start now—can I come to the castle with you?
Amira Sure, let's go.

Exercise 3 ASSESS

1 Have students look at the chart and ask them what information they will be looking for (activities for yesterday, today, and tomorrow.)
2 Direct their attention to the sample answer. Tell students that they do not need to write complete sentences.
3 Play the audio again and have students work independently to write their answers.
4 Check answers as a whole class.

Answers

Yesterday	Today	Tomorrow
went to a new café	visit the castle	run in the park
walked to work	write some postcards	see a foreign movie
went to an art class	stay in her friend's apartment	wear a green dress

CD 3, Track 8

Speaking

Describing plans

GO ONLINE

1 Direct students to read the information in the box.
2 Have students think about Amira from the previous exercise: she normally goes to the gym, but to change her routine, she plans to run in the park. She uses *instead of* to express these changes.

Extra Practice

1 In this activity, students practice speaking using *instead of*. Put one activity on the board, such as *eat a donut*.
2 In pairs, students write a sentence where they will do something different, for example, *I'm going to eat fruit instead of eating a donut*.
3 Have pairs share their sentences.
4 Put a new activity on the board. Students repeat the activity.

Possible *instead of* activities:
Walk for 10 minutes
Eat at a restaurant
Watch TV
Go to the gym
Send an email
Take the bus

Exercise 4 PREPARE

1 Tell students that Amira made small changes to her routine, like wearing a green dress, to make her day more interesting.
2 Have students read the instructions and have them write down their ideas independently.
3 Monitor and assist students with their brainstorming.

Exercise 5 INTERACT

Put students in pairs. Have them share their routine ideas. Encourage students to ask each other questions about why they chose the activity, and how they will accomplish it.

Exercise 6 WHAT'S YOUR ANGLE?

1 Have a whole class discussion answering the questions. Call on pairs to share interesting routines they heard about.
2 Encourage classmates to ask follow up questions.

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Unit 9 Review

Student page 155

Vocabulary

Exercise 1

Answers

1 worry	3 imagine	5 believe
2 predict	4 expect	6 guess

Exercise 2

Answers

1 in	3 by	5 next	7 In
2 after	4 after	6 in	

GO ONLINE Encourage students to go online to play the vocabulary game.

Grammar

Exercise 3

Answers

1 I think I'll go home now.
2 Are you going to buy a new phone?
3 Lots of people will lose their jobs.
4 Will it rain tomorrow?
5 Robots are going to become more common.

Exercise 4

Answers

1 I'm going to buy a new computer next year.
2 I think food ~~will~~ is going to become more expensive.
3 I don't think a robot will ~~to~~ replace my job.
4 Don't worry. Everything is going to be fine.
5 Lots of people are going to come here tomorrow.

Exercise 5

Answers

1 a	7 a	13 no article
2 the	8 no article	14 no article
3 no article	9 no article	15 the
4 the	10 no article	16 no article
5 no article	11 a	17 the
6 The	12 the	

GO ONLINE Encourage students to go online for further grammar reference and information and to play the grammar game.

Discussion Point

Exercise 6

OXFORD REFERENCE

1 Read the quote aloud. Ask students what it means to *invent the future* (for example, inventing something that changes how society works, like the invention of the Smartphone.)
2 Have students discuss the question in groups of three.

Answers

Students' answers will vary. Sample answers include:
I think Steve Jobs invented the future because he changed the way we use technology. I think Albert Einstein invented the future because his theory changed how we look at everything.

GO ONLINE Encourage students to go online to listen to the podcast and add their comments to the discussion board.

Zoom In

Exercise 7

1 Conduct Task 1 as a pairwork activity. Student A chooses one topic and discusses it, then Student B chooses another topic and shares their thoughts on it.
2 Have students work independently to write sentences about the place they choose. Collect and correct their work or monitor and provide feedback.
3 Have students do an image search on something that represents the future. Tell them to print out the picture or save it on their phone. Have them sit in small groups, show the image, and talk about it.

Answers

Students' answers will vary. Sample answers include:
1 All university classes will be online. We will have video classrooms and robot teachers.
2 I really like this school. I hope the teachers stay the same. I hope the building gets a swimming pool in the future.
3 Answers will vary depending on the photograph that students select.

Exercise 8

1 Tell students to think about how they did on each of the previous tasks and to check the appropriate box.
2 Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.

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Unit Overview

Introduction to the unit

This unit examines the idea of *Performance* in a few different ways: how to improve one's performance in life, the performance of athletes, and performance in the arts.

In ***Lesson 10.1***, students talk about improving performance using *-ing* forms, listen to a podcast about improving performance, and discuss something they want to do well using adjectives and prepositions. In ***Lesson 10.2***, students practice previewing skills using an article about athletic performance and make comparisons about athletic performance using adjectives and adverbs. In ***Lesson 10.3***, students write a paragraph comparing two activities. In ***Lesson 10.4***, students will watch a video and will then practice expressions for making, accepting, and rejecting invitations. In the *Real-World English Strategies*, teachers will help students learn more ways to issue, accept, and refuse invitations. Finally, in ***Lesson 10.5***, students will describe likes, dislike, and preferences. In the *More to Say…* activity, students will practice contrasting between strong and weak sounds.

Lessons

10.1 Do Better!

Grammar in Context *-ing* forms

Listening Skill Listening for gist

Vocabulary Development Adjective + preposition

- Use *-ing* forms of verbs as nouns
- Practice listening for gist
- Discuss ways to make improvements in life

10.2 Faster, Stronger, Higher

Reading Skill Previewing

Grammar in Context Review of comparative and superlative adjectives; comparative adverbs

- Practice previewing an article
- Determine correct usage of comparative forms
- Discuss athletic performance

10.3 Great Performances

Grammar in Context Comparative adjectives: *(not) as…as*; negative comparatives and superlatives; *less* and *least*

Writing Skill Checking your work: Spelling rules

- Vocabulary: arts (Oxford 3000)
- Form sentences using comparative forms
- Write a paragraph comparing two activities
- Review writing to check spelling

10.4 Are You Busy Tomorrow?

Real-World English Making, accepting, and refusing invitations

- Identify different expressions for making, accepting, and refusing invitations
- Analyze different ways to handle invitations
- Create role plays

10.5 That's More Interesting

Pronunciation Skill Weak sounds

Speaking Talking about likes and dislikes; giving preferences

- Identify strong and weak sounds
- Use grammar from the unit to talk about likes, dislikes, and preferences

Resources

Class Audio CD 3, Tracks 9-14

Workbook Unit 10, pages 64-70

Oxford Readers Correlations

The Piano (9780194656252)

Teacher's Resource Center

Assessments: Unit test

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

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Unit Opener

Student Book page 111

The unit opener photo shows a woman getting ready backstage for a photo shoot. We also see a makeup artist and a hairstylist helping her prepare. Whether we are acting in a play or participating in an athletic competition, we must always prepare to take on the task. It is also key to have people around us who can support us, as is shown in this photo. These people can help us do better and be better.

Photographer

Gianni Cipriano

Gianni Cipriano (b. 1983) is a Sicilian-born independent photographer based in Napoli, Italy. His work focuses on contemporary social, political and economic issues. Gianni regularly works for *The New York Times* and has been documenting the ongoing upheaval in Italian politics for *L'Espresso* weekly magazine since 2013. His editorial work has also appeared in TIME, *Wired, The Wall Street Journal, Le Monde Magazine, The Guardian Weekend Magazine, MSNBC.com, Io Donna, Ventiquattro, IL, Courrier International, Vanity Fair, Esquire,* among others. After studying aerospace engineering and architecture, he graduated from the Documentary Photography and Photojournalism Program at the International Center of Photography in New York in 2008. He has received recognition and awards from POYI (Picture of the Year International), American Photography, New York Photo Awards, International Photography Awards and the Ian Parry Scholarship. Gianni's work has been showcased in group exhibitions in venues such as the Rencontres d'Arles, *FOLI* Lima Biennale of Photography, MOPLA, Lumix Festival for Young Photojournalism.

Unit Snapshot

These three questions have been written to get the students' attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer.

1 First, talk about the word *performance*. Tell students the word has two meanings: one involves acting, singing, dancing or sharing some kind of art on a stage. The other refers to how well one does in a particular activity, like sports, school, or work. Therefore, the first question is asking how students can do better at school. Have students think of ideas generally, and then share which ones they want to implement.

2 For the second question, have students discuss the question in groups of three. Students can think about team sports, as well as the Olympics. If students are not well-versed in sports, they can approach the question from a different angle – have sports changed for women or minorities in the last 100 years?

3 For the third question, have students think of different examples of performers. Is it only actors and singers? What are other types of performers?

Discussion Questions

1 Direct students' attention to the questions below the picture. For the first question, have students brainstorm possible answers as a whole class. Is it a stage performance? TV? Movie? A photo shoot? Is she an actress, a singer, a model?

2 For the second question, have students think about the different types of performing and different times in their lives. Do they enjoy playing guitar for their friends, or giving speeches? Did they enjoy performing when they were younger?

3 For the third question, help students identify the different skills one needs to be a good performer. Teach the word *talent* (having a natural ability to do something – often associated with the performing arts.) Besides talent, what is necessary to be a good performer?

4 Show the photographer video where Gianni Cipriano answers these questions from his perspective. Play for students as many times as needed to check comprehension and discuss any vocabulary items.

Answers

Students' answers will vary. Sample answers include:

1 It will be a drama. She's a model preparing for a photo shoot. It's a runway show. It will be a theater performance.

2 I like to act and sing. I do not like to perform. I liked to perform when I was a child.

3 being able to work well with others, being a hard worker, passion for the work.

Video Script

I took this picture in Palermo, Italy. The woman in the middle is a model. I was there to take pictures of her for an advertisement for eye glasses. A hairdresser and make-up artist are preparing her for the pictures.

I don't like performing. I am a shy person, so I don't like to be in front of an audience. Performers need to be confident. I am confident in my normal life, but not in front of lots of people. Every time I have to talk about my work to an audience, the first five minutes are terrible.

Good performers look for ways to be better. They believe in their abilities, but they also practice a lot to prepare for a performance. Good performers make changes and keep trying when they make mistakes.

Exercise 1

First, give students a moment to read the statements and check that students understand all vocabulary. Students may not know *concert* (a performance given by musicians or singers.) Next, have students read the sentences again on their own and complete the task.

Exercise 2

Put students in pairs to discuss their answers. After each person has shared, have students determine how alike they are. Call on pairs to share the results of their discussion.

Real-World Goal

By the end of this unit, students will be able to look online for a performance they want to see and invite a friend to come. They will be able to achieve this because they will have learned vocabulary about the arts, used a variety of grammar forms to compare activities and will have had exposure to different ways of making, accepting, and refusing invitations through video and audio.

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Lesson 10.1 Do Better!

Student Book pages 112 – 113

Exercise 1 ACTIVATE

1 First, direct students' attention to the title of the lesson and the sample sentence. Tell students they can think about what they want to improve in school, or another part of their life. To model the question, tell students something about an area in which you want to do better.
2 Give students time to make notes about their answer.
3 Students share their answers with a partner.
4 Call on volunteers to share their ideas with the class. Ask students how they think they can improve (for example, if they want to write better, they can take a class or get help from a friend.)

Answers
Students' answers will vary. Sample answers include:
I want to do better in English. I want to speak better. I want to cook better.

Grammar in Context

***-ing* forms**

GO ONLINE

1 Direct students to read the information in the Grammar in Context box and practice saying the sample sentences aloud. Students may know these types of nouns as gerunds.
2 Tell students there are many adjective + preposition combinations, but they should just focus on the ones in the box. *Interested in* refers to wanting to learn more about something. *Afraid of* refers to something we have fear about; many people are afraid of speaking in front of an audience. *Good at* refers to having skill, or talent, for something.
3 See the Grammar focus on page 168 for more information.

Extra Practice

1 Have students think of three *yes/no* questions: one question using *interested in*, one using *afraid of*, and one using *good at*.
2 Students write their questions.
3 Students walk around the classroom asking classmates their questions and note their responses.
4 Students review the answers they received. their results.
5 In small groups, have students share their information.
6 Call on volunteers to share interesting results.

Sample questions:
Are you interested in baking? Are you afraid of speaking in public? Are you good at playing soccer?

Exercise 2 INTERACT

1 Have students read the instructions. Tell students that they will not need to add any adjectives or prepositions in this activity. Tell them to read the sentences carefully and make sure they understand them.
2 Students work independently to fill in the blanks.
3 Put students in pairs to discuss each one and whether they agree with the statement or not.
4 Select two of the sentences and ask the class if they agree with the statements. Ask them to say why or why not.

Answers
1 Speaking
2 Believing
3 Learning, learning
4 writing
5 flying
6 playing
7 singing

Listening Skill

Listening for gist

GO ONLINE

1 Have students read the information in the box. Explain that it will help them to always listen for main ideas first.
2 Trying to catch every word or detail may hinder comprehension.

Extra Practice

1 In this activity, students practice their listening in a fun way playing a "telephone"-style game. Prepare two sentences that are long enough to be challenging but not too complicated for students to play. Construct sentences with words that sound similar like *working* and *walking*, *price* and *prize*, *peas* and *peace*.
2 Break students into two groups and have them form lines.
3 Whisper one of the sentences to the first student of each group. Say the sentence only once (if this will be too challenging, each student can say the sentence twice.)
4 The next student whispers what they heard to the next student, and so on.
5 The last person of each group says what they heard out loud.
6 The teacher reads the correct sentences. The group that is closest to the original sentence is the winner!

Exercise 3 INTEGRATE

1 Have students read the instructions. Remind them that they listened for content words in the previous unit.
2 Direct students' attention to the sample to see what kinds of words they should write (they should write additional responses for the first speaker.)
3 Play the audio as students write independently.
4 In pairs, have students predict the topic and main idea based on the words they wrote. Point out that this is a natural expansion of the *key word* work that was done in Unit 9.
5 Call on students to share their guesses.

Answers

Speaker	Important content words
1	people, nervous, speak, group of people, afraid, mistake, forgetting important ideas, everyone, speak well, public, need, practice
2	thinking positively, important, believing, good speech, help, good speech, test, better, test

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Audio Script

CD 3, Track 9

1 Most people feel nervous when they speak in front of a group of people. They're afraid of making a mistake or forgetting important ideas. But everyone can learn to speak well in public. They just need to practice.
2 Thinking positively is one of the most important things you can do. Believing you will give a good speech will help you give a good speech. And thinking positively about a test will help you do better on the test.

Exercise 4 APPLY

1 Direct students' attention to the categories of missing information. Help students differentiate between *Topic* and *Main idea*. Have students imagine the two speakers are giving a lecture at a university. The *topic* might be the title of their lecture, or generally what the talk will be about. The *main idea* will be the most important information in the speech. For example:

   Topic: Doing better in school

   Main idea: Studying at home for at least 10 minutes a day will improve your English.
2 Play the audio again and have students write their answers.
3 Have students compare answers with a partner, then review as a whole class. Have students explain how they chose their topics and main ideas.

Answers

Speaker 1
Topic: Fear of speaking in public
Main idea: Practice will help with the fear of speaking in public.
Speaker 2
Topic: Thinking positively
Main idea: Thinking positively will help improve performance.

CD 3, Track 9

Exercise 5 IDENTIFY

1 Have students read the instructions. Review the possible answers. Elicit from students the meaning of *coach*. Elicit from students what it means to take care of yourself (making sure your body and mind are healthy.)
2 Play the audio as students mark answers independently.
3 Call on students to share their answers.

Answers

eating practicing exercising taking care of yourself

Audio Script

CD 3, Track 10

Anita This is *Inside Learning*. I'm Anita Roth, and I'm going to be your host today. Most people want to get better at doing something. Most students want to be good at learning new things and taking tests. And, of course, job performance is important to most working people. Everyone can do well in these areas, and today we are going to find out how.
James Speedwell is an expert in public speaking, and he is here to talk with us today.
Hi, James. Welcome to the show.
James Thanks, Anita. It's nice to be here.
Anita So, what advice do you have for us, James?
James Well, you know, most people feel nervous when they speak in front of a group of people. They're afraid of making a mistake or forgetting important ideas. But everyone can learn to speak well in public. They just need to practice.
Anita So, practicing your speech is important.
James Right.
Anita And is there anything else we can do?
James Well, learning to relax will definitely help you do better. But how can you relax when you're speaking in front of a lot of people? Well, try breathing deeply and slowly. You can't feel nervous when you're breathing correctly.
Anita So, practicing and learning to relax are important. And what else can you do to improve your performance? We also have Lara March here today. She works as a life coach, and this is what she says:
Lara Thinking positively is one of the most important things you can do. Believing you will give a good speech will help you give a good speech. And thinking positively about a test will help you do better on the test. And, of course, you need to take care of yourself. Eating well, getting plenty of sleep, and exercising regularly will help you improve your performance in all areas of your life.
Anita Well, thank you, James Speedwell and Lara March. Practicing, learning to relax, thinking positively, and taking care of yourself. That's great advice. This is *Inside Learning*. I'm Anita Roth, and thanks for joining us today.

Exercise 6 EXPAND

1 Have students read the instructions.
2 Play the audio again as students make notes on the advice given.
3 Put students in groups of four. Have students go around and each share one item from their list. Keep going until all items have been shared.
4 Ask the class if they think these ideas are easy or difficult to accomplish. Why or why not?

Answers

Students' answers will vary. Sample answers include:
Things You Can Do to Improve Your Performance
learn to relax
breathe correctly
think positively
take care of yourself
eat well
get plenty of sleep
exercise regularly

CD 3, Track 10

Exercise 7 INTERACT

1 Direct students' attention to the questions. Have them break into pairs and discuss the questions. Students can use their notes to help in answering the questions.
2 Have each pair choose one of the best ideas from the podcast and write it on the board.
3 Discuss the different ideas students liked and ask for more information. Determine the most popular idea.

Extra Practice

1 Have the class participate in a 14-day self-improvement challenge. Have students select one of the ideas from the podcast (or their own idea) to try every day for 14 days (for example, eating healthily, exercising daily, sleeping enough, etc.)
2 Give students a 14-day calendar (or have students make them in class) to track their goal.
3 Post the calendars around the classroom so students can be inspired from one another. Check in regularly to see student progress.

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Vocabulary Development

Adjective + preposition

GO ONLINE

1 Direct students to read the information in the Writing Skill box. Emphasize that it is useful to memorize the prepositions that go with the adjectives and their meanings.
2 Have students look at the sample sentences and elicit the meaning of *responsible for* (to be the person who makes sure someone or something is safe.) Students may not know *useful for*. Example sentence: *Alarm clocks are useful for people who can't wake up.*

Oxford 3000 words

proud	successful	useful	interested
scared	responsible	nervous	
great	necessary	worried	

Extra Practice

1 In this engaging game, students practice associating adjectives with their appropriate prepositions. Place students in teams of three or four and give each student a small stack of blank paper or a small erasable whiteboard.
2 On one side of the board, write the prepositions from the Vocabulary Development box: *of, at, for, about, in, from*.
3 Write or display a sentence using an adjective from the Vocabulary Development box with the preposition missing. Give students a set time (30-60 seconds) to write their guess on their paper or whiteboard.
4 Each team displays their answer. Award points for each team's correct answer.
5 Optionally, award extra points to the team that correctly answers first.

Sentences:

1 Elsa is worried _____ passing her test.
2 We are very proud _____ our mother for graduating college.
3 Pablo is great _____ making cupcakes.
4 It's important _____ Yoshi to save money this month.
5 Yeji is good _____ learning languages,
6 I'm tired _____ always cleaning up your mess!
7 When I was a child, I was scared _____ the dark.
8 Breakfast foods in the United States are different _____ foods in my country.
9 Michael was nervous _____ his dance recital, but he did great!
10 I'm interested _____ improving my math skills.

Answers

1 about	3 at	5 at	7 of	9 about
2 of	4 for	6 of	8 from	10 in

Exercise 8 APPLY

1 Have students read the instructions. Have students refer to the Vocabulary Development box to help them fill in the blanks.
2 Students work independently to complete the activity.
3 Students work with a partner to ask and answer the questions.
4 Select one of the questions and have a discussion about it with the class. Questions 2 and 5 are motivating topics to discuss.

Answers

1 of	3 of	5 about	7 for
2 about	4 from	6 of	8 at

Exercise 9 EXPAND

1 Read the instructions to students. Explain that they will use the adjectives and prepositions in Exercise 8 and replace the nouns or gerund with their own idea.
2 Direct students' attention to the sample answers. Explain that they only need to write one sentence for each adjective + preposition phrase. If it is helpful, have students cross out all of the nouns and gerunds from Exercise 8 that need to be replaced.
3 Students work independently to write their questions. Circulate throughout this activity, as it may be challenging for some students. As needed, help individual students brainstorm ideas.
4 Call on volunteers to share their favorite question. Encourage students to answer the questions.

Exercise 10 WHAT'S YOUR ANGLE?

1 Have students read the instructions.
2 Brainstorm ideas with the class (e.g., *speak English, cook, play a sport, sing.*)
3 Give students time to develop their own idea and four things they can do to improve their skills.
4 Have students share with the class. For larger classes, break students up into groups to discuss.

Answers

Students' answers will vary. Sample answers include:
I want to play sports well. I will take a class to improve my skills, practice with my friends, watch videos online, and read books about how to improve.

Lesson 10.2 Faster, Higher, Stronger

Student Book pages 114 – 116

Exercise 1 ACTIVATE

1 First, write the date from 100 years ago on the board. Tell students to imagine what life was like then. Ask specific questions such as *How did people travel? How did people get information?*
2 Direct students' attention to the question. Have students work in pairs to select their answers and add their own.
3 First, see which of the answers from the exercise students predict. Then ask students to share their own ideas about sports 100 years ago.

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Answers
People didn't watch sports on TV.
There were fewer professional athletes.
Sample additional statements: People didn't watch sports on TV., More men than women were professional athletes.

Reading Skill

Previewing

GO ONLINE

1 Direct students to read the information in the box. Call on students to each read one of the previewing ideas.
2 Tell students that these skills will help them become better and faster readers. Additionally, being able to preview can help them on standardized tests such as TOEFL, TOEIC and IELTS.

Extra Practice

1 Build students' previewing skills using newspaper headlines. Place four newspaper headlines around the classroom.
2 Using the headlines (or headlines and a photo) have students write down what they predict the article will be about.
3 Place students in groups of four. Assign each group one of the articles to read and work together to check if their prediction is correct.
4 Each group shares what the actual story was about and the rest of the class can see if their prediction was correct. If the source material is too challenging, the teacher can create a simplified overview of the story.
5 Look for newspapers that use simple English, newspapers designed for English learners or ESL news websites.

Exercise 2 APPLY

1 Read the directions aloud. Tell students to complete each of the tasks independently and to take notes for each task. Tell them not to worry about going fast at this stage; this is an opportunity to practice and develop the reading skill.
2 Check comprehension. Ask, *Will you read the entire article now?* (No.)
3 As students write answers, monitor and provide support as needed. If students struggle with questions 4 and 5, have them write just one item for each.
4 Have students close their books and discuss their predictions with a partner.

Exercise 3 IDENTIFY

1 Have students read the article slowly and carefully to look for answers to the questions in Exercise 2. If the answers are the same, have them write a checkmark. If they are different, have them write the correct ones.
2 As an extension, have students write down one new thing they learned after reading the article.
3 Ask the class to reflect on how the previewing exercise went. Were they able to make correct predictions from previewing? What was easy about previewing? What was difficult?

Exercise 4 INTEGRATE

1 First, review the questions with students. Note that the first two questions are very similar. Check comprehension by asking students what kind of information they need to provide for each question (provide examples for the first question, and reasons for the second question.)
2 Put students in pairs to answer the questions.
3 Have pairs join another pair and share their information about their sport.

Answers
1 The writer gives the examples of marathon runners, basketball players, cyclists, and tennis players.
2 According to the writer, athletes perform better today because they are taller, stronger, and healthier. They also have better equipment. Other possible reasons: better training/coaching; more knowledge about the human body; sports studies programs.
3 Students' answers will vary. Sample answers include: Tennis players used smaller wooden rackets that were much less powerful.

Grammar in Context

Review of comparative and superlative adjectives; comparative adverbs

GO ONLINE

1 Direct students to read the information in the box.
2 As a class, brainstorm additional comparative and superlative ideas.
3 Ask two students (Julia and Pablo, for example) to stand side by side and ask the class who is taller. As a class, construct the sentence *Julia is taller than Pablo*. Then figure out which student is the tallest in the class (Ruben, for example). As a class, construct the sentence *Ruben is the tallest student in the class*. Note that *more* can be used before adjectives as well as adverbs.
4 See the Grammar focus on page 168 for more information.

Extra Practice

1 Write a list of Olympic sports on the board.
2 Students work individually to write two comparative and two superlative sentences about the sports. For example, *Ice skating is better than skiing, Basketball players are faster than soccer players* or *Volleyball is the best summer sport*.
3 Students meet with a partner and share their ideas. The partner must explain if they agree or disagree. Then have students switch roles.
4 Students find a new partner and repeat the activity.
5 At the end of the activity, ask students which sentences had the most agreement among their classmates.

Exercise 5 INTEGRATE

1 Have students read the instructions. Check comprehension. Ask, *Will you write any superlative forms?* (No.) *Will you write any comparative adverbs?* (No.) *Will you change the adjective to the comparative adjective form?* (Yes.) Note that some answers will require *more* before the adjective.
2 Students work independently to fill in the blanks. As students work, remind them to refer to the Grammar in Context box for help.
3 When students have completed the activity, have them compare their answers with a partner.

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4 As students check, call on students to write their answers on the board. Review as a whole class.

Answers

1 lighter	5 easier
2 heavier	6 more difficult
3 thinner	7 more interested in
4 fatter	8 more expensive

Exercise 6 APPLY

1 Have students read the instructions. Have them review the spelling rules and irregular adverb forms in the Grammar in Context box. Elicit the meaning of *thinking clearly* (to not be distracted by other thoughts, able to focus on something).
2 Students complete the activity independently.
3 Next, have them compare answers with a partner, checking for correct forms and correct spelling.
4 Pairs ask and answer the questions.

Answers

1 higher	5 more correctly
2 faster	6 worse
3 more regularly	7 earlier
4 better	8 more clearly

Exercise 7 WHAT'S YOUR ANGLE?

1 Have students read the question. Tell students to try to use comparative and superlative forms as often as possible in their discussion.
2 Have students make two columns in their notebook- one called Comparative, the other Superlative. Each time they hear their partner use a comparative or superlative form, they should write a checkmark.
3 Students discuss the question in pairs. Have them think about a variety of sports.
4 At the end of the discussion, have students self-check how often they used the target grammar.

Answers

Students' answers will vary. Sample answers include:
I think basketball players will be able to jump higher. Figure skaters will be able to do more complex jumps. Runners will be faster.

Lesson 10.3 Great Performances

Student Book pages 117 – 119

Exercise 1 ACTIVATE

1 Direct students' attention to the title of the lesson. Read the instructions to the students. Elicit examples of types of performers, such as singers, musicians, dancers, actors, or poets. They can discuss a live performance or a performance in a movie or television.
2 Students share their idea with a partner. If a student has not seen any performances recently, have them talk about a singer or actor that they like.
3 Ask for volunteers to share what they discussed.

Exercise 2 VOCABULARY

1 Say each phrase in the exercise and have students repeat to practice pronunciation.
2 Pre-teach *fashion show* by showing a picture of a fashion runway. The word *show* is used for many different kinds of performances or exhibitions (this will help students in Exercise 3).
3 Students work independently to match the captions and photos.
4 Call on students for answers. Ask students if they need any additional clarification on vocabulary.

Answers

1 c 2 b 3 e 4 d 5 a 6 f

Oxford 3000 words

models	musician	dancers	live
show	star	stage	

Exercise 3 USE

1 Have students work in pairs to complete the sentences. Encourage students to read the sentences carefully and look at all the bold words in Exercise 2 before deciding what to write.
2 Walk around as pairs work together to fill in the blanks, helping students discover the answers (without telling them the answers.)
3 Have students write their answers on the board. Check as a whole class.

Answers

1 dancer	4 musicians	7 show
2 live	5 stage	
3 models	6 stars	

Exercise 4 IDENTIFY

1 Give students time to read the questions silently,
2 Have students work individually to write their answers.
3 Students check their answers with a partner.
4 Have pairs join another pair and discuss their opinion on question 4.
5 Ask for volunteers to share their opinion on 4.
6 Optional extension: Have a whole class discussion on this topic: The writer states *Will the musician or actor make a mistake? Not knowing makes the experience less certain* and says this is a positive thing. Why do you think so? Do you agree?

Answers

1 Going to a live performance is more interesting than watching something on TV.
2 The positive things about going to a live performance include sharing the experience with the audience and not knowing what will happen.
3 The negative things about going to a live performance are that it's expensive and more difficult to attend.
4 Students' own answers.

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Grammar in Context

Comparative adjectives: *(not) as … as;* negative comparatives and superlatives: *less* and *least*

GO ONLINE

1 Direct students to read the information in the Grammar in Context box. Call on students to read the sample sentences aloud.
2 Write the formula for comparative adjectives on the board: Subject + *be* + *as/not as* + adjective + *as*.
3 Identify two students in the class (for example, Sitenur and Leticia) who are similar in height, and elicit from the class *Sitenur is as tall as Leticia*. Repeat with the negative form.
4 For *less* and *least*, have students think about subjects they studied in primary or secondary school. As a class make some sentences comparing the subjects, for example, *Math is less interesting than science and Geography is the least interesting school subject*.
5 See the Grammar focus on page 168 for more information.

Extra Practice

1 In this activity, students will give a "great performance" using the lesson's grammar. Students prepare roleplays comparing two vacation destinations.
2 Place students into pairs. Each pair chooses two destinations. They write a roleplay where two people compare the two destinations, using comparative adjectives and comparative and superlative adverbs. Sample roleplay:
Speaker A: Let's go to Hawaii!
Speaker B: No, let's go to Paris. It's just as beautiful as Hawaii.
Speaker A: I think Paris is the least interesting place to visit!
Speaker B: The restaurants in Hawaii are not as good as the restaurants in Paris.
Speaker A: OK, you're right. Let's go to Paris!
3 Have pairs perform their roleplays for the class. Students make note of the comparative and superlative forms they hear during the roleplay.
4 Encourage students to use their acting skills in the roleplay. Are they happy? Are they angry? This makes the roleplays more enjoyable for both the performers and the audience.

Exercise 5 INTEGRATE

1 Explain to students that they must make each sentence have the same meaning by using either *as … as* or *not as … as*.
2 Go over question 1 as a whole class. Have students read the statement and then ask the following questions:
Which is more expensive? (Going to a live performance)
Which form can we use? Why? (*not as…as* because the two things are not the same, they are different)
What should the corrected sentence be?
3 Have students work independently to rewrite the sentences.
4 Students compare their answers with a partner.
5 Have students write their sentences on the board. Review them as a class, clarifying grammar questions and concerns.

Answers

1 Watching a performance on TV is not as expensive as going to a live performance.
2 Theater stages aren't as big as movie sets.
3 Most people aren't as attractive as models.
4 Watching a movie in a theater is not as comfortable as watching a movie at home.
5 Actors on stage are not as easy to hear as actors in a movie.
6 Watching a dance performance on TV is not as exciting as watching a live dance performance.

Exercise 6 EXPAND

1 Have students read the instructions. Direct their attention to question 1. Ask a student to read the two items, and another student to read the sample answers. Ask, *Do the two sentences mean the same thing or are they different?* (They mean the same thing.) Tell students they only need to write one sentence for each.
2 Explain *watching a movie based on a book*. If a book becomes popular, often a movie will be made about the book. Elicit some examples.
3 Have students work independently to write their sentences. Circulate and provide assistance during the activity.
4 Have students check answers with a partner. Remind them that they may have different answers.
5 Ask for volunteers to read their sentences.

Answers

Students' answers will vary. Sample answers include:
2 Reading a book is not as easy as watching a movie based on the book./Watching a movie based on a book is less difficult than reading the book.
3 Listening to music on the radio is less exciting than going to a live concert./Listening to music on the radio is not as expensive as going to a live concert.
4 Working as a model is not as difficult as working as an actor.
5 Reading about a fashion show isn't as much fun as going to a fashion show.
6 Watching the Olympic games on TV is less expensive than going to the Olympic games.
7 Watching a sport is less tiring than playing the sport.

Exercise 7 PREPARE

1 Select a student to read the instructions. Use the example in the book, *dance performance*, and as a class brainstorm some positive and negative things for each category.
2 Have students make a chart in their notebook. Tell students they are expanding on the ideas in Exercise 6. They should choose an item that is interesting for them.
3 Students each make their own chart, but they can talk with their classmates to help them develop ideas.

Exercise 8 WRITE

1 Students use their notes to write their paragraph.
2 Have students refer to the example in Exercise 4 to help them write. Encourage them to use the grammar and vocabulary covered in the lesson.

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Writing Skill

Checking your work: Spelling rules

GO ONLINE

1 Direct students to read the information in the box.
2 Tell students that both paper and online dictionaries provide useful information, such as part of speech and sample sentences.
3 Note that spell check software is not always correct, and knowledge about correct spelling is an important part of learning a language.

Extra Practice

1 Have a class spelling bee. Before the game, give students a list of words to study from the unit – a combination of Oxford 3000 words, *-ing* forms of verbs, and adjectives and adverbs in their comparative or superlative form.
2 Have students form teams of three or four. Take turns giving a team a word. The team has 30 seconds to spell it correctly. If they get it wrong, another team tries to spell it. Award points for each correctly-spelled word.
3 The team with the most points at the end of the bee is the winner.

Exercise 9 IDENTIFY

1 Put students in groups of three to look at each sentence and discuss what the error is and how to correct it.
2 Take turns having each group come up and write their corrected version of the sentence. Before revealing if it is correct or not, ask the class if any groups have a different answer, and have them write their version.
3 Reveal the correct answer and discuss the original grammar error and the corrected answer.
4 Check if students need additional clarification on any of the sentences.

Answers

1 Going to the theater is more expensive than watching TV.
2 Playing basketball is less expensive than golf.
3 Swimming is one of the healthiest ways to exercise.
4 Theater actors work harder than actors in movies.
5 Watching a concert on TV is less expensive than going to a concert.
6 Watching golf is not as interesting as watching soccer.

Exercise 10 IMPROVE

1 Have students read the checklist.
2 Students read their paragraph slowly and carefully, checking for each item. Students can refer to the Grammar in Context box and the Vocabulary in Exercise 2 while checking. Students can also use a dictionary or ask a classmate for help.
3 Walk around and provide assistance as needed.

Exercise 11 SHARE

1 Students take turns reading their paragraphs in small groups of 3 or 4.
2 Direct the students who listen to give constructive feedback.
3 After everyone has shared, students rewrite their paragraphs.
4 If you choose to have the class give feedback in a whole class setting, give students guidance on how to give constructive feedback (e.g., talking about something they liked as well as an area for improvement.)

Lesson 10.4 Are You Busy Tomorrow?

Student Book pages 120 – 121

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Ask them to discuss the questions with a partner.
2 Call on volunteers to share their ideas with the class. Ask students what Kevin is holding in his hand (tickets). Tell students that Kevin is inviting his friends to do something.

Exercise 2 ASSESS

1 Direct students' attention to the question in Exercise 2.
2 Play the video.
3 Ask the class for the answer.

Answer

Kevin invites Max and Andy to a tennis match.

Video Script

English For Real Video Unit 10

Kevin	Hey, Max! What's going on?
Max	Hey, Kev. Uh… I'm on my way to the library.
Kevin	Oh… Well, I was wondering. Uh, are you busy tomorrow afternoon?
Max	Tomorrow? Erm, no, I don't think I'm busy. Why?
Kevin	Well, there's a tennis match tomorrow…and I have three free tickets. And I know you like tennis. So… would you like to come?
Max	Tennis? Sure. That sounds good!
Kevin	Great! Oh… I see Andy over there. I'll ask him! Cool!
Kevin	Hey!
Andy	Kevin…what's going on?
Kevin	Oh… I have great news! I got these! They're tickets... to the big tennis match tomorrow. So I was wondering… Are you busy tomorrow afternoon? Do you want to come?
Andy	Sorry, Kevin… I… can't make it.
Max	You can't? Erm.
Andy	But thanks for inviting me. Max and I have tickets to see Phil in the play.
Max	We do? Erm…oh right. Sorry Kevin.
Kevin	Oh no problem! See you later! I'll ask Sam.
Max	But… I really love tennis.
Andy	OK… fine. We'll go to the play another time.
Max/Andy	Hey, Kevin!! Wait up!

Real-World English

Making, accepting, and refusing invitations

GO ONLINE

1 Read the information in the box aloud. Have students listen and repeat the different expressions.
2 Have two students read the dialogues aloud. Ask if students have any questions.

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Real-World English Strategies

In the video, your students see several examples of how friends issue, accept, and refuse invitations. However, these expressions can be somewhat different in more formal situations, with people who we are less familiar with.

1 Prepare a handout like the one below before class. You can add more situations in advance, or brainstorm them with your students:

Situation	Inviting	Accepting invitation	Refusing invitation	Formal, informal, or neutral?
Inviting a friend to a tennis match				
Inviting a friend to a birthday party				
Inviting your boss to a dinner at your house				
…				

2 After your students have watched the video, ask them to complete the first column by coming up with sentences or questions to use when inviting. They can use their notes from Exercise 3 to help them.

3 Together, add other expressions for the remaining situations, but coming up with sentences to accept or refuse invitations. Be sure to stress that invitations can be more or less formal. For example, talk about the difference between *Would you like to…?, Let's…, How about…? and I was wondering if…?*

4 Similarly, talk about how people accept and refuse more formal invitations (e.g., *Sure, that sounds like fun! vs. I would love to!, Sounds good, but… vs. I really appreciate your invitation, but…*, etc.).

5 For each expression, indicate whether it is formal, informal, or neutral.

6 Finally, go over some phrases to express hesitation, for instance, *I'm not sure I can, I have to check my calendar, Can I get back to you tomorrow?* etc.

Exercise 3 INTEGRATE

1 Tell students the missing phrases in the exercise will be from the Real English box. Give students one minute to review the phrases.

2 Play the video as students fill in their answers.

3 Have students check answers in groups of three.

4 Review answers as a whole class.

5 Have groups practice reading the dialogue, each taking a role. Then have them switch roles.

Answers

1

Kevin: Well, I was wondering. Uh, are you busy tomorrow afternoon?
Max: Tomorrow? Um, no, I don't think I'm busy. Why?
Kevin Well, there's a tennis match tomorrow…and I have three free tickets. And I know you like tennis. So… would you like to come?
Max: Tennis? Sure! That sounds good!

2

Kevin I have great news. I got these! They're tickets…to the big tennis match tomorrow. So I was wondering… Are you busy in the afternoon? Do you want to come?
Andy Sorry, Kevin…I can't make it.
Max You can't? Hmm.
Andy But thanks for inviting me. Max and I have tickets to see Phil in the play.

English For Real Video Unit 10

Exercise 4 ANALYZE

1 Tell students to refer to Exercise 3, the Real-World English box, and their memory of the video to answer the questions.

2 Have students work in pairs to discuss and then write their answers.

3 Call on students for answers for 1-5.

4 Talk about question 6 in a whole class discussion. Ask students to share their culture and experience in this regard. How is it similar to or different from what they observed in the video?

5 Finish by asking students about inviting friends to do things. Is it easy? Difficult? Fun? Stressful? How do they feel if the invitation is rejected?

Answers

1 Max says he isn't busy. He also asks, "Why?"
2 Andy says he is busy and that he and Max are going to a play.
3 When Max accepts the invitation, he says, "Sure! That sounds good." Some other ways to accept an invitation include: "Great!"/"I'd love to."/"Thanks!"
4 When Andy refuses the invitation, he thanks Max and explains why he can't accept the invitation. Some other ways to refuse an invitation include: "I'd love to, but I can't. I have other plans."/"Thanks for the invitation, but I already have plans."
5 In the end, Max and Andy decide to go to the tennis match instead of the play.
6 Students' own answers.

Exercise 5 INTEGRATE

1 Have students work in pairs to order the conversations correctly.

2 Have students practice saying the conversations aloud.

3 Alternately, type up the sentences and cut them out as strips. Hand the strips to pairs and have students put the strips in the correct order on their desks.

Answers

1

3 I have an extra ticket to a concert. Do you want to come?
2 I don't think so. Why do you ask?
4 I'd love to. Thanks.
1 Are you doing anything next Saturday?

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2
4 Thanks for thinking of me.
3 That's too bad. Jack and I are going to the beach. I thought you might want to come.
1 Are you busy Saturday morning?
5 No problem. Another time.
2 Yeah, I have to work.
3
1 Are you busy tomorrow?
4 That would be great!
3 I'm going shopping downtown. Would you like to come?
2 I don't think so. Why?

Exercise 6 INTERACT

1 Select students to read the scenarios aloud. Tell students that they should stay in the same role (A or B) for both dialogues.
2 Students work in pairs to write their conversations.
3 When students have finished writing, they should practice saying their conversations aloud. Ask them to check that they have included phrases from the Real-World English box.

Exercise 7 ANALYZE

1 Have students read the questions. Tell students to take notes as they watch the roleplays so they can give feedback.
2 Have each pair meet with another pair to act out their conversations.
3 Pairs give each other feedback on the roleplay.
4 For more practice, have each pair find a new pair to work with and repeat the activity.
5 Remind students to go online so that they can create their own version of the video.

Lesson 10.5 That's More Interesting

Student Book page 122

Exercise 1 ACTIVATE

1 Direct students' attention to the activities in the box. Have students practice saying each one aloud. Then direct them to the question.
2 Have students discuss the questions in pairs.
3 Ask for volunteers to share their answers. Ask students to explain why they like or dislike an activity.

Pronunciation Skill

Weak sounds

GO ONLINE

1 Have students read the information in the box. Tell students that these words generally are function words, not content words, so often they are unstressed, or weak. Sometimes, however, they are an important part of the sentence, so speakers stress those words.
2 Play the audio and have students read the sentences. Direct students' attention to the indications of *weak* or *strong*. Play a few times for students.

CD 3, Track 11

Extra Practice

1 Have students do dictation practice and mark weak sounds. After students have done Exercise 3 below, play the audio (Track 13) again, stopping after each sentence. Give students time to write.
2 Have students look at the function words in the sentences (*with*, *to*, etc.) and note if they are weak or strong.
3 Show the sentences on the board and have students correct their spelling. Review weak and strong sounds.

Exercise 2 NOTICE

1 Direct students' attention to the bold words. Tell students to focus on those words and listen for strong or weak sounds. It is helpful to remind students that it can be challenging to differentiate between strong and weak sounds. Tell them that as they practice, it will get easier to recognize in time.
2 Play the audio as students individually mark their answers.
3 Have students compare answers with a partner.
4 Call on students to share answers.
5 Pairs take turns saying each sentence with the correct stress.

Answers

1 weakly	4 weakly
2 weakly	5 weakly
3 strongly	6 strongly

CD 3, Track 12

Exercise 3 APPLY

Play the audio and have students repeat the questions.

Audio Script

CD 3, Track 13

1 I usually drink coffee with milk.
2 Who are you going to the concert with?
3 Do you want to come with me tomorrow?
4 Thanks for inviting me.
5 I'm going to a play with Ann tomorrow.
6 I'm on my way to the library.

More to Say…

Focus: Working as a whole class, students practice contrasting between strong and weak sounds.

Grouping Strategy: Whole class.

Activity Time: 10 minutes

Ready,

1 Create a short dialogue that contains strong and weak sounds, for example:
A: What are you doing?
B: I'm looking for my keys.
A: Which keys?
B: My house keys.
A: Where did you leave them?
B: I don't know. That's why I'm looking for them!

Set…

1 Write the dialogue on the board or project it in a PowerPoint presentation.

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Go!

1 As a class, have students identify the strong words in each sentence.
2 Read each line of the dialogue aloud using hand gestures. Open your hand, palm front, on the strong words and close it into a fist on the weak words.
3 Have students chorally repeat each line several times, mirroring the hand gestures.

Keep Going!

1 Have students write their own short dialogues and mark the strong words.
2 Encourage them to perform their skits in front of the class.

Speaking

Talking about likes and dislikes; giving preferences

GO ONLINE

1 Have students read the information in the box and the sample sentences. Tell students that having a variety of ways to discuss likes, dislikes, and preferences makes their language more interesting.
2 Practice further by writing *I like _____ing* on the board. Write some common verbs on another part of the board, such as *cook, eat, play, sleep, clean*. Call on students to form sentences with the information on the board, such as I like cleaning.
3 Write _____ *is much more interesting than* _____ on the board. Have students think of different sports (or other ideas) to compare and practice saying them aloud, such as *Baseball is much more interesting than hockey*.

Extra Practice

1 Have students practice making sentences using *like, dislike, love, hate, enjoy,* and *prefer* with conversation cups. Write questions on individual strips of paper and put them in a cup.
2 Students work in groups of four. One student pulls a strip from the cup and answers the question using the *-ing* form. Then the next student pulls another strip and the activity continues.
Sample questions:
What do you like doing on the weekend?
Do you like cooking your own meals? Or do you prefer eating at restaurants?
Do you prefer reading books or watching movies? Why?
Do you dislike working late?
What activities do you enjoy doing in the summer?

Exercise 4 IDENTIFY

1 Have students read the instructions and identify what they are listening for.
2 Play the audio as students take notes.
3 Ask students for answers to the questions.

Answer

Jack enjoys watching golf on TV. Ann enjoys watching tennis on TV.

Audio Script

CD 3, Track 14

Jack What do you want to do tomorrow?
Ann I don't know. Why don't we stay home and watch tennis on TV?
Jack You know I hate watching tennis. Can we watch some golf instead? I love watching golf.
Ann But golf is so boring. It's the least exciting thing in the whole world. Tennis is much more interesting.
Jack But I'm tired of watching tennis. That's all we did last weekend.
Ann I have an idea.
Jack Yeah?
Ann Let's go shopping tomorrow.
Jack Shopping?
Ann Yeah. We can buy another TV. Then I can watch tennis and you can watch golf.

Exercise 5 INTEGRATE

1 Tell students they will make a conversation like Jack and Ann's in Exercise 4.
2 Put students in pairs. Have them work together to think of ideas to fill in the blanks.
3 Have students practice the conversations aloud.

Exercise 6 EXPAND

1 Have students read the instructions.
2 Students work in pairs to make their list.
3 As students choose which activity to do, encourage them to use the comparative forms in their conversation, e.g. *Let's go shopping! It's much more exciting than watching TV.*

Exercise 7 WHAT'S YOUR ANGLE?

1 Each pair shares their ideas from Exercise 6. Write the ideas on the board.
2 Have the class vote on the most interesting activity by having them write their choice on an index card. Tally the votes and declare the after-school activity.

Answers

Students' answers will vary. Sample answers include:
We both want to go shopping today. Shopping is much more interesting than going to a museum.
We love drinking tea. We can go to the tea shop after class.

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Unit 10 Review

Student Book page 156

Vocabulary

Exercise 1

Answers

1 of	3 at	5 for	7 in
2 about	4 of	6 from	

Exercise 2

Answers

1 star	3 musician	5 live	7 show
2 stage	4 dancers	6 models	

GO ONLINE Encourage students to go online to play the vocabulary game.

Grammar

Exercise 3

Answers

1 more comfortable	4 lighter
2 easier	5 cheaper
3 stronger	6 faster

Exercise 4

Answers

1 Going to a fashion show is less interesting than going to a basketball game.
2 Being a doctor is not as easy as being a model.
3 Walking is less tiring than running.
4 Acting is not as dangerous as dancing.
5 Learning to swim is not as difficult as learning to ride a bicycle.

Exercise 5

Answers

1 Thinking
2 Breathing
3 watching
4 throwing
5 Exercising

GO ONLINE Encourage students to go online for further grammar reference and information and to play the grammar game.

Discussion Point

Exercise 6

OXFORD REFERENCE

1 Read the quote aloud. Have students notice who the quote is attributed to. Do they think this philosophy is good in the business world? Is it good for relationships with friends or family?
2 Have students discuss the question and share examples in groups of three.

Answers

Students' answers will vary. Sample answers include:
I don't think it's a good idea. I always try to do my best and be honest at work. For example, when I told my boss I needed more time for a project, she understood and helped me.
I think it's a good idea. It can impress your boss. When I did extra work, my boss thought I was really talented!

GO ONLINE Encourage students to go online to listen to the podcast and add their comments to the discussion board.

Zoom In

Exercise 7

1 Conduct Task 1 as a pairwork activity. Give students time to choose their category and make notes about their plan. Students then share with a partner.
2 Have students work independently to write their sentences. Collect and correct their work or monitor and provide feedback.
3 Have students do an image search for a performance that interests them. Tell them to print out the picture or save it on their phone. Have them sit in small groups, show the image, and talk about the performance. Alternately, students could share a short video of a performance.

Answers

Students' answers will vary. Sample answers include:
1 I want to improve my studies. I will do extra practice one hour each night and I will attend a conversation class on the weekends.
2 I like the singer Falco. He's from Vienna in Austria. He had popular songs in Europe and America. His style combined rap with pop music. His best performance was at a concert in Donauinsel.
3 Answers will vary depending on the photograph that students select.

Exercise 8

1 Tell students to think about how they did on each of the previous tasks and to check the appropriate box.
2 Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.

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Unit Overview

Introduction to the unit

This unit looks at *Experiences* from many different angles: playing extreme sports, visiting historical places, language learning experiences, and talking about goals to create new and exciting experiences.

In ***Lesson 11.1***, students talk about wonders of the world and write an essay about a historical place. Students also look at the present perfect tense with *for* and *since*. In ***Lesson 11.2***, students expand on their knowledge of present perfect by practicing the form with *just, already,* and *yet*. Students read about finding opinion in an article and discuss their language learning experiences. In ***Lesson 11.3***, students use the topic of extreme sports to practice present perfect with *ever* and *never*. In ***Lesson 11.4***, students will watch a video and will then practice expressions for making, accepting, and refusing offers. In the *Real-World English Strategies*, teachers will help students with issuing, accepting and refusing offers. Finally, in ***Lesson 11.5***, students will develop goals for the future and discuss them with the class using grammar and vocabulary from the unit. In the *More to Say…* activity, students will practice pronunciation of /s/ and /z/ sounds.

Lessons

11.1 A Wonder of the World

Grammar in Context Present perfect with *for* and *since*
Vocabulary Development Collocations with *for* and *since*
Writing Skill Using pronouns to avoid repetition

- Practice present perfect with *for* and *since*
- Use pronouns to avoid repetition in writing
- Write a report about a historical place

11.2 Super Polyglot Brothers

Reading Skill Identifying opinions
Grammar in Context Present Perfect with *just*, *already* and *yet*

- Vocabulary: Language (Oxford 3000)
- Identify opinions in reading an article
- Integrate knowledge of present perfect with *just*, *already*, and *yet*
- Discuss language learning experiences

11.3 A Little Bit Crazy

Listening Skill Listening for specific information
Grammar in Context Present perfect with *ever* and *never*

- Listen for specific information in an interview
- Ask and answer questions using present perfect with *ever* and *never*
- Discuss extreme sports

11.4 You Can Use Mine

Real-World English Making, accepting, and refusing offers

- Identify different expressions for making, accepting, and refusing offers
- Analyze different ways to handle offers
- Create role plays

11.5 Goals

Pronunciation Skill Contraction of *have/has*
Speaking Talk about goals

- Identify sound of *have/has* contractions
- Brainstorm and talk about goals
- Practice taking notes while listening

Resources

Class Audio CD 3, Tracks 15–19
Workbook Unit 11, pages 71–77
Oxford Readers Correlations
Oceans (9780194655606)
Teacher's Resource Center
Assessments: Unit test
English For Real video
Grammar focus
Grammar PPTs
Grammar Worksheets
Oxford Reference Worksheets: upper/lower
Vocabulary cards
Newslea articles
Word list

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Unit Opener

Student Book page 123

The unit opener photo shows a group of people celebrating on a lively boat. The boat is covered in festive neon lights and the passengers are having a fun time. The boat is traveling down the Nile river, a unique experience for both tourists and Egyptian locals. This experience is not a typical boat experience, and demonstrates the idea of the unique, or special experiences that we seek out to make life more interesting or fun. Experiences can also inspire us.

Photographer

Nadia Shira Cohen

Nadia Shira Cohen (b. 1977) was born in Boston. At the age of 15 Nadia was diagnosed with cancer and at the same time received her first camera. She began documenting her physical transformation in portraits as well as documenting her peers in hospital. She continued to pursue her passion for photography at the University of Vermont, with a semester abroad at the SACI School in Florence, Italy. In 2014 Nadia became staff photographer for the International Committee of the Red Cross. She has been based in Rome, Italy since 2007 where she has been diligently working to tell stories of the lives of people who interest her and which she compassionately feels the need to expose. Today Nadia is a freelance photojournalist and a correspondent for *The New York* Times. She frequently works in Latin America, as well as in Haiti, Kazakhstan, Congo, Rwanda, and Kosovo, focusing on human rights, reproductive rights, environmental issues, disaster, revolution, and migration, among other issues. Her work has been exhibited internationally and she is an IWMF Fellow and a Pulitzer Center on Crisis Reporting grant recipient for her work on gold mining in Romania.

Unit Snapshot

These three questions have been written to get the students' attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer.

1 For the first question, show students pictures of Machu Picchu or have them look it up on their phones. Have them work in groups to make predictions about who built it.
2 For the second question, tell students that polyglot means a person that speaks multiple languages fluently. Have them take a guess – if two siblings were given such a name, how many languages would they speak?
3 For the third question, ask students if they have ever heard of ice swimming. If they haven't heard of it, what do they think might be involved? Does it sound fun? Why or why not?

Discussion Questions

1 Direct students' attention to the questions below the picture. For the first question, have students brainstorm possible ideas as a whole class and write them on the board. Start by eliciting different experiences (e.g., traveling abroad) and then discuss what might make the experience special (e.g., learning a new language and meeting people from all around the world.)
2 For the second question, continue to use the example of traveling abroad. Ask students if they know of anyone who traveled abroad? How did the experience change them? What did they learn from it? Were they different after the experience? See if students can think of additional ways experiences can change people.
3 For the third question, write the words *experience* and *knowledge* on the board. Elicit meanings of both. Have students discuss the question in pairs and then ask volunteers to share their answers with the class. See what the majority of the class believes is more important.
4 Show the photographer video where Nadia Shira Cohen answers these questions from her perspective. Play for students as many times as needed to check comprehension and discuss any vocabulary items.

Answers

Students' answers will vary. Sample answers include:

1 An experience is special if you do something different than usual. An experience is special if you do something with good friends. An experience is special if you travel somewhere new.
2 Experiences can help you understand other people better. You can learn from experiences. Experiences can make you a happier person.
3 Experience is more important because you can learn more from experiences. Knowledge is the most important thing, that's why I am studying English.

Video Script

In this picture, people ride down the Nile on a boat in Cairo. Boats like this one often play music. Passengers celebrate while the boat travels up and down the river. Some of the passengers are tourists, but some are Egyptians who live in Cairo. Some of these people know each other, but some are strangers.

Doing something that is different than what you do in your normal life can be a very special experience. It can teach you about the world and other people's lives. It can show you what is possible.

I believe experience is more important than knowledge. Someone who has many experiences becomes knowledgeable. Experiences open your mind and teach you about other people's lives.

Exercise 1

1 To help prepare them for the activity, share with students an exciting, funny, or boring experience you have had.
2 Have students read over each adjective and make notes on the different experiences they have had.

Exercise 2

On a separate piece of paper, students write sentences for each adjective. Have them look at the sample sentence, reminding them to not write the adjective.

Exercise 3

Students work in pairs, reading their partner's sentences and guessing the adjective that matches the experience.

Real-World Goal

By the end of this unit, students will be able to tell a friend about something they've always wanted to do. They will be able to achieve this because they will have practiced using

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the present perfect tense, learned vocabulary to discuss experiences, and will have had exposure to different ways of making, accepting, and refusing offers through video and audio.

Lesson 11.1 A Wonder of the World

Student Book pages 124 – 126

Exercise 1 ACTIVATE

Direct students' attention to the title of the lesson. Ask them to name any wonders of the world they know, or any UNESCO World Heritage sites. Sample answers include the *Taj Mahal* and the *Colosseum*.

1 Show students images of Machu Picchu or have them look at images on their phone (tell them not to read information about Machu Picchu!)
2 Put students in groups of four to discuss the questions and make predictions.
3 Call on groups to share their ideas with the class.

Answers
1 in southern Peru
2 Students' own answers. Sample answers: It is very old. It was built by the Incas. It's beautiful.
3 about 800 years old
4 the Incas

Exercise 2 IDENTIFY

OXFORD REFERENCE

1 Have students read the instructions. Have them review the questions again before reading.
2 Students read the article independently, circling answers from the questions in Exercise 1.
3 Ask students to share any information they found.
4 Ask students what kind of writing this is (a report.) Ask what they notice about the style of writing? (a report gives facts and information about a person, place, or thing.)

Grammar in Context

Present Perfect with *for* and *since*

GO ONLINE

1 Before reading the information in the box, ask students if they are familiar with the present perfect tense and if they know how to form the tense. Tell students while this is a very common and useful tense in English, it is not used (or not used frequently) in most other languages. Understanding when to use present perfect and other similar tenses is difficult, even at higher English levels.
2 Use a timeline to visually represent present perfect. At the top of the timeline, write from left to right: *Past, Now, Future*. Draw a horizontal line across. Draw a vertical line at the Now mark, having the two lines meet. Show an activity that begins in the past (e.g., studying English) and continues to *Now*. Timelines can also be found in most grammar textbook or the Internet.
3 Have students read the information and the sample sentences in the box. Talk about the difference between *for* and *since*:

   For: to indicate duration, or amount of time something has been done

   I have lived in Kyoto for five years.

   Since: to show the time (year, month, or other timeframe) that something begun.

   I have lived in Kyoto since June.
4 See the Grammar focus on page 169 for more information.

Extra Practice

1 Students conduct pair interviews with present perfect with *for* and *since*. Give students a series of interview questions.
2 Student A asks Student B questions and makes notes of the answers. Student B must answer using the correct grammar form. Then switch roles.
3 When the interviews have finished, students make brief presentations about their partner using the grammar forms.
   Sample questions:
   How long have you studied English?
   How long have you lived in this country?
   What city have you wanted to visit?
   Sample Statements:
   This is my partner Yoshi. He has studied English for three years. He has lived here for one year. He has wanted to visit Washington DC since he was a child.

Exercise 3 APPLY

1 Write the present perfect formula from the Grammar in Context box on the board.
2 Have students read the instructions. Complete question 1 as a whole class. Ask students to say the verb that needs to be changed (*work*). Have them look at the formula and say the correct form.
3 Remind students they only need to write the correct present perfect form. This activity does not require them to use *for* or *since*.
4 Students fill in the blanks independently and then check answers with a partner.
5 Call on students to read sentences from the paragraph with the corrected forms.

Answers
1 has worked
2 have been
3 have learned
4 have improved
5 have, studied

Exercise 4 EXPAND

1 Have students read the instructions. Now students must, in addition to writing the correct present perfect form, decide whether to use *for* or *since*.
2 Students work independently to write their answers.
3 Have students come to the board and write their sentences.
4 Review each sentence, discussing the correct forms and why either *for* or *since* is the correct form.

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Answers

1 have wanted, for
2 has been, since
3 have lived, since
4 hasn't gone, for
5 haven't taken, since
6 has managed, for

Vocabulary Development

Collocations *with* for and *since*

GO ONLINE

1 Have students read the information in the box. Drill the *for* expressions. Elicit from students other possible *for* expressions (e.g. *for five years, for one day, for a short time*.)
2 Repeat the activity with *since* (e.g. *since 2012, since graduation, since July*.)

Extra Practice

1 In this activity, students drill one another on matching collocations with either *for* or *since* using flashcards. Hand out eight index cards to each student.
2 Students write *for* on one side of the index card and a collocation from the Vocabulary Development box on the other side. Follow the same procedure for *since*.
3 Students practice by showing a partner one of the phrases (e.g. *1998*), and the partner must guess either *for* and *since*.
4 Students can take their cards home for further practice.

Exercise 5 INTEGRATE

1 Have students read the instructions. Tell them to refer to the Vocabulary Development box for help.
2 Complete question 1 as a class. Have a student read the sentence and ask the class for the correct answer. Have them explain how they chose their answer.
3 Students complete the task independently.
4 Call on students to read the completed sentences.

Answers

1 for
2 since
3 for
4 since
5 for
6 since
7 since
8 for
9 since

Writing Skill

Using pronouns to avoid repetition

GO ONLINE

1 Have students read the information in the box and look at the examples.
2 Tell students that once the noun has been written in a sentence, it is better to use pronouns to refer to the noun later in the sentence or in the following sentence.

Extra Practice

1 Have students brainstorm a list of famous people they know. Write them on the board.
2 Have students choose one and write three sentences about them, only using subject or object pronouns.
3 In groups of four, students read their sentences aloud and their group members try to guess the famous person.

Exercise 6 APPLY

1 Have students read the instructions. Note that they need to pay close attention to the repeated noun to ensure they replace it with the correct pronoun.
2 Complete question 1 as a whole class. Scaffold by asking students:
What is the repeated noun? (mother)
What is the correct pronoun? (she)
3 Have students work independently to modify the sentences.
4 Call on students to share their answers.

Answers

1 She wanted to talk about our trip to Peru.
2 They made the city from stone.
3 I gave them a tour of my city.
4 I'm going to give him a ride to the airport.
5 They travel from all over the world to see it.

Exercise 7 PREPARE

1 Ask a class, brainstorm some historical places and write them on the board (e.g., the Taj Mahal, the Colosseum, the Louvre.)
2 Have students talk to a partner about one place they want to research and write about. Alternately, prepare a list ahead of time and have students choose a place randomly.
3 Have them conduct research on the Internet about their place. In low-tech environments, print out some articles about the places ahead of time for students to read and take notes on.
4 To aid in the process, give students a worksheet with the questions in Exercise 7 and space for them to answer additional questions about their place.

Exercise 8 CREATE

1 Review the requirements of the report with students. Have them refer to the Writing Skill box for help with pronouns.
2 Students write their reports independently using their notes. If possible, have students type their reports on a computer.

Exercise 9 IMPROVE

Tell students to read their report slowly and carefully. Have them self-correct grammar and spelling mistakes they find.

Exercise 10 SHARE

1 Call on students to read each of the bullet points aloud. Tell students to keep referring to these items when reading their partner's work.
2 Have students switch papers with a classmate. Give students time to read and make notes.
3 Have the pairs discuss their work. Students take turns giving feedback, discussing each of the bullet points with their partner.

Exercise 11 DEVELOP

Students work independently to rewrite their papers based on feedback. If there is time, have them write on a new piece of paper. If papers are typed, have students print them after they have made edits.

Exercise 12 WHAT'S YOUR ANGLE?

1 Have students read the instructions.
2 Put students in groups of four or five.
3 Each group chooses a student to read their report first.

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4 Students make notes on the place (they do not need to make notes about grammar at this stage.) Have them write down how interesting the place sounds to them on a scale of 1–5 (1 is the least interesting, 5 is the most interesting)
5 When everyone has finished, have students share the places that were most interesting to them and why.

Answers
Students' answers will vary based on the places they choose to write about.

Lesson 11.2 Super Polyglot Brothers

Student Book pages 127 – 129

Exercise 1 ACTIVATE

1 Direct students' attention to the questions.
2 Put students in groups of three to discuss the questions.
3 Expand on the final question as a whole class discussion. Ask, *Why do people learn foreign languages? What is the best way to learn another language?*

Answers
Students' answers will vary. Sample answers include:
1 I can speak two languages. I speak three languages. I speak English, French, and Arabic.
2 It takes three years. It takes forever. It takes two years.
3 Yes, they learned the languages for their job. No, I don't know anyone that speaks a lot of languages.

Exercise 2 VOCABULARY

1 Elicit and discuss the definition of each vocabulary word before students begin the task. Have students practice pronouncing each word.
Method: way of doing something
Memory: ability to remember things
Meaning: definition
Communicate: to speak with or write to someone
Translate: to change words into another language
Culture: system of beliefs and customs
Progress: improvement, or getting closer to a goal
Goal: something you want to do in the future
2 Students work independently to fill in the blanks.
3 Call on students for answers to each question.
4 As an optional extension, have students identify the part of speech of each vocabulary word.

Answers

1 communicate	5 progress
2 memory	6 translate
3 goal	7 culture
4 method	8 meaning

Oxford 3000 words

method	meaning	translate	progress
memory	communicate	culture	goal

Exercise 3 WHAT'S YOUR ANGLE?

1 Remind students that the best way to remember new vocabulary is to practice using it. Tell students to try to use the vocabulary words when answering the questions.
2 Put students in pairs. Students discuss each question and makes notes about their partner's responses.
3 Call on volunteers to talk about their partner's responses.

Answers
Students' answers will vary. Sample answers include:
1 I have a good memory. I can remember facts, but I can't always remember names.
2 I like learning a language by traveling to a country where people speak the language.
3 I know a lot about Mexican culture. I want to learn about Korean culture.
4 I'm studying English to get a good job. I'm studying English so I can watch movies without subtitles.

Reading Skill

Identifying opinions

GO ONLINE

1 Have students read the information in the box and look at the examples.
2 Remind students of the Machu Picchu article in the previous unit. Ask, *Was that article an opinion article?* (No, it was just about facts.)
3 Tell students it is important to be able to tell the difference between fact and opinion. Some articles have both opinions and facts.

Extra Practice

1 Students practice using the opinion expressions in the Reading Skill box. Put students in groups of four or five.
2 Write a topic on the board. Each student must give their opinion using one of the expressions. Students can then ask each other questions.
3 Switch to a new topic and students state their opinions again using the expressions.
4 Ask groups to share any interesting opinions they heard.
Sample topics:
Everyone should learn at least two languages.
Students should wear uniforms.
Movies are better than books.
Kids should not drink soda.
Sample answers:
In my opinion, everyone should learn two languages. It will help you be successful.
I feel that kids should not drink soda. It is not healthy.

Exercise 4 IDENTIFY

1 Have students read the instructions. As a concept check, have a student read the first sentence in the article. Then ask the class, *Is that an opinion?* (No, it's a fact.)
2 Tell students to look at the expressions in the Reading Skill box to help them identify opinions in the article.
3 Students read independently and circle the opinion sentences.
4 Call on students to identify the opinion sentences. After each, ask *How do you know it is an opinion?*

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5 To further develop the idea of opinion, tell students: *The brothers believe anyone can learn a lot of languages. Is that true? Why or why not?* (it's not a fact, it's what they believe.)

Answers
1 The "Super Polyglot Brothers" believe that anyone can learn a lot of languages.
2 Matthew feels that the most important thing is to have a goal.
3 Michael thinks that you should study a language if you are interested in a country's culture.
4 Both brothers believe that having a partner helps them learn languages.

Exercise 5 WHAT'S YOUR ANGLE?

1 Have students read the instructions.
2 Students work independently to write about the four opinions in the chart and if they agree with the statements or not.
3 Students meet a partner. Each person shares whether they agree with each opinion, and give details explaining their opinion.
4 Students write in their partner's opinion.
5 Have a group discussion when the activity is finished. Ask if there were pairs that agreed on an opinion and ask them to share. Ask pairs who disagreed on an opinion to share their ideas.

Answers
Students' answers will vary. Sample answers include:
I agree that anyone can learn a language. You just need to practice!
I disagree that having a partner helps you learn languages. I like practicing online.
I agree that it's important to have a goal. That motivates you to learn.
I don't think you need to know about culture to learn a language.

Grammar in Context

Present Perfect with *just, already,* and *yet*

GO ONLINE

1 Direct students to read the information in the Grammar in Context box.
2 Review the meaning of each adverb and ask students to read the sample sentences aloud. Note that these expressions do not indicate a specific time. This is why they are used with the present perfect tense.
3 See the Grammar focus on page 169 for more information.

Extra Practice

1 Students write a collaborative story in this story chain activity. Tell students they are going to write a story about a successful person who has done a lot, but still has more things they want to do.
2 Elicit from students a name for the character of the story (Jenny, for example.) Write on a piece of paper *Jenny has had an interesting life* and pass it to the first student.
3 The first student writes one sentence about Jenny using present perfect with either *already* (positive sentence) or *yet* (negative sentence).
4 The student passes it onto the second student. The second student writes another sentence, folds over the first student's sentence so that the third student only sees the second student's sentence.
5 Each subsequent student only sees the one sentence written prior. The paper gets passed around until everyone has written.
6 The last person (or the teacher) reads the story aloud.

Sample sentences:
Jenny has already made a million dollars.
Jenny hasn't tried Korean food yet.
Jenny has already climbed Mount Kilimanjaro.

Exercise 6 APPLY

1 Have students read the instructions. Tell students that as they read each sentence, they should think about if the sentence is positive, negative or a question. If it's positive, did the event happen very recently? Did it happen earlier than expected?
2 Students complete the activity independently.
3 Next, have them compare answers with a partner. Remind students that more than one answer may be correct.
4 Review answers as a whole class.

Answers
1 yet
2 yet/already
3 just, already
4 already/just
5 just/already

Exercise 7 INTEGRATE

1 Explain to students that this activity requires two steps. They must create present perfect forms of the verb in parentheses and then decide which adverb is correct.
2 Note that sometimes the adverb can split up the present perfect form. For example, *I* **have** *just* **moved** *to this city!*
3 Have students work in pairs to complete the task.
4 Call on students to write their answers on the board. Check answers as a whole class. Discuss why each adverb was chosen.

Answers
1 Have, done, yet
2 has already learned
3 has just started
4 have already seen
5 haven't/have not studied, yet

Exercise 8 WHAT'S YOUR ANGLE?

1 Have students read the questions silently.
2 To help scaffold the activity, share your own language-learning experiences with the class.
3 Place students into groups of four or five.
4 As a whole class, compile a list of the best ways to learn a language.

Answers
Students' answers will vary. Sample answers include:
1 Traveling to a foreign country helped me learn a new language.
2 Learning pronunciation is the most difficult for me!
3 I don't speak very well. I want to improve. I will improve by coming to class on time every day!

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Lesson 11.3 A Little Bit Crazy

Student Book pages 130 – 131

Exercise 1 ACTIVATE

1 Direct students' attention to the four photos. Call on students to read the captions below the pictures aloud.
2 Have students discuss the questions in groups of three or four.
3 Ask for volunteers to share what they discussed.

Answers
Students' answers will vary. Sample answers include:
A parachute jump is the scariest extreme sport.
White-water rafting is the most fun sport.
Ice swimming is the most dangerous sport.

Listening Skill

Listening for specific information

GO ONLINE

1 Direct students to read the information in the box.
2 Tell students that, over time, this will help them become better listeners and they will be able to comprehend more. This concept can also be applied to situations outside of the classroom.

Extra Practice

1 In this activity, students practicing writing and listening for specific information. Have students look at the questions in Exercise 1.
2 Students write a sentence using one of the phrases from Exercise 1 (e.g., *My most exciting experience was going to Tokyo.*)
3 Students write 2-4 additional sentences about the experience.
4 Put students in groups of four. Students take turns reading their sentences aloud.
5 After each student reads, the other group members identify what experience they heard, and which expression from Exercise 1 was used

Exercise 2 IDENTIFY

1 To practice listening for specific information, have students read the questions with a partner. Have them make predictions as to what kind of answers they might hear (for example, question 4 will probably have a *yes* or *no* answer.)
2 Play the audio as students take notes. Repeat if necessary.
3 Have students compare answers with a partner.
4 Call on students for answers. Ask students if they need any additional clarification on vocabulary.

Answers
1 because Jessica is practicing to swim a mile near the North Pole
2 because she's a little bit crazy and to raise money for good causes /charity
3 a parachute jump
4 no

Audio Script

CD 3, Track 15

Justin Have you ever done a parachute jump? Have you ever been white-water rafting? Have you ever biked down a mountain? No? Well, Jessica Mitchell has done all three. Now Jessica is preparing for her next big adventure. Next week, she's going to swim a mile near the North Pole. So, Jessica, why do you do these crazy things?
Jessica Because I'm a little bit crazy, I guess! But they're all for good causes. I raise money for charity.
Justin That's great! So, … what's the most exciting thing you've done so far?
Jessica Um, it's probably the parachute jump.
Justin Oh? When did you do that?
Jessica I did that about a year ago. It was an incredible experience.
Justin Some of the things you do are very dangerous. Have you ever had an accident?
Jessica No, I haven't. I've never had a serious accident. I've been lucky.
Justin You've become pretty famous around here. You've been in the newspaper, and next month you're going to be on TV's popular Dance with the Stars show.
Jessica Yeah, that's right. I can't wait!
Justin So, what's it like to swim in icy water, Jessica?
Jessica Well, it's cold!
Justin I guess so!
Jessica But it's also really energizing. There's nothing like it. But you have to get ready for it. I've practiced swimming in cold water three times a week all year.
Justin Wow! Well, I'm happy that you're doing it and not me! Good luck to you next week, Jessica!
Jessica Thanks, Justin!

Exercise 3 EXPAND

1 Have students read the instructions. Ask, *What information will you be listening for?* (all the items listed.)
2 Play the audio. Repeat if needed.
3 Some students may think that she has been on TV. If needed, play that portion again and ask students what they notice. Is she talking about the past, present or future? (the future.)

Answers
Jessica has been white-water rafting, biked down a mountain, been in the newspaper, and swum in icy water.

CD 3, Track 15

Grammar in Context

Present Perfect with *ever* and *never*

GO ONLINE

1 Have students read the information in the box.
2 Note that *ever* is only used in questions, and *never* is only used in answers.
3 Write out the forms on the board: *Have/has + subject + (ever) + past participle*; *Subject + have/has + (never) + past participle*.
4 Instruct students to practice saying the sample sentences in pairs. Have them write down the irregular forms in their notebooks.
5 See the Grammar focus on page 169 for more information.

Extra Practice

1 To expand on the previous activity, students find out information about their whole class using present perfect with *ever* and *never*. Prepare a bingo-style sheet with questions in the target grammar. If possible, create questions that are personalized to your class.

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2 Leave the center space blank. Here, students will think of their own *Have you ever…* question and write it in the blank space.
3 Students walk around the classroom asking a *Have you ever…* question to a partner. If the question is true for the partner, the student writes their name down. Students ask for additional information. Then they interact with new partners until their sheet is filled.
4 The first person to fill their sheet yells out "Bingo!" Then have students keep playing.
Sample questions:
Have you ever traveled alone?
Have you ever met a famous person?
Have you ever baked a cake?
Have you ever played the ukulele?
Have you ever made a mistake?

Exercise 4 APPLY

1 Have students read the instructions. Have students look at the first scrambled sentence. Ask, *what is the first word of the sentence?* (have).
2 Students work independently to unscramble the questions and statements.
3 Have students come up to the board and write their answers.
4 Review answers as a whole class.

Answers
1 Have you ever had an accident?
2 I've never done a parachute jump.
3 Has Jessica ever been in the newspaper?
4 I've never biked down a mountain.
5 Have they ever been white-water rafting?

CD 3, Track 16

Exercise 5 USE

1 Have students read the instructions.
2 Students work independently to circle their answers.
3 Students practice saying the sentences aloud with a partner, checking their answers at the same time.
4 To check comprehension of the Grammar in Context content, review by asking students what they notice about the use of *ever* and *never* (*ever* is always used in questions, *never* is only used in answers.)

Answers

1 ever	4 ever
2 never	5 ever
3 never	6 never

Exercise 6 INTERACT

1 Have students read the instructions.
2 Students write out questions using the phrases in the box.
3 Direct students' attention to the sample dialogue. Elicit other ways to ask follow up questions (e.g., *How? What happened? Tell me more.*)
4 Students ask and answer their questions in pairs. Encourage them to take note of the answers they hear. Walk around and listen to students' conversations. Make note of any errors in use, as well as good examples of use.
5 Students work with a new partner. Students share what they learned about their first partner using the correct grammar forms.
6 Conduct delayed error correction, reviewing any incorrect forms you heard.
7 Give examples of good uses of present perfect that you heard.

Questions
Have you ever been on TV? Have you ever had an accident? Have you ever swum in cold water? Have you ever biked down a mountain? Have you ever done something dangerous? Have you ever met someone famous?

Lesson 11.4 You Can Use Mine

Student Book pages 132 – 133

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Have them look at the questions. Explain that an *offer* is similar to giving someone something or doing something for someone. Ask them to discuss the questions with a partner.
2 Call on volunteers to share their ideas with the class. Ask students for additional details (*was it a big offer or a small offer?*).

Exercise 2 IDENTIFY

1 Direct students' attention to the questions in Exercise 2.
2 Play the video. Students fill out the chart as they watch.
3 Ask the class for the answers. How do they know if Max accepted or refused?

Answers

What is the offer?	Does Max accept or refuse the offer?
lend money	refuses
breakfast	accepts
use his phone charger	accepts

Video Script

English For Real Video Unit 11

Max Ok, Mum. Thanks. I'll call you back later.
Andy Morning! What's going on?
Max Bad news. I'm not going home for spring break.
Andy What? Why not?
Max My mum just called. My parents are going to meet my uncle in Japan. They want me to go join them.
Andy Wow! You should go.
Max I can't go! It's really far away and the tickets are expensive.
Andy Oh…that's too bad. Uh, would you like some breakfast?
Max Yeah, thanks.
Andy Hey, Max, I have an idea. I can lend you some money for a ticket to Japan. You could pay me back this summer.
Max That's very nice of you…but…it's OK, I can stay here. I can draw!
Andy That sounds like a good idea.
Max Er, have you seen my phone charger? I need to call my mum.
Andy Uh, no, sorry. But you can use mine.
Max Great, thanks! Uh, where is it?
Andy Oh, of course. Kevin borrowed it!
Andy Hey Kevin! Um, could you bring my charger back? Thanks!

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Exercise 3 ANALYZE

1 Tell students to make another chart in their notebook. In one column they should write what is offered (breakfast, for example) and in the second column write what Max says about it. They should only write the phrases they hear when Max is accepting or refusing an offer. Ask, *Does Kevin make offers in this video?* (No, just Andy.)
2 Play the video as students write what they hear.
3 Have students check answers with a partner and discuss why they think Max used those words.
4 Review answers as a whole class.
5 Note: If students answer *ticket to Japan* instead of *money*, this answer is acceptable.

Answers
Breakfast: Sure, thanks.
Money: That's very nice of you…but…it's OK …
Phone charger: Great, thanks!

English For Real Video Unit 11

Real-World English

Making, accepting, and refusing invitations

1 Read the information in the box aloud. Have students listen and repeat the different expressions.
2 Have two students read the dialogues aloud. Ask if students have any questions.

Real-World English Strategies

Similar to invitations, issuing, accepting and refusing offers vary not only on whether it is a smaller or a bigger offer, but also depending on who we are interacting with.

1 Prepare sets of flashcards with various expressions to make offers, accept offers, and reject offers (the number of sets will depend on the size of your class). For instance:
   Making offers: *How about…?, Would you like to…?, Can I get you some…?, Want some…?, Wanna…?* etc.
   Accepting offers: *Sure, thanks!, Yes, I would love to!, Thank you, yes I would, Yup*, etc.
   Refusing offers: *No thanks!, Nope, Thank you, but I'm alright,* etc.
2 Have your students work in groups of 3-4 students. Each group receives a one set of flashcards and is asked to sort the expressions into two groups: formal and informal.
3 Together, discuss some specific examples of situations in which more formal and more informal expressions could be used.

Exercise 4 ANALYZE

1 Have students read the instructions. Students should think about whether the situation involves a big offer or a small offer, and the type of language that is appropriate for offering, accepting, and refusing.
2 Start by looking at the first situation as a whole class. Ask, *Was this a big offer or a small offer?* (small.) What is one way to accept the offer? (*Great, thanks!*)
3 Put students in pairs to continue the activity.
4 Discuss students' opinions on the situations with the whole class.

Answers
Students' answers will vary. Sample answers include:
1 This is a small offer. Offer: Would you like to borrow my pen? Accept: Great, thanks! Refuse: That's all right, thanks.
2 This is a bigger offer. Offer: Can I buy you dinner? Accept: That's very nice of you, thanks. Refuse: That's really nice of you, but I already ate.
3 This is a medium-sized offer. Offer: Would you like a cup of coffee? Accept: That would be great. Refuse: That's OK, I can get it.

Exercise 5 PREPARE

1 Have students read the instructions. Task students to use as many phrases from the Real-World English box as they can in the three dialogues.
2 Have pairs work together to write short dialogues for each situation. Monitor and check that target language is being used.

Exercise 6 INTERACT

Instruct students to practice reading their dialogues aloud. Have them take turns reading each role.

Exercise 7 ANALYZE

1 Have students read the questions they need to think about when they watch their classmates' roleplays. Tell students to take notes as they watch the roleplays so they can give feedback.
2 Have each pair meet with another pair to act out their conversations.
3 Pairs give each other feedback on the roleplay.
4 For more practice, have each pair find a new pair to work with and repeat the activity.
5 Remind students to go online so that they can create their own version of the video.

Lesson 11.5 Goals

Student Book page 134

Exercise 1 ACTIVATE

Direct students' attention to the title of the lesson. Ask students, *What is a goal?* (something you want to do in the future). Call on students to share their ideas.

1 Put students in groups of three to discuss the questions. Have them think about big goals and small goals.
2 Optionally, have each group join another group and share what they discussed.

Exercise 2 IDENTIFY

1 Have students read the instructions. Write on the board: *What have they already done to achieve the goal?* Ask students what they think this means (a step taken toward reaching the goal, but the goal hasn't been reached yet.) To practice their listening skill, have them predict what grammar tense they will hear in the answer (present perfect or present perfect with *already*.)
2 Play the audio as students take notes.
3 Students compare answers with a partner.
4 Call on students for answers.

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Answers
Her goal is to develop an app. She's already taken an online course on how to create an app. And she's thought of a great idea.
His goal is to write a book. He's planned the story and written one chapter.

Audio Script

CD 3, Track 17

A My goal is to develop my own app. I've already taken an online course on how to create an app. And I've thought of a great idea. Now, the hard part … I need to build it! I also need to get money, so I can build the app.
B My goal is to write a book. So far, I've planned the story and written one chapter. I hope to finish the book next summer. Then I need to find someone to publish it.

Exercise 3 EXPAND

1 Have students read the question and prepare to take notes again.
2 Play the audio as students listen for the specific information.
3 Check the answer as a whole class.
4 Ask the class, *Do you think those are easy goals or difficult goals? Why or why not?*

Answers
She needs to build the app, and she needs to get money to build it.
He needs to finish the book and then find someone to publish it.

CD 3, Track 17

Pronunciation Skill

Contractions of *have/has*

GO ONLINE

1 Have students read the information in the box. Tell students the contraction is very common when using present perfect tense.
2 Play the audio one time and have students just listen.
3 Play the audio again. Pause after each word and have students repeat.
4 Practice additional times if needed.

CD 3, Track 18

Extra Practice

1 Students practice using contractions to talk about goals they have already accomplished.
2 Students can refer to their list from Exercise 1 or make a new list; they should write down things they have done or achieved in their life.
3 Have students practice talking about them with a partner using the contracted form. Then students switch partners and talk about what they heard.
Part 1 sample sentence: *I've learned to make candles at home.*
Part 2 sample sentence: *My partner was Ines. She's learned to make candles at home.*

Exercise 4 NOTICE

1 Have students read the instructions and identify what they are listening for.
2 Before playing the audio, have the whole class make each of the sounds.
3 Play the audio as students circle the sounds they hear.
4 Check answers as a whole class.

Answers

1 /v/	4 /v/
2 /z/	5 /v/
3 /z/	6 /s/

CD 3, Track 19

More to Say…Note

Students may have trouble pronouncing /s/ and /z/ differently. If you notice students saying /s/ instead of /z/ or vice versa, have students put their hands on their throats as they are making the contractions and feeling the difference between the voiceless /s/ and the voiced /z/.

Students who have trouble pronouncing the /v/ sound when have is contracted might benefit from making the sound while looking in a hand held mirror. Sometimes students struggle to bite down on their lower lip while holding their upper lip out of the way to expose their front teeth. Looking at themselves in the mirror while pronouncing this sound can give them helpful feedback about what their faces are doing.

More to Say…Activity

Focus: Working in groups, students practice discriminating between contractions of *have/has*.

Grouping Strategy: Groups of 2–6 students.

Activity Time: 10 minutes

Ready,

1 Create a list of 25 of short sentences that contain a variety of contractions of *have/has*.
2 Prepare a different colored flyswatter for each group of 2–6 students.

Set…

1 Write the sounds /s/, /s/ and /v/ on the board. in big, well-spaced letters.
2 Divide the class into groups of 2–6. The groups can vary in size, but ideally there will be no more than 5 groups of students.
3 Write a points grid (for tallying points) on the board apart from the sound symbols. At the top of each category, write the colors of the flyswatters. For instance:

red	blue	yellow

4 Demonstrate the activity for the students. Say that you will be calling out a sentence that contains a contraction of *have* or *has*. Tell students they will take turns in their groups to compete against other groups to touch their flyswatter to the sound of the contraction. For instance, if you say "She's never ridden a horse," students should tap /z/ on the board with their fly swatters. The student who correctly identifies the sound first earns a point for his/her team.

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5 Tell students that they should follow a few basic rules:
They must take turns so everyone has equal opportunities to play.
They can only hit one time each turn with their flyswatters. (In other words, they only have one chance. if they are wrong, they can't hit a different sound.)
They should hold their flyswatter on the sound they choose until you have awarded a point so you can clearly see who the winner is.

Go!

1 Have the students stand in their groups in lines at the front of the room.
2 Give the first person in each line a flyswatter.
3 Read out a short sentence containing a contraction of *have/has* from the prepared list.
4 Give a point to the team which correctly identifies the sound first.
5 Read the sentence again, emphasizing the contraction sound, as a learning opportunity for students who may have misidentified the sound the first time.
6 Have the students at the front of the lines hand the flyswatters to the next students in line and move to the back of the line. Call another sentence out. Repeat until all of the sentences have been read. The winning team is the one with the most points at the end of the game.
7 Note: This review game works best if it moves quickly. Don't let the pace lag by allowing too much time to pass between calling out sentences.

Exercise 5 APPLY

1 Have students read the instructions.
2 Put students in pairs.
3 Students take turns saying each sentence. Their partner listens carefully and gives feedback on pronunciation.
4 At this level, giving peer feedback on pronunciation may be challenging for some students. As students practice, walk around and listen to different pairs and provide individualized feedback.

Speaking

Talk about goals

GO ONLINE

1 Have students read the information in the box and practice saying the phrases aloud.
2 Share one of your own goals in an example sentence, such as: I plan to study Italian. Ask students what come after each expression? (a verb) What form of the verb? (infinitive) Then with students, brainstorm a list of possible goals on the board, such *as learn English, play the guitar, graduate from college, become a millionaire*.
3 Call on a student at random and point to one of the goals. Have the student make a sentence using a phrase in the box (e.g., *My goal is to become a millionaire*.)

Extra Practice

1 In this activity, students practice giving short speeches using the expressions in the Speaking box. Put students into groups of four.
2 Tell students to imagine their group has been given one million dollars to improve their city. Each group will make a proposal discussing how they will improve the city. In their groups, students discuss and decide how they will spend the money.
3 Each group gives a short speech (one or two minutes) explaining their proposal. They must use language from the Speaking box, e.g., *I plan to build a new shopping center. I intend to give every citizen a new computer.*
4 After each group has gone, have the class vote on their favorite proposal.

Exercise 6 WHAT'S YOUR ANGLE?

1 Students brainstorm two goals individually and write them down.
2 Students list the things they have done already to achieve the goal.
3 Students write down what they need to do next.
4 Direct students' attention to the sample conversation.
5 Put students into groups of three or four. Remind students to use present perfect (either with *already* or *yet*) during their discussion. Other students in the group must ask questions.

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Unit 11 Review

Student Book page 157

Vocabulary

Exercise 1

Answers

1 for
2 since
3 for
4 since
5 since

Exercise 2

Answers

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

GO ONLINE Encourage students to go online to play the vocabulary game.

Grammar

Exercise 3

Answers

1 has, studied
2 has taken
3 has, finished
4 has, been
5 hasn't/has not decided

Exercise 4

Answers

1 Have you ever done a parachute jump?
2 I have known Ben for five years.
3 They've worked together since 2015.
4 I haven't ever biked down a mountain.
5 Have they learned ~~yet~~ French yet?

GO ONLINE Encourage students to go online for further grammar reference and information and to play the grammar game.

Discussion Point

Exercise 5

OXFORD REFERENCE

1 Read the quote aloud.
2 Have a volunteer read the questions aloud. Have students brainstorm reasons why older people may or may not do better work.
3 Have students discuss the question in groups of three.

Answers

Students' answers will vary. Sample answers include:
I think older people have more experience so they do better work.
I think older people are stuck in their ways, so they can't work as well as younger people.

GO ONLINE Encourage students to go online to listen to the podcast and add their comments to the discussion board.

Zoom In

Exercise 6

1 Conduct Task 1 as a pairwork activity. Give students time to brainstorm and make notes about their place. Students then share with a partner.
2 Have students work independently to write 4-6 sentences about their language learning experiences. Collect and correct their work or monitor and provide feedback.
3 Have students do an image search of an exciting activity. Tell them to print out the picture or save it on their phone. Have them sit in small groups, show the image, and talk about the activity.

Answers

Students' answers will vary. Sample answers include:
1 I've never been to Florence. I want to go because the food is wonderful there. I would go to lots of restaurants and cafes.
2 I watch lots of tutorials online. I can watch again and again until I understand. I also like to watch TV in the language I am learning. I don't understand everything, but it helps me.
3 Answers will vary depending on the photograph that students select.

Exercise 7

1 Tell students to think about how they did on each of the previous tasks and to check the appropriate box.
2 Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.

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Unit Overview

Introduction to the unit

Change is the one constant in life. As your students reach the final unit of this textbook, the topic of change is examined in a variety of ways.

In ***Lesson 12.1***, the theme is reflected in activities about predicted changes in population growth and the environment. Students learn to read infographics to help them understand these changes, as well as talk about environmental changes with new vocabulary and the zero conditional. In ***Lesson 12.2***, students talk about important decisions they need to make, and write a blog post on the topic using first conditionals, noun suffixes *–tion* and *–ment*, and connectors *because* and *so*. In ***Lesson 12.3***, students will discuss their ideas to change air travel, and listen to audio to distinguish between formal and informal language. In ***Lesson 12.4***, students will watch a video and practice expressions for politely agreeing and disagreeing with opinions. In the *Real-World English Strategies*, teachers will help students learn how to soften expressed disagreement. Finally, in ***Lesson 12.5***, students will practice syllable stress and describe a difficult change in their lives. In the *More to Say…* activity, students will practice stressing words correctly with the suffixes *-tion*.

Lessons

12.1 More and More and More!

Reading Skill Using visuals and data

Grammar in Context Zero conditional

- Vocabulary: climate (Oxford 3000)
- Identify and assess data from an infographic
- Write cause and effect sentences using zero conditional
- Talk about population growth

12.2 An Important Decision

Vocabulary Development Noun suffixes: *-tion, -ment*

Writing Skill Using *because* and *so* to talk about reasons and results

Grammar in Context First conditional

- Integrate use of *because* and *so* to talk about reasons and results
- Differentiate between zero and first conditional sentences
- Write a blog post using target grammar

12.3 Our Gate Changed!

Listening Skill Identifying levels of formality

- Vocabulary: air travel (Oxford 3000)
- Distinguish between formal and informal language
- Think critically about problems with air travel and discuss solutions.

12.4 Yes, but…

Real-World English Agreeing and disagreeing with opinions

- Identify different expressions for agreeing and disagreeing with opinions
- Analyze different ways to agree and disagree with opinions in various contexts
- Create and assess roleplays for use of target language

12.5 A Difficult Change

Pronunciation Skill Suffixes and syllable stress

Speaking Describe a change

- Notice syllable stress change with suffixes
- Talk about a difficult change using *because* and *so*

Resources

Class Audio CD 3, Tracks 20-25

Workbook Unit 12, pages 78-84

Oxford Readers Correlations

Rainforests (9780194233811)

Teacher's Resource Center

Assessments: Unit test, Progress test, End of Course test

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

Unit Opener

Student Book page 135

The unit opener photo shows a fisherman on a boat in a river. He is fishing to feed his family. Behind him is a floating restaurant. Changes in climate can have a big impact on the people of this community, and communities around the world. These changes can impact jobs, food availability and, generally, people's ability to survive.

Photographer

Quinn Ryan Mattingly

Quinn Ryan Mattingly (b. 1979, USA) is a freelance photographer and videographer based in Vietnam for more than a decade. Having first moved abroad after university graduation, a year in Europe led him to change continents, first landing in South Korea in 2005. This would spark his interest in photography. He accepted the invitation of a friend to visit Vietnam in 2006, immediately falling in love with the country and the lifestyle. His personal work focuses on long-term photojournalistic projects, telling the stories of the less than fortunate residents of Vietnam and the South East Asia region, while his professional work is split between editorial and commercial assignments and commissions for many various local and international clients such as *The New York Times, The Washington Post*, World Health Organization, The Global Fund, and Samsung, among many others.

Unit Snapshot

These three questions have been written to get the students' attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer.

1 For the first question, elicit the meaning of *population growth*. Talk about each word separately (*population*: number of people living in a city, country, or planet, *growth*: increase.) Tell students to discuss what kind of changes might come with increased population. Are they good changes or bad changes?
2 For the second question, see if students have heard of Montessori education. Students that know about it can share what they know. Others can discuss the question: *Why is education important?*
3 For the third question, ask students to think about recent travel experiences they have had and discuss what about air travel could be improved.

Discussion Questions

1 Direct students' attention to the questions below the picture. For the first question, elicit the definition of *environment* (all natural things in the world- air, trees, land, etc.) Give students some examples to scaffold the conversation, for example *If the air is getting dirtier, how does that affect your life?*
2 For the second question, have students brainstorm possible answers and then share their opinion. Possible ideas include technology, education, civil rights, fashion, culture.
3 Show the photographer video where Quinn Ryan Mattingly answers these questions from his perspective. Play for students as many times as needed to check comprehension and discuss any vocabulary items.

Answers

Students' answers will vary. Sample answers include:
1 Dirty air can make me unhealthy. Pollution can make my life worse. Global warming can cause lots of problems.
2 Technology has changed the most. Rights for women have changed the most.

Video Script

This man is fishing on a boat in the Irrawaddy River in Myanmar. I took this picture just outside of a small city. The man is fishing to feed his family. Not so many people in the area are fisherman. Behind the man, there is a floating restaurant in the river.

Changes in the environment can have a big effect on people's lives. This area might be flooded if plans for a large dam project continue. If that happens, many people's jobs and lives will be destroyed or changed forever.

In my lifetime, the climate and the population have changed the most. Changes in climate are not really good for us. They affect our lives by changing the weather we are used to, and causing problems with how we grow our food.

Unit Opener Exercise

1 Review all of the categories in the chart and ensure students understand the meaning of each. Elicit the difference between *In my life* (about me) and *In the world* (about the whole population).
2 Give students time to think and fill out the chart completely.
3 Put students in groups of three or four. Start with the *minute* category and have each student in the group share. Then have them discuss the following categories until they have shared all the information in the chart.
4 Call on students to share a good, a bad, or a neutral change.

Real-World Goal

By the end of this unit, students will be able to use infographics to teach a friend about an important topic. This will be achievable because they will have practiced reading and interpreting infographics, used grammar and vocabulary that helps to explain infographics, and practiced speaking about important topics.

Lesson 12.1 More and More and More

Student Book pages 136 – 138

Exercise 1 ACTIVATE

Direct students' attention to the picture. Ask students to describe the picture. How do they feel when they see the picture?

1 Have a student read the question aloud.
2 Have students talk to a partner about some possible effects of population growth. As a follow-up, ask students to discuss if these changes are positive or negative.

3 Ask the whole class for ideas and write them on the board. Encourage students to give additional information about their ideas.

Answers
Students' answer will vary. Sample answers include:
There is less space for everyone. We are polluting more.
Everything will be busier and more crowded.

Exercise 2 VOCABULARY

1 Direct students' attention to the words in bold orange. Say each vocabulary word aloud. Have students listen and repeat.
2 Have students read the instructions.
3 Students work in pairs to discuss the sentences and match the words to their definition. Encourage students to find the meaning from context.
4 Check answers as a whole class. Call on students to share answers.
5 Clarify the difference between *rise* and *increase*. (*increase* is to become greater in value; *rise* is to become higher or move upward).

Answers
1 e 2 a 3 d 4 b 5 c 6 f

Oxford 3000 words

climate reduce storms
increases environment rise

Exercise 3 APPLY

1 Have students read the instructions. Note that they need to notice which form of the vocabulary words to write.
2 Students work independently to fill in the blanks.
3 Have students check answers with a partner. Ensure they check that they agree on both the word and its form.
4 Call on pairs for answers. If students changed the form of the word, have them explain why.
5 As an optional extension, have students create their own sentences using the vocabulary words.

Answers
1 environment 3 climate 5 increases
2 rising 4 storms 6 reduce

Reading Skill

Using visuals and data

GO ONLINE

1 Have students read the Reading Skill box.
2 Tell students that an *infographic* is a modern term for charts and graphs; they often will have additional text to help explain the data.
3 Note that the ability to use visuals and data not only will help students understand an article better, it is a good way to get a lot of information quickly. Infographics are extremely common in both print and online media, so understanding them is an important part of media literacy.

Extra Practice

In this activity, students conduct a survey and create a bar graph with their results.
1 Put students in groups of three or four.
2 Each student thinks of a question related to the environment or population growth. The survey will be easier if students create a question with just two or three options for answers, or *Yes/No* questions.
3 Students then break off to form new groups. One person from each of the old groups forms the new groups (this way every person has a different question to ask.) Each student in the new group asks their question to their classmates and writes down their responses.
4 Students rejoin their original groups and tally the results.
5 Each group make a graph on a piece of notebook paper or on the board to show their results.
5 Students make a short presentation about their findings. Sample questions (and options for answers):
How often do you recycle? Often / Sometimes / Never
Is population growth a problem in your country?
What is the biggest environmental problem? Climate change/ Access to water / pollution

Exercise 4 IDENTIFY

1 Have students read the directions. Have them put a piece of paper (or other object) over the text so they only focus on the infographics.
2 Direct students' attention to the first chart. Ask, *What do the purple and yellow lines show?* (the purple line shows human population, the yellow line shows extinctions.)
3 Direct students' attention to the second chart. Elicit the meaning of *water withdrawal* (the amount of water taken, no longer available.)
4 Looking at the infographics alone, have students make notes on the information they can determine from them.
5 Call on students to share their findings.

Answers
As human population increases, the number of animal extinctions also increases.
As human population increases, the number of people with access to fresh water decreases.

Exercise 5 ASSESS

1 Have students read the instructions and the questions.
2 Students read the article closely. Encourage them to take notes as they read.
3 Put students in pairs. Have them discuss if their analysis of the infographics was correct. Students then discuss effects of population growth.
4 Conduct feedback on reading the infographics. How many students were correct before reading the article? Was it easy to understand after reading the article? What aspects of the infographics were confusing?
5 Optionally, based on student feedback, design additional practice for a subsequent lesson.

Answers
1 Students' answers will vary.
2 Extinction of species, loss of fresh water, and increase in crime.

Exercise 6 WHAT'S YOUR ANGLE?

1 Have students read the instructions. Optionally, scaffold the task by asking *What are the main problems described in the article?* (Extinction of species, loss of fresh water, increase in crime.)
2 Tell students to imagine they are working for an organization that is tasked to solve these problems.
3 Put students in groups of three or four. Have groups think of the name of their organization (e.g. *Save The Planet*, *Earth Solutions, Inc.*, etc.)
4 Groups discuss possible solutions to the problems and make a list.
5 Groups take turns sharing their ideas with the class. Encourage students to ask the group questions about their ideas.

Answers
Students' answers will vary. Sample answers include:
Create laws to save the animals. Stop corporations from taking so much water. Make sure everyone can get an education.

Grammar in Context

Zero Conditional

GO ONLINE

1 Have students read the information in the Grammar in Context box. Explain that a zero conditional sentence always has two clauses, the *if* clause and the result clause. Usually (but not always), the *if* clause comes first, and the two clauses are separated by a comma. These sentences are about real events that happen in the present.
2 See the Grammar focus on page 170 for more information.

Extra Practice

1 Students ask questions and then create sentences using the zero conditional. Students write a starter sentence like the ones in Exercise 9. Sample sentence: *When I finish school, I* _____.
2 Students walk around the class, asking their classmates to complete the sentence in a way that is true for them. Students make notes of their classmates' answers.
3 When the students finish speaking to each other, put them in groups of four. Students share the five most interesting sentences they heard. Students should change their sentences to third person. Sample sentence: *When Jaime finishes school, he practices playing the piano.*

Exercise 7 APPLY

1 Have students read the instructions.
2 Elicit from students the meaning of *cause* and *effect* (when one thing happens, the cause, something else happens, the effect, because of the first thing.)
3 Students work with a partner to match causes and effects. Have students refer to the reading in Exercise 4 for help.
4 Students work independently to write their sentences.
5 Have volunteers write their sentences on the board. More than one student can write a sentence for each item. There may be variations.
6 Check answers as a whole class.

Answers
Students' answers will vary. Sample answers include:
1 c; When/If there are big storms, buildings get damaged and people get hurt.
2 d; When temperatures increase, sea levels rise.
3 a; When rainforests disappear, many animals lose their habitat.
4 b; When animals lose their habitat, they become extinct.

Exercise 8 EXPAND

1 Have students read the instructions. Note: students need to use some critical thinking to answer these questions correctly. Take time to thoroughly explain the activity.
2 Look at the sample sentence as a whole class. Point out that the first sentence of each item states a fact. Students then need to rephrase the sentence with one if clause and one regular clause.
3 Check comprehension. Ask, *What tense should be used for the if clause?* (Simple present) *What tense should be used for the second clause?* (Simple present.)
4 Students work independently to write their answers.
5 Have students check answers with a partner.
6 Call on pairs to write their answers on the board. Check as a whole class.

Answers
2 protect the environment, you are called an *environmentalist*.
3 have clean water, they get sick/can't stay healthy.
4 it damages buildings.
5 an increase in temperature, sea levels rise.
6 environmentalist, you want people to drive electric cars.

Exercise 9 INTERACT

1 Have students read the instructions. Tell students they will think about their own experience when writing sentences. Direct students' attention to question 1. Elicit possible answers.
2 Review follow up questions. Tell students *When I can't sleep, I read a book*. Elicit possible follow up questions. For example, *How long do you read? What books do you read?*
3 Students write sentences independently. Remind students to complete the sentences in simple present.
4 Put students in pairs. Students take turns reading their sentences and asking follow-up questions.
5 Choose one of the questions to have a whole class discussion. Have students read their complete sentences and have the class ask follow-up questions.

Answers
Students' answers will vary. Sample answers include:
When I can't fall asleep, I read a book.
If I have a headache, I take medicine.
When it rains on the weekend, I drink hot chocolate and watch a movie.
If there's a problem with my computer, I call my sister.
If I'm angry at someone, I yell a lot!

Lesson 12.2 An Important Decision

Student Book pages 139 – 141

Exercise 1 ACTIVATE

1 Have students read the questions. Ask students, *What kind of decisions are important decisions?* Elicit answers such as deciding which university to attend, where to live, and what career to pursue. Explain that *options* is another word for choices.
2 Students discuss the questions in groups of three.
3 Call on volunteers to talk about one of their decisions, their options, and what they decided.
4 Ask students if important decisions are always difficult decisions. Why or why not?

Answers
Students' answers will vary. Sample answers include:
An important decision was choosing where to live. My options were Shinjuku, Japan; Cape Town, South Africa; and Des Moines, Iowa, USA.

Exercise 2 IDENTIFY

1 Have students read the questions and look at the picture. Ask students to predict what kind of decision the blog writer will have to make (e.g., what to do after college.)
2 Students read independently and make notes about the advantages and disadvantages of each option.
3 Have students come to the board and write the post-graduation options. Then have other students come to the board and write the advantages and disadvantages of each.
4 Check that all information is correct and ask students if there is any vocabulary they are unsure about.

Answers

Option	Advantage	Disadvantage
government job	likes co-workers	work isn't interesting and pay isn't great
look for a new job	more interesting with better pay	if she doesn't find a job, she won't be able to take the government job
get a master's degree	loves kids	grad school would be expensive

Exercise 3 WHAT'S YOUR ANGLE?

1 Put students in pairs to discuss which option the writer should choose. Encourage students to develop their reasons why. Students can draw from their own experience to give examples.
2 Have students indicate by a show of hands which option they think is best. Ask students to share their reasons.

Answers
Students' answers will vary. Sample answers include:
She should get a master's degree because she can get a better job with a degree.
She should look for a new job because it is important to do something you like.
She should keep her government job. It's a safe option.

Vocabulary Development

Noun suffixes: *-tion, -ment*

GO ONLINE

1 Have students read the information in the box. Tell them that an important part of language development is starting to understand different parts of words, such as suffixes and prefixes. (Students will be familiar with many of the words in the box, but they may not have considered that the suffixes indicate a noun form, or that there was a suffix at all.)
2 In regard to the spelling rule for *-tion*, note that organization is an exception as there is an a added before the *-tion*. The majority of *-tion* nouns follow the rule listed.

Extra Practice

1 In this activity, students play a game (similar to Hangman) to practice spelling words from the Vocabulary Development box and practice identifying verb forms of nouns.
2 Choose one of the nouns from the Vocabulary Development box (*agreement*, for example.) Write out a small line (underscore) for each letter in the word so students know the number of letters in the word.
3 Students guess letters. If a letter is in the word, write that letter in the correct space. If it is not in the word, mark an X on the board (you can also write "used" letters on the board so students do not repeat them.)
4 If a student thinks they know the word, they can make a guess. Students can guess letters until someone guesses the correct answer or five Xs appear on the board.
5 The student that correctly guesses goes to the board and leads the next round of the game with another word of their choice from the Vocabulary Development box.
6 After each noun, ask students for the verb form and its spelling.

Exercise 4 ASSESS

1 Have students read the instructions. Students should make a chart in their notebook with two columns: *-tion* and *-ment*.
2 Students read again, writing the nouns they find in the chart.
3 Have students compare their charts with a partner and discuss the questions.
4 If some students finish earlier than others, have them try to write sentences with nouns from the box.

Answers
-tion: organization, option, education
-ment: government

Exercise 5 APPLY

OXFORD REFERENCE

1 Ask students to talk to a partner about their earliest memory of school. What do they remember? Was it fun? Difficult? Do they remember what their first teacher was like?
2 Tell students they will read about a unique system of education.
3 Have students read the instructions. Remind them that they can find the noun forms (with suffix) in the Vocabulary Development box if they need help.

4 Students work independently to fill in the blanks.
5 Call on students to read sentences aloud with the correct forms.

Answers

1 education	5 agreement
2 development	6 instruction
3 options	7 management
4 direction	8 measurement

Writing Skill

Using *because* and *so* to talk about reasons and results

GO ONLINE

1 Direct students to read the information in the box. Have students read the sample sentences aloud.
2 Note that if *because* is used at the beginning of a sentence, there must be a second clause.
Incorrect: Because of population growth.
Correct: Because of population growth, resources are limited.
3 Check student comprehension. Ask, *why is because used?* (to give a reason). Ask, *why is so used?* (to show an effect or result.)

Extra Practice

1 Prepare a series of questions that begin with *Why*. Cut them into strips and place them into cups.
2 Divide students into groups of four or five. Each group gets a cup. Students take turns pulling out a question to ask to the group. Each person must answer the question using *because* or *so*.
3 Monitor and listen for good use as well as common errors. Give students feedback on their discussion.
Sample questions:
Why do you like your hometown or city?
Why do some people like living in a big city?
Why do some people like living in the countryside?
What subject did you study in school? Why did you choose it?
Why are you studying English?
Why do people decide to move to a new place?

Exercise 6 INTEGRATE

1 Have students read the instructions. Tell students to read carefully to make sure they choose the word that makes sense.
2 Students circle their answers independently.
3 Students compare answers with a partner.
4 Review answers as a whole class.

Answers

1 because	3 so	5 because
2 so	4 Because	

Exercise 7 EXPAND

1 Have students read the instructions.
2 Students fill in the blanks on their own.
3 To check answers, call on students to read the completed sentence aloud. Ask the class if they agree or disagree. Have students explain why each sentence uses *because* or *so*.

Answers

1 because	3 so	5 because
2 Because	4 so	6 Because

Grammar in Context

First Conditional

GO ONLINE

1 Direct students to read the information in the box. Review the forms for both the *if* and the result clause, using the sentences as examples.
2 Write the sentences on the board, putting the formula above each part of the sentences.
3 Explain that zero conditional statements are always true, and first conditional statements discuss possible events and results. The events have not occurred yet.
4 Direct students' attention to the first sample sentence. Ask, *Has the person gotten their master's degree yet?* (No.) *Will they get it in the future?* (possibly.) *What will happen if they do?* (They will become a teacher.)
5 See the Grammar focus on page 170 for more information.

Extra Practice

1 Before class, prepare a series of *if* clauses. Cut them into strips and prepare enough for groups of four.
2 Divide students into groups. Students take turns reading one *if* clause. Students should discuss the clause briefly to make sure everyone understands it.
3 The other three students each write a result clause.
4 The students read their result clause.
5 The student with the *if* clause decides on their favorite result and hands their sentence strip to that student.
6 The student with the most strips at the end is the winner.
Sample *if* clauses:
1) If I don't find a job…
2) If I travel overseas…
3) If I go to the dance club…
4) If I get a bad score on the test…
Sample corresponding result clauses:
1) I'll go live with my parents.
2) I'll learn about a new culture and language.
3) I'll be tired in the morning.
4) I'll be embarrassed.

Exercise 8 APPLY

1 Have students look at the first sentence and have them identify the *if* clause and the result clause. Ask the class what part of the formula needs to get filled in (*will/won't + infinitive without to*). Students must determine from the context if they should use *will* or *won't*.
2 Students work with a partner to complete this activity, referring to the Grammar in Context box for help.
3 Have students write answers on the board.
4 Check as a whole class.

Answers

1 will do *or* 'll do	3 will improve	5 sell
2 won't get	4 takes	

Exercise 9 EXPAND

1 Have students read the instructions. Ask what tense is used for zero conditionals (simple present) and for first conditional (*will* + infinitive.)
2 Students independently read each sentence carefully and choose the correct form of the verb.
3 Students compare answers with a partner.

4 Call on students to share answers with the class. Discuss why the sentence is zero or first conditional.

Answers

1 causes	3 takes	5 will become
2 will pass	4 will have	

Exercise 10 PREPARE

1 Ask students to recall some of the important decisions that were discussed at the beginning of the lesson (e.g., which city to live, which university to attend, etc.)
2 Have students brainstorm an important decision they need to make.
3 Once students have chosen what they want to write about, have them make a list of options, advantages, and disadvantages. Use the reading on page 139 as an example. Remind students they do not need to write complete sentences at this stage.

Exercise 11 WRITE

1 Have students read the guidelines for their blog post.
2 Check comprehension. Ask students which word they use with reasons *(because)* and which with results (*so*). Check if they remember how to form first conditional sentences. Elicit from students some *–tion* and *–ment* words.
3 Students write independently. Remind them to refer to the Grammar in Context and Vocabulary Development boxes for help.
4 Walk around the class and provide assistance.

Exercise 12 IMPROVE

Have students read their completed blog posts. Have them read carefully and attempt to correct grammar and spelling mistakes. Help students identify errors as needed.

Exercise 13 SHARE

1 Direct students' attention to the review criteria.
2 Students swap blog posts with a partner.
3 Students read their partner's work, making notes as they read.
4 After students have finished reading and writing, have them take turns providing feedback on writing, grammar, vocabulary and spelling.

Exercise 14 DEVELOP

Have students take out a new sheet of paper and rewrite their blog post with corrections from their classmate.

Exercise 15 WHAT'S YOUR ANGLE?

1 Put students in groups of three or four.
2 Students take turns reading their blogs aloud.
3 Encourage others in the group to ask clarifying questions or to repeat the reasons and results the author discussed.
4 Students give their opinion on what the writer should do, giving reasons.
5 Repeat the activity with the other students in the group.

Lesson 12.3 Our Gate Changed!

Student Book pages 142 – 143

As an optional lead-in, have students think about and discuss their most recent travel experience. Was it a good or a bad experience? Why?

Exercise 1 ACTIVATE

1 Direct students' attention to the first question. Have a whole class discussion on common air travel problems and write their ideas on the board.
2 Have students look at the board and think about if they have experienced any of the problems listed.
3 Call on students to share their experiences.

Answers

Students' answers will vary. Sample answers include:
The airline loses my luggage. The seats are too small. The food is bad. My flight was delayed. Yes, I've had these problems.

Exercise 2 VOCABULARY

1 Say each vocabulary word aloud and have students repeat.
2 Ask students what the letters in parentheses next to the words mean. *(n)* means the word is a noun; *(v)* means the word is a verb. Tell students that this information will help them complete the activity.
3 Students work in pairs to match the words to the pictures.
4 Call on pairs to share answers.

Answers

1 gate	3 book a flight	5 take off
2 pilot	4 passenger	6 luggage

Oxford 3000 words

pilot	gate	passenger
take off	luggage	book a flight

Exercise 3 INTEGRATE

1 Have students read the instructions. Ask students to define *airline announcement*. It is information about a flight that they hear over a public address system.
2 Pre-teach *stow*: to put something in a particular place. Have student refer to the vocabulary words in Exercise 2 and fill in the blanks independently. For the other bold words, have students try to determine the meaning from context; provide assistance as needed.
3 Play the audio for students to check their answers.
4 Ask students how well they did and which answers they struggled with.

Answers

1 luggage	3 gate	5 passengers
2 take off	4 pilot	6 book a flight

CD 3, Track 20

Extra Practice

1 In this activity, students learn additional vocabulary and write a short story with a prompt about air travel.
2 Teach students additional air travel vocabulary, such as:
   1) *landing*: when a plane descends to the ground

2) *flight attendant*: airline employee that helps passengers and serves food and drinks during the fight
3) *boarding time*: the time you should be at the gate to get on the plane
4) *boarding pass*: the ticket to get on the plane
5) *check-in*: when you tell the airline you have arrived and get your boarding pass

3 Students write a story about a bad travel experience. Write the sentence on the board: "I was excited to travel, but then everything went wrong." Each student will start their story with this sentence. Have them use one of the ideas from the Exercise 1 discussion. Have them imagine the characters and write a short story of about 100 words.
4 Provide guidelines for their writing. After the first sentence, students should write:
1) What happened
2) What they did
3) Was the problem solved or not? Why?
5 Students share their stories in small groups. Have students hand their stories in to you for correction.

Listening Skill

Identifying levels of formality

GO ONLINE

1 Have students read the information in the Listening Skill box.
2 Play the audio.
3 In pairs, students discuss the differences in language.
4 Discuss these differences as a whole class.
5 Elicit other situations where students might hear formal or informal language. For example:
Formal: Employee talking to a supervisor
Informal: Two friends talking at a café

CD 3, Track 21

Extra Practice

1 Review formal and informal greetings with students. Have students practice saying them aloud. Some examples:
Formal: *Good morning, Good evening, Nice to meet you, It's a pleasure to meet you, How's it going?, How have you been?*
Informal: *Hey, Hi, How's it going? What's up? Good to see you!*
2 Write different relationships on the board and have students decide what might be a proper greeting for each relationship. Examples:
Teacher and Student
Best Friends
Boss and Employee
Co-workers
Mother and daughter
Work friends
3 There may be some disagreement on whether some situations call for formal or informal language; this is good. This can spark an interesting cultural conversation.
4 Tell students that if they encounter a situation where they are unsure about how formal or informal to be, it is always safer to be more formal.

Exercise 4 EXPAND

1 Direct students' attention to the bold words in Exercise 3.
2 Have them write each word in their notebook.
3 Students write down an informal synonym for each of the words.
4 Have students compare answers with a partner and see if they have the same word or different words. Discuss which word they think is best.
5 Discuss the possible synonyms as a whole class. Tell students that multiple answers may be correct.

Answers
Students' answers will vary. Sample answers include:

1 stow: put	4 remain: stay
3 depart: leave	5 at this time: now

Exercise 5 NOTICE

1 Have students read the instructions. Review examples of formal and informal airport announcements and conversations from the Listening Skill box.
2 Play the audio. Students listen and check the *formal* or *informal* box. Play a second time if needed.
3 Call on students to share their answers. Ask the class to give examples they heard in the audio that indicate formal or informal language.

Answers

1 formal	3 formal
2 informal	4 informal

Audio Script

CD 3, Track 22

1
Announcer: Attention passengers on flight 584 to Chicago: The departure has been delayed due to snow. If it stops snowing within the next hour, the flight will depart this evening. If it continues to snow, we will need to cancel the flight. We thank you for your patience.

2
Jon: Did you hear that? Our flight might be canceled.
Sue: Oh, no. What are we gonna do if that happens?
Jon: Well, it's the last flight out tonight. I guess we'll have to get a hotel and try to get on a flight tomorrow morning.
Sue: But I have to give a presentation at work tomorrow morning! Let's hope it stops snowing.

3
Announcer: Attention passengers on Flight 740 to Mexico City. This flight is overbooked. We are looking for a few passengers who can take a later flight. We are offering a free round-trip ticket to passengers who give up their seat. Please come to the gate if you are interested.

4
Sara: Hey, did you hear that? What do you think? Should we take a later flight?
Mike: Sure, why not? We'll get free tickets. Maybe we can take a vacation to Florida this winter!
Sara: OK, then let's go to the gate right now! Look, there are already people in line.

Exercise 6 ASSESS

1 Have students review the sentences before playing audio.
2 Play the audio. For each conversation, students mark true or false for the *a* and *b* statements.
3 Check answers. Call on students to read a sentence and indicate if it is true or false.

Answers

1 a True / b False	3 a True / b True
2 a False / b False	4 a True / b False

CD 3, Track 22

Exercise 7 INTERACT

1 Put students in pairs. Have them read the statements.
2 Pairs discuss each situation.
3 As an optional extension, have pairs join another pair and compare their opinions.
4 Ask students to talk about the statements they agree or disagree with the most. Encourage them to use clauses with *because*.
5 Ask, *Have you ever had another passenger bother you on a flight? What did you do?*

Exercise 8 WHAT'S YOUR ANGLE?

1 Have students read the instructions.
2 Students work independently to make their list.
3 Place students into small groups to discuss.
4 Have each group tell the class the most important thing they want to change about air travel. Write them on the board.
5 As a class, vote on the most important thing to change.

Answers
Seats should be more comfortable.
All flights should have free food. The food should taste good.
The flight attendants should be friendlier.
All flights should have free WiFi.

Lesson 12.4 Yes, but…

Student Book pages 144 – 145

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Elicit from students the meaning of *disagree* (to have a different opinion than someone).
2 Have students read the questions. They can discuss a disagreement they have had in person or online. Students discuss the questions with a partner.
3 Ask for volunteers to share their disagreement stories.

Exercise 2 IDENTIFY

1 Ask a student to read the instruction aloud. Ask students to refer to the video stills again and have students make predictions about who is agreeing and who is disagreeing.
2 Play the video. Students work independently to complete the chart.
3 Go over the answer as a class.

Answers
Agreements

Who agreed?	What do they agree about?
Andy and Max	that they'd have a great time in England
Andy and Cathy	that it's important to have time off before going back to school

Disagreement

Who disagreed?	What do they disagree about?
Andy and Max	Andy doesn't think he can both work at the internship and take a vacation. Max thinks he can.

Video Script

English For Real Video Unit 12

Max Hi, Andy!
Andy I have great news! Cathy offered me the summer internship!
Max That's amazing!
Andy Oh, right…yeah, I said I'd come to London. Sorry, Max. This internship is really important.
Max Yeh, I know. But you shouldn't give up your vacation.
Andy Uh, I don't know. If I don't do the internship, I won't get a good job.
Max I'm not sure about that. There are other internships. And you'll feel bad next term if you don't have a proper vacation.
Andy I see your point, but getting a good job is more important than vacation. Hey, I'll come to London next time!
Max Why don't you just ask Cathy for the time off? You can do some work and then come to England? I'm pretty sure interns get vacations!
Andy Yeah, I know. But…
Max Come on, Andy, you have nothing to lose!
Andy Oh, OK. I'll ask her!
Cathy So…what did you want to talk about?
Andy Well, I'm really excited about the summer internship.
Cathy So are we!
Andy Uh, just one thing. So I was wondering…
Cathy Yes?
Andy Would it be possible to have the last two weeks off?
Cathy Two weeks?
Andy Well, I'd like to take a little…
Cathy Vacation?
Cathy Absolutely! It's very important to have time off before you go back to school!
Andy Well, I totally agree with that!

Real-World English Strategies

When people exchange their opinions, they often tend to soften their disagreement using strategies such as the ones suggested in the Real-World English box. However, in some circumstances, we need to express our disagreement more clearly.

1 Ask your students to work with a partner. Instruct each pair to think of a scenario in which they believe it is important to disagree strongly rather than to use hedging strategies to soften the disagreement. It can be a situation from their own experience.
2 Ask each pair to write their scenario on top of a piece of paper. Instruct the pairs of students to write down the expression of disagreement they would use in that situation on a separate piece of paper, and discuss why. (e.g., *I don't agree with you at all, I think you are entirely wrong, This is not the right thing to do,* etc.).
3 Each pair of students now joins three other pairs and sits around a table. The pairs pass their scenarios to the pair sitting to their left.
4 Students write down how they would express disagreement in this situation and fold the paper so that their answer is covered. They pass the paper to the next pair.
5 This continues until the scenario reaches its original authors.
6 Have each pair present their scenario and also the expression they wrote down on the separate piece of paper, and have them discuss with the wider group any differences and reasons. During this discussion, they also have an opportunity to use expressions of agreement and disagreement.

Exercise 3 INTEGRATE

1 Have students review the dialogue before watching the video again. Tell students to listen closely and try to write the correct phrases in the blanks.
2 Play the video. Students write in their answers.
3 Have students compare their answers with a partner.
4 Write the answers on the board. Students check their answers and make corrections as necessary.
5 Ask students if there were any expressions that were difficult for them.

Answers
1 Yeah, I know. But…
Oh, OK. I'll ask her.
2 Well, I totally agree with that!

English For Real Video Unit 12

Real-World English

Agreeing and disagreeing with opinions

1 Read the information in the box aloud.
2 Explain that in order to politely disagree, additional information needs to be expressed. Some examples are listed in the box, such as showing that you understand the other person's point of view or giving reasons why you disagree.

Exercise 4 ANALYZE

1 Model the activity by having two students read the first dialogue aloud. Ask, *Do you think Speaker B's response was appropriate or inappropriate?* (inappropriate.) Tell students that they should rewrite Speaker B's response with a phrase from the Real-World English box.
2 Students complete the activity independently.
3 Students compare their answers. Then have them practice reading the revised dialogues aloud.
4 Call on pairs to share their revised sentences.

Answers
1 B's response is inappropriate because it's too short. B should respond with one of the expressions in the Real-World English box.
2 B's response is inappropriate because it's too direct and B doesn't give a reason for disagreeing.
3 B's response is appropriate.
4 B's response is inappropriate because it's too direct and B doesn't give a reason for disagreeing.

Exercise 5 INTERACT

1 This exercise has two steps. First, put students in pairs. Have them read the two situations and discuss the differences.
2 Ask students, *What kind of information should Speaker B add for Situation Two?* (reasons why they shouldn't take the new job.) Remind students to use language from the Real-World English box.
3 Students prepare and practice roleplays. Have students practice both roles.

Exercise 6 ANALYZE

1 Have each pair meet with another pair to act out their conversations.
2 The pair watching takes notes and gives feedback.
3 Then the second pair acts out their conversation.
4 Remind students to go online so that they can create their own version of the video.

Lesson 12.5 A Difficult Change

Student Book page 146

Exercise 1 ACTIVATE

1 As a class, discuss different changes that happen in people's lives. Write them on the board.
2 Have students look at the list and talk to a partner about which changes are easy and which are difficult.
3 Have students share their opinions with the whole class. Ask others if they agree or disagree with their opinions. Remind them to use language from the Real-World English box on page 145 to explain their agreement or disagreement.

Exercise 2 IDENTIFY

1 Have students read the instructions. Tell students to focus on listening just for the answers to the two questions.
2 Have students take out paper to make notes.
3 Play the audio as students write their answers.
4 Review answers as a whole class.
5 Ask students, *Do you think it is common to feel lonely when you move somewhere new? Why? Have you had a similar experience as Jack?*

Answers
The change was that Jack moved to Miami. It was difficult because he didn't know anyone, so he was lonely.

Audio Script

CD 3, Track 23

Jack When I first moved to Miami, I was lonely. I didn't know anyone. The people at work were really nice, but they were mostly older than me, and they were busy with their families. And I guess my communication skills aren't great, so I didn't meet a lot of people in other parts of the company. So, on weekends, I spent a lot of time on social media, and chatting with people from home. It was a difficult situation for me. Eventually, things got better. I joined a soccer club and started meeting more people. Now I get lots of invitations to do things with friends on the weekend, and I love it here!

Exercise 3 INTEGRATE

1 Have students review the questions before listening.
2 Some students may struggle with the meaning of the negative question forms. Use question 1 as an example. Explain that Jack did not go out (or spend time) with people from work. They need to listen to find out why.
2 Play the audio again and have students work independently to write their answers. Play a second time.
3 Have students compare their answers with a partner.
4 Check answers as a whole class.

Answers
1 because they were mostly older and busy with their families
2 because his communication skills aren't great
3 He spent a lot of time on social media and chatting with people from home.
4 He joined a soccer club.
5 invitations to do things with friends

CD 3, Track 23

Pronunciation Skill

Suffixes and syllable stress

GO ONLINE

1 Direct students to read the information in the box.
2 Tell students it is a common mistake to give all syllables the same stress; this can be confusing to the listener. Ask students, *How is a stressed syllable different than the other syllables?* (it is louder and longer.)
3 Play the audio and have students listen and repeat the shifting syllable stress.

CD 3, Track 24

Extra Practice

1 In this activity, students practice syllable stress with rubber bands. First, demonstrate for the class. Write the word *operate* on the board. Say the word aloud, stretching the rubber band wide for the stressed syllable and a little for each regular syllable. Then repeat for *operation*. This gives students a visual for stressed syllables.
2 Give each student a rubber band. Write a list of vocabulary words on the board.
3 Point to words on the board at random. Students say the word and pull their rubber bands to indicate the stressed syllable. If most students get a word wrong, review and have them repeat.
4 Use a mix of words where the stressed syllable changes between noun and verb form, and those that do not. Sample vocabulary:
Operate
Operation
Educate
Education
Communicate
Communication
Organize
Organization
Celebrate
Celebration
Instruct
Instruction

More to Say…

Focus: Working in pairs, students practice stressing words with the suffix-*tion* correctly.

Grouping Strategy: Groups of 2 students.

Activity Time: 20 minutes

Ready,

1 Create 2 lists containing 10 words with the suffix –tion in each list. For instance:

nation	option
election	introduction
relation	construction
imagination	fiction
ambition	correction
position	affection
pollution	abbreviation
solution	attention
attraction	section
caution	capitalization

2 Make enough copies of the lists for each set of partners. (Pairs of students should get 1 copy of the A list and 1 copy of the B list.)
3 Come up with a familiar sample -tion word, such as *education*.

Set…

1 Put students into pairs.
2 Demonstrate the activity for the students. Say the sample word out loud. Instruct the students to count the number of syllables in the word and raise the appropriate number of fingers (in the case of *education*, 4). Then, say the word again and have students identify the stressed syllable and raise that number of fingers. For instance, with the sample word, education, students should raise 3 fingers to show that the 3rd syllable is stressed.
3 Give each of the student a word list so that the students in each pair both have different words.
4 Give students 5 minutes to read the words on their list and write 2 numbers beside each word, the number of syllables and the number of the stressed syllable.
5 Encourage them to practice their words quietly a couple of times. Circulate and offer assistance as necessary. Also, allow students to use their dictionaries if the words on the list are challenging.

Go!

1. Have the first student read his/her words aloud to his/her partner. As the partner listens, have him/her raise fingers once for the syllable count and once to indicate the stressed syllable.
2. Remind the speaker to confirm that the listener is correct.
3. Once partner 1 has finished reading his/her words, have the partners switch roles.
4. Circulate and correct and praise as necessary.

Exercise 4 NOTICE

1 Tell students to listen and circle the stressed syllable. Have them look at the sample sentence; have them repeat the word with the correct stress.
2 Play the audio. Have students mark their answers independently.
3 In pairs, students read the sentences to each other. Students check one another for correct syllable stress.
4 Walk around the class and listen to students. Make note of any words students struggled with and review their pronunciation as a whole class.

Answers

1 communi**ca**tion
2 situ**a**tion
3 invi**ta**tion
4 presen**ta**tion

CD 3, Track 25

Speaking

Describe a change

GO ONLINE

1 Direct students to read the information in the box. Review the meanings and use of *because* (to give reasons) and *so* (result of something). Have a student read the first two sentences in the box aloud.
2 Call on another student to read the next two sentences aloud. Ask students to name other possible comparative words (e.g., *worse*) and superlative words (e.g., *smallest, most important*.)
3 Choose a volunteer to read the last two sentences. Have the class think of other possible nouns to go with *more* or *less* (e.g., *money*).

Extra Practice

1 In this activity, students rank the difficulty of the different changes that have been discussed in the lesson. Put students in pairs.
2 Using their notes from Exercise 1, students write out a list of difficult changes.
3 Students rank each change (1 being the most difficult change, 2 the second most difficult, and so on.)
4 Each pair joins another pair. They discuss their ranking using because, so, comparatives and superlatives.
5 Have groups share some of their findings with the whole class.
Sample discussion:
1 is moving to a new city because it is really hard when you don't know anything about a new place.
Starting a new job is the biggest change in life. It's difficult because everyone else knows more than you.

Exercise 5 WHAT'S YOUR ANGLE?

1 Individually, students brainstorm and choose a difficult change they want to talk about. Remind students of some of the difficult changes discussed in Exercise 1 and throughout the lesson.
2 Students prepare for the discussion by making notes about it. Give students some prompts to help form their ideas, such as: *What was the change? Why was it difficult? When did it happen?*
3 Students write down what was involved in making the change.
4 Students write down the result of their change.
5 Write the word *Feedback* on the board. Tell students to address the following items when giving their feedback:
Is the difficult change clear?
Did your partner talk about why they made the change?
Did your partner talk about the result?
Did your partner use because or so?
Pairs tell the story and receive feedback.
6 Give students time to think about how they can improve their story based on the feedback. Then put students in new pairs and have them tell their stories again.

Unit 12 Review

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Vocabulary

Exercise 1

Answers

1 climate
2 increase
3 rise
4 storms
5 environment
6 reduce

Exercise 2

Answers

1 organization
2 management
3 corrections
4 direction
5 excitement

Exercise 3

Answers

1 pilot
2 take off
3 luggage
4 book a flight
5 passenger
6 gate

GO ONLINE Encourage students to go online to play the vocabulary game.

Grammar

Exercise 4

Answers

1 won't survive 2 closes 3 are 4 study

Exercise 5

Answers

1 b 2 d 3 a 4 e 5 c

GO ONLINE Encourage students to go online for further grammar reference and information and to play the grammar game.

Discussion Point

Exercise 6

OXFORD REFERENCE

1 Read the quote aloud. Ask students to think about things in life that change; see if they can recall from the unit discussions. Have them think about positive and negative effects of change.
2 Have students discuss the question in groups of three.

Answers

Students' answers will vary. Sample answers include:
Jobs change. Goals change. Family changes. Sometimes people change.
Change is always good; maybe we don't realize it right away. Change isn't always good, sometimes bad things happen and we can't control it. Sometimes we make a change and it is a bad idea.

GO ONLINE Encourage students to go online to listen to the podcast and add their comments to the discussion board.

Zoom In

Exercise 7

1 Conduct Task 1 as a pairwork activity. Students take turns discussing their travel problems and giving each other advice.
2 Have students work independently to write sentences about a decision they will make. Collect and correct their work or monitor and provide feedback.
3 Have students do an image search on an environmental problem. Have them read an article about the problem. Tell them to print out the picture or save it on their phone. Have them sit in small groups and show their image. Then students describe the problem and possible solutions.

Answers

Students' answers will vary. Sample answers include:
1 The airline lost my luggage. I had none of my things for three days. It was terrible!
2 I'm trying to decide if I should get a Master's degree or not. It's a lot of work and I am happy with my job right now. Also, I don't know if I should study English or Theatre. I think, eventually, I will attend university for a Master's in Theatre. What do you think I should do?
3 Answers will vary depending on the photograph that students select.

Exercise 8

1 Tell students to think about how they did on each of the previous tasks and to check the appropriate box.
2 Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.