3

Wide Angle

TEACHER'S GUIDE

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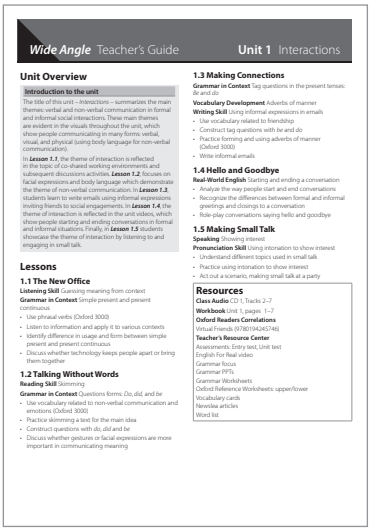
Introduction

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

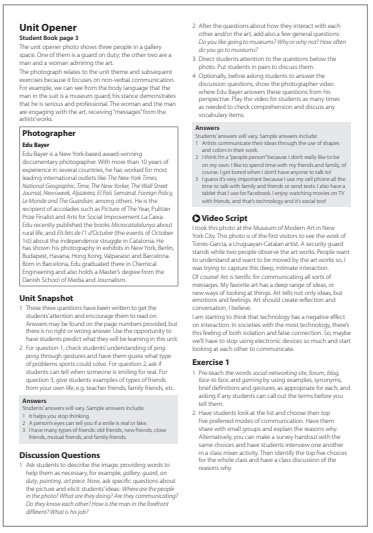
How to use the Teacher's Guide

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

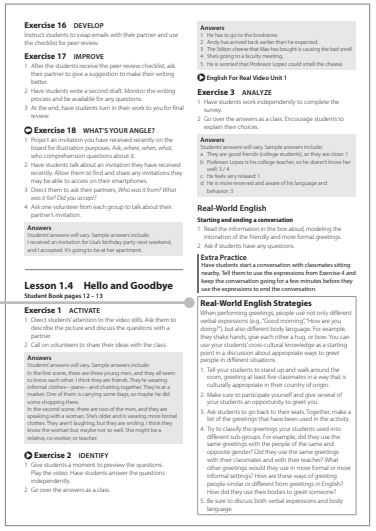
Step-by-step instructions are provided for the reading, writing, listening, and pronunciation skills practiced in each unit. Guidance is also provided for **Grammar in Context**, speaking activities, and **Oxford 3000 / 5000** vocabulary content. The Teacher's Guide also connects to the related **Grammar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

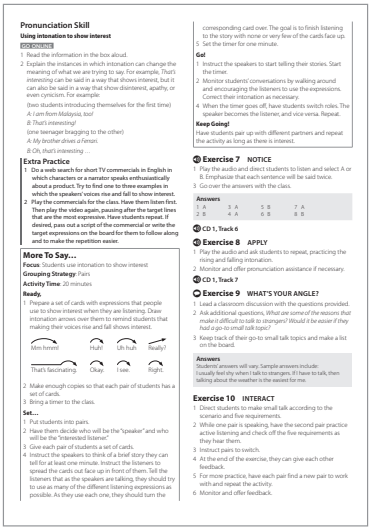
Extra Practice activities provide a fun and exciting way for students to practice a specific skill or language point. These activities include project-based learning, fun competitions, and games to ensure a dynamic classroom experience that also deepens students' learning. The activities can be used 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

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

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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

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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

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Writing Skill Using informal expressions in emails

- Use vocabulary related to friendship
- Construct tag questions with *be* and *do*
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Real-World English Starting and ending a conversation

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- Recognize the differences between formal and informal greetings and closings to a conversation
- Role-play conversations saying hello and goodbye

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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 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 *Microcatalalunya* 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

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Answers

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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 forefront 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

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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

I took this photo at the Museum of Modern Art in New York City. This photo is of the first visitors to see the work of Torres-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.

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Answers
Students' answers will vary. Sample answers include:
1 text message
2 networking site
3 video chat
4 phone call
5 tweet
I guess number one for me is texting people. I do that all the time. I text my friends and my co-workers at work. I like it because it's easy and quick. I call as well, of course, when I want to talk—but I don't always have a lot of time to do that. I prefer texting.

Exercise 2

1 Have students discuss how their interactions vary among different groups of people. Offer an example to help spark discussion.
2 Ask groups to report back to the class on any interesting aspects of their discussion.

Answers
Students' answers will vary. Sample answers include:
Well, for my family, I always call my mother because she doesn't text, and I mostly text my sister and dad. I send emails a lot at work but not really to my friends, and I never email my family. With my friends I use Facebook and Instagram. I do that a lot. There's video chat, of course. I like to chat with some of my friends—the ones I don't see so often—pretty regularly on Skype and What's App. When I'm not going out, in the evening I like to video chat with friends. I have a Twitter account, and I try to tweet every day at least once to say where I am or what I'm doing. For my neighbors, I just say hi once in a while when I see them, but I don't call or text them or anything!

Real-World Goal

By the end of this unit, your students will be able to organize a social event online because they will have learned vocabulary related to friendship and interactions. They will also have had exposure to formal and informal ways of starting and ending a conversation.

Lesson 1.1 The New Office

Student Book pages 4 – 6

Exercise 1 ACTIVATE

1 First, direct students' attention to the title of the lesson, and ask if anyone has ever worked in an office. Ask a few volunteers to share a brief explanation of their experience.
2 Ask students what they think the lesson will be about.

Answers
Students' answers will vary. Sample answers include:
My mom works in an office. She is an administrative assistant. She schedules meetings, answers the phone, and manages the mail.

Exercise 2 VOCABULARY

1 Before matching each phrase with a meaning, give a few example sentences using a phrase and ask them what they think it means. For example, *During my career I had to deal with a lot of different people.*
2 After completing the exercise, select students to read the matched meanings. Explain any incorrect answers that students give.

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

Oxford 3000 words

look forward to	look up to
keep in touch with	deal with
influence	work something out

Extra Practice

1 Make flashcards with one part of the phrase on each card. For example, *look* + *forward* + *to*
2 Students have to find the remaining parts of the phrase forming groups of three.
3 Then have the group come up with a sentence together and write it on the board. For example, *I am looking forward to the holiday break*.
4 Emphasize that phrases which contain two or more words must be used in that particular order, and that phrasal verbs must be used with the correct preposition.

Exercise 3 BUILD

1 Instruct students to work independently. Tell students to fill in the blanks with the phrases they have just learned.
2 Tell them to pay attention to the clues in the previous sentence or clause before they make their choice. You may even introduce them to the word *context*. In this way you are slowly preparing them for the Listening Skill that's coming up.
3 After completing the exercise, select students to read the sentences. Explain any incorrect answers that students give.

Answers

1 look	3 deal	5 influence
2 work	4 look	6 keep

Exercise 4 USE

1 Tell students that they will work in pairs. Each partner will write sentences about him/herself using the phrases from Exercise 2 and then ask their partner additional questions.
2 Model the example from the textbook with a volunteer.
3 Walk around the classroom and monitor the writing process, offering help where needed. Listen in on the subsequent conversation and offer assistance where needed.

Answers
Students' answers will vary. Sample answers include:
A: My father has had a big influence on my career choice.
B: How has he influenced you?

Exercise 5 ASSESS

1 Direct the students to the questions and then have them read the text silently.
2 Have students share the answers to the questions to check for general understanding.
3 Ask students if they have any questions about vocabulary and write it on the board. They may need help with:

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variety (a number or range of things of the same general class that are different or distinct in character or quality) or *facility* (space or equipment necessary for doing something).

Answers
Students' answers will vary. Sample answers include:
CityWorks is a place where people who need an office but don't have one can go and work at a desk, use the Internet, and meet other businesspeople in the area. The people who go there probably work for themselves or for very small businesses. They don't have their own offices. Or maybe they travel a lot and need to use an office sometimes in places they go to for their work.

Listening Skill

Guessing meaning from context

GO ONLINE

1 Introduce and demonstrate the use of *context* with the example from the box: *There are more than 100 desks here. This place is enormous*!
2 Ask the class to shout out other possible meanings or synonyms of the word *enormous*.
3 Then direct students to read the information in the box.

Extra Practice

Pass out a copy of the paragraph below from page 7 with a few words missing in strategic places. Ask students to try to fill in the blanks based on the words surrounding the missing word, or the context.

So, does this mean we can always understand what people are ___ by looking at their faces? Well, modern ___ shows that we can learn to control our ___ expressions when we need to. For example, people who lose a competition may try to ___ their disappointment. The country or ___ you are living in can also be important. Studies show that Japanese people often smile to hide ___ emotions but that Americans do not. This is because in Japan many people prefer not to show negative ___.

Allow students to work in pairs. Then elicit answers and write them on the board. Accept all logical answers.

Exercise 6 INTEGRATE

1 Students will listen to the radio show excerpts about CityWorks and fill out the chart with the part of speech of the word in the table as used in the recording. Allow students time to read the chart before you play the audio.
2 Have students complete the table independently. Ask them to compare their answers with a partner.
3 Elicit the answers from the class one column at a time. Help with pronunciation.
4 Write the words and possible meanings on the board. Explain any incorrect answers that students give.

Answers
1 noun—good value
2 verb—meet or become friends with
3 noun—another choice
4 adjective—easy to get to/suitable

Audio Script

CD 1, Track 2

1 It's less than two hundred dollars a month. You get a lot for that, so I think that's a bargain.
2 I'm a social person, so I get bored working at home. I like to get to know new people.
3 I look forward to seeing everyone face to face, it's really nice to have an alternative to online meetings.
4 It's right in the center of the city, so the location is really convenient.

Exercise 7 EXPAND

1 Instruct students to listen for the context clues that help identify the meaning and play the audio again.
2 Write their answers on the board to more easily track the correlation between the word and the context clue.
3 Explain any incorrect answers that students give.

Answers
1 "Less than $200/month" shows that this is about money. "You get a lot for that" tells us this is a good price.
2 "Social person" and "new people" suggest a social connection that involves meeting or spending time with new people.
3 "In person" is the opposite of "online," so it suggests a different option.
4 "Right in the center of the city" indicates that the location is very easy to get to.

CD 1, Track 2

Exercise 8 IDENTIFY

1 Give students a moment to read the exercise items before they listen.
2 Instruct students to match the people with the reason why they go there then play the recording of the radio show.
3 Go over the answers as a class.

Answers
1 Alex, every day, for fast Internet
2 Jonathan, two to three times a week, to make friends
3 Grace, once a week, to meet co-workers

Audio Script

CD 1, Track 3

Rebecca Hello, I'm Rebecca Williams, and welcome to Tech Talk… Did you know that technology is not only having an influence on *how* we work, but *where* we work? Today, I'm visiting CityWorks, a new coworking space in New York. So, why do people like coworking? Well, let's ask Alex. Alex, you come here a lot, right?
Alex Yes, I work for myself. I'm a website developer, and renting an office is expensive, so I come here every day. It's like a shared office. There are more than 100 desks. This place is enormous!
Rebecca It sure is. But how much do you pay?
Alex It's less than two hundred dollars a month. You get a lot for that, so I think that's a bargain. And the Internet's really fast… not like mine at home! That's the main reason why I come here, actually!
Rebecca That is a good price. I see there's a coffee shop where people are hanging out. Thanks for your time. Excuse me? What's your name?
Jonathan Hi. I'm Jonathan Tan.
Rebecca Hi, Jonathan. Are you a regular here?
Jonathan Yeah, I'm usually here two or three nights a week. I'm a social person, so I get bored working at home. I like to get to know new people. I love the games! They help me when I'm dealing with a problem.
Rebecca Is that right?
Jonathan Yeah. If I don't think about it, the answer just comes! And I'm getting really good at ping pong.
Rebecca Ha! Thanks. And what about you?

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Grace Hi. I'm Grace. I'm waiting for a coworker to arrive. We all work from home, so we meet here in person once a week. I look forward to seeing everyone face to face, it's really nice to have an alternative to online meetings.
Rebecca So you think technology isn't always better?
Grace Well, I love email and the Internet because they make my job a lot easier and quicker. But I like seeing people, too. CityWorks is a great place for that. It's right in the center of the city, so the location is really convenient.
Rebecca Thanks for your time Grace. So, could coworking be right for you? Call us and let us know your thoughts on …

Exercise 9 INTEGRATE

1 Direct students to look back at the ad and guess what membership each person probably has.
2 Have students share their opinions with their partner.

Answers
1 Alex—Associate (he says he pays less than $200 a month)
2 Jonathan—Partner (the only membership that allows evenings)
3 Grace—Friend (she only goes once a week, so four times a month would be the most economical membership)

Exercise 10 EXPAND

1 Allow students time to read the questions and then play the audio again.
2 Ask them to compare their answers with a partner. Ask students if they need or want to listen to the audio again to resolve any discrepancies in their answers. Replay the audio if necessary or desired.
3 Then go over the correct answers as a class.

Answers
1 a website developer
2 Jonathan
3 They help him stop thinking about a problem, so the answer comes.
4 seeing co-workers face-to-face
5 They make her job quicker and easier.

CD 1, Track 3

Exercise 11 WHAT'S YOUR ANGLE?

1 Students start a group discussion asking, *Has technology changed where you work or study? How?*
2 Ask students to talk about differences between 10 years ago and now. Walk around and monitor their conversations, encouraging everyone to participate.
3 Ask the group leader to share their group's observations with the class.

Answers
Students' answers will vary. Sample answers include:
In my restaurant, we started using iPads for taking customers' orders.

Exercise 12 IDENTIFY

1 Write the examples on the board. Underline the grammar forms.
2 Ask students to identify the tense and go over the affirmative, negative, and question forms as well as basic spelling rules (adding *-s* or *-es* to the third-person regular verbs; changing verbs ending in *y* to *i* before adding *-es*; doubling the consonant when words follow the pattern consonant-vowel-consonant).
3 Tell them that in this lesson they will focus more on how we use the tenses.

Answers
simple present
present continuous

Grammar in Context

Simple present and present continuous

GO ONLINE

1 Tell students to read the Grammar in Context box and complete the rules with the correct tense and then write them on the board.
2 Explain to students that we don't usually use present continuous with verbs that describe feelings, thoughts, states and senses. See if students can provide any other examples of non-action verbs, and then provide them with some.
3 For additional information, see the Grammar focus on page 159 of the Student Book.

Extra Practice

Divide students into two teams and have them line up one behind the other in front of the board. Project slides with a single sentence that shows the verb in both the simple present and present continuous forms. For example, *Teenagers are playing/play a lot of video games these days.* Prepare a sufficient number of sentences so that each student can go at least once. Each team member has a flyswatter and has to hit the correct answer when you sound the bell (or tell them to go). Project the correct answer. Keep score. Have students pass the flyswatter to the next person and go to the back of the line. Continue the game. The team with the most correct answers is the winner. Correct any errors.

Exercise 13 APPLY

1 Direct students to work independently and circle the correct answer.
2 Read the completed paragraph aloud. Have students listen and check their answers.

Answers
1 shapes
2 have
3 shows
4 is changing
5 have
6 are starting
7 are choosing
8 do you think

Exercise 14 EXPAND

1 Review question forms before starting the exercise.
2 Have students work independently to fill in the blanks and complete the questions.
3 Ask students to check their answers with their partner and see if there are any differences. Direct them to explain their choices to each other.
2 After completing the exercise, select students to read their answers. Explain any incorrect answers that students give.

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Answers

1 Do, send
2 Are, thinking
3 Do, spend
4 Do, prefer
5 Are, carrying
6 Do, use

Exercise 15 INTERACT

1 Now have the student practice asking and answering questions from Exercise 14.
2 Circle the classroom and offer assistance. Correct pronunciation where necessary.

Answers

Students' answers will vary. Sample answers include:
1 Yes, I send at least five to ten text messages every day.
2 No. I'm happy with the one I'm using now. It's not that old.
3 I think I do. In the evening I spend at least two hours gaming or on Facebook. I'd like to spend less time on it!
4 I prefer to check my email on my cell phone, but if I have to write a long email, then I always use my tablet.
5 Yes, I'm carrying my cell phone in my pocket, and in my bag I have my tablet.
6 Yes, I do. I use Facebook and Instagram. I also go on YouTube a lot to see videos friends have posted.

Exercise 16 WHAT'S YOUR ANGLE?

1 Ask, *Who thinks technology keeps people apart?* Write their names on the board.
2 Then ask, *Who thinks that it brings people together?* Write their names on the board.
3 Tell students that they are now a part of the debate team. Give them 5–10 minutes to get together and prepare an impromptu speech on three reasons why and direct them to support their reasons with specific examples. Also instruct them to use the phrases they have learned in the lesson.

Answers

Students' answers will vary. Sample answers include:
I think technology keeps people together. For example, I can stay in touch with my family back home via Skype or Viber almost every day.

Lesson 1.2 Talking Without Words

Student Book pages 6 – 9

Exercise 1 ACTIVATE

1 Use a hand gesture, such as the "OK" sign, and ask students if they know what you mean by it. Cross your hand over your chest and ask them if they are familiar with this body *gesture*. Write the word on the board to ensure everyone knows the meaning and help with pronunciation.
2 Direct students to read the quote by Deborah Bull, a dancer. Ask, *What gestures and expressions do people use in your country? What gestures do you use the most?*
3 Have students discuss and demonstrate within their table groups. Then call on a volunteer from each group to share their observations.

Answers

Students' answers will vary. Sample answers include:
In my country, people wag their finger at someone when they are angry and want to teach them a lesson.

Exercise 2 VOCABULARY

1 Direct students to work independently and match each gesture with the photographs.
2 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers

1 point at something,
2 kiss someone
3 hug a friend
4 wave goodbye
5 cross your arms
6 bow to someone

Oxford 3000 words

kiss point wave

Exercise 3 BUILD

1 As a class, brainstorm a list of possible important adjectives that describe feelings, for example: happy, sad, frustrated. Write them on the board.
2 Now have them change the part of speech to a noun.
3 Direct students to work independently and match the words in the box to the images in Exercise 2.
4 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers

1 fear
2 happiness/enjoyment
3 enjoyment/happiness
4 sadness
5 anger
6 calm

Oxford 3000 words

anger calm enjoyment happiness

Exercise 4 INTERACT

1 Model by using a gesture of your own and asking the class if they can guess what you are saying and how you feel.
2 Instruct students to work in pairs and choose one gesture from the list and demonstrate it to their partner.
3 Have the partner try to guess what they are "saying" and then switch roles. For more practice, have them switch partners and repeat.

Reading Skill

Skimming

GO ONLINE

1 Direct students to read the information in the Reading Skill box. Explain that skimming is used as a reading technique to get the general idea of the text. Add an explanation of scanning as a technique that is used to find specific details.

Extra Practice

Bring in three paragraphs printed in larger font and paste them on different walls in the room. Divide class into three groups. Have them walk over to their paragraph and skim it for main ideas. Have them write their answers on the board under the correct heading: Paragraph 1, 2, or 3. Now have

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the groups switch until each group has gone through all three paragraphs and written main ideas on the board. To finish, have one of the students read their paragraph out loud. Look at the answers on the board as a class and choose the best main idea. Continue and do the same for the remaining two paragraphs.

Exercise 5 APPLY

OXFORD REFERENCE

1 Direct students to work independently and skim the text to look for the main idea.
2 Ask them what they think the main idea of the article is. Write a few of their answers on the board.
3 For more practice, ask them to skim again to look for the main idea of each individual paragraph. Write the answers on the board for later use.

Exercise 6 IDENTIFY

1 Direct students to choose three main ideas from the list.
2 How do students' main ideas that you captured on the board relate to the ones on the list?

Answers
We can use our faces to hide emotions.
Some facial expressions are the same everywhere.
How you use expressions depends on the country you are from.

Exercise 7 EXPAND

1 Direct students to read the questions and then the article again carefully and answer the questions independently.
2 Have students compare their answers with a partner. Walk around and spot-check the answers. Ask the pairs to share any questions with the class.

Answers
1 The article is about Charles Darwin's book, *The Expression of the Emotions in Man and Animals*.
2 The five emotions that Darwin thought people everywhere could recognize are anger, fear, sadness, disgust, and enjoyment.
3 Japanese people often smile to hide negative emotions, but Americans do not.
4 People try to hide their disappointment when they lose a competition.
5 A false expression is when we use our faces to hide the truth and try to express something that we do not feel.

Exercise 8 WHAT'S YOUR ANGLE?

1 Lead a class discussion about situations in which people usually control their emotions.
2 Elicit answers on hiding one's feelings.

Answers
Students' answers will vary. Sample answers include:
I usually smile when I feel uncomfortable in a business situation.

Exercise 9 ASSESS

1 Ask students, *How do we know if someone's smile is real?*
2 Allow students time to read the article about smiling aloud and instruct students to check the answer boxes.
2 Ask students which smile is false and which real. Was it easy to tell? Why?

Answers
Real (picture on the left)
False (picture on the right)

Grammar in Context

Question forms: *Do, did* and *be*

GO ONLINE

1 Direct students to read the information in the Grammar in Context box.
2 Review the relationship between questions with *be* and questions with *do*, *does*, *did*. Write statements on the board: *He is a driver. He loves to drive. He loved to drive when he was young.* Ask the class to convert each statement into a question.
3 Elicit the possible short answers for the questions on the board. (Yes, he is. / No, he isn't. / Yes, he does. / No, he doesn't. etc.) Point out that the positive short answer is never contracted. Ask students several questions to practice the difference between using *do*, *does*, and *did*. For example, *Does Pilar smile often? Do you sometimes feel frustrated? Did you bow to people when you visited Japan?*
4 Review the meaning of question words. Write answers on the board: *It's Carlos. It's at 12:00. I'm 32. They're in Peru.* Ask students to provide a question for each answer. For example, *What's his name? When is lunch? How old are you? Where are they?* Underline the question word in each question. Specify that in *wh*-questions, question word comes before the verb *be* or the helping verbs (*do/does/did*).
5 Point out that for the verb *be* we do not use forms *do/does/did*. Review that we use the verb *be* to talk about age, jobs, location, country and nationality, in expressions with *there* + *be*, and with adjectives.
6 For additional information, see the Grammar focus on page 159 of the Student Book.

Extra Practice

1 Prepare sentence strips for error correction (*do/does/did* form). Give each student or pair a sentence. Have them find the error and write the correct version on the board.
2 Go over the answers as a class and make additional corrections if necessary.

Exercise 10 INTEGRATE

1 Start with a short classroom discussion by asking, *How do you know when people are lying?*
2 When students are done giving their ideas, instruct them to complete the questions using *is* or *does*.
3 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers

1 Is	3 Do	5 Do	7 Do
2 Do	4 Do	6 Is	

Extra Practice

1 Have the partners "lie" to each other on some benign matter to see if they can catch each other in a lie. For example, *I go skydiving every week.*
2 Encourage them to ask a lot of additional questions to "catch" the gesture that will let them know that their

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partner is lying. You can also do this in groups of three or four.

3 Monitor the conversation as they are asking additional questions with *be* and *do/does*. Offer assistance and corrections where needed.

Exercise 11 EXPAND

1 Instruct students to choose the correct verb form to complete the answers. Have students work independently.
2 Go over the answers by having the class call out the circled words.

Answers

1 did	3 is	5 do
2 do	4 is	6 Is

Exercise 12 INTERACT

1 Have students work with a partner taking turns asking and answering the questions from Exercise 11.
2 Invite students to report back on their partners' answers.

Answers

Students' answers will vary. Sample answers include:

1 I shook hands with someone yesterday while I was on a job interview.
2 I usually greet my friends with a hug.
3 A smile is better than a frown because a smile is more positive and friendly.
4 My grandfather is the calmest person I know.
5 My face gets red when I am angry.
6 Yes, in my country, it is OK to greet people you know with a kiss.

Exercise 13 DEVELOP

1 Have students work independently to complete the blanks with the correct verb form.
2 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers

1 was	3 Do	5 does
2 did	4 Were	6 is

Exercise 14 WHAT'S YOUR ANGLE?

1 Direct students to start a discussion with their partner about what is more important in communicating meaning: gestures or facial expressions.
2 Walk around and monitor students' conversations. Make sure they support their opinion with specific examples.
3 Have volunteers share with the class what they have learned from their partners.

Answers

Students' answers will vary. Sample answers include:
I think facial expressions are more important because I can understand how the person really feels. For example, my friend can smile and say that she is OK, but if her eyes are not "smiling" I will know that she is not really OK, but trying to hide her feelings.

Lesson 1.3 Making Connections

Student Book pages 9 – 11

Exercise 1 ACTIVATE

1 Activate students' previous vocabulary knowledge by asking them to talk in groups about their friendships. How long have they known their friends? Where did they meet their friends? How often do they see them?
2 Then ask, *What do we call a friend that we know for a really long time?* Students should answer, *an old friend.*
3 Give students time to complete the exercise.
4 Call on individuals for the answers. After each answer, ask the class if they agree with the definition.

Answers

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

Exercise 2 WHAT'S YOUR ANGLE?

1 Each student should choose three types of friends from Exercise 1.
2 Have students work with a partner to talk about someone they know who fits that definition.
3 Have volunteers tell the class about what they have learned from their partner.

Answers

Students' answers will vary. Sample answers include:
My friend is a nurse. I have known her since high school. She is an old friend.

Exercise 3 INTEGRATE

1 Have students read the 3 questions and then direct students to read the emails.
2 Have them answer the questions independently.
3 Go over the answers by having students raise one finger for answer option *a*, two for *b*, and three for *c* to ensure everyone's participation.

Answers

1 b	2 b	3 c

Exercise 4 IDENTIFY

1 Direct students to read the questions and then read the emails again. This time they will be scanning for details.
2 Have students work independently to complete the exercise.
3 Go over the answers by having the class call out *T*, *F*, or *NG*.
4 Explain that we cannot make assumptions about what is not provided. We can only rely on the information that is given in the text to draw logical conclusions.

Answers

1 True (Carol)
2 True (Gail mentions an office. Tina says she works until six.)
3 False (Thursday)
4 True (They refer to each other as "long-lost friends" and "old friends.")
5 False (Gail is inviting friends to her place.)
6 False (She's looking for an apartment.)

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Exercise 5 WHAT'S YOUR ANGLE?

1 Have students talk to a partner about where they usually go to meet their friends and what they do with them.
2 Call on volunteers to share some of the information with the class.

Answers
Students' answers will vary. Sample answers include:
My best friend and I usually meet at my place, but I also often see her at school. When we are at my place, we just hang out and listen to the music and talk.

Exercise 6 ASSESS

1 Direct students to study the information in the Grammar in Context box and complete the rules by circling the correct answer.
2 Ask two students to read the correct answer.

Answers
negative
positive

Grammar in Context

Tag questions in the present tenses: *Be* and *do*

GO ONLINE

1 Read the information aloud. Point out that the tag question verb form is always opposite from the main verb.
2 For additional information, see the Grammar focus on page 159 of the Student Book.

Extra Practice

1 Write tag questions on small sticky notes in four different colors – each team, one color. Make enough to have 4–5 class sets. For example, *are you, am I, isn't she, don't you, don't we, does he*, etc. Put students in teams of four and give them a set of sticky notes.
2 Prepare four large poster-sized papers with questions that are missing a tag line, ensuring an equal amount of affirmative and negative forms. For example, *You are late for class again,_____? We don't have a test tomorrow,_____?*
3 Tell student they have five minutes to complete as many questions as possible. Call out *Ready, set, go!* and start the timer. When the five minutes are up, call time.
4 Count each team's sticky notes and check their answers for accuracy. Count only correct ones. You can ask one of the students to keep score on the board. The team with the most correct answers wins.

Exercise 7 IDENTIFY

1 Have students work independently to complete the exercise.
2 Take a class poll to see how many tag questions they have found. Then have volunteers identify what they are.

Answers
Five tag questions:
You remember Carol, don't you?
I really like Rose Bay—it's so beautiful, isn't it?
That's not too late, is it?
Dessert, maybe?
You don't know anyone who has an apartment to rent, do you?

Exercise 8 APPLY

1 Write or project the questions on the board.
2 Ask one student to come up to the board and complete the first tag question.
3 Now this student gets to choose who goes next by passing the marker to another student. Continue until all of the questions have been completed.
4 If necessary, have the rest of the class correct any mistakes.

Answers

1 doesn't she	4 don't they
2 are they	5 isn't she
3 doesn't she	6 do they

Exercise 9 INTERACT

1 Instruct students to work in pairs and take turns asking and answering the questions from Exercise 8. Tell them they can scan the emails for specific details to help them find answers.
2 Circle the classroom and monitor the conversations. Offer help where needed.
3 Go over the answers together as a class.

Answers
1 Yes, she does.
2 Yes, they are.
3 Yes, she does.
4 Yes, they do.
5 No, she isn't. She's working until six.
6 No, they don't. Gail has her own place, and Tina is living in a hotel right now.

Vocabulary Development

Adverbs of manner

GO ONLINE

1 Explain the difference between an adjective and an adverb. We use adjectives to describe nouns (people, places, things, and ideas) and we use adverbs to describe verbs, to say how something is done.
2 Direct students to look at the Vocabulary Development box and ask them what the difference is between *calm* and *calmly*. When they identify the-*ly* ending, write a few more examples on the board such as *magical* and *slow*.
3 Go over the spelling changes with the examples in the box.

Oxford 3000 words

angrily	fully	simply
calmly	gradually	

Extra Practice

Divide the class into 4-5 groups. Ask them to choose an adjective as their group name. Write it on the board. Prepare 4-5 extra handouts with paragraphs containing a variety of adjectives. Distribute one paragraph to each group. Have students circle the adjectives and write them on the board. When they are done, instruct the whole group to change the adjectives into adverbs. Mark any mistakes with a red marker and ask the class for any spelling corrections.

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Exercise 10 BUILD

1 Have students work independently to complete the exercise.
2 Ask them to share their answers with a partner and note any differences.
3 After completing the exercise, select students to come up to the board and write down their answers. Ask the class to explain any incorrect answers that students give.

Answers

1 happily
2 loudly
3 dangerously
4 fast
5 well
6 painfully
7 gently

Exercise 11 USE

1 Have students work independently to complete the exercise.
2 Read the completed paragraph aloud. Have students listen and check their answers.

Answers

1 seriously
2 hard
3 willingly
4 generously
5 beautifully
6 greatly

Writing Skill

Using informal expressions in emails

GO ONLINE

Direct students to read the Writing Skill box. Ask them what some informal email or texting expressions that they use are.

Extra Practice

If your students communicate in English via email, have them open their emails on their smartphones and select one to three emails in English to share with a partner. Have their partner search the emails for informal expressions and write them down in their notebook. Monitor Students' work and make a selection of top five expressions to write on the board. If your students are unlikely to have communicated in English via email, consider distributing copies emails that you may have written or received that they can peruse for informal expressions.

Exercise 12 APPLY

1 Have students work independently to complete the exercise.
2 Ask them to share their answers with a partner and note any differences.
3 Monitor their work to ensure that everyone is copying the phrases and not using shortcuts.
4 After completing the exercise, select students to share their answers with the class.

Answers

Greeting
Hi
Hey
Dear
Opening
How are things?
How's it going?
I hope this email finds you well.
Reason for writing
Just a quick note to…
I would like to ask if…
I'm writing because…
Closing
Well, that's all for now.
Hope to hear from you soon.
Please get in touch at your earliest convenience.
Saying goodbye
Lots of love
Kind regards
Best wishes

Exercise 13 IDENTIFY

Instruct students to look at the expressions in Exercise 12 again and mark them as formal or informal. Let them know that a few of the expressions can be both.

Answers

Greeting
Hi (I)
Hey (I)
Dear (I/F)
Opening
How are things? (I)
How's it going? (I)
I hope this email finds you well. (F)
Reason for writing
Just a quick note to… (I)
I would like to ask if… (F)
I'm writing because… (I/F)
Closing
Well, that's all for now. (I)
Hope to hear from you soon. (I/F)
Please get in touch at your earliest convenience. (F)
Saying goodbye
Lots of love (I)
Kind regards (F)
Best wishes (I/F)

Exercise 14 ASSESS

1 Direct students to look at the emails on page 9 and have them look for formal/informal expressions.
2 Go over the answers with the class.

Answers

Hey / Hi / How are things? / I'm writing because … / Lots of love / Best wishes

Exercise 15 WRITE

1 Have students choose a friend to write an email to inviting them to an event.
2 Instruct them to use expressions from Exercise 12 and follow the writing structure: greeting, opening, reason for writing, closing, and saying goodbye.

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Exercise 16 DEVELOP

Instruct students to swap emails with their partner and use the checklist for peer review.

Exercise 17 IMPROVE

1 After the students receive the peer review checklist, ask their partner to give a suggestion to make their writing better.
2 Have students write a second draft. Monitor the writing process and be available for any questions.
3 At the end, have students turn in their work to you for final review.

Exercise 18 WHAT'S YOUR ANGLE?

1 Project an invitation you have received recently on the board for illustration purposes. Ask, *where*, *when*, *what*, *who* comprehension questions about it.
2 Have students talk about an invitation they have received recently. Allow them to find and share any invitations they may be able to access on their smartphones.
3 Direct them to ask their partners, *Who was it from? What was it for? Did you accept?*
4 Ask one volunteer from each group to talk about their partner's invitation.

Answers
Students' answers will vary. Sample answers include:
I received an invitation for Lisa's birthday party next weekend, and I accepted. It's going to be at her apartment.

Lesson 1.4 Hello and Goodbye

Student Book pages 12 – 13

Exercise 1 ACTIVATE

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

Answers
Students' answers will vary. Sample answers include:
In the first scene, there are three young men, and they all seem to know each other. I think they are friends. They're wearing informal clothes—jeans—and chatting together. They're at a market. One of them is carrying some bags, so maybe he did some shopping there.
In the second scene, there are two of the men, and they are speaking with a woman. She's older and is wearing more formal clothes. They aren't laughing, but they are smiling. I think they know the woman but maybe not so well. She might be a relative, co-worker, or teacher.

Exercise 2 IDENTIFY

1 Give students a moment to preview the questions. Play the video. Have students answer the questions independently.
2 Go over the answers as a class.

Answers
1 He has to go to the bookstore.
2 Andy has arrived back earlier than he expected.
3 The Stilton cheese that Max has bought is causing the bad smell.
4 She's going to a faculty meeting.
5 He is worried that Professor Lopez could smell the cheese.

English For Real Video Unit 1

Exercise 3 ANALYZE

1 Have students work independently to complete the survey.
2 Go over the answers as a class. Encourage students to explain their choices.

Answers
Students' answers will vary. Sample answers include:
a They are good friends (college students), so they are close: 1
b Professor Lopez is his college teacher, so he doesn't know her well: 3 / 4
c He feels very relaxed: 1
d He is more reserved and aware of his language and behavior: 3

Real-World English

Starting and ending a conversation

1 Read the information in the box aloud, modeling the intonation of the friendly and more formal greetings.
2 Ask if students have any questions.

Extra Practice

Have students start a conversation with classmates sitting nearby. Tell them to use the expressions from Exercise 4 and keep the conversation going for a few minutes before they use the expressions to end the conversation.

Real-World English Strategies

When performing greetings, people use not only different verbal expressions (e.g., "Good morning", "How are you doing?"), but also different body language. For example, they shake hands, give each other a hug, or bow. You can use your students' cross-cultural knowledge as a starting point in a discussion about appropriate ways to greet people in different situations.

1. Tell your students to stand up and walk around the room, greeting at least five classmates in a way that is culturally appropriate in their country of origin.
2. Make sure to participate yourself and give several of your students an opportunity to greet you.
3. Ask students to go back to their seats. Together, make a list of the greetings that have been used in the activity.
4. Try to classify the greetings your students used into different sub-groups. For example, did they use the same greetings with the people of the same and opposite gender? Did they use the same greetings with their classmates and with their teacher? What other greetings would they use in more formal or more informal settings? How are these ways of greeting people similar or different from greetings in English? How did they use their bodies to greet someone?
5. Be sure to discuss both verbal expressions and body language.

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Exercise 4 INTEGRATE

1 Tell students that they are going to watch the video again. This time they should specifically pay attention to the greetings and endings of the conversations and check who says them. Give them time to skim the expressions.
2 Play the video again. Spot-check students' work. Replay the video if necessary.
3 Go over the answers as a class.

Answers

Scene 1: To start the conversation
1 How's it going? Max
2 What's up? Andy

Scene 1: To end the conversation
1 I'll catch up with you later. Kevin
2 See you. Max
3 Bye. Andy

Scene 2: To start the conversation
1 Good afternoon. Professor Lopez
2 How are you? Andy

Scene 2: To end the conversation
1 Have a nice weekend. Professor Lopez
2 Take care. Max
3 Nice to see you. Andy

Video Script

English For Real Video Unit 1

Scene 1

Max	Hey, Andy! You're back!
Andy	Hey Max. What's up?
Max	Hello, Kevin! So, how's it going? How was your vacation?
Kevin	Great, thanks! Well, I gotta go to the bookstore. I'll catch up with you later!
Andy	Bye!
Max	OK, see you! You're a day early!
Andy	Yeah, we took a train to Chicago and then got a cheap flight!
Max	Cool! Well, welcome back.
Andy	Here, I can help …
Max	Thanks!
Andy	Whoa! Whoa! What's that smell? Something smells bad, doesn't it?
Max	Really? Uh…
Andy	What's in here? It stinks like old socks!
Max	Oh! That. It's Stilton! It's from Britain! Uh, it's my favorite cheese!
Andy	Phew! Ready?

Scene 2

Prof. Lopez	Max! Andy! Good afternoon!
Max	Hello, Professor Lopez.
Andy	How are you?
Prof. Lopez	Oh I have a little bit of a cold. ACHOO!! Oh, excuse me. How are you both?
Max	Uh … We're fine, thanks!
Andy	Yes. Glad to be back! Ready for the new semester!
Prof. Lopez	Oh, excellent. Well, I'm going to a faculty meeting. Have a nice weekend!
Max	Thanks, you too! Take care.
Andy	Nice to see you! … Do you think she could smell that?

Exercise 5 ANALYZE

1 Put students in pairs to discuss how the two scenes are similar and different. Tell them to be prepared to report back on their ideas. Encourage them to take notes if it will help them remember.
2 Have pairs report back to the class on their ideas.

Answers

Students' answers will vary. Sample answers include:
The language Max, Andy, and Kevin use is much more informal because they know each other well and feel comfortable and relaxed talking with each other. For example, Max greets Andy by saying *Hey! You're back!* But with Professor Lopez they are less relaxed, and the language is more polite and careful. For example, Andy asks, *How are you?*
One thing that's the same is that in both conversations people explain why they want to end the conversation. Kevin explains why he is leaving (to go to the bookstore), and Professor Lopez also explains why she is stopping the conversation; she has to go to a faculty meeting.

Exercise 6 DEVELOP

1 Have each pair discuss and decide which expressions they would use with which people in the box.
2 Ask individual students to share their answer with the class.

Answers

Students' answers will vary. Sample answers include:
I think I'd greet a co-worker by saying something like *Hey. How's it going?* It's quite informal, but *What's up?* is too casual for work. I'd use that with a close friend. I would say *Hello. How are you?* to someone like my boss, or teacher, or maybe even a neighbor if I don't know them well. It's the same for the ways to say goodbye; one is definitely more formal than the other, so for that reason I'd say *Got to go. See you around* to a friend, or co-worker, or family member possibly, and the other expression for everyone else.

Exercise 7 EXPAND

1 Instruct students to match the questions from Exercise 6 with the answers to complete a conversation.
2 Ask individual students to share their answer with the class.

Answers

1 Got to go. See you around.
2 It was great to see you, but it's getting late. I really should go.
3 Hey. How's it going?
4 What's up?
5 Hello. How are you?

Exercise 8 INTERACT

1 Have students practice the conversations with a partner.
2 Monitor and offer feedback on pronunciation if necessary.

Exercise 9 INTEGRATE

1 Go over the directions and check comprehension of the activity before students begin. For example, ask: *How many conversations do you write?* (2) *How many expressions from Exercise 4 do you use in one conversation?* (4)
2 Have students work with a partner to write the conversations. Monitor and provide feedback.

Answers

Students' answers will vary. Sample answers include:
1 Diana and Jane
2 They are co-workers.
3 They know each other well. They're working together on a project.
4 They are in the office.
5 The conversation should be relaxed and informal.
6 We can start with "Hey. How's it going?" and end the conversation with "I have to get to a meeting now. I'll see you later."

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Exercise 10 INTERACT

1 Have each pair role-play their conversation.
2 For more practice, have each pair find a new pair to work with and repeat the activity.
3 Monitor and provide feedback.
4 Remind students to go online so that they can create their own version of the video.

Lesson 1.5 Making Small Talk

Student Book page 14

Exercise 1 ACTIVATE

1 Direct students' attention to the picture. Ask students to describe the situation and the relationship between the two women.
2 Direct students to read the topics and then play the audio, telling them to listen and select the correct topic for each question they hear.
3 Go over the answers with the class.

Answers
hometown 3, school 7, weather 1, family 5, work 2, free time 8, sports 6, vacation 4

Audio Script

CD 1, Track 4
1 It's very cold today, don't you think?
2 So, what do you do exactly?
3 Where are you from?
4 Are you going anywhere on vacation?
5 Do you have any brothers or sisters?
6 What sports do you like?
7 Are you a student?
8 Do you have any plans for the weekend?

Exercise 2 IDENTIFY

1 Give students a moment to look over the sentences before they listen. Play the audio and have them work independently to complete the questions.
2 Call on volunteers to read the questions for the class.

Answers

1 cold	5 brothers, sisters
2 do	6 sports
3 from	7 student
4 vacation	8 plans

CD 1, Track 4

Exercise 3 ASSESS

1 Ask them about the meaning. of *small talk* and then direct them to read the definition in the box.
2 Discuss with the whole class why small talk is important.

Answers
Students' answers will vary. Sample answers include:
When you met a new person and you don't know anything about them, small talk makes the conversation easier.
Talking about ordinary, everyday things is a safe and easy way to help people interact and start a conversation.

Exercise 4 IDENTIFY

Replay the audio and have students answer the question.

Answers
sports, hometown, weather

Audio Script

CD 1, Track 5
Woman 1 Phew! It's hot today, isn't it?
Woman 2 Yes, it's lovely. I hope it lasts.
Woman 1 Me too. I wanna play tennis on Saturday.
Woman 2 That sounds fun.
Woman 1 Yeah. I'm not very good, but I like the exercise.
Woman 2 You don't play badminton, do you?
Woman 1 Badminton? No, sorry.
Woman 2 That's too bad. It's very popular where I'm from.
Woman 1 Oh yeah? Where's that?
Woman 2 Korea. I'm from Seoul.
Woman 1 Wow. So you're from Seoul. That's the capital, isn't it?
Woman 2 Yes, that's right. I live near the river, in an apartment with two friends.
Woman 1 That's great. I hear it's a very exciting place.

Speaking

Showing interest

GO ONLINE

Direct students to read the information in the box. Ask them which expressions they use most often in their daily conversations.

Extra Practice

Write each of the topics from Exercise 1 on a card. Put students in pairs and give each pair a card (or topic). Tell them to make small talk on that topic for one minute. Encourage them to use expressions from the box to keep the conversation going. After a minute, swap cards between the pairs and have them practice again, as time allows.

Exercise 5 IDENTIFY

1 Replay the recoding and have students listen for the expressions from the box.
2 Call on individuals to give their answer to the class.

Answers
Oh yeah? / Wow. / That's great.

CD 1, Track 5

Exercise 6 APPLY

1 Have students practice with a partner, responding to the given sentences using one of the expressions.
2 Monitor and give feedback.

Answers
Students' answers will vary. Sample answers include:
1 Wow. That's interesting.
2 Oh yeah?
3 Really?
4 How exciting!
5 Amazing!

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Pronunciation Skill

Using intonation to show interest

GO ONLINE

1 Read the information in the box aloud.
2 Explain the instances in which intonation can change the meaning of what we are trying to say. For example, *That's interesting* can be said in a way that shows interest, but it can also be said in a way that show disinterest, apathy, or even cynicism. For example:

(two students introducing themselves for the first time)

A: I am from Malaysia, too!

B: That's interesting!

(one teenager bragging to the other)

A: My brother drives a Ferrari.

B: Oh, that's interesting …

Extra Practice

1 Do a web search for short TV commercials in English in which characters or a narrator speaks enthusiastically about a product. Try to find one to three examples in which the speakers' voices rise and fall to show interest.
2 Play the commercials for the class. Have them listen first. Then play the video again, pausing after the target lines that are the most expressive. Have students repeat. If desired, pass out a script of the commercial or write the target expressions on the board for them to follow along and to make the repetition easier.

More To Say…

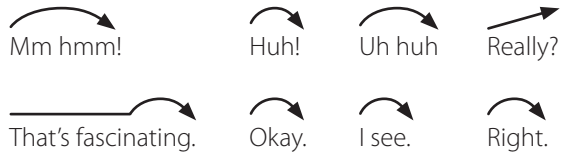
Focus: Students use intonation to show interest

Grouping Strategy: Pairs

Activity Time: 20 minutes

Ready,

1 Prepare a set of cards with expressions that people use to show interest when they are listening. Draw intonation arrows over them to remind students that making their voices rise and fall shows interest.



2 Make enough copies so that each pair of students has a set of cards.
3 Bring a timer to the class.

Set…

1 Put students into pairs.
2 Have them decide who will be the "speaker" and who will be the "interested listener."
3 Give each pair of students a set of cards.
4 Instruct the speakers to think of a brief story they can tell for at least one minute. Instruct the listeners to spread the cards out face up in front of them. Tell the listeners that as the speakers are talking, they should try to use as many of the different listening expressions as possible. As they use each one, they should turn the corresponding card over. The goal is to finish listening to the story with none or very few of the cards face up.
5 Set the timer for one minute.

Go!

1 Instruct the speakers to start telling their stories. Start the timer.
2 Monitor students' conversations by walking around and encouraging the listeners to use the expressions. Correct their intonation as necessary.
4 When the timer goes off, have students switch roles. The speaker becomes the listener, and vice versa. Repeat.

Keep Going!

Have students pair up with different partners and repeat the activity as long as there is interest.

Exercise 7 NOTICE

1 Play the audio and direct students to listen and select A or B. Emphasize that each sentence will be said twice.
3 Go over the answers with the class.

Answers

1 A	3 A	5 B	7 A
2 B	4 A	6 B	8 B

CD 1, Track 6

Exercise 8 APPLY

1 Play the audio and ask students to repeat, practicing the rising and falling intonation.
2 Monitor and offer pronunciation assistance if necessary.

CD 1, Track 7

Exercise 9 WHAT'S YOUR ANGLE?

1 Lead a classroom discussion with the questions provided.
2 Ask additional questions, *What are some of the reasons that make it difficult to talk to strangers? Would it be easier if they had a go-to small talk topic?*
3 Keep track of their go-to small talk topics and make a list on the board.

Answers

Students' answers will vary. Sample answers include:
I usually feel shy when I talk to strangers. If I have to talk, then talking about the weather is the easiest for me.

Exercise 10 INTERACT

1 Direct students to make small talk according to the scenario and five requirements.
2 While one pair is speaking, have the second pair practice active listening and check off the five requirements as they hear them.
3 Instruct pairs to switch.
4 At the end of the exercise, they can give each other feedback.
5 For more practice, have each pair find a new pair to work with and repeat the activity.
6 Monitor and offer feedback.

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Unit 1 Review

Student Book page 147

Vocabulary

Exercise 1

Answers

1 anger, fear
2 enjoyment
3 calm
4 happiness
5 sadness

Exercise 2

Answers

1 angrily
2 sadness
3 happily
4 enthusiastically
5 calmly

Exercise 3

Answers

1 look
2 influence
3 deal
4 keep
5 work

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

Grammar

Exercise 4

Answers

1 do
2 do
3 Are
4 do
5 Do
6 Does
7 is

Exercise 5

Answers

1 b 2 e 3 c 4 a 5 d

Exercise 6

Answers

1 have
2 don't need / do not need
3 are becoming
4 is changing
5 means
6 know
7 matters

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 Read the quote aloud. Elicit examples for the answers to the questions.
2 Ask students if the quote is true for them.

Answers

Students' answers will vary. Sample answers include:
I try to be a good friend by finding out how my friends are doing and offering them help if they need it. I wouldn't do anything illegal for a friend, but I would give them my time, my attention, and even my money if they need it.

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 Task 1: Elicit some examples of benefits of technology. Have students work in pairs to talk about how they connect with people using technology. Call on one or two volunteers to share with the class.
2 Task 2: Elicit information about the person students might write about. Have students work independently to write a paragraph about a person they admire. Ask them to share the paragraph in small groups or collect and correct their work.
3 Task 3: Have students find a photo of a friend they want to share. Have them share their pictures in small groups. Then ask volunteers to show their picture to the class and describe their friend.

Answers

Students' answers will vary. Sample answers include:
1 I connect with people using all kinds of technology, but my favorite ways to connect are by text and social media.
2 I admire my father. He started his own business over 20 years ago, and it is still successful. He works very hard to provide for our family and is very generous with us. He is a good role model …
3 This is my friend Raul. He is a manager at a telecommunications company. He travels a lot for work, but he still spends a lot of time with his family, too.

Exercise 9

1 Use gestures and examples to demonstrate 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 tasks in Exercise 8 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

The title of this unit—*Time*—summarizes the main themes of history, passing of time, life events, and habits in the past. These main themes are evident in the visuals throughout the unit, which show historical symbols and places and people in personal story settings.

In ***Lesson 2.1*** the theme of passing time is evident as students learn about historical changes in Detroit, a major American city, and how to compare a city in the past and now. ***Lesson 2.2*** focuses on how to effectively use past tenses in storytelling, and students also get a chance to read and talk about the "déjà vu" effect, or the idea of remembering past experiences that never really happened. In ***Lesson 2.3*** students learn to research and write about an important historical discovery. In ***Lesson 2.4*** the themes are reflected in the unit videos, which show people in communication situations when apologies are necessary. Finally, ***Lesson 2.5*** showcases listening and talking about the past using time expressions.

Lessons

2.1 Changing Times

Listening Skill Previewing

Grammar in Context Simple past: *Be*

Pronunciation Skill Word stress

- Learn words to talk about development and decline (Oxford 3000)
- Use titles, headings, photos, and captions to activate prior knowledge and predict content
- Review simple past forms of *be*
- Practice stressing the correct syllable

2.2 Is Time Playing Tricks on Us?

Grammar in Context Simple past and past continuous

Reading Skill Scanning

Vocabulary Development Phrases with *time*

- Identify the difference in usage between the simple past and past continuous
- Practice scanning for details
- Learn adjective, verb, and preposition phrases with the word *time*
- Talk about times you've experienced déjà vu

2.3 Uncovering the Past

Grammar in Context *Used to*

Writing Skill Using time expressions

- Practice affirmative statements, negative statements, and questions forms with *used to*
- Read about an ancient discovery and scan for details
- Research and write an article about an important historical discovery using time expressions

2.4 Oh, No! Is That the Time?

Real-World English Apologizing

- Analyze the way people apologize
- Emphasize an apology with *really* and *so*
- Role-play scenarios to practice apologizing in different contexts

2.5 A Time to Remember

Speaking Telling and responding to a story

- Practice listening and responding to a story by using questions to move the story forward
- Talk about an important life event by giving background information and using time expressions
- Use intonation to keep the listener interested

Resources

Class Audio CD 1, Tracks 8–13

Workbook Unit 2, pages 8–14

Oxford Readers

Dinosaurs (9780194656856)

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 girls dressed in old West period clothes eating ice cream at a county fair.

The photograph relates to the unit theme and subsequent exercises because it focuses on evoking an air of the times gone-by. The theme of history is evident from the clothes the young girls are wearing, and the theme of personal history, or childhood memories, is evoked by the images of two girls eating ice cream at the fairground.

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

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 at this stage. Use the opportunity to have students predict what they will be learning in this unit.

2 For question 1, have them guess which city might be the Motor City. Check their understanding of what it means for a city to be *turning around*. For question 2, ask if they have heard of the expression *time flies*. For question 3, check their knowledge of ancient Egypt. Ask what some of the greatest mysteries of that time are.

Answers

1 Cities can rise or fall with their local economy. The Motor City—which is in Detroit, Michigan, in the United States—is an example of a city that grew and then declined due to the auto industry. It is turning around now because the cost of living is low and there are opportunities and benefits for businesses to set up there.
2 No, it tries to trick us sometimes (e.g., déjà vu).
3 French soldiers found the Rosetta Stone, but Jean-François Champollion translated it, which "unlocked" the mysteries of the Ancient Egypt.

Discussion Questions

1 Ask students to describe the image, providing words to help them as necessary, for example, *fairground* and *cone*. Now, ask specific questions about the picture: *Where are the people in the photo?* (They are at a county fair.) *What are they doing?* (The two girls are having an ice-cream cone.)

2 Direct students' attention to the questions below the photo. Have them discuss their answers in pairs.

3 Optionally, before asking students to answer the discussion questions, show the photographer video where Krisanne Johnson answers these questions from her 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 Life was definitely simpler before all the pressures of modern life. I guess I think people had more time in the old days because people usually think that life was easier in the past.
2 Time is important to people because we never have enough of it.
3 My favorite time of day is definitely at night, after dinner when I go to bed. I relax and watch TV. / My favorite time of the day is the morning before my work and responsibilities start.

Video Script

This is a photograph of young women eating ice cream at a county fair in Oklahoma. The photograph was part of a fashion shoot where we dressed the young women in expensive and designer clothes.

I think that people say that they miss "the old days" because they're thinking of something in their past that they wish to remember. Sometimes I miss "the old days" when I think of a moment with my parents or playing outside as a kid with my brother or a nice memory from my childhood.

My favorite time of the day is definitely the late afternoon. It's a good time to take a nap or it's a good time to just take a little bit of a break and meet up with friends. And as a photographer it's also a fantastic time to go out and look for photographs.

Unit Opener Exercise

1 Pre-teach vocabulary such as *deadline* and *take it easy*.

2 Direct students to ask and answer the five questions with their partner.

3 Ask volunteers to share their answers with the class.

Answers

Students' answers will vary. Sample answers include:

1 I'm not a very patient person. I easily get annoyed when people are late, for example, or when something takes me a long time to do.
2 I think I manage my time very well. I always make a list of things I need to do each day so I make sure I have time to do them all.
3 I'd prefer to be busy. I get bored when I have nothing to do.
4 Not really, I don't like deadlines. They make me feel under pressure, and then I can't think clearly so I miss them!
5 I waste time on the Internet using Facebook. I also play dumb games a lot on my cell phone.

Real-World Goal

By the end of this unit, your students will be able to make time to do three fun things this weekend. They will learn what it means to *make time* and also how to say and use other phrases with *time* when talking about the fun things they did.

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Lesson 2.1 Changing Times

Student Book pages 16 – 17

Exercise 1 ACTIVATE

1 Talk about the changes in the last five years that happened in the area where the school is located.
2 Ask one student to read aloud the activation question and direct the class to talk in pairs or small groups about what changed in the area they live in in the past five years.
3 Then call on a volunteer from each group to share their observations.

Answers
Students' answers will vary. Sample answers include:
The area has built up. There were a lot of trees in my neighborhood, but now there are a lot more homes. They built a new school in our town, too.

Exercise 2 VOCABULARY

1 Go over the directions. Perhaps do the first example as a class, matching *abandon* and *leave*. Consider allowing students to work with a partner to match the words.
2 After completing the exercise, go over the exercise as a class. To settle conflicting answers, encourage students to use the dictionary to define any of the key words in the activity.

Answers
1 e 2 a 3 b 4 c 5 d 6 f 7 g

Oxford 3000 words

abandon	decline	growth	replace
benefit	decrease	recover	reverse

Exercise 3 INTERACT

1 Find Detroit, Michigan, on a map. Ask students if they know anything about the city or state.
2 Instruct students to look at the pictures in pairs and discuss the questions about Detroit, Michigan.
3 After completing the exercise, select students to give answers.

Answers
Students' answers will vary. Sample answers include:
The city grew a lot. Cars replaced horses, and it became busier. Then there was a decline. It looks like people abandoned some neighborhoods and left the city. I don't know why.

Exercise 4 IDENTIFY

1 Students will listen to a podcast about Detroit, Michigan.
2 Allow students time to read the task, then play the first part of the podcast and instruct students to circle the correct answer.
3 Call on individual students for answers.

Answers
1 car 2 grew 3 in decline

Audio Script

CD 1, Track 8

Hello. In this week's City Matters, I'm looking at how one city is changing, and changing for the better: Detroit, Michigan. Let's start with some history.
Back in the 19th century, Detroit was an important business center. The city was also famous for its beautiful buildings. Some people even called it the Paris of the West.
By the early 20th century, auto giants Ford, Chrysler, and General Motors were based in Detroit. It became the car capital of the world, known as the Motor City.
There were lots of jobs in the car industry, so the city grew, and by 1950, Detroit was the fourth largest city in the United States, home to nearly 2 million people.
But when car manufacturing started to move away, people left the city because there wasn't a future for them there. The 1960s saw a long period of decline that seemed impossible to reverse. Things went from bad to worse for the Motor City. Hundreds of thousands more jobs disappeared, people moved away and abandoned whole neighborhoods, and by 2014, there were fewer than 700,000 people left in the city.

Exercise 5 EXPAND

1 Play the recording again and have students fill out the chart in Exercise 3. Remind them that they are listening for details and give them a minute to preview the chart with the missing information for a more directed listening experience.
2 Go over the answers as a class and give explanations as needed.

Answers
1 Paris 3 4th 5 700,000
2 car 4 1960s

CD 1, Track 5

Exercise 6 WHAT'S YOUR ANGLE?

1 Instruct students to work in pairs and think of three cities in their country and talk about what they are famous for.
2 While Student A is talking, Student B is taking notes as a list with bullet points. If necessary, model this by asking one of the students to stand up and talk about his/her city as you take notes on the board.
3 Monitor students' work. Make sure they take turns talking and taking notes. After they complete the exercise, ask a few people to share with the class what they have learned about their partner's city.

Answers
Students' answers will vary. Sample answers include:
Los Angeles is famous for its movie industry, beaches, and beautiful weather.

Listening Skill

Previewing

GO ONLINE

1 Direct students to read the information in the box.
2 Explain that predicting or previewing means guessing what the recording will be about by looking at the titles, photos and captions.
3 Ask if they can think of any expressions on the topic that they might hear in the podcast.

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Extra Practice

1 To pair up students, use a matching exercise. Make flashcards with the vocabulary words from the Oxford 3000 list and their meanings in Exercise 2. Distribute one to each student and have them find their partner by matching the word and the meaning. The two will sit together for the following activity.
2 Go to a website like https://www.npr.org/podcasts/ or http://freakonomics.com/archive/ and take screenshots of webpages or project them so students can see the titles, images, and blurbs that are associated with different podcasts.
3 Students work in pairs to use the information available on the screen to guess what they might hear in the podcast and explain their guesses.

Exercise 7 APPLY

1 Direct students to look at the photo before playing the recording and ask them to predict what the podcast is about.
2 Write their answers on the board to more easily track the correlation between predictions and actual answers.

Answers
Students' answers will vary. Sample answers include:
In the photo, there are new buildings, so it looks like they replaced old buildings in some parts of the city. The city looks better—maybe things are improving. The title "City Matters" also suggests this.

Exercise 8 ASSESS

1 Play the next part of the podcast. Instruct students to listen for the main idea. (Detroit is resurging, bringing people and businesses back to the city.)
2 Cross check students answers and their earlier predictions from the white board.

Answers
Students' answers will vary. Sample answers include:
Yes, they were. / No, they weren't.

Audio Script

CD 1, Track 9

Host With me here is Clara Piper. Clara is a friend who's visiting me from Detroit. Clara, you moved to Detroit recently, didn't you?
Clara Yes, I moved there six months ago. But I grew up there, actually. I'm a real Detroiter!
Host Detroiter? I haven't heard that name before! Why did you leave?
Clara There wasn't any work. I had to find a job and there weren't any opportunities in Detroit.
Host So what brought you back?
Clara Well, my family. But property prices, too! Houses in Detroit are much cheaper than in New York. And the cost of living is low, too. There's also a great art scene, and lots of good restaurants. There are lots of benefits, really.
Host But you're a clothing designer. Isn't New York better for your work?
Clara Well, no. I'm starting my own company and there's a lot of help for local businesses in Detroit right now.
Host Hmm. And I heard more and more technology companies are moving to Detroit.
Clara Yeah. That's right. Some pretty big ones, too! People say Detroit may be bigger than Silicon Valley someday.
Host Hmm. So it seems Detroit is now a city of growth, giving new hope… new people coming in, people who stayed, and people coming back… all working together to reverse years of decline. Next week…

Exercise 9 IDENTIFY

1 Play the second part of the podcast again and have students answer the questions.
2 Have the volunteers share their answers.
3 If necessary or desired, play the audio again, and encourage students to explain their answers based on what they hear. Allow them to take notes, jotting down key phrases that help them arrive at their answers.

Answers
1 six months ago
2 Detroiters
3 clothing designer
4 technology companies
5 sports

CD 1, Track 9

Exercise 10 WHAT'S YOUR ANGLE?

1 Instruct students to start a discussion based on the questions in their groups.
2 Ask volunteers to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
People from my state are called New Jerseyans. One advantage of living in New Jersey is that there are a lot of suburbs (with bigger homes and nice yards), but you're still close to New York City, where there are a lot of jobs.

Exercise 11 ASSESS

1 Direct students to the Grammar in Context box. Tell them to read the information silently and to fill in the blanks with the correct form of the verb.
2 Go around and spot-check students work, checking that they've completed the first two sentences correctly.

Answers
was / wasn't
were / weren't

Grammar in Context

Simple past: *Be*

GO ONLINE

1 Now go over the Grammar in Context box in more detail with students. If necessary or desired, drill the pronunciation of *was*, *were*, *wasn't*, and *weren't*.
2 Write the following examples on the board: *I was in class yesterday, but Sam wasn't. He and his wife were sick. I wasn't in class last week. There was a terrible virus going around.*
3 Ask students to identify the time expressions in the sentences. Call on volunteers to come to the board to underline *yesterday* and *last week*. Explain to students that we use the keywords to set the action at the specific time in the past.
4 Say a sentence in the simple present tense with *be*, such as, *I am tired*. Ask for a volunteer to turn the sentence into a simple past sentence with an appropriate time expression, such as, *I was tired last night*. Write the example on the board and elicit some others. Repeat with a few more simple present sentences, for example: *Tommy isn't at home. Julia and Maggie are friends. Mr. Smith is angry.*
5 For additional information, see the Grammar focus on page 160 the Student Book.

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Extra Practice

1 Review the six uses of the verb *be*. When students call out the answers, write them on the board:
   1. country or nationality
   2. job
   3. age
   4. location
   5. *be* + adjective
   6. *there* + *be*
2 Ask student to write an example in simple past in their notebooks for each use. (To accurately write about someone's country or nationality using the simple past of *be*, have students write about someone who is deceased.)
3 Walk around the classroom and monitor their progress, offering help where needed and noting down any common errors to address late if necessary.
4 Select the first student to come up to the board and write their answer. That student will choose the next person to come up to the board by passing them the marker. When all six examples are on the board have the students switch the affirmative forms into negative.

Exercise 12 APPLY

1 Direct students to work independently and fill in the blanks with the correct answers.
2 Have students compare their answers with a partner.
3 Go over the answers as a class.

Answers

1 There were	3 There weren't	5 There was
2 there wasn't	4 there wasn't	6 There were

Exercise 13 EXPAND

1 Direct students to work independently and fill in the blanks with the correct forms.
2 After completing the exercise, have a volunteer read the paragraph aloud. Correct any errors as a class.

Answers

1 was	4 there was	7 there weren't
2 were	5 there were	8 there wasn't
3 wasn't	6 weren't	

Pronunciation Skill

Word stress

GO ONLINE

Direct students to read the information in the box. Demonstrate pronunciation of the examples. Explain that syllables are easier to count if we clap our hands in rhythm as we pronounce the word. Demonstrate with three claps as you say the word *important*, stressing the second syllable: (1) *im*, (2) *POR*, (3) *tant*. Once they get an idea of what a syllable is and how to group those sounds, proceed with exercises about stress.

Extra Practice

1 For this class mixer, use flashcards with vocabulary words from the Oxford 3000 list. Pass one word to each student.
2 Have Student A show the card to Student B, who then pronounces the word while clapping as demonstrated earlier. At the end of the exchange, partners switch cards and go find a new partner.
3 Walk around monitoring pronunciation. Make necessary corrections.
4 Call time after a few minutes and collect the cards.

More to Say…

Focus: Students identify the stress patterns of words that are important to them

Grouping Strategy: Individual and pairs

Activity Time: 20 minutes

Ready,

1 Review the importance of word stress with the students. Remind them that if they stress a word incorrectly, add a syllable that shouldn't be there, or cut a syllable that should be there, proficient English speakers can have a very hard time understanding the word.
2 Have students bring their smartphones or dictionaries to class.
3 Have a blank piece of paper for each student.
4 Prepare some example words of two or more syllables to use as models, for instance: *today*, *calendar*, and *dictionary*.

Set…

1 Give each student a blank sheet of paper. Tell students to take out their dictionaries or smartphones.
2 Use the example words to model what students should do. Write *today* on the board. Model looking it up in the dictionary. Model marking the stress pattern. Do *calendar* and *dictionary* as a class.

Go!

1 Instruct students to write a list of 10 multisyllabic words that they think are important for them to be able to pronounce correctly in their academic work or English-speaking tasks.
2 Have them look up the stress patterns in their dictionaries or on their smartphones. Tell them to mark the stress pattern on the words.
3 Put them into pairs and have them read their words out loud, making sure that they are stressing the correct syllable.
4 Circulate and monitor their pronunciation. Correct as necessary.

Keep going!

1 For homework, have students record themselves reading the words. Instruct them to send the recording to you along with the list of the words in an email.
2 Listen to the recording and correct the errors on the text. If time permits, record messages with the corrections and send it back to the students.

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Exercise 14 NOTICE

Play the recording and have students listen for the stressed syllable in each word.

Answers

1 a**ban**don	4 im**prove**	7 re**place**
2 ad**van**tages	5 **mi**llion	8 re**verse**
3 **be**nefit	6 re**cov**ering	

CD 1, Track 10

Exercise 15 APPLY

1 Now have students practice repeating the words with stressed syllables from Exercise 14.
2 Walk around the classroom and monitor students' progress, offering assistance and correcting pronunciation if necessary.
3 If it helps, have students repeat the words again, this time clapping along with the syllables, and clapping louder on the stressed syllables.

CD 1, Track 10

Exercise 16 IDENTIFY

1 Instruct student to look for the stressed syllables in the given words and underline them. Tell them to say the words aloud as they believe they are pronounced and to listen for the stressed syllable.
2 Have them compare answers with a partner.

Exercise 17 APPLY

1 Play the recording so students can listen and check their work. Then play the recording again for students to listen and repeat.
2 Write the answers on the board. Have students practice pronouncing the words out loud once more, this time taking turns with a partner.

Answers

1 apartment	4 company	7 impossible
2 important	5 industry	8 neighborhood
3 business	6 manufacturing	9 property

CD 1, Track 11

Exercise 18 WHAT'S YOUR ANGLE?

1 In groups, have students discuss a town that they know well and how it was different in the past compared to now. Remind them to discuss whether they think the changes were for the better or for the worse.
2 Ask for volunteers to report back to the class.

Answers

Students' answers will vary. Sample answers include:
In the past, there were a lot of homeless people living on the streets of New York City. There weren't many shelters for them to go to. Now there are more shelters and the economy has improved, so there are fewer homeless people. It is a good change.

Lesson 2.2 Is Time Playing Tricks on Us?

Student Book pages 18 – 20

Exercise 1 ACTIVATE

1 Write on the board: *Time flies.* Ask students if they know this phrase and what it means. Ask them to give you examples such as *Time flies when you are having fun. When I play video games, time seems to fly.*
2 Direct students to read the story and share similar experiences. Ask, *When does time go slowly for you?*
3 Have students share their answers in groups. Then call on a volunteer from each group to share their stories.

Answers

Students' answers will vary. Sample answers include:
Time passes really slowly when I wait in line at the bank.

Exercise 2 INTEGRATE

1 Direct students to work independently to study the sentences and complete the rules in the Grammar in Context box.
2 Select students to read their answers. Encourage them to explain their answers by using the sample sentences to provide context. If students give wrong answers, use the sample sentences to ask leading questions and help them arrive at the correct answers.

Answers

1 simple past	3 longer
2 past continuous	4 shorter

Grammar in Context

Simple past and past continuous

GO ONLINE

1 Write the following examples on the board:
I graduated from university last year.
While I was driving to school yesterday, I saw my English teacher.
When I waved to her, she waved right back to me.
2 Have students identify the keywords from the sample sentences, such as the time expressions *when*, *while* and *last year*. Underline them.
3 Now underline the tenses that follow the key words. Point out that we use the simple past for completed actions in the past but also for the interrupted or shorter action after *when*. We use the past continuous for the action in progress as well as the longer action after *while*.
4 For additional information, see the Grammar focus on page 160 of the Student Book.

Extra Practice

1 Divide students into groups of four. Tell them they will be storytelling.
2 The first student will start a story with a single sentence. For example, *I woke up in the parking lot this morning without my shoes*. You may choose to supply each group with an intriguing sentence to start with.

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3 The next student continues the story using *when* or *while* in their sentence.
4 Each student should have two turns before the story is completed.
5 You may choose to have them just speak, or they can write their stories as they are producing the sentences, in which case you could share a few of the funnier stories with the whole class.

Exercise 3 IDENTIFY

1 Direct students to work independently and write the correct tense for each sentence.
2 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give. Have students identify the verbs in the sentence and examine their forms to determine which tense is being used.

Answers

1 simple past
2 simple past
3 past continuous
4 simple past
5 simple past
6 past continuous

Exercise 4 APPLY

1 Instruct students to match each sentence from Exercise 3 with the correct use.
2 Have students compare answers with a partner to see if they agree. Then go over the answers as a class, clarifying any confusion or disagreement.

Answers

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

Exercise 5 EXPAND

1 Instruct students to complete the cloze exercise by putting the verbs in the correct tense—the simple past or the past continuous.
2 After completing the exercise, have students check their answers in pairs. Circulate and point to any errors you notice. Ask, *Is this correct?* or say, *Take another look at this one.*
3 Read the paragraph aloud to the class with the correct answers in context so students can check their work.

Answers

1 was studying
2 invented
3 fell
4 were falling
5 tried
6 didn't slow
7 took
8 felt
9 proved

Exercise 6 INTEGRATE

1 Direct students to find six mistakes in the paragraph.
2 When they are done, have them check their answers with a partner.
3 Ask individual students for correct answers. Explain any incorrect answers that students give. Read, or have a student read, the paragraph aloud, so that students can hear the correct answers in context.

Answers

1 …Dr. Eagleman ~~was asking~~… → …Dr. Eagleman asked…
2 While they ~~looked~~,… → While they were looking,…
3 …lots of images ~~were appearing~~. → …lots of images appeared.
4 …when an image ~~was appearing~~. → …when an image appeared.
5 Most images ~~were being~~ of… → Most images were of…
6 …people ~~were saying~~… → …people said…

Reading Skill

Scanning

GO ONLINE

1 Direct students to read the explanation in the box. Point out the difference between skimming for the main idea and scanning for details.

Extra Practice

1 Tell students that they will go on a scanning scavenger hunt. Pair them up and tell them that they have to write their answers in a notebook and bring it to you at the end to check for accuracy.
2 First, instruct them to go to the text in Unit 1, "Facial Expressions" on page 7 and have them find the year that Charles Darwin's book came out. Second, they will scan the orange box on the same page to find out how many muscles we have in our face. Lastly, tell them to go to page 32 and scan for the year by when all the cars will be driverless. (You may need to create a handout to make it easier for students to reference the page numbers and scanning instructions.) The pair to finish first and have all correct answers is the winner.

Exercise 7 APPLY

1 Direct students to read the questions first and then to scan the text for specific information. Tell them to answer the questions independently.
2 Have students compare their answers with a partner. Walk around and spot-check the answers. Ask the pairs to share any questions with the class.

Answers

1 a feeling that somewhere or something is very familiar, but it can't be
2 weddings, job interviews, and funerals
3 already seen
4 a few seconds

Exercise 8 IDENTIFY

1 Direct students to read the article and identify whether the statements are true or false, according to the article, or if they're not given at all. Explain *not given* means that the author didn't mention it. Even if it seems like a logical conclusion or it is a well-known fact, we cannot add extra information to an original text if the author did not mention it in the first place.
2 Go over the answers as a class. Prompt students to correct the false statements.

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Answers
1 False (It's familiar, but it can't have happened before.)
2 False (at least once)
3 True
4 Not given
5 Not given

Exercise 9 EXPAND

OXFORD REFERENCE

1 Read the instructions aloud. Tell students to find all the explanations for déjà vu in the article.
2 Call on students to share their answers.
3 Put students in pairs to compare their answers and discuss which ones they believe.
4 Invite pairs to report back to the class about their discussion.

Answers
Three explanations are given:
1 We are remembering a similar event that happened in the past.
2 The two sides of the brain lose connection for a moment.
3 People can have false memories.
Students' answers will vary. Sample answers include:
I like the explanation about the two sides of the brain being out of step. It makes the most sense to me.

Vocabulary Development

Phrases with *time*

GO ONLINE

1 Explain that we can use the noun *time* with many different parts of speech. Ask students if they know of any phrases with *time* and write them on the board.
2 Then write the examples from the box on the board, but don't put up the formulas yet. Elicit the different parts of speech used with *time*: adjective, preposition, and verb. Write the formula above each group of phrases.
3 Elicit any additional examples from the students.

Extra Practice

1 Create a "live sentence" activity. Each student gets a part of the sentence, usually one word, and needs to find his/her place in the sentence line. If you go for shorter sentences, you might have three "sentence groups." For example, *I like to spend time alone* makes for a group of six students.
2 When the sentence line is complete, students say their words aloud in order. Then have them name the part of speech that goes with the *time* phrase in their sentence.
3 If time allows, do another round with more sentences.

Exercise 10 APPLY

1 Instruct students to scan the text to find the expressions with *time*. Have them underline or highlight the part of speech that it comes with.
2 Have them tell you their answers and write them on the board. Note the part of speech they tell you.
3 Make any necessary corrections.

Answers
My first time – adjective
A short time after – adjective
Changes over time – preposition
Each time – adjective

Exercise 11 BUILD

1 For this first step, instruct students to choose only the correct part of speech to complete the answers.
2 Have students work independently.
3 Go over the answers by having the class call out the correct answers.

Answers
1 preposition
2 adjective
3 verb
4 verb
5 adjective
6 preposition
7 verb
8 adjective

Exercise 12 INTEGRATE

1 Now have students complete the sentences in Exercise 11 with the correct words.
2 Ask individuals to read their answers and correct any incorrect answers students give.

Answers
1 on
2 last
3 Spending
4 wasted
5 long
6 over
7 make
8 next

Exercise 13 WHAT'S YOUR ANGLE?

1 Have students share within a group their déjà vu experience stories.
2 Monitor and offer assistance where needed.

Answers
Students' answers will vary. Sample answers include:
When I dropped my son off at daycare for the first time, his teacher was very familiar to me, although I didn't know who she was. She introduced herself and then helped me take off my son's jacket and hang it up. The way she did it, it was like I had seen her do it before. It was very strange.

Lesson 2.3 Uncovering the Past

Student Book pages 21 – 23

Exercise 1 ACTIVATE

1 Direct students to look at the title of the lesson and the images. Ask them to predict what the lesson will be about. Pre-teach vocabulary like *ancient*, *coliseum*, and *warrior*.
2 Ask how much they know about their country's past. Have them share in groups what the most famous historical sites in their native country are.
3 Have a few volunteers share what they have learned about their partner's country.
4 Then ask, *Are you familiar with any of the historical places in these images? Do you know where they are located?* See how

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much they know. Don't supply the answers; just create curiosity. If they don't have the answers, assure them that they will learn in this exercise.

5 Give students time to complete the exercise.

6 Go over the answers as a class and make necessary corrections.

Answers

1 Terracotta Warriors
2 Stonehenge
3 Nazca Lines
4 Göbekli Tepe

Exercise 2 IDENTIFY

Instruct students to match each image from Exercise 1 with the correct country.

Answers

1 d 2 c 3 b 4 a

Exercise 3 INTERACT

1 Divide the class into four groups and assign each group one historical discovery from Exercise 1 to research.

2 One person in the group is the note-taker and will take notes on what students already know about the site and any additional information they find out with the help of their smartphones.

3 Have group leaders share their findings with the class in a mini presentation.

Answers

Students' answers may vary. Sample answers include:

1 The Terracotta warriors are in Xi'an, China. They guard the tomb of Emperor Qin Shihuang [the First Emperor] in Xi'an. There are thousands of life-size clay soldiers, horses, and chariots. Made in the 3rd century BCE, the tomb was only discovered in 1974 by local farmers.

2 Stonehenge is in Wiltshire, England. It is a prehistoric monument around 4,500 years old. Today, there are several large stones, in a circle—the Stone Circle. Nobody knows exactly how or why the stones came to be there.

3 The Nazca Lines are in the Nazca Desert in southern Peru. The people of Nazca made the lines between 500 BCE and 500 CE. They removed pebbles to show the white/gray ground underneath them. Most of the lines are of animals (birds, fish, monkeys, jaguars, llamas, etc.) and plants (trees and flowers). While we don't know for sure what they mean, most scholars believe they are religious.

4 Göbekli Tepe is near Urfa, Turkey. It is the oldest temple in the world. Some people think it is where civilization began. There are many stones with engravings of animals and humans at the site from 12,000 years ago.

Exercise 4 WHAT'S YOUR ANGLE?

1 Direct students to discuss which discovery is most mysterious for them and why.

2 Call on individual students to share their answers with the class.

Answers

Students' answers will vary. Sample answers include:
I think Stonehenge is the most mysterious. I don't know how people moved and arranged those large stones so long ago.

Grammar in Context

Used to

GO ONLINE

1 Direct students to read the Grammar in Context box. As they are reading, write the following examples on the board:

Did you use to study a foreign language when you were a child?

I used to study French when I was a child, but I don't anymore.

I didn't use to speak Spanish, but now I do.

2 Underline the forms and ask students what differences they notice between the affirmative and negative and question forms (the dropped *-d* in the negative and question forms; the word order in the questions form).

3 Write the formula on the board: *use(d) to* + verb.

4 Explain that we use this expression to talk about past habits. If our habit changed sometime between the past and now, we can follow the affirmative statement with *but I don't anymore* and in the case of a negative statement with *but now I do* or *but I do now* to denote the change. See the examples above.

5 Ask students for some examples of their own. (I used to bite my fingernails, but I don't anymore. I didn't used to drive. when I was a teenager, but now I do.)

6 For additional information, see the Grammar focus on page 160 of the Student Book.

Extra Practice

1 Create a "find someone who" activity with prompts such as, _____ *used to be afraid of the dark*.

2 Write out the sequence on the board:
Student A: Did you use to be afraid of the dark?
Student B: Yes, I did.
(Student A writes Student B's name on the line.)

3 Model with a volunteer. If someone answers, *No, I didn't*, instruct students to ask a different question or to look for another partner until they get a "yes" answer.

4 Monitor the exchange and offer assistance where needed. Listen for the most common mistakes to review at the end of the activity.

Exercise 5 IDENTIFY

1 Have students circle the correct form.

2 Call on volunteers to share answers. Correct any incorrect answers that students give.

Answers

1 used to
2 used to
3 used to
4 used to
5 use to

Exercise 6 INTEGRATE

1 Direct students to work independently to complete the exercise

2 Ask individual students for correct answers. To confirm that they are using the correct form of *used to* (which can sound alike when said aloud with or without the final *-d*), have students write the answers on the board. Explain any incorrect answers that students give.

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Answers

1 used to build
2 used to be
3 didn't use to use
4 didn't use to write
5 did they use to build

Exercise 7 EXPAND

1 Have students work independently to skim the article and answer the question.
2 Ask students to share their observations with the class.

Answers

Hieroglyphics are written on the Rosetta Stone.

Exercise 8 ASSESS

1 Ask student to preview the questions before they go back to the article and scan for specific details.
2 Have student compare their answers with a partner first; then call on individual students to answers the questions.

Answers

1 papyrus
2 walls or stone
3 A "strange" stone with three kinds of writing carved on it.
4 French soldiers
5 July 1799
6 in a small town in Egypt called El-Rashid (Rosetta)
7 a Frenchman called Jean-François Champollion
8 It's important because it led to the translation of hieroglyphics, which increased our understanding of ancient Egypt.

Writing Skill

Using time expressions

GO ONLINE

1 Direct students to read the Writing Skill box. Then write or project the sentences below on the board **out of order**. Ask students to put the sentences in correct order. Don't include the numbers!
   1 I visited my mother.
   2 There was a country fair and a lot of people show up for it each year.
   3 We spent the whole day at the fair.
   4 We had a cup of tea and talked a lot about my long lost friends.
   5 We mostly talked about Jane, who I went to school with.
   6 I was talking to my mother's neighbor when somebody called my name.
   7 It was Jane!
   8 I was surprised to learn that she now has five children.
   9 It was great to catch up with an old friend.
2 Now give them the following revised sentences **out of order** and ask them to put them in the correct order again.
   1 I visited my mother last summer.
   2 There was a county fair on June 20th and a lot of people show up for it each year.
   3 We spent the whole day at the fair.
   4 In the afternoon, we had a cup of tea and talked a lot about my long lost friends.
   5 We mostly talked about Jane, who I went to school with 15 years ago.
   6 Later that evening, I was talking to my mother's neighbor when somebody called my name.
   7 It was Jane!
   8 I was surprised to learn that she now has five children.
   9 In the end, it was great to catch up with an old friend.
3 Now ask which task was easier pointing out that using time expressions helps readers follow the order of events in a story.
4 Have the students identify and underline all the time expressions and transition signals in the second set of sentences:
   last summer, on June 20th, 15 years ago,
   In the afternoon, Later that evening, In the end

Extra Practice

Write a list of common time expressions on the board. Tell students to use the list on the board and write a short personal story with time expressions. Circulate around the classroom and monitor students' progress, assisting and assessing their work. Volunteers can share their work with the class.

Exercise 9 APPLY

1 Instruct students to work independently to complete the exercise.
2 Go over the answers together as a class.

Answers

1 later, until, afterward
2 at that time
3 meanwhile, during

Exercise 10 IDENTIFY

1 Have students work independently as they go back through the text about the Rosetta Stone to find time expressions.
2 Ask them to share their answers with a partner and note any differences.
3 After completing the exercise, select students to come up to the board and write down their answers.

Answers

There are five time expressions in the text: At that time, In (July 1799), when (they found), In (1822), While (he was studying)

Exercise 11 APPLY

1 Have students work independently to complete the exercise.
2 After completing the exercise, select students to read the completed sentences with their answers. Explain any incorrect answers that students give.

Answers

1 on
2 While
3 After
4 as soon as
5 later
6 a long time ago

Exercise 12 WHAT'S YOUR ANGLE?

Have students work with a partner to select a historical discovery they want to write about.

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Answers
Students' answers will vary. Sample answers include:
I would like to learn more about the underwater city in Yonaguni, Japan.

Exercise 13 PREPARE

1 Remind students to use the reading skills they have learned so far—skimming and scanning—as they research different materials about their topic. When viewing websites, remind them to look at images, titles, and headings to find the type of information they are looking for.
2 During their research, instruct students to take detailed notes that help answer each of the questions on the list provided.
3 Monitor their progress and provide guidance and assistance as needed.

Exercise 14 PLAN

1 Direct students to look at their notes and create an outline for their article.
2 Ask them to organize their information in three parts: introduction, exposition, and conclusion.

Exercise 15 WRITE

1 Instruct them to focus on the items in the checklist as they write their article.
2 Monitor and offer assistance where needed.

Exercise 16 SHARE

Instruct students to swap articles with their partner and use the checklist for peer review.

Exercise 17 IMPROVE

1 After the students receive the peer review checklist, have them ask partners to give them suggestions to make the writing better.
2 Have the students write a second draft. Monitor the writing process and be available for any questions.
3 At the end, have the students turn in their work to you for final review.

Exercise 18 WHAT'S YOUR ANGLE?

1 Instruct students to post their article online on their social network page and ask their friends for opinions.
2 Ask volunteers to report back for the next the class.

Lesson 2.4 Oh No! Is That the Time?

Student Book pages 24 – 25

Exercise 1 ACTIVATE

1 Ask students if they know what *punctuality* means (doing something at the correct time and not being late). If they don't know, ask a student to look it up in the dictionary and read the definition to the class. Then discuss its meaning together. Ask students to give you an example of a time when punctuality is important.
2 Direct students to take the punctuality quiz.

Answers
Students' answers will vary. Sample answers include:
In general, I think it's very important to be on time in most situations. When you're late, it can be rude to the other people who are waiting for you.
1 a job interview (early)
2 English class (on time)
3 meeting friends (on time)
4 a party (on time)
5 visiting relatives (on time)
6 the doctor or dentist (early)

Exercise 2 INTERACT

1 Have student share quiz results with their group and start the discussion on punctuality.
2 Ask one person from each group to share their group's observations.

Answers
Students' answers will vary. Sample answers include:
In my country, if you are 15 minutes late, that is OK. Sometimes if you are on time you could be early, especially if someone invited you to their home for dinner.

Exercise 3 IDENTIFY

1 Instruct students to preview the questions before watching the video.
2 Play the video and have students answer the questions.
2 Ask individual students to answer questions.

Answers
1 He was sleeping on the couch.
2 To remind him to attend the study group
3 Professor Jackson
4 He was nearly 30 minutes late. The study group started at 6:30 p.m. and when Andy arrived Max told him it was "almost 7:00."

Video Script

English For Real Video Unit 2

Scene 1

Max	Andy?
Andy	Hey, Max.
Max	Where are you?
Andy	Huh? What time is it?
Max	It's six thirty! We're all here for the English Lit study group. I thought you were coming!
Andy	Oh, no... I'm late. Um, sorry, I was reading and… I'm, I'm sorry, Max! I'm, I'm on my way!
Max	OK. Uh, we're sitting at our usual table. Bye!

Scene 2

Prof. Jackson	Look out!
Andy	Oh, no. Professor Jackson! I'm so sorry. It was completely my fault.
Prof. Jackson	It's OK. I was texting and I wasn't watching where I was going.
Andy	I'm late for a meeting so I was in a hurry. Here, let me help you.
Prof. Jackson	Oh, no! Is that the time? I'm late too! See you in class.

Scene 3

Max	Andy! It's almost 7! Why are you so late?
Andy	Yeah, sorry… uh… I ran into Professor Jackson! I'm really, really sorry, everyone… I promise to be on time next week.

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Real-World English

Apologizing

1 Direct students to read the Real-World English box and offer situational examples. For example, *If I forget my friend's birthday, I would say: "I am really, really sorry I forgot." And then I would offer to fix the problem: "Please let me make it up to you by taking you out for dinner."*
2 Ask students for their ideas about what to say in the following situation: You are late for a business meeting.

Answers
Students' answers will vary. Sample answers include:
I apologize for being late. I was actually in another meeting with a client, and it ran late. / I am so sorry. I'll make sure this doesn't happen again.

Extra Practice

Write several situations on the board. For example, *late for school, forgot an anniversary, broke his/her favorite cup, didn't do homework, late for a job interview*. Have students start a conversation with a partner using an appropriate apology.

Real-World English Strategies

How apologies are structured depends on a number of factors. These include the social distance between the speaker and the listener (e.g., an employee speaking to a boss, a friend apologizing to a friend) as well as their social role (e.g., a child vs. a parent, a student vs. a teacher), but also the context of the interaction and seriousness of the offence (see Exercise 9). All these factors affect the strategies that need to be used for the apology to be effective (e.g., an explanation, an offer to fix the problem, a promise to do better, taking on responsibility – see Exercise 5 for specific examples). After the students have watched the video, have them go back to situations 1, 2, 4, 5, and 6 in Exercise 1 (situation 3 is covered in the video).

1 Ask students to work in pairs. Each pair receives one of the situations. (Depending on the size of your class, you may have several pairs of students working on the same situation.)
2 What would Andy say in the video if he were late in each of these scenarios? For example, what would he say if he were late for a job interview? Tell the students to write down their answers.
3 Regroup your students, so that each new group has a spokesperson for each of the situations.
4 Ask students to arrange the situations from least to most formal.
5 Next, tell them to compare the language of apologies they have written. Does the language reflect the level of formality of each situation?
6 If you have time, you can also ask them to analyze each of the apologies using the five categories distinguished in Exercise 5 (give an explanation, say you're sorry, offer to fix the problem, promise to do better, take responsibility). Do the apologies in more formal situations contain more of those moves? Which of the apologies are longer and more elaborate?

Exercise 4 INTERACT

1 Instruct students to start a group discussion on apologizing in their culture.
2 Ask students to note the differences between cultures in their group. If students are of the same culture, ask if they know or have heard anything about apologizing in other cultures, or prompt them to try to identify any differences with apologizing among their families and social circles.
3 Have volunteers from each group share their findings. Call on a few volunteers to report back to the class about their discussions.

Answers
Students' answers will vary. Sample answers include:
It's very important to apologize when you are late, even to family members and friends. It shows respect. I always say I'm sorry if I am late—but I try never to be late. I often worry about being late!

Exercise 5 DEVELOP

1 Instruct students to read each expression in the chart and then match the expressions with the function.
2 Call on individual students to share their answers with the class. Explain any incorrect answers students give.

Answers
1 Say you're sorry
2 Take responsibility
3 Give an explanation
4 Offer to fix the problem
5 Promise to do better

Exercise 6 APPLY

1 Instruct students to look at the sentences and try to guess who Andy is apologizing to.
2 Then tell students to match the sentences with a function from Exercise 4.
3 Call on individual students to share their answers with the class. Explain any incorrect answers students give.

Answers
1 Professor Jackson / Andy offers to fix the problem.
2 To the study group / Andy promises to do better in future.
3 To Max / Andy gives an explanation.
4 To Professor Jackson / Andy takes responsibility.
5 To Professor Jackson / Andy gives an explanation.

Exercise 7 INTEGRATE

1 Play the video again and have students complete the exercise.
2 Ask three students to come up to the board and write the answers.

Answers
Sorry. / I'm sorry.
I'm so sorry.
I'm really, really sorry, everyone.

English For Real Video Unit 2

Exercise 8 ANALYZE

1 Discuss as a class why Andy apologizes differently to each person.

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2 Go over all three questions. Identify the three reasons, the seriousness of the mistake, the formality context, and the relationship between the people involved.

Answers
Students' answers will vary. Sample answers include:
For Professor Jackson, his mistake was fairly serious. He ran into him as he was rushing out of the building and knocked papers from the professor's hands. He doesn't know the professor well, but more importantly, Professor Jackson is Andy's professor at college, so he has a powerful position in their relationship, and he is older, too. That's why Andy sees this as a serious mistake and apologizes very much, accepts responsibility immediately, and offers to help.
For Max, Andy just says *Sorry* because Max isn't so affected by his late arrival. Also he knows Max very well, as they are classmates, so the relationship is more equal. He still gives an explanation, but it is short and not very clear. He doesn't feel he needs to explain or apologize very much to Max.
For the study group, at first Andy doesn't make an apology, but then he gives a fairly full apology, repeating *really* and explaining why he was late. He also promises to be on time in the future. He finally seems to understand the inconvenience and trouble he has caused.

Exercise 9 ANALYZE

1 Put students in pairs. Direct them to read the instructions for their role play and choose the appropriate apology function(s).
2 Depending on the ability level of your students, you may want to encourage them to write down all or just parts of the conversation before speaking. For strong students, they may be able to improvise on the spot, so instruct them to mentor their friends while they are writing.
3 Monitor and provide feedback.

Exercise 10 INTERACT

1 Call on a pair to role-play their conversation for the class or model an improvised conversation with a strong student. Tell the rest of the class to listen closely to the conversation and be prepared to give feedback on whether they used the correct apology and discuss why they chose that specific expression. Tell them to listen for the functions of the apology as well.
2 Join two pairs together to make groups of four. Have each pair take turns role-playing a conversation within their group while you walk around the room and monitor their progress. Alternatively, you can call each pair up to the front of the class and challenge the others to listen closely and provide feedback.
3 Rather than interrupt students to correct their mistakes, keep track of any errors that you want to review with them (or the class) once their role play is complete.
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 2.5 A Time to Remember

Student Book page 26

Exercise 1 ACTIVATE

1 Direct students' attention to the picture. Ask students to describe the situation.
2 Go over the answers with the class.

Answers
Students' answers will vary. Sample answers include:
It looks like a family is going to the beach. They are probably on vacation. They are wearing pants and long-sleeved shirts, so it could be cold. It looks windy. Maybe they aren't going to swim. Maybe they will play on the beach.

Exercise 2 WHAT'S YOUR ANGLE?

1 Model the discussion by giving your own an example of a habitual childhood experience you had with your family: *I used to visit my grandma for a big family brunch every Sunday. When she passed away, we stopped doing it. That makes me a bit sad. It was wonderful seeing the whole family together so often.*
2 Then put students in pairs or small groups to discuss their own habitual childhood experiences with their families. Monitor and give feedback.
3 Ask a few volunteers to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
I used to spend every summer vacation with my family. Those were some of my best childhood memories. Sadly, now that we are all grown up, we don't do that anymore. Everyone is too busy.

Exercise 3 APPLY

1 Instruct students to preview the questions before listening to the audio. Remind them that they do not have to write in full sentences as they listen. They can take notes for the answers.
2 Play the audio and monitor students as they answer the questions independently.
3 Call on a few students to give answers. Explain any mistakes students may make.

Answers
1 She used to go camping.
2 She told her they were moving to Chicago.
3 She gave her a camera.
4 She used to live in Portland and Chicago.
5 She started taking photos and became a photographer.

Audio Script

CD 1, Track 12

Friend I'm so glad you came camping with me, Anna.
Anna Me, too! I had to! It's your childhood campground.
Friend I used to love it here, but I'll always remember the last time.
Anna Oh, yeah? Why's that?
Friend Well, I was 14. It was my mom, my dad, and me. After dinner on the first night, my mom said she wanted to talk. I was so scared! She never said things like that.
Anna And then what happened?

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Friend She took out a box wrapped in beautiful gift paper. She was quiet for a minute and then said she knew that I loved it here in Portland. Finally, she told me that we were moving to Chicago.
Anna How did that make you feel?
Friend I was sad. I didn't want to leave my friends. Then she said this might be the last time we came camping here so she had a present for me.
Anna What did you do then? Did you open the present?
Friend I did. It was a camera. That's how I started taking photos and how I became a photographer. The rest is history!

Speaking

Telling and responding to a story

GO ONLINE

Direct students to read the information in the box. Ask students to identify the five steps of successful storytelling. Write them on the board:

1. *Give background information.*
2. *Use adjectives.*
3. *Use time expressions.*
4. *Vary your intonation.*
5. *If you are the listening, ask questions to encourage the speaker.*

Extra Practice

Have Student A turn to a partner and start a story about a childhood habit using the checklist on the board. Student B should listen actively and check off the five steps. At the end, have Student B give feedback to Student A, noting which steps he or she has followed and which may have been forgotten. Then have students switch roles. Monitor and note any mistakes that you can address later with the whole class.

Exercise 4 IDENTIFY

1 Play the conversation again and have students answer the questions.
2 Have students call out the answers.

Answers
To introduce her story, Sally gives background information, like her age, who was there, the time of day, and how she felt.
Adjectives: scared, beautiful, quiet, sad

CD 1, Track 12

Exercise 5 EXPAND

1 Replay the recording and have students listen for the questions that move the story forward.
2 Call on individuals to give their answer to the class.

Answers
Oh, yeah? Why's that?
And then what happened?
How did that make you feel?
What did you do then? Did you open the present?

CD 1, Track 12

Exercise 6 APPLY

1 Have students listen again and note the intonation changes.
2 Monitor and give feedback.

Answers
1 I'll **always remember** the **last** time.
2 My **mom** said she **wanted** to **talk**.
3 I **didn't** want to **leave** my **friends**.
4 That's **how** I **started** taking **photos**.
5 The **rest** is **history!**

CD 1, Track 13

Exercise 7 WHAT'S YOUR ANGLE?

Instruct students to think of an important event and choose an idea from the list.

Exercise 8 PREPARE

1 Direct students to create an outline using just key words and phrases, not entire sentences.
2 Monitor and offer assistance if necessary.

Exercise 9 DEVELOP

As students practice telling their story to a partner, monitor and give feedback.

Exercise 10 INTERACT

1 For more practice, have students tell their story to a group.
2 The group should listen and ask questions to keep the story moving. At the end of each story, have the group give feedback based on the checklist of steps on the board.
3 Circulate around the classroom and monitor progress, helping where needed.

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Unit 2 Review

Student Book page 148

Vocabulary

Exercise 1

Answers

1 reverse
2 benefit
3 recover
4 decrease
5 replace

Exercise 2

Answers

1 waste
2 The last
3 wasting
4 spend
5 on
6 next

Exercise 3

Answers

1 did
2 use
3 live
4 there
5 moved

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

Grammar

Exercise 4

Answers

1 there were
2 use to
3 didn't use to
4 used to
5 there wasn't

Exercise 5

Answers

1 was working, met
2 were traveling, visited
3 came, cooked, went
4 were you waiting, saw
5 was, didn't understand

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. Elicit some examples about the passing of time. Have students work in pairs to answer the questions.
2 Ask students if the quote is true for them.

Answers

Students' answers will vary. Sample answers include:
Yes, I think that our lives get busier as we get older because we have more responsibilities. For example, I spend time not only doing things for myself but also doing things for my husband, my children, and my dog.

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 Task 1: Elicit some examples about traveling through time. Have students work in pairs to answer the questions. Call on one or two volunteers to share with the class.
2 Task 2: Ask students to compare their life now and when they were younger. Have students work independently to write their paragraph comparing two ways they are different now form then. Ask them to share the paragraph in small groups or collect and correct their work.
3 Task 3: Have students search for an old photo of themselves. Have them share their pictures in small groups and talk about the differences between now and then.

Answers

Students' answers will vary. Sample answers include:
1 If I had a time machine, I would travel to the future to see what wonderful new inventions we have come up with.
2 Nobody ever stays the same. If there's one thing true in life that is that everything and everyone changes. I've noticed a lot of changes in myself over the years. For example, when I was younger I was more carefree and very much interested in sports. Now I am always worried about my next exam and I mostly sit and study or watch TV to relax.
3 In this photo I am 10 years old. I had just won a running competition in school. I felt so proud of myself that day.

Exercise 8

1 Use gestures and examples to demonstrate 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 tasks in Exercise 7 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

The title of this unit—*Learning*—summarizes the main themes of learning hard life lessons, online learning, and the learning of machines or robots. These main themes are evident in the visuals throughout the unit, which show people taking different courses in person and online as well as humans interacting with programmable machines.

In ***Lesson 3.1*** the theme of learning is evident as students learn about writing cover letters for a job application. ***Lesson 3.2*** focuses on machine/computer learning, and students read a cautionary piece about robots potentially taking over more and more human jobs. In ***Lesson 3.3*** students discuss a variety of available online courses and compare online learning to traditional in-class learning. In ***Lesson 3.4*** the unit video shows people asking for clarification in different situations—an important learning strategy, which reflects the unit theme. Finally, ***Lesson 3.5*** showcases listening and talking about life's lessons learned the hard way.

Lessons

3.1 As You Can See from My Résumé…

Grammar in Context Present perfect simple with *for* and *since*

Vocabulary Development Verbs and nouns from adjectives

Writing Skill Using addition linking words

- Use the present perfect to talk about present activities and states that started in the past
- Learn to form verbs and nouns from adjectives (Oxford 3000)
- Use addition linking words to help show that writing points are related
- Write a cover letter for a job application

3.2 Machines Are Taking Over!

Reading Skill Recognizing and understanding synonyms

Grammar in Context Present perfect and simple past

- Use vocabulary related to machine learning (Oxford 3000)
- Identify and understand the use of synonyms in a reading text
- Identify the difference in usage between the present perfect and simple past
- Discuss the growing intelligence of machines and whether it will present a problem for the humans in the future

3.3 It's Free!

Listening Skill Understanding a speaker's purpose

Grammar in Context Present Perfect with *just*, *already*, *yet*, *ever*, *never*, and *still*

- Learn about a speaker's purpose to persuade, inform, entertain
- Practice the use of the present perfect with *just*, *already*, *yet*, *ever*, *never*, and *still*
- Discuss the difference between online and in-class learning

3.4 What Was That?

Real-World English Getting clarification

- Apply different clarification requests in different situations
- Analyze the way people ask for clarification
- Create conversations and act out a scenario in which you ask for clarification

3.5 Learning the Hard Way

Pronunciation Skill Contractions with *'s* and *'ve*

Speaking Describing experiences and events

- Practice pronouncing the contractions with *'s* and *'ve*
- Use specific time phrases to refer to a specific event or experience
- Talk about important life lessons

Resources

Class Audio CD 1, Tracks 14–19

Workbook Unit 3, pages 15–21

Oxford Readers Correlations

The Bronte Story (9780194791090)

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 27

The unit opener photo shows two women and an instructor at a baking class. The photograph relates to the unit theme and subsequent exercises because it depicts a woman teaching two young women how to bake. It inspires thoughts about different styles of learning.

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,* and *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

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, ask students what their dream job is and lead a short classroom discussion. For question 2, introduce the term *artificial intelligence*. For question 3, check how they understand the idea of learning for free. Ask, *What are some examples of things we learn for free?*

Answers

Students' answers will vary. Sample answers include:

1 Write a good cover letter.
2 It is not likely, but they are becoming more intelligent and starting to learn to do more tasks.
3 Yes, on the Internet

Discussion Questions

1 Ask students to describe the image. Provide words to help them as necessary, for example, *dough*, *rolling pin*, and *apron*. Now, ask specific questions about the picture: *Where are the people in the photo?* (They are in a kitchen.) *What are they doing?* (Two twin sisters are making noodles while the older lady is supervising.)

2 Direct students' attention to the questions below the photo. Have them discuss their answers in pairs.

3 Optionally, before asking students to answer the discussion questions, show the photographer video where Gianni Cipriano 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 The women are learning how to cook.
2 No, I don't think we're ever too old to learn something new, but I do think some things are harder to learn as you get older, for example, learning a language.
3 It depends. I learn things quickly that have to do with sports and dance, but I'm a slow learner when it comes to science and math.

Video Script

The woman on the right is Cinzia Rascazzo, founder of a cooking and food-tour company called Stile Mediterraneo. She is preparing fresh pasta with her sister and business partner, Marika, and their mother Dina. The women are in Dina's home in San Pietro Vernotico, Italy. This home is also the location for Stile Mediterraneo's cooking school.

The two sisters are learning how to make fresh pasta from their mother. It is a technique some Italian women learn from a young age and that is passed from one generation to the other. Even my parents learned the same way. They learned by practicing, and the more they practice, the better they become.

Unless our physical and mental abilities weaken as we get older, I don't think there's an age limit to learn something new. Curiosity and the will to discover and try something will lead us to learn something new despite our age.

Exercise 1

1 Pre-teach vocabulary such as *blog* (a website where a person writes regularly about recent events or topics that interest them, usually with photos and links to other websites that they find interesting).

2 Direct students to choose the answers for themselves first and then compare with a partner.

3 Ask volunteers to share their answers with the class.

Answers

Students' answers will vary. Sample answers include:
I mostly learn from the Internet, so when I want to find out something, I search online and go to websites or blogs. I also look at YouTube videos when I want to learn how to do something, like cook a dish or repair something. Last week I learned how to change the screen on my cell phone!

Exercise 2

1 Model a response for the class or read aloud the sample response written below. Then instruct students to discuss the question in pairs. Monitor their discussions and provide assistance as needed.

2 Ask a few volunteers to share with the class something they have learned about their partner.

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Answers
Students' answers will vary. Sample answers include:
I remember learning to swim. I didn't like the water, but my aunt took me to the local swimming pool every week during the summer vacation, and I really enjoyed it.

Real-World Goal

Instruct students to go online to watch a video about something they have always wanted to learn. They will watch the video twice: at the start of this unit and at the end of it. Later, they can then compare how much better they understand the video after having covered a variety of grammar points, learned new vocabulary, and read about different learning styles.

Lesson 3.1 As You Can See from My Résumé…

Student Book pages 16 – 17

Exercise 1 ACTIVATE

1 Talk about the process of applying for a job. Ask students if they have any prior experience with it. Ask what step in the process they think cover letter is. Help them identify the sequence:
   1. job application or résumé + cover letter (depending on the job)
   2. job interview
   3. follow-up
2 Ask one student to read the activation prompt, paragraph, and answer options aloud. Then direct the class to talk in pairs or small groups about what they think the purpose of a cover letter is.
3 Call on a volunteer from each group to share their answers with the class.

Answers
to emphasize key points in your application
to help you get an interview

Exercise 2 APPLY

Direct students to read the cover letters independently, paying attention to details and noting any key differences between the applicants' letters.

Exercise 3 IDENTIFY

1 Instruct students to read the questions first and then answer independently.
2 Have them compare their answers with their partners.
3 Go over the answers as a class.

Answers
1 Marketing Manager
2 on a website (jobsnow.com)
3 their résumé

Exercise 4 EXPAND

1 Direct student to scan the emails again and identify the statements as true, false, or not given. Explain that we can only make inferences based on the actual information in the original text.
2 Call on individual students for answers. Encourage students to explain or justify their answers and correct the false statements.

Answers
1 T 2 NG 3 F 4 T 5 T

Exercise 5 WHAT'S YOUR ANGLE?

1 Invite students to share a few of the differences they noticed when reading the two cover letters. For example, direct students' attention to the opening and close of each letter and ask what they notice.
2 Read the target questions aloud. Have student discuss the question in groups.
3 Have each group representative explain the answer and give reasons.

Answers
Students' answers will vary. Sample answers include:
We would interview Mika because her cover letter is far better. It gives more information; it is addressed to the right person; it shows she has researched the company; and it gives the impression that she wants the job.

Exercise 6 INTEGRATE

1 Instruct students to read the emails again and, either independently or with a partner, choose the correct answers.
2 Monitor their work, providing any assistance if necessary.
3 Go over the answers with the class. Write the list of dos and don'ts for a good cover letter on the board.

Answers
1 Do
2 Do
3 Do
4 Do
5 Don't
6 Do
7 Don't
8 Do

Exercise 7 ASSESS

1 Pose the questions to the class and elicit responses.
2 Put students in pairs to identify what the other person could have done to write a better cover letter. Invite them to share their ideas with the class.

Answers
Students' answers will vary. Sample answers include:
Mika's email follows all the guidance. Raoul needs to address the letter to Mr. McKenna and change *faithfully* to *sincerely*. He needs to make it a bit longer to give a few key details about his experience and suitability. He should add why he wants the job.

Exercise 8 WHAT'S YOUR ANGLE?

1 Explain that sometimes we can write cover letters when we are applying to a university, especially for postgraduate study.

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2 Instruct students to talk to their partners about a time when they were writing a cover letter and share how successful they were. Monitor their discussions.
3 Call on a few volunteers to share their partner's answers.

Answers
Students' answers will vary. Sample answers include:
I've applied for several jobs over the years. Last year I applied for a job in a pharmacy as an assistant. I wanted it because it was close to my home. I didn't get it though. They said I didn't have the right experience.

Grammar in Context

Present perfect with *for* and *since*

GO ONLINE

1 Go over the Grammar in Context box with students.
2 Ask students if anyone plays an instrument. Then ask, *When did you start?* Write the time on the board, for example: *I started when I was a little girl* or *I started in 2005*.
3 Now point again to the use of *for* and *since* in the grammar box and ask how they would they use the underlined parts of the sentence with present perfect. Ask a volunteer to come to the board and write the sentence using the student's name. Subsequently you will add the meta explanations:
Mary has played the guitar since 2005. (specific time)
Mary has played the guitar since she was a little girl. (non-specific time/description of the moment in time)
Mary has played the guitar for 14 years. (period of time; have them count the year till the present moment)
4 Finally, identify a formula and leave it on the board:
since + date/event/specific time in the past
for + countable periods of time
5 For additional information, see the Grammar focus on page 161 of the Student Book.

Extra Practice

1 Create a mixer exercise to practice the usage, but also to review the forms. Use questions such as: *How long have you been a student? How long have you lived in this country? How long have you studied English?*
2 Instruct students to ask one question per person and write down their partners' answers in the third person, using their partners' names. Model with one student.
3 Circulate the classroom and monitor students' exchanges, noting any mistakes they make that you can address later with the whole class.

Exercise 9 APPLY

1 Instruct students to complete the exercise independently.
2 Call on students to read the completed sentences aloud. Explain any incorrect answers students give.

Answers

1 since	6 since
2 for	7 Since
3 since	8 for
4 since	9 for
5 for	10 since

Exercise 10 INTERACT

1 Instruct students to write sentences about themselves using *for* and *since*.
2 Ask partners to share answers with each other and offer feedback.
3 Ask volunteers to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
I've worked at my current job since February 2013.
I've been interested in journalism for ten years.
I haven't had a vacation since last year.

Vocabulary Development

Verbs and nouns from adjectives

GO ONLINE

Direct students' attention to the Vocabulary Development box and explain that we can use suffixes to change the part of speech of a word. Identify the most common suffixes for nouns and adjectives.

Oxford 3000 words

active	confidence	responsibility	understand
act	kindness	accept	

Extra Practice

1 Create cards with suffixes, a set of at least four for each group: *-ence/-ance, -ity, -ness, -ment*
2 Have students pull one card each. Tell them to write three words with that suffix and identify the part of speech.
3 Then they share with their group. Monitor their work and offer ideas and/or any necessary corrections.

Exercise 11 APPLY

1 Direct student to scan the email cover letters and find the noun and adjective forms of the words.
2 Ask specific students to share their answers with the class.

Answers

1 suitable	4 valuable
2 creative	5 available
3 reliable	

Exercise 12 EXPAND

1 Direct students to work with a partner to complete the exercise. Allow them access to a dictionary.
2 Go over the answers as a class. Explain any incorrect answers that students give.

Answers
Verbs
approve, challenge, enjoy
Nouns
ambition, capability, commitment

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Writing Skill

Using addition linking words

GO ONLINE

1 Direct students to read the Writing Skill box.
2 Ask them to give you a few examples and write them on the board, for example: *I am really serious about my education. I am studying English. In addition, I am taking a class in Business and Marketing.*

Extra Practice

1 Have students write three of their own examples using the linking words from the box.
2 Monitor their work. Offer assistance and give feedback.
3 Now have them erase the linking word(s) and give the sentences to their partner who will try to fill in the missing signal word(s). Since there could be more than one correct answer, instruct students to be flexible and accept any correct answer, not just necessarily what they originally had in mind.
4 Call on volunteers to share answers with the class. Explain any mistakes student make.

Exercise 13 IDENTIFY

1 Direct students to look at Mika's email and underline the words she used.
2 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers
In addition, Not only…but it also

Exercise 14 INTEGRATE

1 Instruct student to work independently.
2 Call on individual students for the answers.

Answers
1 I have a degree in computing. Furthermore, I've worked in IT for five years.
2 Not only am I an effective communicator, but I also work well in a team.
3 Jason is adaptable. Moreover, he is hardworking.
4 Your company has a good reputation as well as being a world leader in its field.
5 Helen has a strong track record in sales. In addition, she has a marketing diploma.
6 You should have good communication skills in addition to being a quick learner.

Exercise 15 WHAT'S YOUR ANGLE?

1 Have students brainstorm what they would write in their cover letter for a dream job.
2 Walk around the classroom and monitor students' progress, offering assistance if necessary.

Answers
Students' answers will vary. Sample answers include:
My dream job is a pediatrician. In a cover letter, I would write about my education, training, and experience working with and taking care of children.

Exercise 16 PREPARE

1 Instruct student to study Mika's email and how the information in it is organized so they can use it in their writing in the next exercise.
2 When the students complete the exercise, write the answers on the board.

Answers
1 d, f 2 c, e 3 a, g 4 b

Exercise 17 WRITE

1 Students prepare to write a cover letter for a job or further studies.
2 Instruct them to look at Exercise 16 for organization tips.
3 Monitor and offer feedback and assistance.

Exercise 18 IMPROVE

1 Have students exchange their cover letters.
2 Have partners make suggestions for improvements based on the list in Exercise 16.
3 Tell students to write a second draft making necessary changes.
4 Have volunteers share their revised cover letters with the class.

Lesson 3.2 Machines Are Taking Over!

Student Book pages 31 – 33

Exercise 1 ACTIVATE

1 Ask students, *What are some examples of smart machines that make our everyday lives easier?* (smartphones, ATMs, car sensors etc.)
2 Direct students to look at the photos and discuss the questions in groups. Then call on a volunteer from each group to share their observations.

Answers
Students' answers will vary. Sample answers include:
Machines help us get money from the bank, get tested at the doctor's office, do laundry, and move around. Machines also help us cook, clean, and do work.

Exercise 2 WHAT'S YOUR ANGLE?

1 Direct students to work with a partner and answer the questions.
2 Select students to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
I used several machines yesterday. For example, I used the microwave to heat up my breakfast, and later I used the washing machine to wash my clothes. Oh, and of course, I always use my smartphone.

Exercise 3 VOCABULARY

1 Direct students to work independently and match each verb with the most appropriate phrase.

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2 Go over the answers as a class. Explain any incorrect answers that students give.
3 Challenge students to use the phrases in a sentence. Elicit examples.

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

Oxford 3000 words

announce	refuse	realize
recognize	perform	solve

Exercise 4 BUILD

1 Tell students to complete the sentences using the verbs from Exercise 3.
2 Select students to read the answers. If a student gives an incorrect answer, ask the rest of the class if they agree. If someone does not, elicit the correct answer. Otherwise, correct the answer yourself.

Answers
1 perform
2 announce
3 realize
4 recognize
5 solve
6 refuse

Exercise 5 ASSESS

1 Direct students' attention to the article at the bottom of the page. Tell them to skim the article and determine the best heading for it. Point out that they don't need to read every word right now. Encourage them to look at the photos, captions, and topic sentences.
2 Put students in pairs or small groups to discuss their answers. Have them resolve any differences of opinion. Then have one student from each group announce their choice to the class.
3 If there are any differences, have the groups support their choices by giving the reasons why.

Answers
The best heading is: Could a robot do your job?

Exercise 6 IDENTIFY

1 Direct students to find six vocabulary words in the article and identify the part of speech.
2 When done, have them check their dictionaries and look for a synonym if they cannot think of one in their group.
3 Ask individual students for correct answers. Explain any incorrect answers that students give.

Answers
1 verb, argue
2 verb, proposes
3 verb (past participle), developed
4 noun, fault
5 noun, opinion
6 noun, danger

Reading Skill

Recognizing and understanding synonyms

GO ONLINE

Direct students to read the explanations in the box. Point out that the most common reason we use synonyms is to avoid repetition.

Extra Practice

1 Ask students to make flashcards with the Oxford 3000 word list from this lesson and another set with synonyms of those same words.
2 Put students in pairs and tell them that one pair will race against another. Each pair should have a stack of cards with the original Oxford 3000 words facing up on the table (you can determine the number of cards you want them to use). In their hands, they will hold the cards with the synonyms. When you tell them to begin, the pairs will race to line up the synonym cards with the face-up cards. The first pair to match them all correctly wins.

Exercise 7 EXPAND

1 Direct students to read the article again and find synonyms for the given words.
2 Have students compare their answers with a partner. Walk around and spot-check the answers. If students are having trouble, you might want to point out the specific sentence where the answer resides to help focus their attention.
3 Go over the answers with the class.

Answers
1 recognize
2 recommend
3 amazing
4 capable
5 break
6 worried

Exercise 8 IDENTIFY

1 Direct students to read the article and find four reasons why robots are good workers. Have them mark the text. Monitor and give feedback.
2 Go over the answers as a class.

Answers
According to the article, there are four reasons why robots are good workers: They never forget what to do, get sick, need a break, or refuse to work.

Exercise 9 WHAT'S YOUR ANGLE?

1 Direct students to work with a partner and answer the questions.
2 Ask one student in each group to be a group leader and take notes on the discussion.
3 Have group leaders to share the group's opinions and ideas with the class.

Answers
Students' answers will vary. Sample answers include:
I think robots are better for routine tasks and jobs and administrative roles that involve processing information or organizing it. But robots can't do all jobs. They aren't creative, and they can't make jokes. I don't think they can be TV show hosts, for example. Also, they can't feel emotions, so I don't think they would be good actors. For these reasons, I also don't think they would make good teachers.

Grammar in Context

Present perfect and simple past

GO ONLINE

1 Direct students to read the information in the Grammar in Context box.
2 Give more examples of present perfect sentences when the time is not mentioned. For example: *Over 15 homes*

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have burned in the latest California fire. / Los Angeles has long been the entertainment capital of the world.

3 Ask, *Why don't we use the simple past tense in these examples?* (Because it is still true. We have the evidence of it in the present moment and/or the action is not finished yet.)

4 For additional information, see the Grammar focus on page 161 of the Student Book.

Extra Practice

1 Plan to do this activity right before break time. Project a list of cloze sentences on the board with verbs in the simple past or present perfect missing. Divide the class in two teams.

2 Assign team leaders to write the answers on a piece of paper.

3 The team that finishes first should bring their list to the teacher to check. If all the answers are correct, the team wins two extra minutes of break time, or some other reward that you prefer.

4 If their answers are not correct, they go back to correct errors, which gives the other team a chance to win.

Exercise 10 USE

1 Have students work independently to circle the correct options.

2 After completing the exercise, ask individual students to give answers. Explain any incorrect answers that students give.

Answers

1 did you buy
2 watched
3 Have
4 have
5 have made
6 beat, beat
7 have
8 have only developed

Exercise 11 APPLY

1 Instruct students to independently complete the exercise.

2 Go over the answers by reading the paragraph aloud but pausing for the class call out each correct answer as you read.

3 After reading the paragraph aloud, consider asking students quick comprehension questions about it, for example: *Who is Ray Kurzweil?* (He's an expert on machine learning.) *What is the name of his book?* (*The Age of Intelligent Machines*) *When does he think robots will be more intelligent than humans?* (2045)

Answers

1 read
2 has written
3 has made
4 predicted
5 haven't reached / have not reached

Exercise 12 WHAT'S YOUR ANGLE?

1 Create a survey with the three questions and have student interview three different classmates.

2 Ask students to study the answers and see how many people have the same or similar opinions.

3 Then ask individuals to report back to the class on their findings.

4 Guide them in discovering what the general consensus of the whole class is.

Answers

Students' answers will vary. Sample answers include:
Yes, I think that one day machines will become more intelligent than humans. The benefits are that they will be able to solve problems faster than us, so they'll be able to help us more quickly. The danger is that we may not be able to control them.

Lesson 3.3 It's Free

Student Book pages 34 – 35

Exercise 1 ACTIVATE

1 Direct students to look at the title of the lesson. Ask them, *Where can we learn for free?* (the Internet/online) *What have you learned on the Internet lately?* Elicit their experiences, such as how to make jewelry, how to change a light bulb, etc. Share anything that you may have learned online recently.

2 Tell them to look at the images and decide which of these classes they would like to take. Put them in pairs to discuss their reasons why. Monitor and listen.

3 Call on a few volunteers to report back about their partners' preferences.

Answers

Students' answers will vary. Sample answers include:
I'm interested in the French for Travelers course because I want to go to Paris on my honeymoon next year.

Exercise 2 WHAT'S YOUR ANGLE?

1 Tell students that they will have a debate on the benefits of learning in a classroom and online.

2 Divide the class in two teams and assign each a position.

3 Give them ten minutes to research the arguments and organize a mini presentation. Allow groups to select their own speaker, which ensures high motivation. Alternatively, mandate that each student needs to say something to defend the team's position.

Answers

Students' answers will vary. Sample answers include:
Learning in a classroom is more beneficial because you can ask the teacher directly for explanations if you don't understand something.
Learning online is more convenient because you can decide when you want to study and you have a deadline to turn in your assignments.

Exercise 3 VOCABULARY

1 Have students complete the exercise independently.

2 Ask them to check their answers with their partner.

3 Call on individual students to say the answers.

Answers

1 register
2 presentation
3 educate
4 certificate
5 attend
6 essay
7 degree

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Oxford 3000 words

attend	certificate	degree	educate
essay	presentation	register	

Exercise 4 BUILD

1 Direct students to complete the exercise with words from Exercise 3.
2 Call on individual students to share their answers with the class.

Answers

1 presentation
2 degree
3 essay
4 register
5 certificate
6 educate
7 attend

Exercise 5 ASSESS

1 Read the directions aloud. Play the recording and have students listen for the answer to the question.
2 Call on a volunteer to share the answer. Poll the class to see if they agree. If not, elicit their answer.

Answers

The Innovation for Business course

Audio Script

CD 1, Track 14

Woman Hey Nick. Has that show ended yet?
Nick Yes.
Woman Well, come here and look at this.
Nick What is it?
Woman I've just found this great site. It has tons of online courses… there's a video here… listen!
Man Have you ever thought about starting your own company? Then start today! Through videos, activities, and quizzes, our six-part course will help you understand how a business works and give you everything you need to succeed. Learn new skills, share ideas, and develop a business plan. Why delay your dreams? Sign up now to start your business.
Woman So, what do you think?

Listening Skill

Understanding a speaker's purpose

GO ONLINE

1 Direct students to read the information in the box.
2 Give examples for three purposes (or give the examples, and have students guess the intended purpose):
   a) *You really should exercise every day because in today's sedentary life style, your body doesn't get nearly enough movement as is naturally necessary.* (persuade)
   b) *Los Angeles is one of the entertainment capitals of the world. Over 800 people move into the city daily due to its international popularity.* (inform)
   c) *You'll never guess who I met last night! It was Jack Darsy from our high school! The guy you had a crush on!* (entertain)

Extra Practice

1 Instruct students to pick one purpose and give their friend an impromptu speech. Offer a range of topics so it's easier to make a choice, for example, a description of their city/country, favorite teacher, hobbies, sports, best friend, travel experience, etc. Give them five minutes to prepare a mini presentation, allowing them to do research if necessary.
2 While Student A speaks, Student B has to figure out the speaker's purpose. Then they switch.

Exercise 6 APPLY

1 Give students a moment to read the paragraph with its gaps so they know what information to listen for.
2 Play the recording of the full conversation this time and direct students to complete the exercise.
3 Read, or have a student read, the paragraph aloud with the correct answers.

Answers

1 persuade
2 information
3 benefits
4 interested
5 reasons

Audio Script

CD 1, Track 15

Woman Hey Nick. Has that show ended yet?
Nick Yes.
Woman Well, come here and look at this.
Nick What is it?
Woman I've just found this great site. It has tons of online courses… there's a video here… listen!
Man Have you ever thought about starting your own company? Then start today! Through videos, activities, and quizzes, our six-part course will help you understand how a business works and give you everything you need to succeed. Learn new skills, share ideas, and develop a business plan. Why delay your dreams? Sign up now to start *your* business.
Woman So, what do you think?
Nick Hmm. How much is it?
Woman It's free!
Nick No!
Woman Yeah. And the professors are all from top universities like Harvard, MIT…
Nick Hmm. But it's all online, isn't it?
Woman Yes. It's a MOOC.
Nick A MOOC? I've never heard of it. It sounds like an animal to me.
Woman Ha! It means "massive open online course." Basically, you do everything online. There are videos, exercises… And these ones are all free!
Nick Hmm.
Woman We still haven't made a business plan, you know. This could really help us. You give a presentation on your business plan at the end and then get a certificate, signed by the professor.
Nick But you don't actually have a class. It's only online?
Woman Yes. What's wrong with that?
Nick I'd rather be in a class with people. It's more fun.
Woman But you can do this when you want. It's more convenient than having to attend a class. I'm being serious, Nick! I've already decided to register. Don't you think it's a great idea?
Nick Well… It can't hurt to try. Let's do it!
Woman Great. We can learn together!

Exercise 7 EXPAND

1 Tell students to read the sentences. Then play the recording again and have students circle the correct answers.
2 Tell students to compare their answers with a partner; then call on individual students to share their answers with the class.

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Answers

1 home
2 hasn't
3 with other people
4 persuades
5 excited

CD 1, Track 15

Exercise 8 WHAT'S YOUR ANGLE?

1 Ask students to answer the questions and respond by giving a lot of detail.
2 Call on a few volunteers to share their partner's story.

Answers

Students' answers will vary. Sample answers include:
The last time I persuaded someone was last week. My roommate didn't want to go to a movie with me to see the Star Wars because the last movie she saw in our local theater was too loud and she got a headache. I had to convince her that was just that specific movie and that not all movies are as loud. I also offered to buy her popcorn, so she finally agreed!

Exercise 9 ASSESS

1 Instruct students to look at the example sentences and complete the rules in the Grammar in Context box.
2 Go over the answers together as a class.

Answers

just, yet, already, still, ever, never

Grammar in Context

Present perfect with *just*, *already*, *yet*, *ever*, *never*, and *still*

GO ONLINE

1 Direct students to read the rules from the Grammar in Context box again. As they are reading, write the following examples on the board.
   Have you looked at all the chapters in the book yet?
   Sam hasn't looked at all the chapters in the book.
   Jane has already looked at all the chapters.
   I have never done that in my life.
   Have you ever looked at all the chapters in the book?
   Yes, I have. / No, I haven't.
2 Use the examples to go over the three forms and to emphasize the difference in usage of each individual keyword.
3 Emphasize that we use the word *yet* if we haven't done the action, but we plan to. Otherwise, if we have no plans of doing such activity, we do not use *yet*. For example: *Have you been to Disneyland? No, I haven't* or, *No, I haven't been there yet, (but I am planning to go next month).*
4 For additional information, see the Grammar focus on page 161 of the Student Book.

Extra Practice

1 Create a "Have you ever…?" questionnaire for a class mixer exercise. Sample questions include: *Have you ever cut your own hair? Have you ever climbed a mountain? Have you ever seen a shark? Have you ever visited your country's capital city? Have you ever fallen in love?*
2 Student A asks the questions and writes down Student B's answer. Student B chooses the keyword they want to answer with: *just*, *yet*, *already*, *never*, *yet*, or *still*—whatever is true for them.
3 For more practice, you may put each question on a flashcard. After the verbal exchange, students exchange the cards as well and go find a new partner, so they get more practice with different partners. You call time when you feel they have all had sufficient practice. This version excludes writing the answers down.

Exercise 10 APPLY

1 Have students work independently to circle the correct answers.
2 Ask them to share their answers with a partner and note any differences.
3 Select students to read the correct answers.

Answers

1 already
2 ever
3 yet
4 just
5 never
6 still

Exercise 11 INTEGRATE

1 Have students work independently to complete the text.
2 Read the full paragraph aloud, allowing students to correct their answers.

Answers

1 just
2 never
3 already
4 still
5 ever
6 never
7 yet
8 just/already

Exercise 12 WHAT'S YOUR ANGLE?

1 Have students talk with a partner about taking an online class and give reasons why they would or wouldn't like to take one.
2 Ask volunteers to share their partner's opinions on the topic.

Answers

Students' answers will vary. Sample answers include:
I've never taken an online course. I study a lot online, but I always choose free sites. I think a MOOC is a good idea, especially as it's free. Basically, I don't see the value of paying for anything online and would rather learn for free even if you can get better information if you pay.

Lesson 3.4 What Was That?

Student Book pages 36 – 37

Exercise 1 ACTIVATE

1 Ask students to tell you what they studied in your last class. When students start answering, pretend you do not understand and ask clarification questions. For example:
   T: Can someone remind me, what did we study yesterday and what page was that in the book?
   S: We studied the present perfect.
   T: Sorry, I couldn't hear you. What did you say?
   S: We studied the present perfect on page 35.
   T: What page was that again?
   S: 35.
   T: Oh, thank you for clarifying that for me.

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2 Ask if they know the meaning of the word *clarify/ clarification*. Explain if necessary. Say that they will practice different ways of asking for clarification.
3 Direct students to discuss the question.
4 Call on a few volunteers to report back to the class about their observations and ask if they have something to add to the list.

Answers
Students' answers will vary. Sample answers include:
speak with an accent, mumble / don't speak clearly

Exercise 2 EXPAND

1 Have student talk to their partner about the three most important reasons why they don't understand others and give examples.
2 Ask volunteers to share their partner's answers.

Answers
Students' answers will vary. Sample answers include:
For me, it's vocabulary. If I don't know the word someone uses, then of course I don't understand. Also I find it hard to understand some people's accents when they speak in English. For example, people from Scotland sometimes speak very quickly, and they can have a strong accent. When there is a group of people and they are all speaking English, it seems very fast, and I have trouble keeping up.

Exercise 3 INTERACT

1 Instruct students to preview the questions and then discuss their ideas in small groups.
2 Ask group representatives to share the group's strategies with the class.
3 Write their answers on the board to use later.

Answers
Students' answers will vary. Sample answers include:
I ask people who speak too quickly to slow down. I say something like *I'm sorry, but you're speaking too quickly for me. Could you slow down a little please?* It usually works, for a while! If we're in a group and there's a word I don't understand, I ask the person next to me to explain it. The best thing though is I don't worry about catching every word. I just listen and follow the flow. When I have the chance to add something, I do. I don't worry if I don't speak as much as everyone else. It's good listening practice at least!

Exercise 4 IDENTIFY

1 Instruct students to read the questions before watching the video.
2 Play the video and have them answer the questions.
3 Have volunteers share their answers.

Answers
1 Max asked his teacher to repeat the pages they need to read homework (pages 416–452 in their books).
2 Dave asked Max what pages they need to read.
3 There was too much noise; cars were beeping their horns, so Max couldn't hear Andy well.
4 Max will buy buttermilk, pancake mix, butter, milk, and eggs.

English For Real Video Unit 3

Real-World English

Getting clarification

1 Direct students to read the information in the box and offer situational examples. For example:
on the phone: *What did you say?*
job interview: *Could you please repeat the question?*
2 Point out the difference between the informal and more formal situations. Underline the word *please* and ask what other words or phrases we could use to sound more polite, for example, *if you don't mind.*
3 Ask students for their ideas in the following situation: You didn't understand your teacher's homework instructions.
4 Write their answers on the board.

Answers
Students' answers will vary. Sample answers include:
I am so sorry, but could you please explain that again?

Extra Practice

Have students look at the board where you have written down their answers from Exercise 3. Call on students to decide which versions sound more polite/formal and which sound more direct/informal. Mark them on the board with *F* or *I*.

Real-World English Strategies

1 To encourage your students to ask for clarification when they do not quite understand what you or their classmates have said, have them make a few flashcards with various clarification questions written on them.
2 When a situation arises in which they do not understand something, they can select an appropriate question and either raise their hand holding the flashcard up, or raise their hand and read the question out loud when called upon.

Your students should also be prepared for situations in which other people may not understand what they say. Practice some strategies they can use when they are asked to repeat or clarify something. For example, encourage them to use body language, facial expressions, and drawings to get their meaning across. You can also work more extensively with synonyms and paraphrasing to help them express what they just said using other linguistic means.

Exercise 5 INTEGRATE

1 Play the video again and have students complete the exercise independently.
2 Call on individual students to share their answers with the class. Explain any incorrect answers students give.

Answers
1 Sorry, so I **didn't** quite **catch** what pages?
2 **What** did you **say?**
3 **What** was that?

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Video Script

English For Real Video Unit 3

Scene 1

Emma So.....for Monday, please read pages 416-452 in your art history books. Have a good weekend.
Max Sorry, so I didn't quite catch what pages?
Emma Oh, uh, 416-452.
Max Ah, I see. Thank you.
Dave Hey! What was that about the reading?
Max Sorry? What did you say?
Dave What pages did she tell us to read? 460 to…?
Max Oh, no, no, no. Four sixteen… to four fifty-two.
Dave Oh, got it. … I've already read those pages, so…
Max Huh, sorry?
Dave Never mind.
Max Uh, OK. Bye.

Scene 2

Max Andy. What's up?
Andy Hey. Have you passed the supermarket yet?
Max No, I haven't. I'm almost there.
Andy Great. Could you buy some butter, milk, and eggs?
Max Sorry, I, I, I can't hear you. What was that? Eggs?
Andy Right. We haven't got any butter, milk, or eggs.
Max OK, got it. Buttermilk and eggs!
Andy No. Not buttermilk…butter and milk!
Max Oh! I see. Sorry! I just passed a sign for pancakes.
Andy What was that? Pancakes? OK! Buttermilk pancake mix… and butter, milk, and eggs.

Exercise 6 ANALYZE

1 Instruct students to match each situation with an appropriate question.
2 Call on individual students to share their answers with the class. Explain any incorrect answers students give.

Answers

1 C 2 A 3 D 4 B

Exercise 7 DEVELOP

1 Have students complete the exercise working with a partner.
2 Ask two random pairs to come up to the board and write the answers.
3 Ask the class if they agree or if they'd like to add anything.

Answers

Students' answers will vary. Sample answers include:
1 Would you mind saying that again, (please)?
(Sorry but) would you mind repeating that?
I'm sorry, but could you please say that again?
Could you repeat that, please?
Could you say that again, please?
2 Would you mind explaining what you mean (please)?
Do you think you could explain what you mean (please)?
Can you go over that again (please)?
(Sorry but) I'm not sure I understand.
What's your point exactly?

Exercise 8 APPLY

1 Divide class into four groups. Using some examples from Exercise 1, have them create a role play.
2 Monitor and offer assistance and feedback.

Exercise 9 ANALYZE

1 Students will perform their role play in front of the class.
2 As each group is performing, instruct remaining groups to listen closely and decide if the group used appropriate questions.
3 Remind students to go online so that they can create their own version of the video.

Lesson 3.5 Learning the Hard Way

Student Book page 38

Exercise 1 ACTIVATE

OXFORD REFERENCE

1 Ask if students have heard of Henry Miller. Explain that he is a famous author or have them do a quick search on their smartphones for some of his famous books.
2 Ask if they have had a hard lesson that they learned a lot from. You may want to share one of your own experiences as a model.
2 Have the students discuss the quote in small groups.
3 Call on volunteers to share their group's opinion with the class.

Answers

Students' answers will vary. Sample answers include:
Well, I'm not sure, but maybe it means there is no quick way to achieve something. You have to do things the right way, thoroughly. I am not sure I agree though. Reality TV shows like the *X-Factor* give people the chance to become stars right away, without all the years of practice and training. It's easy to apply to go on that!
OR
The quote is correct, we have a lot of information today that we can use to find quick answers, but if you really want to be good at something you have to put hard work into it. Like practicing sport. You hurt yourself a lot and have to get up really early sometimes, but you could never win a medal without this hard work.

Pronunciation Skill

Contractions with *'s* and *'ve*

GO ONLINE

1 Direct students to read the Pronunciation Skill box.
2 Explain that voiced sounds are the ones that move vocal cords when pronounced. They include the following: /eɪ/, /i/, / aɪ/, /oʊ/, /u/, /b/, /d/, /g/, / dʒ/, /l/, /m/, /n/, / ŋ/, /r/, /ð/ (as in the word "then"), /v/, /w/, /j/, and /z/. Voiceless sounds, on the other hand, include /tʃ/, /f/, /k/, /p/, /s/, /ʃ/, /t/, and /θ/ (as in "thing").
3 Have students place a hand on their throat or cheek and pronounce voiced and voiceless sounds, like /z/ and /s/. Ask, *What difference do you feel?* (There's vibration when pronouncing /z/ because the vocal cords move.)
4 Play the audio so students can listen to the example sentences.

Extra Practice

1 Have students take out their smartphones and use the voice recorder app. Instruct them to read the three example sentences from the Pronunciation Skill box and then play it back for themselves to assess their pronunciation.

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2 Now, ask them to think of five more examples with their partner. Monitor while they write and offer assistance if needed.
3 Instruct them to record each other and give each other feedback. Monitor and offer assistance when needed.

More to Say…

Focus: Students differentiate between contractions pronounced as /s/, /z/ and /v/

Grouping Strategy: Groups of 3-4 students.

Activity Time: 20 minutes

Ready,

1 Prepare a list of 10 sentences that contain a mixture of contractions of *has* pronounced as /s/ and /z/ and the contraction *have* pronounced /v/.
2 Copy the list so each small group gets a set of sentences.
3 Cut the sentence list into strips.

Set…

1 Put students into small groups.
2 Remind them that contractions with *'s* can be pronounced in two ways: /s/ and /z/. Review the difference between voiced and unvoiced sounds by having students put their hands on their throats to feel the vibration (or lack of vibration) or by having them plug their ears and saying both sounds quietly.
3 Remind them that contractions with *'ve* are pronounced as /v/. Have students practice making this sound by biting on their bottom lip, exposing their top front teeth and humming as they breath out.
3. Hand out the sentence strips.

Go!

1 Instruct students to divide the sentences into two groups, one group in which the *'s* is pronounced as /s/ and another group in which it is pronounced /z/.
2 Circulate and assist students as necessary.
3 Check the answers as a class. If possible, project or display the correct groups so students can see as they check their answers.
4 Have students chorally repeat each sentence, focusing on correctly pronouncing the contractions.

Exercise 2 NOTICE

Direct students to complete the exercise. Offer them the possibility of continuing to record themselves.

Exercise 3 APPLY

1 Play the audio and have students check their answers.
2 Call on a few students to give answers. Explain any mistakes students may make.

Answers

1 We've /v/
2 Pat's /s/, I've /v/
3 Henry's /z/
4 you've /v/
5 It's /s/, they've /v/

CD 1, Track 17

Exercise 4 APPLY

1 Replay the recording and have students repeat the sentences.
2 For more practice, have students read the sentences to their partner without listening to the recording.

CD 1, Track 18

Exercise 5 IDENTIFY

1 Instruct students to read the life lessons first and then play the audio.
2 Ask the class to give the answer.

Answers

Work isn't the only thing in life.

Audio Script

CD 1, Track 19

Well, I've learned the hard way, that's for sure. I'm 35 now, and I've been the owner of my own business for 10 years. I was only 25 when I started my food delivery company, and I've worked hard ever since. In my 20s I spent evenings, weekends and holidays working. Although I became successful, I wasn't happy. I didn't have time to see my friends or family, and I never took vacations. I was lonely and tired most of the time. So, for the last couple of years, I've lived my life differently. I've learned to relax and enjoy myself. I hired more employees to do the work, so I can take time off. I've travelled to exotic places, and I've started some new hobbies: I have guitar lessons, and I've joined a baseball team. I've even registered to do an online meditation course! It took me a long time, but I've finally realized that life isn't just about work. I'm much happier now.

Exercise 6 EXPAND

1 Tell students to read the questions.
2 Play the recording again and have students listen and answer the questions.
3 Go over the answers as a class.

Answers

1 He started his company 10 years ago, when he was 25.
2 He spent evenings, weekends, and holidays working.
3 Yes, it was.
4 Because he wasn't happy; he was lonely and tired.
5 He plays the guitar, and he plays baseball.
6 Yes, he's happier now.

CD 1, Track 19

Speaking

Describing experiences and events

GO ONLINE

1 Ask three different students to read the information and examples in the box out loud. As they are reading, write the time expressions and phrases on the board under two headings: *Specific* and *General*. Ask the class to give you more examples and write them in the appropriate category.
2 Prepare a few examples with both specific and general time expressions, and have a few tense errors in there as well, for example:
People usually get married in their thirties. (G)
When Bill Gates was in his teens, he started writing code. (S)
Recently, I had seen a lot of good movies. (I've seen)

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3 Project sentences on the board and ask students to identify the specific and general examples. Mark them as *S* or *G*.
4 Now ask them if they can find any tense errors.

Extra Practice

1 Have student pick the happiest memory from their childhood and describe it to their partner.
2 Point out the expressions on the board and ask them to use specific and/or general time expressions to fit their story.
3 Monitor and offer assistance where needed. Give feedback.
4 Optionally, you may instruct the student who's listening to write down the time expressions/phrases that their partner uses. At the end, he or she can retell the story back to the storyteller to check for listening accuracy, but also to practice reusing the time expressions and phrases.

Exercise 7 PREPARE

Instruct students to think of a life lesson they have learned and make notes as outlined in the exercise.

Exercise 8 SHARE

1 Direct students to share their story with their group.
2 As students practice telling their story to a partner, monitor and give feedback.

Answers
Students answers will vary. Sample answers include:
One life lesson I've learned is to be honest and never to cheat in school. Once, when I was teenager, I was taking a science test. I couldn't remember the answer to one of the questions. From where I was sitting, I could see the answer on one of my classmate's papers. As soon as I saw her answer, I knew she was correct. So I wrote it down, too. But I felt so guilty afterward that I told my teacher the truth. I didn't like the feeling of being dishonest.

Exercise 9 WHAT'S YOUR ANGLE?

Tell students to choose a partner and talk about a person they have learned the most from in their life. Tell them to give specific examples about what they have learned.

Answers
Students' answers will vary. Sample answers include:
I've learned the most from my children. They've taught me to be patient, kind, loving, and forgiving. When they were born, they were so dependent on me, and I wanted to be there to take care of them. Even when I was stressed, they could make me feel better with a smile or hug. They made me realize that the most important thing in life is to love and be loved.

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Unit 3 Review

Student Book page 149

Vocabulary

Exercise 1

Answers
1 to be present at an event or meeting
2 a document showing a level of achievement in a course
3 the document you receive when you graduate
4 to give training and instruction, at a school or university
5 a short piece of writing on a particular subject
6 a speech or talk on a subject to an audience
7 to sign up for a course

Exercise 2

Answers
1 recognize
2 announce
3 solve
4 refuse
5 perform

Exercise 3

Answers
1 intelligent (adjective)
2 competitive (adjective)
3 confidence (noun)
4 responsibilities (noun)
5 valuable (adjective)

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

Grammar

Exercise 4

Answers
1 asked
2 wanted
3 developed
4 has
5 have tried
6 has made

Exercise 5

Answers
1 b 2 a 3 a 4 c 5 b

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

Discussion Point

Exercise 6

OXFORD REFERENCE

1 Read the quote aloud. Elicit examples of best ways to change the world (education, technology, communication etc.).
2 Ask students if the quote is true for them.
3 Explain who Nelson Mandela is. If there's access to technology in the classroom, look him up on the Internet. Alternatively, you can have students look him up independently and then report back to the class a few main points about his achievements.

Answers
Students' answers will vary. Sample answers include:
Yes, I do. I think knowledge is power. The more we know about the world and different cultures, the more tolerant we will be. If we are tolerant, we will leave more peacefully together.

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 Task 1: Elicit some examples of benefits of education. Have students work in pairs. Call on one or two volunteers to share with the class.
2 Task 2: Elicit information about the life lessons students might write about. Ask students for examples of what they have learned. Have students work independently to write their sentences. Ask them to share the sentences in small groups or collect and correct their work.
3 Task 3: Have students do an image search of something they are interested in learning. Have them share their pictures in small groups. Then ask volunteers to show their picture to the class and say why they want to learn that.

Answers
Students' answers will vary. Sample answers include:
1 Learning English as a second language has given me an opportunity to look for a better life in the US.
2 I will never forget the basic fractions and percentages I learned in math class. I remember learning them in middle school. After every basketball practice, we had to shoot 25 foul shots before going home. I would repeat the fraction and percentage of baskets I made after every shot: *One for one: one hundred percent. One for two: fifty percent. Two for three: sixty-seven percent. Three for four: seventy-five percent,* etc.
3 This is a photo of the periodic table of elements. I have always been interested in chemistry, and I want to learn more about it.

Exercise 8

1 Use gestures and examples to demonstrate 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 tasks in Exercise 7 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

The title of this unit—*Movement*—summarizes the main themes: modes of transportation, traveling, and exercise. These main themes are evident in the visuals throughout the unit, which show people in motion in different settings and in different ways.

In the ***Lesson 4.1,*** the theme of movement is reflected throughout, as students learn about parkour as a form of exercise. ***Lesson 4.2*** focuses on traveling and different modes of transportation as well as learning the difference between a tourist and a traveler. In ***Lesson 4.3,*** students focus on spoken interactions via text messages, as they write casual and professional texts. In ***Lesson 4.4***, students watch a video and then practice conversations for ordering food and drinks in restaurants and cafés. Using the teaching tips, teachers will help students discern between speaking directly and being polite. Finally, in ***Lesson 4.5*** students listen to audio about asking for and giving directions, which showcases the theme of movement through transportation.

Lessons

4.1 Get Moving!

Vocabulary Development Phrasal verbs: Separable and inseparable

Listening Skill Recognizing reductions with *to*

Grammar in Context *Will* versus *going to*

- Use separable and inseparable phrasal verbs (Oxford 3000)
- Recognize reductions with *to*
- Identify and practice the difference in usage between *will* and *going to*
- Discuss how you get to be more active in your free time

4.2 Are You a Traveler or a Tourist?

Reading Skill Separating fact and opinion

Grammar in Context Simple present in future time clauses

- Use vocabulary related to travelling (Oxford 3000)
- Differentiate between fact and opinion when reading a text about traveling in Central America
- Use the simple present in future time clauses
- Discuss travel tips and whether you are a traveler or a tourist

4.3 Out and About

Grammar in Context Present tenses for future plans and schedules

Writing Skill Using the right tone in text messages

- Use present tenses to write about future plans and schedules
- Write text messages with abbreviations to express a casual tone and capitals for emphasis

4.4 I'm in a Rush!

Real-World English Being a customer

- Practice exchanges between customers and service assistants: greeting, offering a service, making a request, and ending the conversation
- Analyze the way customers lead conversations with service assistants
- Role-play conversations between customers and service assistants in different settings

4.5 You Might See Whales!

Speaking Asking for and giving directions

Pronunciation Skill Intonation for asking for and giving directions

- Learn how to ask for and give directions using imperatives and *will*
- Practice using *Excuse me* to get someone's attention and finishing with *please*
- Practice using intonation to stress the location and sequence words and pauses for clarification when giving directions

Resources

Class Audio CD 1, Tracks 20–30

Workbook Unit 4, pages 22–28

Oxford Readers Correlations

Australia and New Zealand (9780194233903)

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 39

The unit opener photo shows a girl standing at the top of a street in a little town with her head thrown back and arm raised up as if singing or shouting in joy.

The photograph relates to the unit theme and subsequent exercises because it focuses on the movement of her body as she is walking through town. For example, we can see from her body language that she is in motion and happy.

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

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 the question. Ask, *Is it physically possible to jump over buildings? How?* For question 2, ask students what the most popular food in their country is. Then focus on South America and have students guess what foods may be popular Costa Rica. For question 3, write a message in a word bubble in all capitals ending with and exclamation point (COME HOME NOW!) and another one in lower case font (Come home now!) and one without an exclamation point (Come home now.). Ask if they can guess the tone of the person texting and if there is a difference between the three messages.

Answers

Students' answers will vary. Sample answers include:

1 People who do parkour can jump between buildings.
2 You should try *gallo pinto* in Costa Rica.
3 If you use upper case letters and exclamation points, it can seem like you are shouting through a text message.

Discussion Questions

1 Ask specific questions about the picture: *Where is the woman in the photo?* (She is standing on a street) *What is she doing?* (She is singing/shouting etc.)

2 Direct students' attention to the questions below the photo. Either discuss them as a whole class or put students in pairs to discuss them with a partner. Have the pairs report back to the class about some aspects of the discussion.

3 Optionally, before asking students to answer the discussion questions, show the video where the photographer Krisanne Johnson answers two of these questions from her 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 The woman looks very happy. She is smiling or laughing while looking up in the air. Her hand is raised as if in celebration or laughter.
2 Our body language can show how we feel, even if we don't say anything. Our face, eyes, hands, and posture can suggest whether we are happy, sad, tired, angry, embarrassed, and more.
3 I prefer to relax. I like to spend quiet time at home, drinking tea, reading books, and taking naps!

Video Script

This is a photograph of a young woman, outside Durban, South Africa. We had spent the whole day together photographing different parts of her life. And as we finished the day I started to walk to my car, and she was walking to the bus and she just threw her head back in laughter after telling me a joke. And this is the photograph you see with just her smiling and having a good time.

You can tell this woman feels happy by the way she's moving her body. She's throwing her head back. She's laughing and her hand is also in the air almost like she's dancing.

This is a tough question. Some days all I want to do is just sit and relax and I don't want to do anything. But then other days hopefully most days I want to be out in the world and I want to be taking pictures and I want to be meeting new people and I want to be meeting my friends.

Exercise 1

1 Put students in groups to talk about three benefits of exercising.

2 Call on volunteers to report back to the class and write their answers on the board, compiling a class list.

Answers

Students' answers will vary. Sample answers include:
There are many benefits to exercise. It helps you control your weight; it reduces your risk of illness; and it strengthens your bones and muscles. Exercise also improves your mental health and mood. All of those things help you stay healthy and live longer.

Exercise 2

1 Instruct students to interview their classmates, mixer-style, one question per person. Have them write down the answers.

2 Once everyone is finished, read one question at a time and ask a volunteer to share the answers they have collected from their classmates.

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Answers
Students' answers will vary. Sample answers include:
1 Yes, I'm on a soccer team.
2 I spend six hours at a desk every day.
3 I probably watch about ten hours of TV every week.
4 I walk all the time. I live in the city and don't have a car.
5 No, I don't really have any active hobbies.
6 I prefer taking the elevator.

Real-World Goal

By the end of this unit, students will be prepared to try a new physical activity or sport because they will have learned vocabulary related to exercise and practiced using *will* and *going to* for decisions.

Lesson 4.1 Get Moving!

Student Book pages 40 – 41

Exercise 1 ACTIVATE

1 First, direct students' attention to the title of the lesson, and ask if they work out. Have them provide a brief explanation of the type of exercises they do. Ask students what they think the lesson will be about.
2 Discuss the remaining questions. Elicit responses from several students.

Answers
Students' answers will vary. Sample answers include:
Yes, I joined a gym a few years ago, but I canceled my membership. I didn't like it here. The exercises got boring and repetitive. Plus, I didn't have a lot of time to go, so I felt like I was wasting my money.

Vocabulary Development

Phrasal verbs: Separable and inseparable

GO ONLINE

1 Write the verbs *look up*, *look after*, *look up to*, *look for*, and *look down* on the board and ask about the difference in meaning. Ask them what part of speech *up*, *after*, *down*, and *for* are (adverb, preposition, adverb, preposition).
2 Direct students to look at the Vocabulary Development box and explain further the difference between separable and inseparable phrasal verbs by giving more examples, for example: *Shelley* ***picked*** *her son* ***up*** *right after school finished. The Smiths like to* ***eat out*** *at fancy restaurants.*

Extra Practice

1 Divide the class into two groups, Team A and Team B, and give each group a flyswatter. Have each group nominate a student to go first and stand in front of the board.
2 On the board, project a list of prepositions or a word cloud made out of prepositions (perhaps using the phrasal verbs from Exercise 2 below as a way to review).
3 Call out a verb, (for example, *bring* or *come* or *put*) while the two students at the board, one from each team, try to swat the correct preposition as fast as possible. The first one to swat the correct preposition gets a point. One student should be responsible for scoring the teams and for writing down all the phrasal verbs that come up on the board next to the scores.
4 At the end of the game, go over the list of phrasal verbs to ensure that student know the meaning of each verb.

Exercise 2 BUILD

1 Before matching each phrase with a meaning, give a few example sentences using a phrase and ask them what they think it means. For example: *My gym is offering Zumba now, but I don't know much about this. I need to look into it more.*
2 After completing the exercise, select students to read the matched meanings. Explain any incorrect answers that students give.
3 As a follow-up exercise, make flashcards with one word from the phrasal verbs for each card. For example, *throw* (card 1), *away* (card 2). Students then have to find their partner and come up with an example sentence using the phrasal verb. For example, *I really don't like these old gym shoes. I will throw them away.* They can stay with their partner to complete the next exercise.

Answers

1 e	3 c	5 a	7 f	9 j
2 d	4 b	6 h	8 i	10 g

Oxford 3000 words

end up	look into	put up
bring up	try out	watch out
throw away	pick up	come accross
put off		

Exercise 3 IDENTIFY

1 Instruct students to work independently and complete the exercise.
2 After completing the exercise, select students to read the separable phrasal verbs. Explain any incorrect answers that students give.

Answers
bring up, throw away, put off, try out, pick up, put up

Exercise 4 USE

1 Tell students that they will work in pairs. Each partner will write sentences using the phrasal verbs from Exercise 3.
2 Model the example from the textbook with a volunteer.
3 Walk around the classroom and monitor the writing process. Offer help where needed.

Answers
Students' answers will vary. Sample answers include:
Carla is sensitive about her weight, so don't bring it up.
Ken brings up our fight from last year every time we have a disagreement.
Can you please throw away your trash?
Please don't throw that away; I'm still using it.
I need to clean the bathroom, but I keep putting it off.
Henry put off doing the laundry; he'll do it this weekend.
Jerry is going to try out his new pair of sneakers when he runs this afternoon.
Do you want to try the new gym out for a month?
Remember to pick up Tommy from daycare.
What time do we have to pick Isabel up from the airport?

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Exercise 5 ASSESS

1 Direct students to look at the picture on page 41 and describe what they see. Tell student that they will listen to a recording about parkour.
2 Have them answer the three questions in preparation for the listening.

Answers
Students' answers will vary. Sample answers include:
1 people jumping from buildings or walls
2 outside, in the city
3 you practice with friends

Listening Skill

Recognizing reductions with *to*

GO ONLINE

1 Direct students to read the information in the box. Explain that reduction is very common among English speakers and make sure you repeat the reductions a few times yourself before playing the recording.
2 Play the audio and ask the class to repeat after the recording.

Extra Practice

1 Have students write one sentence with each of the following verbs for a total of five sentences: *have to*, *has to, want to, got to,* and *going to*.
2 Monitor and offer assistance if necessary.
3 Put students in pairs: Student A and Student B. Have Student A dictate his or her sentences while pronouncing the verbs as reductions. Student B should listen and write the full form of the sentence. Tell Student A to repeat each sentence.
4 Have students switch roles.
5 Tell students to swap papers and check each other's work for errors.

CD 1, Track 20

Exercise 6 APPLY

1 Read the instructions. Give students a minute to read the questions before they listen.
2 Play the audio. Have students circle the correct answers.
3 Wait to go over the answers until students have listened to the sentences in context in the next exercise.

CD 1, Track 21

Exercise 7 EXPAND

1 Play the first part of the interview and instruct students to listen for the answers in Exercise 6.
2 Ask individual students to give the answers. Confirm which words, if any, were reduced. Explain any incorrect answers that students give.

Answers
1 R 2 F 3 F 4 R 5 F

Audio Script

CD 1, Track 22

Part 1

Jen Hello, listeners. How many of you need to get in shape and say, I'll join a gym? How many of you end up going? Well, don't throw away your gym cards, but we are going to hear about Parkour. You'll love it, and you're going to see the city differently. With me is Eugene Minogue from Parkour UK. Eugene, thanks for being here.

Eugene Hi Jen. I'm always happy to talk about parkour, or free running as it's also called.

Jen I came across some amazing videos on YouTube. It looks really exciting. People jump from buildings, and climb walls! The city is your gym! But it has to be dangerous?

Eugene I'm glad you brought that up. I'll send you some information on safety. Rule one is you need to be safe. To do that, you **have to** practice with a qualified coach.

Jen Hmm. Is it difficult to learn?

Eugene Well, the basics of how to climb, run, jump, and land are fairly easy to learn…but if you **want to** do moves like the ones you've seen on YouTube, you've got to practice thousands of hours!

Exercise 8 IMPROVE

1 Play the second part of the interview and instruct students to listen and count how many reductions of *going to* they hear.
2 Go over the answer as a class.

Answers
three

Audio Script

CD 1, Track 23

Part 2

Jen And what about age? Do you have to be young?

Eugene It's most popular with 13- to 30-year-olds. But we do see a lot of younger kids now, from 8 to 13, starting classes at school, and some older people too. Basically, anyone can do it. You've just got to bein shape, that's all.

Jen Is it something you do on your own, or do you need to be with other people?

Eugene It's not a team sport, but training with other people, or in groups, is an important part. You can watch out for each other, learn and have fun together exploring the environment. It's a great way to make new friends, for people who want to work out but don't like traditional sports.

Jen Well, thank you so much, Eugene, for sharing today. See you next month.

Eugene Oh yes, that's right. You're going to go through with the beginner course you wrote to me about?

Jen Yes. I signed up last week. I'm going to try out parkour for myself!

Eugene I don't think you'll be disappointed. You'll have a great time!

Jen Good. I really want to get in shape. Will there be many people?

Eugene Yep. The course is free, so it's going to be popular. Anyway, I need to go. It's a lovely day. I think I'll practice some jumps!

Exercise 9 IDENTIFY

1 Have students read the statements so they know what to listen out for. Then play the whole interview and have student complete the sentences.
2 Call on a few students to read their answers. Explain any incorrect answers students give.

Answers
1 free running
2 be safe
3 land
4 thousands
5 8 /eight
6 traditional / team

CD 1, Track 24

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Exercise 10 WHAT'S YOUR ANGLE?

Lead a short class discussion on the questions. Ask volunteers to share their reasons why or why not.

Answers
Students' answers will vary. Sample answers include:
Yes, I do. It sounds like fun! / No, I don't. It sounds scary and dangerous!

Exercise 11 ASSESS

1 Direct students to read the sentences and help them identify the use by writing these four uses on the board: *plan*, *prediction based on feelings*, *prediction based on evidence*, and *quick decision*.
2 Now identify which verb form goes with each use: prediction based on feelings and quick decision—*will/won't*, plan and prediction based on evidence—*going to*.

Answers
1 will/won't
2 going to
3 will/won't
4 going to

Grammar in Context

Will* versus *going to

GO ONLINE

1 Go over the Grammar in Context box with students.
2 Tell students to fill in the blanks with *will/won't* or *going to*.
3 Write the following prompts on the board:
Talk about your weekend plans.
Make a prediction about your country.
Make a prediction about your future.
Offer someone help with their homework.
4 Ask students to write a sentence or two as an answer to each prompt. Monitor students' progress. Offer assistance and feedback where necessary.
5 For additional information, see the Grammar focus on page 162 of the Student Book.

Extra Practice

1 Make future conversation cards with prompts such as:
Make a prediction about your partner.
There is a knock on the door. Do you say, "I'll get it" or "I'm going to get it"? Why?
Name two of your future plans.
2 Pass out the cards, one per each student. Divide the class in two groups and line students up facing one another, two feet apart. Have students ask and answer the questions or respond to the prompts on their cards with the person standing opposite them.
3 After most students have finished, have students switch partners. To do so, clap your hands. With that signal, have only one line of students move. The student at the end of the line moves to the beginning and everyone in that line moves down one spot, essentially changing partners for a new round of conversations.
4 Have students continue asking and answering questions or responding to the prompts on their cards until the students in the moving line are back in their original positions.

Exercise 12 INTEGRATE

1 Instruct students to match each sentence in Exercise 11 with a rule from the grammar box.
2 Call on individual students for answers.

Answers
1 *going to* for decisions we've already made
2 *going to* for predictions when there is some evidence
3 *will/won't* for predictions based on personal opinions
4 *will/won't* for decisions made at the moment of speaking

Exercise 13 USE

1 Direct students to work independently and circle the correct answers.
2 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers
1 I'm going to
2 I'll
3 is going to
4 Are you going to
5 we're going to
6 I'll

Exercise 14 WHAT'S YOUR ANGLE?

1 Instruct students to brainstorm three ideas for becoming more active in their free time and share their ideas with the group.
2 Have three students model the conversation.
3 Now have them use one of their three ideas to write a similar conversation they will act out with their group.
4 Monitor as they are writing, offering assistance where needed.
5 When students have finished writing, have them take turns acting out the conversations.

Answers
Students' answers will vary. Sample answers include:
To be more active:
1 talk the stairs (not the elevator) at work
2 pack healthy lunches
3 do yoga at home

Lesson 4.2 Are You a Traveler or a Tourist?

Student Book pages 42 – 44

Exercise 1 ACTIVATE

1 Direct students to look at the title and ask them what they think the difference is between a traveler and a tourist. (A traveler explores a country on their own and a tourist follows a tour guide.)
2 Put students in pairs to describe each photo and answer the questions.
3 Call on a volunteer from each pair to share their observations.

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Answers
Students' answers will vary. Sample answers include:
1 I don't know what they are riding on. I have never seen that before. It looks dangerous to me! I do know where they are though. That is Barcelona. The statue in the background is called The Golden Fish. It's close to the beach.
2 The people in this photo are traveling by ferry. That's the Star Ferry in Hong Kong. I know because I used to live there.
3 That's called a cable car. I don't know where they are though.

Exercise 2 IDENTIFY

1 Play the audio and have students write the name of the city under each picture.
2 After completing the exercise, select students to read the answers. Replay the audio for any incorrect answers that students give.

Answers
1 Barcelona 2 Hong Kong 3 San Francisco

CD 1, Track 25
1 **Using a Segway is an excellent way to get around Barcelona. It's fun and faster than walking!**
2 **When we visited Hong Kong we went on the Star Ferry. It was wonderful to see the city from the water.**
3 **I'll never forget going to San Francisco last year. I took a cable car all over the city. It was amazing!**

Exercise 3 WHAT'S YOUR ANGLE?

1 Direct students to think of a city they visited and tell their partner about what they liked there and what mode of transportation they used during their visit.
2 Call on individuals and ask them to retell their partner's story.

Answers
Students' answers will vary. Sample answers include:
I really enjoyed a trip to Tokyo recently. I went with friends, and we looked around lots of temples and visited some really good museums. We also went shopping, and I bought a new cell phone for a really good price. We traveled everywhere by train. It was very easy and cheap, too.

Exercise 4 VOCABULARY

1 Explain the concept of a collocation (two or more words customarily used together by native speakers). Any two parts of speech can collocate. Give a couple more examples with the words from the box such as *security guard*, *baggage claim*, and *weather forecast*.
2 Instruct students to complete the collocations.
3 Call on a few volunteers to check the correct answers.
4 Ask students to identify the parts of speech in the collocations you gave as additional examples (nouns). Ask them to then identify the parts of speech in the collocations in the exercise (verbs). Emphasize again that collocations can be created with any part of speech.

Answers
1 security
2 bargain
3 forecast
4 baggage
5 reservation
6 economy
7 sights

Oxford 3000 words
baggage forecast security
bargain reservation sights
economy

Exercise 5 USE

1 Direct students to work independently to complete the questions with the collocations from Exercise 4.
2 Have students compare their answers with a partner. Walk around and spot-check the answers. Ask pairs to share any questions they might have with the class.

Answers
1 make a reservation
2 fly economy
3 check the forecast
4 look for a bargain
5 see the sights
6 go through security
7 carry lots of baggage

Exercise 6 INTERACT

1 Direct students to work in pairs to ask and answer questions in Exercise 5.
2 Monitor students' progress. Offer assistance and feedback as needed.

Answers
Students' answers will vary. Sample answers include:
1 I usually book hotels over the phone.
2 I flew business class once, while I was on a business trip.
3 I usually check the forecast before a big trip, to make sure I pack appropriately.
4 Yes, I always look for bargains.
5 Sometimes I use a guidebook. It depends if I speak the local language or not.
6 Not really. It only took about twenty minutes to go through security, which isn't bad.
7 I try not to carry lots of baggage, because I don't want to risk losing it!

Exercise 7 WHAT'S YOUR ANGLE?

1 Direct students to discuss the questions in pairs or small groups.
2 Monitor students' conversations, taking note of any errors (especially with collocations) to review as a class at the end of the activity.

Answers
Students' answers will vary. Sample answers include:
I often book vacations right before I go away. I don't always know when I'll have the time or money to go on vacation, so I just take advantage of opportunities as they come up. I usually pack the night before I leave or even on the day I leave. Sometimes I forget things, but I never seem to have time to pack earlier.

Exercise 8 IDENTIFY

1 Have students preview the questions and then read the blog, looking for the answers. Encourage students to underline, circle, or highlight the modes of transportation as they find them.
2 Circulate the classroom and spot-check the answers.

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Answers
Four: airplane, boat, bus, bicycle

Reading Skill

Separating fact and opinion

GO ONLINE

Direct students to read the information in the Reading Skill box. Explain that *fact* is the same as truth while *opinion* is more aligned with a person's beliefs and emotions. Remind them that when in doubt, it is sometimes useful to ask: *Is this true for everyone, or is it just what one person thinks or feels?*

Extra Practice

1 Direct students to read the text again with a partner. As they read, have them mark sentences that are facts with an *F* and those that are opinions with an *O*. (Most *O* sentences are in the first paragraph and *F* sentences are in the second paragraph.)
2 Go over any questions that may come up with and explain any incorrect answers that students give.

Exercise 9 APPLY

1 Have students preview the questions and then read again as needed to look for the answers.
2 Have students compare answers with a partner and then check answers together.

Answers
1 He's flying to Managua, Nicaragua.
2 Yes, he thought it was great.
3 He slept outdoors in Tortuguero National Park, in the rainforest.
4 He enjoyed it. He misses it.
5 He plans to bike everywhere.

Exercise 10 INTERGRATE

1 Have students answer the questions and check the text for their own F/O annotations from the extra practice activity.
2 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers
Questions about opinions: 2, 4
Questions about facts: 1, 3, 5
In question 2, "enjoy" is a feeling, so it would be based on Michael's opinion. Question 4 says "think about," which is asking for an opinion, not a fact.

Exercise 11 INTERACT

1 Instruct students to write five interesting sentences about their country, mixing facts and opinions.
2 Have students work independently. When they finish, have them swap their writing with a partner, who will try to separate the facts from the opinions.
3 Monitor and offer assistance where needed.
4 Volunteers can share with the class what they have learned from their partner.

Answers
Students' answers will vary. Sample answers include:
Chile is the longest country in the world. It has beautiful and diverse landscapes that include lakes, deserts, and mountains. Santiago is the capital of Chile. Only two hours from the capital are the sister cities of Viña del Mar and Valparaíso. I think "Valpo" is a really unique and artistic area. Viña has great beaches and is a lot of fun, especially during the summer.

Exercise 12 EXPAND

1 Have students read the travel advice under the Reading Skill box and answer the question.
2 Students take turns calling out their answers at random. After one student gives an answer, they gesture to who should answer next.

Answers
1, 2, 3, and 6

Exercise 13 WHAT'S YOUR ANGLE?

1 Direct student to start a discussion with their partner about the travel tips. Would they add anything to the existing list? Why?
2 Monitor and offer feedback. Ask a few volunteers to share their opinions.
3 Make a list of additional tips on the board if students come up with any new ideas.

Answers
Students' answers will vary. Sample answers include:
I think reading ahead is a very important tip, especially if you are going to be traveling in an unfamiliar place where you don't speak the local language well. You can find a lot of information online and in books to help you make plans and avoid getting confused, lost, or taken advantage of.

Grammar in Context

Simple present in future time clauses

GO ONLINE

1 Direct students to read the information in the Grammar in Context box.
2 Write the following examples on the board:

DC **IC**

If it rains tomorrow, we won't go on a field trip.
As soon as the class is over, we will go to see a movie.
Before I go to sleep, I will study for my final exam.
When our final exam is over, we'll go out to celebrate!
After the semester is over, I'll travel to Costa Rica.

3 Underline the time signals and focus students' attention on the tense in that clause (present). Write *DC* on top of the first half of each sentence and explain that we call that clause the **Dependent Clause** because it cannot stand alone; it depends on the **Independent Clause** for clarity and completeness. Now, point out that the tense in the independent clause is always the future, whether that be in the form of *will* or *going to*.
4 For additional information, see the Grammar focus on page 162 of the Student Book.

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Extra Practice

1 Create cloze sentences that you can write on the board. For example: *When I _____ to Costa Rica, I _____ the famous Arenal.* Make sure you write the same set of sentences twice, on each side of the board, so each group has their own set to work with.
2 On small sticky notes, write all the missing verbs, for example, *arrive* and *will visit.* Make two sets.
3 Divide the class into two groups. Give each group the same set of sticky notes.
4 Call start and have the groups race to complete the cloze sentences. The first team to finish all sentences correctly wins.

Exercise 14 APPLY

1 Direct students to find an error in each sentence and correct it.
2 Monitor their progress and offer assistance as needed.
3 Select a few students to read the correct answers. Explain any incorrect answers students give.

Answers

1 ~~we~~ we'll
2 ~~he'll go~~ he goes
3 ~~you'll get~~ you get
4 ~~money~~ money, (needs comma)
5 ~~you'll finish~~ you finish

Exercise 15 DEVELOP

1 Instruct students to work independently and complete the cloze exercise with correct grammar forms.
2 After completing the exercise, select students to read the answers aloud for the class. Explain any incorrect answers that students give.

Answers

1 go, will buy
2 will greet, arrive
3 speak, will be
4 get on, will watch
5 get, will start
6 will collect, go

Exercise 16 INTEGRATE

1 Instruct students to study the profiles of a traveler and a tourist and decide which sentences in Exercise 14 refer to whom.
2 Call on students to read the answers. Explain any incorrect answers that students give.

Answers

Tourist:
1, 5
Traveler:
2, 3, 4

Exercise 17 WHAT'S YOUR ANGLE?

1 Direct students to start a discussion with their partner about whether they are a tourist or a traveler based on the likes and dislikes they have just gone over in Exercise 16.
2 Ask a few volunteers if they want to share what they have learned about their partner.

Answers

Students' answers will vary. Sample answers include:
I think I'm a tourist because I like staying in good-quality accommodations, and I enjoy organized tours. I don't want to worry about missing anything, so I always go on a tour when I visit somewhere. Also, I hate insects!

Exercise 18 INTERACT

1 Instruct student to think about their next trip and talk about it in a group setting.
2 After the discussion is completed, they have to guess which one of their group members is a traveler and which one a tourist and explain how they arrived at the conclusion.

Answers

Students' answers will vary. Sample answers include:
On our next family trip, we are going to rent a house at the beach for a week. We'll shop at the local markets and cook food at home. We may visit one of the local lighthouses or rent a boat to go fishing.

Lesson 4.3 Out and About

Student Book pages 45 – 47

Exercise 1 ACTIVATE

1 Ask students to describe people and actions in the pictures. (A woman is on the train, and she is talking on the phone. The other woman is maybe at a train or bus station, and she is also on the phone.)
2 Play the audio and have students complete the exercise independently.
3 Ask the class for the correct answer.

Answers

Photo on the left: B (The content of the message indicates Lisa is a professional woman making a business call to a client, Mr. Wilkins.)
Photo on the right: A (She says she missed her train; she appears to be standing in a waiting area while the woman in the other photo is on a train.)

Audio Script

CD 1, Track 26

Message A

Tina: Hello. This is Tina. Sorry I can't take your call. Please leave a message…
Nicki: Hi Tina. It's Nicki. I just missed my train. Such a pain. The next train leaves at ten, so it looks like I'll be a bit late for the game. Sorry! Oh, and by the way, I know you have a singing lesson this afternoon, but I'm seeing Helen later for lunch. I hope you can join us. OK, bye.

Message B

Ben: You've reached Ben Wilkins at Delta Corporation. I'm not at my desk right now, but leave a message and I'll get back to you…
Lisa: Hello, Mr. Wilkins? It's Lisa Stanley from Business Travel Direct. I'm going to book your flight to Seattle, but in your email you said you have a sales presentation in the morning before you leave. What time does your presentation finish? Please let me know, and I'll confirm the flight and book a taxi to the airport for you. Thank you.

Exercise 2 IDENTIFY

1 Allow time for the students to read the statements. Then play the recording again and ask students to match each person with the statement.
2 Call on a few students to read their answers. Explain any incorrect answers students give.

Answers

1 b
2 d
3 c
4 a

CD 1, Track 26

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Exercise 3 ASSESS

1 Have students complete the exercise independently.
2 Ask them to check their answers with a partner and discuss the differences.
3 Select a few students to read the answers.

Answers

1 Schedule	3 Plan
2 Plan	4 Schedule

Grammar in Context

Present tenses for future plans and schedules

GO ONLINE

1 Direct students to read the text in the Grammar in Context box. Point out that present continuous is used for fixed plans and give examples:

He is leaving for the airport at 10 am tomorrow and he is arriving in Costa Rica in the afternoon.

We are having dinner with the Smiths tonight at 8pm.

2 Explain that when the plans are not fixed i.e. there is no specific time or place mentioned, then we use *going to* as in these examples:

We're going to go the beach this weekend.

I am going to see a movie this week.

3 Explain that the simple present is used when we talk about schedules such as business hours; start and end times or dates of programs or classes; bus, train, or plane schedules; start and end times of concerts, plays, or movies; or somebody's personal schedule.

Starbucks opens at 7am and closes at midnight.

The concert ends at 11pm.

4 For additional information, see the Grammar focus on page 162 of the Student Book.

Extra Practice

Put students in groups of three. Have them plan a weekend trip for their next school break. They can consult popular travel websites like expedia.com or hotels.com to look for flights and accommodation. They will need to write down their itinerary and plan of activities. For example:
Day 1 – Delta flight 7232 **departs** Los Angeles at 1:35 p.m.
Day 1 – Delta flight 7232 **arrives** to Miami at 5:48 p.m.
Day 1 – Hotel check in **starts** at 12 p.m. to 11 p.m.
Day 2 – Hotel restaurant opens at 8 a.m. for breakfast
Day 2 – Bus for coral reef diving tour **leaves** at 10 a.m.
Day 2 – Bus **returns** at 6 p.m.
Day 2 - Hotel restaurant **closes** at 10 p.m.
etc.

Exercise 4 USE

1 Have students work independently to complete the exercise.
2 Have students compare their answers with a partner and justify their answers, encourage students to explain if the sentence refers to a plan at a fixed time or place, a plan or intention with no time or place, or a schedule. Then check answers with the whole class and explain any incorrect answers students give.

Answers

1 are	5 does
2 playing	6 going
3 leaves	7 start
4 are meeting	8 coming

Exercise 5 INTEGRATE

1 Have students read the text messages and answer the questions.
2 Walk around and monitor progress. Offer assistance where needed.

Answers

1 9 p.m.
2 Beth
3 She's going to process last month's expense reports.
4 A movie called *Traders*
5 She has a presentation tomorrow.
6 He's meeting Neil Danson.

Exercise 6 WHAT'S YOUR ANGLE?

1 Direct students to discuss the type of messages they send, to whom they send them, and what kind of language they use when they text.
2 Ask a few students to share what they have learned from their partner.

Answers

Students' answers will vary. Sample answers include:
I never tweet, but I do send texts a lot, to my friends and family, and I instant message my sister who's away at college. It's a great way to have a conversation. I use some textspeak like *cuz* and *2*, but I don't use them a lot. It's just as easy to write in full sentences, I think.

Writing Skill

Using the right tone in text messages

GO ONLINE

Ask students, *When do you use a casual tone in your text messages and when do you use a professional tone? How do you express that in writing?* (Casual tone: capitals, exclamation point. Professional tone: punctuation, no abbreviations.) *Give an example of a professional contact with whom you would use a professional tone* (co-worker, business client, doctor). Now direct students to read the Writing Skill box.

Extra Practice

1 Have students write a few examples of both texting styles using the tips from the Writing Skill box. Walk around the classroom and monitor, offering assistance as needed.
2 Have partners swap writing and read/act out each other's messages in the correct tone.

Exercise 7 ASSESS

1 Have students work with a partner to complete the exercise.
2 After completing the exercise check the answers by calling on pairs. Explain any incorrect answers students give.

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Answers

Tim:	C / friend
Brian:	C / classmate
Sara:	P / co-worker
Dan:	P / boss
Steve:	P / co-worker
Kim:	P / co-worker
Lorraine:	C / family member
Beth:	C / friend
Jenny:	P / co-worker

Exercise 8 EXPAND

1 Have students work independently to complete the exercise.
2 Ask them to share their answers with a partner and note differences.
3 After completing the exercise, select students to share their answers with the class.

Answers

1 f	4 b	7 c
2 d	5 a	8 i
3 g	6 h	9 e

Exercise 9 INTEGRATE

1 Instruct students to work in pairs and scan the text messages for specific phrases from Exercise 8.
2 Circulate the classroom and monitor students' progress, offering help where needed.
3 Go over the answers together as a class.

Answers
Plz, CU, tom

Exercise 10 APPLY

1 Have students work independently to convert the messages to full sentences.
2 Ask them to share their answers with a partner and note any differences.
3 After completing the exercise, select students to come up to the board and write their answers. Ask the class to explain any incorrect answers that students have given.

Answers
1 Thanks for the gift, Kieran. (It was a) great idea to buy chocolate. You are the best. H
2 (I am) so happy you passed your driving test! See you tomorrow to celebrate!

Exercise 11 PREPARE

1 Instruct students to read each situation and point out the questions that will help them with the task.
2 Give them time to brainstorm ideas.

Exercise 12 WRITE

Instruct students to start writing. Walk around and monitor their progress.

Answers
Students' answers will vary. Sample answers include:
Situation 1
Mark, what are ur plans tom night? There's a new Greek restaurant 5 min from my apt. Let's go!
Situation 2
Janice, I'm very sorry, but I feel absolutely terrible and need to catch the next bus home. Can I send the updated report to you tomorrow morning instead?
Situation 3
Are you in a meeting, Pam? I'm sorry to interrupt, but I need the marketing proposal right away. We're on a call with the client now and about to discuss it. Please send it to me asap.

Exercise 13 IMPROVE

1 When students finish writing, select a few students to share their writing with the class by writing it on the board. Go over any questions that may arise and with the whole class go through the questions in Exercise 11 giving student feedback.
2 Now, ask students to share their answers with a partner and ask for/give feedback in the same manner.

Answers
Students' answers will vary. Sample answers include:
You can be more informal with your friend. Try to use more abbreviations and shorten your full sentences to phrases. / You should be more polite in your professional text messages, especially when writing to your boss. Try to be less direct.

Exercise 14 WHAT'S YOUR ANGLE?

Direct students to take out their phones and send one or more text messages to a friend using what they have learned in class.

Answers
Students' answers will vary. Sample answers include:
Hi, Carlos. Do u want 2 go 2 the movies tonight? *Wolverine* starts in 30 min!

Lesson 4.4 I'm in a Rush!

Student Book pages 48 – 49

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Ask them to describe the pictures and make predictions regarding what the video will be about.
2 Tell students to complete the questionnaires. Then put students in pairs to compare their answers.
3 Call on any volunteers to report back about their partners' answers.

Answers
Students' answers will vary. Sample answers include:
I hate it when someone calls an order over my shoulder. I think it is so rude. They need to wait for their turn.

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Real-World English

Being a customer

1 Read the information in the box aloud, modeling the conversation with a volunteer. Use the correct intonation. Ask if students have any questions.

Extra Practice

1 Set a scene: Two students are meeting to study at a local cafe. Have students start a conversation with their partner. One takes the role of a server and the other the role of a student.
2 Instruct the students to use the expressions from the box and keep the conversation going for a few minutes, practicing ordering food and drinks.

Real-World English Strategies

Conduct the following activity to activate students' background knowledge, to collect information about interactions involving customers in their home countries, and to prepare them for the discussion in Exercise 2.

1 Present students with a picture of a customer and a waiter at restaurant.
2 Ask them to write a short dialogue between these two characters in their first language or another language they know well.
3 Ask them to refer to these dialogues to enrich the discussion in Exercise 2.

For homework, ask your students to collect come real-world data in English. Ask them to pay close attention to customer-employee interactions at stores, in restaurants, and at cafés, and to write down both polite and rude behaviors they witness. (If you do not teach in an English-speaking country, ask the students to use TV or videos available on the Internet to collect their data.) How do staff members react to rude customers? You can use the data that students have collected as material for discussion or further role plays.

Exercise 2 INTERACT

1 Instruct student to have a mini discussion with their partner on how direct people are in their country.
2 Ask volunteers to share what they have learned from their partners.

Answers

Students' answers will vary. Sample answers include:
I always say *please* and *thank you*, but I know a lot of people don't. People are direct and say *Give me a coffee* or something like that. I think it sounds rude. I say *Can I have…?* or *I'll have a…*

Exercise 3 ANALYZE

1 Give students a minute to look over the chart and the questions. Play the video and have students look for answers.
2 Go over the answers as a class. Replay the video to clarify any discrepancies.

Answers

1 Andy	3 Customer	5 Customer
2 Max	4 Andy	

English For Real Video, Unit 4

Exercise 4 IDENTIFY

1 Allow students to skim the questions. Then play the video again and instruct students to complete the expressions.
2 Call on a few students to check the answers. Explain any incorrect answers students give.

Answers

1 I'll have	2 please	3 Could I get

Video Script

English For Real Video, Unit 4

Sarah	Hey. How's it going?
Andy	Hey, Sarah. I'm good, thanks.
Sarah	Great. What can I get you?
Andy	Uh, I'll have a green tea, and a medium coffee, please?
Sarah	Green tea and a coffee. Anything else?
Andy	No. That's all. Thank you.
Sarah	Would you like to try a fresh banana muffin?
Andy	Hmm. No… I'm not sure I have enough. They look good though.
Man	Excuse me? Hello? Green tea, please.
Sarah	Ah, yeah. Just a minute! I'll be right with you.
Man	I'm, I'm gonna miss my train!
Andy	Here. Take this one. I'm not in a hurry.
Man	Keep the change. Thanks.
Max	Hey, Sarah. Could I have green tea, please?
Sarah	Yes, just a moment.
Andy	Didn't you see my text?
Max	No… sorry, I didn't! Can I pay you later? Gotta go!
Andy	No prob! See ya.
Sarah	Here you go!
Andy.	Thanks!
Sarah.	That is $3.49. Where is the other guy…?
Andy	It's OK! Here you go!
Sarah	Muffin?
Andy	Sure. Why not? I have enough.

Exercise 5 APPLY

1 Instruct students to read the parts of a conversation and label each part according to the terms in the box.
2 Go over the answers as a class.

Answers

1 greeting	3 confirmation of order
2 request for service	4 thanks / finish

Exercise 6 INTEGRATE

1 Play the conversation and have students fill in the missing parts.
2 Call on two students to read the completed conversation aloud as the others check their answers.

Answers

1 Can	4 Would
2 Could	5 like
3 get	6 fine

Audio Script

CD 1, Track 27

Man	Hello. Can I help you?
Woman	Er, yes. Could I get a large black coffee and a muffin, please?
Man	Certainly. One large black coffee and a muffin. Would you like anything else?
Woman	Er. No, thank you. That's fine.

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Exercise 7 ANALYZE

1 Instruct students to compare the conversations in Exercises 5 and 6 and note the differences.
2 Ask a few individuals for their opinions. Then go over the answers with the class.

Answers
Students' answers will vary. Sample answers include:
In the second conversation, there is a much shorter greeting. They don't chat or anything. I guess they don't know each other. Maybe that's why the man is more polite and less direct. He says *Could I get…,, please?* but Andy says *Give me a…* Also, Sarah repeats the whole order back in full, whereas with Andy she is briefer. She also says *Would you like anything else?* to the customer she doesn't know. With Andy she shortens this to *Anything else?*

Exercise 8 INTEGRATE

1 Put students in pairs. Have them choose a location from the list and prepare a role play. Point out the questions that are there to help them.
2 Depending on the ability level of your students, you may want to encourage them to write down all or just parts of the conversation before speaking. For strong students, they may be able to improvise on the spot. Encourage them to mentor their partners.
3 Monitor and provide assistance if necessary.

Exercise 9 INTERACT

1 Call on a pair to role-play their conversation for the class or model an improvised conversation with a strong student.
2 Have each pair role-play their conversation. This can be done simultaneously, while you walk around the room and monitor their progress. Alternatively, you can call each pair up to the front of the class and challenge the others to listen closely and provide feedback per questions in Exercise 8.
3 Rather than interrupt students to correct their mistakes, keep track of any errors that you want to review with them (or the class) once their role play is complete.
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 4.5 You Might See Whales!

Student Book page 50

Exercise 1 ACTIVATE

1 Have students start a discussion in groups based on the questions.
2 Ask a few volunteers to share their group's observation.

Answers
Students' answers will vary. Sample answers include:
1 My hometown is a very small village in the mountains. It's not famous for anything, and we don't get any tourists.
2 There isn't much to do, but there's a lake and in summer people like to go swimming there.
3 The best way to get around is on foot because it's easy to walk everywhere.

Speaking

Asking for and giving directions

GO ONLINE

Direct students to read the information in the box. Ask them which expressions they use most often when they ask for or give directions.

Extra Practice

Have students turn to a partner and ask for directions to the nearest mall, supermarket, or post office. Write the three options on the board and have pairs choose. Walk around and monitor, taking note of the common errors they make. Review the mistakes as a class at the end of the activity.

Exercise 2 IDENTIFY

1 Give students a moment to look over the options before they listen. Play the audio and have them work independently to select the correct answer.
2 Call on volunteers to read the questions for the class.

Answers
B

Audio Script

CD 1, Track 28

Man 1 Excuse me, do you know where Settler's Park is, please?
Man 2 Sure, go straight on Park Drive and then turn left on How Avenue. You'll see it in front of you.
Man 1 Great. Thank you so much.
Man 2 No problem. Is this your first time in Port Elizabeth?
Man 1 Yes! I'm visiting a friend. He's working today, so I'm on my own. I'm going to the park now to read about the city and I'm thinking about going to the Nelson Mandela Metropolitan Art Museum this afternoon to see some South African art.
Man 2 The museum is wonderful. Do you know where it is?
Man 1 No idea!
Man 2 Well, when you leave the park, just go back the way you came and continue to the end of Park Drive. It's right there.
Man 1 That sounds easy!
Man 2 You know, if you have time, you should go whale watching while you're here. You just need to hire a boat at Algoa Bay.
Man 1 Really? I'd love to see whales. I'll ask my friend about it. Thanks for all your help.

Exercise 3 ASSESS

1 Read the directions aloud. Tell the students to take notes. Remind them that they do not need to write in complete sentences. Play the audio again.
2 Go over the answers as a class.

Answers
Algoa Bay—take a boat to see whales
Settler's Park—read about the city
Nelson Mandela Metropolitan Art Museum—see South African art

CD 1, Track 28

Pronunciation Skill

Intonation asking for and giving directions

GO ONLINE

1 Read the information in the box aloud. Draw special attention to *Excuse me* and *please*. Model the rising

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intonation for each step and the falling intonation for the final step.

2 Play the audio. First have students listen only. Then play the audio again and have students repeat.

Extra Practice

1 Put students in pairs or small groups. Have students brainstorm phrases that they might use to give directions. Tell them to include sequence words (such as *then, next,* and *after that*), verbs (such as *cross, stop, walk,* and turn), and key words (such as Main Street, left, right, straight, and corner). Have them write each phrase on a separate card or small piece of paper.

2 Have students arrange several of the cards in a logical order. Tell them to take turns reading the sequence of directions, keeping in mind the notes about pausing and intonation from the Pronunciation Skill box.

3 Tell them to rearrange the cards or use different ones to make new directions and repeat the practice.

CD 1, Track 29

More to Say…

Focus: Students practice listing intonation when giving directions

Grouping Strategy: Pairs

Activity Time: 20 minutes

Ready,

1 Prepare a series of question prompts that ask about items in the classroom or places near the school, for example:
- *Excuse me, where did you get your book bag?*
- *Excuse me, what restaurant do you recommend?*
- *Excuse me, where is the best mall nearby?*
- *Excuse me, where can you have a picnic nearby?*
- *Excuse me, what is the last store you visited?*

2 Copy the question prompts so that each one is on a different slip of paper.

3 Make enough copies so that each student has a slip of paper.

4 Prepare an example question, such as *Excuse me, where is the best place to get a hamburger around here?*

Set…

1 Review the intonation pattern associated with giving directions.

2 Model the activity for the students. Read out the example question. Elicit an answer, for example, McDonald's. Then ask a follow up questions requesting directions. For instance, you could ask, *Where is McDonalds?* Have students give directions.

Go!

1 Give each student a question prompt.

2 Instruct students to stand up and walk around the room. When they meet with a partner, have them take turns asking and answering the question prompts. Once both partners have responded, have them mingle until they find a new partner.

3 Circulate and correct students' intonation as necessary.

4 Continue until students have met with five different partners.

Exercise 4 NOTICE

1 Play the conversations. Have students listen to the intonation and mark rising or falling intonation with arrows pointing up or down in their book.

2 Go over the answers as a class.

Answers

Rise/fall on *Excuse me*.
Rise on *please* at the end of each question.
Stress on key words:
1 Where's, Modern Art, right, Green Street, past, bank, left
2 beach, Park Drive, right, Fifth Avenue, front
3 train station, left, walk, bank, across, library

CD 1, Track 30

Exercise 5 APPLY

1 Replay the recording and have students practice with their partner.

2 Call on one or two pairs to model for the class.

Exercise 6 PREPARE

1 Have students decide in pairs what interesting city they want to visit together. Tell them to make notes about what they can do there. Allow the use of smartphones for research.

2 Monitor and offer assistance.

Answers

Students' answers will vary. Sample answers include:
London, England: Covent Garden (go shopping, see a play); Tower Bridge (visit museum); Portobello Market (shop for antiques); Buckingham Palace (changing of the guard); etc.

Exercise 7 INTERACT

1 Model an improvised conversation with a strong student.

2 Using their notes from Exercise 6, have students role-play conversations between a tourist and a resident. Then have each pair switch roles and practice another version of the conversation. Encourage them to talk about different attractions from their notes. Walk around the room and monitor their progress.

3 Rather than interrupt students to correct their mistakes, keep track of any errors that you want to review with them (or the class) once their role play is complete.

Answers

Students' answers will vary. Sample answers include:

Tourist: Excuse me. How do I get to Covent Garden, please?
Resident: The fastest way is to take the tube. That's our underground subway system.
Tourist: OK. Where is that?
Resident: Well, the nearest station is just down the road. Go straight for two blocks. The entrance is on your right. You'll see a circular sign for the underground.
Tourist: Go straight for two blocks. Got it. Thank you. What do I do then?
Resident: Buy a ticket from one of the agents there. They can tell you where to wait for the Piccadilly line. That's the line you need to take to get to Covent Garden.
Tourist: Thank you.

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Unit 4 Review

Student Book page 150

Vocabulary

Exercise 1

Answers

1 bargain
2 reservation
3 sights
4 baggage
5 security

Exercise 2

Answers

1 up
2 out
3 into
4 up
5 through

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

Grammar

Exercise 3

Answers

1 c 2 b 3 a 4 b 5 c

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

Exercise 4

Answers

1 I'll
2 I'm going to buy
3 I'm not going out
4 does
5 I'll

Exercise 5

Answers

1 I'm going
2 leaves
3 I arrive
4 I have
5 ends
6 I'm meeting
7 we're going

Discussion Point

Exercise 6

OXFORD REFERENCE

1 Elicit a few examples of how body can influence the way we think and feel. Have students discuss in pairs.
2 Read the quote aloud. Ask students if the quote is true for them.

Answers

Students' answers will vary. Sample answers include:
My mother has told me to smile, even if I don't feel like it. She says that even if you fake a smile at first, soon you will start to feel happier. I think she's right. It's worked for me.

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 Task 1: Elicit some examples of benefits of travel. Have students work in pairs to answer the questions. Call on one or two volunteers to share with the class.
2 Task 2: Elicit information about students' plans for the year ahead. Have students work independently to write their paragraph. Ask them to share the paragraph in small groups or collect and correct their work.
3 Task 3: Have students do an image search of places they plan to visit. Have them share their pictures with a partner and tell they where it is and why they want to go there.

Answers

Students' answers will vary. Sample answers include:

1 I think travel can change people a lot. When I traveled to a third world country for the first time, I learned that not everyone lives according to the modern standards and it has changed the way I look at my life. I no longer take things for granted.
2 This year I have a lot of exciting plans. First, I have been accepted to UCLA! I will be moving to Los Angeles in July. My parents will come with me to help me move in. It will be such a great new experience for me I know it.
3 This is the picture of Royce Hall. That is the most famous building on the UCLA campus. It's a performing arts center and I hope to see a lot of great artists here during my studies.

Exercise 8

1 Use gestures and examples to demonstrate 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 tasks in Exercise 7 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

The title of this unit—*Home*—summarizes the main themes of the secrets of a happy home and the feeling that makes a house a home. These main themes are evident in the visuals throughout the unit, which show different places that people call home and different images that evoke a feeling of home such as the opening image of a father with his newborn child.

In ***Lesson 5.1*** the theme of home is evident as students learn about making comparisons to describe a happy home. ***Lesson 5.2*** focuses on how to effectively use synonyms in descriptions and how to write an ad for renting a home. In ***Lesson 5.3*** students learn that some people do not want to own a home because they dedicate their lives to traveling or helping others. In ***Lesson 5.4*** the themes are reflected in the unit videos, which show people inviting each other to different events and accepting and rejecting those invitations. Finally, ***Lesson 5.5*** showcases listening and talking about what makes a house a home. In other words, is home a place or a feeling?

Lessons

5.1 Home Sweet Home

Reading Skill Recognizing cause and effect

Grammar in Context Making comparisons

- Read to identify the relationship between cause and effect
- Review comparative and superlative forms of adjectives
- Identify expressions for stating that two things or people are equal or not equal
- Watch and discuss a video about the small English community Tinker's Bubble

5.2 Perfect for the Beach

Writing Skill Using synonyms

Grammar in Context Using two or more adjectives

Vocabulary Development Nouns and prepositions

- Avoid repetition in writing by using synonyms
- Practice using more than one adjective to describe something
- Recognize and practice using nouns followed by prepositions *to*, *of*, *for*, and *in* (Oxford 3000)
- Write an ad to rent your home and discuss the advantages and disadvantages of rental properties

5.3 The World Is My Home

Listening Skill Distinguishing levels of formality

Grammar in Context *-ed* and *-ing* adjectives

- Learn and practice phrasal verbs (Oxford 3000)
- Listen to distinguish levels of formality
- Use adjectives with *-ed* to talk about feelings and adjectives with *-ing* to describe a quality someone or something has
- Discuss the advantages and disadvantages of traveling for work

5.4 Thanks for Coming

Real-World English Making an invitation; accepting and rejecting invitations

- Learn how to ask for availability, introduce an event, give details, and invite someone to an event
- Identify the difference between short and long invitations for friends or a person in authority
- Practice accepting and declining an invitation politely
- Create conversations
- Act out different scenarios with invitations

5.5 Home Is Where the Heart Is

Speaking Describing places

Pronunciation Skill Weak sounds

- Practice using prepositions to describe the location of places
- Practice giving general descriptions of places with adjectives and describing specific parts with the expressions *there is/are* and *it has*
- Learn about unstressed, reduced, or weak words
- Recognize and use the schwa sound to sound more natural

Resources

Class Audio CD 2, Tracks 2–8

Workbook Unit 5, pages 29–35

Oxford Readers Correlations

Rabbit-Proof Fence (9780194791441)

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 51

The unit opener photo shows a man leaning over a sleeping baby. The photo evokes a feeling of closeness and familiarity so we can assume they are related. He could be the father.

The photograph relates to the unit theme and subsequent exercises because it focuses on evoking a feeling of home through the concept of family. The theme of family is evident from the tenderness with which the man is treating the baby.

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

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 at this stage. Use the opportunity to have students predict what they will be learning in this unit.

2 For question 1, have them brainstorm what makes a happy home. For question 2, ask if they have ever rented out their home or thought about doing that. Ask: *Why do people usually do that? Do you know of any companies or apps that are available to homeowners for those kinds of services?* For question 3, ask what are some possible reasons that a person would not need a home.

Answers

1 There are several. It's important to think about the space, color, and lighting to make your home happier.
2 You can rent your home on a website like Airbnb.
3 Not everyone

Discussion Questions

1 Ask students to describe the image, provide words to help them as necessary, for example, *bib, onesie*. Now, ask specific questions about the picture: *Where are the people in the photo?* (They are at home.) *What are they doing?* (The baby is sleeping. The man is enjoying the baby's presence.)

2 Direct students' attention to the questions below the photo. Have them discuss their answers in pairs.

3 Optionally, before asking students to answer the discussion questions, show the photographer video where Nadia Shira Cohen answers two of the questions from her 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 People feel at home when they are relaxed and comfortable. This can depend on the environment and the people who are with you.
2 For me, home is a place. It's where I grew up. I don't live there now and haven't lived there for many years, but it's still home to me. My family is there, so I guess home is a place and people. Whenever I think of my hometown or my family, that's the feeling of home for me.
3 I can't have more than one home—I have one hometown and one family!

Video Script

This photo is of a police officer in Rio de Janeiro, getting acquainted with his newborn daughter. His name is Officer Camilo, and he works three jobs to support his family as his police salary is not enough to live on. I imagine that his three jobs leave him little time at home. Apart from being a police officer, he works as a carpenter on private buildings, and also sells clothes out of his car.

Home can be a place, feeling, or a person, or it can be all of these things. When I visit my family and friends, for example, I feel at home, even if my own physical space is where I feel most at home. Often my nostalgia for a place or a song or a smell can even make me feel at home.

People can surely have more than one home. For example, I have my home that I've created for myself with my partner and children. However, when I go back to my parents' house in the place I grew up, I feel at home.

Exercise 1

1 Read the directions aloud. Perhaps provide some examples based on your own childhood experiences. Jot down your ideas on the board.

2 Give students time to write their notes. Walk around and monitor their progress.

Answers

Students' answers will vary. Sample answers include:

1 sights: my school playground, my mother in the garden
2 sounds: children playing
3 smells: grass

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Exercise 2

1 Using your notes on the board, model the activity. Describe some of your childhood memories in complete thoughts.
2 Put students in small groups. Have them talk about their sense memories of home. Circulate around the room, taking note of any common errors you would like to review at the end of the activity.

Answers
Students' answers will vary. Sample answers include:
For me, when I think of home I actually think of the playground at my elementary school. It was very close to our house, and when I went to play during school, I could sometimes see my mother in our garden. I always looked for her. I guess I was around six years old. I can still hear all the children playing around me and smell the grass on a warm day.

Real-World Goal

By the end of this unit, your students will be able to invite some friends over to their home for dinner or another kind of social gathering because they will have learned how to describe different places, make comparisons and invitations, and accept or reject invitations.

Lesson 5.1 Home Sweet Home

Student Book pages 52 – 54

Exercise 1 ACTIVATE

1 First, direct students' attention to the title of the lesson, and ask if anyone has heard it before and what it means.
2 Before students start to discuss the questions in pairs, offer your own example. Tell a short story of how many times you have moved or just talk about your first move out of the family home.
3 Give them some time for discussion and then elicit responses from several students.

Answers
Students' answers will vary. Sample answers include:
I moved only once when I started college. The college was in a different city, so I had to move out there on my own. It was pretty scary and uncomfortable. I didn't know anyone. I was definitely happier in my family home where I grew up.

Exercise 2 IDENTIFY

1 Explain what an infographic is—a visual image such as a chart or diagram used to represent information or data; an alternate way to present information.
2 Have them scan the infographic and choose the correct answer.
3 Ask the class for the answer by raising their hand for either A or B. The majority should answer correctly. Note the students who got it wrong so you can offer more assistance later on.

Answers
A

Reading Skill

Recognizing cause and effect

GO ONLINE

Ask, what happens when you don't attend your final exam. (You fail the class.) Write it on the board and identify the cause and the effect/result of the action by underlining it.

CAUSE EFFECT

When you <u>don't attend</u> the final exam, you <u>fail the class</u>.

2 Now direct students to read the information in the Reading Skill box. Elicit more examples for *cause* signaled by *because*, *as*, and *since*, and for *effect* signaled by *so* in the middle of the sentence. Write some causes on the board such as *didn't clean my room got into an accident found a rich husband*, etc. and elicit effects from the students. (I didn't clean my room so my mom got angry with me. Because I got into an accident this morning, I was late for work. Since money was always important to her, it wasn't a surprise that she found a rich husband.)
3 Have select students come up to the board to write the sentence. Make sure they use the signal word. Have them circle it as well as underline and clearly label the cause and effect parts of the sentence.

Extra Practice

1 In this activity students will read a cause card and select an effect card while playing a ball game. Make sure you write an original effect for each cause card. Depending on the class size, you may want to make two sets of cards.
2 Put students in small groups. Place the cause cards face down in a stack and the effect cards face up in rows. Place the ball at the center.
3 Taking turns, one student selects a cause card, reads it (e.g., "When the sun is shining…"), and rolls the ball to another student who chooses and reads the corresponding effect card (e.g., "… we go to the beach.").
4 Continue the activity until all cards are used.

Exercise 3 APPLY

1 Instruct students to work independently and scan the Reading Skill box for signal words and infographic for information to fill in the chart with causes and effects.
2 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers
fresh flowers: bring positive energy / because
round table: makes communication easier / as
candles: help you relax / as
spider plants: stop smells / since
a family photo: makes you happier / because

Exercise 4 INTEGRATE

1 Tell students to cover the infographic and try to answer the questions.
2 Have them discuss their answers with a partner before they uncover the image and check their answers.

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Answers
1 spider plants
2 It makes you more productive, healthier, and happier.
3 facing the window
4 green
5 A clean home gets rid of negative energy.
6 Connecting with nature makes you feel healthier and less stressed.

Exercise 5 WHAT'S YOUR ANGLE?

1 Instruct students to start a discussion with their partner.
2 Walk around and monitor their discussions, offering help where needed.
3 Call on a few volunteers to share their partner's observations.

Answers
Students' answers will vary. Sample answers include:
I already have a place in my home where I can connect with nature; we have a garden in our backyard. My bedroom is painted blue, and I make my bed every morning. I like the idea of moving my desk so it faces the window and so I can use more natural light.

Exercise 6 VOCABULARY

1 Introduce the expression *make a bed* by asking, *Who makes their bed in the morning? Why is that important?* (I, do! It makes the rest of your day more organized because you have already started your day with one small but important achievement.) Explain that they will be learning expressions with the verb *make* that can be used in many different meanings.
2 Have them work in pairs to match the meaning with the expression.
3 Call on partners for answers. Explain any incorrect answers that students give.

Answers

1 sense	3 changes	5 your bed	7 a mess
2 an effort	4 a difference	6 space	

Oxford 3000 words

make space, make sense, make changes, make a mess, make an effort, make your bed, make a difference

Exercise 7 USE

1 Instruct students to complete the exercise independently.
2 After completing the exercise check the answers by calling on individual students.

Answers

1 make a mess	5 make changes
2 make a difference	6 make space
3 make sense	7 make an effort
4 make your bed	

Exercise 8 WHAT'S YOUR ANGLE?

1 Instruct students to start a discussion in a group.
2 Walk around and monitor their conversations, offering help where needed.
3 Call on a few volunteers to share their group's observations.

Answers
Students' answers will vary. Sample answers include:
My home is fairly clean and organized, but our basement and garage are a mess. Whenever we have something that we aren't using but don't want to throw away, we put it in the basement or garage. Now both spaces are very crowded, and I hate walking into them!

Exercise 9 IDENTIFY

Give students time to read the Grammar in Context box independently and complete sentences. Encourage them to look at the example sentences to find the answers.

Answers
than, the, just

Grammar in Context

Making comparisons

GO ONLINE

1 Review the concept of comparison thorough elicitation by asking two students to come up to the board. Using their real names, say, for example: *Tom is tall. Mark is tall, too. Who is taller, Tom or Mark?* Students will answer and you can write their answer on the board: *Tom is taller than Mark.*
2 Elicit from students some of the rules regarding endings (remind students that we use-*er* endings for one-syllable adjectives. We add *more* with adjectives that have two or more syllables. For example: *modern* → *more modern*; *beautiful* → *more beautiful*. *Real flowers are more beautiful than fake ones.*) Point out that we use word *than* when we are comparing two people, things or places.
3 Now ask for one more person to join the two students at the front of the room and ask who is tallest of the three. Write on the board. *Paul is the tallest person in the group.*
4 Elicit from students that in superlative forms we use both the article *the* and ending *-est*. Also, point out that we do not use the word *than* with superlatives, but we must denote the group because we are choosing one person, thing, or place from the group.
5 Continue picking out students for examples with the form *just as* + adjective + *as* when comparing two people or things that are equal, and *not as* + adjective + *as* for things or people that are not equal.
6 For additional information, see the Grammar focus on page 163 of the Student Book.

Extra Practice

1 Put students in groups of four.
2 On your signal, tell students to work in their groups to write as many sentences using comparatives and superlatives as they can, describing people in their class (including the teacher).
3 Call time after five minutes and have one group share their sentences. If another group has the same sentence, have them cross it off their list. Continue until all groups have read their sentences and all duplicates have been eliminated. The winner is the group with the most remaining sentences.

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Exercise 10 INTEGRATE

1 Direct student to look back at the infographic. Tell them to highlight (or underline, or circle) all the comparative and superlative forms they can find.
2 Go around the classroom and monitor their work.
3 Ask students to compare their answers with a partner.

Answers
the happiest home; less messy; Indoor lighting is just as important as natural light; brighter lights; softer lights; it makes communication easier; You'll feel less stressed than always being in doors; The simplest habits can make you more productive, healthier, and happier!; the light will be softer; Green is more relaxing than strong colors; you'll have a clearer head

Exercise 11 APPLY

OXFORD REFERENCE

1 Instruct students to read the article and choose the correct forms to complete the sentences.
2 Select individual students to give answers. Explain any incorrect answers students give.

Answers

1 cheaper	3 than	5 as	7 just as
2 easier	4 more	6 more	

Exercise 12 DEVELOP

1 Elicit from the students all the words used for forming comparatives, superlatives, and equals: *more/less…than*, *the most/the least*, *(just) as … as*, and *(no)t as … as*. Write them on the board. Instruct students to choose one word that best completes each sentence in the exercise.
2 Have them compare their answers with a partner while you walk around the classroom, spot-checking and offering assistance.
3 Call on a few students to read the correct answers aloud.

Answers

1 more	2 just	3 most	4 less	5 least

Exercise 13 INTERACT

1 Direct students to choose statements from Exercise 12 that are true for them.
2 Have them compare their answers with a partner and give additional reasons for their choices.
3 Call on volunteers to report back on their partners' answers.

Answers
Students' answers will vary. Sample answers include:
For me, it's really more important to live closer to family and friends than to have a large house because I don't like being alone. Life is about connecting with people more.

Exercise 14 ASSESS

Direction students' attention to the photo before watching the video. Ask them to describe what they see and guess what type of people live there.

Answers
Students' answers will vary. Sample answers include:
It looks very traditional, so people who don't like modern life or living in cities might live there.

Exercise 15 IDENTIFY

1 Give students a minute to read the questions before playing the video.
2 Play the video and have students answer the questions with their partner. If necessary play the video a second time after they have completed writing the answers, so they can double check.
3 After completing the exercise, select students to read their answers.

Answers
1 They have simple homes, made from local materials.
2 wood and straw
3 by hand
4 They burn wood.
5 They want a more natural lifestyle that's less damaging to the environment. They want a quieter, simpler existence that's closer to nature.

Video Script

Tinker's Bubble

What kind of home would you be happiest in? Well, for people living in Tinker's Bubble in England, the answer is a simple home, one made from local materials, located deep in a forest, far away from modern life. The people who live here build their own homes from wood and straw. They wash their clothes by hand and burn wood for cooking, heating, and hot water. They want a more natural lifestyle that's less damaging to the environment, a quieter, simpler existence. For these people, the secret to a happier life is being closer to nature. What do you think? Would you be happy in a home here?

Exercise 16 INTERACT

1 Working with their partner, have students make a list of advantages and disadvantages of having a home like the one's in Tinker's Bubble.
2 Walk around the classroom and monitor their progress.
3 Call on a few volunteers to share their answers with the class. Make a T-chart on the board where you write (or have students write) their answers, creating a class list.

Answers
Students' answers will vary. Sample answers include:
Advantages:
It's a simple, natural life away from noise, pollution, traffic, and the stress of modern life.
Disadvantages:
Life there might be inconvenient because there is no running hot water. It might be cold in winter. It could be difficult to go shopping or get medical help.

Exercise 17 WHAT'S YOUR ANGLE?

1 Ask, *Who prefers a comfortable home to protecting the planet?* Then, *Who prefers protecting the planet to a comfortable home?* Based on their answers group the students in two teams.
2 Tell students that they are now a part of the debate team. Give them 5–10 minutes to get together, choose a speaker to represent them, and prepare a speech on three arguments to support their point. Direct them to support their reasons with specific examples. Also instruct them to use the comparative, superlative, and equal forms they have studied. Point to the list from Exercise 16 written on the board that they can use for reference.

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3 Walk around the classroom and monitor their progress. Offer assistance, especially with forming arguments.
4 To decide which team goes first, have teams choose heads or tails and then flip a coin.
5 Teams take turns presenting their arguments. Keep track of the time, giving both teams the same amount of time to make their case. Decide who was more convincing, and name that team the winner. Alternately, invite another class as an audience (or make a recording to show another class) and have them vote to choose the winner.

Answers
Students' answers will vary. Sample answers include:
No, I don't think I would be happy living in Tinker's Bubble. I'm used to modern life and all of its conveniences and technology.

Lesson 5.2 Perfect for the Beach

Student Book pages 55 – 57

Exercise 1 ACTIVATE

1 Activate students' previous knowledge by asking them to talk in groups about their last vacation. They can discuss the following questions: *What type of accommodation did you stay in? Why? Did you like it?*
2 Read the example from the book and see who in the class agrees. Select one student to explain his/her view.
3 Call on a few individuals for different answers.

Answers
Students' answers will vary. Sample answers include:
I don't like hotels because they are more expensive than a bed and breakfast. I wouldn't stay in a hostel because it's less private. It's more fun to stay with friends, and it's free too! But, it's not as good if you like your privacy. For a longer vacation, I think it's better to rent an apartment.

Exercise 2 IDENTIFY

1 Have students work independently to read the ads and choose the correct answers.
2 Select a few students to give answers. Encourage them to point out the information in the texts they used to determine their answers. Explain any incorrect answers students may give.

Answers
1 A 2 B 3 A 4 B 5 B

Writing Skill

Using synonyms

GO ONLINE

Have students read the Writing Skill box independently. Point out the importance of avoiding repetition so the reader doesn't lose an interest. Brainstorm with the whole class some synonyms for *good*, for example: *fine*, *obedient*, *righteous*, *kind*, *respectful*, *enjoyable*, *great*, *nice*, *lovely*, and *appropriate*. Explain that a thesaurus is a dictionary that only offers synonyms. If you have desk copies of a thesaurus, pass them around for students to peruse. If not, have students use their smartphones to check out a free online thesaurus such as the one at www.dictionary.com.

Extra Practice

1 Using the list on the board, have students work with a partner to write a different sentence for each synonym to see the subtleties of difference in meaning.
2 Monitor their writing and offer assistance as needed.
3 Ask volunteers to come to the board and write their examples.
4 Now have the class research synonyms for the word *bad* and write examples sentences. This time instruct them to work independently.
5 Once finished, students can share their work with a partner and detect the differences. Have a few volunteers write the sentences on the board.

Exercise 3 APPLY

1 Direct students to scan the ad "A Home Away from Home" and find synonyms.
2 Call on select students to read the answers. Explain any incorrect answers students give.

Answers

1 amazing	3 peaceful	5 easily
2 famous	4 friendly	6 nearby

Exercise 4 EXPAND

1 Direct students to scan the "Perfect for the Beach" ad and find five pairs of synonyms.
2 Have students work independently to complete the exercise.
3 Go over the answers by asking students to check with their partners first for differences and then select a few volunteers to share with the class.

Answers

amazing—incredible	calm—peaceful
ideal—perfect	large—big
wonderful—lovely	bright—sunny

Grammar in Context

Using two or more adjectives

GO ONLINE

1 Have students read the Grammar in Context box on their own.
2 Write the examples on the board while students are reading. Emphasize the commas in a different color.
3 Write the categories for the order of adjectives to use later for Exercise 5.
4 For additional information, see the Grammar focus on page 163 of the Student Book.

Extra Practice

1 Direct student to reread the "Perfect for the Beach" ad again and underline adjectives in sequence, noticing commas or the lack thereof and checking the order based on the categories given in the Grammar in Context box.
2 Have students write three more examples with their partner describing an imaginary apartment for rent.
3 Monitor and offer assistance or give feedback as needed.

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Exercise 5 IDENTIFY

1 Instruct students to work independently to complete the exercise.
2 Call on students to come to the board and write their answers in the correct column.

Answers
Opinion:
lovely, attractive, pleasant
Material:
leather, glass, wool
Shape:
round, square, rectangular
Size:
tiny, massive, big

Exercise 6 APPLY

1 Instruct students to work independently to put the words in the correct order to make sentences.
2 After completing the exercise, call on students to read their answers.

Answers
1 a large modern apartment
2 a comfortable new bed
3 a small round wooden table
4 a beautiful old square silver mirror
5 a wonderful big red Italian leather sofa

Exercise 7 EXPAND

1 After reading the example aloud, instruct students to work independently to complete the exercise.
2 Go over the answers as a class.

Answers
1 a beautiful, modern square glass table
2 an expensive, stylish small new apartment
3 an old black leather sofa
4 a large wooden writing desk
5 a pleasant, neat small spare bedroom

Exercise 8 WHAT'S YOUR ANGLE?

1 Direct student to write three sentences describing their home and furniture. Tell them that they should use three or more adjectives in each sentence.
2 Ask one student to come up to the board and write one of his/her sentences. This student gets to choose the next person by passing them the marker.
3 Students take turns like this until the teacher says stop. Depending on how much practice you feel they need, you may allow five or more students to come up to the board.

Answers
Students' answers will vary. Sample answers include:
There is a beautiful long rectangular wooden table in our dining room.
We have a comfortable black leather armchair in the living room.
There is an attractive tall black lamp next to the armchair.

Vocabulary Development

Nouns and prepositions

GO ONLINE

1 Explain that some nouns in English are followed by specific prepositions. These may be very different than the noun/preposition combinations in their language and require a lot of practice.
2 Direct students to look at the Vocabulary Development box and cover everything but the words in orange. Ask them to guess what prepositions go with these words and write them on the board as students say them.
3 Now ask them to remove their hand and see how many they got correct.

Extra Practice

1 Instruct students to write a sentence for each noun/preposition phrase in the Vocabulary Development box.
2 Monitor their work and help them correct any mistakes they make while writing.
3 After finishing, have them erase the prepositions in their sentences and switch notebooks with a partner. Partners will fill in the missing prepositions. Then they will check each other's work for accuracy.

Oxford 3000 words

access	description	advertisement	change
reference	member	demand	interest

Exercise 9 IDENTIFY

1 Tell students to scan the ads in Exercise 2 for examples of nouns and prepositions. In addition to writing them, encourage them to underline or circle them in the ads.
2 Go over the answers as a class, eliciting the sentence in which each example was found, if necessary.

Answers
Possible answers:
view of, noise of, center of, lots of, top of, top floor of, plenty of
access to, public transportation to
charge for, need for, place for

Exercise 10 BUILD

1 Have students work independently to complete the letter.
2 Ask them to share their answers with a partner and note any differences.
3 After completing the exercise, select students to read their answers. Ask the class to explain any incorrect answers that students have given.

Answers
1 member of
2 reference to
3 demand for
4 access to
5 description of
6 advertisement for
7 change in
8 interest in

Exercise 11 PREPARE

1 Have students prepare to write an ad, paying attention to the four required parts: title, summary, description, and location.
2 Give students time to read the description of each category and check if they understand the instructions. Go over words such as *overview* (short description),

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features (special parts), and *key* (most important). Give additional explanations if needed. Ask, *What's a synonym for* accommodation*?* (housing, room) *What's a synonym for* how to get around*?* (transportation)

Exercise 12 WRITE

1 Have students work independently to write the ad, following the structure in Exercise 11.
2 Monitor and offer assistance and feedback.

Exercise 13 DEVELOP

1 Explain that editing a piece of writing is just as important as writing the first draft. We edit not only to correct the grammar and spelling mistakes, but also to improve the writing as a whole. Checklists help us see if we have skipped something important.
2 Have them go down the checklist and make necessary changes.

Exercise 14 SHARE

1 Have students exchange their ads in a group of four and explain that this process is called peer editing. Another set of eyes often sees more clearly and can help us catch a few minor or major mistakes before we submit our final writing to the teacher for grading.
2 Instruct students to correct any mistakes they have discovered this way.

Exercise 15 IMPROVE

Have students rewrite their ad using classmates' feedback before they submit it to you.

Exercise 16 WHAT'S YOUR ANGLE?

1 Put students in groups of four. Assign a group leader to take notes. Have students discuss the questions.
2 Walk around and monitor their discussions, noting any mistakes students make to address later with the class.
3 Ask the group leaders to share their group's observations.

Answers
Students' answers will vary. Sample answers include:
One disadvantage to renting your home is that you don't know much about the people who are going to use it, and you can't always trust that they will take care of the property and treat the people around them with respect. Neighbors don't always like it when new and different people come in and out. I don't think I would ever rent my home to a stranger.

Lesson 5.3 The World is My Home

Student Book pages 58 – 59

Exercise 1 ACTIVATE

1 Introduce the expression *to call somewhere home* or *to call a place home* by giving a personal example, such as, *Even though I moved to America 10 years ago I still call France my home.*
2 Direct students to read the questions and start a discussion with their partner.
3 Call on a volunteer to share their partner's answers.

Answers
Students' answers will vary. Sample answers include:
I think we all need somewhere to call home because it gives us a feeling of security. Without a home we don't belong anywhere. We need to have a place where we feel comfortable.
For me, a home is very important because I need a place to call my own where I can relax. But my family and friends are more important. I wouldn't want to live in a place where I don't know anyone, far from the people I love. So for me it's people first and then home.

Exercise 2 VOCABULARY

1 Direct students to work independently and match each phrasal verb with a phrase.
2 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

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

Oxford 3000 words

catch up	figure out	hurry up
check on	get rid of	settle down

Exercise 3 BUILD

1 Model the activity by reading the first expression and matching it to a phrasal verb in Exercise 2.
2 Direct students to work independently and match the remaining phrasal verbs and definitions.
3 After completing the exercise, select students to read the answers. Write the answers on the board. Explain any incorrect answers that students give. Additionally, you may ask for or offer sentences with the phrasal verbs in context if you feel the class as a whole is struggling with any of them.

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

Exercise 4 ASSESS

1 Check if students are familiar with the concept of a blog. Start a short class discussion. Ask: *Do you have to be an expert on a topic to write a blog? Is the writing style of blogs typically formal or informal? What are the most popular blogging topics? Are you following any blogs in your native language?*
2 Give students time to read the summary and choices, and then play the audio and have students choose the correct words to complete the summary.
3 Have a volunteer read the summary aloud while others listen and check their answers.

Answers
before, Nicki, should

Audio Script

CD 2, Track 2

Brother Hey, Nicki! All packed?
Nicki Wait a minute. Now I am.
Brother That bag's tiny. You can't have enough stuff in there for a month!
Nicki Yup. I have everything I need. You know I always travel light.

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Brother Where are you off to this time?
Nicki Europe again. I have an interview in Paris first, with a doctor, and then it's mostly Eastern Europe, Hungary, Romania…
Brother Hmm. You're always traveling, aren't you?
Nicki I'm traveling a lot for work, but it's my dream.
Brother Look, I know you're my sister and everything, and it's great to catch up when you come back and stay with me, but I worry about you.
Nicki Relax! I'm almost 40 years old! Mom and Dad check on me enough when I'm away. You don't need to worry too!
Brother Hmm. But don't you want to settle down and get a place of your own?
Nicki Nope.
Brother Isn't that the hardest part of your job? Not having a family?
Nicki I love what I do. I get to travel around the world, write about different places, meet interesting people. My job's exciting! And I'm making good money, too. I'm happy. Be happy for me!

Exercise 5 IDENTIFY

1 Give students a moment to look over the sentences before they listen. Point out that they don't have to write in complete sentences as they listen; encourage them to take notes. Play the audio and have them work independently to answer the questions.
2 Call on volunteers to read the questions and their answers for the class.

Answers
1 France
2 her brother
3 39 years old (She says she is "almost 40.")
4 She loves her job and earns good money.
5 She doesn't mind at all. She feels she doesn't want or need her own home.

CD 2, Track 2

Exercise 6 WHAT'S YOUR ANGLE?

1 Direct students to start a discussion in their group about the advantages/disadvantages of traveling for work. Assign each group a group leader and instruct them to take notes.
2 Walk around the classroom, monitoring students' progress and checking the leaders' notes. Offer assistance as needed.
3 Call on group leaders to share the group's observations with the class.

Answers
Students' answers will vary. Sample answers include:
I agree with her brother. She needs to be more responsible and think about her future. / I think she should do what she wants. She is earning money and loves her job. What's wrong with that? She shouldn't listen to her family if you ask me. Traveling can be a great experience and some people enjoy it more than having a normal life.

Listening Skill

Distinguishing levels of formality

GO ONLINE

1 Direct students to read the information in the box. Demonstrate the use of formal/informal talk by modeling the examples from the box.
2 Ask students for examples of formal and informal situations (going to a movie with a friend, a job interview) and write them on the board for later use.

Extra Practice

1 Put students in pairs and ask them to pick one situation from the board. Student A picks a formal one and Student B an informal one.
2 Instruct them to write a dialogue using contractions and idiomatic vocabulary as used in informal speech and more standard/academic vocabulary for formal speech.
3 Walk around the classroom to monitor and offer assistance.
4 When finished, have students take turns reading their dialogues as the other partner listens for the clues of formal/informal speech.

Exercise 7 ASSESS

1 Direct students to match the people with the level of formality in speech.
2 Have students compare their answers with a partner. Walk around and spot-check the answers. Ask the pairs to share any questions with the class.

Answers
Students' answers will vary. Sample answers include:
Formal:
a stranger, your employer, a client
Informal:
a family member, a friend, a co-worker

Exercise 8 NOTICE

1 Play the recording while students listen and complete the exercise.
2 Go over the answers by having the students make cards on a simple piece of notebook paper folded in two with *Informal* showing on one half and *Formal* on the other half. Now students can raise their cards to show their answer silently. This technique ensures full participation.

Answers
1 A Formal / B Informal
2 A Formal / B Informal
3 A Formal / B Informal
4 A Informal / B Formal
5 A Informal / B Formal
6 A Informal / B Formal

Audio Script

CD 2, Track 3
1 A I really am very sorry, but I don't think I'll be able to come tomorrow.
B Sorry, but I can't come tomorrow.
2 A Thank you for the delicious meal.
B Thanks for dinner.
3 A Do you understand what I mean?
B Did you get that?
4 A That's wrong.
B I think you might be mistaken.
5 A Hurry up, will you?
B Would you mind walking a little more quickly?
6 A Sorry, what's your name?
B Excuse me. Would you mind telling me your name?

Exercise 9 EXPAND

1 Give students time to read the statements, then play the audio and have students listen to put the questions in correct order. Have them also focus on the formality of language used by the interviewer.
2 Call on students to read their answers.

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Answers

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

Audio Script

CD 2, Track 4

Nicki Hello. Dr. Dubois. Thank you very much for agreeing to this interview.
Dr. Dubois My pleasure. I'm very pleased to tell you about the work we do at MSF… Médecins Sans Frontières.
Nicki Oh, I have here Doctors Without Borders. Is it correct that MSF is also known as Doctors Without Borders?
Dr. Dubois Yes, that's correct. We use both the English and French. MSF is easier!
Nicki Could you please start by explaining what MSF does?
Dr. Dubois Certainly. We provide health care around the world.
Nicki I see. Do you mind telling me what your role is?
Dr. Dubois I am part of an emergency medical team. I am the medical coordinator. I make sure we get health care, clean water, and so on where it's really needed, quickly.
Nicki Does your job require much travel?
Dr. Dubois Although the position requires a large amount of travel, I believe deeply in the work. It can be tiring to travel so frequently.
Nicki What would you say is the greatest difficulty in your work?
Dr. Dubois We have to be ready to travel at a moment's notice. I could get a call while we are talking now, for example, and I would need to leave for the airport.
Nicki Incredible.
Dr. Dubois So that makes it very difficult to have a home life.
Nicki Is having no home a cause of regret for you?
Dr. Dubois Not at all. I am pleased that I do not own a house, in fact. For me, home is wherever I'm needed.
Nicki That's an interesting view. Can you…?

Exercise 10 ASSESS

1 Replay the recording and have students answer the questions working independently.
2 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers

1 Yes
2 MSF takes aid to people in need when there is a natural disaster or emergency.
3 He's the medical coordinator in an emergency medical team.
4 Yes (very tiring)
5 Being ready to travel immediately
6 No. He is pleased he doesn't own a home.

CD 2, Track 4

Exercise 11 WHAT'S YOUR ANGLE?

1 Instruct students to work in pairs discussing the questions.
2 Walk around the classroom, taking note of any errors to review with the class at the end of the activity.
3 Invite students to report back to the class about interesting aspects of their discussions.

Answers

Students' answers will vary. Sample answers include:
Flight attendants travel constantly. That's the job—assisting and serving people during air travel. I don't think I would like to be a flight attendant because even though you go to many places, you don't really get to spend time there and do things.

Grammar in Context

-ed, and *-ing* adjectives

GO ONLINE

1 Write the examples from the box on the board. Underline the adjectives and elicit the word form from the students. When they guess that it's an adjective, explain that these two adjectives have different meanings feeling versus quality, and can be used differently in a sentence. Point to the verb *be* preceding the adjective in the first and second example. Add that we can use *-ing* adjectives before a noun as well, as in the third example.
2 Give one more example to emphasize the difference in connotation, feeling versus quality: *I am bored* verus *I am boring.*
3 For additional information, see the Grammar focus on page 163 of the Student Book.

Extra Practice

1 Create an interview activity with *-ed* and *-ing* adjective questions. See examples below. Do not underline the adjectives in the students' copies.
When was the last time you were terrified?
Have you heard any surprising news or gossip recently?
What is the most thrilling thing you have ever done?
What do you do when you are bored?
2 First, have students identify the adjective forms by underlining them. Have them notice that *-ing* adjectives are followed by a noun and tell them to circle or underline the noun.
3 Then tell students to walk around the classroom interviewing one person per question and writing down the answers they receive.
4 After completing the exercise, call on a few volunteers to share their classmates' answers.

Exercise 12 IDENTIFY

1 Have students work independently to complete the exercise.
2 Go over the answers by having the class call out the circled words.

Answers

1 surprised
2 exciting
3 worried
4 tiring
5 pleased
6 disappointed

Exercise 13 DEVELOP

1 Have students work independently to complete the exercise.
2 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers

1 disappointing
2 excited
3 worried
4 tired
5 surprising

Exercise 14 WHAT'S YOUR ANGLE?

1 Direct students to start a discussion about how they usually feel before a trip. Point out that they should make sure to use adjective forms they have learned in class.

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2 Monitor progress and offer assistance as needed. Take note of any errors you overhear, especially any errors involving *-ed* and *-ing* endings. Go over the mistakes with the class at the end of the discussion.

Answers
Students' answers will vary. Sample answers include:
Before I take a trip, I usually feel very excited because I've been planning it for a long time and I'm looking forward to not having to work. On the other hand, the night before the trip, I'm almost always worried that I'm going to forget to pack something!

Exercise 15 EXPAND

1 Have students work independently to complete the chart. If they need more space to write their reasons, have them recreate the chart in their notebooks.
2 Monitor their progress. For students who are struggling to come up with five items, make some suggestions for them to consider.

Answers
Students' answers will vary. Sample answers include:
1 a camera, to take pictures
2 clothes, to wear each day in different weather conditions
3 ID or passport, for identification
4 shoes, to match different outfits
5 medicine/vitamins, to take while away

Exercise 16 INTERACT

1 Have students share in groups what their choices are from Exercise 15 and to explain their reasons.
2 Monitor the exchange and take notes on the common mistakes students make to address the issue later with individual students or the whole class as needed.

Lesson 5.4 Thanks for Coming

Student Book pages 60 – 61

Exercise 1 ACTIVATE

1 Direct students' attention to the first video still. Ask them to describe the picture. (Andy is wrapping a present.) Ask, *When and where do we usually take gifts?* (birthday parties, family dinners, anniversaries, etc.)
2 Read the directions aloud. Call on volunteers to share their ideas with the class.

Answers
Students' answers will vary. Sample answers include:
For my boss, I'd take something like flowers. I think it would be a special occasion to have dinner at my boss's home. For a teacher, it's similar, but I'd have more ideas about what they like so I'd try to take something that I know they would appreciate. For everyone else, so a classmate, close friend, or a family member, I'd take something to drink like fruit juice or some snacks. Oh, but for a neighbor I'd take something like a plant for their garden or a gift for their kids.

Exercise 2 INTERACT

1 Have the students work in pairs to discuss the questions. Encourage them to explain their answers.
2 Have a few volunteers report back about their partners' answers.

Answers
Students' answers will vary. Sample answers include:
I guess I invite people over around once a month or so. The last person I invited to my home was one of my closest friends and his wife. They came for lunch two Sundays ago. They brought something to drink and a really nice bunch of flowers.

Exercise 3 IDENTIFY

1 Give students a few moments to read the questions. Then play the video and have students take notes on the answers.
2 Put students in pairs to compare their answers. If necessary, play the video again.
3 Go over the answers as a class.

Answers
1 Sam's surprise birthday party
2 a soccer video game
3 go to a movie
4 He says thanks but explains that he and Andy are already going to Sam's surprise birthday party.
5 snacks that Kevin gave them

Real-World English

Making an invitation

1 Give the students time to read the information in the box. Then model the examples aloud. To check understanding, ask students to create another example for each step on the board.
Availability: Do you have any plans for this weekend?
Event: I am having a little get-together at my place.
Details: It'll start around 6ish.
Invite: Would you like to stop by?
2 Ask if students have any questions.

Extra Practice

Have pairs take turns inviting each other to imaginary events following the four steps. If students need more guidance, prepare cards with basic information for each of the steps that they can use as prompts.

Exercise 4 IDENTIFY

1 Play the video again and instruct students to complete the sentences with what people say.
2 After completing the exercise, select students to share the answers.

Answers
1 surprise birthday party for Sam tonight
2 bring a guest
3 you like to
4 doing anything
5 movie
6 you two to want to

English For Real Video Unit 5

Exercise 5 IDENTIFY

1 Have students work independently to complete the exercise.
2 Go over the answers as a class.

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Answers

Ask about availability: 4	Give more detail: 2
Introduce the event: 1, 5	Invite: 3, 6

Exercise 6 INTEGRATE

1 Instruct students to work independently to complete the cloze exercise.
2 Select a few students to share the answers with the class. Explain any incorrect answers students give.

Answers

1 free	3 having	5 meeting	7 like
2 doing	4 Thursday	6 be	8 want

Real-World English

Accepting and rejecting invitations

1 Elicit students' examples for accepting or rejecting an invitation. (Sure, I'll come. / Sorry, I can't.) Write them on the board.
2 Give students time to read the information in the box.
3 Now ask the students how they would expand their answers. (Sure, I'd love to come. When is it? / Sorry, I can't. I have another party that night. Next time.)

Extra Practice

Have students use their smartphones to text another student in the class with an invitation to which they then have to reply, accepting or rejecting it as practiced in class. Ask for a few students to read out their conversations, and have the class decide if replies used the phrases well. If students don't have smartphones and/or don't want to share their phone numbers with their classmates, have them exchange invitations on index cards and write their responses on the back of the cards.

Real-World English Strategies

In this video, students have observed not only how invitations are made, but also how they are turned down. Rejecting invitations can be tricky because it can lead to an unintended offense. Also, in some cultures, turning down invitations to important family events, such as weddings, may not be acceptable at all. Engage your students in a discussion about what to say to reject an invitation and at the same time avoid offending the other person.

1 As students are watching the video, ask them to write down the rejection used by Andy in response to Kevin (*"Oh … thanks, but we're going to a surprise birthday party for Sam."*)
2 Next, tell them to think of situations where they were invited to an event to which they didn't want to go. What did they say? How did they soften their refusal?

Go back to the video. After Andy turns down his invitation to go to the movies, Kevin says, "*Oh, OK. Maybe another time.*" What if Andy and Max did not want to go to the movies with Kevin at all? What could they say? For example, would it be appropriate to decline the invitation, or to stall by asking for more time?

Exercise 7 APPLY

1 Instruct students to complete the chart by writing the correct function next to each expression.
2 Go over the answers as a class. Explain any incorrect answers students give.

Answers

1 Confirm	4 Make an excuse
2 Ask for details	5 Suggest an alternative
3 Apologize	6 Make a promise

Exercise 8 EXPAND

1 Have students preview the questions before you play the video again.
2 Instruct them to answer the questions in writing.
3 Monitor and spot check for correct answers. Offer assistance as needed.
4 Go over the answers as a class.

Answers

1 Yeah! I'd love to.
2 Andy declines Kevin's invitation to the movies. Andy says, "Thanks, but we're going to a surprise birthday party for Sam."
3 watch a movie
4 7 p.m.

Video Script

English For Real Video Unit 5

Max Hi! Is that a present?
Andy Yeah. Phil is having a surprise birthday party for Sam tonight.
Max Cool. What is it?
Andy The latest soccer video game. Sam doesn't have it. Huh, I don't have it either!
Max Wow, that's, that's nice of you.
Andy Thanks. Anyway, I can bring a guest. Would you like to come?
Max Yeah! Yeah, I'd love to.
Max Hey, Kevin, come in.
Kevin Hey! I brought you some snacks from last night's party.
Andy Hey, Kevin! Thanks a lot!
Kevin Sure. So are you two doing anything tonight?
Max Uh…
Kevin There's a good movie playing at 7. Do you two want to go?
Andy Oh, thanks, but we're going to a surprise birthday party for Sam.
Kevin Oh, OK. Maybe another time.
Max Well, how about tomorrow night?
Kevin Sure. What time are you thinking?
Max Seven?
Kevin OK. Sounds great. Enjoy the snacks. See ya!
Andy Snacks! I forgot snacks! It says, "Snacks are welcome but no gifts, please!"
Max OK. We'll bring the snacks. But…leave the video game here!

Exercise 9 INTEGRATE

1 Put students in pairs. Direct them to choose a situation and pick their roles.
2 Depending on the ability level of your students, you may want to encourage them to write down all or just part of the conversation before speaking. For strong students, they may be able to improvise on the spot.
3 Monitor and provide feedback.

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Exercise 10 ANALYZE

1 Call on a pair to role-play their conversation for the class or model an improvised conversation with a strong student. Tell the rest of the class to listen closely and decide if their classmates are using appropriate language. Elicit responses.
2 Have each pair role-play their conversation. This can be done simultaneously, while you walk around the room and monitor their progress. Alternatively, you can call each pair up to the front of the class and challenge the others to listen closely and provide feedback.
3 Rather than interrupt students to correct their mistakes, keep track of any errors that you want to review with them (or the class) once their role play is complete.
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 5.5 Home Is Where the Heart Is

Student Book page 62

Exercise 1 ACTIVATE

1 Write on the board, *Home is where the heart is*. Ask students what they think it means.
2 Instruct students to discuss in pairs the difference between a *house* and a *home*.
3 Read the examples aloud. Now working individually, tell students to complete the *Home is …* sentence five different ways.
4 Ask volunteers to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
A house is a place where people live. A home suggests the warmth and coziness of a welcoming family. Home is comfort; safety and security; a place to be yourself; where the heart is; whatever you want it to be.

Exercise 2 INTERACT

1 Ask students to share their ideas of home with the group.
2 Call on volunteers to share their groups' most common observations.

Answers
Students' answers will vary. Sample answers include:
To all of us, home is a comfortable, relaxing place where we can be ourselves.

Speaking

Describing places

GO ONLINE

1 Go over the information in the box by explaining the point and modeling the examples.
2 Spend more time on explaining the sentence structures, especially *where* + pronoun + verb.
3 Check understanding by eliciting the missing words as you build up a personal example, such as:
I grew up in a small town _____ France, very close _____ Paris.
It's very special to me because it's _____ I met my best friend and made a lot of fun memories with my family.
It's a small, but _____ (beautiful) town. I believe it's one of the _____ idyllic places in France.
_____ are a lot of beautiful parks in our town, and a big, gorgeous lake with friendly animals that you can interact with.
_____ has many art galleries and fantastic pastry shops.

Extra Practice

1 Have students turn to a partner and describe the place where they grew up following the four steps outlined on the board.
2 Monitor and offer feedback.
3 Call on a few volunteers to share what they have learned about their partner's hometown. Make sure they also follow the four steps on the board.

Exercise 3 ASSESS

1 Ask students to preview the questions and play the recording.
2 Call on a student to give the answer.

Answers
She's talking about a small town called Jackson, in Wyoming. It's where she grew up.

Audio Script

CD 2, Track 5
For me, the place I call home is Jackson. It's a small town in Wyoming, way up in the Rocky Mountains, very close to Yellowstone National Park. I call this home because it's where I grew up. It's a really beautiful, special place. The air is so fresh there, and there's lots of space. Some people might find a small town like Jackson boring, but for me it was exciting. I was always outdoors…biking, skiing, climbing, horseback riding. I live in California now, and it's not as lovely as Jackson. Sure, the weather is better, but it's more crowded and the people aren't as friendly. I still catch up with my old Jackson friends once or twice a year, and of course we keep in touch on social media. But it's not the same. Jackson will always be home to me!

Exercise 4 IDENTIFY

1 Give students time to read the sentences. Then play the recording again and have students complete the sentences independently.
2 Monitor progress and spot-check for any mistakes. If necessary, replay the audio.
3 Go over the answers as a class.

Answers
1 in
2 an exciting
3 outdoor activities
4 less friendly
5 still sees her old friends

CD 2, Track 5

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Exercise 5 ASSESS

1 Give students time to read the Pronunciation Skill box.
2 Help with the pronunciation of *schwa*.

Pronunciation Skill

Weak sounds

GO ONLINE

1 Explain that /ə/ is a symbol, not a letter. Have the class repeat the sound after you several times, practicing pronunciation.
2 Play the audio of the example in the box. First, have students listen only. Then have students listen and repeat.

CD 2, Track 6

Exercise 6 IDENTIFY

1 Have students look at the words and underline the schwa sound.
2 Write the words on the board as the students are completing the exercise.
3 Call on one student to come and underline the schwa sound in the first word. The student then chooses the next person to come up to the board and complete item number two and so on. Encourage the rest of the class to practice pronouncing the words out loud during this whole process. Do not give students the correct answers just yet.

Exercise 7 NOTICE

1 Play the audio again and have students listen to check their answers.
2 After completing the exercise, go to the board and check all the correct answers. Explain any incorrect answers by modeling the pronunciation.

Answers

1 condition	3 memory	5 about	7 similar
2 description	4 important	6 structure	8 sentence

CD 2, Track 7

Extra Practice

1 Have students write sentences using the words from Exercises 6 and 7. Monitor and spot-check their work to make sure they're using the words correctly. Allow them access to a dictionary for reference, if necessary.
2 Next, have students practice reading those sentences aloud in pairs, paying particular attention to the pronunciation of the schwa sound.
3 If time allows, have students swap papers and partners for additional practice.

Exercise 8 APPLY

1 Ask students to underline the schwa sounds in the sentences.
2 Play the audio so they can check their answers.

Answers

1 For me, the place I call home is Jackson.
2 It's a really beautiful, special place.
3 The air is so fresh there, and there's lots of space.
4 I live in California now, and it's not as lovely as Jackson.
5 Jackson will always be home to me!

CD 2, Track 8

More To Say…

Focus: Students practice reducing unstressed words
Grouping Strategy: Whole class
Activity Time: 5–10 minutes

Ready,

1 Prepare 5–10 short sentences. Or, have students generate sentences or use the sentences from activity 8 in Lesson 5.5 in the Student Book.
2 Identify which words in each sentence would normally be stressed and highlight those.

Set…

1 Write the stressed words from the sentences on the board. Leave spaces between the words so you can add the unstressed words later.
2 Remind students that we say the stressed words loudly and clearly and the unstressed words are reduced. Tell them that it can take a lot of practice to appropriately squeeze the unstressed words in between the stressed words, but that clapping can help.

Go!

1 Say the stressed words from the first sentence. Clap on the stressed syllable while you say each one. For example, using the first sentence in Exercise 8: "me [clap] place [clap] call [clap] home [clap] Jackson [clap]."
2 Have students chorally repeat the stressed words while clapping. Do this several times.
3 Write the unstressed words into the spaces between the stressed words. Pause and remind students that they have to squeeze in all the unstressed words without changing the rhythm of their clapping.
4 Say the all of the words in the sentence while still only clapping on the stressed words. For example, "For me [clap] the place [clap] I call [clap] home [clap] is Jackson [clap]." Do not slow down the rhythm of your clapping; instead reduce the unstressed words so they fit between the stressed words.
5 Have students chorally repeat this several times.
6 Repeat with the rest of the sentences.

Exercise 9 PREPARE

1 Instruct students to complete the chart with personal information.
2 Monitor and offer feedback.

Exercise 10 WHAT'S YOUR ANGLE?

1 Direct students to talk with their group about the place they call home.
2 While one student is speaking, have the others practice active listening for the schwa sound.
3 Call time for students to switch.
4 At the end of the exercise, they can give each other feedback.
5 Monitor and offer feedback.

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Answers

Students' answers will vary. Sample answers include:

Place/Location:

Our beach place in Vera, Spain

Why this is home:

This is home to me because it's the only time when my parents, grandparents, and siblings are all together. We go there every summer. We have lots of close family friends there, too, which makes the place more special.

Description:

The beach place is an apartment complex. The home has two bedrooms, a living room, kitchen, and outdoor terrace (where we spend most of our time). There are two pools in the complex, and we can ride our bikes to the beach from there.

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Unit 5 Review

Student Book page 151

Vocabulary

Exercise 1

Answers

1 b 2 c 3 a 4 a 5 b

Exercise 2

Answers

1 catch up
2 settle down
3 figure out
4 get rid of
5 check on

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

Grammar

Exercise 3

Answers

1 less spacious / more spacious
2 the biggest
3 as useful
4 more exciting
5 safer

Exercise 4

Answers

1 surprising
2 tired
3 relaxing
4 exciting
5 frightening
6 boring

Exercise 5

Answers

1 beautiful old leather
2 small round silver
3 amazing huge modern
4 huge rectangular glass
5 fantastic red sports

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. Elicit examples for the question: *Is home a place or a feeling? Give specific examples. Where or when do you feel at home?* (the house I grew up in, my backyard, the smell of my mom's cooking, laughing with my sister, feeling secure, etc.)
2 Ask students if the quote is true for them.
3 Direct them to start a discussion in groups of three or four.
4 Ask volunteers to share the group's observations.

Answers

Students' answers will vary. Sample answers include:
I agree with the quote. Familiar stories can have the same comfortable feeling as being at home.

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 Task 1: Introduce the word *homesick* (to miss home). Elicit some examples. Have students work in pairs to discuss the questions. Call on one or two volunteers to share with the class.
2 Task 2: Elicit information about the important place students might write about. Ask students for examples of what features of that place were special to them. Have students work independently to write their paragraphs. Ask them to share their paragraphs in small groups or collect and correct their work.
3 Task 3: Have students bring in a photo of their childhood home and practice describing it to their partners. Then have them share their pictures in small groups. Ask volunteers to show their pictures to the class and describe their homes using the four sentence structures taught earlier in the Speaking box.

Answers

Students' answers will vary. Sample answers include:
1 I feel homesick when I am away from my family for too long, like when I went to the US to study English. I mostly missed my mom's food and my friends. Oh, yes, and my dog! I missed him a lot!
2 The most memorable place I have ever stayed in was the eco-village in Costa Rica. The forest was so green and lush that my eyes felt like I was in heaven. Animals would freely come to our cabin like it was their home. I had never experienced such beautiful union with nature.
3 This is the photo of my first home, the one I grew up in. I had many beautiful memories there. You see this tree. I used to climb it with my sister all the time. It was our favorite thing to do!

Exercise 8

1 Use examples to demonstrate 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 tasks in Exercise 8 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

The title of this unit – *Images* – summarizes the main themes of important and impactful photographs and people's self-image through the modern-day habit of taking selfies. These main themes are evident in the visuals throughout the unit, which show photographs of beautiful destinations, architecture, art, and people.

In ***Lesson 6.1*** the theme of images is evident as students listen to a podcast about the famous photo of Earth taken from the space. ***Lesson 6.2*** focuses on drawing parallels between painted portraits and the modern practice of taking selfies. In ***Lesson 6.3*** students learn to write posts describing photos or other impressive sights, such as unusual architecture. In ***Lesson 6.4*** the theme of self-image is reflected in the unit videos, which show people trying on clothes preparing for a big presentation, and the lesson also covers giving and receiving compliments. Finally, ***Lesson 6.5*** showcases the main theme through listening and giving presentations using visuals.

Lessons

6.1 The World's Most Famous Photo

Vocabulary Development Agent nouns

Listening Skill Listening for specific information

Pronunciation Skill Adding focus

Grammar in Context Quantifiers: *Both*, *several*, *most*, and *all*

- Practice forming and using agent nouns (Oxford 3000)
- Listen for specific information to find important details, such as names, dates, and numbers
- Learn to stress important words in a phrase to help the listener follow the main ideas and stay interested
- Practice rising and falling intonation
- Identify and use quantifiers

6.2 Express Yourself

Reading Skill Recognizing prefixes

Grammar in Context Quantifiers: *Too much/too many*, *a little/a few*, *a lot*, *enough*

- Recognize common prefixes to help guess the meaning of unfamiliar words
- Identify and use quantifiers
- Use vocabulary related to taking pictures (Oxford 3000)
- Give tips for taking selfies

6.3 That Looks Just Like a Fish!

Grammar in Context Verbs with two objects

Writing Skill Writing opening sentences

- Practice the use of verbs with direct and indirect objects
- Learn about how to get reader's attention when writing online messages by using questions and descriptions
- Discuss images you remember and why you remember them

6.4 That Color Really Suits You

Real-World English Giving compliments; Accepting compliments

- Use different structures for giving compliments
- Analyze strategies for responding to compliments
- Encourage the conversation by giving more information and asking questions

6.5 Images with Impact

Speaking Giving a presentation using visuals

- Practice describing visuals used in a presentation
- Give feedback on presentations using visuals

Resources

Class Audio CD 2, Tracks 9–13

Workbook Unit 6, pages 36–42

Oxford Readers Correlations

Space (9780194656894)

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 63

The unit opener photo shows a blurry image of a desk full of books, papers, pens, and a clear image of photograph of a young monk in sharp contrast to the rest of the foggy images, making it the central focus of the composition. The photograph relates to the unit theme and subsequent exercises because it shows a provocative portrait. It inspires thoughts about different points of view and perceptions.

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

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, ask students what kind of food they think astronauts eat in space, and lead a short classroom discussion. For question 2, if necessary, introduce them to the term *selfie stick*. For question 3, ask if they can give examples of some both unusual and memorable architectural buildings in their country.

Answers

Students' answers will vary. Sample answers include:

1 They fly away!
2 A selfie stick can!
3 Huainan City, China

Discussion Questions

1 Ask students to describe the image. Provide words to help them as necessary, for example, *foggy*, *blurry*, *sharp*. Now, ask specific questions about the picture: *What do you think are we looking at?* (A personal desk.) *What image stands out in the photo?* (The picture of a young monk in the center of the desk.)

2 Direct students' attention to the questions below the photo. Have them discuss their answers in pairs.

3 Optionally, before asking students to answer the discussion questions, show the photographer video where Quinn Ryan Mattingly answers a couple of the 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 Taking and displaying creative pictures can change the way we see the world around us and the way we see ourselves in it.
2 I think an image is special if it means something to someone. For example, it doesn't have to be a really great picture, you know, like one that would win a prize, but if it is of someone you love then it's special!
3 An image can change the world if a lot of people see something and it causes them to think or do something; then it's powerful. I remember a photograph of a polar bear on a small piece of ice. It looked lost and afraid, all alone. It was part of a campaign against global warming.

Video Script

This is a photo of a man, whose face is reflected in a small mirror on his bed, surrounded by the books he studies. I made this photo in Yangon, Myanmar. I didn't know this man, I just met him briefly and took his portrait. He was very nice and friendly.

Can an image change the world? I say both yes and no. There have been many important photographs that have changed the world or the course of events, if only for a short time. I think we haven't yet found an image that can stop wars, but maybe that image will come one day, and maybe it won't.

We use pictures every day to help shape our own self-image. We see ourselves as reflections or representations of pictures we see in the world. We either want to be more like them, or different in some way.

Exercise 1

1 Model a response for the class or read aloud the sample response written below. Then instruct students to discuss the question in groups. Monitor their discussions and provide assistance as needed.

2 Ask a few volunteers to share their group's observations.

Answers

Students' answers will vary. Sample answers include:
I think this phrase means that there are some things that would take a long time to express in words, but which you can communicate in a picture very quickly. I agree. I think it's easy to look at a photo and get the message. Lots of people will see an image of a child crying because she has no food, but not so many will take the time to read a story about a food shortage in a country they don't know.

Exercise 2

1 Have students work with a partner to answer the questions and specify that they need to give a reason for each photo they choose to talk about. If they have the photo on their smartphone, they can show it to their partner.

3 Ask volunteers to share their answers with the class.

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Answers
Students' answers will vary. Sample answers include:
I am terrible at taking photos. That's why I only take photos of my friends and family, and my pet fish. I don't have a camera. I use my cell phone. The last photo I took was of my pet fish Arthur. I put it on my Facebook page. It was his birthday, so I gave him some special food.

Real-World Goal

By the end of this unit, your students will be better able to take a selfie and share it with their friends, since they will have read about the development of self-portraits and will have practiced vocabulary related to photography. They will also have practiced giving a presentation using visuals.

Lesson 6.1 The World's Most Famous Photo

Student Book pages 64 – 65

Exercise 1 ACTIVATE

1 Instruct students to read the introduction for the podcast episode 26, "The Blue Marble," and look at the photo to describe how it makes them feel.
2 Ask if they know why this photo is so famous. If they are having a hard time coming up with the answer, refer them to the podcast introduction for clues for at least a part of the answer.
3 Call on volunteers to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
This photo is amazing—it makes me feel peaceful because it looks very calm and quiet...but it's scary too because I don't like heights! I don't know why it's famous. Maybe because it's really bright and Earth looks so beautiful.

Exercise 2 WHAT'S YOUR ANGLE?

1 Direct students to start a discussion in pairs on the topic of space travel.
2 Ask a volunteer to share their partner's observations.

Answers
Students' answers will vary. Sample answers include:
Yes, I think space travel will be popular one day. As technology improves, it will become easier and cheaper to go into space. People will start going into space for vacation!

Vocabulary Development

Agent nouns

GO ONLINE

1 Direct students' attention to the Vocabulary Development box and explain what agent nouns are. Write the examples from the box on the board and underline the endings.
2 Note that *scientist* and *librarian* are irregular. Point out the spelling changings on the board.
science + *ist* = *scientist* (avoid doubling of the /s/ sound)
library + *ian* = *librarian* (avoid doubling of the /i/ vowel)

Oxford 3000 words

photographer	artist	explorer	scientist
editor	musician	governor	politician

Extra Practice

1 Divide the class in two teams and line them up one behind the other with the first student in line facing the board.
2 You will call out words that students have to turn into agent nouns by adding the endings *-or*, *-er*, *-ist*, *-ian*, etc. For example: garden – gardener, govern – governor, explore- explorer etc.
3 Each player will have five seconds to write the correct agent noun before you call time and move on to the next word/player.
4 When the game is over, you will tally the score only for the correctly spelled agent nouns. The team with the most correct answers wins something small but fun, like a two-minute break-time extension or their choice of music to play during break-time, etc.

Exercise 3 BUILD

1 Instruct students to complete the exercise independently.
2 Have them compare their answers with their partners.
3 Go over the answers as a class.

Answers

1 artist	3 traveler	5 performer
2 librarian	4 actor	6 supporter

Exercise 4 USE

1 Direct student to use the words from the Vocabulary Development box to write example sentences.
2 Monitor their progress. Offer assistance and feedback as needed.
2 Call on individual students for answers.

Answers
Students' answers will vary. Sample answers include:
My cousin is an editor of a fashion magazine. Next month, there are going to be elections for a new governor. Scientists are doing research to find a cure for cancer.

Exercise 5 ASSESS

1 Let students know that they will hear a podcast about the Blue Marble photo. Have them guess if the sentences are true or false. The idea is for them to make predictions and to anticipate what they are going to hear.
2 Select a few students to share their guesses with the class.

Listening Skill

Listening for specific information

GO ONLINE

1 Explain that listening for specific information is very useful when you have to find important details such as names of people or places, dates, or numbers. It's like scanning during reading.
2 Ask: *What are the important details in the sentences in Exercise 5?* (Blue Marble, a few years ago, satellite, photograph of Earth)

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Extra Practice

Have students pretend that they are servers in a restaurant. Their job is to listen and take the order. Write a paragraph or two imitating a talkative customer who gives a lot more information than what he or she actually wants to order. Tell students to listen and only write down the correct items for the order, so they're just listening for that specific information. For example:

I'd like to start with a tea because coffee gets me really anxious because of all the caffeine in it. You know it's really not that good for your health. Anyway, after that I'll have two eggs sunny side up with bacon and potatoes. But, no, wait a minute ... Bacon is not really healthy either. I have to watch my weight. Maybe we could switch that with some vegetables? Vegetables are good for you. Or maybe a salad? That's good too. Just, not too heavy on the dressing, please. Dressing can be very caloric. Yes! A salad would be nice with a light dressing and a side of fruit, please. Thanks. That's all.

Example answer: 1 tea, 2 eggs sunny side up, salad with light dressing, side of fruit

Exercise 6 IDENTIFY

1 Play the audio and have students check their guesses in Exercise 5.
2 Go over the answers with the class, calling on a few volunteers to state whether the statements are true or false and to correct the false statements.

Answers

1 True
2 False. It was taken in 1972.
3 False. It was taken by an astronaut.
4 False. It's the first *clear* photo anyone took of the whole Earth from space.

Audio Script

CD 2, Track 9

Hello and welcome to *Scientists & Explorers*. I'm Jan Smith, and in today's podcast I'm going to tell you about a famous photograph from space called the Blue Marble. There are lots of photos of the Earth from space, so why is this one special? Well, here's the story. On December 7, 1972, the Apollo 17 spaceship was returning to Earth. There were three astronauts: Eugene Cernan, Ronald Evans, and Harrison Schmitt. After around five hours they looked out the window and saw this amazing sight—the whole planet, shining out at them against the blackness of space, so clear and colorful. They were lucky because the Sun was behind them. That's why it was so bright. Just imagine what it was like for these guys, twenty-nine thousand kilometers from Earth.

Actually, astronauts weren't allowed to take photos—but what did they do? Did they follow the rules? No. It was so amazing they grabbed the onboard camera. All of them took photographs, so no one knows who took this exact picture... but it's the first clear photograph anyone ever took of the whole of Earth from space. It's one of the most famous images of all time, and nobody can be sure who the photographer was!

Exercise 7 APPLY

1 Give students time to read the summary and then direct them to listen for three mistakes when you play the podcast again.
2 Call on students to give the answers.

Answers

About ~~three~~ **five** hours into their flight…
…saw the Earth in the sunlight ~~39,000~~ **29,000** kilometers away.
~~Two~~ **All three** of them took photographs…

CD 2, Track 9

Pronunciation Skill

Adding focus

GO ONLINE

1 Direct students to read the Pronunciation Skill box and then play the audio of the examples.
2 Play the audio one more time and ask the students to repeat after the recording, practicing the rising and falling intonation.
3 Point out again that intonation is very important for adding focus and keeping the listener interested in what we have to say.

CD 2, Track 10

Extra Practice

1 Have students turn their notebooks to the sentences they wrote for Exercise 4.
2 Student A will read their first sentence and Student B will listen and identify the important words and rising or falling intonation.
3 Student B will now read their first sentence and Student A will listen for the important words and intonation. They will keep taking turns until they run out of sentences.
4 Monitor and offer assistance when needed.

More to Say…

Focus: Students practice listening for focus words and understanding their meaning

Grouping Strategy: Whole class

Activity Time: 10 minutes

Ready,

1 Prepare a short sentence, for example: *I want to learn to ski on my vacation.*
2 Practice saying the sentence while stressing different words in the sentence, as in:
*I **want** to learn to ski on my vacation.*
*I want to learn to **ski** on my vacation.*
***I** want to learn to ski on my vacation.*
*I want to learn to ski on my **vacation**.*
*I want to learn to ski **on** my vacation.*
*I want to **learn** to ski on my vacation.*
3 Prepare a series of sentences that reflect the meaning of each of the different focus patterns, as in:
1. I don't have to.
2. I already know how to snowboard.
3. Not my husband.
4. Not for work.
5. Not after my vacation.
6. I don't know how yet.

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Set…

1 Write the (main) sentence on the board.
2 Write the possible meanings underneath it, numbered as above.
3 Remind students that we use focus to show what the important word in each phrase or sentence is. We do this to communicate a special meaning, often to show contrast.

Go!

1 Say the main sentence, focusing on one of the words. For instance, *I want to **learn** to ski on my vacation.*
2 Tell students to look at the numbered meaning sentences. Ask them which meaning you communicated by stressing *learn*. Have them hold up the corresponding number of fingers (7).
3 Model the sentence and have students repeat several times chorally.
4 Continue with the other focus patterns and meaning sentences.

Keep going!

1 Have students generate their own short main sentences in pairs.
2 Tell them to work together to practice focusing on different words in the main sentence and write meaning sentences for each of the different focus words.
3 Instruct them to meet in groups of four and read out their main sentences while the other pair tries to determine which is the corresponding meaning sentence.

Exercise 8 IDENTIFY

1 Play the recording and have students complete the exercise independently.
2 Instruct student to check their answers with a partner and see if there are any differences.
3 Call on a few volunteers to share their answers.

Answers

1 Why is this **image** so **famous**?
2 It shows us how **beautiful** our planet is.
3 It **connects** us with the **universe**.
4 Does it **help** to **bring** us **together**?
5 It **changed** the way we **think** about **ourselves**.

CD 2, Track 11

Exercise 9 USE

1 Play the recording again and have students repeat the sentences.
2 For more practice, have students practice taking turns reading the sentences to their partners.
3 Call on students to read the sentences aloud.

CD 2, Track 11

Exercise 10 INTEGRATE

1 Instruct students to write sentences about a photo. Monitor as they mark the focus words in their sentences.
2 Put students in pairs to take turns showing their photos and reading their sentences, stressing the most important words and using rising and/or falling intonation appropriately.
3 Ask a few volunteers to share their sentences and images with the class.

Answers

Students' answers will vary. Sample answers include:
This is me with several of the friends I met during my trip to Costa Rica. Most of them were from Latin America with the exception of Jessica and me. We were both from the US.

Grammar in Context

Quantifiers: *Both*, *several*, *most* and *all*

GO ONLINE

1 Give students time to read the explanations and examples in the Grammar in Context box. Write shorthand rules on the board:
both + *plural*
several + ***of the*** + *plural*
most + *plural*
both/several/most + ***of*** + *pronoun*
2 Now direct students to write one sentence for each quantifier.
3 Monitor and take note of any mistakes students make to address with the class later.
4 For additional information, see the Grammar focus on page 164 of the Student Book.

Extra Practice

1 Make a worksheet with a chart for a betting game like this:

Statement	Correct	Incorrect	Bet (1–5 points)	Score
1.				
2.				
3.				
4.				
5.				
			TOTAL:	

Write five to ten quantifier sentences, some with errors and some correct. For example:
1. Both my parents are from France.
2. There have been several accident on my street.
3. Most of people love animals.
4. Some students are lazy. Most of them get a bad grade.
5. I have met several wonderful teachers in this school.

2 Students decide if the given sentences are correct or wrong and check the corresponding field in the chart. If they are sure about their answer, they bet the highest points (5). That means if they are right in the end, they will get 5 points. If not, they will lose them. If they aren't sure they can bet less, so that their loss won't be that big.

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3 Call time and check the answers together as a class. Confirm the correct answers.
4 The winner is the person who gets the most points.

Exercise 11 IDENTIFY

OXFORD REFERENCE

1 Direct student to choose the correct options to complete the text.
2 Have students check their answers with a partner first. Then ask specific students to share their answers with the class.

Answers

1 several	3 Both	5 most of
2 All	4 most	6 all

Exercise 12 EXPAND

1 Direct students to independently complete the cloze exercise.
2 After completing the exercise, select students to read the answers. Explain any incorrect answers.

Answers

1 both	3 all of	5 several
2 all	4 most	

Exercise 13 WHAT'S YOUR ANGLE?

1 Direct students to brainstorm ideas and or look for images before sharing their reasons why with a partner.
2 Ask a few volunteers to share their answer with the class.

Answers
Students' answers will vary. Sample answers include:
I'd take a photo of my family. I'd choose one with as many people as possible. Maybe from my sister's wedding last year. I have a photo that has about 30 family members in it! That's one. I'd also take one of my husband. Just him. I think I'd miss him a lot. And the third picture I'd take is of my hometown, probably the park where I go jogging every day. It's a place I love and this will remind me of my hometown.

Lesson 6.2 Express Yourself

Student Book pages 66 – 68

Exercise 1 ACTIVATE

1 Ask students: *What do your clothes say about you? Do you pay attention to your image? How important is it for you?* Then ask if they have ever heard of the expression, *The clothes make the man.* Ask them what they think it means and if they agree or disagree.
2 Direct students to discuss the questions in groups. Then call on a volunteer from each group to share their observations.

Answers
Students' answers will vary. Sample answers include:
My image is very important to me. I pay attention to what I wear and where. I would like to think that my clothes and hair say that I am a fashionable, organized young professional.

Reading Skill

Recognizing prefixes

GO ONLINE

Direct students to read the explanations in the box. Point out that prefixes change the meaning of the word. Some change the meaning slightly, e.g. *read – reread* (read – read again). Others change the meaning more drastically, e.g. *agree – disagree* (agree– not agree at all)

Extra Practice

Put students in pairs and assign them a prefix. Give them a time limit to look up examples of words in the dictionary with that prefix and tell them to be prepared to explain the meanings of both the prefix and the words to the class.

Exercise 2 IDENTIFY

1 Direct students to work independently to complete the exercise.
2 Select students to share their answers with the class.

Answers
auto-, un-, mid-, un-, re-

Exercise 3 APPLY

1 Direct students to work independently to complete the exercise.
2 Go over the answers as a class. Explain any incorrect answers that students give.
3 Challenge students to use the words in a sentence. Elicit examples.

Answers

1 midlife	3 unreal	5 unlike
2 autobiography	4 restyle	

Exercise 4 INTEGRATE

1 Tell students to read the article focusing on the similarities between selfies and portraits.
2 Call on volunteers to answer the target question, reporting back the main ideas in the article. For continued discussion, ask how selfies and self-portraits are different.

Answers
Students' answers will vary. Sample answers include:
Selfies and self-portraits have both been used by artists and ordinary people to show their lives, express themselves, or create an image.

Exercise 5 EXPAND

1 Direct students to re-read the article and complete the exercise.
2 Have students check their answers with a partner and resolve any differences of opinion.
3 Go over the answers as a class. Explain any incorrect answers students give. Prompt students to correct false statements using information from the article.

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Answers
1 F (It became the Word of the Year in 2013, which means it must have been popular during that year, not after it.)
2 NG
3 T
4 F (Rubens was rich and successful.)
5 T
6 F (Some people use selfies to create a new identify or false impression of themselves.)

Exercise 6 WHAT'S YOUR ANGLE?

1 Direct students to discuss the questions in groups.
2 Ask group representatives to share the group's observations with the class.

Answers
Students' answers will vary. Sample answers include:
I don't think selfies need to reveal the truth. They can be humorous or ironic. I like to take selfies with my family and friends when we are out at a cool place.

Grammar in Context

Quantifiers: *Too much/too many, a little/a few, a lot, enough*

GO ONLINE

1 Direct students to look at the Grammar in Context box as you model the examples from the book, explaining each point and eliciting several examples from the class for each:

too = *more than we need*

a few + *countable nouns,* ***a little*** + *uncountable nouns*

enough = *all that's necessary*

a lot of/lots of + *countable/uncountable nouns*

3 Now, write a few countable and uncountable nouns on the board and ask for all the possible quantifiers that can be used with these words. For example:

water – lots of, a lot of, a little, too much

student(s) – lots of, a lot of, a few, too many

4 For additional information, see Grammar focus on page 164 in the Student Book.

Extra Practice

1 Create a grid with nine fields (three rows, three columns). Fill out (or have students fill out) each grid with different quantifiers taken from the Grammar in Context boxes on pages 65 and 67 of the Student Book. You will need one grid (game board) for each pair.
2 Students work in pairs. Assign each one a role (O or X) and have them play "zeros and crosses" (or "tic tac toe"). They will take turns making sentences with the quantifiers on the board. If they use the quantifier correctly in a sentence, they can mark that square on the grid with an O or an X, depending on the letter they've been assigned. The person who first gets three marks in a row, horizontally, vertically or diagonally, wins.
3 For additional practice, have students swap game boards and/or partners.

Exercise 7 APPLY

1 Direct students to circle the correct quantifier to complete each sentence.
2 Have students compare their answers with a partner. Walk around and spot-check the answers.
3 Go over the answers with the class.

Answers

1 a lot	3 Lots	5 many	7 enough
2 too many	4 a few	6 much	

Exercise 8 BUILD

1 Direct students to complete the exercise independently.
2 Monitor and spot-check for accuracy.
3 Call on lower level students to give answers. Ask the class to explain any incorrect answers students give.

Answers

1 enough	3 a few	5 a lot
2 too many	4 too much	6 a little

Exercise 9 INTERACT

1 Direct students to work with a partner and open a photo on their phones that they do not like.
2 Ask them to use the quantifiers from the Grammar in Context box to explain why they don't like it.
3 Have a few volunteers share their responses or, alternatively, what they have learned from their partner.

Answers
Students' answers will vary. Sample answers include:
I don't like this picture I took of my new haircut yesterday. I tried to use the mirror so you could see the back, but there wasn't enough space to get a good angle. Also, there was too much light in the room, so it looks too bright.

Exercise 10 VOCABULARY

1 Go over the vocabulary. Point out that we use this is vocabulary when we talk about photography. If necessary explain the difference between *in focus* and *out of focus* as it relates to taking photographs. (The image in the photo is sharp or not sharp enough.) Help them understand what a *landscape* image is (photos of nature /countryside), and contrast it with a *portrait* (photos of people's face and shoulders).
2 Have students work independently to match each picture with a phrase.
3 After completing the exercise, ask individual students to give answers. Explain any incorrect answers that students give.

Answers

1 a view of	5 photo frame
2 use a selfie stick	6 a portrait of
3 landscape photo	7 in focus
4 use a flash	8 out of focus

Oxford 3000 words

landscape photo	view	focus
flash	photo frame	

Exercise 11 USE

1 Instruct students to independently complete the text with the words from Exercise 10.

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2 Go over the answers by reading the paragraph aloud but pausing for the class to call out each correct answer as you read.
3 After reading the paragraph aloud, consider asking students to summarize the tips, for example: *What are the top tips for taking a good photo?* (get close to a person/take a photo from somewhere high for a landscape/use a selfie stick if you are taking a photo of yourself)

Answers

1 a view of	3 a landscape photo	5 use a flash
2 a portrait of	4 in focus	6 use a selfie stick

Exercise 12 WHAT'S YOUR ANGLE?

1 Create a survey with the question and have students interview three to five different classmates.
2 Ask students to study the answers and see how many people have the same or similar tips.
3 Then ask individuals to report back to the class on their findings.
4 Guide them in discovering what are the three top tips of the whole class.

Answers
Students' answers will vary. Sample answers include:
Use the side button on your phone to snap the picture. Make sure you can see the background. Find a way to make it funny.

Lesson 6.3 That Looks Just like a Fish!

Student Book pages 69 – 71

Exercise 1 ACTIVATE

1 Direct students to look at the title of the lesson. Ask them, *Which image does this refer to?* (image C) *Have you seen any unusually shaped buildings in your country?* (Google headquarters in Los Angeles – building is shaped like binoculars) Offer your example and elicit their responses. Be ready to do an Internet search the image so the whole class can see it.
2 Tell them to look at the images and describe the buildings to a partner and guess what they might be called. Monitor and listen.
3 Call on a few volunteers to report back on what they have concluded.

Answers
Students' answers will vary. Sample answers include:
The first one looks like a very cute robot. The second one looks like a space station. The third one is the funniest to me. A building that looks like a fish! Oh my goodness! The fourth one looks like a piano and a cello and is the most impressive one in my opinion!

Exercise 2 IDENTIFY

1 Tell students that they will be listening for the information missing from the chart, and give them time to look at it. Play the audio and have them complete the chart.
2 Go over the answers as a class.

Answers
Column A: The Robot Building, Thailand, 1986
Column B: The Atomium, Belgium, 1958
Column C: The Fish Building, India, 2012
Column D: The Piano House, China, 2007

Audio Script

CD 2, Track 12

A The Robot Building in Bangkok, Thailand, was built in 1986. Thai architect Sumet Jumsai designed the building to look like a friendly robot.
B The Atomium opened in 1958 as part of the World Fair in Brussels, Belgium. It shows an iron crystal, enlarged 165 billion times.
C The four-story Fish Building near Hyderabad, India, opened in April 2012.
D This building, in Huainan City, China, is in the unusual shape of a piano and violin. It opened in 2007 and is called the Piano House.

Exercise 3 EXPAND

1 Have students read the online posts independently and match them to the building in Exercise 1.
2 Ask them to check their answers with their partners.
3 Call on individual students to say the answers.

Answers
Miguel—Robot Building
Raymond—Piano House
Julie—Atomium
Hideo—Fish Building

Exercise 4 INTEGRATE

1 Direct students to scan the posts for the answers to the questions.
2 Walk around the classroom and monitor while they're writing the answers.
2 Call on individual students to share their answers with the class.

Answers
1 two
2 eat at a restaurant
3 Robot Building
4 To show plans for the development of the new district of Shannan
5 Hideo
6 Atomium

Exercise 5 WHAT'S YOUR ANGLE?

1 Have partners share which building they like most and why.
2 Call on volunteers to share their answers with the class. Poll the class to see which building gets the most votes. Outline the reasons on the board.

Answers
Students' answers will vary. Sample answers include:
I'm a musician, so I love the Piano House.

Grammar in Context

Verbs with two objects

GO ONLINE

1 Explain the difference between direct and indirect object (Direct objects are the nouns or pronouns receiving

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the action, while the indirect objects are the nouns or pronouns affected by the action. Indirect objects are the recipients of the direct objects.)

2 Use the examples from the Grammar in Context box for explanation. If you can project the book page, underline the bolded objects for more emphasis. If not, just copy the examples on the board. Point out the questions *what* (for direct objects) and *who to/for* (for indirect objects).

3 For additional information, see Grammar focus on page 164 of the Student Book.

Extra Practice

1 Make a Jeopardy game with direct and indirect objects. You can search online for free templates and resources to help you. Essentially, you want to create a grid with different category headings. Under each category, provide hidden questions worth different point values (100, 200, 300, 400, or 500 points). You can have two hidden "Daily Doubles" in which students can wager up to 1,000 points before you ask them a question.

2 Divide class into two, three, or four teams depending on the class size. You will be the game show host, reading the selected questions and awarding points. Students will choose the categories and point values and give the answers to the questions. They earn points for every correct answer, and they lose points for every incorrect answer. You can time the answers, allowing only 30 seconds for a response, for added excitement.

Exercise 6 APPLY

1 Direct students to complete the exercise independently.

2 Monitor and spot-check for accuracy.

3 Call on students to give their answers. Ask the class to correct any incorrect answers students give.

Answers

1 Miguel showed his family some photos of the Robot Building.
2 I got a ticket for you for the concert.
3 They gave many awards to the architects of the Burj Khalifa in Dubai.
4 Our boss has bought a ticket for everyone to see Hurst Castle.
5 Can you bring back a souvenir of your trip for me?
6 I mailed a copy of the guidebook to you last week.
7 Please could you save a seat for me at the lecture?
8 We offered a 50 percent discount on admission to all students.

Exercise 7 DEVELOP

1 Tell students to complete the sentences by putting the words in the correct order and adding punctuation.

2 Monitor students' progress. Offer assistance and feedback where needed.

3 Call on a few volunteers to come to the board and write their answers.

4 For additional practice, ask a few students to use prepositions in sentences where originally there weren't any and indirect pronouns in sentences were prepositions were used. This can be done orally. (I often send my friends unusual photos. The guide offered a free tour of the building to everyone, etc.)

Answers

1 I often send unusual photos to my friends.
2 The guide offered everyone a free tour of the building.
3 I wrote the architect a letter of complaint.
4 My family once booked me a surprise trip to Barcelona.
5 Please can you print a copy of that photo for me?

Writing Skill

Writing opening sentences

GO ONLINE

1 Direct students to read the Writing Skill box. Ask students to identify the three suggestions for opening sentences. Write them on the board (ask a question, keep the reader guessing, describe the scene).

2 Give an example of each approach and ask students to identify which one you are using. For example:

Have you ever been to Morocco? (ask a question)

It is one of a few countries that are so fascinating for travelers. (keep the reader guessing)

Desert dunes rise out of the sands of the Sahara. Blue oceans caress white sandy beaches. The peaks of the Atlas Mountains glitter with snow. Behind every city wall is an adventure in art, architecture and cuisine. (describe the scene)

3 Elicit additional examples of each kind of opening sentence from the class.

Extra Practice

1 Have students write an opening sentence about a place they have visited (and preferably have a personal photo of). Tell them to use the three approaches from the Writing Skill box.

2 Monitor their work: offer assistance and give feedback.

3 Have them share their opening sentences with a partner and ask their partner for feedback.

Exercise 8 ASSESS

1 Ask students to scan the posts in Exercise 3 and find how each person starts their post.

2 Call on a few students to share their answers.

Answers

1 Julie 2 Hideo 3 Miguel 4 Raymond

Exercise 9 INTERACT

1 Instruct students to discuss in groups which opening sentence they like the best.

2 Ask a few volunteers to share their answers and explain the reason why.

3 Additionally, poll the class to choose the top opening sentence.

Answers

Students' answers will vary. Sample answers include:
I think Miguel's opening sentence is the best. Immediately, I was using my imagination and wanted to read more.

Exercise 10 PREPARE

1 Have students work independently to prepare for writing a post according to the instructions.

2 Monitor while they're answering questions and spot-check for spelling and grammar errors.

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Exercise 11 WRITE

Have students work independently to write their post. Remind them to follow the steps outlined on the board and to use direct and indirect objects.

Exercise 12 IMPROVE

1 Have students swap their writing with a partner. Tell students to use the checklist to give meaningful feedback.
2 Ask a few partners to share their feedback.

Exercise 13 SHARE

1 Post students' writing around the room. Have students go around and write comments on the posts. Tell them to write comments on at least three papers.
2 Alternatively, have students post the writing on a social network site. Assign students to groups of four and instruct them to read their group members' posts and comment online.
3 Invite students to report back on whose post is the funniest or the most interesting and why.

Exercise 14 WHAT'S YOUR ANGLE?

1 Have students talk with a partner about an image they have seen recently and why they remember it.
2 Ask volunteers to share their partners' examples with the class.

Answers
Students' answers will vary. Sample answers include:
I just saw the Google offices in Venice the other day. The building is shaped as a giant pair of binoculars! I don't think I can ever forget that.

Lesson 6.4 That Color Really Suits You

Student Book pages 72 – 73

Exercise 1 ACTIVATE

1 Preteach *compliment* by giving compliments to a few students and then asking students if they know the word for something nice that is said about someone's appearance, actions or character. For example:
Maria, I really love your outfit today.
John, you are sharing your book with Tom today. What a truly great friend you are!
2 Ask students to do the activity in the book, matching each compliment with a topic.
3 Call on a few volunteers to share their answers. Explain any incorrect answers students give.

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

Real-World English

Giving compliments

1 Direct students to read the information in the box while you write the examples you gave earlier on the board. Underline the words *really* and *truly*.
Maria, I really love your outfit today.
John, you are sharing your book with Tom today. What a truly great friend you are!
2 Point out that *really* is more informal than *very* and that not all compliments are suitable for every situation. Ask, *To whom can I give this compliment? - I really love your shoes!* (friend, family member, classmate) *Who should I not say this to?* (boss, doctor, teacher, police officer) *What could I compliment them on instead?* (I appreciate your work very much! You are really good at what you do!)

Extra Practice
Ask students to turn to their partners and give them three compliments. No response necessary.

Exercise 2 INTERACT

1 Have student talk to their partners about their compliment giving and receiving habits.
2 Ask volunteers to share their partners' answers.

Answers
Students' answers will vary. Sample answers include:
I don't often give compliments. I guess maybe when I'm with a friend shopping and we're trying on clothes, I might say That shirt looks good on you or something like that.

Exercise 3 ASSESS

1 Instruct students to look back at examples in Exercise 1 and decide which formula matches which statement.
2 Ask student to share their answers. Explain any incorrect answers students give.

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

Exercise 4 APPLY

1 Instruct students to work in pairs and produce more examples for the structures in Exercise 3 with the adjectives in the box.
3 Have volunteers share their answers.

Answers
Students' answers will vary. Sample answers include:
Your shoes are very nice. / Your hair is really pretty like that.
Those sunglasses look great on you. / That tie looks good, too.
What a beautiful garden! / What a great photo of your family!
That's a really nice suit. / That's a pretty dress.

Exercise 5 IDENTIFY

1 Have students preview the questions and then play the video.
2 Call on individual students to share their answers with the class. Explain any incorrect answers students give.

Answers
1 his painting / portrait
2 next week
3 a shirt and tie
4 blue
5 a suit

English For Real Video Unit 6

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Real-World English Strategies

People react to compliments in different ways. To generate material for discussion about cultural differences in responding to compliments, conduct a short warm-up activity.

1 Write some compliments that your students can respond to in the classroom on slips of paper (e.g., similar to the compliments a) and b) in Exercise 1. Alternatively, give each student a blank piece of paper and have them write one compliment on it. Assist as needed.
2 You need to have one compliment per student, but you can reuse each more than once.
3 Distribute the slips of paper to the students and ask them to walk around the room, find a partner, and say the compliment.
4 When done, they should exchange their slips of paper and move on to the next partner. Let them repeat with 4–5 different partners.
5 Ask them to stop and return to their desks.
6 Then go through the different compliments and ask them how their partners reacted. What was their facial expression? What was their verbal response?
7 Write down several examples on the board.
8 Keep these visible for when you discuss the information in the box Real-World English box on page 73.
9 If you notice strong differences between how your students reacted to compliments and how compliments are commonly accepted in English, engage your students in a discussion about cultural differences regarding giving and responding to compliments.

Real-World English

Accepting compliments

Direct students to read the information in the box and model the first example with a student. For subsequent examples ask for two/three volunteers.

Extra Practice

Put students in groups of five. Explain that one person will give a compliment, while the other four have to respond in four different ways using the strategies in the box. Alternatively, each student can get a card with a specific role: Give a compliment, Say thank you, Ask a question, Return the compliment.
For more practice, students can switch cards and/or switch groups.

Exercise 6 INTEGRATE

1 Instruct students to write the expressions for responding to a compliment under the correct strategies.
2 Call on individual students to share their answers with the class. Explain any incorrect answers students give.

Answers

1 Thanks a lot!
2 I bought it last week.
3 Do you really think so?
4 So's yours.

Exercise 7 ANALYZE

1 Have students watch the video again and analyze which strategies Max uses.
2 Call on individual students to share their answers with the class. Explain any incorrect answers students give.

Answers

1 Max, Andy 2 Andy 3 Max 4 Neither

Video Script

English For Real Video Unit 6

Scene 1

Emma Excellent work, Max! What a great portrait!
Max Thanks, Emma. Do you really think so?
Emma Yes, I really like the attention to detail! Oh, before I forget... we'd like you to be a presenter at the art banquet next week. Suit and tie!
Max Really? Thanks. I appreciate it. … Suit and tie?

Scene 2

Andy Hey Max... You're later than usual!
Max I've just been shopping. I'm exhausted.
Andy What's in the bag?
Max A new shirt and tie! I have an art presentation next week. What do you think?
Andy That color blue looks good on you.
Max Thanks! Ugh, I just need a suit now.
Andy Hmm. Be right back. … Here. Try this on!
Max Hey, thanks...nice jacket.
Andy Thanks.
Max I wish I had one like this.
Andy Thanks! My sister helped me pick it out.
Max Oh wow.
Andy Here. …
Max Thanks
Andy Well?
Max What do you think?
Andy It looks better on you than it does on me!
Max Aw, thanks, Andy! Wow... Me. In a suit!
Andy Max, that suit... really suits you. I gotta get a picture of this.

Exercise 8 EXPAND

1 Instruct students to work in pairs and write their answers for each situation so you can spot-check as you monitor.
2 Offer assistance and feedback.
3 Ask volunteers to share their compliments with the class.

Answers

Students' answers will vary. Sample answers include:
1 Congratulations! That is an impressive vehicle!
2 Wow! I love how you've decorated your place. I love the colors!
3 You have such a beautiful family. You are a lucky man, Mr. Brown.
4 Hey, nice shoes! You've always had great style.
5 Your haircut really suits you, Jenny. It frames your face so nicely.

Exercise 9 APPLY

1 Direct student to choose one situation from Exercise 8 to role-play with the same or a new partner.
2 When you feel they're ready, ask a few volunteer pairs to come to the front of the class to act out the role-play.
3 As each pair is performing, instruct remaining groups to listen closely and decide if they used appropriate responses.

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Exercise 10 INTERACT

1 Tell students that they will get out of their seats and find a new partner to pay a compliment. Model the example from the book with a student volunteer.
2 Have everyone stand up, find a partner and start the conversation. When they hear you clap your hands, they have to find a new partner. Give them enough time for both students in a pair to complete the exchange. Decide how long the exercise will last based on how much practice you feel they need.
3 Remind students to go online so that they can create their own version of the video.

Lesson 6.5 Images with Impact

Student Book page 74

Exercise 1 ACTIVATE

1 Have students look at and describe the picture, answering the questions provided.
2 Call on volunteers to share their opinion with the class.

Answers
Students' answers will vary. Sample answers include:
I can see a man riding a bicycle. It looks like a mountain bike. He's high up in the hills. He may be in a race. I think he feels tired but maybe excited to be in such a beautiful place.

Exercise 2 NOTICE

Direct students to read while they listen. Then check if students guessed his feelings correctly. How different is his description from yours?

Answers
Students' answers will vary. Sample answers include: It's longer. He uses more adjectives and gives more background information.

Audio Script

CD 2, Track 13

This is a photo my friend, Gary, took two years ago. We both took lots of photos, but this one is my favorite. We were in the Welsh mountains, on a three-day mountain biking trip. The mountain bike I'm using is new, and I was trying it out for the first time. You can see from the photo the scenery there is amazing. It's so beautiful. Anyway, I really like this photo because it shows the rocky path we rode on, which was…*challenging*—I almost fell a couple of times! Another reason why I like this photo is because about five minutes after Gary took it, the sky went black and there was this massive thunderstorm. You can see there's nowhere to hide from the rain, so we both got really, really wet. I've been on several biking trips since, but I've never seen rain like that again. It makes me smile just looking at this photo!

Exercise 3 IDENTIFY

1 Tell students to read the statements and choose the correct answers, allowing time for them to refer back to the reading as needed.
2 Have students compare answers with a partner and encourage them to correct any false statements. Then check answers with the whole class.

Answers
1 True
2 Not given
3 False (Gary took it.)
4 False (It rained.)
5 True

Speaking

Giving a presentation using visuals

GO ONLINE

1 Check students' understanding of the word *visual* (something we can see). Ask them for examples (photos, graphs, charts, etc.).
2 Have a volunteer read the Speaking box aloud.
3 Pick another photo, such as the one on page 67 or a photo of your choice, and model one more time using who/what/where questions to describe the photo.
In this photo, you can see me posing in front of the famous Trevi Fountain in Rome. My mother is taking my photo while uncle Jim is taking a selfie with the policewoman standing between us! It was such a funny moment for me. That's why it's my favorite photo from our vacation.

Extra Practice

1 Have Student A pick a photo from their smartphone and describe who took it, where and when.
2 Student B listens and takes his/her turn when Student A finishes.

Exercise 4 APPLY

1 Replay the audio and have the students complete the exercise independently.
2 Call on students to read the sentences they found.

Answers
1 There are pauses for the audience to study the photo after these sentences: This is a photo my friend Gary took two years ago. / It's so beautiful. / I almost fell a couple of times!
2 This is a photo / You can see from the photo / You can see
3 … it shows rocky path we rode on, which was … challenging – I almost fell a couple of times!/ … the sky went black and there was a massive thunderstorm. You can see there's nowhere to hide from the rain, so we both got really, really wet.
4 This is a photo my friend, Gary, took two years ago. We were in the Welsh mountains …
5 I really like the photo because … / Another reason why I like this photo is because … / It makes me smile just looking at this photo!

CD 2, Track 13

Exercise 5 EXPAND

1 Instruct students to share the expressions with their partner
2 Ask the volunteers to share their answers with the class.

Answers
You can see from the photo / You can see …

Exercise 6 WHAT'S YOUR ANGLE?

1 Tell students to take turns answering questions with their partners.
2 Ask volunteers to share their answers with the class.

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Answers
Students' answers will vary. Sample answers include:
I love taking pictures because I love looking back at them later on. They help me remember special times I've shared with my family and friends, as well as cool things I did on my own.

Exercise 7 PREPARE

Instruct students to choose a photo they like and prepare to present about it following the questions.

Exercise 8 INTEGRATE

1 Direct students to practice their presentation with a partner.
2 As students practice, monitor and give feedback.

Exercise 9 IMPROVE

Tell students to give their partner feedback and to be specific. Did they follow the questions in Exercise 7? How can they improve?

Exercise 10 SHARE

1 Have students work in groups and take turns giving their presentations.
2 For additional practice or extra credit, students can write their presentations and post them on social media together with the photo.

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Unit 6 Review

Student Book page 152

Vocabulary

Exercise 1

Answers

1 frame
2 view
3 flash
4 selfie
5 focus
6 portraits

Exercise 2

Answers

1 politician
2 photographer
3 scientist
4 editor
5 governor
6 traveler
7 musician
8 specialist

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

Grammar

Exercise 3

Answers

1 both
2 too many
3 enough
4 lots
5 a few
6 too much

Exercise 4

Answers

1 My wife and I both have digital cameras. / Both my wife and I have digital cameras.
2 I keep all of my photos online.
3 My sister posts several selfies every day.
4 Most children today use cameras more for making videos than taking pictures.
5 Tim painted several of the paintings at the exhibition.

Exercise 5

Answers

1 b 2 a 3 a 4 a 5 a

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

Read the quote aloud. Elicit examples about a photograph representing truth or a lie.

Answers

Students' answers will vary. Sample answers include:
I guess it's not necessary for photographs to always tell the truth, but it really bothers me when people edit photographs of female celebrities to make them look thinner and more perfect than they already are. It puts too much pressure on women to be beautiful.

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 Task 1: Have students work in pairs. Call on one or two volunteers to share with the class.
2 Task 2: Have students work independently to write their paragraph. Ask them to share the writing in small groups or collect and correct their work.
3 Task 3: Have students share their pictures in small groups. Then ask volunteers to show their picture to the class and talk about it.

Answers

Students' answers will vary. Sample answers include:

1 Usually the photographer owns the image because he or she is the one with the artistic vision for the photo but also the one executing the technical part of taking the photo.
2 It has always been very difficult for me to have an outside, objective, view of myself. For this reason, I asked my friends to tell me how they see and experience me. Some said that I am kind and compassionate, but others said that I talk too much. It was very interesting listening to all the different opinions and observations.
3 This is me when I was eight years old. It was the happiest time in my life. My parents just bought me a puppy and I was over the moon. Generally, I was a very happy and carefree child. I remember how much I loved taking care of that puppy.

Exercise 8

1 Use gestures and examples to demonstrate 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 tasks in Exercise 7 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

The title of this unit—*Predictions*—summarizes the main themes of talking about, planning for, and making guesses about the future. These main themes are evident in the visuals throughout the unit, which show images of cities and technology of the future.

In ***Lesson 7.1*** the theme of predicting is evident as students learn about the predicting function in smartphones when writing text messages and how it can create confusion. In this lesson students also learn about multiple meanings of the same word and how to use the correct one. ***Lesson 7.2*** focuses on how to effectively use grammar forms such as *will* and *might* to talk about future promises and possibilities. In ***Lesson 7.3*** students learn about the future of the English language. In ***Lesson 7.4*** the themes are reflected in the unit videos, which show people formally and informally agreeing and disagreeing with each other's predictions. Finally, ***Lesson 7.5*** showcases expressing worry, doubt, and problems in relation to the future.

Lessons

7.1 Get the Message?

Vocabulary Development Collocations with *get*

Reading Skill Recognizing words with more than one meaning

Grammar in Context *Must*, *have to*, and *can't*: Deductions about the present

Pronunciation Skill Elision

- Use collocations with *get*
- Identify multiple meanings for a single word and learn how to select the right meaning by using the context
- Practice the use of modal verbs *must*, *have to*, and *can't* to express how sure we are that something is true
- Identify and practice elision of /t/ and /d/ sounds when the next word starts with a consonant
- Discuss preferences between calling and texting

7.2 Changes Ahead

Grammar in Context *Will* and *might*: Predictions

Writing Skill Checking your work: Punctuation

- Identify the difference in usage between *will* and *might* and practice making predictions with *probably* and *definitely*
- Identify punctuation marks
- Use different words and phrases to express degrees of certainty (Oxford 3000)
- Write a questionnaire about the future

7.3 The Future of Language

Listening Skill Listening for main ideas

Grammar in Context Adverbs: *a little*, *pretty*, *much*, and *really*

- Identify and use different words related to global language learning (Oxford 3000)
- Learn how to listen for main ideas by focusing on the general topic
- Practice the use of adverbs *a little*, *pretty*, *much*, and *really*
- Discuss the merits of learning another language

7.4 I'm Not Sure about That

Real-World English Disagreeing

- Identify different ways of disagreeing in formal and informal situations
- Use longer sentences for indirect disagreement in formal situations
- Use questions like *Really?* and shorter sentences to disagree about simple topics with someone you know
- Create conversations and act out a scenario

7.5 I Will, I Might

Speaking Expressing worries, doubts, and problems

- Use constructions for expressing worry and doubt
- Practice planning specific events in the future using the constructs
- Practice talking about important life plans

Resources

Class Audio CD 2, Tracks 14–20

Workbook Unit 7, pages 43–49

Oxford Readers Correlations

Future Energy (9780194656870)

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 boy standing on top of a broken fence next to a cornfield. He's pulling back a slingshot, which he is about to release. The photograph relates to the unit theme and subsequent exercises because it allows us to predict what is about to happen. The dark yet luminous clouds also inspire predictions about the weather, time of day, boy's intentions, etc.

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

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, ask students to share some instances of text messages gone wrong. Model by offering a personal example (involving the autocorrect feature on your smartphone). For question 2, ask students if they are familiar with 3D printers. For question 3, segue with a question, *What is the most widely used language on earth*? (English)

Answers

Students' answers will vary. Sample answers include:

1 Predictive texting can insert the wrong word.
2 There might be 3D printing machines that print food.
3 Not everyone will speak English, but lots of people will. Those who can't speak English can use translation software.

Discussion Questions

1 Ask students to describe the image. Provide words to help them as necessary, for example, *slingshot, cornfield*. Now, ask specific questions about the picture: *Where is the boy in the photo?* (He is in a cornfield.) *What is he doing?* (He is standing on a fence. He's pulling on his slingshot and getting ready to release it.)

2 Direct students' attention to the questions below the photo. Put students in pairs or small groups to discuss the questions, and have them report back on any interesting responses.

3 Optionally, before asking students to answer the discussion questions, show the photographer video where Nadia Shira Cohen answers a couple of the questions from her 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 Yes, I'm excited about the future. I'm studying to become a doctor, which I've always wanted to be. I can't wait to help people and save lives.
2 I'm not sure, but I think people want to believe that they have special powers and that they can determine what will happen next.
3 People can influence the future by becoming lawmakers or activists. Even artists can change the future, because they help to change people's attitudes about certain issues.

Video Script

The boy stands watch over the fields in which his family is living with other families in Mato Grosso, Brazil. The families live rough, without running water or electricity. The houses are wooden with thatched roofs made of straw and covered by plastic bags in order for them to keep dry. They grow various crops, including beans, corn, and bananas.

People try to predict the future so that they can prepare for what is coming. I think they want reassurance that they are prepared and on the right path. I suppose I'm always sort of trying to predict the future in my work. I try to predict what people I am photographing will do, while I'm photographing them and in the future.

By thinking ahead, I think people can change their actions to create different outcomes, and in turn, influence the future. I remember in high school, a friend of mine invited me to come to cheerleading practice with her so I could eventually join the team. And I was already really enchanted with being on a sports team but the idea of cheerleading didn't quite excite me. I thought maybe it would be cool, but I didn't know. As I listened to the cheerleading coach speaking about expectations and whatnot, I realized that the track team was meeting right next to us. So I got up, said my goodbyes to my friend, and went to sit with the track team. And this led to some amazing years of my youth being on the track team and making a network of supportive friends.

Exercise 1

1 Pre-teach vocabulary such as *election* (a process for the public to vote to choose a president or other government official) and *consumer behavior* (people's buying habits).

2 Direct students to start a group discussion.

3 Ask volunteers to share their answers with the class.

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Answers
Students' answers will vary. Sample answers include:
The weather: I doubt it will rain today.
Sports results: The Giants won't win another game this season; their starting quarterback is injured.
Financial markets: With the passing of this new law, the market will do really well tomorrow.
Political elections: I bet the Democrats will win big next year.
Consumer behavior: The new smartphone will sell out of stores during its first week on the market. The demand is really high.

Exercise 2

1 Model a response for the class: *I am not very good at making predictions about the financial market. That's why I don't invest my money in it. But I am good at predicting the weather. I almost always guess correctly when it's going to rain.* Then instruct students to discuss the question in pairs. Monitor their discussions and provide assistance as needed.
2 Ask a few volunteers to share with the class something they have learned from their partner.

Answers
Students' answers will vary. Sample answers include:
It depends on the topic, but I think it can be possible to make accurate predictions, especially if you do a lot of research on a topic.

Real-World Goal

1 Instruct students to watch two sci-fi (science fiction) movies for this assignment.
2 By the end of this unit, students will have watched two sci-fi movies and be able to compare their representations of the world in the future. They can use the depictions in those movies to inform their own predictions about the future of our world, and they will be able to use the grammar and vocabulary they learn in this unit to help them describe those predictions.

Lesson 7.1 Get the Message?

Student Book pages 76 – 78

Exercise 1 ACTIVATE

1 Talk about your own texting habits.
2 Direct the class to talk in pairs or small groups about their texting habits.
3 Call on a volunteer from each group to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
I send around 20 texts a day, mostly to my friends. I text my best friend, Charlotte, all the time. I don't send a lot of instant messages. I only send a few. For example, when I am on Facebook and someone messages me, I always reply.

Vocabulary Development

Collocations with *get*

GO ONLINE

1 Direct students' attention to the Vocabulary Development box and explain that collocations are words English speakers most commonly use together. Collocations can be a combination of any part of speech. There are no specific rules why some words collocate and others don't, for example: *do homework* (not *make homework*).
2 Explain that the verb *get* has a lot of different collocations that change its meaning. Depending on the collocation, *get* can mean *receive*, *become*, *arrive*, *catch*, etc. Model the examples from the box and offer additional explanations if necessary.

Extra Practice

1 Find additional collocations with *get* and create a matching game with the collocations with *get* and their meaning (one card for the collocation and one for the meaning). For example:

get back	*to return*
get dressed	*to put your clothes on*
get in trouble	*to be punished*
get lost	*to lose your way*
get off (work)	*to finish work*
get off (a bus, etc.)	*to exit a bus, plane, or train*
get on (a bus, etc.)	*to board a bus, plane, or train*
get ready	*to prepare to do something*
get rich	*to become wealthy*
get sick	*to become ill*
get up	*to wake and stand after lying down*

2 Distribute one card to each student.
3 Students walk around the classroom trying to find their match. When they do, they go the board and write the collocation and the meaning.

Exercise 2 VOCABULARY

1 Direct students to work independently and complete the sentences. Remind them to use the correct form of the verb.
2 Select students to give the answers. Explain any incorrect answers that students give.

Answers
1 got a job
2 getting ready
3 get lost
4 got an email
5 get home

Exercise 3 BUILD

1 Direct students to work independently and complete the sentences with *get* and the verbs from the box.
2 Have students compare answers with a partner. Then go over the answers as a class.

Answers
1 got married
2 get changed
3 get invited
4 getting better
5 got injured
6 get wet
7 got angry

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Exercise 4 INTERACT

1 Put students in pairs. Have them write sentences with collocations with *get*. If students are struggling to get started, give them specific collocations to use in their sentences.
2 Walk around and monitor students work. Offer assistance as needed.
3 Call on individual students for answers.

Answers
Students' answers will vary. Sample answers include:
It takes me 30 minutes to get ready every morning. I get a train from Brooklyn around 8:00 a.m. I got lost on my way home from the doctor's office yesterday. I usually get home around 6:00 p.m.

Reading Skill

Recognizing words with more than one meaning

GO ONLINE

1 Ask a volunteer to read the explanations in the box aloud. Point out that the most frequent word meaning is usually listed first.
2 Have students pull out a dictionary app on their phones or hand out one dictionary for each group and have them look up a few words they already know, such as the noun *drive* (a trip or journey in a car; an innate, biologically determined urge to attain a goal or satisfy a need).

Extra Practice

1 Direct students to the text titled "Rosetta Stone" on page 22 in the Student Book, or project it on the board. Highlight the words *passage* and *realize*.
*In 1822, Frenchman Jean-François Champollion made an important breakthrough. While he was studying the stone, he **realized** that the writing was the same **passage**, repeated in each type of writing. Thanks to the stone, the world had the key to three thousand years of Egyptian history!*
2 Ask students to look up the different meanings for these two words. Invite students to come up and write the different possible meanings of each word on the board. For example:
passage (n)
a. the act or process of moving through
b. a short extract from a book
c. a long narrow part of a building, or a covered path
realize (v)
a. become fully aware of (something) as a fact; understand clearly
b. cause (something desired or anticipated) to happen
c. make (money or a profit) from a transaction
3 Have students choose the meaning that best fits the context (passage, b; realize, a).
4 Additionally, you can ask students to write examples with one of the other meanings of the words.

Exercise 5 IDENTIFY

1 Direct students to work independently and circle the correct meaning of the words in bold.
2 Select students to give the answers. Explain any incorrect answers that students give.

Answers
1 a 2 a 3 b 4 b 5 b

Exercise 6 APPLY

1 Instruct students to read the text messages and choose the correct answers.
2 Monitor their work, spot-checking and providing any assistance if necessary.
3 Go over the answers with the class.

Answers
1 A 2 B 3 A 4 B 5 B

Exercise 7 IDENTIFY

1 Instruct students to re-read the text messages and choose alternatives for the autocorrected mistakes made by the software.
2 Put students in pairs to identify if the other person had a different answer.
3 Call on volunteers to come to the board and write the correct answers.

Answers
1 "No, idiot" should be "No, I don't."
2 "Get week soon!" should be "Get well soon!"
3 "What a bit tomorrow?" should be "What about tomorrow?"
4 "River wide tables" should be "river with tables."
5 "So fat away" should be "so far away."

Exercise 8 EXPAND

1 Instruct students to stay in pairs. Have them read the text messages—as well as the introductory paragraph, "When Texting Goes Wrong!"—again. Tell them to answer the questions.
2 Monitor their work. Offer assistance and feedback if necessary.
3 Call on a few volunteers to share their answers.

Answers
1 c 2 a 3 b 4 c 5 b

Exercise 9 WHAT'S YOUR ANGLE?

1 Instruct students to start a discussion with the same partner.
2 Call on students to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
I type really quickly so I'm not careful and make mistakes texting all the time. But usually it corrects them OK. If it doesn't correct a spelling mistake or puts in a wrong word instead, I usually correct it myself—but if it's not serious, and I'm texting a friend who will still understand, then I don't bother.

Grammar in Context

***Must, have to,* and *can't*: Deductions about the present**

GO ONLINE

1 Go over the Grammar in Context box with students. Explain that we can make a logical conclusion based on what we know or believe is true. For example:

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Ali is not in class. **He must be late again.**

To express the opposite idea we use **can't**.

I just saw your mother. **That can't be her. My mother is in France.**

2 For additional information, see the Grammar focus on page 165 of the Student Book.

Extra Practice

1 Ask students to add logical deductions after the following sentences, using the words in parentheses:
   1. I haven't eaten anything since breakfast. (hungry)
   2. Pete has three jobs. (much free time)
   3. Listen to the fire engines! (there be / fire)
   4. I don't know where Tom is. (his bedroom)
   5. Something is burning in the kitchen. (my husband / cooking)
2 Model with one student. Read a sentence and the partner has to respond with a logical deduction. For example: *Tom won the lottery! He must be very happy about it!*
3 Circulate the classroom and monitor students' exchanges, noting any mistakes they make that you can address later with the whole class.

Exercise 10 APPLY

1 Instruct students to complete the sentences by choosing the correct modals.
3 Ask some students to share their answers with the class. Explain any incorrect answers students give.

Answers

1 can't	3 have to	5 must
2 must	4 must	

Exercise 11 EXPAND

1 Direct student to complete the dialogue with *can't*, *must*, or *has/have to*.
2 Ask a few students to share their answers with the class. Explain any incorrect answers they give.

Answers

1 must / has to	3 must / has to
2 can't	4 must / have to

Pronunciation Skill

Elision

GO ONLINE

1 Explain that elision is the omission of sounds, syllables, or words in speech. This is done to make the language easier and faster. A good example that most students would be familiar with is *I don't know*, which often becomes *I dunno* in speech.
2 Play the audio of the examples in the box. Tell students to listen closely to words that end with /d/ or /t/ sounds. Ask if they notice the difference between the pronunciation of words ending in /d/ or /t/ sounds in the first example versus the second example. Play the audio a second time to focus their attention.
3 Project or write the example sentences on the board. Have them identify the words ending in /d/ or /t/ sounds. Then have them identify the words that follow them. Ask if those words start with a vowel or a consonant. Finally, read the Pronunciation Skill box aloud to help clarify the rules.

CD 2, Track 14

Extra Practice

1 Put students in pairs and give Student A and Student B their corresponding handout.

Handout A	*Handout B*
1. not at all	*1. next please*
2. must be	*2. report back*
3. get on	*3. looked back*
4. the first three	*4. hand that to me*
5. we stopped for lunch	*5. get paid*

2 Have students first silently decide on their own if /t/ and /d/ sound will be elided and place a check mark next to that example. Teacher walks around the class and spot checks making necessary corrections.
3 Student A reads the examples to Student B one at a time, so they can decide whether they hear the sound or not and mark the elided example with a check mark. When Student A finishes, Student goes.
4 At the end they swap handouts to check if their pronunciation was correct.

Answers

Handout A	Handout B
1 /t/ is pronounced	1 /t/ is not pronounced
2 /t/ is not pronounced	2 /t/ is not pronounced
3 /t/ is pronounced	3 /d/ is not pronounced
4 /t/ is not pronounced	4 /t/ is not pronounced
5 /d/ is not pronounced	5 /t/ is pronounced

More to Say…

Focus: Practice elision in collocations

Grouping Strategy: Groups of 3–4 students

Activity Time: 30 minutes

Ready,

Get a blank piece of paper for each group of students.

Set…

1 Write the collocations from Lesson 7.1, Exercise 2 in the Student Book on the board.
2 Remind students about how, in natural speech, speakers often elide the final /t/ sound in a word when the next word begins with a consonant sound.
3 Say each of the collocations, one by one, pausing to allow students to chorally repeat and identify which collocations contain elisions and which contain a fully pronounced /t/ (or in American English /d/) sound.

Go!

1 Divide the students up into groups of 3 or 4.
2 Tell students to imagine that they are workers in a big office building. They are going home from work when the elevator they are riding in breaks down and they will be stuck together in the elevator for three minutes.
3 Tell the students that they will have 10 minutes to write a short dialogue that contains all of the collocations from Exercise 2.
4 Circulate and help students as necessary.

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5 Have students act out their dialogues in front of the class. Write down some of the sentences students use with the collocations.
6 At the end of the activity, have the class repeat some of the key sentences from their scripts, correctly using elision (or not) when pronouncing the collocations.

Exercise 12 NOTICE

1 Direct students to look at the dialogue in Exercise 11 and decide if the final /t/ and /d/ sounds are pronounced or not.
2 Play the recording so students can check the answers.

Answers
Pronounced /t/ and /d/ ending sound
send, text (or), friend, wait, don't (understand)
Not pronounced /t/ and /d/ ending sound
text (must), must, don't (know), that, can't, last, it, at

Audio Script

CD 2, Track 15

A This tex(t) must(t) be for someone else. I don('t) know anyone tha(t) has this number. It can('t) be for me.
B Did you send a text or give your number to anyone recently?
A Hmm …Well, actually yes. A friend of my brother, John. I gave him my number las(t) weekend.
B So i(t) must be from him, then.
A Look. Here's another one! I don't understand why… oh, wait a minute. It says J a(t) the end. OK, so they have to be from him. Mystery solved!

Exercise 13 APPLY

Direct students to listen to the examples and repeat them out loud. Play the recording several times for additional practice.

CD 2, Track 16

Exercise 14 INTERACT

1 Instruct student to work with a partner and practice elision in the dialogue in Exercise 11.
2 Monitor and offer feedback.

Exercise 15 WHAT'S YOUR ANGLE?

1 Have students discuss the questions in groups.
2 Ask volunteers to share their group's observations with the class.

Answers
Students' answers will vary. Sample answers include:
I think it's better to call someone when you have something important to say. So, for example, if I am going to take a day off work because I am sick, I would call a coworker or my employer rather than send a text. I'd also call if there was something that might upset them if they read it, so, for bad news, speaking in person is best. Maybe even if you have some good news, too! I don't like to say anything too personal in a text. Anyone could read texts, so I'd rather keep my feelings private.

Lesson 7.2 Changes Ahead

Student Book pages 79 – 81

Exercise 1 ACTIVATE

1 Ask students to describe the images. Is that how they imagine the world 50 years from now? Lead a class discussion.
2 Alternatively, have students discuss the questions in small groups and then call on a volunteer to share their observations.

Answers
Students' answers will vary. Sample answers include:
Yes, these images reflect my vision for the future. I watch a lot of science fiction movies, so I guess that's why I picture the future like this—with a lot of advanced technology.

Grammar in Context

***Will* and *might*: Predictions**

GO ONLINE

1 Go over the information in the Grammar in Context box step by step.
2 Explain that we use *will* and *won't* for promises and predictions and that we use *I think* or *I believe* to introduce our predictions. Read the examples from the box.
3 Point out that when we are less certain we would use *will* + *probably* or *probably* + *won't*. (Note the difference in word order.) When we are very certain, we may use the adverb *definitely*. Ask a few students to read the examples.
4 Finish with explaining that we use *might* and *might not* to express possibility or that we are not so sure about an action. Point out that *may* = *might*. Read the examples and offer additional examples on the board saying that with expressions of certainty and for predictions, we can use the structure *be* + *going to* + verb interchangeably with *will*. However, we cannot use it when talking about future promises. We only use *will* to talk about promises.

100 %	*I will be home later.*
	I am going to be home later.
90 %	*He will probably be home later.*
	He is probably going to be home later.
50 %	*She may be home later.*
	Maybe she will be home later.
50 %	*She may not be home later.*
	Maybe she isn't going to be home later.
20%	*He probably won't be home later.*
	He probably isn't going to be home later.
0%	*She won't be home later. (She will be at work)*

5 Ask students to write their own examples. Monitor and offer assistance. Ask volunteers to write their examples on the board. Go over any mistakes that students made on the board or that you may have noted while monitoring and spot-checking their work.
6 For additional information, see Grammar focus on page 165 of the Student Book.

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Extra Practice

1 For this activity, find a set of images on the Internet that lend themselves to the following questions: *What might happen next? What will probably happen? What will definitely happen?*
2 Show one picture at a time and instruct students to make a sentence about these pictures using *might*, *probably*, or *definitely* in the future form. You can have them write it or keep the activity oral depending on what you feel the class needs. Alternatively, have copies of the image at the top of page with empty space for writing below it. Pass the different images out, one to each pair or trio of students, and have them write three sentences to answer the questions. Then rotate the pictures. Have students read what their classmates wrote underneath the new picture and then have them add their own sentences. Rotate the pictures again.
3 For each image ask 2–3 students to share their answers. Encourage students to have fun with it and make outrageous predictions. Correct their use of modals as needed.

Exercise 2 APPLY

1 Direct students to work independently and complete the exercise.
2 Ask student to check their answer with a partner first to see if there are any differences.
3 Select students to share their answers with the class.

Answers

1 We will use holograms to attend meetings without leaving home.
2 People will go to the moon and Mars on their vacation.
3 We will live in 3D-printed houses and use 3D-printed furniture.
4 Everyone will eat 3D-printed food they can download in minutes.
5 Medical pods will help to provide very accurate health information.
6 There will be giant skyscrapers the size of entire cities.
7 People will live in huge underground buildings up to 25 levels deep.
8 Huge underwater cities will be built in the oceans.
9 Personal flying drones will replace cars.
10 Most people will live to be over 100 years old.

Exercise 3 EXPAND

1 Direct students to work independently and complete the sentences with *will*, *won't*, *might*, or *might not*.
2 Write the answers on the board. Go over the answers as a class. Explain any incorrect answers that students give.

Answers

1 won't	5 will
2 will	6 won't
3 might not	7 will
4 will	8 might

Exercise 4 INTERACT

1 Put students in pairs to discuss their ideas.
2 Model the examples and instruct them to pay attention to the use of *will* and *might*.
3 Select students to share the answers with the class.

Exercise 5 VOCABULARY

Direct students' attention to the questionnaire and ask them to complete it with their own answers.

Exercise 6 WHAT'S YOUR ANGLE?

1 Put students in pairs and have them compare their answers. Do partners agree? Have them discuss their differences.
2 Ask individual students to share the results of their discussion.

Answers

Students' answers will vary. Sample answers include:
I guess we share similar views on some things. We both want to go on vacation in space, and we think it'll be cheap and easy to take a space vacation. We also agree that health care will definitely be better, so people will probably live longer. I might easily live to be 100!

Exercise 7 VOCABULARY

1 Direct students to complete the exercise, encouraging them to guess if they are unsure. Then have them compare and discuss answers with a partner.
2 Check answers and then clarify the vocabulary, using synonyms and antonyms as useful. Point out that *for sure* and *doubt* are antonyms (opposites).
3 Select volunteers to share the answers with the class.

Answers

1 doubt	4 accurate
2 evidence	5 for certain
3 as far as	6 confident

Oxford 3000 words

accurate	for certain	confident
doubt	evidence	as far as

Exercise 8 BUILD

1 Direct students use the words from Exercise 7 to complete the exercise.
2 Call on students to share the answers with the class. Explain any incorrect answers students give.

Answers

1 evidence	4 doubt
2 confident	5 accurate
3 as far as	6 for certain

Writing Skill

Checking your work: Punctuation

GO ONLINE

1 Have students read the Writing Skill box independently.
2 Ask the class to give you a few examples of punctuation symbols. Write them on the board as students call them out.

Extra Practice

1 Play a version of tic tac toe (zeros and crosses) as a class. Prepare nine sentences with one punctuation error in

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each one. Put the nine sentences on a handout, and create two copies of it.

2 Divide class in two teams, X and O. Give each team a copy of the sentences with errors.

3 On the board draw a grid with random placement of first nine numbers, for example:

4	3	9
2	7	1
5	8	6

4 Have teams select heads or tails. Flip a coin to see which team goes first – heads or tails.

5 Explain that the aim of the game is to get three of their team symbols (X or O) in a row horizontally, vertically, or diagonally. Whichever team accomplishes that first is the winner.

6 Have the teams sit together in a huddle to protect their strategy. The first team selects a number from the grid – say 7. One of the team members comes to the board and has to correct the error for sentence number 7 from the handout you gave them. If they do it correctly, you erase the number and put their symbol (X or O) in its place.

7 Teams take turns until the game is over or one team gets three Xs or Os in a row, whichever happens first. A tie is very common in this game, but a winning combination might look something like this:

X	3	O
2	X	O
5	O	X

Exercise 9 IDENTIFY

1 Direct students to look at their list of punctuation symbols on the board and have them compare it with the list in this exercise. Are there any symbols missing? Point to any examples they have missed. Commend them if they have all of the examples or more (such as the apostrophe, hyphen, ellipsis, or parenthesis).

2 Ask students to scan the questionnaire on the previous page and notice the use of punctuation. They can underline, highlight or circle the punctuation marks they find.

Answers
All of them except the exclamation point (!)

Exercise 10 ASSESS

1 Have students work independently to fill out the punctuation symbol next to its description.

2 After completing the exercise, ask individual students to give answers. Explain any incorrect answers that students give.

Answers
1 capital letter
2 period
3 quotation marks
4 comma
5 question mark
6 exclamation point

Exercise 11 IDENTIFY

1 After students read the information, do this exercise as a class. Ask one student to read the example aloud and then ask the class to identify each capitalized word by its category. As you receive the answers from the class, write them on the board or select a volunteer to do it for you. See answers below.

Answers
Name: **J**aira **M**arquez
Title: **D**r.
Cities: **P**uebla
Countries: **M**exico
Languages: **E**nglish, **S**panish, **P**ortuguese

Exercise 12 APPLY

1 Have students rewrite the sentences with correct use of punctuation.

2 Ask students to work independently. Upon completion, have them first compare answers with a partner.

3 Project the answers or distribute an answer key to every pair for them to check their own work visually. Then, see if they have any questions.

Answers
1 In 1943 Thomas Watson, chairman of IBM, famously said, "I think there is a world market for maybe five computers."
2 According to a Western Union memo written in 1876, "The telephone has too many disadvantages to be seriously considered as a means of communication."
3 When Decca Recording Company rejected the Beatles in 1962, they wrote, "We don't like their sound, and guitar music is on the way out."
4 "A rocket will never be able to function in space," predicted *The New York Times* in 1936.
5 "It will be many years before a woman will become prime minister," said Margaret Thatcher in 1974. She was Prime Minister of the United Kingdom from 1979 to 1990.

Exercise 13 PREPARE

1 Instruct students to pick a topic and brainstorm some ideas.

2 Spot-check students' notes, ensuring that every student is, in fact, jotting down their ideas. Many students tend to skip this step in the writing process and do not consider it important. Take the time to emphasize the importance of generating ideas in this way if your class needs an extra reminder. If a student seems stuck, offer some ideas to help get them started.

Exercise 14 PLAN

1 Tell students that they will write a short questionnaire on people's attitudes about the future. Point out the title to the questionnaire in Exercise 5. Tell students to think of a good title for the topic. Give them a couple minutes to write one.

2 Have a volunteer read the introductory paragraph to the questionnaire in Exercise 5 aloud.

3 Now instruct students to write a short introduction themselves.

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Exercise 15 WRITE

1 Tell students to use their notes from Exercise 13 to write a list of questions for their questionnaire.
2 Remind them to use *will* and *might* and to follow the list of instructions.
3 Monitor their work. Offer feedback and assistance.

Exercise 16 ASSESS

Have students exchange their questionnaires with a partner and use the checklist to ensure their partner has all the necessary elements in their writing.

Exercise 17 IMPROVE

1 Ask students to give each other feedback, relying on the checklist.
2 Monitor and make sure students are giving meaningful feedback and not just saying, "Everything's great." Explain that this is an important step in the writing process where they can help their classmate improve.
3 Tell students to write a second draft based on their partners' feedback.

Exercise 18 SHARE

1 Put students in groups of four and tell students that they will complete three of their classmates' surveys to find out about their own attitude towards future.
2 Call on a few volunteers to share their observations. Ask if they were surprised by the results or not?
3 Additionally, you can hold a class vote on the most interesting questions students have heard.

Exercise 19 WHAT'S YOUR ANGLE?

Tell students to post their questionnaires online and ask their English-speaking friends to complete it and report back to class.

Lesson 7.3 The Future of Language

Student Book pages 82 – 83

Exercise 1 ACTIVATE

1 Direct students to look at the title of the lesson. Give an introduction by explaining that language is alive and it changes through time from the Old English a thousand years ago that sounded more Germanic to the Modern English we use today that evolved by adopting vocabulary from many different languages.
2 Tell them to look at the questions. Put them in pairs to discuss. Monitor and listen.
3 Call on a few volunteers to report back about their conclusions and share the reasons why.

Answers

Students' answers will vary. Sample answers include:
The British Empire spread the language around the world. Today English is still the official language in countries like India and Singapore. Since the middle of the 20th century, the dominance of the United States has helped to maintain the importance of the language. A lot of music and movies are in English, and it is the main language of the Internet. English is also the main language for advertising, business, politics, the media, science, medicine, and the academic world. The world needs a common language, and English is a rich, flexible language with fairly simple grammar—for all these reasons, it has become the world's *lingua franca*.

Exercise 2 INTERACT

1 Put students in groups. Instruct students to discuss the given questions and share their ideas.
2 Call on a few students to share the group's ideas.

Answers

Students' answers will vary. Sample answers include:
English is very popular here. Not everyone speaks English, but most people can understand it a little. Movies in English are popular, and we have lots of shows on TV in English. English is very useful if you want to get a job, of course. I think it will help me because I want to work in my uncle's import/export business, and I will need to speak and write in English.

Exercise 3 EXPAND

OXFORD REFERENCE

1 Have students read the text and complete the exercise independently.
2 Ask them to check their answers with a partner.
3 Call on individual students to give the answers.

Answers

1 Italian
2 French
3 Arabic
4 Dutch
5 German
6 Chinese

Exercise 4 WHAT'S YOUR ANGLE?

1 Ask the whole class if they use any loanwords in their language and what they are.
2 Make a list on the board and see what the most frequently used loanwords are.

Answers

Students' answers will vary. Sample answers include:
Yes. Sometimes we say *super* in Spanish to mean *very*. We also use the word *closet* here in Chile.

Exercise 5 VOCABULARY

1 Instruct students to match the words with their definitions.
2 Call on students to give answers. Explain any incorrect answers students give.

Answers

1 generation
2 accent
3 billion
4 translation
5 global
6 pronunciation
7 adopt

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Exercise 6 USE

1 Instruct students to complete the cloze exercise with the vocabulary words from Exercise 5.
2 Call on students to read their answers. Explain any incorrect answers students give.

Answers

1 accent, pronunciation
2 adopted
3 billion
4 global
5 translations
6 generations

Listening Skill

Listening for main ideas

GO ONLINE

1 Direct students to read the information in the box. Explain that main idea is the most important information from the text we are reading or listening to.
2 Ask a few volunteers to try to give the main idea of the paragraph they have just read. (When listening for main ideas, it's important to focus on the general topic.)

Extra Practice

1 Put students in pairs and assign them the roles of Student A and Student B.
2 Instruct Student A to go back to page 19 and read the article "Déjà Vu" out loud. Student B has to listen and decide what the main idea of the text is. (Main idea: *Déjà vu* is the feeling that something is familiar to you, but you know it can't be true.)
3 Tell Student B to go back to page 22 and read the article "Rosetta Stone" out loud. Student A listens and gives the main idea. (Main idea: The discovery of Rosetta Stone helped scientist translate hieroglyphs.)
4 Instruct the listeners to pay attention to what their partners are reading and write down what they think the main idea is.
5 Circle the classroom and spot-check students' work. Assess whether they are being too specific or if they are close to the general idea.

Exercise 7 IDENTIFY

1 Read the directions aloud to set the context. Give students a minute to read the possible main ideas.
2 Play the recording. Have students listen for and check the two main ideas.
3 Take a class poll to see how many people selected each main idea. Confirm the correct answers.

Answers

B and D

Audio Script

CD 2, Track 17

Did you know that there are more than 1.5 billion English speakers in the world today? That's a pretty large number. But what is the future of the world's first "global" language? Will English become the only language we speak, or will it lose its place to another language such as Chinese? Both those predictions are really worrying.
Well, first, let me say there is no *one* English. British, American, Canadian, Australian, and New Zealand English are all a little different - there are not just differences in accent, but grammar and vocabulary, too. Also, think of countries like India and South Africa, where there are many local languages so some people use English as a second language…and all the other countries where people use English. There are now about 60 "Englishes" in the world.

Exercise 8 APPLY

1 Instruct students to read the summaries and then play the recording again so students can hear the second part of the presentation. Ask students to choose the best summary.
2 Call on a few volunteers to share their answer.

Answers

Summary A

Audio Script

CD 2, Track 18

So, will English kill other languages? Well, there are 6,000 languages in the world today, and experts say about half will disappear over the next 100 years. So it is possible that over the next few centuries, we could end up with only one language - probably English, but it might be Chinese or even Spanish or Arabic—the fastest-growing language today.
However, there is another option: I suggest we create a new language that combines the world's most common languages, and is much easier to learn. The idea isn't as crazy as you might think. All languages borrow from one another, and many common English words are actually loanwords. For example, *umbrella* and *pizza* come from Italian, and *coffee* and *sofa* from Arabic. Creating one language from many languages will mean all languages are equally important, and it will avoid the need for translation. What an amazing idea! People from countries all over the world will understand each other, and there will be less chance of political misunderstandings and war.
I think world governments should start planning this new language.

Exercise 9 EXPAND

1 Play the whole presentation and have students answer the questions.
2 Tell students to compare their answers with a partner; then call on individual students to share their answers with the class.

Answers

1 more than 1.5 billion
2 accent, grammar, and vocabulary
3 about 60
4 Arabic
5 *coffee* and *sofa*

CD 2, Track 19

Exercise 10 WHAT'S YOUR ANGLE?

1 Have students start a group discussion with the questions provided. Ask them to share their answers with their group and note any differences.
2 Call on students to share their group's observations with the class.

Answers

Students' answers will vary. Sample answers include:
1 Some words or ideas (especially jokes)are not always translatable because the cultural values cannot always be translated.
2 It is hard for me to understand people who mumble when they speak. So even if we speak the same language, I can't understand them.
3 I think a single global language is a great idea. That would lower the chances of serious misunderstandings and open up people to one another. Trade and travel would definitely be easier.

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Grammar in Context

Adverbs: *A little*, *pretty*, *much*, and *really*

GO ONLINE

1 Write some of the examples from the Grammar in Context box on the board. Have students identify the adverb in each example and elicit its meaning (how it modifies the verb, adjective, or noun).
2 Write the adverb formulas under or above each example:
Both those predications are pretty worrying.
be + *pretty/really* + adjective
That's a pretty large number.
be + *pretty/really* + adjective + noun
New language will be much easier to learn than English
be + *a little/much* + comparative
Emphasize the use of *than* with the comparative.
3 For additional information, see Grammar focus on page 165 of the Student Book.

Extra Practice

1 Create a series of cloze sentences missing adverbs. For example: *My mother was _____ happy when I finally got an A in English.* Make sure there's at least one sentence for every two students. Prepare to project the sentences on the board one at a time, or write them out on large pieces of paper that you can quickly display, one after the other. You may want to provide students with a list of adverbs from the presentation to choose from during the activity, which you can project or write on the board as well.
2 Divide the class into two teams. Give each team a different color marker so you can track their answers for scoring. Have students line up one behind the other in front of the board.
3 Say, *Go!,* and give the first students from each team only 5-10 seconds to complete the first sentence. You can use the timer on your phone or count out loud to make it a more fast-paced exercise. When the first two students are finished, they run to the back of their respective lines. The next two students continue with the next sentence.
4 At the end, you will check both teams' work for accuracy. The winner is the team that has the most correct answers.

Exercise 11 USE

1 Have students work independently to complete the exercise.
2 Tell students to compare their answers with a partner, giving them a chance to self-correct. Then call on individual students to share their answers with the class.

Answers

1 really	5 really
2 a little	6 pretty
3 a really	7 more
4 than	8 pretty

Exercise 12 DEVELOP

1 Have students talk with a partner about watching a movie with subtitles for a few minutes.
2 Now ask them to write four sentences about it using the target adverbs. Model the example in the textbook. Emphasize the use of the adverb.

Answers

Students' answers will vary. Sample answers include:
1 I find subtitles a little irritating. They also block out some of the screen.
2 It's pretty convenient to be able to read the subtitles.
3 I think it's much more difficult to enjoy a movie if you have to read subtitles.
4 I think subtitles are really helpful to understanding the story.

Exercise 13 INTERACT

1 Ask volunteers to write their sentences on the board. Have the class do the error corrections if there are any.
2 Poll the class to find out how many people like/dislike subtitles.

Exercise 14 WHAT'S YOUR ANGLE?

1 Ask the class if they know who Nelson Mandela is. (Prosecuted civil rights leader and later the president of South Africa.)
2 Now ask a volunteer to read the quote. Have students discuss the meaning of the quote in their groups. Have a few volunteers share their group's observations.
3 Direct them to look at the questions and continue their discussion.
4 Monitor their conversations. Offer feedback and assistance as necessary.
5 Have a few volunteers share their opinion.

Answers

Students' answers will vary. Sample answers include:
I don't mind if people don't speak [my language]. I guess it does depend though. If I meet a tourist, fine, but if it's someone who has lived here for ten years—and they can't speak a word—then I think that's not so good. People should learn the language of the country they are living in.

Lesson 7.4 I'm Not Sure about That

Student Book pages 84 – 85

Exercise 1 ACTIVATE

1 Ask students to complete the questionnaire about how open-minded they are.
2 Have students share their results with their partners.

Answers

Students' answers will vary. Sample answers include:
I am open to new opinions. I like to listen to others and give them time to talk, but if I disagree with them and I am confident in my opinion, then I respectfully express that. If I agree, I am very open to take the advice or change my mind on that specific matter.

Exercise 2 INTERACT

1 Have students talk to their partner about how they feel and what they do when they disagree with someone or when someone disagrees with them.
2 Ask volunteers to share their partner's answers.

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Answers
Students' answers will vary. Sample answers include: Sometimes I tell the person if I disagree, and sometimes I don't. For example, if it's a coworker and we are discussing an important project, I will tell them if I don't agree. That's what working together means. But if it's a friend or family member, I am more careful. I don't want to upset anyone. If people don't agree with me, I don't mind…as long as they have understood my point and respect my opinion.

Exercise 3 IDENTIFY

1 Give students a chance to read the questions before you play the video.
2 Play the video and have the students choose the correct person. If necessary, pause the video to clarify who is who and give the names of the characters.
3 Call on students to share their answers. Ask the class to correct any incorrect answers.

Answers
1 Jenna
2 Sam
3 Jenna, Sam, Andy, Cathy
4 Sam
5 Andy, Sam

English For Real Video Unit 7

Real-World English

Disagreeing

1 Before you go over the information presented in the Real-World English box, activate your students' background knowledge about how to be polite (and rude) when disagreeing in English. List the following expressions on the board and ask the class to come up with more polite equivalents: *No way!, I totally disagree!, You must be joking!* (etc.). In what situations and with whom would these (apparently rude) expressions would be appropriate to use? (sharing opinions about a movie, book, or video game; talking about favorite food or vacation destinations; or other simple topics with someone you know well)
2 Direct students to read the information in the box. Emphasize the importance of using longer sentences and more academic vocabulary in formal situations with an employer, doctor, professor, policeman or any other person in authority.
3 Point out the pronunciation emphasis on the first part of the word *Really?* /ˈrili/. The more we disagree, the higher the pitch is. Demonstrate.

Extra Practice

Student A: Turn to your partner and give your opinion on the best food in the world. Be convincing!
Student B: Disagree starting with *Really?*

Real-World English Strategies

Being able to disagree in a polite way can help your students avoid conflict in both formal and informal situations. To help your students learn a wide range of polite expressions used to convey disagreement, make conversation cards with sentence starters from the video or similar, such as:

True, that is a fair point, but I have to say I disagree…
I see what you are saying, but I think…
I understand where you are coming from, but…
I'm not sure I agree with you on…

1 Distribute the cards evenly among the students (e.g., 2–3 each).
2 Write a controversial topic on the board, for example "Gasoline should be taxed 100% to encourage more people to ride bikes and stop pollution."
3 Tell your students to decide if they agree or disagree and write down 2–3 reasons to support their viewpoint.
4 Next, ask them to stand up, walk around the room, and talk to a few people. Tell them that they have to use one of the cards every time they disagree with someone.
5 As a follow up, you can add some cards with more direct expressions and tell the students that they need to carry on and continue their conversations until they use up all of the cards.
6 Afterwards, ask them how they felt when their peers used more direct ways of disagreement. Did they feel upset? Offended? Confronted? Or did they think these expressions were appropriate?

Exercise 4 EXPAND

1 Instruct students to place the expressions from the video in the correct place in the chart.
2 Have some students share their answers.

Answers
1 I don't agree at all.
2 I'm not sure about that.
3 I see what you're saying, but…
4 Could you explain your thinking?

Exercise 5 ASSESS

1 Put students in pairs and instruct them to find the phrases in Exercise 4 and explain their purpose.
2 Call on individual students to share their answers with the class.

Answers
They all let the listener know that the person is about to disagree with them.

Exercise 6 ANALYZE

1 Play the video again and have student decide who is the most direct.
2 Call on individual students to share their answers with the class.

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Answers
Sam uses the most direct language overall.

Video Script

English For Real Video Unit 7

Sam So, which workshop should I take first? Writing for the Law or… Reading Strategies?
Andy What do you think, Jenna?
Jenna Well, I think reading strategies are very important. That workshop helped me a lot.
Andy You're right. I'm thinking about taking that one first.
Sam Really? I'm not sure about that. It sounds so boring!
Jenna The reading workshop isn't boring at all. The professor is great!
Andy We'll have to read a lot of philosophy books, Sam!
Sam Really? OK. Uh, maybe reading strategies can be fun, but we're gonna have to write well!
Andy I see what you're saying, but to be a better writer, you need to be a good reader.
Jenna That's right, Andy.
Sam Oh, no way. I don't agree at all.
Andy Well, I think Jenna is right…
Cathy Hello everyone… what's going on?
Andy Cathy, what are your thoughts? Do good readers make good writers?
Cathy Actually… yes!
Sam Could you explain your thinking?
Cathy Read my email. And you have fifteen minutes to reply with your choice!

Exercise 7 INTEGRATE

1 Put students in pairs to discuss the questions. Emphasize the importance of giving specific reasons.
2 Ask a few volunteers to share their partners' answers.

Answers
Students' answers will vary. Sample answers include:
It is more important for me to improve my writing because I would like to get an office job and for that you need to have good writing skills.

Exercise 8 INTERACT

1 Divide the class into four groups. For each statement the group has to decide if the situation is informal (A) or more formal (B) and disagree from that point of view. Remind them to use the expressions from the textbook.
2 Monitor and offer assistance and feedback, making sure each student in the group participates equally.
3 Remind students to go online so that they can create their own version of the video.

Lesson 7.5 I Will, I Might

Student Book page 86

Exercise 1 ACTIVATE

1 Give a couple examples of something an ambitious person does. For example, *A person who works harder and longer hours to get to the next level in their job, who always wants to succeed and go farther.* Ask the class if they know the adjective to describe this type of person.
2 Direct them to start a conversation with their partner, responding to the questions in the book.
3 Call on volunteers to share their opinion with the class.

Answers
Students' answers will vary. Sample answers include:
I have a lot of goals for the future, and I like to plan things out.
If I don't have a plan, I feel nervous because I don't know what direction my life is taking.

Exercise 2 INTERACT

1 Direct students to complete the sentences so they are true for them personally.
2 Then they can compare with a partner who is more relaxed about the future.

Exercise 3 IDENTIFY

1 Play the audio and have students compare their attitude to Josh's.
2 Call on a few students to give answers.

Answers
Students' answers will vary. When comparing their attitude to Josh's, they may comment on Josh's uncertainty about his future, his indecisiveness, his lack of a career plan, and his confusion about how to make one.

Audio Script

CD 2, Track 20

Gary Hi Josh. I'm Gary. How can I help you today?
Josh Hi Gary. Well, er, I'm feeling a little stuck in my career, and I'm looking for some advice on how to do better.
Gary OK, just tell me what you do, and some background about yourself.
Josh I work as an Assistant Manager at a fast food restaurant. The hours are long but the people are friendly, and there's a career scheme for managers. I'm thinking about applying …I don't know … I'm not really sure it's the best option for me.
Gary Why is that?
Josh Well, I doubt being a manager will make me happy. And I don't really like fast food either – working in that environment every day can't be healthy. But I'm not very good at planning things. I know I should make a career plan, but I don't know where to start.
Gary Do you have any idea about the kind of career that might interest you?
Josh Well, I love basketball. I played on the college team, and I'm a pretty good player. But I think what I'd really like to do is be a coach. It might not pay very well though, and that worries me.
Gary So, as you already said, you need to make a career plan. Is there any area of your life that you do make plans for?
Josh Well, I always plan my vacations. I like to do long trips – last year I spent three weeks in the Canadian mountains. I had to plan everything – travel, food, what clothes I would take, the equipment, everything.
Gary And how did you do that?
Josh Well, I started by doing lots of research. I talked to some people who knew the area and they gave me advice. I got information from some really great websites, and I even emailed a guy who wrote a blog about mountain climbing. Oh, I also –
Gary OK, so you do know how to plan. You just have to do the same thing for your career. The first thing to do is research. I suggest you find someone who has the job you want, and ask them for advice. When you've done that, we'll make a more detailed career plan together. How does that sound?
Josh Great, thanks. I'll definitely start looking today.

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Exercise 4 EXPAND

1 Give students time to read the form so they know what information is missing. Replay the recording and have students complete the information about Josh.
2 Call on students to read their answers.

Answers

1 Assistant Manager at a fast food restaurant
2 planning
3 career plan
4 basketball
5 (basketball) coach
6 research

CD 2, Track 20

Exercise 5 WHAT'S YOUR ANGLE?

Preteach *advisor* if necessary. Point out the difference between a school and career advisor. Have students discuss their experiences with advisors. If they don't have any, ask who they talk to when they need work or study advice.

Answers

Students' answers will vary. Sample answers include:
I have never seen a career advisor. I mostly talk to my family and friends when I need a serious advice. I trust their advice.

Speaking

Expressing worries, doubts, and problems

GO ONLINE

Read the text from the Speaking box. Explain the structures and model the examples.

Extra Practice

1 Divide class in four groups. Place large sticky paper on the wall for each group with a situation written at the top of the paper: Starting studies at a new university, Getting married, Losing a job, Failing grades in school.
2 Instruct each person in the group to use one of the structures from the Speaking box and write a sentence about their assigned situation on the sticky paper. No expression should be used twice.
3 When everyone is finished, have the groups rotate clockwise and edit the next group's work for mistakes.
4 Have the groups rotate one more time and start an impromptu conversation on the topic written at the top of that particular sticky note. They may not re-use the statements that are already written on the sticky note; they must come up with new ones of their own.

Exercise 6 PREPARE

Tell students to look at the topics in the book and choose one that they need help planning.

Exercise 7 DEVELOP

Instruct students to take notes of the kind of help they'd need, possible problems, worries, and time frames.

Exercise 8 INTERACT

1 Direct students to walk around the classroom and try to find someone who has experience or information about the thing they need help planning. Have them ask their classmates for help to solve their planning problems.
2 As students practice, monitor and give feedback.

Exercise 9 SHARE

1 Check with the whole class to see how many people completed their plan.
2 Ask volunteers to check who got the most interesting advice and if it was helpful.

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Unit 7 Review

Student Book page 153

Vocabulary

Exercise 1

Answers

1 get a job
2 getting better
3 getting injured
4 getting married
5 get invited
6 get angry
7 got changed

Exercise 2

Answers

Students' answers will vary.

Exercise 3

Answers

1 doubt
2 evidence
3 far
4 accurate
5 for certain
6 confident

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

Grammar

Exercise 4

Answers

1 a 2 c 3 a 4 b 5 c

Exercise 5

Answers

1 Some goals in life are a little hard to achieve.
2 This website is pretty useful for learning languages.
3 I found some really interesting articles on space travel.
4 Life in the future will be much easier than it is today.

Exercise 6

Answers

Students' answers will vary. Sample answers include:

1 I might get married.
2 I probably won't move to a new apartment or house in the near future.
3 I definitely won't be rich or famous.
4 I will probably live and work abroad.
5 I will definitely go traveling around the world.

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 Read the questions aloud. Elicit examples.
2 Read the quote aloud. Ask students if the quote is true for them.
3 Explain who Albert Einstein is if students aren't familiar. Ask: *Does too much planning and organization kill creativity? Do you think big minds are organized or take life one day at a time like Einstein?*

Answers

Students' answers will vary. Sample answers include: Preparation is the key to success. / I like spontaneity and taking life one day at a time.

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 Task 1: Elicit some opinions about life in the future. Have students work in pairs to discuss the question. Call on one or two volunteers to share with the class.
2 Task 2: Elicit information about life in the future that students might write about. Ask students for examples of what specific changes they'd like to see. Have students work independently to write their paragraphs. Ask them to share the paragraphs in small groups or collect and correct their work.
3 Task 3: Have students do an image search of places they are interested in visiting one day. Have them share their pictures in small groups. Then ask volunteers to show their pictures to the class and say why they want to go there.

Answers

Students' answers will vary. Sample answers include:

1 I think life could be easier if a new mode of transportation were invented so we wouldn't have to spend so much time in traffic every day!
2 In five years' time, I will finish my studies. After that I will find a good job and settle down. I am going to do my best to help out my family because they supported me financially and emotionally during my time at the university.
3 One day I would like to visit Latin America. There are a lot of beautiful cultural and historical sites, like the one in this picture: Machu Picchu in Peru. If I go there, I think I can learn a lot about ancient civilizations first hand.

Exercise 9

1 Use gestures and examples to demonstrate 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 tasks in Exercise 8 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

The title of this unit – *Consumption* – summarizes the main theme of consumerism, the buying and selling of goods and services. This main them is evident in the visuals throughout the unit, which show different products people buy, both luxury and everyday items, as well as interactions between customers and customer service representatives.

In ***Lesson 8.1*** the theme of consumerism is evident as students learn how to ask for a product exchange or a refund. ***Lesson 8.2*** focuses on how to effectively use infographics to interpret a text about the consumption of charitable meals in New York. In ***Lesson 8.3*** students learn how to express their opinions in an essay about a particular product they own. In ***Lesson 8.4*** the themes are reflected in the unit videos, which show people making polite and direct requests. Finally, ***Lesson 8.5*** showcases interactions with customer service and getting the information you need.

Lessons

8.1 It's the Wrong Size!

Listening Skill Recognizing statements used as questions

Grammar in Context *Can*, *could*, and *may*: Permission and requests

Pronunciation Skill Stress on content words

- Identify and practice using intonation to turn a statement into a question
- Use modal verbs to ask for permission and make polite requests
- Identify and practice placing stress on content words

8.2 Food Matters

Reading Skill Interpreting visuals and data

Grammar in Context *Be able to*: Ability and possibility (present, past and future)

- Learn how to get information from charts, graphs, pictures and infographics
- Use *be able to* to express ability and possibility in the present, past, and future
- Talk about eating healthy

8.3 I Must Have It!

Vocabulary Development Prefixes

Grammar in Context *May*, *might*, and *could*: Possibility

Writing Skill Giving opinions

- Identify common prefixes and their meanings
- Use *may*, *might* and *could* to talk and ask questions about possibility in the present and future
- Use reasons and examples to support an opinion
- Practice sentences structures to organize your writing and ensure clarity for the reader
- Write an opinion essay

8.4 Is That All Right with You?

Real-World English Making requests and confirming acceptance

- Learn how to be polite or direct when making requests
- Analyze the use of polite questions to soften the request
- Learn how to confirm acceptance of a request
- Role-play conversations

8.5 How Can I Help You?

Speaking Calling customer service

- Learn how to talk to customer service representatives
- Act out a role play

Resources

Class Audio CD 2, Tracks 21–27

Workbook Unit 8, pages 50–56

Oxford Readers Correlations

Recycling (9780194233897)

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 looking at himself in the mirror, adjusting his tie. The photograph relates to the unit theme and subsequent exercises because it focuses on the idea of consumerism through the image of the man trying on new clothes. For example, from the bags on the bed, we can assume that he is trying on a new tie, possibly even a suit that he has just recently bought.

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, lo 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

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 the word *designer* and *consumer*. (A person who purchases goods and services for personal use.) For question 2, ask students to think of different ways food could make them a hero. For question 3, direct students to talk about their feelings about smartphones.

Answers

Students' answers will vary. Sample answers include:

1 A lot of people love designer clothes.
2 Citymeals on Wheels delivers food to the elderly. This has a big impact on the quality of life of the elderly, making Citymeals "heroes."
3 Some people think we do, and some people think we don't.

Discussion Questions

1 Ask specific questions about the picture: *Where is the man in the photo?* (In his bedroom.) *What is he doing?* (He is putting on/adjusting his tie.)

2 Direct students' attention to the questions below the photo. Either discuss them as a class or put students in pairs to discuss them with a partner. Have the pairs report back to the class about some aspects of the discussion.

3 Optionally, before asking students to answer the discussion questions, show the video where Gianni Cipriano answers a couple of 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 He is a consumer of nice clothes. He also consumes everyday things like electricity and food.
2 The media and advertising try to make us buy things by making them fashionable, so we all want one.
3 People feel disappointed when they buy something and it isn't what they expect. I always feel disappointed when I go to a fast-food burger restaurant. The burger I get never looks like it does in the posters!

Video Script

In this photo, a man named Vincenzo Correro looks at himself in the mirror as he puts on his new tie. He is dressing up in his room for his wedding with his wife-to-be, Virginia. I took this photo in Palermo, Italy.

Media and advertising persuade people to buy something through techniques that can be either rational, irrational, or a combination of both. Media and advertising can create significant memories of a product. These memories are created because an ad succeeds at making us feel something, whether it's good or bad. Our emotional response can have a profound effect on how we think and the choices we make.

Consumption can make us feel disappointed because, as consumers, we compare our lives to lifestyles we see in the media that we find attractive. We create a vision of ourselves living this idealized lifestyle, and then behave in ways that help us to realize the vision. The problem is that we are aspiring to something that the vast majority of us cannot possibly achieve.

Exercise 1

1 Instruct student to complete the table to identify their habits and then compare their expenses with other members of the group. Alternatively, for classes where you suspect a wide discrepancy in income or students may be reluctant to share detailed financial information, direct students to put the categories in order of their spending amounts.

2 Ask students if any of them think about changing their consumption habits.

Answers

Students' answers will vary. Sample answers include:
I have never even thought about it. I guess I could be more conscious and spend less on clothes and entertainment.

Exercise 2

1 Instruct students to look at the list of locations and identify where do they shop most often. Have them explain the reasons why to their group members.

2 Ask a volunteer to share their answers with the class.

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Answers
Students' answers will vary. Sample answers include:
For me, it depends what I want to buy and how much time I have. If I want to spend all day shopping, I'll go to a big mall. If I don't have much time, I go to a small local store, to get food, for example. When I want to buy myself something special that's good quality, I go to a department store or sometimes a designer store, although they are more expensive. If I want a bargain, I look in a market!

Real-World Goal

By the end of this unit, students will be able to decide what the two best ways to reduce their consumption are. They will be able to use the themes, ideas, vocabulary, and grammar from this unit to help them do so.

Lesson 8.1 It's the Wrong Size!

Student Book pages 88 – 89

Exercise 1 ACTIVATE

1 First, direct students' attention to the title of the lesson, and ask: *How many times has this happened to you? What do you do when you get an item that's the wrong size?* (Exchange it or return it.) Continue with questions as a segue to the exercise: *What is important to you when you go shopping? What do you most pay attention to?*
2 Instruct students to look at the list and number their choices in order of importance.
3 Have them compare their answers with a partner and discuss their differences.
4 Ask volunteer pairs to share their differences and reasons why.

Answers
Students' answers will vary. Sample answers include:
Price is very important for me because I have a limited budget for clothes. But I also really enjoy fashion, so I do a lot of comparison-shopping before I finally buy what I want. Then comes the quality and comfort. I don't really care about big designer names.

Exercise 2 VOCABULARY

GO ONLINE

1 Before matching each word with a phrase, give a few example sentences using the words bolded in orange. Ask the students what they think it means. For example: *My neighbor bought a new Channel purse to* ***impress*** *her friends because she knows they all follow* ***trends*** *and are into the latest* ***fashion****. I don't care for* ***brand*** *names. I try to keep within my* ***budget*** *and invest in my education.* Alternatively, you may write this little passage on the board and have students brainstorm the meaning of the bold words. Write the best definitions on the board.
2 Have students match the words with the rest of the phrase.
3 After completing the exercise, select students to read their answers. Explain any incorrect answers that students give.

Answers

1 c	3 b	5 h	7 e
2 d	4 a	6 g	8 f

Oxford 3000 words

impress	mix	exchange	budget
latest	brand	match	trend

Exercise 3 BUILD

1 Put students in pairs to complete the exercise.
2 After completing the exercise, select students to read the sentences. Explain any incorrect answers that students give.

Answers

1 brand	5 impress
2 exchange	6 match
3 refund	7 Fashion
4 budget	8 trend

Exercise 4 USE

1 Tell students to choose a statement that they agree with from Exercise 3 and then talk to their partner about it. Tell them to give an example or a reason for their opinion. Model an example. (See sample answer below).
2 Walk around the classroom and monitor the exchange. Offer help where needed.

Answers
Students' answers will vary. Sample answers include:
I never exchange anything I get as a gift because the person who gave it to me put their thoughts and attention into it. I feel that returning it or exchanging it would hurt their feelings.

Exercise 5 IDENTIFY

1 Ask students to predict what the store manager and customer could be talking about to activate prior knowledge of common interactions in a store. If they are struggling to come up with ideas, remind them of the lesson title, which gives an obvious clue.
2 Play the conversation between a store manager and a customer.
3 Have them answer the question.
4 Call on a volunteer to share the answer with the class.

Answers
Students' answers will vary. Sample answers include:
He wants a refund for a gift he has received from a friend because it is the wrong size and it doesn't match any of his clothes.

Audio Script

CD 2, Track 21

Man	Hello. Can you help me?
Woman	Certainly, sir. What can I do for you?
Man	A friend of mine gave me this sweater as a present, but it's the wrong size. It's a large, and I'm a medium. Can I get a refund?
Woman	That should be no problem, sir. May I see your receipt?
Man	Receipt? I don't have one. It was a present.
Woman	I understand, but I need a receipt to process a refund.
Man	Really? You can't give me a refund?

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Woman	Sorry, but I can't give a refund without a receipt. You can exchange it for a different size though. Would that be all right?
Man	Not really. To tell you the truth, it's not my style, and it doesn't match with anything else I have. I'd prefer to have a refund. The ones on display over there are $19. They're the same brand and everything. Can't you give me $19?
Woman	I'm very sorry sir, but I can't do that. You don't have a receipt.
Man	Hmph!
Woman	That's the store policy, sir. I have to follow the rules.
Man	Well I'm not happy about it. May I see the manager?
Woman	I am the manager.
Man	You're the manager?
Woman	Yes. I understand how you feel, but without a receipt, all I can offer is an exchange… It doesn't have to be for the same item. You can choose anything from the store of the same value.
Man	Well, OK then. I'll go and have a look around.
Woman	You can leave your sweater here. When you're ready, please just come back and we'll take of it all for you.
Man	Yes, OK. Thank you.

Listening Skill

Recognizing statements as questions

GO ONLINE

1 Direct students to read the information in the box. On the board, write that we use rising intonation in statements to check information and express surprise.
2 Model the difference between rising and falling intonation with the first example in the box. Ask students to close the book and listen for the difference as you pronounce it a second time.
3 Finally, play the audio and ask the class to repeat after the recording.

CD 2, Track 22

Extra Practice

1 Write a few examples on the board such as:
You swam with sharks
She gave you a test
I need to write my name here
2 Put students in pairs. Student A reads the example as a statement with falling intonation. Student B reads the same example with a rising intonation as a question.
3 Then they switch. Monitor and offer assistance as needed.

Exercise 6 NOTICE

1 Tell students that they will hear each sentence twice. Have them focus on whether the intonation is rising or falling to detect if they are hearing a statement or a question. Play the audio.
2 Have students circle the correct answers.
3 Go over the answers as a class.

Answers
1 A statement, B question
2 A question, B statement
3 A statement, B question
4 A statement, B question
5 A question, B statement

Audio Script

CD 2, Track 23

1 A You don't have a receipt.
B You don't have a receipt?
2 A It's the wrong size?
B It's the wrong size.
3 It was a present.
B It was a present?
4 You're the manager.
B You're the manager?
5 That's the store policy?
B That's the store policy.

Exercise 7 INTERACT

Instruct students to take turns pronouncing the sentences in Exercise 6 as either statements or questions. Have partners listen and try to identify them correct as such.

Grammar in Context

***Can, could,* and *may:* Permission and requests**

GO ONLINE

1 Go over the Grammar in Context box with students.
2 Explain the difference in level of politeness between *could* and *may* through examples in the box. Specify that *may* is not used here in the meaning of possibility.
3 For additional information, see the Grammar focus on page 166 of the Student Book.

Extra Practice

1 Make two big cards with the words *Permission* and *Request*. Place them on your desk.
2 Prepare strips of paper that contain example sentence with the modal verbs *may, can,* and *could*. Have one sentence for each student.
3 Hand out the sentences. Have students read them and place them on the correct card on your desk: *Permission* or *Request*.
4 Have students huddle around your desk to see if they can find any mistakes before you make the final corrections.

Exercise 8 INTEGRATE

1 Tell students to read the questions before you replay the audio from Exercise 5.
2 Play the recording of the conversation again and instruct students to answer the questions.
3 Ask some students to read their answers. Explain any incorrect answers students give.

Answers
1 a receipt
2 $19
3 the manager
4 an exchange / an exchange of anything in the store of the same value
5 Yes, he does.

CD 2, Track 21

Exercise 9 WHAT'S YOUR ANGLE?

1 Put students in pairs. Have them take turns asking and answering the questions.
2 Call on a few volunteers to share their answers.

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Answers
Students' answers will vary. Sample answers include:
1 Well it depends on the person, but I mostly give gift certificates.
2 I try to think of things they love to do, or if I hear them talk about something they really want then I get them that.
3 Sometimes I am and sometimes I am not.
4 Yes. For Christmas I usually receive gifts I don't like. I always end up re-gifting them.

Exercise 10 ASSESS

Direct student to decide if each statement is formal (F) or informal (I).

Answers
1 I 2 F 3 F 4 F 5 I

Exercise 11 EXPAND

Instruct students to find mistakes in each sentence. You can make this a partner activity. If you instruct them to do it independently, have them check their answers with a partner before you go over the answers as a class.

Answers
1 In summer, staff may **~~to~~** wear short-sleeved shirts.
2 Could**~~n't~~** I get a discount?
3 **~~Do I can~~ Can I** help you with these bags?
4 A: Can I pay here?
B: No, sorry you **can't**.
5 A: Could I please try on this sweater?
B: Yes, you **can ~~could~~**.

Pronunciation Skill

Stress on content words

GO ONLINE

1 Direct students to read the information box.
2 Write the following example on the board: *Please use a pencil for your exam*. Read it aloud, stressing the content words (pencil, exam). Ask students to write down the content words they hear.
3 Have students compare their content words with a partner. Then read the sentence aloud again, allowing pairs to settle any discrepancies.
4 Finally, elicit the content words from the class.

More to Say…

Focus: Students practice stress on content words
Grouping Strategy: Whole class
Activity Time: 10 minutes

Ready,
1 Prepare a set of statements. Write enough sentences for half of the class.
You can help me.
He wants to buy a sweater.
I can pay with cash.
We can drink in the store.
She doesn't have any free time.
2 Write each sentence twice and cut the paper into strips so that there is one sentence on each strip.

Set…
1 Put students into pairs.
2 Give one slip of paper to each student. Make sure the pairs of students have the same sentences. Tell them to keep their sentences secret.
3 Give students five minutes to work together to determine the stressed words in their sentence and mark them on their slips of paper.
4 Have them quietly practice reading their cards with the correct sentence stress.

Go!
1 Tell students to stand up and walk around the room. As they meet with a new partner, they should say the sentence on their card, stressing the content words.
2 The listener should identify the stressed words and repeat the sentence back to the speaker with the correct stress.
3 Have students meet with five partners.
4 As a class, have students stand up and read out their sentences with the correct speech rhythm.

Exercise 12 NOTICE

1 Instruct students to listen for the stressed words.
2 Call on individual students for answers.

Answers
1 May I <u>see</u> your <u>receipt</u>?
2 You can <u>leave</u> your sweater <u>here</u>.
3 You can <u>exchange</u> it for a <u>different</u> <u>size</u>.
4 A <u>friend</u> of mine <u>gave</u> me this sweater as a <u>present</u>.
5 I <u>can't</u> give a <u>refund</u> <u>without</u> a <u>receipt</u>.

CD 2, Track 24

Exercise 13 IDENTIFY

1 Have students work with a partner to identify the stressed words in the sentences.
2 Play the recording, so they can check their answers.

Answers
1 <u>What</u> can I <u>do</u> for you?
2 To <u>tell</u> you the <u>truth</u>, it's <u>not</u> my <u>style</u>.
3 May I <u>see</u> the <u>manager</u>?
4 I <u>understand</u>, but I <u>need</u> a <u>receipt</u> to <u>process</u> a <u>refund</u>.
5 You can <u>choose</u> <u>anything</u> from the <u>store</u> of the <u>same</u> <u>value</u>.

CD 2, Track 25

Exercise 14 APPLY

1 Instruct students to take turns with a partner and practice reading the sentences with stressed content words from Exercises 12 and 13.
2 Monitor and give feedback as needed.

Exercise 15 INTERACT

1 Tell students that they will write and act out a role-play between a store assistant and a customer.
2 Have students choose their roles in the conversation.
3 Now instruct them to write a conversation using formal language for permission and requests and stressed content words.

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4 Monitor as they write, offering assistance where needed.
5 When students have finished writing, have them take turns acting out their conversations for another pair.

Exercise 16 WHAT'S YOUR ANGLE?

1 Tell students to share with their group about their last return, refund or exchange experience.
2 Monitor and offer feedback where needed.
3 Call on volunteers to share their answer.

Answers
Students' answers will vary. Sample answers include:
The last thing I retuned was pair of shoes. When I got home and tried them on again, I realized they were not as comfortable as I thought. When I was returning them, I didn't have time to try on any other shoes, so I asked for a full refund.

Lesson 8.2 Food Matters

Student Book pages 90 – 92

Exercise 1 ACTIVATE

1 Direct students to look at the title and ask if they think what we eat is important and why.
2 Put students in pairs to discuss the questions.
3 Call on a volunteer from each pair to share their observations.

Answers
Students' answers will vary. Sample answers include:
1 Healthy eating means choosing a variety of whole foods (like vegetables, fruit, and meats) and avoiding highly processed foods (like sugar). Diet is very important because it affects our health and levels of energy throughout the day.
2 Some people may not get enough to eat because they live in a poor country or they are on a restrictive diet due to their health.
3 There is a food charity in my city called Meals on Wheels. They deliver food to elderly and sick people.

Exercise 2 ASSESS

1 Instruct students to read the title of the blog and the first paragraph to find the meaning of the word *charity* (an organization set up to provide help and raise money for those in need), and what it does and who it helps.
2 After completing the exercise, select a few students to share the answers.

Answers
Citymeals on Wheels delivers meals to elderly people living in New York. It helps more than 18,000 people in New York every year.

Reading Skill

Interpreting visuals and data

GO ONLINE

1 Direct students to read the information in the Reading Skill box. Explain any of the terms that students aren't familiar with such as *heading*, *visuals*, *statistics*, or *infographics*.
2 Have students use the visuals to predict what the text is about (a service that distributes meals to New Yorkers).
3 Ask, *What do the different dollar amounts in the pie chart stand for?* (Program cost) *Can we infer from the infographic who the recipients are? What does the visual tell us?* (The meals are distributed to seniors.) *Can we tell all this just from the title?* (not as easily as from the visuals)

Extra Practice

1 Do a web or image search to find some infographics that you can distribute to the class. For example, you can do a general search for energy consumption infographics or infographics on other topics that might interest your class. You might also look up the list of 100 best infographics prepared by a group called Siege Media and peruse that for ideas.
2 Have students work in pairs to analyze the infographics. Tell them to image that they found these infographics embedded in a magazine article. Ask them to take notes on what they think the magazine article would be about. Challenge them to list five predictions based on the infographic.
3 Have pairs present their infographics and lists to the class. Encourage other members of the class to make additional guesses about what an article with each infographic might include.

Exercise 3 APPLY

1 Direct students to look at the questions and predict which ones will be answered in the text and which in the graphics.
2 Call on individuals to share their answers and explain their reasons.

Answers

1 text	5 graphics
2 text	6 graphics
3 graphics	7 text
4 text	8 text

Exercise 4 DEVELOP

1 Have students use the text and graphics to answer the questions from Exercise 3.
2 Monitor and spot-check answers for correctness.
3 Call on students to read their answers. Correct any incorrect answers students give.

Answers
1 Gael Greene is a restaurant critic and co-founder of Citymeals.
2 They started Citymeals because budget cuts meant that elderly people in New York had nothing to eat on weekends or holidays.
3 $17,304,135
4 They raised the money from friends and coworkers in the food community.
5 $9,278,166
6 4,356
7 The typical person they serve is in their eighties.
8 Citymeals always needs donations and volunteers.

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Exercise 5 WHAT'S YOUR ANGLE?

1 Put students in groups, choose a group leader, and have them discuss the questions.
2 Call on group leaders to share groups' observation with the rest of the class.

Answers
Students' answers will vary. Sample answers include:
I cooked for my next-door neighbor when she fell and hurt her leg. I also went to the store to get her groceries. Sometimes, elderly people just need your company because they get lonely. So even after her leg healed, I went to play cards with her every once in a while.

Grammar in Context

***Be able to:* Ability and possibility (present, past and future)**

GO ONLINE

1 Direct students to read the information in the Grammar in Context box.
2 Point out that we can only use *be able to* and not *can* in the meaning of ability and possibility in the future. Model the example from the Grammar in Context box.
3 Also point out that the verb BE in *be able to* will change tense forms from *am/is/are* through *was/were* to *will be able to*. Write the following examples on the board:
I am able to speak English.
When Peter and Mary were children, they were able to run really fast.
When she gets an A in English, she will finally be able to relax.
4 For additional information, see the Grammar focus on page 166 of the Student Book.

Extra Practice

Project or write on the board the sentences below for an error correction activity. Divide the class in three teams and give each team a different color marker to track their answers more easily. Each team picks one representative to begin. When you say "Go!", students run to the board to correct one sentence; then they pass the marker as soon as possible to the next teammate who runs to the board to make the next correction. The winner is the team with the most correct answers. Example sentences include:

1. *I am never be able to swim in the sea.*
2. *I'll to be able to play football tonight, if the weather's good.*
3. *I'd love to being able to speak English perfectly.*
4. *My friends was able to see my car when I drove past.*
5. *I'm able to playing the piano really well.*
6. *If we finish early, we'll be able go to shopping after work.*
7. *John's to be able to cook like a chef.*
8. *My brothers is able to make great holiday photos.*
9. *She able to sing beautifully.*
10. *Everyone thinks she'll can be a pop star because of her great voice.*

Exercise 6 APPLY

1 Direct students to work independently to circle the correct option.
2 Ask students to check their answers with their partner. Call on students to read the answers. Explain any incorrect answers students give.

Answers
1 weren't
2 are
3 are able to
4 aren't
5 will be able to

Exercise 7 EXPAND

OXFORD REFERENCE

1 Start a short class discussion on organic foods to introduce the topic. Ask a few basic questions, *What is the difference between organic food and conventional food? Which is more common in your country?*
2 Direct students to complete the text with the correct forms of *be able to*.
3 Monitor students' progress taking note of any errors to review as a class at the end of the activity. Additionally, you can write the mistakes on the board and have the class do an error correction exercise before you give them the correct answers.
4 When you finish with the grammar corrections, have students read the whole text to themselves to decide if they find any of the information surprising. Discuss main ideas and or ask comprehension questions. For example, *How much is the organic food industry worth? What is happening to small organic food companies? What do the local organic producers worry about?*

Answers
1 is able to
2 won't be able to
3 weren't able to
4 will be able to
5 won't be able to

Exercise 8 WHAT'S YOUR ANGLE?

1 Put students in groups of three or four. Have students preview the questions and then share their opinions.
2 Call on volunteers to share their group's opinions.

Answers
Students' answers will vary. Sample answers include:
I am a very healthy eater and it is very important to me that all my fruits and vegetables are organic because I really believe that they are better for my health and for the environment. I am even thinking of buying all organic cosmetics now.

Exercise 9 INTERACT

1 Instruct students to ask and answer the questions with their partner.
2 Walk around the classroom and monitor their progress, offering help where needed.
3 To find out their score on the quiz, instruct students to count all of their "yes" answers and to check what group they belong to at the bottom of the quiz.
3 Give students time to discuss their results with their partner. At the end, you can identify the members of the three groups by a show of hands to determine which is the largest group in the class. You may need to additionally explain the word *foodie* (a person with a particular interest in food; a gourmet).

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Exercise 10 VOCABULARY

1 Have students do the activity first, to see how many they know or can work out. To check understanding, ask for examples of the words. Example:
baked – potatoes, bread
raw – fish, vegetables
salty – nuts, chips
spicy – peppers, hot sauce
sour – lemon, citrus

Answers

1 c	3 h	5 g	7 b
2 e	4 a	6 f	8 d

Oxford 3000 words

eat out	ingredients	salty	sour
bake	raw	spicy	

Exercise 11 BUILD

1 Instruct students to use the words from Exercise 10 to complete the sentences. Have students work independently.
2 When students finish, have them check their answers with a partner.
3 Monitor and offer assistance where needed.
4 Have a different volunteer read each tip aloud to go over the answers as a class.

Answers

1 ingredients	3 bake	5 salty	7 raw
2 recipe	4 sour	6 spicy	8 eat out

Exercise 12 WHAT'S YOUR ANGLE?

1 Put students in pairs. Direct student to start a discussion with their partners about their favorite dish. Tell them to explain how to make it and describe how it tastes. Remind them to use the vocabulary words as much as they can.
2 Monitor and offer feedback.
3 Alternatively, ask a few volunteers to share the recipes for their favorite dish on the board.

Answers
Students' answers will vary. Sample answers include:
I like to make salmon and scrambled eggs, especially for breakfast on the weekend. You put a couple of eggs into bowl, add some cream and salt, and mix by hand. Then heat some oil in a frying pan and add the egg mixture. You have to mix it quickly! If you like it spicy, add some pepper. Finally, add some cooked salmon and mix it all together. Delicious! You don't need to add more salt because the salmon is salty. It tastes fantastic!

Lesson 8.3 I Must Have It!

Student Book pages 93 – 95

Exercise 1 ACTIVATE

1 Ask students to walk around the classroom and interview three students by asking the questions from the book. Tell them to write down or take notes on their classmates' answers. You may want to suggest that they use a chart like the one below to organize the responses:

	Name 1	Name 2	Name 3
1			
2			
3			

2 Ask a few students to share their interviewees' answers with the class.

Answers
Students' answers will vary. Sample answers include:
1 Yes, I often buy new electronic gadgets like a new phone, laptop, or tablet even if there is nothing wrong with the one I have. I like to feel I am at the front of technology—otherwise I'm afraid I will fall behind.
2 Not always but usually. The expensive brands are often better made and longer lasting.
3 I guess having the latest technology is an attempt to impress other people. But I don't buy things just for that reason.

Exercise 2 EXPAND

1 Have students sit with a partner and study the infographic to decide if the statements are true or false.
2 Call on a few students to read their answers. Explain any incorrect answers students give.

Answers
1 T 2 F 3 T 4 T 5 F (only to customers 44–55) 6 T

Exercise 3 WHAT'S YOUR ANGLE?

1 Have students share their responses in groups.
2 Select a few students to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
I am 20 years old, and according to this they say we are all interested in brand. I guess that might be generally true, but it's not true for me. For example, I am more interested in the quality of clothing than the brand.

Vocabulary Development

Prefixes

GO ONLINE

1 Write the word *consumer* on the board and then ask students what part of a word you can add to the front of it to make it mean against consumers (anti). If they don't have ideas, offer choices (pro, pre, anti). Ask if they know the term for these (prefix).
2. Direct students to read the information in the box.
3. Write the prefixes on the board. Model the examples from the box and elicit additional examples from the class.

Exercise 4 BUILD

1 Have students work independently to complete the exercise.
2 Go over the answers by selecting individual students to read the sentences.

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Answers

1 overpriced	3 pre-tablet	5 pro-growth
2 anti-consumer	4 underpaid	6 postmodern

Exercise 5 USE

1 Have students work in pairs to decide which prefixes from the Vocabulary Development box can be matched with these words. Then instruct them to write sentences together using the combined words. Model the example from the book.

2 Walk around and monitor progress. Offer assistance where needed.

Answers

anti—government, war
pro—government, war
over—eat, estimate, use, cook, weight
under—eat, estimate, use, cook, weight, graduate
post—war, graduate
pre—war, cook

Grammar in Context

***May, might,* and *could:* Possibility**

GO ONLINE

1 Direct students to read the Grammar in Context box.

2 Point out that *couldn't* does not express possibility, but quite the opposite—certainty that something is impossible. Give an additional example:

A: I think I saw you at the supermarket last night around 9 p.m.

B: That couldn't have been me. I went to bed at 8 p.m. last night.

3 For additional information, see the Grammar focus on page 166 of the Student Book.

Extra Practice

1 Direct students to work in pairs or individually. Each pair chooses a location where someone might go for vacation – the beach, an amusement park, the grocery store, camping, etc.

2 Have partners write five sentences describing what a person could do at that location.

3 Pairs take turns reading their sentences to the rest of the class, and the class guesses what location they are describing.

Exercise 6 IDENTIFY

1 Direct students to read the statements and decide if they refer to present or future by marking the statements with a *P* or an *F*.

2 Ask a few students to share their answers. Explain any incorrect answers students give.

Answers

1 F 2 P 3 F 4 F

Exercise 7 INTERACT

1 Have students choose statements they agree with and share with a partner.

2 Call on students to share their partners' responses.

Answers

Students' answers will vary. Sample answers include:
I am afraid that it may not be possible to reduce pollution. We are so hooked on consumerism that I think it will be very difficult to get millions and millions of people to change their habits overnight.

Exercise 8 DEVELOP

1 Have students work independently to complete the exercise.

2 Ask them to share their answers with a partner and note differences.

3 After completing the exercise, select students to share their answers with the class.

Answers

1 may	3 may	5 Could
2 might	4 might not	6 might not

Writing Skill

Giving opinions

GO ONLINE

1 Direct students to read the Writing Skill box. While they are reading, project a paragraph of your choice that includes an opinion, support of that opinion, and signal words like *First*, *Next*, and *Finally* so students can see the structure more clearly. For example:

I strongly believe that all people should have equal rights to education. For instance, in some parts of the undeveloped world, girls still do not have access to education. Every person should have the right to education regardless of their gender. To solve the problem, there are several things each of these undeveloped countries could do. First, they should raise the awareness of the issue in male population by using concrete arguments. For example, they should explain that girls will one day become mothers, and an educated mother will raise her children to be more active members of society, which will help their country prosper. Next, they should include their religious leaders to support the cause for a more far-reaching effect. Finally, they should educate the elders in their communities about the benefits of education.

2 Have students work in pairs to try to identify parts of the text that demonstrate the three categories from the Writing Skill box: giving an opinion, supporting an opinion, and structuring your writing.

3 Go over possible answers as a class.

Extra Practice

1 Have students write an example sentence for two of the categories – giving opinion and supporting opinion.

2 Circle the classroom and monitor students' progress, offering help where needed.

3 When finished, have students read their opinions to each other and see if they agree or disagree and why.

Exercise 9 NOTICE

1 Instruct students to read the essay and highlight or underline the language from the Writing Skill box.

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2 Circulate the classroom and monitor students' progress, offering help where needed.
3 Go over the answers together as a class.

Answers
In my opinion, For example, In conclusion, I believe

Exercise 10 EXPAND

1 Have students work independently to answer the question.
2 Ask the whole class for the number of reasons and then call on students to give the specific reasons. Explain any incorrect answers students give.

Answers
Four: People don't use most of the functions on their smartphones. / They are expensive (to buy and to fix). / People waste a lot of time on them (texting friends / playing games). / Life might be better without one.

Exercise 11 WHAT'S YOUR ANGLE?

1 Instruct students to work in pairs and share their opinions.
2 Ask volunteers to share answers with the class.

Answers
Students' answers will vary. Sample answers include:
I agree with the essay. I don't have a smartphone for all those reasons. I have a regular phone, which works fine. It's cheap! When I need to check my email, I use my tablet and find free Wi-Fi.

Exercise 12 PREPARE

1 Tell students that they will prepare to write and opinion essay. Instruct them to choose one image and give their opinion on if it is necessary or unnecessary.
2 Instruct them to brainstorm reasons for their opinion and to write several bullet points of a few keywords only for their supporting opinion and examples.
3 Monitor their progress and offer assistance if needed.

Exercise 13 WRITE

1 Instruct students to start writing an essay of 175-200 words. Point out the checklist with requirements and tell them to read it beforehand to know what to include in their essays.
2 Walk around and monitor their progress.
3 When students finish writing, ask them to use the checklist to make sure they have not left out any of the requirements.

Exercise 14 SHARE

1 Now, ask students to share their essays in groups and ask for/give feedback using the checklist one more time.
2 Finally, instruct them to check to see who in the group has a similar opinion to them.

Lesson 8.4 Is That All Right with You?

Student Book pages 96 – 97

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Ask them to describe the pictures and make predictions regarding what the video will be about.
2 Give students a minute to look over the questions. Play the video and have students look for answers.
3 Call on any volunteers to answer the questions.

Answers
1 a coffee and a tea
2 $10
3 turn down the volume on a video
4 some sugar and the milk

English For Real Video Unit 8

Real-World English

Making requests

1 Direct students to read the information in the box. Then model the examples with a volunteer. Explain that the tone of your voice can also make the request more or less direct or polite. Ask if students have any questions.

Extra Practice

1 Set a scene: One student is talking very loudly and laughing in the library while you are trying to study.
2 Instruct the students to use all the expressions from the box to practice making requests.
3 When the first student is finished, have them switch roles.

Real-World English Strategies

When making a request, it is not uncommon to use additional phrases that either reinforce or soften a request. For example, the person making a request can give reasons, state facts, promise a reward, express appreciation, or make a threat.

1. Together with your students, look at the following example on the board:
   A hotel guest speaking with a receptionist and asking for help with bringing bags to the car.
2. Ask students what supportive phrases they think they could add to the request to make it more effective. If students are stuck, encourage them to use appreciation (e.g., *Can you help me carry these bags to the car? I'd really appreciate it.*), or a reason or fact to support the request (e.g., *My bags are really heavy. Can you help me carry them to the car?*).

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3. Challenge your students to work with a partner to come up with several alternatives for each of the following situations, and then share with the whole class:
   - a student asking for $5 from his roommate
   - a passenger asking the flight attendant for water
   - an audience member asking the presenter to speak louder
4. You may also want to talk about the length of and kinds of supportive phrases that are appropriate in each situation. For example, discuss with students why the following would be inappropriate:

   Excuse me, my bags are really heavy, and I have recently twisted my ankle when I was visiting my family. My husband really doesn't want me to strain it. Could you help me carry my bags to the car? I would really appreciate it – you look like a very helpful person.

Exercise 2 ANALYZE

1 Instruct student to look at the chart with the request questions and decide how direct or polite they are.
2 Go over the answers with the class. Explaining each answer as per the answer key.

Answers
a 4 The use of *possibly* makes this very polite.
b 2 Without *possibly,* this is more direct.
c 4 The length of this request shows it is very polite.
d 3 The length of the request shows it is polite.
e 4 This is less direct and more polite than *Do you mind.*
f 3 These are polite requests.
g 2 This is a standard way of making a request.
h 1 This imperative is the most direct form of request.

Exercise 3 IDENTIFY

1 Allow students to read the incomplete requests before playing the video.
2 Play the video and have students listen for the answers to complete the requests.
3 Go over the answers as a class. Replay the video to clarify any discrepancies.

Answers
1 Can you
2 Could you
3 Would it be possible
4 Get
5 Could you

Video Script

English For Real Video Unit 8

Kevin Hey guys… Sorry I'm late. I haven't even had a coffee yet. I'll leave my laptop here while I get one, OK?
Andy Sure. We'll be here.
Max OK, no problem.
Andy Actually… Kevin? Can you get me a coffee too?
Max Oh, yeah. Could you get me a tea?
Kevin Uhh, OK.
Andy Are you sure?
Kevin Actually, do you have any money? I don't have enough cash.
Andy No problem. Here, take ten. Thanks, Kevin!
Max Wow. That's loud!
Andy Excuse me? Would it be possible for you to turn the volume down?
Student Oh, sure. Sorry about that.
Andy Thanks.
Kevin Here you go, guys.
Andy Oh…while you're up, get the sugar from over there! Thanks.
Kevin Right.
Andy Oh… Could you get some milk too? Sorry!
Kevin Here it is. Can I sit down now?
Andy Be my guest!

Exercise 4 ASSESS

Ask the whole class the question and have several volunteers offer their answers. Encourage them to be specific with their reasons why.

Answers
Andy's request for sugar is very direct. He tells Kevin to get it because Kevin is already standing up. Later, when Andy asks for the milk, Kevin has already started walking back toward the table, so it's more inconvenient for him to go back for the milk. That's why Andy's second request is a little more polite.

Exercise 5 ANALYZE

1 Instruct students to look at the requests in Exercise 3 and detect the one that is different.
2 Go over the answer as a class. Elicit explanations.

Answers
Would it be possible for you to turn the volume down? is different from the others because it is very polite. This request was made by Andy to a group of students he didn't know. The request itself, to turn down the music, was fairly "big." All the other requests were made by Max and Andy to their friend Kevin, so they are direct. They are also fairly simple requests.

Exercise 6 APPLY

1 Instruct students to complete the requests with the correct word.
2 Call on students to read the completed requests.

Answers
a Can you help me carry these bags to the car?
b Do you mind moving your books off the table?
c Could you show me where the canned tomatoes are?
d Would you mind getting a package from the mailroom?
e Would it be possible for you to book a taxi for five o'clock?

Exercise 7 EXPAND

1 Tell students to match each request from Exercise 6 with a situation (a-e).
2 Ask some students to read their answers. Explain any questions that may arise.

Answers
1 c 2 e 3 a 4 b 5 d

Real-World English

Confirming acceptance

Direct students to read the information in the box. Then model the conversation with a volunteer. Use the correct intonation. Ask if students have any questions.

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Extra Practice

1 Ask students to choose one of the situations from Exercise 7 and start a conversation with a sentence from Exercise 6 and then continue the conversation following the model in the box. For example:
Scene: Parent and a child outside a grocery store
A: Can you help me carry these bags in to the car?
B: Well, …. uh … OK.
A: Are you sure? I can call your brother.
B: No, it's OK. My hands are full. Let me set down my backpack, and I'll help you.

Exercise 8 EXPAND

1 Play the three short conversations and have the students decide how willing the people are to accept the request.
2 Go over the answers together as a class, explaining any incorrect answers the individual students may give.

Answers

1 Unwilling 2 Willing 3 Unwilling

Audio Script

CD 2, Track 26

Conversation 1

Man Hey, Karen. Are you going out?
Woman Yes.
Man Could you get some stuff for me from the store? I have a list here.
Woman Oh, er…I guess so.
Man Are you sure you don't mind?
Woman Well, I don't want to spend a ton of time at the store.
Man No, there's not much. Just a few things.

Conversation 2

Man 1 Oh, and one last thing before you go. I'm sorry to ask, but would it be possible to move our next meeting to Wednesday rather than Thursday? Something's come up and I won't be in the office next Thursday.
Man 2 No problem.
Man 1 Is that all right with you? I don't want to cause any inconvenience.
Man 2 It's fine. Actually, Wednesday's better for me!

Conversation 3

Woman Dad. Do you mind looking after Charlie tomorrow morning?
Man Oh. Um…well. All right.
Woman Are you sure that's OK? It's just I have to be at the doctor's office at ten, so I'll bring him to your house at nine.
Man What time will you be back? Your mother and I are having lunch with a friend at one.
Woman Oh, I'll be back way before that. Thanks!

Exercise 9 IDENTIFY

1 Give the students time to read the list of expressions. Then play the audio again and have them check the expressions they hear.
2 Call on students to read the correct answers.

Answers

1 Are you sure you don't mind?
2 Is that all right with you?
3 Are you sure that's OK?

CD 2, Track 26

Exercise 10 INTERACT

1 Instruct students to work in pairs, choose a relationship from Exercise 8, and create a role-play according to the three guiding questions.
2 Ask three students to read the questions aloud. Go over the questions together as a class to ensure that students understand all the requirements.
3 Depending on the ability level of your students, you may want to encourage them to write down all or just parts of the conversation before speaking. For strong students, they may be able to improvise on the spot. Encourage them to mentor their partners.
4 Monitor and offer assistance as needed.

Exercise 11 SHARE

1 Give students five minutes to practice with their partners and tell them that they will perform their role-plays for the class. Monitor as they are practicing.
2 Call for a volunteer pair to role-play their conversation for the class or model an improvised conversation with a strong student. If you have a large class, put three groups together and have them take turns acting out the role-play for each other. If your class is small, you may opt to have each pair come up to the board to perform.
3 Rather than interrupt students to correct their mistakes, keep track of any errors that you want to review with them (or the class) once their role-play is complete.
4 Remind students to go online so that they can create their own version of the video.

Lesson 8.5 How Can I Help You?

Student Book page 98

Exercise 1 ACTIVATE

1 Have students start a discussion in groups based on the question.
2 Ask a few volunteers to share their group's responses.

Answers

Students' answers will vary. Sample answers include:
I have a T-Mobile unlimited plan for $40 a month. I can text and call anyone I want for the same price, but I have limited data usage.

Exercise 2 IDENTIFY

1 Give students time to read the chart. The recording and tell students to complete the chart with the information from the recording.
2 Call on volunteers to share the answers for the class.

Answers

Plan	Minutes	Data	Texts	Cost
Value	300	1GB	free	$28
Smart	500	2GB	free	$30

Audio Script

CD 2, Track 27

Automated message *All our operators are busy now. Your call is important to us. Please continue to wait and someone will be with you as soon as possible.*
Representative Hello. Blu Comm. How can I help you?
Customer Finally! Thank you… I want to check that I'm on the right plan, please. My latest bill was very high and…

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Representative	What's your account number please, sir?
Customer	Er.. yes. It's 987-454-389.
Representative	OK. Right. Could you tell me again what the problem is, sir?
Customer	Well, as I just said, my bill's very high, and I'd like to check what plan I'm on.
Representative	OK… so I can see here you're on our Value Plan. That's 300 minutes, one gigabyte of data, and free texts. $28 a month.
Customer	But my last bill was $65!
Representative	Hmm. Let me see. Oh, that's because you went over on your data…
Customer	Oh, right. Well, I am using the Internet a lot more now. Is there another plan I can change to?
Representative	Well, there's our Smart Plan. That's two gigabytes of data each month, so double what you have now. Actually, we have a promotion. Let me see… Yes, you've been with us over a year so I can offer that for $30 instead of $40 a month.
Customer	Wow, thanks. So it's only $2 more than I'm paying now.
Representative	Yes. You get 500 minutes with that, too.
Customer	Great. And free texts still?
Representative	Yes, that's right. I can set it up now for you if you like?
Customer	Yes, definitely. Thanks!

Exercise 3 IDENTIFY

1 Give students a moment to look over the questions before they listen. Play the audio and have them work independently to answer.
2 Call on volunteers to read their answers for the class.

Answers
1 He wants to check he's on the right plan
2 Because he went over on his data allowance
3 He has been with the company for over a year
4 No
5 Yes

CD 2, Track 27

Exercise 4 WHAT'S YOUR ANGLE?

1 Put students in groups of four and have them share their answers with each other.
2 Ask volunteers to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
The last time I changed providers was five years ago. I really don't like to change that often. They are all the same in the end. The difference in price is not worth the hassle.

Speaking

Calling customer service

GO ONLINE

Direct students to read the information in the box. Now ask different students to read the examples. Model again the second example inserting several options that will make sense to students. For example:

Please listen to the following options.

For business hours and location, please, press 1.

If you are experiencing technical difficulties, press 2.

If you would like to talk to a service representative, press 0.

Ask them which expressions they hear the most often when they call a customer service line.

Extra Practice

1 Have students take out their cell phones and call their phone provider. Direct them to find out their account balance. If students don't have a cell phone, ask them to call their electric company or some other service they may be paying for.
2 Instruct them to take notes of all the options that they they went through in the automated service before they arrived at the information they needed. For example:
Thank you for calling AT&T.
Please listen to the following options.
If you would like to talk to the billing department, press 3.
For an automated message of your account balance, press 2.
If you wish to speak to a customer service representative, press 0.

Exercise 5 APPLY

1 Direct student to use the words from the box to complete the dialogue.
2 Spot-check students' work for mistakes.
3 Have students check their answers with a partner and then ask volunteers to share the answers with the class.

Answers

1 help	3 security	5 account	7 refund
2 last bill	4 zip code	6 upgrade	

Exercise 6 USE

1 Select two students to model the dialogue for the class, or you can model it with a strong student.
2 Now have students practice the dialogue in pairs. Then have them switch roles and practice it again.
3 Monitor and offer assistance and feedback as needed.

Exercise 7 PREPARE

1 Activate students' knowledge from prior experience by asking, *Have you ever called customer service? What was the reason?* (I called my phone company to ask about my bill. It was too high last month.)
2 Put students in pairs and tell them to think of three reasons they might need to call customer service and to take notes in the book.
3 Walk around the classroom and monitor their progress, offering assistance as needed.

Answers
Students' answers will vary. Sample answers include:
Questions a customer service representative might ask:
How can I help you?
Can you tell me your name and zip code?
What's your account number?
Questions the customer might ask:
Why is my bill so high?
Can I change my plan?
Can I get an upgrade?

Exercise 8 INTERACT

1 Pair students with a new partner and have them choose one of the three situations from Exercise 7.

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2 Using their notes from Exercise 7, have students role-play conversations between a customer service representative and a customer.
3 Monitor and offer assistance as needed. Encourage lower-level students to write the conversation down so they can perform it later. Encourage the stronger students to mentor their partners.

Exercise 9 SHARE

1 Ask two pairs to sit together and tell them that they will perform their role-plays for each other.
2 Point out the two questions and say that the pair who is listening will have to answer these in writing.
3 Walk around the room and monitor their progress, making sure students are writing down the answers.
4 Rather than interrupt students to correct their mistakes, keep track of any errors that you want to review with them (or the class) once their role-plays are complete.

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Unit 8 Review

Student Book page 154

Vocabulary

Exercise 1

Answers

1 brand	3 impress	5 mix
2 latest	4 budget	6 match

Exercise 2

Answers

1 eat out	3 salty	5 raw
2 spicy	4 sour	6 bake

Exercise 3

Answers

1 anti	3 pro	5 pre
2 over	4 under	

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

Grammar

Exercise 4

Answers

1 will—Ability	3 may—Possibility	5 Will—Possibility
2 couldn't—Ability	4 Could—Request	

Exercise 5

Answers

1 A: Could I please pay for these now and collect them later?
B: Yes, you ~~could~~ **can**.
2 A: May I have this last slice of pizza?
B: Yes, you ~~may have~~ **may**.
3 A: What time can I collect my order?
B: You ~~may to collect~~ **may collect** it any time after four o'clock.

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

Read the quote aloud. Elicit students' opinions on how consumerism makes us happier and if there are any disadvantages to living in the consumer age.

Answers

Students' answers will vary. Sample answers include:
We are all focused on material things today and we are constantly running after new technology. Fifty and a hundred years ago people were focusing more on science and developing our consciousness. Very few of my friends like to read or learn about new things. Entertainment and shopping are the most important things.

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 Task 1: Have students work in pairs. Call on one or two volunteers to share with the class their opinion about the saying.
2 Task 2: Elicit information about the media that students "consume" each day. Ask students for specific examples of what they use and how. Have students work independently to write their paragraphs. Ask them to share the paragraph in small groups or collect and correct their work.
3 Task 3: Have students do an image search of something they want to buy. Have them share their pictures in small groups. Then ask volunteers to show their picture to the class and say why they want to buy that.

Answers

Students' answers will vary. Sample answers include:
1 I agree with this statement because if you want to keep your customers' business, you have to make them happy. Small businesses especially depend on recommendations. If a person is satisfied with your service, they will tell their friends about it and so your business will grow.
2 In today's world it's almost impossible to not use new technology. It's everywhere in government, businesses, schools, and especially entertainment. As for me, I consume a lot of different media on daily basis. I often go on Facebook and Instagram to stay in touch with my friends.
3 I brought a photo of a new iPhone 10. I would really like to get this new model because of its great features, especially the new camera.

Exercise 8

1 Use gestures and examples to demonstrate 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 tasks in Exercise 7 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

The title of this unit – *Work* – summarizes the main themes of work, jobs, and careers. These main themes are evident in the visuals throughout the unit, which show people at their jobs, as well as different images of applicants sitting at job interviews or people working in different environments, such as the opening image of a cotton farmer.

In ***Lesson 9.1*** the theme of work is integral as students learn about job interviews and how to prepare for one. ***Lesson 9.2*** focuses on how to effectively use adjectives to describe skills necessary for a job. Additionally, students learn how to use unreal conditional to talk about their desired career choices and signal words and phrases to introduce reasons for their opinions when writing about the jobs they'd like to have. In ***Lesson 9.3*** students listen to a job interview and learn how to make predictions and talk about unusual jobs. In ***Lesson 9.4*** the theme is reflected in the unit videos, which show people making offers of help in a work environment and others accepting or rejecting the offer. Finally, ***Lesson 9.5*** showcases listening and talking about work-life balance. Students also get the chance to discuss their work or school lives.

Lessons

9.1 It's All about the Interview

Grammar in Context Zero and first conditional

Reading Skill Note-taking

Vocabulary Development Word building: Noun and adjective suffixes

- Review and practice zero and first conditional sentence structures
- Read and take notes on main ideas and important details
- Learn and use common suffixes for nouns and adjectives (Oxford 3000)
- Role-play a job interview and discuss the accuracy of first impressions

9.2 Work to Live, Live to Work

Writing Skill Giving reasons

Grammar in Context Second conditional

- Learn adjectives to describe personal skills (Oxford 3000)
- Support ideas and opinions with reasons using the phrases *the main reason is / one reason is* and the signal words *because*, *because of*, *as*, and *since*
- Learn the structure for the second conditional and use it to talk about unlikely events and imaginary situations
- Write about a job you would like to have

9.3 You Do What?

Listening Skill Predicting while listening

Grammar in Context Reflexive pronouns

- Identify and use vocabulary to describe jobs, employees, and job candidates (Oxford 3000)
- Listen and think about what you have already heard—like the title, topic, and context—to make predictions
- Use reflexive pronouns as objects of the verb or preposition
- Discuss potential careers and describe unusual jobs

9.4 Let Me Get That for You

Real-World English Offering to help; Accepting and rejecting offers

- Learn how and when to offer help based on body clues
- Practice accepting and rejecting an offer
- Learn that tone and length of expression show politeness
- Act out different scenarios with offers of help

9.5 Work Hard, Play Hard

Speaking Explaining words you don't know

Pronunciation Skill Linking with /w/ and /j/

- Practice using specific techniques to explain a word you don't know in order to get assistance from the other conversationalist
- Practice connected speech with the sounds /w/ and /j/
- Discuss your work/school life as well as leisure activities and find connections between the two

Resources

Class Audio CD 3, Tracks 2–9

Workbook Unit 9, pages 57–63

Oxford Readers Correlations

Formula One (9780194656610)

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 99

The unit opener photo shows a farm worker in the field emptying a basket full of salt onto a heaping pile. The photograph relates to the unit theme and subsequent exercises because it portrays a hardworking man in the middle of performing his job. The theme of hard, physical farm work in this case is evident from his position, the elements, and his actions.

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

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 at this stage. Use the opportunity to have students predict what they will be learning in this unit.

2 For question 1, explain that *first impression* is an idea we get about another person when we see him or her for the first time. Have students tell their partners what their first impressions of them were or ask students to share their first impressions of you. For question 2, ask, students to tell you what kind of a company Google is. For question 3, ask students to share what they do when they don't know what to say in English.

Answers

Students' answers will vary. Sample answers include:

1 Yes, I think first impressions are important, especially during things like job interviews. They see a lot of people, and you need to stand out, in a good way. They don't know you, so they are going to judge a lot from the first meeting.

2 I guess they just want to do something different, a bit out of the ordinary.

3 When I don't know what to say, I don't say anything! Maybe just, "Umm …"

Discussion Questions

1 Ask students to describe the image, provide words to help them as necessary, for example, *basket*. Now, ask specific questions about the picture: *Where is the man in the photo?* (He is in a salt field.) *What is he doing?* (He is emptying salt baskets onto a big pile of salt.)

2 Direct students' attention to the questions below the photo. For question 1, have them brainstorm what jobs are considered hard work. For question 2, ask, *What is the difference between a job and a career? Which one is more likely to make you happy?* (job = a paid position of regular employment, career = an occupation undertaken for a significant period of a person's life and with opportunities for progress.) For question 3, ask what are some possible reasons that a person would want to retire sooner or later in life. Explain the words *retire/retirement* if necessary (retire = leave one's job and stop working typically at the normal age for leaving employment). Discuss the typical retirement age in students' respective countries.

3 Optionally, before asking students to answer the discussion questions, show the photographer video where Quinn Ryan Mattingly answers a couple of the 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 Hard work means putting in a lot of time, energy, and effort to get something done.

2 Work can make us happy when we're helping other people or when we feel like we're working toward something that will be important or valuable to other people.

3 I would love to retire early, around age 60, so I still have time to travel while I'm healthy.

Video Script

This man is harvesting salt in Can Gio, a rural area near Ho Chi Minh City in Vietnam. Salt is harvested by flooding a shallow pool with ocean water and waiting for the water to evaporate and the salt to dry. This man was collecting the salt for a company he works for. He was part of a team, as it takes many people to harvest salt.

Hard work is usually thought of as being physically difficult, but it can also be work that's mentally difficult. My job can be hard work as well. Sometimes I have to work in the hot sun or in the rain, or walk very far to find what I need to photograph. Hard work can be fun, though if you are in the right mental state, and you can let yourself enjoy it.

Work can make us happy because it makes us money, but it also gives us a purpose and an opportunity to contribute to the society around us. My work is enjoyable for me because it allows me to create beautiful images and lasting memories for myself and my clients.

Exercise 1

1 Instruct students to take the job quiz and discuss their opinions in groups. Point out that they should also share their specific reasons for each preference.

2 Walk around and monitor their progress.

3 Ask volunteers to share their group's opinions and reasons why.

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Answers
Students' answers will vary. Sample answers include:
A: Well, for number one I think it's better to be an employee because you have less responsibility and can enjoy life more. The boss always has to worry and work hard. There's more to life than work!
B: I don't agree! When you're the boss you are in control. It's more exciting to be able to can manage your work and develop your own career.

Exercise 2

1 Direct students to share about their past job experiences in their groups.
2 Circulate the room and monitor their progress, offering assistance as needed.
3 Ask a few students to report to the class on their group's discussion.

Answers
Students' answers will vary. Sample answers include:
The best job I've had was working part-time in a restaurant when I was at college. I worked there four evenings a week. It was really hard work, but at the end of the evening the cook always made me something nice to eat and I could take as much as I wanted back home. So I ate really well when I was a student, and it didn't cost me anything! The worst job was definitely working at an office supplies company. I did that for six months after graduation. I hated every second. I got paid less than when I was a waiter and had to work five days a week from 8 a.m. to 4 p.m. The people there weren't very friendly. When I left I felt really relieved!

Real-World Goal

By the end of this unit, your students will be able to go online to read a job ad because they will have learned vocabulary describing personal skills as well as what interviewers look for in a candidate.

Lesson 9.1 It's All about the Interview

Student Book pages 100 – 102

Exercise 1 ACTIVATE

1 First, direct students' attention to the title of the lesson and the photo. Ask by a show of hands if anyone has had a job interview before. Group together students who have already had a job interview and ask them to discuss the questions. Instruct those students who haven't had the experience to discuss what they imagine a job interview would be like.
2 Before students start to discuss the questions in pairs, offer your own example. Describe your experience with job interviews. Tell how it made you feel, and whether you got better at it with time.
3 Give them some time for discussion and then elicit responses from several students.

Answers
Students' answers will vary. Sample answers include:
I'm OK at job interviews. I haven't had many, only three, and the ones I have had are not like the ones in this picture. I had one interview to be a truck driver. That didn't go well because I told them I didn't want to stay away from home for longer than one night. Apparently, they wanted drivers for long-distance trips up to a week away from home at a time. So I wasn't disappointed when I didn't get that one. I had an interview for a store manager in a local department store once. That went well, but I didn't get it. I think I didn't have the right experience. My third and final interview was for the job I have now. I'm a fitness instructor. Alison, my boss, took me on a jog around a nearby park and asked me questions. I thought that was really great!

Exercise 2 NOTICE

1 Instruct students to study the sentences, underline the verb forms for easier identification and then fill in the blanks in the Grammar Box.
2 Ask students to read the answers and explain any incorrect answers students give.

Answers
simple present
might
a / c
b

Grammar in Context

Zero and first conditional

GO ONLINE

1 Introduce the concept of conditional sentences. They are complex sentences that contain two clauses – a condition and a result clause. Explain that we have five types of conditional sentences: zero, first, second, third, and mixed, but that we will now just study the first two.
2 Write examples on the board marking the two clauses and underlining the verb forms. For example:
If you <u>want</u> *an A+,* <u>study</u> *hard!*
condition **result**
If you <u>study</u> *every day, you* <u>get</u> *better every day.*
condition **result**
If I <u>study</u> *hard, I* <u>will pass</u> *the test.*
condition **result**
If I <u>study</u> *hard, I* <u>might pass</u> *the test with an A.*
condition **result**
3 Elicit the sentence structure formula by pointing to the tense/verb form and ask students to identify it.
***if* + simple present, simple present/imperative.**
***if* + simple present, *will*/modal verb.**
Explain that you can also use the modal verbs *may*, *can*, and *could* with the first conditional structure to talk about a possible result.
4 For additional information, see the Grammar focus on page 167 of the Student Book.

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Extra Practice

1 Put students in groups of four.
2 Give each group a set of cards with eight condition clauses and eight result clauses. Explain that students will have to match the condition to the result.
3 Students decide who goes first. Dealers shuffle the cards and deal two cards to each student. The first student places one of their cards at the center of the table. Other students look at their cards to see if they have the matching clause.
4 Once the sentence is matched, students copy it in their notebooks, underlining the verb forms and writing the name of the verb form underneath the clause.
5 Whoever matched the sentence has the next turn. Students take turns until all sentences are matched.
6 When all sentences have been matched students call the teacher over to check for accuracy.
7 Walk around the classroom and spot-check students' work, making notes of mistakes to address with the whole class later.

Exercise 3 APPLY

1 Instruct students to work independently to complete the interview tips and tricks.
2 Have students read the answers aloud. If they give any incorrect answers, ask the rest of the class if the answer is correct and invite them to offer a correction. Confirm the correct answer.

Answers

1 will	3 are	5 won't	7 don't
2 do	4 aren't	6 might	

Zero conditional: 4
First conditional: 1, 2, 3, 5, 6, 7.

Exercise 4 WHAT'S YOUR ANGLE?

1 Tell students to look back on Exercise 3 and decide which tips are most useful for them and offer their reasons.
2 Remind them to use the zero and first conditional as much as possible.

Answers

Students' answers will vary. Sample answers include:
The best tip I think is "tell yourself to relax." It is very important to be as natural as you can so people can understand who you are. If you are too nervous, you say silly things and don't show yourself in the best way. Other good tips are "Be on time," which I think is essential, and "Do your homework." If you know a little about the company before you go for interview, they will be impressed at your knowledge.

Exercise 5 INTERACT

1 Put students in groups of three or four to discuss the questions.
2 Model possible responses by completing the example from the textbook: *If you speak very quietly, the interviewer might think that you do not have the self-confidence to do the job.*
3 Walk around and monitor their discussions, offering help where needed. For weaker students, you may suggest that they write their sentences before sharing them with the group.
4 Call on a few volunteers from each group to share their answers.

Answers

Students' answers will vary. Sample answers include:
If your hair is a mess or your clothes are too casual, the interviewer might think that you are not responsible enough for the job. If you smile a lot, the interviewer might think that you have good people skills and that you will be good with clients. If you look directly into the interviewer, he or she may think that you are confident.

Exercise 6 INTERACT

Instruct students to work in pairs and choose what they think are the correct options to complete the predictions.

Answers

1 are quick	3 easy	5 great
2 reject	4 no	6 talks

Exercise 7 IDENTIFY

1 Instruct students to read the text "First Impressions Count" at the bottom of the page and see if their predictions from Exercise 6 were correct.
2 After completing the exercise, elicit the answers by asking questions. For example, *Do most interviewers take to decide what they think of someone, or are they quick about it? Do interviewers look for reasons to reject or accept applicants? Is it easy or difficult to make a first impression?*

Reading Skill

Note-taking

GO ONLINE

1 Direct students to read the text in the box. Point out that notes are not written in full sentences, but that we:
- use a lot of keywords, symbols, and abbreviations.
- skip function words, helping verbs, prepositions, and articles.
- use indentation for notes on multiple paragraphs.

2 Demonstrate while reading the first paragraph aloud and take notes on the board. For example:
Research shows 1st impress. form quickly
- *Ex. glasses = intelligent ppl.*
- *anxiety → negative opinion*
- *small things → big impression*

Exercise 8 APPLY

OXFORD REFERENCE

1 Instruct students to read the text again, paying attention to the underlined parts in paragraphs 1–3 and underlining the important information in paragraphs 4 and 5.
2 Walk around and monitor their progress, offering assistance where needed.
3 Call on a few volunteers to share their answers.

Answers

Students' answers will vary. Sample answers include:
Nonverbal factors also affect the impression you give. These include your general appearance, clothes, and facial expression as well as eye contact, body movements, and how loud your voice is.
If you want to be good at interviewing, preparation and experience are valuable. Practicing using video can be useful if you want detailed feedback on your weaknesses.

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Extra Practice

1 In this activity students will write notes based on the underlined information in the "First Impressions Count." Tell students to use symbols, abbreviations, and keywords as they jot down the main ideas and important details. Put students in pairs so they can discuss their choices.
2 Walk around the classroom and offer assistance.
3 Ask volunteers to come to the board and write their notes.

Exercise 9 EXPAND

Give students time to complete the notes using words from the text. Encourage them to look at their notes from the extra practice activity first and then in the original text to make sure the answers match.

Answers

Students' answers will vary. Sample answers include:
1 glasses, negative, big
2 not, reject, negative (-), positive (+)
3 might, interest
4 affect, appearance, clothes, facial expression, eye contact, body movements, voice
5 Preparation, valuable, useful, weaknesses

Exercise 10 WHAT'S YOUR ANGLE?

1 Direct student to look at the questions and talk to their partner about any surprising facts.
2 Go around the classroom and monitor their work.
3 Call on students to share their observations.

Answers

Students' answers will vary. Sample answers include:
I was surprised to hear that it's a good sign if the interviewer talks a lot. I thought that they if they talked a lot, it meant that they weren't that interested in finding out about the job applicant.

Vocabulary Development

Word building: Noun and adjective suffixes

GO ONLINE

1 Remind students that a prefix is when we build a new word by adding to the beginning. Tell them we can build new words by add to the end of the word, also. Elicit what this is called (suffix). Then direct students to read the information in the box.
2 Ask students for examples and write them on the board, for example:

Nouns: government, performance, education, kindness

Adjectives: tolerable, festive, powerful, convenient

Extra Practice

1 Instruct students to write a sentence for each word (or a specific number of words) on the board and underline its position in the sentence. Explain any new vocabulary and/or allow them access to a dictionary.
2 Monitor their work. Help them correct any mistakes they make while writing.

Exercise 11 BUILD

1 Instruct students to look for the words in the left column in the text "First Impressions Count." Have them decide whether each word is a noun or an adjective based on its position in the sentence and write the part of speech in the chart. Then have them write the suffix of each word in the chart as well.
2 Select individual students to give answers. Explain any incorrect answers students give.

Answers

	Part of speech	Suffix
appearance	n	-ance
thoughtful	adj	-ful
understandable	adj	-able
movement	n	-ment
negative	adj	-ive
possibility	n	-ity
preparation	n	-tion
useful	adj	-ful
valuable	adj	-able
weakness	n	-ness

Oxford 3000 words

appearance	negative	preparation	valuable
movement	possibility	useful	weakness

Exercise 12 APPLY

1 Instruct students to complete the exercise on their own.
2 Have them compare their answers with a partner while you walk around the classroom, spot-checking and offering assistance.
3 Call on a few students to read the completed sentences aloud.

Answers

1 valuable / useful
2 negative
3 thoughtful
4 appearance
5 understandable
6 movements
7 possibility
8 preparation
9 weakness
10 useful / valuable

Exercise 13 EXPAND

1 Direct students to use the words in the box to complete the questions.
2 Have them compare their answers with a partner.
3 Call on volunteers to read the questions. Explain any incorrect answers students give.

Answers

1 tell
2 work
3 strengths
4 leave
5 hire
6 weakness
7 see
8 expect

Exercise 14 INTEGRATE

Tell students that they will role-play a conversation between an interviewer and a job applicant using the questions in Exercise 13 and the advice from "Interview Tips and Tricks" on page100. Have students pick a role.

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Exercise 15 INTERACT

1 Put pairs in bigger groups with other pairs and have them perform the role play for each other.
2 Walk around the classroom and monitor their progress.
3 Direct classmates to give each other feedback.
4 At the end, share your impressions about which candidate deserves to get the job, essentially giving feedback to students who did well.

Exercise 16 WHAT'S YOUR ANGLE?

1 Put students in groups and have them discuss the questions.
2 Walk around the classroom and monitor their progress. Offer assistance.
3 Call on volunteers to share their opinion with the class.

Answers
Students' answers will vary. Sample answers include:
I am really quick to make first impressions, and I rarely change them. That could be good or bad, but that's the way I am. I am usually right!

Lesson 9.2 Work to Live, Live to Work

Student Book pages 103 – 105

Exercise 1 ACTIVATE

1 Direct students' attention to the title and ask them what they think it means (just doing a job to pay the bills versus dedication to work).
2 Direct students to start a conversation with a partner about the advantages and disadvantages of the jobs mentioned.
3 Call on a few individuals for different answers and write their answers on the board.

Answers
Students' answers will vary. Sample answers include:
Advantages:
tips, meeting new people, sociable
Disadvantages:
long hours, difficult customers

Exercise 2 IDENTIFY

1 Give students time to read the topics list. Play the video and instruct student to check off the topics they hear Hassan talk about.
2 Select a few students to give answers. Explain any incorrect answers students may give.

Answers
Hassan talks about everything except his family and famous passengers.

Video Script

Hassan the Taxi Driver
Hi, my name is Hassan. I'm a taxi driver. I've been driving a taxi for about three years and so far it's been a good experience. My schedule is from five in the morning till four in the evening. I try to work as little as possible. If I'm having a good day I'll go home early. If I'm having a bad day I'll work a little extra or I'll make up for it the next day. You get to pick your own hours. That's what I like most about it. On an average day I'm picking up about 25 people. You know you do talk to a lot of them every day and learn new things. Passengers are nice to you as long as you're nice to them. Sometimes you get a passenger, you can tell almost right away that they're not in a good mood or they're having a bad day. They're late. Sometimes they got fired from their job. You just have to realize that they are not in a good mood, and you just have to do what they're telling you, agree with them. I don't argue with my passengers and I try to avoid arguments as much as I can. If it's getting bad, I ignore it, I try to listen to my music. Well the traffic, you just have to get used to it. The streets are backed up, the trucks are double parked. Bridges are always bad, especially in the mornings and in early evenings. That's the rush hour. The other day I took somebody from the city to the airport. It usually takes about 30 to 45 minutes on a normal day. That day it took us about three and a half hours, and the passenger ended up missing her flight, but you know, she was very nice about it, you know. I tried everything that I could. It was just bad traffic, exits were blocked. This is my taxi. We just switched so it's a small SUV. It's a hybrid, it's half electric, half gasoline and you save about half of your money on gas. It's very good. It gives you very good mileage. So far I've been lucky. It hasn't broken down on me. The most that happened is a flat tire. I've actually seen lots of accidents. I've had a couple myself. But they were both very minor, just scratches, and nothing big. I've done some movies and commercials. I mean, they needed my yellow cab so that was a good experience to be a cab driver in an actual movie. I don't really want to be an actor. I just do it as a just for fun. I think what makes me a good taxi driver is I'm very calm. I don't get mad. I don't lose my temper. I don't drive recklessly. I listen to my passengers. This is not something that I want to do for the rest of my life, but for now I'm happy with this.

Exercise 3 EXPAND

1 Give students time to read the statements and choices. Then play the video again and have them choose the correct answers. Encourage students to focus especially on the second half of the video to answer the questions.
2 Call on students to read the answers. Explain any incorrect answers students give.

Answers

1 doesn't mind	4 hasn't
2 doesn't spend	5 wouldn't
3 is	6 calm

Hassan the Taxi Driver

Exercise 4 WHAT'S YOUR ANGLE?

1 Ask the class if they could do Hassan's job and share the reasons why or why not.
2 Call on a few students to share their different answers.

Answers
Students' answers will vary. Sample answers include:
No, I couldn't do Hassan's job. I don't have my driver's license!

Exercise 5 VOCABULARY

1 Instruct students to match each adjective with a definition.
2 Call on students to share their answers.

Oxford 3000 words

artistic	capable	determined
confident	enthusiastic	independent

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Answers

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

Exercise 6 USE

1 Instruct students to choose three adjectives and write example sentences.
2 After completing the exercise, call on students to read their answers.

Answers
Students' answers will vary. Sample answers include:
My sister is very artistic; she paints and draws very well. / My husband is an enthusiastic sports fan; he loves watching games and cheering for his favorite teams. / I am determined to lose weight this year; I set my goal and I have a plan to accomplish it.

Exercise 7 INTERACT

1 Direct students' attention to the images and have them describe what they see. What jobs do the people in the photos do? (nurse, police officer, teacher)
2 Instruct them to discuss what personal skills are necessary for each job.
3 Go over the answers as a class. Write the answers on the board.

Answers
Students' answers will vary. Sample answers include:
A nurse needs to be capable because people need good care to get better. I think a police officer needs to be confident and determined because their job can be tough at times. A teacher should be enthusiastic so their students don't get bored.

Exercise 8 WHAT'S YOUR ANGLE?

1 Have students talk in groups about their personal skills using the words in Exercise 5.
2 Ask students to share their classmates' descriptions.

Answers
Students' answers will vary. Sample answers include:
I think I am enthusiastic and determined. When I really like what I do, I give it my complete attention and I am very passionate about it. Also, when I set a goal, I am very determined. I don't stop until I achieve it—no matter how long it takes.

Exercise 9 INTEGRATE

1 Tell students to read the poster on page 104 and with a partner to find the answer to the question at the top of page 105.
2 Go over the answers as a class, eliciting the sentence in which each example was found, or pointing to the captions.

Answers
Four: She likes to travel, meeting new people, and learning languages, and she thinks it's easy to get a job.

Writing Skill

Giving reasons

GO ONLINE

Direct the students to read the Writing Skill box. Point out the difference between *because* and *because of* and give more examples.

I want to be a singer because I love singing. (reason)
I have become a successful professional because of my parents. (cause)

Exercise 10 APPLY

1 Look at the text again. Tell students to circle or underline the words Stephania uses to give her reasons.
2 Ask them to share their answers with a partner and note any differences. Then go over the answers as a class.

Answers
The main reason, because, since, This is because

Exercise 11 USE

1 Have student work independently to choose the correct option.
2 After finishing the exercise call on students to read their answers. Ask students to explain their answers, referring to the rules in the Writing Skill box.

Answers

1 because	4 The main reason is
2 One reason	5 because of
3 Since	

Grammar in Context

Second conditional

GO ONLINE

1 Point to the Grammar in Context box and give students time to read it.
2 Write the examples on the board as the student reads. Emphasize the commas in a different color.
If I worked for a large hotel group, I'd be able to travel all over the world.
3 Write the sentence structure formula:
If + simple past, *would/wouldn't* + infinitive
4 Point out that in the second conditional, we can use both forms *was* and *were* for *I*, *he*, *she*, and *it*. Give them a few examples from music lyrics: "If I were a boy, I think I would understand…" – from a song by Beyoncé; "If I was a rich girl, I'd have all the money in the world." – from a song by Gwen Stefani. Play the songs for a more interesting grammar point introduction.
5 For more information, see the Grammar focus on page 167 of the Student Book.

Extra Practice

1 In this chain consequence activity, students will be writing example sentences with the second conditional. Divide the class in two groups and the board in two parts, so the end result of the activity will be two chain stories.
2 Line students up in front of the board. Give each student 30 seconds to write a sentence. Explain that all students (except the first one) have to take the result clause from the previous sentence and make it an *if* clause in their sentence. For example:
S1: If I went to Egypt, I'd see the Pyramids.
S2: If you saw the Pyramids, you'd be impressed.
S3: If you were impressed, you would take a lot of pictures. Etc.
3 When each student has taken their turn, have the groups swap places and correct any errors if there are any.

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4 Encourage students to have fun with it and make outrageous and funny statements, but remind them to pay attention to the grammar.

Exercise 12 BUILD

1 Instruct student to use the formula from the Grammar in Context box and complete the questions with the second conditional.
2 Have students compare their answers in pairs. Then ask some student to read their answers. Explain any incorrect answers students give.

Answers
1 you had / would you want
2 you would get / you spoke
3 you earned / would you move
4 Would you apply / it involved
5 you weren't / would you try / would you leave

Exercise 13 INTERACT

1 Have students ask and answer the questions from Exercise 12 with a partner.
2 Monitor and offer assistance and feedback.

Answers
Students' answers will vary. Sample answers include:
A: If you had the chance, would you want to work abroad?
B: Yes, of course! I've always wanted to live and work in London, England.

Exercise 14 PREPARE

1 Have students prepare to write about a job they would like to have, and then plan a poster and a presentation.
2 Ask volunteers to read the bulleted list of questions and instructions. Go over words such as *qualities* (characteristics).
3 Instruct students to take notes on the questions and include reasons and explanations where appropriate.
4 Monitor their progress and offer feedback or assistance as needed.

Exercise 15 WRITE

1 Have students work independently to write one or two paragraphs and then create a simple poster to support their presentation. If you have them do this in class remind them that they may add visuals to their posters. If you can, provide access to computers/printers or provide them with markers/colored pencils and old magazines to cut out and paste images. Alternately, you can have them focus on the paragraphs in class and assign the poster project for homework.
2 Monitor and offer assistance and feedback.

Exercise 16 IMPROVE

1 Have students use the checklist to review their own work.
2 Now have them swap posters with a partner to review their partner's work. Explain that this process is called peer editing. Another set of eyes often sees more clearly and can help us catch a few minor (or major) mistakes before we submit our final writing to the teacher for grading.
3 Instruct students to correct any mistakes they have discovered this way.

Exercise 17 SHARE

1 Have students present their posters in small groups.
2 Monitor the presentations and take note of any mistakes that you may want to review with the class or individual students later or collect the writing for correction.

Exercise 18 WHAT'S YOUR ANGLE?

1 Put students in groups of four. Assign a group leader to take notes. Have students discuss the question.
2 Walk around and monitor their discussions, noting any mistakes students make to address with the class later.
3 Ask the group leaders to report back to the class about their discussions.

Answers
Students' answers will vary. Sample answers include:
If I were able to get my dream job, I would be the happiest person. It's important to me that my job brings meaning to my life and that I am of service to others. So that will definitely make me come home happy every day. I would also make enough money to have a nice, big house in a beautiful neighborhood. My family would be happy with me. We would travel and have fun together because I could take a holiday anytime I want to because my dream job would have flexible working hours.

Lesson 9.3 You Do What?

Student Book pages 106 – 107

Exercise 1 ACTIVATE

1 Instruct students to look at the photograph on the right and ask a volunteer to read the text below the photo.
2 Elicit specific answers to the question, *What does a Google tricycle mapper do?* Ask additional questions to check comprehension: *How much can s/he make annually? Describe the bike.*

Answers
Students' answers will vary. Sample answers include:
A Google tricycle mapper rides a tricycle (a three-wheeled bike) around places cars can't access so Google can map the area and get images of the locations.

Exercise 2 WHAT'S YOUR ANGLE?

1 Direct students to start a conversation with their partner, asking and answering the questions provided and offering reasons for their opinions.
2 After completing the exercise, select students to share their partner's answers.

Answers
Students' answers will vary. Sample answers include:
I don't think this is a career! It might be interesting, but it's hard work too… and no fun in the cold and rain!

Exercise 3 VOCABULARY

1 Introduce the vocabulary. Write the list of words in orange font on the board and ask students to do the same in their notebooks.

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2 Now write the following score list on the board:
0 – I don't know.
1 – I recognize it, but I'm not sure of the meaning.
2 – I know what it means, but I don't use it.
3 – I know it and use it correctly.
Ask them to place a number in front of each word marking how well they know the word.
3 Read one word at a time and ask students who marked it with a 3 to partner up with students who marked it with a 0. Have students explain the word to their partner using a definition or an example. As they are working, you may write the definition on the board. Continue with the rest of the words on the list.
4 Direct them to match the words from the box with the words from the list to make collocations.
5 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers

1 candidate	3 qualified
2 employment	4 executive

Oxford 3000 words

potential	temporary	fully	senior
unlikely	permanent	highly	junior

Exercise 4 USE

1 Direct students to complete the exercise independently.
2 After completing the exercise, call on students to read the completed sentences.

Answers

1 temporary	5 fully
2 highly	6 senior
3 potential	7 permanent
4 junior	8 unlikely

Exercise 5 INTERACT

1 Give students a moment to look over the options and think of three examples for each option.
2 Have them take notes. Spot-check their progress and ensure that everyone is writing down their ideas.
3 Now have students share their examples and reasons in groups, using their notes to help them. Monitor the exchange.
4 Call on volunteers to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
Potential career: a teacher because I have a lot of patience and love passing on knowledge
Unlikely career: a lawyer because I cannot stand the legal language.
Temporary job: office assistant because I am organized and good with computers
Highly qualified job: a doctor because I have a degree in family medicine

Listening Skill

Predicting while listening

GO ONLINE

1 Direct students to read the information in the box. Explain that predicting requires active listening, which means full concentration and understanding of the text so that we can guess what's coming next based on the information given, not just our own ideas.
2 After reading the paragraph, you may ask comprehension questions, such as: *Do you make predictions based on your ideas only or do you use information from the text? What should you focus on before making your predictions?* (topic, context) *What should you do if your prediction is incorrect?* (re-read or re-listen to make sure you understood)

Extra Practice

Dictate the following scenarios to your students. Give them time to write their answers to the questions you pose. Then put them in pairs to discuss their ideas. Finally, have the pairs report back to the class.
Scenario 1
You are sitting on the subway. You overhear the person sitting next to you turn to the person sitting next to him and say, "Excuse me, do you know if the next station is the Natural History Museum?" What do you think will happen next? What else do you think he will say? How do you think the person next to him will respond?
Scenario 2
You turn on the radio. You hear, "The president has agreed to a historical meeting with the leader of North Korea." What is it you're listening to: a commercial, a song, a podcast, news report? What do you think you will hear next?

Exercise 6 IDENTIFY

1 Tell students that they will listen to an interview about an unusual career.
2 Explain that they will practice predicting by using the questions in the exercise. Model the answers from the textbook, adding your opinion. For example, *I think the career will be a jeweler.*
3 Instruct students to write down their answers so they can check later if their predictions were correct.
4 Monitor progress and make sure everyone is writing their predictions.
5 Play the recording and have students check their answers as they listen.

Answers
Students' answers will vary. Sample answers include:
Annie's career might be an animal trainer or a cake decorator or a professional hand model.
Some words we might hear are *work*, *job*, *fun*, *strange*, *funny*, and *salary*.

Audio Script

CD 3, Track 2

Gary Hello! We have a special show today. In the food industry, we love our jobs! That doesn't mean we don't want a change. In today's world, it's unlikely that you won't change careers at some point. If you're very junior or extremely senior, you'll enjoy yourself learning about this potential career. Not only is it related to food, it's really cool! Let's welcome our guest, Annie Hudson.

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Annie Hello, Gary. Hi everyone. It's lovely to be here.
Gary And it's lovely to have you here too, Annie. Now Annie, tell us about this exciting job.
Annie I'm what you call a food stylist. I love it! It's a creative job, and it's with food. It's a great option for someone trained as a chef.

Exercise 7 ASSESS

1 Double check that students have heard the name of Annie's job (food stylist) and then have them predict what the job is about before you play the next part of the interview.
2 Also ask them to predict what else they might hear in the next part of the interview.

Answers
Annie is a food stylist.
food, photography, work, job

Exercise 8 DEVELOP

1 Play the recording while students listen and check their predictions from the previous exercise.
2 Go over the answers.

Answers
artist, chef, prepare, cook, food, present it, looks perfect, photos in cookbooks

Audio Script

CD 3, Track 3
Gary OK, Annie. Tell us more about what you do. What does it mean to be a food stylist?
Annie I see myself as an artist and a chef. Basically, I prepare and cook all the food myself and then present it so it looks perfect. I make the food that you see in the photos in cookbooks.

Exercise 9 ASSESS

1 Have students predict what else they might hear in the next part of the interview.
2 Call on students to share their answers.

Answers
Students' answers will vary. Sample answers include:
I think we will hear about her education and how much money she makes. We may also hear about how easy or difficult it is to do this job.

Exercise 10 EXPAND

Play the final part of the interview and have students listen to check their predictions.

Answers
work, alone, photographer, physical, travel a lot, training, highly skilled, fully qualified, specialist cooking school

Audio Script

CD 3, Track 4
Gary Do you work alone?
Annie Oh no. There are other people there too. There's usually an editor and always a photographer, of course. It's very tiring, but it's really fun, and we enjoy ourselves.
Gary Is the job physical?
Annie Of course. Well, it's physical because I'm using my hands all the time and standing up, and I travel a lot too. Mainly in London, where I live, but sometimes further away. I take all my equipment with me in the car.
Gary What about training, Annie? Is it a highly skilled job, or can anyone do it?
Annie Well, anyone can do it! But anyone who calls themselves an expert is highly skilled. I'm fully qualified and trained at a specialist cooking school to learn this job.
Gary There you have it. Ask yourselves, is this a potential career for me? Can I see myself making a permanent change? Let's take some questions.

Exercise 11 INTEGRATE

1 Give students time to read the questions. Play the full interview and have students work independently to answer the questions.
2 Go over the answers by calling on students. Explain any incorrect answers students give.

Answers
1 it's creative
2 in cookbooks
3 an editor and a photographer
4 by car
5 at a specialist cooking school

Audio Script

CD 3, Track 5
Gary Hello! We have a special show today. In the food industry, we love our jobs! That doesn't mean we don't want a change. In today's world, it's unlikely that you won't change careers at some point. If you're very junior or extremely senior, you'll enjoy yourself learning about this potential career. Not only is it related to food, it's really cool! Let's welcome our guest, Annie Hudson.
Annie Hello, Gary. Hi everyone. It's lovely to be here.
Gary And it's lovely to have you here too, Annie. Now Annie, tell us about this exciting job.
Annie I'm what you call a food stylist. I love it! It's a creative job, and it's with food. It's a great option for some trained as a chef.
Gary OK, Annie. Tell us more about what you do. What does it mean to be a food stylist?
Annie I see myself as an artist and a chef. Basically, I prepare and cook all the food myself and then present it so it looks perfect. I make the food that you see in the photos in cookbooks.
Gary Do you work alone?
Annie Oh no. There are other people there too. There's usually an editor and always a photographer, of course. It's very tiring, but it's really fun, and we enjoy ourselves.
Gary Is the job physical?
Annie Of course. Well, it's physical because I'm using my hands all the time and standing up, and I travel a lot too. Mainly in London, where I live, but sometimes further away. I take all my equipment with me in the car.
Gary What about training, Annie? Is it a highly skilled job, or can anyone do it?
Annie Well, anyone can do it! But anyone who calls themselves an expert is highly skilled. I'm fully qualified and trained at a specialist cooking school to learn this job.
Gary There you have it. Ask yourselves, is this a potential career for me? Can I see myself making a permanent change? Let's take some questions.

Exercise 12 WHAT'S YOUR ANGLE?

1 Put students in pairs to discuss the questions.
2 Walk around the classroom, taking note of any errors to review with the class at the end of the activity.
3 Invite students to report back to the class about interesting aspects of their discussions.

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Answers
Students' answers will vary. Sample answers include:
I love taking photos of food! I don't really cook myself, but every time I go out to a restaurant, I take photos of food that is plated beautifully, and I post it on my Facebook and Instagram accounts.

Grammar in Context

Reflexive pronouns

GO ONLINE

1 Write the examples from the box on the board. Underline the object pronouns and make the connection with the verb.

It's really fun, and we enjoy ourselves.
V O

I prepare and cook all the food myself.
V O

2 Direct students to read the text from the box.
3 Point out that we may use *themselves* to talk about a singular subject when we do not know the person's gender or when want to be inclusive of both genders. Share your personal example and say that a lot of teacher instruction guides use this form. For example: *For the next exercise, each student has to pick a partner themselves.*
4 For additional information, see the Grammar focus on page 167 of the Student Book.

Exercise 13 APPLY

1 Have students work independently to complete the chart.
2 Rewrite the chart on the board, and hand out markers for students to come up and write their answers. Ask if anyone wants to make any corrections, and then the teacher should check that everything is correct. The chart on the board for reference for the remainder of the class.

Answers

Subject pronoun	Object pronoun
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

Extra Practice

Use the sentences below or your own ideas. Ask Student A to read the original sentence. Tell Student B to repeat a modified version of the sentence that uses a reflexive pronoun. After three sentences, have students switch roles. Model one example with a strong student.

1. Jenny combs her own hair. (Jenny combs her hair herself.)
2. The issue will resolve on its own. (The issue will resolve itself.)
3. Marc practices soccer alone. (Marc practices soccer by himself.)
4. The students did the entire project without any help. (The students did the entire project [by] themselves.)
5. My sister and I like to make cakes at home without any help. (We like to make cakes at home [by] ourselves.)
6. I can fly an airplane on my own. (I can fly an airplane [by] myself.)

Exercise 14 INTEGRATE

1 Have students work independently to complete the sentences.
2 Call on students to read their answers. Explain any incorrect answers students give.

Answers

1 herself
2 myself
3 yourselves/yourself
4 himself
5 yourself
6 themselves
7 ourselves
8 itself

Exercise 15 EXPAND

1 Instruct students to work independently. Have them put the words in correct order to form questions.
2 Select students to write the questions on the board as they finish them. Confirm that they are correct or elicit any necessary corrections from the class.

Answers

1 Do you think of yourself as a creative person?
2 Can you see yourself changing careers?
3 Would you rather work by yourself or in a team?
4 Do you want to work for yourself one day?
5 Where do you see yourself in a year?

Exercise 16 INTERACT

1 Tell students to work with a partner and answer the questions from Exercise 15.
2 Monitor the exchange and take notes on the common mistakes students make to address the issue later with individual students or the whole class as needed.

Answers
Students' answers will vary. Sample answers include:
A: Do you think of yourself as a creative person?
B: Yes, I do because I love making things. Anything from art to dance or even food, I can be really creative with.

Exercise 17 PREPARE

1 Have students brainstorm about an unusual job and take notes to prepare to talk about it.
2 Walk around the classroom, monitoring progress and offering help where needed.

Exercise 18 INTEGRATE

1 Ask for a volunteer to come to the front of the room and describe the unusual job without saying what it is. Invite the class to ask questions in order to help them guess the job.
2 After the class has guess the job (or it's been revealed), the volunteer will choose the next person to go by handing them a marker or any other talking piece you'd like to use. Alternately, you can have students sit in one big circle and toss the ball to select who goes next. Continue as time allows.

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3 Keep a list of the unusual jobs on the board for students to refer to during the next activity.

Answers
Students' answers will vary. Sample answers include:
I work with animals. There are all sorts of regular and exotic animals under my care. I see them two to three times a day to feed them or clean up after them. A lot of people visit where I work, and sometimes I have to work in front of them, too, but I do not talk to them. (zookeeper)

Exercise 19 WHAT'S YOUR ANGLE?

Lead a class discussion on students' preferences when it comes to unusual jobs. Encourage them to give their reasons why or why not and to be specific.

Answers
Students' answers will vary. Sample answers include:
I would love to work as a zookeeper because I love animals. It would be so cool to feed a lion! On the other hand, I would never be an oil drill worker. It's a lonely and dirty job. They work long hours either in the desert or on open ocean oil rigs. I couldn't be away from the world like that.

Lesson 9.4 Let Me Get That for You

Student Book page 108 – 109

Exercise 1 ACTIVATE

1 Direct students' attention to the first video still. Ask them to describe the picture. (Andy is offering help to Jenna, who is carrying a big box of files.) Ask, *What do you think is Andy saying to Jenna?*
2 Direct students' attention to the second video still. Ask them to describe the picture. (Andy is about to help Sam. He is gesturing he is OK.) Ask, *What do you think Sam is saying to Andy?*

Answers
Students' answers will vary. Sample answers include:
Jenna and Sam are both carrying a lot, and Andy sees them.
I think Andy is asking Jenna, *Can I help you with that box?* or *Do you need any help?*
I think Sam is saying, *No, thanks. I've got it* or *No, thank you. I can do it.*
I think both Jenna and Sam need help.

Exercise 2 INTERACT

1 Have the students work in pairs to discuss the question. Encourage them to explain their answers.
2 Have a few volunteers report back about their partners' answers.

Answers
Students' answers will vary. Sample answers include:
I usually ask for help when I need it, but I sometimes I don't want to admit that I need help.

Real-World English

Offering help

1 Explain that offering help can sometimes be a sensitive issue because you don't want other people to feel like they are not capable of doing the task themselves. Elicit answers to the question, *How can you tell if a person wants help or not?* Clarify, *Not if they need it, but if they want it.* (body language, facial expression)
2 Direct students to read the information in the box. As they read, write on the board:
- *body language*
- *facial expressions*
- *say something about the difficulty of the task*
- *repeat the offer*

3 Elicit from students a few different ways to offer help, and write them on the board:
- *Can I help you?*
- *May I help you with this?*
- *Would you like some help?*
- *Here… Let me help you with that.*

4 Ask if students have any questions.

Extra Practice

Write the situations below on the board. Put students in pairs. Have them take turns offering help for each situations and saying something about the difficulty of the task.
1. an old man dropped his phone
2. a mom with a baby in hands cannot open the door
3. your friend is moving from his apartment
4. a person at the coffee shop spilled their coffee
5. a little boy is trying to reach the light switch

Exercise 3 ANALYZE

1 Give students a few moments to read the questions. Then play the video and have students check off the correct person.
2 Put students in pairs to compare their answers. If necessary, play the video again.
3 Go over the answers as a class.

Answers

1 Andy, Jenna	3 Jenna
2 Sam	4 Sam

English For Real Video Unit 9

Exercise 4 IDENTIFY

1 Give students time to read the chart. Play the video again and instruct students to complete the offers people give. More than one ending may be possible.
2 After completing the exercise, select students to share the answers.

Answers
Students' answers will vary. Sample answers include:

1 c, d, f;	2 b, e;	3 g;	4 a

Video Script

English For Real Video Unit 9

Scene 1

Jenna	Ugh… What was I thinking?
Andy	Here, let me get that for you.

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Jenna Oh, thanks, Andy. Through here.
Andy Do you want this on the table?
Jenna That would be great. Thanks.
Andy Wow… What's in there?
Jenna Files for a case we are working on. I have to sort them.
Andy Cathy said I should work with you today. So, if you need help, I'm available. Uh… would you like me to help you sort?
Jenna That would be a big help. Thanks!

Scene 2

Jenna Oh… Sam, let me get the door.
Sam Ugh… Cathy just gave me these!
Andy Do you want me to take one?
Sam No… It's OK. Um, I got it.
Andy Are you sure? I mean… They look…
Sam It's all right, thank you. I got it.
Andy Can I help you?
Sam OK. Thanks.
Andy Argh!… I can get those.
Sam Aw, gee… I guess I thought I could carry the boxes by myself!
Jenna Here. Let me sort those for you.
Sam/Andy Thanks, Jenna!

Exercise 5 ASSESS

1 Have students study the questions for offering help in Exercise 4 and discuss the differences between them with a partner.
2 Go over the answers as a class.

Answers
Students' answers will vary. Sample answers include:
If you feel sure your help is needed, you don't need to ask first.
The expressions that are questions are a bit more polite because you are waiting to see if the person wants your help.

Real-World English

Accepting and rejecting offers

1 Elicit students' examples for accepting or rejecting an offer. (Sure. Thanks so much! / No worries. I'm OK. Thanks.) Write them on the board.
2 Give students time to read the information in the box.
3 Now ask the students how they would expand their answers to be more polite. (Sure, I'd love some help. I am really struggling here. I owe you. / I really appreciate the offer, but it's not necessary.)
4 Elicit other versions of accepting and declining offers and put them on the board.

Accepting an offer:

Yes please. That would be nice / lovely.
Yes please. I'd like to.
That would be very kind of you.
Thank you. That would be great.
Sure, great!

Rejecting an offer:

No, thank you.
It's OK. I can do it myself.
Don't worry, I'll do it myself.
I'm fine. No worries.
I appreciate it, but it's not necessary.

Extra Practice

Have students look at the situations from the list on the board again. In pairs, tell them to take turns offering help and accepting or rejecting the offers.

1. an old man dropped his phone
2. a mom with a baby in hands cannot open the door
3. your friend is moving from his apartment
4. person at the coffee shop spilled their coffee
5. a little boy is trying to reach the light switch

Real-World English Strategies

When rejecting an offer of help, it is usually sufficient to use a simple refusal such as *No, thanks* or *That's OK, I got it.* However, in some situations it might also be appropriate to state a reason for the refusal.

1 Talk about the following situations with your students.
- a subway passenger offers his seat to an elderly woman standing next to him
- a tall man in the supermarket sees another shopper who can't reach the box on the top shelf

2 Ask them what reasons they could give to reinforce their refusal in each situation. Discuss whether it is always acceptable to give the real reason for a refusal or not. For instance, in what situations and with whom would it be appropriate to say, *No, thanks. I can do it better myself?*

Have students discuss whether it is more important to tell the truth or to be polite. Ask if they would behave in a similar or different way in their first language in comparison with English. You can also encourage your students to "collect" real-life refusals they hear outside of the classroom and then share them with the whole class.

Exercise 6 EXPAND

1 Instruct students to work independently to find the expressions Sam used to reject Andy's offer. When they are finished with this part, have them discuss with a partner why they think Sam finally accepted the offer.
2 Select a few students to share the answers with the class.

Answers
It's OK. I got it. / It's all right, thank you.
Students' answers will vary. Sample answers include:
Sam refuses Andy's help because he thought he could carry the boxes without help. He finally accepts help after the boxes have fallen and Sam needs to pick up all the files.

Exercise 7 INTEGRATE

1 Instruct students to label the conversation in Exercise 6 with the functions offered.
2 Have students check with their partner first and then go over the answers as a class. Explain any incorrect answers students give.

Answers
Andy: Do you want me to take one? (Offer to help)
Sam: No… It's OK. Um, I got it (Refuse)
Andy: Are you sure? I mean… They look… (Comment about the task)
Sam: It's all right, thank you. I got it. (Refuse again)
Andy: Can I help you? (Offer again)
Sam: OK. Thanks. (Accept)

Exercise 8 ASSESS

1 Put student in pairs, Have them read the situations but also look at the pictures.

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2 Instruct them to discuss with their partner which person they would help first and what expression they would use.
3 Monitor and offer assistance as needed.
4 Ask volunteers to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
1 Yes, I would offer help because it is clear that the luggage is too much for him to carry. To offer help I would say something like, *Here, let me help you*.
2 Yes, I would offer help because I know who it is and I think I should try to help. I'd say, *I can help you carry those if you want*.
3 Yes, I would offer help because he might have trouble picking it up. I'd say something like, *Would you like me to pick that up?*
4 I don't know if I would offer help.

Exercise 9 EXPAND

1 With the same partner, have students try to imagine being a person in the picture and decide if they would accept the offer or reject it.
2 Ask a few volunteers to share different answers.

Answers
Students' answers will vary. Sample answers include:
1 If I was this person I'd accept the offer. I'd say, *Thanks a lot!*
2 If I was the teacher I'd accept and say, *Thanks very much. That's very kind of you.*
3 If I was this person I'd probably reject the offer and say something like, *Just because I'm old it doesn't mean I can't pick something off the floor. Stop patronizing me, you…*
4 I'd accept and say, *Great. Thanks a lot.*

Exercise 10 INTERACT

1 Instruct students to role-play each situation in Exercise 8 following the outlined structure. Give them 10 minutes to practice.
2 Call on a pair to role-play their conversation for the class or model an improvised conversation with a strong student. Tell the rest of the class to listen closely and decide if their classmates are using appropriate language. Elicit responses.
3 Have each pair role-play their conversation of choice with another pair. This can be done simultaneously, while you walk around the room and monitor their progress.
4 Rather than interrupt students to correct their mistakes, keep track of any errors that you want to review with them (or the class) once their role-play is complete.
5 Remind students to go online so that they can create their own version of the video.

Lesson 9.5 Work Hard, Play Hard

Student Book page 110

Exercise 1 ACTIVATE

1 Point to the title and ask students what they think this means. (If you work a lot, you should find time for relaxation and doing what you enjoy.)
2 Direct students to turn to their partner and start a conversation by asking and answering the two questions.
3 Ask volunteers to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
I have free time on the weekends, and I love to go to the beach and do any kind of beach activity: swim, walk, play volleyball or just ride a bike.

Exercise 2 IDENTIFY

1 Give students time to read the summary and the choices. Play the recording and ask students to circle the correct answer to complete the summary.
2 Call on volunteers to share their answers.

Answers
1 active
2 relax
3 exercise
4 on weekends
5 outdoors

Audio Script

CD 3, Track 6

Ariel: Hello. My name's Ariel. I'm from Hong Kong, but I live in Sao Paulo, Brazil. I'm a vet at the zoo here. Of course I love my job, but we have over 3,000 animals, so I'm always busy. I'm always running from one place to another. It's very hard work! So when I'm not working, I like to be calm, sit and relax, and read. I love to read. I always go to Ibirapuera Park to, um… you know, "take the sun." How do you say it in English? You know, when you lie and relax in the sun… sunbathe? Yes, sunbathe. I love to go to the park and sunbathe… I switch off my cell phone, read, and enjoy the peace. If the weather's bad, I go to the museums and look around. Work hard, play hard? No way!

Manish: I'm Manish, and I'm from India, but I work as a computer programmer in Berlin, Germany. I spend all day in front of a computer screen, so on weekends I like to be a bit crazy. I go to Tempelhofer Park and meet up with friends. It used to be an airport. There are still planes there! We go rollerblading down the runways… sometimes I take my, er… you know, what's the word I'm looking for? it's a board with wheels. You stand on it. Stakeboard, right? Skateboard? Ah, ok. I take my skateboard. And on Sunday afternoons I go to Mauerpark. They have karaoke there. I sing karaoke in this area they call the "bear pit." There are like thousands of people all around you, and when you sing you feel like a rock star. I love it!

Exercise 3 WHAT'S YOUR ANGLE?

1 Ask students to share with their partners if they are more like Ariel or Manish.
2 Call on a few students to share their responses with the class.

Answers
Students' answers will vary. Sample answers include:
I am more like Ariel. I like to rest, watch TV, and do nothing. I don't want to go out much on weekends except to see my friends.

Speaking

Explaining words you don't know

GO ONLINE

Ask a student to read the information in the box. For each example, ask a new student to read it. Ask students to share what expressions they use when they find themselves in that situation.

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Extra Practice

1 Create four cards like the ones below. Make enough copies so that each student gets a card.

Card 1: *I don't know what it's called, but it's something used for making cakes and cookies. It's sweet. It is usually white, and it looks a lot like salt. Small, white grains that are sweet. What's the word in English? (Answer: sugar)*

Card 2: *It's a post that is on the street that has a light on it so that people who are walking or driving can see at night. What's the word I'm looking for? (Answer: a street lamp)*

Card 3: *This is a game that is really popular in the United States. It has a ball that the players have to throw into a ring with a net. They bounce the ball with their hand as they run. How do you say it in English? (Answer: basketball)*

Card 4: *When there is a river and the height of the land changes, the water continues to flow, but it drops over the edge. It can be a few feet to several hundred feet. What's the word I'm looking for? (Answer: waterfall)*

2 Put students in pairs. Give each student a different card. Have them take turns reading the descriptions while their partners try to guess the words.

3 Direct students to review the phrases on their card that helped them explain the meaning.

4 Next, project images of other objects and have pairs take turns describing them to each other using the expressions.

Exercise 4 APPLY

1 Give students time to look at the chart. Play the recording again and have students identify what strategies the speakers use to describe the words they don't know.

2 Monitor progress and spot-check for any mistakes. If necessary, replay the audio.

3 Go over the answers as a class.

Answers

1 Ariel, Manish
2 Ariel
3 Ariel, Manish
4 Manish

Audio Script

CD 3, Track 7

Ariel: I always go to Ibirapuera Park to, um… you know, "take the sun." How do you say it in English? You know, when you lie and relax in the sun… sunbathe? Yes, sunbathe. I love to go to the park and sunbathe…

Manish: Sometimes I take my, er… you know, what's the word I'm looking for? it's a board with wheels. You stand on it. Stakeboard, right? Skateboard? Ah, ok. I take my skateboard.

Exercise 5 EXPAND

1 Have students look at the words and decide what strategy they would use to explain them.

2 Have them share their ideas with a partner. Then select volunteers to share with the class.

Answers

Students' answers will vary. Sample answers include:
anxious – guess –when you're nervous, like before a test
client – description – a person who goes to a hair dresser or a massage place and pays for the service
congratulate – definition – to give someone a good wish when something special happens for them

Exercise 6 INTERACT

1 Instruct students to choose a word from another unit and try to explain it to their partner. The partner has to understand and guess the word.

2 Call on few volunteers to share their exchange with the class.

Exercise 7 WHAT'S YOUR ANGLE?

1 Lead a short class discussion eliciting explanations for the words they sometimes forget from a few different students.

2 Give the class another five minutes to share with their partner.

Answers

Students' answers will vary. Sample answers include:
I always forget "scissors" because it's hard for me to pronounce it, so I always show the action with my fingers and explain it as the thing that cuts paper.

Pronunciation Skill

Linking with /w/ and /j/

GO ONLINE

Go over the information in the box by explaining the point. Play the audio and have students listen and repeat. First time as a class and the second/third time have them take turns repeating it to their partner.

CD 3, Track 8

Extra Practice

1 Create a handout with the following word phrases or write them on the board:
blue eyes
give me an apple
two or more
I agree

2 Have Student A read the words while Student B has to decide what sound connects the words and write it in between the words like so:
blue /w/ eyes
give me /j/ an apple
two /w/ or more
I /j/ agree

More to Say…

Focus: Students practice linking with /w/ and /j/

Grouping Strategy: Whole class

Activity Time: 30 minutes

Ready,

1 Find a song that contains a good deal of linking with /w/ and /j/, such as Eric Clapton's *Tears in Heaven*.

2 Copy the lyrics. Divide them into thought groups with slash marks (/). For example, "Would you know my name / if I saw you in heaven?"

3 Make a copy of the lyrics for each student.

Set…

1 Give each student a copy of the song lyrics.

2 Give them some time to read the lyrics silently and predict where they might hear linking with /w/ and /j/. You might encourage them to lightly circle their predictions.

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Go!

1 Play the song. Have students draw arrows under the words in each thought group that contain linking with /w/ or /j/.
2 Give them time to compare their arrows with a partner.
3 Play the song again. Encourage students to add more arrows if necessary. Also instruct students to add /w/ or /j/ below the arrows to differentiate between the two different linking sounds.
4 Play the song a third time, pausing frequently to check the answers. Project your arrows so students can see the links with /w/ and /j/.
5 Play the song again and have students sing along. Encourage them to exaggerate the links with /w/ and /j/.

Exercise 8 APPLY

1 Ask students to listen to the recording and find the /w/ and /j/ sounds and mark them in the sentences.
2 Play the audio again so they can check their answers.

Answers

1 I'll do /w/ everything by the /j/ end of the week.
2 We /j/ are going to /w/ Italy on vacation.
3 Who /w/ are you meeting in the /j/ afternoon?
4 It will be /j/ all over before you /w/ arrive.
5 Please go /w/ and get three /j/ extra tickets.
6 I might be /j/ able to help you /w/ after lunch.

CD 3, Track 9

Exercise 9 USE

1 Have students listen to the sentences again, this time repeating after them chorally as a class.
2 Put students in pairs to practice saying the sentences aloud to each other, linking with /w/ and /j/ as appropriate. Monitor and listen, helping with pronunciation as needed.

CD 3, Track 9

Exercise 10 PREPARE

1 Direct students to brainstorm and take notes on their work/school life. Have them follow the questions for more direction.
2 Monitor and offer feedback and assistance as needed.
3 Call on volunteers to share their observations with the class.

Exercise 11 DEVELOP

1 Direct students to brainstorm and take notes on the things they do in their free time. Have them follow the questions for more direction.
2 Monitor and offer feedback and assistance as needed.
3 Call on volunteers to share their observations with the class.

Exercise 12 WHAT'S YOUR ANGLE?

1 Put students in groups. Direct students to try to find a connection between their work/school life and their free time and share those connections with the group.
2 Call on volunteers to share their observations with the class.

Answers

Students' answers will vary. Sample answers include:
Well, yes. At work I enjoy talking to my colleagues and interacting with the clients. In my free time, I like to socialize a lot. So that's pretty much the same thing for me.

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Unit 9 Review

Student Book page 155

Vocabulary

Exercise 1

Answers

1	assistant / assistance	n
2	circumstance	n
3	competitive / competition	adj
4	efficient	adj
5	employment	n
6	grateful	adj
7	identity	n
8	solution	n
9	weakness	n

Exercise 2

Answers

1 potential	4 highly	7 permanent
2 fully	5 unlikely	8 temporary
3 senior	6 junior	

Exercise 3

Answers

1 independent	4 enthusiastic
2 artistic	5 confident
3 capable	6 determined

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

Grammar

Exercise 4

Answers

1 c / first	4 a / zero
2 b / first	5 e / first
3 d / zero	

Exercise 5

Answers

1 yourself	4 myself
2 himself	5 themselves
3 ourselves	

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

Read the quote aloud. Ask students to discuss if they agree with it.

Answers

Students' answers will vary. Sample answers include:
I agree. Many people can learn how to follow a series of steps to do something. Fewer people understand the reasons behind all the steps. It's harder and more valuable, so that person will always have the higher (and better paid) position.

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 Task 1: Elicit a sample answer of how important work or study is for the students. Then have students work in pairs and discuss it among themselves. Call on one or two volunteers to share with the class.
2 Task 2: Have students work independently to write a paragraph about a job they had. Ask them to share the paragraphs in small groups or collect and correct their work.
3 Task 3: Have students do an image search of themselves at work or school. Have them share their pictures in small groups. Then ask volunteers to show their picture to the class and describe their job in short.

Answers

Students' answers will vary. Sample answers include:
1 My work is very important to me. I am a real estate agent and I love helping people find a new home.
2 I once worked as a waitress at a golf club. This was my first summer job and I didn't know what to expect. It was very challenging. I had to memorize the menu, learn how to take orders properly, carry heavy trays of food, and manage multiple tables at once. I also had to deal with difficult and demanding clients, which I did not enjoy.
3 In this photo I am at a graduation ceremony. My students are standing next to me and they are all holding their certificates. We always have such a great time at the end of the year!

Exercise 8

1 Tell students to think about how they did on each of the tasks in Exercise 7 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

The title of this unit—*Information*—summarizes the main themes of computer technology, data processing, and online safety. These main themes are evident in the visuals throughout the unit, which show people absorbing and processing information as well as talking about big data.

In ***Lesson 10.1*** the theme of online safety is integral as students learn about hacking, passwords, and protecting personal information while using passive forms and listening for content words. ***Lesson 10.2*** focuses on alternative ways of visualizing data. Additionally, students learn how to effectively use pronoun reference, intensifying adverbs, and definite and indefinite articles. In ***Lesson 10.3*** students read online posts and discuss reliable media sources while incorporating indefinite pronouns. They also practice writing an essay on the advantages and disadvantages of the Internet, using sequencing words. In ***Lesson 10.4*** the themes are reflected in the unit videos, which show people giving and responding to feedback. Finally, ***Lesson 10.5*** showcases comparing and contrasting products based on detailed information.

Lessons

10.1 You Were Hacked!

Listening Skill Focusing on key content words

Grammar in Context The passive: Simple present and simple past

- Identify and practice idioms (Oxford 3000)
- Practice listening for stressed content words
- Identify and apply simple present and past simple passive voice forms
- Discuss online safety

10.2 Do You See What I Mean?

Reading Skill Understanding pronoun references

Vocabulary Development Intensifying adverbs

Grammar in Context *A/an*, *the*, and no article

- Avoid repetition by using pronoun references
- Identify and use intensifying adverbs (Oxford 3000)
- Practice using definite and indefinite articles
- Analyze visual representations of data

10.3 Everything on the Internet

Grammar in Context Indefinite pronouns and adverbs

Writing Skill Using sequencing words

- Identify and use words and phrases related to news and the media (Oxford 3000)
- Practice using indefinite pronouns and adverbs
- Use sequencing words to organize your writing
- Write an essay on the advantages and disadvantages of using the Internet for research

10.4 That's Good to Know

Real-World English Giving feedback; Responding to feedback

- Learn how to give feedback depending on who you're talking to
- Practice giving less direct feedback through encouragement and soft criticism
- Practice responding to criticism by accepting it, suggesting a solution, or asking additional questions
- Learn how to avoid disagreeing and/or explain why you did what you did
- Create conversations and act out different scenarios

10.5 Did You Read the Reviews?

Speaking Comparing and contrasting

Pronunciation Skill Chunking

- Learn how to talk about similarities and differences
- Divide what you say in chunks by using pauses in speaking to make it easier for the listener to understand
- Research products online and understand product reviews
- Compare and contrast products to determine which is best

Resources

Class Audio CD 3, Tracks 10–15

Workbook Unit 10, pages 64–70

Oxford Readers Correlations

Information Technology (9780194233927)

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 group of teenagers or young adults on a city street engaging with someone outside of the frame. The photograph relates to the unit theme of information because it portrays a girl wearing a TV box on her head, clearly making a social commentary on media, which is often our source of information.

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

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 at this stage. Use the opportunity to have students predict what they will be learning in this unit.

2 For question 1, have students tell their partner how they protect their personal information. For question 2, encourage students to think of alternative ways to present data. For clarification, point out that word *data* has a very similar meaning to *information* (data = facts collected for reference or analysis; information = facts provided or learned about someone/thing). For question 3, ask students to share their experience with fake news.

Answers

Students' answers will vary. Sample answers include:

1 Nobody's personal information is ever 100 percent safe.
2 Yes, you can! It is possible to show data in many ways, including as food on a dish. The amount of each food relates to the data it represents.
3 When it is old news, so it's not new anymore. Or maybe when it claims to be news but isn't, like an advertisement that looks like a news article. It could be fake news, too.

Discussion Questions

1 Ask students to describe the image, providing words to help them as necessary, for example, *braces* (wires in the mouth to straighten the teeth). Now ask specific questions about the picture: *Where are the people in the photo?* (on the street) *What are they doing?* (talking to someone; protesting)

2 Direct students' attention to the questions below the photo. Either discuss them as a whole class or put students in pairs to discuss them with a partner. Have the pairs report back to the class about some aspects of the discussion.

3 Optionally, before asking students to answer the discussion questions, show the photographer video where Gianni Cipriano answers a couple of the 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 Information comes from many places and people. It can come from people's experiences and stories they tell. It can come from data, studies, and report. It can also come from journalists who report news.
2 We think we control information because we collect it, use it, and decide where to put it. But in fact information is at the center of our lives, and I think it actually controls us because we make all our decisions based on information we get.
3 I enjoy living in the Information Age because it's so interesting. You can find information on anything you want anywhere in the world. It's really exciting.

Video Script

These young people are going to Comic Con, an international comics fair. The girl in the center is wearing a cardboard TV set as a costume. They had just arrived at the comics fair, and were thrilled to be part of this huge community gathering. Taking part in Comic Con means meeting with other comic book and animation fans, and wandering around stands for book signings and thousands of comics and gadgets.

Information comes from journalists and the media, governments, NGOs, activists, and corporations. I personally get my information mostly online from multiple news sources in order to get more than just one point of view about a specific subject. I then decide to read books when I need to dig deeper. The problem is not having too much information available, the problem is who provides the information, and how much information is displayed and consumed.

I think that generally information tells the public what to think about the world issues and stories that affect a significant portion of society. From news to television shows and movies, an image of what the world should supposedly be like is implanted into the subconscious mind of the viewer. Information definitely has a hand in how people view their communities, as well as local and national politics.

Exercise 1

1 Instruct students to discuss in groups the difference between how people used to get new information 50 years ago and now. Here are some important facts/dates in case your students are not familiar:

- Internet was invented on January 1st, 1983
- In 1990, computer scientist Tim Berners-Lee, invented the World Wide Web.

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- The first electronic television was invented in 1927 by a 21-year-old inventor named Philo Taylor Farnsworth who lived in a house without electricity until he was 14.
- People didn't start using the term "smartphone" until 1995, but the first true smartphone actually made its debut three years earlier in 1992. It was called the Simon Personal Communicator, and it was created by IBM more than 15 years before.

2 Walk around and monitor their progress.
3 Ask volunteers to share their group's opinions and encourage specific examples.

Answers
Students' answers will vary. Sample answers include:
I guess 50 years ago everyone read newspapers, watched TV, or listened to the radio. I think these things are still popular, but we can get information from the Internet now, through our computers, laptops, cell phones, and even watches! In the past, if you wanted to get detailed information you had to go to a library. Now you just search online! Of course, getting information from other people by word of mouth hasn't changed at all, and I think this still might be the biggest way we get our news.

Exercise 2

1 Direct students to rate the statements in order of importance and then share with their partner why this is so important to them.
2 Ask a few students to share their answers with the class.
3 Identify what is important for the majority of the class by asking for answer by a show of hands for each statement.

Real-World Goal

By the end of this unit, your students will be able to go online to check for information about themselves because they will have learned about doing research online and to be mindful about personal information and online safety.

Lesson 10.1 You Were Hacked!

Student Book pages 112 – 113

Exercise 1 ACTIVATE

1 First, direct students' attention to the title of the lesson, and the photo. Check if students' understanding of the word *hack* (to use a computer to gain unauthorized access to data in a system). Ask by a show of hands if anyone has been hacked before and if they are willing to share the story (suspicious emails, phishing scams, identity theft, etc.).
2 If no students have a story to share, consider offering your own example, such as: *Someone hacked into my email account and sent an email to all my friends telling them I was stuck at an airport in London and that I needed money for a return ticket. None of my friends believed it, but my mother got really worried and called me right away. That's how I knew I had been hacked.*
3 Go over any unfamiliar vocabulary—such as *firewall, anti-virus*, and *privacy settings*—to make sure students understand the questions. Give them some time to interview their partners. Monitor their progress and provided assistance if needed.
4 To review, ask if anyone has realized that there are areas in their online life where they need to improve the safety.

Answers
Students' answers will vary. Sample answers include:
1 I don't store any of my credit card information online.
2 I have to say I don't update it regularly. I hope operating system updates take care of that for me.

Exercise 2 VOCABULARY

1 Instruct students to work independently to match each idiom with its meaning.
2 Put students in pairs to compare their answers. Then ask some students to read the answers aloud. Explain any incorrect answers students give.

Answers

1 e	3 c	5 d	7 g
2 a	4 f	6 b	

Oxford 3000 words

After all	In case	Of course not	Too bad
For instance	All the time	Right now	

Exercise 3 BUILD

1 Instruct students to work independently to finish the exercise. Point out that none of the answer options repeat, so they may mark the answers they've already used as they work. This will help them work more efficiently.
2 Read the completed paragraph aloud, encouraging students to listen and correct their answers.
3 Ask comprehension questions about the paragraph, for example: *What is identity theft?* (when someone uses your personal information without your knowledge) *How many complaints of identity theft does the Federal Trade Commission receive every year?* (500,000) If time allows, pose these questions for discussion: *In what ways is your personal information valuable? Why would people want it?*

Answers

1 too bad	3 for instance	5 Of course not	7 after all
2 all the time	4 right now	6 in case	

Exercise 4 WHAT'S YOUR ANGLE?

1 Tell students to share with a partner a story of someone's identity theft troubles.
2 Call on a volunteer to share the story with the class.

Answers
Students' answers will vary. Sample answers include:
When my mom lost her wallet, whoever found it used her credit cards pretending to be her and even tried to open a new store credit card to buy a big flat screen TV.

Listening Skill

Focusing on key content words

GO ONLINE

Direct students to read the information box. As they are reading, write the key concepts on the board for later reference:

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*Content words = nouns, verbs, adjectives, adverbs, negative words (*not, never*)*

Stress: slowly, clearly

Extra Practice

1 Write the following sentences (or ones of your own) on the board.
I finished my homework and went to sleep.
I can't explain to you how nervous I get before a test.

Have students copy them and underline what they think are the key content words in the notebooks.

2 Walk around the class and monitor. When they are finished, read the sentence(s) aloud, stressing the content words and allowing them to check their answers based on what they hear.
*I **finished** my **homework** and **went** to **sleep**.*
*I **can't explain** to you how **nervous** I get before a **test**.*

3 Then have someone come to the board to underline the content words. Confirm or correct their answers.

4 Now have students practice stressing the underlined words with their partner, taking turns as many times as they need.

Exercise 5 APPLY

1 Instruct students to complete the sentences with the missing content words they hear and play the recording. Replay the audio if necessary.

2 Model the example from the book by stressing the words *sounds* and *hacked*.

3 Call on a few volunteers from each to read the completed sentences aloud, stressing the content words.

Answers

1 sounds, hacked
2 hope, refund
3 use, same password, other sites
4 never use, same password
5 always check, emails, sent, real company

Audio Script

CD 3, Track 10

1 It sounds like you were hacked!
2 I hope we can get a refund.
3 Did you use the same one as your other sites?
4 I never use the same password!
5 I always check if emails are sent by a real company.

Exercise 6 IDENTIFY

1 Tell students that you are going to play the entire conversation. Ask them to listen for what the people are worried about.

2 Play the audio. Check with students to see if it's necessary to play the recording for the second time.

3 Ask what the people are worried about. Elicit responses.

Answers

Students' answers will vary. Sample answers include:
their credit card (statement); being hacked

Audio Script

CD 3, Track 11

Man Oh no! This can't be right!
Woman What? What is it?
Man Our credit card statement. It's really high! Wait. What is this? $499 for a washing machine, $1200 for a computer… Did *you* buy those?
Woman No. Of course not. *What* is going on?
Man I have no idea. I don't understand it. My card wasn't stolen. It's here in my wallet… See?
Woman Hmm. Well, is the card stored on any websites? E-bay or Amazon, for instance?
Man Erm… yes, I use it on Amazon all the time.
Woman It sounds like you were hacked! Call the credit card company and cancel your card right now!
Man Really? Are you sure?
Woman Yes. It seems like your credit card information was taken by someone. You need to cancel it in case they try to use it again. I hope we can get a refund!
Man You're right! This is a lot of money. I'll change my password, too.
Woman Good idea. Look, our firewall wasn't updated this month.
Man Maybe that's how I was hacked.
Woman Do you use the same password for other sites? You should change all your passwords.
Man No, of course not! I never use the same password! I never write them down either.
Woman OK, just checking!
Man I use numbers for letters, too. Three is used for *e*! I read to do that on a website about online security.
Woman I hope our information is kept safe. Did you open any weird emails lately? I hear viruses are often sent by email.
Man I always check if emails are sent by a real company.
Woman That's so strange! I wonder how you were hacked!

Exercise 7 EXPAND

1 Give students time to read statements and guess whether they are true or false based on what they remember.

2 Play the recording again, allowing students to complete and check their answers.

3 Call on students to share their answers. Ask the class to explain any incorrect answers students give. Encourage students to correct the false statements.

Answers

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

CD 3, Track 11

Exercise 8 WHAT'S YOUR ANGLE?

1 Put students in small groups to discuss the questions.

2 Walk around and monitor their progress, offering assistance where needed.

3 Call on a few group representatives to share their group's answers.

Answers

Students' answers will vary. Sample answers include:
My passwords are all written down because I cannot possibly remember them all. There's too many. I keep them in a safe place that I won't talk about. It's a secret after all!

Grammar in Context

The passive: Simple present and simple past

GO ONLINE

1 Say, *There are two voices in English: the active and the passive voice.* Help students understand that voice is not a tense; rather it is a form of a verb that shows the relation of the subject to the action. Explain that in the active voice, the subject performs in the action. In the passive

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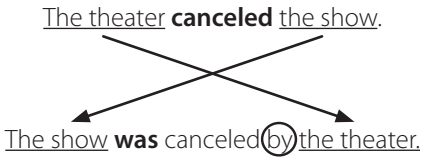
voice, however, the subject is not performing an action. Point out that we use passive often in situations when we do not know the doer of the action or the doer is not important. The "doer" of the action is called the "agent."

2 Write two forms of the same sentence on the board: one in active voice and one in passive voice.



3 Outline the process for conversion from active to passive. Make sure they copy this in their notebooks for later.

1. *The object of the active sentence becomes the subject of the passive sentence.*
2. *Put verb* be *into the tense of the main verb in active sentence.*
3. *Add the past participle of the main verb.*
4. *Finally, add the* by *phrase if you want to show the doer of the action.*

4 For additional information, see the Grammar focus on page 168 of the Student Book.

Extra Practice

1 Cut out a set of active sentences onto strips of papers Make sure each group has at least three sentences to work with. For example, *People grow a lot of rice in China. Vincent van Gogh painted the famous painting "Irises".*

2 Put students in groups of three or four. Designate a section of the board for each group. (You may want each group to come up with their own name, or you can assign them one.)

3 Explain that you will give each group a sentence in the active voice. They will need to convert it to the passive voice and write it on the board under their group's name. When they are done, they one member of the group should come to you for a second sentence. Play will continue until you run out of sentences. The group with the most correctly converted sentences on the board will win.

4 Give each group one sentence strip to start with. Allow them to refer to the notes during the activity. Say *Start!* and let them begin.

5 When all groups are finished and all the sentences have been converted, review and correct the sentences on the board as a class. Emphasize each step of the conversion process from their notes each time you correct a sentence for better chances of retention.

Exercise 9 APPLY

1 Instruct students to choose the correct options to complete the summary.

2 After completing the exercise, select 7 students to come up to the board and write their answers for sentences 1–7. Then ask if anyone wants to change any of the answers before confirming (or correcting) them yourself.

3 Explain any incorrect answers students give.

Answers

1 attended	3 were told	5 explained	7 encouraged
2 were given	4 is needed	6 is made	

Exercise 10 EXPAND

1 Elicit the difference between the simple past passive and the simple present passive. Ask, *Do both forms use the verb* be*?* (yes) *Do both forms use the past participle of the main verb?* (yes) *So how can you tell the difference?* (*Be* is in the past with the simple past passive, and it's in the present with the simple present passive.)

2 Direct students to choose the correct passive form to complete the cloze exercise. Go around the classroom and monitor their work, spot-checking their answers.

3 Call on students to share their answers. Explain any incorrect answers students give.

4 Ask comprehension questions about the paragraph to ensure that students are thinking about the content as well as the form. For example:

What are examples of some of our information that companies share? (Financial, medical records, shows we watch etc)

What is EPIC and when was it established? (Electronic Privacy Information Center /1994)

What is its job? (Making sure our personal information is protected)

Why is it hard to guarantee privacy? (Because of third parties like Internet service providers)

Answers

1 is collected	4 was established	7 are left
2 is stored	5 is protected	8 is passed
3 are shared	6 is exchanged	

Exercise 11 INTERACT

1 Instruct students work in a group and discuss how their personal information is protected. Specify that they are to use passive forms.

2 Model the example from the book.

3 Select individual students to give answers. Explain any incorrect answers students give.

Answers

Students' answers will vary. Sample answers include:
My house has a digital and video security protection system. If someone tries to get in, an alarm sounds right away and the company lets me know no matter where I am in the world at the time. The company also calls the police right away.

Exercise 12 WHAT'S YOUR ANGLE?

1 Instruct students to discuss the questions in a group of three to four. Point out that they have to share their reasons why.

2 Monitor and give feedback and assistance as needed. Keep track of any mistakes students make so you can address it later with the whole class or individual students.

3 Ask a few volunteers to share their answers with the class.

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Answers
Students' answers will vary. Sample answers include:
There's no way I could do that! My whole life is on social media. If I close my account, how will I stay in touch with my friends? And the best shopping deals are always online.

Lesson 10.2 Do You See What I Mean?

Student Book pages 114 – 116

Exercise 1 ACTIVATE

1 Have students discuss with a partner the difference in meaning between the three words.
2 Call on a few individuals for different answers.

Answers
Students' answers will vary. Sample answers include:
I'm not sure, but I think data is more about numbers and information is what we understand. Knowledge is knowing what to do with the information we have.

Exercise 2 ASSESS

1 Have students complete the definitions with the words from the box.
2 Select a few students to give answers. Explain any incorrect answers students may give.

Answers

1 Data	3 context	5 understand
2 organized	4 Knowledge	

Reading Skill

Understanding pronoun references

GO ONLINE

1 Direct students to read the text in the box.
2 Explain that the noun the pronoun is referring to or is replacing is called the *antecedent* (*antecedent* means that which comes before). Also explain the importance of the *agreement*. The noun and the pronoun must agree in number – a singular pronoun refers to a singular antecedent and a plural pronoun refers to a plural antecedent.
3 Write this example on the board:
A blind dog lost its way.
Ask, *What is the noun, or the antecedent?* (blind dog) *Is it a singular or plural noun?* (singular) *What is the pronoun?* (its) *Is it a singular or plural pronoun?* (singular) Repeat with other examples as needed.

Extra Practice

1 Go online to find Jeopardy templates or even find an already existing one to play a fun jeopardy game as a review. You can create categories such as definitions, error correction, identify the antecedent and fill in the missing pronoun. You also need to create 5 examples for each category. Students enjoy playing the game while being able to review several grammar points at the same time.
2 Explain the concept of a Jeopardy quiz and point out that all answers are phrased as a question starting "What is …?"
3 Divide the class in two teams and have students work in groups to come up with answers, making sure the other teams do not overhear their answers.
4 Time the teams 30 seconds for each answer to increase the competition. The team with the most points wins.

Exercise 3 IDENTIFY

1 Explain the word *cuisine* (a style or method of cooking).
2 Have students read the text and answer the question.
3 Call on a volunteer to give the answers and see if the rest of the class agrees.

Answers
Food/different kinds of food

Exercise 4 EXPAND

1 Ask students to read the text again, this time focusing on the italicized pronouns. Have them decide which noun each one refers to. Ask them to underline the nouns.
2 Walk around the class and spot check their answers. Offer assistance as needed.
3 Call on a few students to share their answers or project the paragraph if possible and have students come up to the board and underline the nouns.

Answers
1 it—data
2 They—the inventive people at the Data Cuisine Workshop
3 they—participants
4 It—This dish/Taste of Migration
5 It—The amount of food (on the plate)

Exercise 5 WHAT'S YOUR ANGLE?

1 Instruct students to talk to their partner about the concept of tasting data.
2 Call on a few volunteers to share their different answers.

Answers
Students' answers will vary. Sample answers include:
I think it makes a big difference. It's much more meaningful to me to look at this piece of bread and think about how they compare. The fact you can eat it is a bonus! I know you can't compare exactly, in the way percentages do, but it's visual and fun, and if it's fun, then you're more likely to remember it.

Exercise 6 INTEGRATE

1 Instruct students to read the article "Information is Beautiful" and find the antecedents for the pronouns on the list.
2 After completing the exercise, call on students to read their answers. Explain any incorrect answers students give.

Answers
1 the fact that information comes through our eyes
2 data journalist and information designer
3 patterns
4 data
5 McCandless
6 McCandless and other data journalists like him

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Exercise 7 EXPAND

1 Direct students to read the questions and read the article again to find the answers.
2 Walk around the class and spot-check their answers, offering assistance as needed. Point them to the right paragraph if necessary.
(Questions 1 and 2 = paragraph 1, questions 2 and 3 = paragraph 2, question 4 = paragraph 3, question 5 = paragraph 4)
3 After completing the exercise, call on students to read their answers. Explain any incorrect answers students give.

Answers
1 Through our eyes
2 Because art impacts us deeply
3 He's a data journalist/information designer.
4 He believes data visualizations help us see patterns so we can compare them in different ways.
5 Visualizations are interactive because we can update them with real-time data, and we can select different visualizations to compare.
6 Because they help us make sense of the huge amount of information in today's world.

Vocabulary Development

Intensifying adverbs

GO ONLINE

1 Read the text in the box and model the examples. Write the intensifiers on the board as you model examples.
2 Give more examples for **extreme** adjectives. Explain that, for example, *freezing* means extremely cold.

Regular Adjective	Extreme Adjective
bad	*awful, terrible, horrible*
big	*huge, gigantic, giant*
dirty	*filthy*
funny	*hilarious*
good	*wonderful, fantastic, excellent*
hungry	*starving*
interesting	*fascinating*
old	*ancient*
pretty	*gorgeous*
scary	*terrifying*
small	*tiny*
tired	*exhausted*

Extra Practice

Project or write a set of sentences on the board containing an adverb. Then have students conduct a conversation like the examples below. Model them with a strong student.
Example 1:
A: It's already late.
B: How late is it?
A: It's terribly late!
Example 2:
A: I think he measured the ingredients carefully.
B: How carefully did he measure the ingredients?
A: He measured them really carefully.

Exercise 8 BUILD

1 Direct student to complete the exercise independently. Explain that there may be multiple correct answers.
2 After finishing the exercise ask select a few students to read their answers.

Answers
Students' answers will vary. Sample answers include:
1 strongly
2 really
3 extremely
4 absolutely
5 deeply

Exercise 9 EXPAND

1 Tell students to choose the correct option to complete the sentences.
2 Ask a few students to read the answers. Explain any incorrect answers students give.

Answers
1 strongly
2 absolutely
3 extremely
4 entirely
5 deeply

Grammar in Context

***A/an, the,* and no article**

GO ONLINE

1 Direct students to read the Grammar in Context box. Then model the examples aloud.
2 Explain that we call **a/an** indefinite articles because they do not refer to anything in specific, but are rather used in a more general sense as well as in the meaning of *one*. For example:
*Data visualization is **a** hot topic.*
We refer to **the** as the definite article because it points to a specific thing, place, or person we are talking about. For example:
*Here is **a** graph. **The** graph shows changes in temperature.*
3 For more information, see the Grammar focus on page 168 of the Student Book.

Extra Practice

1 Create a worksheet for students to work with a partner to create a list of ten items they might need to survive on a desert island. They may not use any technology.
2 Then they need to shorten their list to only five things and write a few sentences describing what five things they will bring and why. Instruct them to focus on using the correct articles. For example: *We will bring a knife, so we can cut wood for fire. We can also use the knife for cutting meat or fruit.* Or *We will also bring a grammar book so we can study English.*
3 Have a few pairs share their survival plan with the class at the end of the activity.

Exercise 10 DEVELOP

1 Instruct students to complete the exercise independently.
2 Ask them to compare their answers with a partner and note any differences.
3 After completing the exercise, select students to read their answers. Ask the class to explain any incorrect answers that students have given.

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Answers

1 the	3 –	5 The	7 a
2 a	4 a	6 the	8 –

Exercise 11 APPLY

OXFORD REFERENCE

1 Have students complete the text with the missing articles.
2 After finishing the exercise have students compare with a partner, and then have a few come to the board to write the correct answers as a numbered list or if possible project the paragraph and have students just fill in the answers.

Answers

1 no article	4 the	7 the
2 a	5 the	8 the
3 a	6 a	9 no article

Exercise 12 WHAT'S YOUR ANGLE?

1 Have students think of what food they would use to represent the data of their choice and share their ideas with a partner.
2 Ask volunteers to share their ideas with the class.

Answers
Students' answers will vary. Sample answers include:
I would use different grains to represent the number of people struggling for food on different continents.

Exercise 13 PREPARE

1 Give students markers and poster paper or other materials and have them prepare to create their own individual data representation.
2 Ask them to use the checklist questions as a guide.
3 Monitor their progress and offer feedback or assistance as needed.

Exercise 14 INTERACT

1 Have students compare their work with a classmate and give feedback on how easy or difficult it is to interpret the data.
2 Alternatively, collect all posters and put them in random order at the board. Give students a sticky note to place on the poster they like and understand the most. The poster with the most sticky notes wins.
3 You may also ask them to give positive and negative feedback for some of the posters of their choice.

Lesson 10.3 Everything on the Internet

Student Book pages 117 – 119

Exercise 1 ACTIVATE

1 Direct students' attention to the title and ask, *What are your online habits? What do you most often do when you surf the net?* (read blogs, watch videos, social media etc.)
2 Explain what *post* means if students seem unfamiliar with the term (A piece of writing, image, or other item of content published online, typically on a blog or social media website.). Then instruct them to read the post to find out what *misinformation* means.
3 Ask them what they think about the quote. Ask, *How is that easier to do today than in the past?* (Internet)
4 Call on several volunteers to share their answers.

Answer
It means information that is not true.

Exercise 2 INTERACT

1 Ask the students why the story is funny and if they can think of other examples to share.
2 Select students to share their answers.

Answers
Students' answers will vary. Sample answers include:
It's funny because the quote is about misinformation and it's an example of a misinformation!

Exercise 3 WHAT'S YOUR ANGLE?

1 Have students discuss in groups what source of information they trust the most. Tell them to offer specific reasons for their opinions and give examples. Read the example sentences aloud.
2 After completing the exercise, select students to share their opinions. What was the prevailing opinion in their group? What about the whole class?

Exercise 4 VOCABULARY

1 Direct students to complete the exercise independently.
2 Then put students in pairs. Have them compare answers and discuss the meanings of the target phrases.
3 After completing the exercise, have two students compare answers; then go over possible answers as a class. Possible definitions:
Freedom of expression – say what you mean freely
genuine or fake – real or not
accurately report – give correct information
spared misinformation – tell lies
claim something is true – say it is true
trust your judgement – trust your common sense
make something up – invent, come up with
look for proof – try to prove it's true

Answers

1 c	3 a	5 h	7 e
2 d	4 b	6 g	8 f

Oxford 3000 words

freedom	claim
genuine	trust
accurately	make something up
spread	proof

Exercise 5 BUILD

1 Have them complete the sentences with the words from Exercise 4.
2 Read the completed paragraph aloud. Have students listen and check their answers.

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Answers

1 freedom	3 claim	5 proof	7 trust
2 make	4 spread	6 genuine	

Grammar in Context

Indefinite pronouns and adverbs

GO ONLINE

1 Direct students to read the information from the box. Add examples in the form of a question for *everybody*, *everything*, *everywhere*, *anyone, anywhere*, and *anything,* using the context of information. For example: Do you know anything about this? Has anyone here been hacked?
2 For additional information, see the Grammar focus on page 168 of the Student Book.

Extra Practice

Put students in teams of three to four. Have students make sentences with the word pairs below. Encourage them to be as creative and funny as possible.

1. something - ocean
2. anything - newspaper
3. nothing - TV
4. nobody - job
5. everything - important
6. anytime - park
7. someone - sky
8. everyone - boat
9. no one – homework
10. somewhere – mall

The team with the funniest sentence wins.

Exercise 6 INTEGRATE

1 Tell students to read the text and choose the correct options.
2 Have them check with a partner first and then call on students to read their answers while reading adjoining parts of the paragraph as well.

Answers

1 everywhere	3 anything	5 somewhere	7 everything
2 anyone	4 anywhere	6 nowhere	

Exercise 7 APPLY

1 Instruct students to complete the exercise independently. Point out that each word will be used only once. Encourage them to cross out the items as they use them to make their work more efficient.
2 Call on students to read the answers. Explain any incorrect answers they give.

Answers

1 everywhere	3 nothing	5 everyone	7 anywhere
2 anyone	4 anything	6 nowhere,	8 someone

Exercise 8 EXPAND

1 Ask if students know the meaning of *user-generated content* (any form of content created by users of a system or service and made available publicly on that system). Explain that they will get an answer in the essay.
2 Instruct students to read the text to find examples of user-generated content.
3 Elicit examples of sites with user-generated content.

Answers

Students' answers will vary. Sample answers include: YouTube, Instagram, Facebook and sites such as Amazon use reviews written by users

Exercise 9 INTEGRATE

1 Direct students' attention to the T-chart in the book. Elicit or explain what *advantage* and *disadvantage* mean.
2 Have students read the essay again, paying attention to the advantages and disadvantages of user-generated content. Instruct them to write down their answers in the chart in the book or in their notebook if they don't have enough space.
3 Call on students come up to the board to write the answers. This will give lower level students a chance to catch up and copy what they may have missed.

Answers

Advantages:
It gives everyone a voice; people can share their experiences; it's easy, so it gives us a lot of information
Disadvantages:
It's not controlled, so it's difficult to find the truth; information is unreliable

Writing Skill

Using sequencing words

GO ONLINE

Direct students to read the Writing Skill box. Focus on sequencing words and explain that *sequence* means order. Write a few examples on the board and elicit more from students:

First/Firstly
In addition
However
Nevertheless
On the other hand
Lastly
Finally
In conclusion

Extra Practice

Come up with a story where the sequencing words are missing. Project on the board and have students come up to the board to fill in the missing sequence words.

Exercise 10 APPLY

1 If necessary, go over the meaning of each of the headings: main point, supporting points, the opposite view, and concluding points. Give an example of a sentence or two that might express each of those ideas. Elicit an appropriate sequencing word that might be used with it.
2 Have students work individually to put the sequencing word under the correct meaning heading.
3 Call on volunteers to share their answers with the class.

Answers
Note: Answers within each subsection can appear in any order.
Main point
1 First/Firstly
2 One of the biggest (dis)advantages (of…) is…
Supporting points
3 Another important point to consider is…
4 Second/Secondly
5 What's more
6 In addition
The opposite view
7 However
8 Nevertheless
9 On the other hand
Concluding points
10 Finally
11 Lastly
12 In conclusion

Exercise 11 IDENTIFY

1 Have students look back at the essay "User-Generated Content" and underline or circle all sequencing words they can find.
2 Put students in pairs to compare answers. Then go over the answers by calling on students. Explain any incorrect answers students give.

Answers
Five: One of the biggest advantages / Secondly / In addition / On the other hand / What's more

Exercise 12 ASSESS

1 Instruct students to complete the exercise independently.
2 Have students check with their partner.
3 Call on volunteers to share the answers with the class.

Answers
2—Advantages
4—Conclusion
1—Introduction
3—Disadvantages

Exercise 13 EXPAND

1 Now have students match the descriptions with the section names from Exercise 12.
2 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers
a—Advantages
b—Introduction
c— Conclusion
d—Disadvantages

Exercise 14 WHAT'S YOUR ANGLE?

1 Have students discuss the questions in groups of three or four.
2 Call on group leaders to share their group's observations.

Answers
Students' answers will vary. Sample answers include:
Yes, I use Facebook a lot. The advantage is that I can see what my friends are reading and what kinds of videos they are watching. On the other hand, I am not sure if I am getting the real picture or just more opinions that are similar to mine.

Exercise 15 PREPARE

1 Tell students to prepare to write an essay on the advantages and disadvantages of using the Internet for research.
2 Draw the T-chart on the board. Elicit one advantage and one disadvantage of doing research online and write them in the chart. Have students brainstorm in pairs and complete their own T-chart.

Exercise 16 DEVELOP

1 Tell students to follow the organization from Exercise 12 and prepare an outline for the essay. Remind them not to use full sentences in their outlines—just key words and phrases.
2 Monitor their progress and offer assistance where needed.

Exercise 17 WRITE

1 Have students write the essay and use the checklist to help students complete the task.
2 Walk around the classroom monitoring progress and offering help where needed.

Exercise 18 SHARE

1 Instruct students to read each other's essays and give feedback. Remind them to use the checklist as their guide. Encourage them point out any other errors they might notice in terms of spelling, punctuation, grammar, or vocabulary as well.
2 Walk around the classroom to encourage students to give feedback appropriately and correctly.

Exercise 19 IMPROVE

1 Have students re-write their essays based on feedback from their peers.
2 Collect the essays for correction. Consider going over any common errors at the beginning of the next class.

Exercise 20 WHAT'S YOUR ANGLE?

Project a current news event on the board or ask students to do a research of their own. Ask students if they trust all the information that they are given. Why or why not? Lead a class discussion.

Answers
Students' answers will vary. Sample answers include:
It is difficult to trust the news today when there is so much "fake" news out there, especially when it comes to politics.

Lesson 10.4 That's Good to Know

Student Book pages 120–121

Exercise 1 ACTIVATE

1 Read the situation and possible responses aloud.
2 Tell students to choose a response by checking the corresponding box in their books.

Answers
Students' answers will vary. Sample answers include:
I would tell my classmate that I think it could be better and then wait for them to ask me for specific suggestions. I don't want to hurt their feelings, but I want to help them do better.

Exercise 2 INTERACT

1 Put students in groups to share their selections from Exercise 1. Encourage them to explain their choices.
2 Walk around the classroom and make sure everyone is participating in the group discussions.
3 Have a few volunteers report back about their group's discussions.

Answers
Students' answers will vary. Sample answers include: I would say that I think it could be better and then I would ask them what they think. If they want me to, I would then make suggestions for improvement.

Real-World English

Giving feedback

1 Direct students to read the text in the box and elicit more examples based on the models provided in the chart. Ask if students have any questions.

Extra Practice

Have students pull out their essays from the previous class. Make sure you pair them up with a new person. Ask them to give each other feedback using the tools outlined in the Real-World English box.

Real-World English Strategies

If you use peer feedback in your teaching, you can use this unit as a springboard to an activity in which your students practice giving and receiving peer feedback on writing. While you can use this task at any point in the lesson, it is probably a good idea to go over the material in REAL-WORLD ENGLISH on page 120 first.

1 Provide a sample student essay for your students to work with (for example, an anonymous essay from a previous year/semester).
2 Have your students work in pairs. Ask them to read the essay and to give written feedback. Point out that they should comment on both the strengths and weaknesses of the essay.
3 Make the following table with three columns on the board and ask the students to share the examples of their comments with the whole class:

Positive feedback	Negative feedback	Suggestions for improvement

4 Together, discuss how to give constructive feedback that highlights some positive aspects of student work, but also gives suggestions for improvement, for example: *This is a very nice introduction* and *Please consider revising this sentence to make it clearer.* Encourage students to vocalize their feedback by having them practice with each other on what they would say if they were speaking to the original writer of the essay.
5 Next time your students engage in peer feedback commenting on each other's work, ask them to do it orally and record themselves using a voice-recording app on their phone. Next, ask your students to analyze the feedback they have given each other. What do they think about the expressions they used to give and accept/reject feedback? What would they do differently next time and why?

Exercise 3 ANALYZE

1 Give students time to read the chart. Play the video and have students compare how Andy and Emma give feedback to Max.
2 Put students in pairs to compare their answers. If necessary, play the video again.
3 Go over the answers as a class.

Answers

	Andy	Emma
starts with a positive comment	No	Yes
focuses on negatives	Yes	No
suggests improvements	Yes	Yes
gives examples of errors	Yes	No
is generally encouraging	No	Yes

English For Real Video Unit 10

Exercise 4 ASSESS

1 Direct students to look back at the answers from Exercise 3 and discuss the questions with a partner.
2 After completing the exercise, select students to share the answers.

Answers
Students' answers will vary. Sample answers include:
Emma's feedback is more positive and encouraging. Andy focuses too much on the negatives and only makes one suggestion for improvement—to keep more eye contact. His language is too negative as well. Emma begins with a compliment, makes a good suggestion, and uses more positive language overall.

Exercise 5 INTEGRATE

1 Have students work with a partner. Tell them to take turns changing the statements to sound more positive. Encourage them to write down their revised sentences.
2 Monitor their progress and offer assistance as needed.
3 Ask a few students to share their answers.

Answers
Students' answers will vary. Sample answers include:
1 It's not very well organized. / It could be better organized.
2 It's rather difficult to read. / It's not so easy to read.
3 It could be more interesting. / It's not so interesting.
4 Your handwriting isn't so good / is pretty bad / could be better.

Exercise 6 EXPAND

1 Direct students' attention to the next feedback. Tell them that they are going to make the feedback more positive by adding a suggestion and explanation to each one. Give an example, if necessary.
2 Give students some time to brainstorm and write their ideas. Monitor their progress; assist any students who are struggling.
3 Put students in pairs to share their ideas to make the feedback more positive.
4 Select a few students to share the answers with the class.

Answers
Students' answers will vary. Sample answers include:
1 You could make more eye contact. That will keep the listeners interested.
2 Maybe cut a few sections. That way you can get to the main ideas more quickly.
3 Why not add some pictures? That would make it more interesting to look at.
4 You could review the main points and give a clear recommendation to show your opinion. That would be a satisfying way to end.

Exercise 7 INTERACT

1 Instruct students to discuss in groups what kind of reaction they have to negative comments and what kind of feedback they prefer.
2 Have group leaders report back on the kind of feedback their group prefers.

Answers
Students' answers will vary. Sample answers include:
I get really depressed if people criticize but don't explain why. Some people just start with all the negatives and never mention the good things. It's much better to start with some things that are good and then give useful, practical advice on how to change things that aren't quite right. That way it's easier to see what needs improving and how to make it better.

Real-World English

Responding to feedback

1 DIrect students to read the text from the box. To check understanding and reinforce the information, ask students to expand on the statements. For example: I could try to choose three or four listeners to look at more.

Extra Practice

Put students in pairs, and assign them roles: Student A or Student B. Have Student A pick one of their revised comments from Exercise 5 or 6 and give that feedback to Student B. Tell Student B to respond to the feedback by using one of the strategies: they can accept it; suggest a solution; question it; explain it; and/or avoid disagreeing. Then have students switch roles.

Exercise 8 ANALYZE

1 Give students a moment to read the directions and statements in the chart. Encourage them to guess the answers based on what they remember from the previous viewing.
2 Play the video again so students can look for Max's responses to the feedback he receives.
3 Ask volunteers to share their answers with the class.

Answers
1 Feedback from Andy
2 Feedback from Emma
3 Feedback from Emma
4 Feedback from Andy
5 Feedback from Andy
6 Feedback from Emma

Video Script

English For Real Video Unit 10

Scene 1

Max Thank you for listening. So, what do you think?
Andy Hmm… Well…
Max Well… what?
Andy You should make more eye contact.
Max What do you mean? I was, I was looking at you.
Andy But you were looking at your notes more.
Max Well, I haven't…er, memorized it.
Andy And it's poorly organized.
Max Really? You think?
Andy To be honest, it's boring in places. Anyway, practice makes perfect! Good luck, Max.

Scene 2

Kevin Hey, Max! How did the presentation go? Did your tutor give you good feedback?
Max Yeah, yeah, she was happy with it. I'm just glad it's over! Well, now it's time for more feedback. On our grant proposals!
Kevin Oh, here's Emma.
Emma Hi, Kevin. Max.
Max So…
Emma So, Kevin. You made some great points, but check your sentence length, OK?
Kevin OK! Sure. Thanks.
Emma And Max… Your idea is excellent, but you need to give more information on how the art project can help the community.
Max Hm. That's a great idea. Thanks!
Kevin Yeah, thanks for all your help.
Emma OK. Gotta run.
Kevin Bye!
Max See ya!
Kevin Anyway, sorry to say this, but most funding goes to science, technology, or math.
Max Thanks, Kevin. That's good to know.

Exercise 9 APPLY

1 Have students look at the phrases and classify them based on the information in the Real-World English box.
2 Ask a few volunteers to share their answers.

Answers
1 question
2 accept
3 ask for more information
4 avoid disagreeing

Exercise 10 INTERACT

1 Working in pairs, instruct students to write a role-play for an imaginary situation with one of the people listed in the box.
2 Walk around the classroom, monitoring and offering assistance where needed.
3 Have partners take turn role-playing the situations and giving each other feedback.
4 Have each pair meet with another pair and role play their conversations for each other. Tell them to listen closely and prepare to give feedback on the role play.
5 Rather than interrupt students to correct their mistakes, keep track of any errors that you want to review with the class once their role-play is complete.
6 Remind students to go online so that they can create their own version of the video.

Lesson 10.5 Did You Read the Reviews?

Student Book page 122

Exercise 1 ACTIVATE

1 Point to the title and ask students if they find online reviews useful. Ask why they read them and if they have ever changed their decision to buy or not buy something.
2 Direct students to turn to their partner and start a conversation by asking and answering the three questions.
3 Ask volunteers to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
Yes, I have! I always review products I buy online if they are expensive, for example electrical goods. I also write reviews of places I go to eat and where I stay when I go on vacation. I think you get better service and better prices because these places can find out before you arrive that you are a reviewer and they want a good review!

Exercise 2 EXPAND

1 Tell students to look at the ads and guess what the listening is going to be about. Tell them to read the questions to prepare for the listening.
2 Play the recording and ask students to answer the questions.
3 Call on volunteers to share their answers.

Answers
1 He wants a new camera because his one is broken.
2 He doesn't know which camera to choose.
3 He doesn't know which ones to believe.

Audio Script

CD 3, Track 12

Anne Hey Mike. / What are you looking at there?
Mike Cameras. / Mine's broken / and I want to buy another one.
Anne Wow! / There are certainly enough choices!
Mike Yeah. That's the problem. / I don't know which one to get. / I like the look of these two, but I can't decide which one to buy.
Anne Have you read the reviews? / That's what I always do.
Mike I've read some, / but I just don't know who to believe. Everybody says different things.
Anne Hmm. Well, you always get people with different opinions, / so I just look at the summary / to see if they're generally good or bad.
Mike Well, both models have the same score from reviewers.
Anne Yes, but the Canon has only 16 reviews, while the Sony has 344!
Mike Hmm. They're fairly similar, actually. The Sony has full high-definition video, and so does the Canon. You can buy them on this site, too, which is good except neither camera comes with free delivery.
Anne The Canon looks pretty good to me. It has a bigger discount, and it's cheaper anyway.
Mike But on the other hand the Sony has a better digital zoom. That's really useful.
Anne Yeah, it's an extremely difficult choice. What else does it say here?

Exercise 3 INTEGRATE

1 Ask students to note down the similarities and differences and then play the recording again. Remind them to look at the ads while they listen to help them find and keep track of those similarities and differences. You might suggest, for example, that they underline or cross out things that are the same and circle things that are different.
2 If possible, project the ads and have a few students come to the board to point out the similarities/differences.

Answers
Similarities:
They have the same score from reviewers; they have full high-definition video; you can buy them on the same site; they don't have free delivery.
Differences:
One has 16 reviews, while the other has 344; the Canon has a bigger discount; the Sony has a better digital zoom; they have different prices and discounts.

CD 3, Track 12

Speaking

Comparing and contrasting

GO ONLINE

1 Direct the students to read the information in the box. Write the comparing and contrasting words and phrases on the board in two columns:

Compare	Contrast
both	*on the other hand*
neither	*yes, but …*
so does	*while*
also	*however*

2 Elicit examples from students using each of the words or phrases.

Extra Practice

1 Write on the board a list of word pairs with similar meaning, such as:
café - restaurant
newspaper - magazine
clock - watch
house – apartment
2 Divide class into groups of three or four students. Give each group a poster-sized piece of paper. On the paper,

have them create a T-chart of similarities and differences. They should complete the chart with ideas about how their word pairs are like and unlike each other. Assign each group a different word pair.

3 Next, have the groups write sentences based on the information in their charts. Model an example for them comparing a kettle and a teapot:
A kettle is similar to a teapot because you put water in both, but a kettle is different from a teapot because you put cold water in a kettle and boiling water in a teapot.

Exercise 4 APPLY

1 Give students a moment to read the extract. Play the extract from the conversation and have students complete the sentences with comparing and contrasting words and phrases.
2 Have students compare answers with their partner. If necessary, replay the audio, pausing to give students time to write as necessary.
3 Go over the answers as a class.

Answers

1 both	3 while	5 neither
2 Yes, but	4 so does	6 on the other hand

Audio Script

CD 3, Track 13

Mike Well, both models have the same score from reviewers.
Anne Yes, but the Canon has only 16 reviews, while the Sony has 344!
Mike Hmm. They're fairly similar, actually. The Sony has full high-definition video, and so does the Canon. You can buy them on this site, too, which is good except neither camera comes with free delivery.
Anne The Canon looks pretty good to me. It has a bigger discount, and it's cheaper anyway.
Mike But on the other hand the Sony has a better digital zoom. That's really useful.

Exercise 5 EXPAND

1 In pairs, have students look at the ads and compare/contrast them using the words and phrases from the Speaking box.
2 Select volunteers to share their ideas with the class.

Answers

Students' answers will vary. Sample answers include:
A: Both the cameras have Wi-Fi. The Sony comes in two colors, and so does the Canon.
B: Yes, but the Sony is in black or blue, while the Canon is in black or grey.
A: The Sony is a compact size, which is good. The Canon is regular sized; however, it has higher Megapixels.

Pronunciation Skill

Chunking

GO ONLINE

Go over the information in the box.

Extra Practice

1 Create a handout with the short passage below. Ask students to group words into chunks. When they are finished, offer them the answer key:
One day last week, / my sister and I drove to the lake. / We noticed many people in their boats. / My parents joined us by the lake. / We had a picnic, / and we rented a boat. / Everyone had a great time.
2 Now have them take turns practicing pronunciation.

Exercise 6 NOTICE

1 Play the recording. Instruct students to notice how the information is grouped into chunks to help understanding.

CD 3, Track 14

More to Say…

Focus: Students practice chunking
Grouping Strategy: Pairs
Activity Time: 10 minutes

Ready,

1. Prepare some index cards or some blank slips of paper for each pair of students. Each pair will need approximately 5–10 cards or slips of paper.
2. Create a question prompt, for example, *What is the worst hotel you have ever stayed at?*

Set…

1. Have students work in pairs to write a 1–3 sentence response to the question prompt.
2. Circulate and check for grammar errors as necessary.
3. Have students separate their sentences into chunks.
4. Hand out the index cards or slips of paper.
5. Instruct them to write each chunk on to a different card or slip of paper. Then, they should mix up the cards or slips of paper.

Go!

1. Have students swap their cards with another group's.
2. Give them a few minutes to sort out the sentences into the correct order.
3. Have them say the sentences to the other group, pausing appropriately at the thought group boundaries.
4. Then have them swap those sentences with another pair of students so that every few minutes, students get a new set of cards.
5. Circulate and correct as necessary.

Exercise 7 IDENTIFY

1 Play the recording and have the students listen and put the conversation into chunks.
2 Play the audio again so they can check their answers.
3 Go over the answers together as a class.

Answers

Anne: Have you read the reviews? / That's what I always do.
Mike: I've read some, / but I just don't know who to believe. / Everybody says different things.
Anne: Hmm. / Well, / you always get people with different opinions, / so I just look at the summary / to see if they're generally good or bad.

CD 3, Track 15

Exercise 8 APPLY

1 Ask students to practice with a partner and point out that they should make sure to group the words into chunks.
2 Monitor and offer feedback.

Exercise 9 WHAT'S YOUR ANGLE?

1 Put students in pairs. Have them choose a product like a home appliance or a piece of furniture that they're interested in. Explain that they will be doing a comparison shopping activity. Ask students to use their smartphones to search for a website where they can find two or three choices for the produce they have chosen. Have them read reviews and product descriptions. Tell them to compare or contrast the products using the words and phrases they learned earlier.
2 Monitor and offer assistance and feedback as needed.
3 Have a few volunteers come to the board and do a mini presentation in which they compare and contrast two similar products before deciding on one of them. Tell the other students to listen and take notes on their conversation and be prepared to offer feedback as practiced in lesson 10.4.

Answers
Students' answers will vary. Sample answers include:
Apple iPad is a bit cheaper than Samsung Galaxy Tab S3. It has less memory and a slower processor, but it's more compatible with my iPhone and Apple Watch. Therefore, the iPad is the best choice for me.

Unit 10 Review

Student Book page 156

Vocabulary

Exercise 1

Answers

1 too bad
2 right now
3 After all
4 of course not
5 all the time

Exercise 2

Answers

1 freedom
2 genuine
3 spreads
4 make
5 trust

Exercise 3

Answers

1 –
2 –
3 an
4 an
5 the
6 –
7 –
8 the

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

Grammar

Exercise 4

Answers

1 was started
2 is written
3 are called
4 was taken
5 was published
6 is made
7 is linked

Exercise 5

Answers

1 anything
2 someone
3 Everything
4 anywhere
5 no one

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. Elicit answers for how students understand the quote.
2 Have students start the discussion on the future of libraries.
3 Ask a few volunteers to share their opinions.

Answers

Students' answers will vary. Sample answers include:
I think that the library's days are numbered. More and more people are switching to digital content. In the next 100 years, libraries will disappear except for maybe a few that will be turned into museums.

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 Task 1: Elicit a sample answer on whether the way information is delivered is more important than the information itself. Then have students work in pairs and discuss it among themselves. Call on one or two volunteers to share with the class.
2 Task 2: Have students work independently to write a paragraph about a story they have recently read. Ask them to share their paragraphs in small groups or collect and correct their work.
3 Task 3: Have students do a search for an exciting image. Have them share their pictures in small groups. Then ask volunteers to show their picture to the class and explain what information it gives.

Answers

Students' answers will vary. Sample answers include:
1 I think information is very important, but I don't like it when media makes everything sound too dramatic and scary.
2 I have recently read a story about artificial intelligence. I was surprised because I didn't realize that we are already using artificial intelligence. For example, the Google search engine is a very good example of AI.
3 This is an image of a mother panda with her baby. I think it is a very important image because it tells us that pandas can be raised in captivity, so this means they will not be extinct.

Exercise 8

1 Tell students to think about how they did on each of the tasks in Exercise 7 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.

Unit Overview

Introduction to the unit

The title of this unit – *Stories* – summarizes the main themes of descriptions and storytelling. These main themes are evident in the visuals throughout the unit, which show people and places as parts of personal stories, as well as book covers and movie posters of some popular stories.

In ***Lesson 5.1*** the theme of storytelling is apparent as students listen to what happened to Fabio during his travels. ***Lesson 5.2*** focuses on book titles for some of the most popular stories in western culture and teaches about different types of fiction as well as how to analyze characters in literary texts. In ***Lesson 5.3*** students read about and write movie reviews. In ***Lesson 5.4*** the themes are reflected in the unit videos, which show people interrupting each other's speaking in direct and more polite fashion. Finally, ***Lesson 5.5*** showcases different techniques for describing people and their behavior while telling stories that exemplify their character traits.

Lessons

11.1 A Bad Day?

Listening Skill Recognizing linking with consonants
Grammar in Context Past perfect
Vocabulary Development Verb + particle
Pronunciation Skill Sound changes with consonants

- Listen to and identify linking sounds
- Practice form and use of the past perfect
- Identify and use verbs followed by particles (Oxford 3000)
- Identify and practice pronunciation of sound changes with consonants
- Talk about staying safe while you travel

11.2 In the End

Reading Skill Analyzing characters in literary texts
Grammar in Context Simple past and past perfect

- Identify different types of fiction (Oxford 3000)
- Analyze characters in literary texts based on direct and indirect descriptions
- Practice using the simple past and past perfect to talk about two actions in the past
- Discuss your favorite fictional character and their story

11.3 You Must See It!

Grammar in Context Defining relative clauses
Writing Skill Writing conclusions

- Identify and use terms to describe movies (Oxford 3000)
- Recognize and identify defining relative clauses
- Learn how to write an effective conclusion by summarizing the main point and restating your opinion
- Write a movie review

11.4 Sorry to Interrupt

Real-World English Interrupting a conversation

- Learn how to interrupt a conversation by apologizing and asking for permission to speak
- Identify the difference between direct, less direct, and polite interruptions for friends or a person in authority
- Create conversations and act out different scenarios with interruptions

11.5 A Person of Influence

Speaking Describing people

- Practice making physical descriptions of people as well as describing their character traits
- Practice giving concrete examples about a person when telling a story to help the listener get a full picture

Resources

Class Audio CD 3, Tracks 16–23
Workbook Unit 11, pages 71–77
Oxford Readers Correlations
The Three Strangers (9780194656795)
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

Unit Opener

Student Book page 123

The unit opener photo shows a hot air balloon taking off with a few people in it. The photograph relates to the unit theme and subsequent exercises because it inspires the viewer to tell a story about where the balloon might be going. The theme of storytelling is also supported by the famous image of Tinkerbell, the fairy from the legendary tale of *Peter Pan*, on the side of the hot air balloon.

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

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 at this stage. Use the opportunity to have students predict what they will be learning in this unit.

2 For question 1, have them brainstorm the advantages and disadvantages of constantly having to update our technological devices and the changes that result from doing so. For question 2, ask if they have ever felt like a stranger. For question 3, ask what the three greatest movies of all time are in their opinion.

Answers

Students' answers will vary. Sample answers include:

1 When you don't know how to use the alarm that makes you miss your flight.
2 Because we don't know anything about them.
3 amusing plot, great opening scene, natural talent etc.

Discussion Questions

1 Ask students to describe the image, providing words to help them as necessary, for example, *hot-air balloon*. Now, ask specific questions about the picture: *Where are the people in the photo?* (They are in a hot-air balloon.) *Where are they going?* (They may be going for a tour around the city.)

2 Direct students' attention to the questions below the photo. Have them discuss them in pairs and then report back to the class to share some of their ideas.

3 Optionally, before asking students to answer the discussion questions, show the photographer video where the photographer Nadia Shira Cohen answers a couple of the questions from her 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 Stories take us in our minds to places we can't go, like a country far away. They also help us to experience things we wouldn't otherwise experience, making us feel emotions through the story.
2 I definitely prefer listening to stories. I like to have a world created for me and to find myself in it. I don't like to be the center of attention, so telling a story isn't for me.
3 I remember *Goldilocks and the Three Bears*. I first heard that story at school when I was around eight years old. Our English teacher, Ms. Watson, told it to the class. She was a very good storyteller—all the kids really enjoyed it. When I got home I told my parents that if Goldilocks came, she could have my bed.

Video Script

The photo is of tourists in a hot air balloon at Disney World and I took the picture while I was photographing for a story on families living in motels just miles away from Disney theme park. The balloon flies over… it's a manmade lake in Disney Village and people pretty much take the hot air balloon rides for fun and they can see all across the region.

This really depends on the storyteller. If the story is told in a way that we can visualize and use our sense, then it can bring us out of our own reality and into the moment, and into another moment.

I remember my grandmother telling me about her exotic life going to parties, the time she ate her first oysters in New York City, when she flew on the first ever transcontinental flight, growing up in orange and avocado groves in Pasadena, California, and also how they suffered through the Depression. And I heard the stories over and over again throughout my life. They always seemed like they came from another lifetime, but perhaps I had a greater appreciation for them as I grew older and realized the importance of what it means to go on a transcontinental flight, and the uncertainty of what it must have been to live through the Depression. And I think that these types of stories passed down in families are really important, as it educates you in a way that books or television cannot. And it also helps to reinforce relationships within families and for you to better understand your family members.

Exercise 1

1 Direct students to read the questions and the model example from the textbook.

2 Have students start a discussion in groups of three or four. Walk around and monitor their progress.

3 Ask volunteers to share their group's observations.

Answers
Students' answers will vary. Sample answers include:
I heard the *Lord of the Rings* movies led to a big increase in tourism to New Zealand. I still think a lot of people go there because they enjoyed the scenery, and it must have helped the economy. J.K. Rowling's *Harry Potter* books have had a big effect. There's a lot of people writing fantasy fiction now, and at King's Cross station in London, they had to put a barrier up against a wall to stop children from running into it thinking there were going to get to Hogwarts.

Exercise 2

1 Share with the students a book that has impacted your life.
2 Put students in small groups. Have them talk about the book that has impacted them and why. Circulate around the room and monitor progress.
3 Ask a volunteer or two if they'd like to share their favorite book.

Answers
Students' answers will vary. Sample answers include:
A book I read that I remember was *The Pearl* by John Steinbeck. It's a short novel, much shorter than you might think, but the story is really good. It's about a fisherman who finds a pearl and how it affects his life. I was maybe 18 when I read it, and I can still think of the small fishing village by the sea in my mind where the story takes place. I don't know why I remember it so well; maybe the characters or maybe the story itself. It made me want to live by the sea.

Real-World Goal

By the end of this unit, your students will be better able to watch a movie in English because they will have learned about book and movie genres, read and written movie reviews, and practiced using relative clauses and simple past and past perfect tenses, which are mostly used in storytelling.

Lesson 11.1 A Bad Day?

Student Book pages 124 – 125

Exercise 1 ACTIVATE

1 Start by sharing your own personal story about a bad day.
2 Now ask student to share with a partner their own experience.
3 Give them some time to look at the picture and predict what may have happened to Fabio on his trip to New York.

Answers
Students' answers will vary. Sample answers include:
Maybe he dropped his phone into the water and had trouble trying to get it back! / Maybe a big fish jumped out of the water and took it. A shark maybe!

Exercise 2 ASSESS

Play the video for student to see if their predictions were correct. Then ask them to describe in what ways their predictions were or weren't accurate.

Answers
Students' answers will vary. Sample answers include:
No, they weren't. I thought he was going to lose his phone, but someone stole his bag.

Fabio's Trip to New York

Listening Skill

Recognizing linking with consonants

GO ONLINE

1 Direct students to read the information in the box. Play the recording of the consonant-vowel and consonant-consonant linking and have students repeat it out loud.
2 Ask students if they can come up with more examples on their own and make a list (real life story, take out restaurant, just a moment, but I, can I).

CD 3, Track 16

Exercise 3 NOTICE

1 Instruct students to listen and notice how the words link together.
2 Play the recording again and have students repeat as a class, chorally.

CD 3, Track 17

Exercise 4 APPLY

1 Tell students to use the information from the Listening box and identify where the consonants link. Write the sentences on the board.
2 Play the recording. Call on students to come to the board to mark the correct answers.
3 Have partners take turns saying the sentences out loud.

Answers
1 I went after him and just barely kept up.
2 I needed my passport to get back home.
3 He threw it into the air.
4 He had decided to return it. What a surprise!
5 It turned out to be a good day!

CD 3, Track 18

Extra Practice

Ask students to mark the linking between the ending consonant and initial vowel sounds as well as the end consonant in one word and the same consonant in the following word in the following excerpt from the recording: "I called the police to report the incident. I never saw his face. He had stolen my wallet and my cell phone, which was terrible. But it would have been much worse to lose my passport. This was the first time I was the victim of a crime." Check the correct answers by selecting a few students to write them on the board. Now have students practice reading the paragraph to each other in pairs.

Exercise 5 IDENTIFY

1 Give students a few moments to read the questions before they listen again. Encourage them to discuss with a partner possible answers based on what they remember.
2 Play the video again and have students answer the questions. Spot-check their work to see if there are any questions that many students are struggling to answer.

3 Go over the answers as a class. If there are any questions that the majority of the class missed, replay the video or the corresponding section of the video with the answer.

Answers
1 to look at the Statue of Liberty through some binoculars
2 passport, cell phone, wallet
3 threw it high into the air
4 so he could escape
5 because Fabio could not give them a good enough description of the thief

Video Script

Fabio's Trip to New York

My name is Fabio. And I am from São Paulo, Brazil. I now live in New York and work as a teacher. I had visited New York before I moved here. And one time, while I was walking around the Hudson River waterfront, right here where we are, on the late afternoon, something happened. I had set my bag down so I could look through the binoculars to see the Statue of Liberty. And when I looked up, my bag was gone. It was taken right out from under me. I turned around and I saw a man with my bag. And without hesitation, I chased after him.
"My passport!"
I didn't care about my wallet or my phone, which were in the bag. The only thing I cared about was my passport. Please, just give me back my passport. I ran as quickly as I could, but just barely kept up with the thief.
"It's in the side pocket. Please. You can keep the bag."
I wasn't sure if he had heard me, but then, suddenly, I saw him reach into the side pocket and take out my passport. He looked at it for a moment, but then suddenly, he threw it high into the air. I was distracted picking up my passport, and then he got away. I called the police to report the incident, but my description wasn't detailed enough for them to investigate the robbery. All I knew is that he was wearing a gray sweatshirt. I never saw his face. He had stolen my wallet and my cell phone, which was terrible. But it would have been much worse to lose my passport. This was the first time I was the victim of a crime. But it didn't stop me from moving to New York. And I haven't had a single problem since then. I love this city, and even though I had this problem early on, I feel safe here. Any big city is dangerous, whether it's São Paulo or New York. You just have to pay attention.

Exercise 6 WHAT'S YOUR ANGLE?

1 Put students in pairs to discuss the questions.
2 Ask a volunteer to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
If somebody stole my purse or my phone in the street, I would just let it go. It is not worth it to me to get hurt over a material thing. I can replace my bag, but I can't replace my physical or emotional health.

Grammar in Context

Past perfect

GO ONLINE

1 Direct students to read the Grammar in Context box. Write the examples on the board and go over the affirmative, negative, and question forms.
2 Using the examples in the book, point out the order of the two past events and that the event that happened before another event or another time in the past is the one that is in past perfect tense.
3 For additional information, see the Grammar focus on page 169 of the Student Book.

Extra Practice

Ask students to turn to their partner and talk about something they completed before they came to class. They should use the past perfect for the event that happened first, for example, *I had finished my homework before I came to class.* For more practice, have them write the sentence down and then ask them to change it into negative and question form. Walk around and monitor offering assistance or correction where needed.

Exercise 7 APPLY

1 Instruct students to complete the exercise independently.
2 After completing the exercise, check the answers by calling on individual students. Write the answers on the board so students can check their spelling.

Answers
1 hadn't used/had not used
2 had forgotten
3 had left
4 had expected
5 had started
6 had gotten

Exercise 8 INTERACT

1 Instruct students to think of a funny or a disastrous travel experience they had and take notes before sharing their story with their group. Encourage them to use the past perfect when they talk about an earlier past event in the story.
2 Walk around and monitor their conversations, offering help where needed.
3 Ask for a volunteer to choose a story from their group and list the main events of the story. Then guide the class to create the story, starting from the main event and then using past perfect to explain previous past actions.

Vocabulary Development

Verb + particle

GO ONLINE

1 Explain that some verbs in English are followed by very specific particle that can change its meaning. These may be very different than the verb/particle combinations in their language and require a lot of practice.
2 Direct students to read the information in the box, then model the examples from the box and ask students if they have any questions.

Exercise 9 USE

1 Direct students to match the verb phrase with its meaning.
2 After completing the exercise, check the answers by calling on individual students.

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

Oxford 3000 words

work through, get away, live through
come back, keep away, look back

Exercise 10 EXPAND

1 Direct students to complete the sentences with the phrases from Exercise 9.
2 Ask students to compare their answers with a partner.
3 Call on students to read their answers to the class.

Answers

1 work through	3 lived through	5 keep away
2 got away	4 come back	6 looked back

Exercise 11 INTERACT

1 Instruct students to choose three verb + particle phrases from the previous exercises and write sentences with them. Spot-check their work and provide assistance as needed. Remind students to put the verbs in the correct tense based on the context of their sentences.
2 Put students in pairs to share their sentences with their partners.
3 Have a few students write their sentences on the board but with the verb + particle phrase missing. Challenge the rest of the class to fill in the blanks with the correct phrases. Have the students who wrote the sentences confirm whether or not the answers are correct.

Answers

Students' answers will vary. Sample answers include:
1 I have to keep away from desserts!
2 My friend is working through his problems.
3 When I look back at my life, I feel very fortunate.

Pronunciation Skill

Sound changes with consonants

GO ONLINE

Read the information from the box. Play the recording with the examples and have the class repeat the sounds.

Extra Practice

Have the students look at the phrases in the box and write sentences around them to create a more natural context. Have them practice pronouncing the sentences with their partner, focusing on the sound change. For example: *I just barely made it to class on time today.*

CD 3, Track 19

More to Say…

Focus: Students practice sound changes with consonants

Grouping Strategy: Pairs

Activity Time: 15 minutes

Ready,

1 Prepare a list of 20 phrases which contain the sound changes for consonants. Alternatively, have students generate the list of phrases.
2 Write each of the phrases on a card. Also, write the sounds /k/, /m/, /p/, and /ŋ/ on four cards.
3 Create a copy of the cards so that each pair of students gets a set of cards.

Set…

1 Put students into pairs.
2 Hand out a set of cards to each pair.

Go!

1 Instruct students to spread the /k/, /m/, /p/, and /ŋ/ cards out in front of them on the table.
2 Have them look at each of the phrase cards and work together to decide how the sound changes when the two words in the phrase are put together. Is the new sound /k/, /m/, /p/, or /ŋ/?
3 Have the students pile the phrase cards under the appropriate sound card.
4 Circulate and correct as appropriate.
5 Check the answers as a class.
6 Have students practice saying the phrases in their pairs.

Exercise 12 NOTICE

1 Tell students to read the phrases, both how they are written and how they are pronounced. Instruct students to listen to how the sound of the first word changes.
2 Play the recording. Replay the audio, pausing for students to repeat the phrases chorally.

CD 3, Track 20

Exercise 13 APPLY

1 Direct students to listen to the phrases, note the sound they hear, and write it on the line. Play the recording.
2 Have them compare their answers with a partner and take turns saying the phrases.
3 Call on volunteers to read the answers.

Answers

1 on Monday	"o**m**onday"
2 ten pounds	"te**m**pounds"
3 sit back	"si**p**ack"
4 sunbathe	"su**m**bathe"
5 not quite	"no**k**wite"
6 short cut	"shor**k**ut"
7 Great Britain	"gray**p**ritain"
8 in case	"i**ŋ**kase"

CD 3, Track 21

Exercise 14 WHAT'S YOUR ANGLE?

1 Arrange students in groups to discuss the questions. Assign a group leader to take notes to share with the class later.
2 Monitor the discussions and take notes on some of the pronunciation challenges to share with the class later.
3 Call on group leaders to share their group's observations with the class.

Answers

Students' answers will vary. Sample answers include:
I love traveling alone, so it's very important that I keep away from dangerous places. I do research before I leave and make sure I visit safe tourist destinations. I also always travel light so I can get away easily if necessary.

Lesson 11.2 In the End

Student Book pages 126 – 128

Exercise 1 ACTIVATE

1 Activate students' previous knowledge by asking them about the photos of the book covers. Ask the class: *Have you heard of any of these titles? What kind of book do you like to read?*
2 Then have students discuss the questions in Exercise 1 with their partner.
3 Call on a few individuals for different answers.

Answers
Students' answers will vary. Sample answers include:
I never read the same book twice because I really don't want to know the ending. If I know the ending, it spoils the story for me.

Exercise 2 VOCABULARY

1 Introduce the three highlighted words in case students are not familiar with them. (historical = talking of the past events, concerning history; adventure = an unusual and exciting, typically hazardous, experience or activity; horror = an intense feeling of fear)
2 Have students work independently to write each type of fiction next to the correct description in the chart.
3 Select a few students to give answers. Explain any incorrect answers students may give.

Answers

1 fantasy	5 thrillers
2 adventure	6 historical fiction
3 romance	7 fairy tales
4 science fiction	8 horror

Oxford 3000 words

historical adventure horror

Exercise 3 EXPAND

1 Direct students to look at the book covers and say what type of fiction the novels are.
2 Call on volunteers to share their answers. Encourage them to explain their answers. Ask they class if they agree or disagree. If they disagree, have them explain why and offer another answer.

Answers

1 fantasy	3 fairy tales
2 science fiction	4 adventure

Exercise 4 WHAT'S YOUR ANGLE?

1 Put students in groups to discuss the questions.
2 Call on students to share their group's observations with the class.

Answers
Students' answers will vary. Sample answers include:
I think thrillers are the hardest to predict. I try not to think about the end. When I get to the end, I like to be surprised!

Exercise 5 ASSESS

1 Ask the students to decide what type of fiction *The Three Strangers* is by reading the passage from the story. Give students a few minutes to read.
2 Elicit responses and encourage students to explain their answers.

Answers
Students' answers will vary. Sample answers include:
I think this is an adventure story, maybe. The stranger could be on a big adventure and this is a part of it. Or maybe it's historical fiction because there aren't many shepherds these days!

Exercise 6 IDENTIFY

1 Instruct students to work independently to select whether the statements are true or false. Encourage them to refer back to the text and underline or circle key words or phrases that help them arrive at their answers.
2 Put students in pairs to compare their answers. Then go over the answers as a class. Ask students to correct the false statements.

Answers
The true statements are 1, 2, and 4.

Exercise 7 WHAT'S YOUR ANGLE?

1 Ask students to discuss with a partner what the word *stranger* means to them and how they feel about the stranger in the story.
2 Call on a few students to share their different opinions.

Answers
Students' answers will vary. Sample answers include:
The word *stranger* makes me think of someone from a different place, maybe a foreign country…someone with no connection to the place they are in. Maybe they don't know where they are and have few friends. I probably would trust this stranger because he seems quite friendly, but it's hard to say. He's walking alone in the dark at night, so there must be some kind of problem. He took a long time to knock at the door.

Reading Skill

Analyzing characters in literary texts

GO ONLINE

1 Ask, *Who is you favorite book character? Why? Describe them.*
2 Now direct students to read the Reading Skill box. As they read, write the following notes on the board:

Direct description *– adjectives, adverbs*

ex. John worked very hard, but his friend Paul was lazy.

Indirect description *– implied by the descriptions of the scene or actions*

ex. Julie helped her grandmother with gardening every weekend.

3 Go over the notes. Challenge students to change the direct description into an indirect description and vice versa.

Extra Practice

1 Have students read a short text with indirect character descriptions and give an analysis of the character. Look for descriptions online, in books, or create your own. For example:
Daren showed up at the banquet with food stains all over his dress shirt. He sat down, put his feet on the table, and burped loudly. The other people sitting at the table looked at each other but continued eating.
Possible answers: *rude, messy, has bad manners*

2 Put students in pairs or small groups. Have students read the short passage and decide together on the best descriptions for the main character.

Exercise 8 INTEGRATE

1 Direct student to read the text again and answer the questions independently. Remind them to write down key words and phrases, not sentences.
2 Have students compare notes in pairs.
3 Write the three headings on the board in chart form. Invite students to the board to write down notes under the appropriate headings.

Answers
Physical appearance:
tall, thin, about 40
Clothes:
all black clothes, thick/heavy boots, hat
Voice:
rich, deep

Exercise 9 EXPAND

1 Tell students to work with their partner to scan the text and think about the indirect descriptions and how they help to describe the characters.
2 Go over the answers as a class.

Answers
The "heavy rain and darkness" make the stranger seem mysterious. The "warm room" makes the shepherd seem nice.

Exercise 10 INTERACT

1 Have students work in pairs to find descriptions of the shepherd and the stranger in the text. Have them look at the adjectives in the box and determine which ones describe the shepherd, the stranger, or both.
2 Model the example in the textbook with a volunteer. Instruct them to write answers in their notebooks.
3 After completing the exercise, write *shepherd* and *stranger* on the board and ask the class to tell you which traits best describe each.
4 Ask students to read the statements from their notebooks for each character trait.

Answers
Students' answers will vary. Sample answers include:
cautious—the stranger: He looked around and "listened carefully" at the door before finally knocking.
welcoming—the shepherd: He replied, "Of course" when the stranger asked to come in and invited him to stay.
polite—the stranger: He asked, "May I come in…" and also he "smiled politely" at the shepherd's wife.
generous—the shepherd: He didn't mind allowing the stranger to join the party.
kind—both: The shepherd was kind to share his home with the stranger. The stranger was kind to say, "I hope you and your fine wife will have many more" (children).
friendly—both: The shepherd was friendly toward the stranger. The stranger called the people in the house "friends."
trusting—the shepherd: He allowed a stranger into his home.

Grammar in Context

Simple past and past perfect

GO ONLINE

1 Point to the Grammar in Context Box and give students a moment to read it.
2 Write the examples on the board as the students read. Emphasize the comma after the *when* clause in a different color. Point out the order of the events.
3 Explain that *when* + simple past refers to an action that happened *after* the past perfect clause. Or, in other words, that past perfect clause happened *before* the action in the *when* clause.
When *I* <u>came</u> *to school this morning,*
simple past
the teacher <u>had already</u> *started the lesson.*
past perfect
4 Emphasize the use of comma if *when* or *before* are used at the beginning of the sentence.
5 For more information, see the Grammar focus on page 169 of the Student Book.

Extra Practice

1 Search for a video online of someone completing a task with a series of steps. For example, on YouTube you can find a video of the comedic British character Mr. Bean making a sandwich in an outrageous fashion.
2 Watch the video as a class. Tell the students to remember the order of the routine without taking notes. Pause the video at each step so that students can predict what will happen next.
3 After watching, divide the students into pairs and have them write down as much of the routine as that they can remember in one minute. (Alternatively, make this into a game by giving each pair one point for every correct action they can name. Each pair can only say one action at a time. Write, or have a volunteer write, the actions on the board in the right order.) If necessary, watch the video again to check answers.
4 Next, write two actions on the board in order as an example. Go over all the forms, eliciting the structure of past perfect (*had* + past participle).
Mr. Bean _____. *Then he* _____.
Affirmative:

Mr. Bean had taken off his shoe before he smashed the pepper. (no comma)
Before he smashed the pepper, Mr. Bean had taken off his shoe. (comma)
***Negative:** Mr. Bean hadn't taken off his sock before he smashed the pepper.*
***Question:** Had Mr. Bean taken off his sock before he smashed the pepper?*

5 Have students write a few examples using the past perfect and simple past for any two actions from the video.
6 Have students write one example using *just/already.* For example: *The businessman had already made his sandwich at home before he came to work.*
5 Have students do a peer check with a partner and then call on volunteers to write their sentences on the board. Correct as needed and use any errors as an additional teaching moment.

Exercise 11 ASSESS

1 Have students read the sentences and discuss the differences in meaning.
2 Ask volunteers to give their answers. Explain any incorrect answers students give.

Answers
A: the party started before the stranger arrived.
B: the party started as/after the stranger arrived.

Exercise 12 APPLY

1 Have students work independently to complete the exercise by adding the simple past or past perfect where needed.
2 Call on students to read their answers. Explain any incorrect answers students give.

Answers
1 was, had walked
2 had seen, came
3 didn't tell, had left
4 was, had dropped
5 arrived, had sat
6 enjoyed, had prepared
7 had finished, knocked
8 said, had escaped
9 looked, had disappeared

Exercise 13 EXPAND

1 Instruct students to write a paragraph that continues the story they read earlier. Perhaps read the sample answer below for inspiration.
2 Have them share their paragraph with a partner and give each other feedback as learned in lesson 10.4. You can point them to the Real-World English box on page 121.

Answers
Students' answers will vary. Sample answers include:
The rain had gone through to his shirt, but he didn't mind. It was warm in the house, and he would dry quickly. The shepherd offered him some food. He realized that he hadn't eaten for several hours, so he gladly accepted the offer.

Exercise 14 INTERACT

1 Have students exchange their ideas about the strangers and the ending of the story with their partners.
2 Ask a few pairs to share their ideas with the class.

Answers
Students' answers will vary. Sample answers include:
I think the first stranger was the prisoner who escaped from jail. The two who came afterward could be his friends or family trying to help him. Maybe they were all prisoners who escaped! The ending is hard to predict, but if the first stranger had disappeared, maybe the other two also disappeared.

Exercise 15 EXPAND

Have students prepare to give a mini presentation about their favorite fictional character following the directions in the exercise.

Exercise 16 WHAT'S YOUR ANGLE?

1 Put students in groups of four and have them describe the character and their story to each other. The group members guess how the story ends.
2 Walk around and monitor their presentations, noting any errors to address with the class later.

Answers
Students' answers will vary. Sample answers include:
Hercules Poirot is a famous character in a detective story. He has a moustache and speaks French. He is very intelligent and always finds the right clues to solve the crime.
The detective is on the train traveling home. He meets all different people on the train; each one is more mysterious than the other. Suddenly, one of the passengers was found dead. The train is blocked by an avalanche, and the detective starts interviewing all the passengers until he finds the culprit.

Lesson 11.3 You Must See It!

Student Book pages 129 – 131

Exercise 1 ACTIVATE

1 Ask students, *How do you decide what movie to see?*
2 Have them choose their answer from the list offered and share their answers with their partner.
3 Call on a volunteer to share their partner's answers.

Answers
Students' answers will vary. Sample answers include:
I usually choose the type of the movie I want to see and then I read the reviews.

Exercise 2 VOCABULARY

1 Introduce the vocabulary by picking one of your favorite movies and using the target vocabulary to describe it, for example: *My favorite movie is* Love Actually. *It's not a* **recent release**. *It was released back in 2003, but it's still one of the* **highlights** *(best moments) of my Christmas season. That's when the story takes place. The* **plot** *is very* **amusing** *because it follows many love stories all at once. Some of them are really funny! Hugh Grant is in the* **leading role** *(the main actor). He has such a* **natural talent** *for romance movies. He is very charming. That's probably why so many women love this movie!*
2 Direct students to work independently and use the phrases from the box to complete the movie descriptions.

3 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers

1 recent release
2 natural talent
3 amusing plot
4 leading role
5 real highlight
6 opening scene

Oxford 3000 words

recent release, highlight, natural, role, amusing plot

Exercise 3 BUILD

1 Have students look at the movie posters and describe what they see. Additionally, you can ask questions such as: Which movie is about car racing? Which movie takes place in history and which one in present moment? Which movie has Julia Roberts in it?
2 Direct students to work independently and match the descriptions from Exercise 2 with the posters.
3 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers

1 E
2 A
3 F
4 D
5 G
6 C

Exercise 4 WHAT'S YOUR ANGLE?

1 Have students discuss the movies in groups.
2 Ask a few volunteers to share their different answers.

Answers

Students' answers will vary. Sample answers include:
I saw *Braveheart*. It's a great historical movie. I learned a lot about that part of Scottish and English history, but it was also very exciting and very entertaining.

Exercise 5 ASSESS

1 Ask students to take a look at the movie review without reading it and answer the question.
2 Call on volunteers to share their answers with the class.

Answers

In a personal blog (you can tell by the heading "Movie Mad" and the use of the pronoun "I")

Exercise 6 IDENTIFY

1 Set the question, give students time to skim the movie review and then answer the question.
2 Walk around the classroom, monitoring students' progress. Offer assistance as needed, reminding them that skimming is not reading in depth but a quick overview.
3 Call on volunteers to share their answer with the class.

Answers

It is written in the simple present. Writing reviews in the present tense is a convention that brings the reader closer to the story and makes it feel more immediate.

Exercise 7 ASSESS

1 Direct students to read the statements and then the review in depth and choose *True/False* for each statement.
2 Have students compare their answers with a partner. Ask students to share their answers. Explain any incorrect answers students give. Encourage students to correct the false statements.
3 Alternately, have students make cards on a simple piece of notebook paper folded in two with *True* showing on one half and *False* on the other half. Now students can raise their cards to show their answer silently. This technique ensures full participation.

Answers

1 True. The movie is based on the book, *The Hunger Games*.
2 False. Suzanne Collins is the author of the book.
3 False. It "doesn't disappoint" and is "well worth watching."
4 True. Her performance is a "real highlight of the movie."
5 False. In the movie, Katniss buys the mockingjay pin, but in the book, she is given it.

Exercise 8 INTEGRATE

1 Have students complete the chart. Model the example from the book.
2 Go over the answers by having the class call out the points and create a group/class chart on the board.

Answers

Good points
The director makes the story come to life.
The use of color is a real highlight.
Jennifer Lawrence is perfect for the role.
Bad points
The significance of mockingjay pin is lost.
The action is sometimes too fast or too slow.

Exercise 9 INTERACT

1 Put students in groups of three or four and have them discuss the questions.
2 Call on students from each group to share their group's opinions.

Answers

Students' answers will vary. Sample answers include:
When you read a story, all the action is in your head, and you create your own world. When you watch it, you watch the world that someone else has created. It's their version of the story. I really like reading stories because you are free to imagine what the characters and places are like in your mind. It's a movie inside your head!

Grammar in Context

Defining relative clauses

GO ONLINE

1 Give students time to read the explanations in the Grammar in Context box and write the examples on the board. Specify that relative clauses are also called adjective clauses
2 Write two separate clauses on the board and ask students to join them with a relative pronoun: *who/that/which*.

I saw a girl in the park. + She was crying.
I saw a girl in the park who/that *was crying.*
(describing subject)
She had a phone. + The phone got stolen.
She had a phone that/which *got stolen.*
(describing subject)
The phone was a birthday gift that/which *her mom gave her just a week ago.* (describing object)

3 Go over the examples for omitting the relative pronouns one more time with the examples on the board.
The phone was a birthday gift her mother gave her just a week ago.
4 For additional information, see the Grammar focus on page 169 of the Student Book.

Extra Practice

1 Create a set of questions that challenge students to respond with a definition that uses a relative clause. Working in pairs, instruct students to write out their definitions and underline the relative clauses. Model the example below.
Question: *What is sorbet?*
Answer: *Sorbet is a type of ice-cream* **that** *is made with fruit and no milk.*
2 Alternatively, compile a set of five images and project them on the board one at a time. Put students in small groups. Have them write sentences using relative pronouns describing the image in the same manner they just practiced on an oversized piece of paper that can be placed on the walls of the classroom. Give them markers to write their sentences.
3 When everyone is finished, each group moves one position clockwise or counter-clockwise and looks for mistakes in the other groups' work.
4 Finally, the teacher takes the red marker and runs through all of the examples correcting any remaining mistakes and explaining the teaching points once again as needed.

Exercise 10 IDENTIFY

1 Instruct students to complete the exercise independently.
2 Have students compare answers in pairs. Then go over the answers as a class. Explain any incorrect answers that students give.

Answers

1 who	3 which	5 that
2 that	4 who	6 which

Exercise 11 ASSESS

1 Before beginning the activity, ask students when the defining relative pronoun is optional and when it is not. Encourage them to explain it in their own words. Refer them back to the Grammar in Context box as needed.
2 Instruct students to write *O* if the relative pronoun is optional or *N* if it is necessary.
3 Ask students to check their answers with the partner as you write the answer key on the board.
4 Discuss each example. Make sure students understand and are able to explain why the pronoun is optional or necessary.

Answers

1 O	3 N	5 O
2 O	4 N	6 N

Exercise 12 APPLY

1 Have students work independently to complete the sentences from Exercise 11.
2 Walk around and monitor students' writing. Offer assistance as needed.
2 Ask students to share their sentences with their partner.

Answers
Students' answers will vary. Sample answers include:
1 A movie which I really like is *The Hunger Games*.
2 Two actors who I think are really good are Julia Roberts and Tom Hanks.
3 I don't like to watch movies that are horror stories.

Writing Skill

Writing conclusions

GO ONLINE

1 Direct students to read the Writing Skill box.
2 Outline the three elements of a good conclusion: on the board
- *Summarize the main point*
- *Restate your opinion*
- *Give a recommendation*

Extra Practice

1 Ask students to go back to page 118 and read the text "User-Generated Content."
2 Ask, *What is missing in the conclusion?* (a summary of the main point)
3 Have students rewrite the conclusion with a partner.
4 Monitor their progress. Select two or three pairs to share their conclusions on the board.
5 Point out the three conclusion elements again.

Exercise 13 ASSESS

1 Have students look at the list and think about how the movie review is organized.
2 After completing the exercise, go over the answers together with the class. Provide more explanations or examples for any of the steps you feel students would need additional support with.

Answers
1 get the readers' attention
2 briefly explain the story
3 mention things you enjoy
4 mention anything you don't like
5 give a personal recommendation

Exercise 14 APPLY

1 Direct students to look at the conclusion in the review.
2 Go over the questions one at a time, reading them out loud and eliciting the answers from the class.
3 Have students mark the separate sentences in the conclusion with S (summary), O (opinion), and R (recommendation).

Answers
1 Despite some weaknesses, this is an exciting movie version of the book with wonderful acting.
2 In my opinion, *The Hunger Games* is one movie you really must see.
3 It is well worth watching and reading.

Exercise 15 EXPAND

Ask the question and ask for volunteers to share their different answers with the class.

Answers
Students' answers will vary. Sample answers include:
It makes me want to see the film because the reviewer has recommended it.

Exercise 16 WHAT'S YOUR ANGLE?

1 Have students discuss the questions in groups.
2 Walk around the classroom, taking note of any errors to review with the class at the end of the activity.
3 Invite students to report back to the class about their movie recommendations.

Answers
Students' answers will vary. Sample answers include:
I recommended *The Orient Express* to a friend because it was shot in beautiful locations and had a very interesting story. The actors were also very good, and it was entertaining.

Exercise 17 PREPARE

Have students prepare to write a movie review by following the organization notes in Exercise 13.

Exercise 18 WRITE

1 Instruct students to write a review using the provided checklist.
2 Circle the classroom and offer assistance where needed.

Exercise 19 SHARE

1 Instruct pairs to exchange their reviews and give each other feedback based on the checklist requirements. Have them say whether or not they would watch the movie based on the partner's review.

Lesson 11.4 Sorry to Interrupt

Student Book pages 132 – 133

Exercise 1 ACTIVATE

1 Direct students' attention to the first video still. Ask them to describe the picture. (Max is reading something on his laptop and looks upset.) Ask, *What do you do when you are paired with someone you don't like to work with?* (I do my best; I ask to be switched; I work alone and ignore them, etc.) *What do you think Max decided to do in his situation? Look at the second picture.* (He talked to his professor about changing study groups.)
2 Ask students what it means to interrupt someone. Demonstrate the concept by interrupting a student has he or she begins to reply to your question.
3 Read the directions aloud. Elicit an example for the first situation from the class. Then direct students to complete the exercise with a partner.
4 Call on volunteer pairs to read their answers.

Answers
Students' answers will vary. Sample answers include:
1 to make a point or to correct someone if you feel you have been misunderstood
2 to ask a question about the content or to ask for clarification when you didn't understand something
3 to ask someone to repeat if you didn't hear what they said or to share a similar story
4 to change topic or to challenge what an applicant said
5 to stop someone who is talking too much or to ask what a word means

Exercise 2 INTERACT

1 Have students work in pairs to discuss how they would interrupt people for each situation in Exercise 1.
2 Have a few volunteers report back about their partners' answers.

Answers
Students' answers will vary. Sample answers include:
In a business meeting, I wait until there is a pause and then say, *Can I add something here?* or something like that.

Exercise 3 EXPAND

Ask students if there are any occasions when it is not acceptable to interrupt. After a student offers an example, ask other classmates if they agree or disagree to springboard a discussion.

Answers
In very formal meetings or debates, interruptions are not encouraged. The chair of the meeting decides who speaks and when. Also, for a presentation to a large group, the presenter may ask the audience to leave questions until the end.

Real-World English

Interrupting a conversation

1 Direct students to read the information in the box.
2 Write notes on the board while the students are reading:
Direct interruptions – co-workers, friends
- *no apology*
- *no request for permission*

Polite interruptions – boss, person in authority
- *apologize*
- *ask permission to speak*

3 Ask students if they have any other questions.

Extra Practice

Tell students that they will be discussing the latest popular movie. Student A will be recommending it and Student B will give reasons why they don't like it. You will raise a big red card or ring a bell or clap your hands or anything else you can come up with that will get their attention and that will signal to the other students that it is their turn to interrupt.

Have Student A start with expressing their opinion. When you raise the card or ring the bell or clap your hands Student B will interrupt. Allow for interruptions in the same time intervals so both students get the equal opportunity to practice. For additional practice you can have them switch roles and do it again.

Real-World English Strategies

Different cultures have different rules on how, and when, to interrupt. In some cultures, where people's social status is very important, it may be inappropriate for younger people to interrupt elders (e.g., a child and a parent), and for subordinates to interrupt those higher up on the social ladder (e.g., a boss and an employee, a student and a teacher). One way to have a discussion about cross-cultural differences in interruptions is to ask your students how (and if) they would interrupt in their first language.

1 You can ask your students to role-play the situations in Exercise 6 (in English) in front of the whole class and ask them to behave in a way typical people from their culture would behave.
2 If you teach in a monolingual setting, you can ask your students about other languages and cultures they have had experiences with, or you can generate a few scenarios from 2-4 cultures that differ strongly on this dimension.
3 Then guide your students through a comparison of these responses with interruptions that are appropriate in English-speaking cultures.

Exercise 4 ANALYZE

1 Direct students' attention to the chart with interruptions and have them decide how direct or indirect they are.
2 After completing the exercise, have students check their answers with their partners and then select students to share the answers.

Answers

a 3	c 2	e 2	g 3	i 1
a 1	d 1	f 2	h 2	

Exercise 5 INTEGRATE

1 Play the video and have students write the expressions from Exercise 4 that they hear in the dialogue.
2 Go over the answers as a class.

Answers

f h l

Video Script

English For Real Video Unit 11

Scene 1

Andy	Dinner's almost ready. Hey, what's wrong?
Max	Look at this! Dave's in my study group. There's no way I can work with him.
Andy	Dave? Oh no! Wait … where are you going?
Max	I'm gonna see Professor Armstrong. I'll eat later!

Scene 2

Prof. Armstrong	Come in!
Max	Hello, Professor Armstrong. Do you have a minute? Oh, sorry to interrupt. I…
Prof. Armstrong	Oh, Max. I'm glad you're here. Just a minute. … Yeah, tomorrow at five works.
Max	It's OK. I can…
Prof. Armstrong	Look, I have a student here. I have to go. Right, right. Goodbye. … Sorry about that, Max. Um, I just wanted to talk to you about the study…
Max	Sorry, can I, can I just say something? Um, it's a long story, but basically Dave and I don't get along and… well, I'd like to change study groups if possible.
Dave	Excuse me. Could I talk to you about something?
Prof. Armstrong	Oh, hello, we were just talking about… Excuse me.
Dave	Oh! YOU'RE here!?
Secretary	Sorry to interrupt. I just sent in a student named Dave… He says he wants to talk to you about changing study groups.
Prof. Armstrong	Thank you.

Exercise 6 APPLY

1 Instruct students to work in pairs to decide which expressions from Exercise 4 they would use in the given situations.
2 Select a few students to share their answers with the class. There's more than one correct answer.

Answers

Students' answers will vary. Sample answers include:
1 h 2 f 3 a 4 g

Exercise 7 INTERACT

1 Instruct students to create a short conversation for each situation in Exercise 6.
2 Walk the classroom and monitor their progress. Offer assistance where needed.

Exercise 8 INTEGRATE

1 Have students choose one situation from Exercise 1 and think of a scenario. Depending on the ability level of your students, you may want to encourage them to write down all or just part of the conversation before speaking. For strong students, they may be able to improvise on the spot.
2 Instruct them to use the questions and information in the Real-World English box as a guide.
3 Monitor and offer assistance as needed.

Exercise 9 ANALYZE

1 Have volunteer pairs come to the board to perform their role-play. Tell the rest of the class to listen and be prepared to give feedback based on the list of questions in the book.
2 Rather than interrupt students to correct their mistakes, keep track of any errors that you want to review with them (or the class) once their role play is complete.

Exercise 10 WHAT'S YOUR ANGLE?

1 Have students discuss the questions in small groups and select the most interesting experience to share with the class later.
2 Monitor their conversations and offer assistance only if asked for it.
3 Call on group members with the most interesting experience to share their story with the rest of the class.
4 Remind students to go online so that they can create their own version of the video.

Answers
Students' answers will vary. Sample answers include:
I am very impatient when I speak to people and often interrupt them. But the most uncomfortable time for me was when I interrupted my boss in the middle of an important meeting in front of a client. That seriously damaged my relationship with my boss from that moment on.

Lesson 11.5 A Person of Influence

Student Book page 134

Exercise 1 ACTIVATE

OXFORD REFERENCE

1 Ask students if they have ever heard of Ernest Hemingway. (He was a famous American author.) If no one has heard of him, put students in three groups, and give each group a specific thing to investigate: one can find other images of the author and find his birth/death dates, the other one can prepare a list of his books, the third one can look up three most important events in his life. Have group leaders report back to class what they have found.
2 Now, direct students to read the text about Ernest Hemingway and answer the questions.
3 Ask volunteers to share their answers with the class.

Answers
1 He was tall (six feet) and very strong, and he had a big black beard.
2 active: he traveled a lot (e.g., Spain and Africa) / hardworking: he never stopped writing

Speaking

Describing people

GO ONLINE

1 Direct students to read the information in the box. Outline the different sections on the board:
   1. Physical description
   2. Personality
   3. Behavior
   4. Telling a story about the person
2 Give one more personal example, such as:
   My mother is a short woman with honey-colored hair and blue eyes. Maybe there is noting special about her looks, but I have always greatly appreciated her kind and compassionate heart. She has taught me that love often means sacrificing your comfort for the greater good of your children. I will never forget how sad she was when I decided to move to the US, but she still supported me every step of the way!

Extra Practice

Put students in pairs and have one partner in each group facing the front and one turned with their back to the board. Project images of a few celebrities on the board one at a time and have students describe the celebrities to their partner. Then have students switch places and project a few more celebrities for them to describe.

Exercise 2 IDENTIFY

1 Give students a few moments to read the notes that they will need to complete.
2 Play the recording. Spot-check to make sure students are completing the notes. If you notice students have some blanks not filled in, play the audio again.
2 Ask a volunteer to read their answers. If there are any incorrect answers replay the recording and pause it for student to hear the correct answer.

Answers

1 aunt	3 generous	5 telling jokes
2 short	4 books for college	

Audio Script

CD 3, Track 22

Well, someone who's very important to me is my Aunt Shirley. She's tall, about the same height as me, thin, and she has short dark hair. She's very generous. For example, she sends me money to buy books for college! Oh, and she's really funny, too. She's always telling jokes. I laugh so much when we're together!

Exercise 3 APPLY

1 Ask students to look up definitions of the words. When they are done, use sentence stems to illustrate each trait. For example, *If you love to travel and look forward to trying new things, you are …* (adventurous) etc. Alternatively, you can elicit examples from the students.
2 Play the recording again and ask students to choose an adjective that best describes Nicola's aunt.
3 Call on a student or the whole class to give the answer.

Answers
thoughtful

Audio Script

CD 3, Track 23

Last year it was my graduation. She took me to an Italian restaurant for lunch, and I thought it would just be the two of us, but when we arrived the server took us to this huge table with balloons and everything. It went all down one side of the restaurant. I thought it must be a mistake and the table was for someone else, but then suddenly all my friends appeared from around a corner—I guess they were hiding there—and they all shouted "Congratulations" to me. It was a big surprise. My aunt had invited them all without telling me. Twenty of them were there plus the two of us. We had a fantastic meal, and I got tons of presents. I'll never forget it.

Exercise 4 WHAT'S YOUR ANGLE?

1 Have students ask and answer the questions in pairs.
2 Ask volunteers to share their partner's answers.

Answers
Students' answers will vary. Sample answers include:
I have helped organize a lot of parties for friends. The most memorable one was a surprise party for my best friend last year. It was great! She never suspected it and was really surprised. The same thing happened to me. My husband threw a surprise birthday party for me that I still remember!

Exercise 5 EXPAND

1 Have students make a list of important people in their lives, such as friends, family members, teachers, or people they admire.
2 Walk around the classroom and make sure everyone is on task.

Exercise 6 PREPARE

1 Direct students to choose one person from their list and fill out the outline in the textbook.
2 Monitor students' progress. Offer assistance as needed, especially with vocabulary.

Exercise 7 DEVELOP

Have students think of a story about this person that shows their character. They can use the questions as a guide.

Exercise 8 PRACTICE

1 Ask students to tell the story to their partner.
2 After telling their stories, have students elicit suggestions for improvement. Encourage them to take notes on their partner's feedback.
3 Give students time to make changes to their stories.

Exercise 9 SHARE

1 Put students in groups to describe the appearance and character of their important person and to tell a story about them. Make sure they explain to each other how the story ties into the description of the person's character.
2 Monitor and take notes to offer feedback later.

Exercise 10 WHAT'S YOUR ANGLE?

1 Direct students to think of a story that describes their character and share it with their partner.
2 Ask volunteers to share what they have learned about their partner with the class.

Answers

Students' answers will vary. Sample answers include:
When I was traveling in Paris last summer I visited a lot of beautiful churches and museums full of tourists. One day in one of the museums I found a little girl who was lost and crying on the stairs. I talked to her to calm her down and called the museum guard to help announce it throughout the museum, so her parents can come back for her. It took about 15 minutes, but they finally showed up. It was a happy reunion.

Unit 11 Review

Student Book page 157

Vocabulary

Exercise 1

Answers

1 back
2 through
3 back
4 through
5 away

Exercise 2

Answers

Target collocations:
amusing plot
feel-good movie
opening scene
real highlight
recent release
Other possible collocations include: recent movie/highlight, amusing scene/movie

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

Grammar

Exercise 3

Answers

1 b
2 a
3 c
4 a
5 b

Exercise 4

Answers

1 hadn't watched
2 had read
3 had written
4 hadn't heard
5 had lost

Exercise 5

Answers

1 arrived
2 saw
3 had prepared
4 told
5 bought
6 knew
7 had seen

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. Elicit responses to the questions.
2 Direct students to start a discussion in groups of three or four.
3 Ask volunteers to share the group's observations.

Answers

Students' answers will vary. Sample answers include:
I agree with the quote. Familiar stories can have the same comfortable feeling as being at home.

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 Task 1: Have students discuss the quote in pairs. Call on one or two volunteers to share with the class.
2 Task 2: Elicit information about several favorite fictional characters. Have students work independently to write a paragraph explaining their reasons why this is their favorite character. Ask them to share their paragraphs in small groups or collect and correct their work.
3 Task 3: Have students find an image from their favorite movie. Then have them share their pictures in small groups. Ask volunteers to show their pictures to the class and describe the plot of the movie and the character.

Answers

Students' answers will vary. Sample answers include:

1 I absolutely agree. I still can't believe that people in some parts of the world don't have clean water while I have space age technology in my own home!
2 I would love to be the famous detective Hercules Poirot from Agatha Christy's mystery novels. He is so smart and observant. He never misses a detail and solves even the most complicated mysteries. He also travels all over the world and works with famous clients. It sounds like a very exciting lifestyle to me.
3 This is a photo from *Avatar*. In this movie humans learn how to become another species through dreamscape, so they could get the Avatars to give up their planet to humans. But, the main character falls in love with the native girl and decides to help them preserve their land and their way of life.

Exercise 8

1 Use examples to demonstrate 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 tasks in Exercise 8 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.

Unit Overview

Introduction to the unit

The title of this unit—*Emotion*—summarizes the main themes of emotions, attitudes, and feelings. These main themes are evident in the visuals throughout the unit, which show people in different emotional states.

Lesson 12.1 focuses on attitude as students learn about motivational speaking. Students also use narrative tenses to write about a past event and how it made them feel. In ***Lesson 12.2*** students learn adjectives to describe different feelings and talk about untranslatable expressions in other languages that are related to feelings. In ***Lesson 12.3*** students are reminded how emotions impact decision making as they learn how to use gerunds to express themselves. In ***Lesson 12.4*** the themes are reflected in the unit videos, which show people delivering and reacting to news. Finally, ***Lesson 12.5*** showcases listening and talking about possessions and feelings and how to use specific adjectives to describe them.

Lessons

12.1 It's All about Attitude

Grammar in Context Adjective + infinitive / infinitive of purpose

Writing Skill Using narrative tenses

Vocabulary Development Vague language

- Use the *to*-infinitive when a verb follows an adjective or to give the reason for doing something
- Practice the negative infinitive form *not* + *to*-infinitive
- Write about past events or tell a story using narrative tenses: simple past, past continuous, and past perfect
- Use vague language when it's not necessary or you are unable to be precise

12.2 The Spirit of the Stairs

Pronunciation Skill Adjectives ending in *-ed*: /t/, /d/, and /ɪd/

Reading Skill Recognizing contrast linking words

Grammar in Context Verb + *to*-infinitive only

- Use adjectives to describe emotions (Oxford 3000)
- Learn the three different ways to pronounce derivative suffix *-ed*
- Recognize contrast linking words to understand the relationship between ideas
- Practice using *to*-infinitive for discussing plans and intentions

12.3 Decisions, Decisions

Listening Skill Recognizing intonation in exclamations

Grammar in Context Verbs with the *-ing* form

- Use new vocabulary related to making decisions (Oxford 3000)
- Recognize intonation in exclamations to understand how a speaker feels
- Use the *-ing* form after verbs of like and dislike, and after some common verbs
- Learn not to use gerunds for plans and intentions

12.4 No Way!

Real-World English Reacting to news

- Learn how to react appropriately to news depending on whether it's good or bad
- Identify the difference between short reactions for friends and long reactions for a person in authority
- Create conversations
- Act out different scenarios sharing and reacting to news

12.5 I've Had It for Years

Speaking Describing feeling and emotions

- Practice finding more specific words to describe your feelings
- Practice giving a reason to explain why you feel the way you do
- Use *kind of* and *sort of* to show you are not certain

Resources

Class Audio CD 3, Tracks 24–32

Workbook Unit 12, pages 78–84

Oxford Readers Correlations

Martin Luther King (9780194233934)

Teacher's Resource Center

Assessments: Unit test, Progress test, End of Course test

Class video

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 woman, presumably a mother, holding a child. The woman is looking out into the distance and has a serious or concerned expression on her face. The young girl, burrowed into the woman's shoulder, appears tired but also comforted by the embrace. They look like they are waiting for something, perhaps transportation, in a vast, relatively undeveloped area with very few people around, which gives off a sense of loneliness.

The photograph relates to the unit theme and subsequent exercises because it focuses on different emotions in people's faces as they go about their daily lives.

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

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 at this stage. Use the opportunity to have students predict what they will be learning in this unit.

2 For question 1, have them explain what an attitude is and give examples. For question 2, ask if they have ever thought of this. What are the words in their language that can't be translated into English? For question 3, ask students about their decision-making process.

Answers

Students' answers will vary. Sample answers include:

1 Attitude makes a huge difference to your life. Having a positive attitude makes lots of things better.
2 Many emotion words can't be translated.
3 Sometimes we make decisions based on facts. Other times we rely on our emotions.

Discussion Questions

1 Ask students to describe the image, provide words to help them as necessary, for example, *field*, *unpaved road*, and *palm tree*. Now, ask specific questions about the picture: *Where are the people in the photo?* (They are outside in an open field.) *What are they doing?* (They look like they are waiting for someone or something.)

2 Direct students' attention to the questions below the photo. Have them discuss the questions in pairs.

3 Optionally, before asking students to answer the discussion questions, show the photographer video where Krisanne Johnson answers two of the questions from her 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 The woman looks serious, thoughtful, and maybe a little concerned. The little girl looks tired and a little cold.
2 I think people's emotions are affected by their personalities, their health, and their relationships.
3 When I'm having a bad day, I put on my headphones and listen to my favorite music. It really helps me relax.

Video Script

I took this photo in Swaziland. It is a photograph of my friends, a mother and her daughter.

I think they both feel a bit peaceful and a bit tired as they wait for the bus. I think the daughter feels very safe and protected in her mother's arms.

When I'm having a bad day I look for my friends to help cheer me up and comfort me. I think you can also see this mother, my friend, comforting her daughter. My friends help me to feel better by coming by for a visit; or we may meet to grab a bite to eat or take a walk.

Exercise 1

1 Read the directions aloud. Select one situation and provide some examples based on your own feelings.

2 Put students in pairs to talk about each situation. As students discuss, walk around and monitor their progress.

Answers

Students' answers will vary. Sample answers include:
I love nature! Walking in the countryside makes me feel relaxed. I can feel the sun shining on my face and spilling its warmth all over my body. My feet are rhythmically falling onto the path before me. I can smell the grass and the flowers and that makes me feel comforted. I hear birds singing, and a sense of joy and wellbeing is filling my heart.

Exercise 2

1 Instruct students to answer the questions in writing and then share their ideas with their group.

2 Monitor both students' writing and discussion. Walk around the room, taking note of any common errors you would like to review at the end of the activity.

Answers

Students' answers will vary. Sample answers include:
Happiness is being with your friends and loved ones, feeling loved and accepted.
Happiness is having a good job and feeling fulfilled.
Happiness is being comfortable in my own skin and satisfied with my life.

Real-World Goal

By the end of this unit, your students will be able to write about something that makes them laugh because they will have learned how to use *to*-infinitives, verbs with *-ing*, and

contrast linking words, and specific adjectives to describe their feelings.

Alternatively, you may ask students to keep a journal throughout this unit. In it, they can write down everything that makes them laugh from now until the unit is over.

Lesson 12.1 It's All about Attitude

Student Book pages 136 – 138

Exercise 1 ACTIVATE

1 Introduce the words *perceive* (become aware or conscious of something; come to realize or understand) and *influence* (to have an effect on the character, development, or behavior of someone or something). Read the statement aloud.
2 In pairs, have students share their agreement or disagreement. Remind them to offer reasons or examples to explain their opinions.
3 Give them some time for discussion. Then elicit responses from several students.

Answers
Students' answers will vary. Sample answers include:
I absolutely agree with the statement. When you approach a situation with optimism it influences the situation and can even turn it around in your favor. I am a firm believer in having an attitude of gratitude. If you perceive the world and everything that happens to you in this way that means that you will always be able to learn your lesson no matter how challenging the situation is, and you can move forward in your life with a sense of ease and accomplishment.

Exercise 2 IDENTIFY

1 Direct students to read the instructions and possible answer choices. Encourage students to make predictions.
2 Play the video and have students select the correct answers.
3 Go over the answers as a class.

Answers
Learning from mistakes
Having role models
Having good time management

Motivational Speaker

Exercise 3 EXPAND

1 Give students a few minutes to read the outline. Encourage them to complete the notes base on what they remember.
2 Play the video again and instruct students to complete the notes.
3 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers

1 energy	5 solutions
2 relationships	6 emailing
3 mistakes	7 sleep
4 attitude	8 talk to

Video Script

Motivational Speaker

Hi, I'm Josh. I'm a motivational speaker. I'm also a clinical psychologist. I work with children, young adults, families. I've been a motivational speaker for about two years now. To do my motivational workshops, I go to universities and colleges and I present to large groups of students. I teach them a number of different skills that cover problem solving, how to keep a positive attitude, how to have energy, how to build social relationships. I tell them that I've made so many mistakes in my life and I've tried to learn from all those mistakes. So keeping a positive attitude is the number one step that I teach kids to do. Your attitude and how you perceive the world is gonna influence everything that happens to you. Controlling how you react to something is crucial to keeping a positive attitude. I tell kids don't get too angry. Try to develop a plan. If you focus on the problem, more problems are gonna come to you. If you focus on the solution and create a plan, it's gonna fall into place. Time management is vital to staying motivated and getting things done. A lot of people spend too much time on screens, texting, e-mailing, video games, all that is a lot of fun, but it can really waste your time. I tell kids to find role models, find people in their life that they want to be like. If you surround yourself with really smart, engaging, motivated, positive people, that's what's gonna happen to you. To stay motivated, you need to make sure that you get the right amount of sleep, that you get enough healthy food, and that you get the right amount of exercise. I also tell kids to find someone that you can talk to. It's really, really, bad if you don't have at least one person that you can talk to in your life. It doesn't have to be a psychologist. It can be a friend or a family, just at least you have one person to talk to. I love working with kids and students for motivational speaking, it's because there's so much raw energy there. I look out into the crowd I see smiles, I see laughing, I see them raising their hands, so I know they're participating, and then afterwards people come up to me and they say, "You know, I really liked your presentation." It makes me feel great. That means everything to me, to know that I had an impact on someone's life, a positive impact.

Exercise 4 WHAT'S YOUR ANGLE?

1 Put students in groups and ask them to share their answer to the question in the group.
2 Ask a few volunteers to share their answer with the class.

Answers
Students' answers will vary. Sample answers include:
Yes, I do. When I feel positive and confident, I notice that other people will listen more and are friendlier and more interested in what I have to say. If I am tired, bored, or upset, people around me are less positive too.

Grammar in Context

Adjective + infinitive / infinitive of purpose

GO ONLINE

1 Direct students to the text in the box, model the examples and write the sentence structure formulas on the board:
It's + adj + *to*-infinitive
It's + adj + *not* + *to*-infinitive
2 For additional information, see the Grammar focus on page 170 of the Student Book.

Extra Practice

1 Create a list of sentence prompts for students to complete with the infinitive of purpose. You can create general prompts, such as *Doctors go to school for 16 or more years…*, or use prompts more relevant to your students, such as *Every day after school, Jenna stays at the computer lab…*

2 Hand out the worksheet or project the sentence prompts on the board, one at a time.
3 Put students in pairs. Student A starts the sentence by reading the prompt aloud, and then Student B completes the sentence. For example:
A: Teachers give us homework…
B: … to help us practice more at home.
4 After a set amount of time or a certain amount of exercises, have students switch roles.

Exercise 5 APPLY

1 Instruct students to complete the exercise independently. Remind them to refer to the structure formula on the board.
2 Call on students to share their answers. Explain any incorrect answers students give.

Answers
1 b 2 a 3 a 4 b 5 a 6 a

Exercise 6 WHAT'S YOUR ANGLE?

1 Have students complete the statements with personal information. Walk around to monitor their progress and spot-check their work.
2 Call on a few volunteers to share their different answers for each sentence prompt.

Answers
Students' answers will vary. Sample answers include:
1 I think I'm fortunate to have my family.
2 Recently, I was disappointed to learn that I will lose my job next month.
3 I was surprised to see that I got an A on my test!
4 I am prepared to work hard to reach my goals.
5 I hope one day, I will be able to speak English fluently.

Exercise 7 APPLY

1 Direct students to read the instructions and the model. Then instruct students to complete the exercise independently.
2 Monitor their progress and offer assistance where needed.
3 After completing the exercise, check the answers by calling on individual students.

Answers
Students' answers will vary. Sample answers include:
1 It's important to learn English to find a good job.
2 The best way to save money for me is to limit online shopping.
3 It's smart to work hard to achieve your goals and dreams.
4 To keep a positive attitude, I focus on positive aspects of each situation no matter how challenging.
5 To keep healthy, I exercise every day.

Exercise 8 INTERACT

1 Put students in groups to compare their ideas.
2 Walk around and make sure that every student is participating. Encourage students to respond or react to each other's ideas.
3 Call on a few volunteers to share their group's observations.

Exercise 9 ASSESS

1 Give students time to read the blog post and choose the best title for it.
2 Read each possible title for the story aloud. Ask students to raise their hands for the one they selected.

Answers
The day I learned to laugh at myself

Exercise 10 EXPAND

1 Direct students to read the questions and read the post again and write down the answer to the questions in their notebooks.
2 Go around the classroom and monitor their work.
3 Ask students to share their answers with the class.

Answers
1 to save money / he thought it would be easy
2 one hour
3 He was stepping back to admire his work.
4 a professional cleaning company
5 He thinks it's amusing / funny.

Writing Skill

Using narrative tenses

GO ONLINE

Direct students to read the Writing Skill box. Point out the narrative tenses and outline their uses on the board:
simple past – describe main events
past continuous – longer actions
past perfect – background information before the story

Extra Practice

1 In this activity students will create a chain story. Students will work in pairs to write sentences using narrative tenses.
2 Arrange students in a circle. Have pairs sit next to each other. Have each pair come up with an exciting, funny, or maybe even mysterious beginning. Once they write their sentence, tell them to pass it to the pair on their right. The next pair has to read everything that has been written and continue the story so that it makes sense. For example:
On a dark and rainy night last week, I decided to call a friend to keep me company. While I was dialing the number, I heard a knock on the door. I hadn't expected anyone to come over without an invitation…
3 At the end of the activity, collect all the stories and select the top three to read to the class.

Exercise 11 IDENTIFY

1 Instruct students to scan Kieran's story and count all the examples of narrative tenses.
2 Select individual students to give answers. Explain any incorrect answers students give.

Answers
Simple past: 19 examples
Past continuous: 1 example
Past perfect: 3 examples

Exercise 12 APPLY

1 Direct students to choose the correct tense to compete the sentences. Remind them to refer to the board or the Writing Skill box for the appropriate use of each narrative tense.
2 Have them compare their answers with a partner while you walk around the classroom, spot-checking and offering assistance.
3 Call on students to read the correct answers aloud.

Answers

1 went
2 was raining
3 arrived
4 sent
5 was waiting
6 texted
7 called
8 thought
9 asked

Exercise 13 WHAT'S YOUR ANGLE?

Direct students to think of a funny story that happened to them and take notes. Consider modeling the activity by offering a story of your own and writing related notes on the board as you speak.

Answers

Students' answers will vary. Sample answers include:
I was in high school and it was wintertime. I was walking to school, and the ground was very icy and slippery that morning. I was holding my umbrella and stepping very carefully. My friend came up from behind me very quickly to say hi. She didn't even touch me, but my feet went flying up into the air and my umbrella went the other way. It took me another two minutes to get up because it was so icy. I looked more as if I were dancing than trying to walk. Everyone was laughing and, in the end, I gave in and started laughing myself. I will never forget that moment!

Vocabulary Development

Vague language

GO ONLINE

1 Explain that sometimes we do not need to be specific when we communicate, especially when we do not have the information or cannot remember. Explain the meaning of the word *vague* (uncertain, indefinite, or unclear).
2 Direct students to read the text and the examples from the Vocabulary Development box.
3 Ask if there are any questions.

Extra Practice

Create two sets of cards. One with vague expressions and one with cloze sentences and have students pair them up. You can make a larger set and split the class in two large groups or you can make a smaller set for a group of 4 – 5 students.
For example:
kind of – I was _____tired.
about – I learned to ride a bike when I was ____ seven.
stuff – I learned a lot of interesting _____ in high school.
Give each student a card, and have students find their partners. After they have found their partner, ask them to discuss how the meaning changes with and without the vague language.

Exercise 14 INTERACT

1 Ask students to think of instances of vague language in their languages and discuss in groups.
2 Ask volunteers to share their answers with the class and to explain when they use those expressions.

Exercise 15 APPLY

1 Instruct students to rewrite the sentences to make them vague, or less specific. You may want to encourage them to circle or underline the detailed information in the sentence that they want to modify before they rewrite (upset, 20 minutes, my wallet, on the subway, $200). Allow them to compare those selections with a partner before they continue.
3 After completing the exercise, select students to read their answers.

Answers

Students' answers will vary. Sample answers include:
1 I was kind of upset when I lost my phone.
2 I spent about 20 minutes looking for it.
3 I'd had it in my bag with my wallet and stuff when I left for work.
4 I might have lost it somewhere on the subway.
5 A new phone will cost me around $200.

Exercise 16 PREPARE

1 Tell students that now they are going to write a story to practice using narrative tenses. Using the questions as a guide, tell them to write notes and organize them.
2 Walk around the classroom and monitor their progress. Help students organize their notes as needed.
3 You may want to have students talk about their stories in pairs before they begin writing. They can ask each other questions to clarify details and give each other feedback on idea development to help improve their stories.

Exercise 17 WRITE

1 Have students write their stories using all the narrative tenses. Remind them to use appropriate vocabulary and proper punctuation and capitalization as well.
2 Monitor the progress. If you notice any errors, point to them and encourage students to self-correct at this stage.

Exercise 18 IMPROVE

1 Have students look at the checklist. Model what constructive feedback might sound like in response to each question.
2 Direct students to exchange their stories with a partner. (If students discussed their stories in pairs before writing, pair them up with different students.) Have them give each other feedback using the checklist.

Exercise 19 WHAT'S YOUR ANGLE?

Tell students to post their story online in a blog or on a social media site. Encourage them to invite their friends to share funny stories about themselves or people they know.

Lesson 12.2 The Spirit of the Stairs

Student Book pages 139 – 141

Exercise 1 ACTIVATE

1 Pose the question to the class. Elicit responses. Invite students to talk about times when they said how they felt or kept their feelings to themselves and what happened as a result. Ask if they would do things differently.
2 Tell students to take the quiz independently. Monitor their progress.
3 When they are done, take a class poll to see how students responded to each question.

Answers
Students' answers will vary. Sample answers include:
In high school I had a teacher who would always leave the class right after the lecture, so we could never ask any questions we had. So one day I decided to go the teachers' room, and I told him that I thought he should stay for a few minutes later because we sometimes have questions for him. It was very uncomfortable and I was a little scared, but it really paid off for the whole class, because after that he started staying later during the break. I was very proud of myself for that and I wouldn't do anything differently except maybe I could have said something sooner.

Exercise 2 VOCABULARY

1 Have students decide whether each adjective is positive or negative and put it in the T-chart.
2 As students work, write the chart on the board. Then spot-check their answers.
3 To review, invite students to fill in the chart on the board. Encourage them to give an example to try to explain the meaning of the word. Explain any incorrect answers students may give. Help with additional explanations for each word students are struggling with.

Answers
Positive:
satisfied, curious, relaxed, welcome
Negative:
guilty, impatient, anxious

Oxford 3000 words

satisfied	anxious	welcome
relaxed	curious	impatient
guilty		

Exercise 3 BUILD

1 Put students in pairs. Direct them to look at the pictures and discuss how people feel using the words from Exercise 2.
2 Walk around the room and monitor their conversations. If students seem to be having trouble identifying the emotions, mimic the sentiments of the people in the photos and ask leading questions to help them arrive at the answers.
3 Call on students to share their answers. Explain any incorrect answers students give.

Answers
Six adjectives can be identified.
1 The child is looking curiously into the store window.
2 The woman at the front of the line looks a bit guilty and anxious because she is causing a delay; the people behind her look impatient.
3 The man looks relaxed and satisfied as he listens to music on his headphones.

Exercise 4 USE

1 Direct students to use the adjectives from Exercise 2 and tell their partner when they feel that way. Read the example aloud. Depending on the ability level of your class, you may want to encourage them to think about and write their examples first before sharing in pairs.
2 Call on a few volunteers to share their answers.

Answers
Students' answers will vary. Sample answers include:
I always feel anxious before a test.
I feel impatient when I have to wait for my friend to get ready!
I feel relaxed when I am home on my sofa watching a film.

Pronunciation Skill

Adjectives ending in –ed: /t/, /d/, and /ɪd/

GO ONLINE

Read the information in the box and model the sounds. Ask for more examples of adjectives with *-ed* endings that end with the sounds /d/ (e.g., scared, worried) and /t/ (e.g., impressed, shocked). Stress that words that already end in /d/ and /t/ will be pronounced as /ɪd/ when the *-ed* ending is added. Give a few more examples (e.g., delighted, rounded).

Extra Practice

Make cards with adjectives ending in ***-ed.*** One set for a group of four. Place the cards in the middle of the table face down so no one can see the words. Students will pull one card at a time and pronounce the adjective correctly. Other team members will correct any errors in pronunciation. Assign one person per group to be the scorekeeper. The winner in the group is the student with the most correct pronunciations. You can even have a grand finale with the winners from each group if you create a separate set of adjective cards.

More to Say…

Focus: Students practice pronouncing adjectives ending in *-ed*
Grouping Strategy: Groups of 4 – 6 students
Activity Time: 10 minutes

Ready,

1 Prepare a list of adjectives that end in *-ed*. Make sure there are a similar number of *-ed* endings that are pronounced /t/, /d/. and /ɪd/.
2 Prepare enough flyswatters so that each group of students has a flyswatter. (This activity is easier if the flyswatters are each a different color.)

Set…

1 Write the sounds /t/, /d/ and /ɪd/ on the board. Make the symbols big and about 12 inches apart. Alternatively, write the sounds on three pieces of paper and hang the papers up in a spacious part of the classroom.
2 Divide the class into 2 – 5 groups. Each group should have several students.
3 Have the groups line up at the board. Give the first student in each line one of the flyswatters.
4 Tell students the "rules."
   - They can only make one hit.
   - They should hit the sound and hold the flyswatter there.
   - They can help their members of their group verbally, not physically.

Go!

1 Call out one of the *-ed* adjectives from your list. You can either say the adjective with the *-ed* ending, or for higher level learners, you can say the adjective without the *-ed* ending.
2 Have students race to hit the correct pronunciation of the *-ed* ending.
3 Give a point to the team that correctly hits the sound first.
4 Have the entire class chorally repeat the word, focusing on accurately pronouncing the *-ed* ending.

Exercise 5 APPLY

1 Instruct students to put each adjective in the correct column.
2 Call on students to come to the board and write their answers in the correct column. Have the class correct any incorrect answers.

Answers
/t/ embarrassed, impressed, stressed
/d/ amused, scared, pleased
/ɪd/ delighted, disappointed, excited

Exercise 6 NOTICE

1 Play the recording and instruct students to listen to check their answers.
2 Now have them listen and repeat, practicing the pronunciation.

Audio Script

CD 3, Track 24
/t/ embarrassed, impressed, stressed
/d/ amused, scared, pleased
/ɪd/ delighted, disappointed, excited

Exercise 7 DEVELOP

1 Instruct students to work in pairs to complete the exercise.
2 Go over the answers as a class.

Answers
/t/ relaxed, shocked
/d/ amazed, bored, concerned, confused, determined, frightened, surprised, worried
/ɪd/ delighted, interested

Exercise 8 APPLY

1 Direct student to take turns practicing pronunciation with all the words from Exercise 7. Partner listens and points to the sound they hear.
2 Walk around the class and monitor progress.

Exercise 9 ASSESS

1 Tell students to read the post and think about the phrase equivalent in their language.
2 After students have finished reading, ask them what *l'espirit d'escalier* means. Elicit responses.
3 Ask the class if there is a phrase in their language that means the same as *l'espirit d'escalier*. Call on volunteers to share their answers.

Reading Skill

Recognizing contrast linking words

GO ONLINE

Direct students to read the text from the box. Model the examples for the linking words that can be used at the beginning of a sentence, and point to the mandatory use of comma separating the two clauses. Say that this is not necessary if the linking word is separating the clauses, i.e. it is in the middle of the sentence.

Although *some words are easy to translate***,** *others are "untranslatable."*

Some words are easy to translate **although** *others are "untranslatable."*

Extra Practice

Have students read a passage, circle the contrast linking words, and add commas where they are missing. You may use this paragraph or something similar:
Last year, I decided to go to the US to study English. It was an awesome experience! Even though I knew it was incredibly risky I quit my job. Although my family supported me they were still very scared for me. I was leaving the safety and security of my old life for something new and unpredictable. Despite all my research and preparations I could not get used to life in a new country right away. My friends thought that I was very brave and determined for taking such a step. In spite of the fear and discomfort I think I'd do it again. Next time I might invite a friend to join me. Everything is easier when you are not alone.

Answer Key
Contrast linking words
Even though, Although, Despite, In spite of
Missing commas
Even though it was incredibly risky, I quit my job.
Although my family supported me, they were still very scared for me.
Despite all my research and preparations, I could not get used to life in a new country right away.
In spite of the fear and discomfort, I think I'd do it again.

Exercise 10 APPLY

1 Have students work independently to match the contrasting ideas and form complete sentences.
2 Ask them to share their answers with a partner and note any differences.

3 After completing the exercise, select students to read their answers. Ask the class to explain any incorrect answers that students have given.

Answers
1 c 2 a 3 g 4 e 5 f 6 d 7 b

Exercise 11 INTEGRATE

1 Have students read the blog again and complete the chart. Remind students to scan the text for key words from the chart to help them work more efficiently.
2 Allow students to compare their answers in pairs.
3 To review, have students complete the chart on the board.

Answers
abbiocco (Italian) tired after eating a big meal
hyggelig (Danish) a comfortable, warm, and satisfied feeling
l'esprit d'escalier (French) that feeling when someone says something and you want to have a quick and clever reply…but can't think of one
mono no aware (Japanese) the bitter-sweet feeling that beautiful things don't last, so we need to enjoy their short lives
saudade (Portuguese) the mix of pain and pleasure you get when you miss something or someone that you love, and you can't hope to get them back
Schadenfreude (German) the enjoyment you feel when someone fails or has bad luck

Exercise 12 INTERACT

1 Model the examples and have students work in groups giving examples for the Japanese phrase *mono no aware*.
2 Monitor students' discussions to make sure that everyone is participating.

Exercise 13 WHAT'S YOUR ANGLE?

1 Ask students to share phrases from their language that are "untranslatable" and that express the feelings in Exercise 7.
2 Have groups report back to the class on interesting aspects of their discussions.

Answers
Students' answers will vary. Sample answers include:
Yes. In Spanish you say, *Es la leche!*, which in very rough translation means "It's the milk," but what it really means is that something is really good even though it can also mean that something is really bad depending on the situation, so it can be really confusing.
There is a word in my language for every word in exercise 7. For example, *preocupado* means worried.

Grammar in Context

Verb + *to*-infinitive only

GO ONLINE

1 Direct students to read the Grammar in Context box.. Write the verbs on the board for later use.
2 For more information, see the Grammar focus on page 170 of the Student Book.

Extra Practice

1 Direct students to work in pairs and write an example for each of the verbs on the board: *agree, decide, hope, plan, promise, want, would like, need, learn,* and *seem.*
2 Have some students come to the board to write their sentences. Consult the rest of the class for accuracy.

Exercise 14 IDENTIFY

1 Have students look back at the blog and find *to*-infinitives with verbs from the Grammar in Context box.
2 Ask the class to share the number and then select students to read the sentence from the text. Alternatively, project the text, if possible, and have students circle the phrases.

Answers
Four: want to have, (I)'d like to find, hope to get, need to enjoy

Exercise 15 APPLY

1 Have students complete the exercise independently.
2 Call on students to read their answers. Explain any incorrect answers students give.

Answers
1 like to
2 promise not to
3 want to
4 plan to
5 decide not to
6 learn to
7 agree to
8 seem to

Exercise 16 INTERACT

1 Model the example. Then put students in pairs to talk about the topics using *to*-infinitives.
2 Walk around and monitor their discussions, noting any mistakes students make to address later with the class.

Answers
Students' answers will vary. Sample answers include:
1 Tonight, I'd like to go out to see a movie.
2 Someday I hope to meet a famous rock star, Pink.
3 This summer I plan to visit my grandma.
4 When I was young, I learned to read and write.
5 I need to speak to my doctor later this afternoon.
6 I want to go to India someday.

Exercise 17 INTERACT

1 Have pairs compare how similar or different their answers are.
2 Ask volunteers to share their comparisons with the class.

Answers
Students' answers will vary. Sample answers include:
Carlos and I both want to go to New York one day.

Lesson 12.3 Decisions, Decisions

Student Book pages 142 – 143

Exercise 1 ACTIVATE

OXFORD REFERENCE

1 Ask if students have heard of the expression the Prisoner's Dilemma. If any of them have, invite them to share what they know about it. If they haven't, ask them to guess what it could mean.
2 Have students read the text to see if their information or guesses were correct.
3 Ask students what their personal decision would be. Elicit responses.

Answers
Students' answers will vary. Sample answers include:
No, I have never heard of the Prisoner's Dilemma before.
OR
Yes, I have heard about it. I think it's when you have to make a difficult choice that will affect another person.

Exercise 2 ASSESS

1 Direct students to read the text independently and complete the summary.
2 Go over the answers as a class.

Answers

1 1 / one	2 8 / eight	3 0 / zero, 20 / twenty

Exercise 3 INTERACT

1 Have students discuss the question in groups. Assign a group leader for each group. Tell them to be prepared to report back on their group's discussion.
2 Call on group leaders to share their group's opinion.

Answers
Students' answers will vary. Sample answers include:
A: I think they should both say they're innocent. Then they get to spend less time in prison.
B: But they can't speak to each other to be sure the other person will do that, can they?
A: Hmm. No. So I guess they don't know what the other one will do…
C: Each man should say he is guilty, even though he cannot trust the other man. The dilemma is like society. It makes us think about whether we can trust other people to do the right thing.
B: If I was one of the prisoners I would probably do what they did and say I was guilty. Eight years is better than twenty!

Exercise 4 VOCABULARY

1 Go over the words list, explaining the target vocabulary as needed.
2 Explain the concept of a collocation and ask them to match the target vocabulary with the right phrase.
3 Call on volunteers to read the phrases. Write them on the board. Offer or elicit a sentence that uses the phrase in context.

Answers

1 balance	3 value	5 calculate
2 thinking	4 risk	6 convince

Oxford 3000 words

balance	calculate	convince
risk	thinking	value

Exercise 5 BUILD

1 Working individually, ask students to complete sentences with the words from Exercise 4.
2 Go over the answers as a class.

Answers

1 calculate	4 convince
2 value	5 thinking
3 risk	6 balance

Exercise 6 IDENTIFY

1 Ask students to listen and decide if they agree with the Prisoner's Dilemma decision. Then play the recording of the podcast.
2 Call on students to share their different opinions.
3 If desired, play the audio again so students can listen for more detail. Ask more specific questions to check their comprehension, such as *What are the speakers names?* (Jordan and Michael) *What is the name of this podcast series?* (Decisions, Decisions) *What is the Prisoner's Dilemma really about?* (self-interest versus the good of the group)

Answers
Students' answers will vary. Sample answers include:
I agree with Jordan's decision. I would choose to trust my partner in crime. If we have a good agreement before the crime, this should be the best option, so we can both go free.

Audio Script

CD 3, Track 25

Jordan Hi guys. I'm Jordan—
Michael And I'm Michael—
Jordan And welcome to our second podcast in this series: Decisions, Decisions. Last week we left you with a dilemma—the Prisoner's Dilemma—and today I have an answer for you.
Michael How exciting!
Jordan So, Michael, what did you decide? And what was your thinking?
Michael Well, I decided to admit to the crime. I'll either go free, or get eight years in prison, but not twenty.
Jordan Interesting! So for you, the risk of your partner admitting the crime is too high. But what if I could convince you that not admitting to the crime is better?
Michael What do you mean?
Jordan Well, if neither of you admits it, you both go free. You just have to trust each other.
Michael But I don't know for sure he will make that decision.
Jordan And that's the dilemma! Neither man knows what the other man will say. So the Prisoner's Dilemma is really about self-interest versus the good of the group.
Michael Wow! So by thinking about what is good for others, we can also benefit ourselves!
Jordan Exactly! The Prisoner's Dilemma can be used to describe economics, politics, and many areas of everyday life.

Listening Skill

Recognizing intonation in exclamations

GO ONLINE

1 Direct students to read the information in the box.
2 Demonstrate the pitch changes. For example:
A: Marco bought a new car?! (rising intonation)
B Huh? I though he was broke! (rising/loud)
3 Write a list of exclamations on the board for later use:
Wow! No Way! Ah! Phew! Huh? Ha ha!
What (a) …! That's/How + adjective!

Extra Practice

1 Create a set of cards, one for each student. On each card, write a piece of news. For example:
Marco bought a new car.
Jenny got divorced.
The puppies were finally adopted.
2 Do a mingling activity. Have students walk around the room and share the news on their cards. They should respond to the news they hear with one of the

exclamations on the board. Encourage students to exaggerate their exclamations while practicing.

3 Monitor the activity. Listen for correct intonation in their exclamations. Provide models for students who are struggling.

Exercise 7 IDENTIFY

1 Direct students to match the exclamations with the meaning.
2 Have students compare their answers with a partner. Walk around and spot-check the answers. Ask the pairs to share any questions with the class.

Answers
1 d 2 e 3 b 4 a 5 c

Exercise 8 NOTICE

Play the recording twice so students can notice the change in intonation.

CD 3, Track 26

Exercise 9 APPLY

1 Play the audio again and have students write the number of each expression next to the correct emotion.
2 To review, say the emotion and have the class all out the number.

Answers
1 angry 3 disappointed 5 thankful
2 surprised 4 excited

CD 3, Track 26

Exercise 10 APPLY

1 Give students time to read the choices. Play the rest of the podcast and have students choose the correct emotion for each exclamation they hear.
2 Select students to read the answers. Explain any incorrect answers that students give.

Answers
1 surprised 3 amused 5 amazed
2 interested 4 surprised

Audio Script

CD 3, Track 27

Michael Right, now I've got something for you. Do you know about the Marshmallow Test?
Jordan What? The Marshmallow Test? I've never heard of it.
Michael Well, it's amazing. Basically, back in the 1960s, a Stanford professor put a marshmallow on a table in front of hungry four-year-olds. He told them they could eat it, but he promised to give them two marshmallows if they waited for him to return.
Jordan I see! So what did the kids do?
Michael Some turned their backs or covered their eyes or sang songs. Others started playing games or sat quietly. About a third of the kids decided to eat the marshmallow right away!
Jordan A third! Hah!
Michael But some waited a little longer, and about one third waited the full 15 or 20 minutes for the researcher to return.
Jordan Really? Huh. So what did that prove?
Michael Well, it showed we can learn to control our emotions. Of course they all wanted to eat the treat, but some of them knew it would be better to wait so they could get two treats!
Jordan Really! So the head can control their heart!
Michael Yep. Even for young children. And what's even more interesting, he kept studying those kids for 50 years!
Jordan No way!
Michael And guess what? He found that those who waited got better grades and better jobs and were more positive and more successful in their lives. He calculated that the longer they waited the better their lives were.
Jordan Hmm. Wow. Food for thought, Michael! Do you have any marshmallows? I'm hungry!
Michael Sure, but do you mind waiting?

Exercise 11 IDENTIFY

1 Give students time to read the questions before replaying the audio. Encourage them to jot down any answers that they might recall from the first listening.
2 Replay the audio.
3 Call on students for answers. Explain any incorrect answers that students give.

Answers
1 In the 1960s
2 four years old
3 wait for the researcher to return
4 two thirds (only one third ate the marshmallow right away)
5 That we can learn to control out emotions
6 That the longer they waited the better the children's grades were, the better jobs they got later on, and the more successful their lives were.

CD 3, Track 27

Exercise 12 WHAT'S YOUR ANGLE?

1 Have students think of the children they know who would pass the Marshmallow Test and share with their partner.
2 Circle the room and monitor the exchange. Offer encouragement by using the exclamations you introduced earlier in the lesson.

Answers
Students' answers will vary. Sample answers include:
I don't know anyone who would pass the Marshmallow Test.
All the kids I know want everything and they want it yesterday!
Today's "click" generation, as I like to call them, has a serious problem, I think.

Grammar in Context

Verbs with the *-ing* form

GO ONLINE

1 Have the students read the text in the box and go over the examples.
2 Explain when a verb with the *-ing* form is used after some common verbs, it functions as a noun. We call that noun a **gerund**.
3 Point out that we use the **infinitive** form (not the *-ing* form) after verbs that express plans and intentions.
4 For additional information, see the Grammar focus on page 170 of the Student Book.

Extra Practice

Create an activity sheet where students need to decide whether they will use an infinitive or a gerund. For example:

1. *I go fishing on the weekends.*
2. *I imagine _____.*
3. *I need _____.*
4. *I have decided _____.*
5. *I hope _____ on day in the future.*
6. *I wanted _____ a teacher when he was young.*

Exercise 13 EXPAND

1 Have students work independently to complete the exercise.
2 Select students to read the answers. Explain any incorrect answers that students give.

Answers

1 waiting	3 to make	5 listening
2 thinking	4 to know	6 learning

Exercise 14 APPLY

1 Direct students to complete the paragraph with the correct form of the verb.
2 Monitor progress and spot-check answers.
3 Read the paragraph aloud. Have students listen and check their answers.

Answers

1 buying	3 using	5 deciding
2 go	4 getting	6 asking

Exercise 15 INTERACT

1 Have students work in groups of three discussing how emotions influence their decisions.
2 Model the example from the book by completing the sentence stems. For example:
I really enjoy walking my dog in the evening.
I can't stand vacuuming.
3 Elicit possible reasons why for the examples you gave. Encourage them to do the same in their discussions.
4 Monitor students' conversations to make sure everyone is contributing. For students who are struggling to come up with examples, make some suggestions for them to consider.

Answers

Students' answers will vary. Sample answers include:
I really enjoy walking to work because I like exercise and the bus is too crowded. It makes me stressed to take the bus. I prefer to walk, even though it takes longer than a half an hour.

Exercise 16 WHAT'S YOUR ANGLE?

1 Model a possible response to the target question by telling the class who you usually consult before making a big decision and why.
2 Put students in groups to share their responses. Tell them to be prepare to report back on their discussions.
3 Monitor their discussions to make sure they're explaining their choices. To encourage fluency, avoid interrupting students to correct any mistakes you may overhear. Instead, jot them down, and address them with the class later on.
4 Ask volunteers to tell the class about who members of the groups ask for advice and why.

Answers

Students' answers will vary. Sample answers include:
I ask different people depending on what the decision I need to make is. For example, if it's about my studies, I might ask my teacher or my parents. If it's about what job to take, then I'll ask my aunt because she is actually a career advisor! If I'm not sure what to do about something more personal, I'll ask my best friend.

Lesson 12.4 No Way!

Student Book pages 144 – 145

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Ask them to describe the pictures. Direct their attention to the title and ask them to predict what the video will be about.
2 Play the video and have students take notes on the news each person has.

Answers

1 Max has changed study groups after a meeting with Professor Armstrong. Dave interrupted the meeting! / He didn't get the art grant.
2 Kevin got the science award.
3 Dave got the art grant.

Video Script

English For Real Video Unit 12

Scene 1

Max Pff…tsk.
Andy That was weird! So, what happened with Professor Armstrong?
Max Just as I was telling Professor Armstrong that I didn't get along with Dave… guess who walked in and interrupted the meeting?
Andy No! Dave? Really?
Max Yeah. Can you believe it?
Andy Oh, wow! So what happened?
Max We changed groups!
Andy Wow, you must feel relieved!

Scene 2

Kevin Hey, guys.
Max Hi, Kevin.
Andy What's up?
Kevin I bought us some drinks.
Andy Thanks!
Kevin OK… Raise your… uh, cups. I just found out that I got one of the grant awards! For science!
Andy Hey! That's awesome. You got the grant! Good for you!
Max That's great news Kevin. I'm really happy for you.
Kevin Well, Max… you should hear about the art grant today! Check your email!
Andy Oh… that would be amazing. Check it now!
Max Mm. No … I didn't get anything.
Andy Really? Aw, that's too bad, Max.
Max Oh, it's OK. I didn't expect it.
Kevin Don't worry about it, Max.
Max Uh. Looks like Dave got the art grant.
Andy No way! You're kidding.
Max You must be joking!

Real-World English

Reacting to news

1 Direct the students to read the information in the box, then model the examples. Ask if students have any questions.
2 Play the audio demonstrating different tones of *Really?*
3 Replay the audio and have students repeat.
4 *To practice and check their understanding, say really* in one of the tones demonstrated. Have the class call out the corresponding phrase from the box. For example, if you say *really* with a neutral tone, the class says, *Is that correct?*

CD 3, Track 28

Extra Practice

Have students turn to their partner and deliver some personal news. (The news can be real or made up.) Their partner should react to the news using the appropriate tone.

Real-World English Strategies

Some people are easily excited and their enthusiasm about personal accomplishments or positive news can be perceived as fake by others. Help your students become more aware of how they themselves naturally react to news, and how they perceive other people's reactions.

1 Present your students with a few scenarios to choose from, for instance:
   a. Tell your mom that you got invited to an interview for a position you really want.
   b. Tell your friend that you passed an important exam.
   c. Tell your professor you have received the scholarship you applied for.
2 Ask the students to work in pairs or small groups, choose one of the scenarios, and write two versions of the dialogue: one in which they react in a way that feels the most natural to them, and another one in a more excited, dramatic way.
3 As they role-play the dialogues, ask them to pay attention to whether they feel comfortable or uncomfortable with how they themselves and their partners react to news.
4 For more cultural variety, you can have your students practice the role-plays with a few different partners.

Exercise 2 APPLY

1 Give students time to read the choices. Play the recording and have students choose the right tone for Andy's reactions.
2 Have a few volunteers share their answers.

Answers

1 Surprise
2 Neutral
3 Sympathy
4 Excitement
5 Surprise

CD 3, Track 29

Exercise 3 IDENTIFY

1 Have students complete the table by matching each expression from the video with a reaction.
2 Call on students to share their answers. Explain any incorrect answers students give.

Answers

Reactions	Informal
Repeat the key information	*You got the grant!*
Ask for more information	*So what happened?*
Show you understand	*You must feel relieved.*
Use *That's* + an adjective	*That's awesome.*
Say how you feel	*I'm really happy for you!*

Exercise 4 EXPAND

1 Give students time to read the exercise. Instruct students to complete the expressions each person uses to react to news. Then play the second part of the video again.
2 After completing the exercise, select students to share the answers.

Answers

1 awesome, great news
2 too bad, worry about it
3 kidding, be joking

English For Real Video Unit 12

Exercise 5 ANALYZE

1 Read the directions aloud. Then ask for two volunteers to read the dialogue aloud.
2 Tell students to work independently to analyze the scenario and complete the table with formal expressions of reaction to the news.
3 Write the table on the board as students work. When they are done, elicit the answers from the class and fill in the table on the board, or have students fill it in.

Answers

Reactions	Formal
Repeat the key information	*You won the contract!*
Ask for more information	*When do you plan to start?*
Show you understand	*All the hard work has paid off*
Use *That's* + an adjective	*That's wonderful news!*
Say how you feel	*I'm happy for you.*

Exercise 6 DEVELOP

1 Instruct students to listen to the recording and rate the level of formality for each expression. Point out that there may be more than one possible answer.
2 Select a few students to share their answers with the class. Explain any incorrect answers students give, understanding that there may be a little variation in their responses.

Answers

a 4	c 2	e 3	g 2
b 2	d 3	f 3	h 1

Audio Script

CD 3, Track 30

1 Congratulations! I'm so happy for you.
2 Wow. How exciting!
3 Oh, that's too bad.
4 I'm sorry to hear that.
5 Good for you. Well done.
6 That sounds fun.

7 That's awful. Don't worry about it.
8 No way! You're kidding.

Exercise 7 INTEGRATE

1 Instruct students to complete the dialogues using words from Exercise 6.
2 Go over the answers as a class. Explain any incorrect answers students give.

Answers

1 sounds
2 kidding
3 Good
4 sorry

Exercise 8 INTERACT

1 Have students practice the dialogues in Exercise 7 with a partner.
2 Instruct them to think of different expressions to react to the news and make sure to use the correct tone.
3 Monitor their conversations. Offer feedback and assistance as needed.

Exercise 9 EXPAND

1 Read the directions aloud. Model the example with a strong student.
2 Put students in pairs. Direct them to act out each of the seven situations with their partners. Remind them to use expressions for reacting to the news. For each situation, have students switch who is delivering the news and who is reacting to it.
3 Depending on the ability level of your students, you may want to encourage them to write down all or just part of the conversation before speaking. For strong students, they may be able to improvise on the spot.
4 Monitor and take note of any errors that you want to address individually or with the whole class at the end of the activity.
5 Remind students to go online to create their own versions of the videos with Max and Andy.

Lesson 12.5 I've Had It for Years

Student Book page 146

Exercise 1 ACTIVATE

1 Have students ask and answer the questions in pairs.
2 Ask volunteers to report back to the class on their partner's answers.

Answers

Students' answers will vary. Sample answers include:

1 I think having things that are useful helps make you feel happier, for sure. I have a car, for example, and because I live in the countryside, I wouldn't be able to get around to see my family and friends so easily if I didn't have one. So having a car makes me happy for that reason.
2 That's hard! But I have a seashell I collected when I was four, from the beach when we went on vacation. My parents said I wouldn't drop it, so they had to bring it home. I still have it.
3 Yes. I lend books and DVDs, things like that. Sometimes I don't get them back because people forget. That makes me mad!
4 I had a teddy bear that I really loved. I took it everywhere with me.

Exercise 2 EXPAND

1 Read the directions aloud. Then play the recording.
2 Call on a volunteer to share their answer.

Answers

It's a *balalaika*, a traditional Russian instrument.

Audio Script

CD 3, Track 31

This is me with my balalaika. It's a traditional musical instrument in Russia. It's a bit like a guitar, but it's shaped like a triangle and has three strings. I've had mine for 20 years. I'm amazed that I still have the same one, but it's really important to me. My uncle gave it to me when I was eleven, and it changed my life. I remember thinking it was a lovely gift. I was delighted about it, but worried, too. I was terrified I would never be as good as him! I was always amazed when he played. I'm still grateful for the gift because it's become such an important part of my life.

I'm proud of myself because I've worked hard to learn to play. I used to play with my uncle sometimes, but moved to the United States when I was 15. I taught myself to play after that. I practice every day. A few years ago, I joined a balalaika group. I remember the first time we played in public. I was really anxious because I'm shy. I was sort of nervous that I would make a mistake, too. Now, I get excited to play in public. I feel peaceful when I play it because all my worries just disappear! It's the most important possession I have because I feel like it's a part of me and my home country.

Exercise 3 IDENTIFY

1 Give students time to read the questions, and then play the recording again.
2 Call on students to give the answers.

Answers

1 Russia
2 20 years
3 his uncle
4 when he was 15
5 relaxed and happy
6 It makes his worries disappear, and it reminds him of his home country

Speaking

Describing feelings and emotions

GO ONLINE

1 Direct students to read the information in the box. Say the example sentences and point out their structure. Outline the different sections on the board:

be + adjective
get + adjective
feel + adjective
feel like
kind of/sort of

2 Ask if there are any questions.

Extra Practice

1 Have students turn to a partner and choose a challenging or happy time/event in their life (past or present) and describe their feelings using the structures on the board. Encourage them to explain their feelings with more information and detail. Model an example, if necessary or desired.
2 Monitor students' conversations and offer feedback.
3 Call on a few volunteers to report what they have learned from their partner.

Exercise 4 APPLY

1 Give students time to skim the sentences, directing them to pay particulate attention to the underlined words.
2 Play the audio and have students select the emotion that best matches the underlined words. Spot-check students' work for any mistakes. If necessary, replay the audio.
3 Go over the answers as a class.

Answers
1 a 2 b 3 a 4 a 5 a

CD 3, Track 32

Exercise 5 IDENTIFY

1 Give student the time to search for the words from the box in a dictionary. Suggest that they write the definitions in their notebook. Have them check their definitions with a partner.
2 Have students work individually to complete the sentences with the correct words.
3 Call on a few volunteers to read the answers. Explain any incorrect answers students give.

Answers
1 annoyed
2 thoughtful
3 grateful
4 cheerful
5 embarrassed

Exercise 6 PREPARE

1 Have students brainstorm about their most important possession.
2 Have them prepare to describe it by taking notes and answering the questions.

Exercise 7 EXPAND

1 Instruct students to write three sentences describing their feelings about this particular possession.
2 Have them use a thesaurus or a dictionary to find more specific adjectives. Provide suggestions and assistance as needed.

Exercise 8 SHARE

1 Put students in groups and have them use their notes to tell each other about a possession that is important to them. Point out that they should not simply read their sentences. They should provide more detailed information about their possession using their notes from Exercise 6 and sentences from Exercise 7 as a springboard.
2 Monitor and take notes so you can offer feedback individually or address the whole class.

Exercise 9 WHAT'S YOUR ANGLE?

1 Instruct students to stay in the same groups and assign group leaders. Have them discuss the possessions that they would never sell.
2 Monitor and offer feedback.
3 Call on group leaders to share their group's observations.

Answers
Students' answers will vary. Sample answers include:
Absolutely! I have a ring that my grandmother gave my mom and my mom gave to me when I got married. I would never sell that for any amount of money. That ring has a lot of sentimental value for me.

Unit 12 Review

Student Book page 158

Vocabulary

Exercise 1

Answers
Students' answers will vary. Sample answers include:
I am often impatient at work. When I work on a team, I typically finish my part of the work very early on, especially if I am very curious about the product. Unfortunately, that usually means that I have to wait for my colleagues before I can move to the next step and that makes me feel impatient. I feel a little guilty that I may put pressure on them, but when we complete the project ahead of time, everyone feels satisfied and I am finally relaxed.

Exercise 2

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

Exercise 3

Answers
1 around
2 somewhere like that
3 kind of
4 stuff
5 something like that
6 someone like that

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

Grammar

Exercise 4

Answers
1 to connect
2 to make
3 to shock
4 to have
5 to use
6 buying

Exercise 5

Answers
Students' answers will vary. Sample answers include:
I am surprised to see a new teacher in class today.
It's easy to make a good cake.
It's interesting to hear another language.
I am prepared to help my friends with anything they need.
I am determined to find a god job.
I am fortunate to know my best friend.
I am disappointed to miss the concert tomorrow.

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 what *weep* means (to cry).
2 Elicit reactions to this powerful quote and then ask the questions.
3 Direct them to start a discussion in groups of three or four.
4 Ask volunteers to share the group's observations.

Answers
Students' answers will vary. Sample answers include:
I think it is really important to share our feelings, especially in close relationships. What's difficult about it is being vulnerable and risking that the other person won't care about your feelings. But for me, being authentic and speaking my truth is more important.

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 Task 1: Have students work in pairs. Call on one or two volunteers to share with the class.
2 Task 2: Elicit information about a time when students felt happy. Ask students for examples and specific descriptions. Have students work independently to write their paragraphs. Ask them to share their paragraphs in small groups or collect and correct their work.
3 Task 3: Have students bring/find a photo of something that motivates them. Then have them share their pictures in small groups. Ask volunteers to show their pictures to the class and explain why.

Answers
Students' answers will vary. Sample answers include:
1 I make my decisions quickly and without thinking too much. If I took too long, I would probably never do anything.
2 I felt happy when I got accepted into my university of choice. I still remember the feeling of excitement running through my veins when I read the acceptance letter.
3 This image of a beautiful home on top of a hill motivates me to study hard and work hard because it represents my dreams and aspirations.

Exercise 8

1 Use examples to demonstrate 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 tasks in Exercise 7 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.