

4

Wide Angle

TEACHER'S GUIDE

DEBORAH GORDON

with Tamara Jones (*More to Say...*)

Anna Krulatz (*Real-World English Strategies*)

OXFORD
UNIVERSITY PRESS

OXFORD
UNIVERSITY PRESS

198 Madison Avenue
New York, NY 10016 USA

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2019

The moral rights of the author have been asserted

First published in 2019

2023 2022 2021 2020 2019

10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored
in a retrieval system, or transmitted, in any form or by any means, without
the prior permission in writing of Oxford University Press, or as expressly
permitted by law, by licence or under terms agreed with the appropriate
reprographics rights organization. Enquiries concerning reproduction outside
the scope of the above should be sent to the ELT Rights Department, Oxford
University Press, at the address above

You must not circulate this work in any other form and you must impose
this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for
information only. Oxford disclaims any responsibility for the materials
contained in any third party website referenced in this work

ISBN: 978 0 19 451117 9 Wide Angle American 4 Teacher's Guide

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGMENTS

Back cover photograph: Oxford University Press building/David Fisher

CONTENTS

Introduction	iv
Unit 1 Achievements	1
Teaching Notes	
Unit 1 Review	
Unit 2 News	16
Teaching Notes	
Unit 2 Review	
Unit 3 Frontiers	32
Teaching Notes	
Unit 3 Review	
Unit 4 Processes	48
Teaching Notes	
Unit 4 Review	
Unit 5 Survival	63
Teaching Notes	
Unit 5 Review	
Unit 6 Trends	79
Teaching Notes	
Unit 6 Review	
Unit 7 Surroundings	95
Teaching Notes	
Unit 7 Review	
Unit 8 Change	111
Teaching Notes	
Unit 8 Review	
Unit 9 Reviews	126
Teaching Notes	
Unit 9 Review	
Unit 10 Mysteries	140
Teaching Notes	
Unit 10 Review	
Unit 11 Wishes	155
Teaching Notes	
Unit 11 Review	
Unit 12 Wisdom	169
Teaching Notes	
Unit 12 Review	

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.

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.

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.

Wide Angle Teacher's Guide

Unit 1 Interactions

Unit Overview

Introduction to the unit

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

In **Lesson 1**, the theme of interaction is reflected in the topic of on-based meeting arrangements and subsequent discussion activities. **Lesson 2** focuses on facial expressions and body language which demonstrate the theme of non-verbal communication. In **Lesson 3**, students learn to write emails using informal expressions, moving them to social engagement. **Lesson 4** is the theme of interaction is reflected in the unit video, which shows people meeting and making conversation in formal and informal situations. Finally, in **Lesson 5**, students discuss the theme of interaction by listening to and engaging in small talk.

Lessons

1.1 The New Office

Listening Skill Greeting meaning from context

Grammar in Context Simple present and present continuous

- Use present verbs (Oxford 3000)
- Identify 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 Greeting

Grammar in Context Questions forms Do, did, and be

- Use vocabulary related to non-verbal communication and emotions (Oxford 3000)
- Practice listening 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 tense

Vocabulary Development Subjects of manner

Writing Skill Using informal expressions in emails

- Use various questions related to friendship
- Construct tag questions with be and do
- Practice forming and using subjects of manner (Oxford 3000)
- Write informal emails

1.4 Hello and Goodbye

Real World English Greeting and ending a conversation

- Analyze the way people start and end conversations
- Recognize the differences between formal and informal greetings and ending to a conversation
- Role play conversations using 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 Reader Comprehension

Visual Aids (Oxford 3000)

Teacher's Resource Center

Access to the Teacher's Resource Center

Grammar PDFs

Grammar Worksheets

Oxford Reference Worksheets (upper/lower)

News articles

Word list

Unit Opener

Student book page 1

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

The photograph relates to the unit theme and subsequent activities because it focuses on non-verbal communication. For example, we can see from the body language that the man is 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

Photographer

Eda Bayer

Eda 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 media like The New York Times, National Geographic, Time, The New Yorker, The Wall Street Journal, Discover, National Geographic, Foreign Policy, and the Guardian, among others. He is the recipient of accolades such as Fellow of the New Yorker Photo Fund and Arts for Social Improvement. La Caixa, Edmundo established the Fondo Microdocumentary about his life, and in 2014 he received the award of October 1st about the independence struggle in Catalonia. He has shown his photography at events in New York, Berlin, Budapest, Havana, Hong Kong, Moscow and Barcelona. Born in Barcelona, his grandfather lives in Chemnitz, Engineering and also holds a Master's degree from the German School of Media and Journalism.

Unit Snapshot

These three questions have been written to get the student 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.

For question 1, check student understanding of grip going 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**Discussion Questions****Answers****Video Script****Exercise 1**

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.



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.

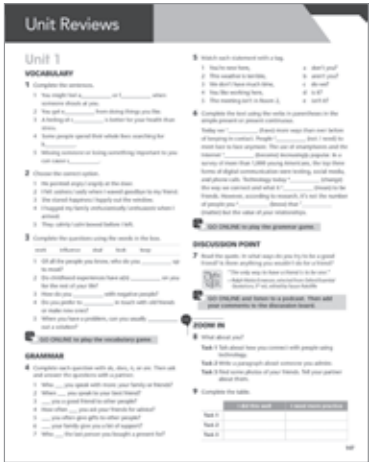
Additional Student Resources

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.



Unit Overview

Introduction to the unit

The title of this unit—*Achievements*—summarizes the main themes: overachievers, professional achievements of some famous people, architectural achievements, and successful job interviews.

In **Lesson 1.1**, the idea of achievement is reflected in the following activities: taking a personality test, reading about overachievers and their personality traits, and identifying the traits of overachievers in themselves or others they know. In **Lesson 1.2**, the following exercises demonstrate the theme of motivation to achieve and do your best: listening to and watching a documentary about great architectural/engineering achievements and using appropriate stress to make their message more clear. In **Lesson 1.3**, students will learn about writing personal statements that showcase the theme of personal achievements. In **Lesson 1.4**, students will watch a video and will then practice answering job interview questions. In the *Real-World English Strategies*, teachers will help students use appropriately formal language in their questions, responses, and showing of appreciation. Finally, in **Lesson 1.5**, the exercises summarize what students have learned about the theme of achievement and job interviewing and have them role-playing job interviews.

Lessons

1.1 Getting to the Top

Reading Skill Skimming and scanning

Grammar in Context Simple present, present continuous, and present perfect

- Use the simple present for facts and things that happen regularly
- Use the present continuous to talk about things that are happening now or around now or things that are changing
- Use the present perfect to talk about experiences up to now and things that have already or just happened
- Vocabulary related to achievement (Oxford 3000)

1.2 View from the Top

Listening Skill Recognizing sentence stress and word boundaries

Vocabulary Development Collocations

Grammar in Context State verbs

- Recognize sentence stress
- Recognize the lack of word boundaries in unstressed words
- Use state verbs in present simple
- Vocabulary related to development (Oxford 3000)

1.3 Positive Impressions

Writing Skill Using appropriate language

Grammar in Context *Each* and *every*

- Create a positive tone in a personal statement
- Use *every* + singular noun, *each* + singular noun, *every one* / *each* + *one* + *of* + plural noun

1.4 Asking the Right Questions

Real-World English Making inquiries

- Use polite language
- Give sufficient background information
- Be direct and brief
- Apply different expressions to different situations

1.5 A Successful Interview

Speaking Answering interview questions

Pronunciation Skill Word stress in compound adjectives

- Answer job interview questions with specific information
- Practice pronunciation of compound adjectives
- Role-play interviews, brainstorm personal information questions

Resources

Class Audio CD 1, Tracks 2–10

Workbook Unit 1, pages 1–7

Oxford Readers Correlations

The Everest Story (9780194236430)

Teacher's Resource Center

Assessments: Entry test, Unit test

Class video

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

Unit Opener

Student Book page 3

The unit opener photo shows a group of boys or teen aged young men who are clearly on a sports team together, although the exact sport is not shown. They are either practicing or playing informally as they are not wearing a team uniform. They are joining hands together as a motivational or celebratory bonding activity, which team players often do before or after a game. The photograph relates to the unit theme and subsequent exercises because it focuses on the feeling of trying to do your best and personal achievements in general.

Photographer

Edu Bayer

Edu Bayer is a New York City-based award-winning documentary photographer. With more than ten 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 as Picture of the Year, Pulitzer Prize Finalist, 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 1) 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 studied chemical engineering and also holds a master's degree from the Danish School of Media and Journalism.

Unit Snapshot

- 1 For question 1, ask what an overachiever is, and elicit ideas for something an overachiever might not be afraid to admit.
- 2 For question 2, give students some background information about Big Ben a (clock tower in London and famous landmark) before asking for predictions.
- 3 For question 3, have students brainstorm qualities that might make someone both a successful CEO and a marathon runner.

Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the image, provide words and phrases to help them as necessary, for example, *forming a huddle*, *T-shirts*, *sports team*, *team uniform*. Ask specific questions about the picture: *How old do you think the boys are? Where are they? What kind of sport do you think they are playing? What is happening in the picture? Why are they doing this?*
- 2 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.
- 3 Encourage students to discuss their opinions of students being able to have tangible achievements such as winning a

team sport at this age. They might also want to compare that experience with a similar experience of their own at the same age as the students pictured.

Answers

- 1 Students' answers will vary. Sample answers include: Graduations, exam results, sports team successes, getting into college, getting a job, passing a driving test, etc.
- 2 Students' answers will vary. Sample answers include: People like to celebrate achievements to share good news, to share positive experiences, to show off, etc.
- 3 Students' answers will vary. Sample answers include: Yes, to motivate people to work on things. No, because it might take away from the purpose of the achievement. It depends on what the achievement is and the people's goals.

Video Script

In this photo, kids from the neighborhood hold hands as they play basketball at the ARK youth center in Southside Chicago. Young people from the most depressed areas in town get support in their studies, coaching, and sports at this youth center. There was this sense of unity and community that they were about to do something fun in a very difficult environment because, in this part of the city, they are lacking many opportunities.

Team achievements for young people usually happen at school or playing sports. Celebrations create connections between people and it is very good to be able to work in teams because you learn from the others, and it lets you improve. Teamwork is also crucial for most of the professional fields nowadays.

Celebrating achievements is important because it gives people a reason to work and it also makes you want to work harder. It helps team building, it teaches you what a good team is like ...celebrations make us feel good, and happiness is something everybody wants in life. I like to celebrate my achievements with my friends and my family, of course but, it's also important to me to get recognition from my own industry and colleagues. Any day, and any situation is good to celebrate.

Exercise 1

- 1 Check students' comprehension of all the achievements, especially the phrase *forgiving yourself* and the term *marathon*. Ask a few volunteers to share examples of mistakes one might have to forgive themselves for, e.g., hurting a friend's feelings, breaking something of value that belonged to someone else, lying about something, etc., and of examples of kind acts, e.g., from holding open a door for a stranger, or stopping to give directions to someone who looks lost, to paying a bill for someone. Provide brief explanations and examples if students are unsure.
- 2 Have students work alone to rate the achievements and add another of their own. Circulate to answer individual questions as needed.

Exercise 2

- 1 Put students in pairs to compare their rating. Tell students to give reasons for their answers and to notice especially the ones they rated very differently from each other.
- 2 Have pairs share an example of one rating they agreed on and one they disagreed on, stating their reasons. As students share, correct any pronunciation errors as

needed. Optionally, tally the highest- and lowest-rated achievements on the board, and have students work in pairs to draw conclusions about reasons for the rankings.

Real-World Goal

By the end of this unit, students will be able to watch a movie about a famous person because they will have practiced vocabulary about achievements and used the simple present, present continuous, and present perfect in context. Have students report back to the class about the movie they watched and the famous person's achievements.

Lesson 1.1 Getting to the Top

Student Book pages 4 – 6

Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson, and ask if they know what *the top* means in this case. Ask a few volunteers to share their ideas. Provide a brief explanation and examples if students are unsure. Alternatively, have students look up the meaning of the phrase *to be at the top of your game*. Ask students what they think the lesson will be about.
- 2 If needed, have volunteers talk about the types of achievements one might list, the types of skills one might take classes in, and what the phrase *go wrong* means. Then have students complete the quiz in pairs.
- 3 After pairs complete the exercise, elicit from students what the purpose of the quiz was and what the answers might say about a person. Refer students to the title of the lesson again, and explain that this quiz illustrates one way people who are successful achieve their personal goals.

Answers

Students' answers will vary. Sample answers include:
The quiz was trying to find out whether we are overachievers.

Reading Skill

Skimming and scanning

GO ONLINE

- 1 Ask students if they know the difference between skimming and scanning. Brainstorm two lists on the board, and then go over the box content to clarify as needed.

Extra Practice

- 1 Write questions on the board that require students to both skim and scan their textbook, such as:
 - a When was this book published?
 - b How many units are there?
 - c Read the unit titles. Find one that looks interesting to you. Have a look inside the unit. What is the first section about?
 - d Which unit is titled *Survival*?
 - e In the unit "Survival," what happened in Lisbon, and when did it happen?
 - f What starts on page 159?
- 2 Tell students to read very quickly to find the answers to the questions. Give students a limited time to answer the questions (e.g., 5 minutes).

- 3 After they have finished, ask them which questions required them to skim (c and e) and which required them to scan (a, b, d, and f).

Exercise 2 IDENTIFY

- 1 First, check that all students know what the "introduction" refers to. Limit the amount of time students have to skim (e.g., 15 seconds).
- 2 Have students look away from the reading and share what they learned from the skim of the introduction in pairs.
- 3 Ask students to predict what the reading will be about. Accept all predictions. Put their predictions on the board to check later.

Answers

Identify overachievers.

Exercise 3 INTEGRATE

- 1 Have students say how they will skim the rest of the article, i.e., reading quickly only the first and last sentences of each paragraph and noticing any repeated words. Again, tell students you will limit the time they have to skim.
- 2 Instruct students to start and finish when you tell them to. After they finish skimming, look at the predictions on the board and check which ones turned out to be accurate.
- 3 Have students work independently to match the article's subheadings to the numbered sections. Assist students as needed.
- 4 After students complete the exercise, put them in pairs to check their answers. Have them look back at the blog article to give evidence for their answers.
- 5 Go over answers as a class.

Answers

- | | | |
|-----|-----|-----|
| 1 D | 3 A | 5 B |
| 2 E | 4 C | |

Exercise 4 IDENTIFY

- 1 Go over the instructions with students. Ask volunteers to explain how to scan, i.e., put a question in your head and read quickly for key words from that question to find the answer.
- 2 Have students read the groups of words in a–e. Check their comprehension of them. Then have students work independently to do a preliminary match of the groups of words with possible subheadings from Exercise 3. Draw students' attention to the sentence in the Reading Skill box that explains that often when you scan, you already have an idea of where the information should be.
- 3 Instruct students to work independently to check their predicted matches.
- 4 After completing the exercise, go over students' answers in pairs, in groups, or as a class.

Answers

- | | | |
|-----|-----|-----|
| 4-a | 5-c | 3-e |
| 1-b | 2-d | |

Exercise 5 INTEGRATE

- 1 Read the instructions with students. Ask students who Josh and Esmé are. (Esmé is the author's daughter, and Josh is one of her classmates.)
- 2 Have students read the blog article silently.
- 3 Have students work independently to complete the exercise. Then have students check their answers in pairs.
- 4 Have volunteers read their answers to the class, giving evidence from the text to defend their choices.

Answers

- | | | |
|--------|--------|---------------|
| 1 Josh | 3 Josh | 5 Esmé / Josh |
| 2 Esmé | 4 Esmé | 6 Josh |

Exercise 6 WHAT'S YOUR ANGLE?

- 1 Direct students to look back at the quiz they took in Exercise 1 to determine whether they are overachievers.
- 2 Have students discuss their answers in pairs. Ask students if they know of people who are overachievers and, if so, to say which of the characteristics of overachievers they exhibit.

Answers

Student answers will vary. Sample answers include:
According to the quiz, I am/I'm not an overachiever because I often /don't often ...

Exercise 7 VOCABULARY

- 1 Read the instructions and verbs aloud. Explain that many students confuse *do* and *make* because although they sometimes can mean the same thing, they collocate differently with different nouns, e.g., *do homework*, *make the bed*.
- 2 Have students work independently to complete the exercise. Ask them to check their answers in the article by scanning for the words and seeing how they are used after first trying to do the exercise on their own.

Answers

- | | | |
|--------|--------|--------|
| 1 miss | 3 make | 5 do |
| 2 take | 4 make | 6 take |

Oxford 3000 words

opportunity risks difference advantage

Exercise 8 BUILD

- 1 Read the instructions with students, and then have students complete the exercise independently.
- 2 Call on volunteers to read their sentences. Work as a class to correct any errors.

Answers

- | | |
|-----------------------|---------------------|
| 1 take risks | 4 do my best |
| 2 make a difference | 5 take advantage of |
| 3 miss an opportunity | 6 make the most |

Exercise 9 INTEGRATE

- 1 Direct students to work independently to complete the exercise.

- 2 Put students in groups to share their definitions and examples. Elicit responses from the class. Alternatively, have the groups choose the best definition or example from their group and share just those. Write them on the board to compare.

Answers

Students' answers will vary. Sample answers include:

- 1 miss an opportunity: to not take the opportunity to do something, for example: to not talk to an English-speaking person you met by chance in order to practice your English
- 2 take risks: to expose oneself to the possibility of something unpleasant occurring, for example: to get on a train without a ticket
- 3 make the most of something: to gain as much advantage or enjoyment as you can from something, for example: to do outdoor activities on a day when the weather is good
- 4 make a difference: to have a significant effect on a person or situation; to cause a change, usually an important one, for example: to create something new that will help a lot of people
- 5 do your best: to make every possible effort, for example: to run as fast as you can in a race
- 6 take advantage of something: to make good use of something or an opportunity, for example: to talk to an English-speaking person you met by chance to practice your English

Grammar in Context

Simple present, present continuous, and present perfect

GO ONLINE

- 1 Go over the Grammar in Context box with students.
- 2 Tell students to make a list in their notebooks of different tenses / aspects on separate pages and then start keeping a list of the particular uses and idiosyncrasies of each tense / aspect.
- 3 Remind students of the helping verbs for each tense: *do / don't* and *does / doesn't* for the simple present; *is / isn't*, *are / aren't*, *am / I'm not* for the present continuous; and *have / haven't* and *has / hasn't* for the present perfect.
- 4 For additional practice, see Grammar focus on page 159 in the Student Book.

Extra Practice

- 1 Divide students into two teams of eight to ten to play a chain game with tenses.
- 2 Tell students to get into circles. Have the first student in each team say the sentence *Marco gets up every morning at 6*. The next student repeats that sentence and then adds another activity in the simple present. This continues until a student forgets something. Then that team is "out."
- 3 Have all groups use the same starting sentence, as it is fun for students to compare the final sentence for each team. Put the final sentences on the board to compare.
- 4 Play the game again with present progressive and present perfect verbs.

Exercise 10 IDENTIFY

- 1 Read the instructions with students, and go over the example sentence in the Grammar in Context box.
- 2 Have students complete the sentences individually or in pairs.
- 3 Go over answers as a class.

Answers

- | | |
|-----------------|-----------------------|
| 1 doesn't get | 4 have made |
| 2 is reading | 5 have (already) made |
| 3 is developing | |

Exercise 11 APPLY

- 1 Have students identify the people in the photos. Put them in groups of three or four to make a list of all the things they know about them. Tell groups to choose a note-taker and a group leader. Have each group leader share the group's list with the class.
- 2 Read the instructions with students. Then have them complete the exercise independently before comparing their answers in pairs by taking turns reading their sentences to each other.

Answers

- | | | |
|-----------------------|----------------|-----------------|
| 1 holds | 5 has written | 9 is increasing |
| 2 view | 6 has done | 10 has helped |
| 3 is still playing | 7 has even run | |
| 4 has recently played | 8 shows | |

Exercise 12 IDENTIFY

- 1 Read the instructions with students. Suggest that they first read all of the sentences to identify the four sentences with errors before correcting them. Students at this level can be instructed to listen to how the sentence "sounds" to them to identify the sentences with errors.
- 2 Have students identify the incorrect sentences first as a group. Then have students make their corrections individually.
- 3 Put students in pairs or groups to compare answers before calling on volunteers to read their corrected sentences.

Answers

- | | | |
|---------------|------------------------|--------------|
| 1 have wanted | 3 exercises | 5 has waited |
| 2 correct | 4 is currently writing | 6 correct |

Exercise 13 INTERACT

- 1 Have students take a moment to think about the people they know and choose someone they want to talk about. Depending on your students, let them brainstorm some characteristics, achievements, or reasons why they have chosen this person and make a list of notes.
- 2 Put students in pairs to share their overachievers and their achievements.
- 3 Have students refer to Exercise 2 to see which of the qualities described in the blog article are exhibited by their overachievers. Then have students close their books and elicit the list of qualities and write them on the board before having pairs determine which of the qualities their overachievers possess.

Answers

Student's answers will vary. Sample answers include:
My friend Marielle has achieved a lot in her life so far. Marielle has been a friend of mine since I was little. She has received many awards for ...

Exercise 14 WHAT'S YOUR ANGLE?

- 1 Have students read the instructions and the first example sentence independently. Point out that in this case the sentence is completed and another sentence is added to further explain. Have students complete the sentences with their own ideas. Circulate as needed to help with ideas and vocabulary. Encourage students to be specific.
- 2 Put students in groups to compare and discuss their sentences.
- 3 As a class, have volunteers share what they learned from each other.

Answers

Students' answers will vary. Sample answers include:

- 2 try something new, especially if it is an experience I can learn from.
- 3 listen to them and try to understand their needs. When you try to help people with what you think they need, it's easy to make mistakes.
- 4 to do everything right. It is through trying and making mistakes that we learn.
- 5 my own talents. For example, I know I'm good with meeting new people so I like to put myself in situations where that is going to happen.
- 6 you can. That opportunity might not come around again.

Lesson 1.2 View from the Top

Student Book pages 7 – 9

Exercise 1 ACTIVATE

- 1 Ask students about the tallest buildings they have been in. Then elicit the tallest buildings in the world, and write the list on the board.
- 2 Direct students to look at the information in the chart. Ask which building is the tallest and how many feet it is. For those who aren't familiar with imperial measures, explain that there are approximately three feet in one meter.
- 3 Have students read the instructions and work in pairs to complete the chart and match the structures to the views from the tops of the buildings.
- 4 Have the class call out the answers they think are correct. Do not indicate which answers are correct at this point. Let students know that they will be listening for the correct answers in the next activity.

Answers

Burj Khalifa: Dubai, 2010, A
Abraj Al-Bait Towers: Mecca, 2012, C
Empire State Building: New York City, 1931, E
Tokyo Tower: Tokyo, 1958, D
Eiffel Tower: Paris, 1889, B

Exercise 2 ASSESS

- 1 Read the instructions. Tell students to listen specifically for the information they needed for Exercise 1. If you do this in class together, have students raise their hands as they hear an answer.

- Go over the answers as a class. If students don't know an answer or got an answer wrong, replay the part of the documentary with the answer in it, and try to get students to repeat what they hear.

Audio Script

CD 1, Track 2

For many years after its completion in 1931, New York's Empire State Building held the title of the "world's tallest building." It is now surrounded by other tall buildings, but it is still one of the tallest in New York. The Burj Khalifa in Dubai became the world's tallest man-made structure in 2010, at 828 meters. It towers above an artificial lake and the enormous Dubai Mall. In the same region, the Abraj Al-Bait Towers is a collection of seven towers, completed in Mecca, Saudi Arabia, in 2012. The tallest of the towers is the third-tallest building in the world and has the world's largest clock face. The towers are next to the world's largest mosque. A smaller but still significant structure is the Tokyo Tower. The design of this orange-and-white tower was influenced by the Eiffel Tower. Built in 1958, it is the second-tallest structure in Japan. The Eiffel Tower itself was built for an 1889 show in Paris and is surrounded by public parks. Though much loved now, it was disliked by many when first built.

Exercise 3 WHAT'S YOUR ANGLE?

- Direct students to read the discussion questions. Put them in pairs or small groups to discuss their answers.
- Tell students to rate the towers individually from 1 to 5 with 5 being the one they would most like to visit. Then have them compare their ratings with their partners or group members. Remind them to give reasons for their choices.

Answers

Student's answers will vary. Sample answers include: I've visited ... or I've always wanted to visit ... The towers I'd most like to visit are first ...

Listening Skill

Recognizing sentence stress and word boundaries

GO ONLINE

- Direct students to read the information in the Listening Skill box.
- Illustrate what a stress-timed language is (languages that stress important words versus syllable-timed languages such as Spanish or Japanese that stress each syllable equally) by beating out the stress of the sentence in the box with a pencil on the table. Then read the sentence by stressing every syllable. Ask students if they can hear the difference.
- Have students read the sentence in the box to each other stressing the underlined words. After you beat out the stress of a sentence, ask students to listen for the words that you speak while your pencil hits the table to show them that these are the stressed words.
- Have students beat the example sentence with you. Point out to students that unstressed words are said between the beats and can be multiple words.

Extra Practice

- Tell students you are going to read the first paragraph of the Listening Skill box aloud while you beat out the stress with a pencil on a table.
- Have them read and listen to the sentences while you read them aloud, and underline the stressed words.

- Put students in pairs to compare answers before going over the answers as a class.
- Have students listen to each other take turns reading the second and third paragraphs to one another while they underline the words their partners are stressing.
- Read the second and third paragraphs while students check their answers.

Exercise 4 IDENTIFY

- Have students listen and write the sentences they hear.
- Put students in pairs or groups to compare their answers. Call on volunteers to write their sentences on the board.

Answers

- The tall building.
- It's the tall building.
- It's one of the tallest buildings.
- I think it's one of the tallest buildings.

CD 1, Track 3

Exercise 5 ASSESS

- Have students read the instructions. Remind them that the stressed words are the most important words and are often nouns, verbs, adjectives, and numbers.
- Have students work independently to underline the words they think will be stressed. Then have them listen to the recording to check their answers.
- Go over answers as a class. For the ones that students have difficulty with, have them repeat the sentences in two or three parts after hearing the sentences on the recording.

Answers

- New York's Empire State Building** held the **title** of the "world's **tallest building**."
- The **Burj Khalifa** in **Dubai** became the **world's tallest man-made structure** in **two thousand ten**.
- The **tallest** of the **towers** is the **third tallest building** in the **world**.
- The **design** of this **orange-and-white tower** was **influenced** by the **Eiffel Tower**.
- Built** in **nineteen fifty-eight**, it is the **second-tallest structure** in **Japan**.
- Though much loved now**, it was **disliked** by **many** when **first built**.

CD 1, Track 4

Exercise 6 INTEGRATE

- Have students read the instructions. Then play the audio to determine which building it is about.
- Have students listen again to write the sentences. Check the sentences as a class before having students predict the stressed words.
- Have students listen one more time to check their answers. You may want to have them repeat the sentences while tapping their pencils on their desks.

Answers

- Tourists love this New York landmark.
- For 40 years, it was the world's tallest building.
- It stands 443 meters tall.

CD 1, Track 5

Exercise 7 IDENTIFY

- 1 Have students read the instructions. Give students time to read each sentence frame before listening to it. Tell them to think about the types of words that might fill in the blanks.
- 2 Play the audio, stopping after each item if needed to give students time to fill in the blanks. Explain that it can be useful to say the sentences in their heads before attempting to fill in the blanks.
- 3 Give students a chance to look at their sentences and make sure they make sense before comparing them with a partner.
- 4 Play the audio so students can listen again and check their answers.

Answers

- 1 The Empire State Building is in midtown Manhattan in New York City.
- 2 It was designed by William F. Lamb.
- 3 In 1933, the building became a worldwide icon.
- 4 The Empire State Building is a symbol of both New York and the United States.
- 5 Its construction was a great achievement, and it has motivated many around the world.

CD 1, Track 6

Exercise 8 INTEGRATE

- 1 Give students time to read the notes. Tell them to make some guesses as to the possible numbers and dates that will be listening for.
- 2 Play the video while students complete the notes.
- 3 Have students compare their completed notes with a partner. Tell them to take turns reading the information to each other to check their answers.
- 4 Play the video again so students can check their answers.

Answers

- | | | | | |
|-------|---------|------|------|--------|
| 1 443 | 3 3,400 | 5 3 | 7 40 | 9 1933 |
| 2 102 | 4 5 | 6 18 | 8 1 | 10 4 |

Video Script

The Empire State Building

The Manhattan skyline is one of the most widely-recognized in the world. But for over 80 years, one building has been the most famous in New York—the Empire State Building. Building the tower was a clear sign that architects and engineers at that time were making real progress. Professionals in the field have always thought highly of it, and the building has been named as one of the seven wonders of the modern world by the American Society of Civil Engineers. The Empire State Building is in midtown Manhattan in New York City, and takes its name from the nickname for New York state. It has stood at the intersection of 5th Avenue and 34th Street since 1931. The building is 381 meters high. With the radio tower at the top, it stands 443 meters tall. It has 102 floors and was the first building in the world to have over 100 stories. The 20 meter rod at the top of the building means the building avoids trouble from lightning strikes. It was designed by William F. Lamb, and construction of the building began on March 17th 1930. 3,400 men worked on the building. Five workers died during the construction. The beautifully designed building—built in the Art Deco style—opened on May 1st 1931, three months ahead of schedule and \$18 million under budget. For 40 years, it was the world's tallest building. In 1933, the building became a worldwide icon. The film King Kong ends with a famous scene on top of the Empire State Building. Tourists love this New York landmark, and about four million visit every year. The Empire

State Building is a symbol of both New York and the United States. It was ranked number one on the list of America's favorite architecture by the American Institute of Architects. The Empire State Building was an ambitious architectural project when it was first built. Its construction was a great achievement, and it has motivated many around the world to think differently about what they, too, can do.

Vocabulary Development

Collocations

GO ONLINE

- 1 Direct students to read the information in the Vocabulary Development box. Go over the examples. Point out that collocations are more about common use than they are about rules.
- 2 If needed, add the following examples to further illustrate the point: We say a *tall* person, not a *high* person, and *do* your homework, not *make* your homework.
- 3 Review the relationship between statements and questions with *be*. Write a statement on the board: *He is a driver*. Ask a volunteer to convert it into a question.

Oxford 3000 words

make contact live dangerously heavily guarded

Extra Practice

Have students find a collocation for each type listed in the Vocabulary Development box in the blog article in Lesson 1.1.

Exercise 9 BUILD

- 1 Have students read the directions before going over the pronunciation and word types of the words in the box.
- 2 Have students complete the sentences individually before comparing their answers in pairs or groups.
- 3 Go over the answers as a class.

Answers

- 1 recognized, adverb + adjective
- 2 progress, verb + noun (make progress) and adjective + noun (real progress)
- 3 highly, verb + adverb
- 4 designed, adverb + adjective
- 5 trouble, verb + noun
- 6 differently, verb + adverb

Oxford 3000 words

highly progress trouble
designed differently recognized

Exercise 10 IDENTIFY

- 1 Go over the instructions and the sentences to check comprehension of the options.
- 2 Have students work independently to choose the correct words before listening to the audio to check their answers.
- 3 After students listen to each sentence, have a volunteer read the sentence to check answers as a class.

Answers

- | | | |
|--------------|-------------|-----------|
| 1 guarantee | 3 secretly | 5 acquire |
| 2 absolutely | 4 seriously | 6 simply |

Audio Script

CD 1, Track 7

- 1 Hard work does not guarantee success.
- 2 You should be absolutely certain you will succeed before you start.
- 3 Most people are secretly pleased when other people fail at something.
- 4 To achieve your academic goals, you have to take your studies seriously.
- 5 It is better to acquire knowledge rather than experience if you want to be successful.
- 6 We should stop worrying so much about achieving bigger and better things and learn to live simply.

Exercise 11 WHAT'S YOUR ANGLE?

- 1 Have students read the sentences in Exercise 10 and check the ones they agree with. Tell students to be ready to explain their reasons.
- 2 Put students in groups or pairs to discuss their answers. Alternatively, ask students to prepare a one-minute talk on the one sentence they most agree with. Tell students to think of examples that explain their point. For big classes, divide the class into large groups and have students present to their group.

Answers

Students' answers will vary. Sample answers include:
I agree with sentence 1 because it's possible to work very hard but not succeed. For example, sometimes I spend hours on my homework, but I still get the answers wrong.

Grammar in Context

State verbs

GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Explain that these words rarely describe actions, which is why they are not used in the present continuous.
- 3 For additional practice, see Grammar focus on page 159 in the Student Book.

Extra Practice

- 1 On the board, write the column headings *State* and *Dynamic*.
- 2 Have students close their books. Then call out verbs from the two lists, and have students call out *state* or *dynamic*.
State verbs: think, need, believe, prefer, know, understand, feel, sound, like, appear, love, hate, include, want, be, look, weigh, see, hear, belong, own, have (etc.)
Dynamic verbs: talk, watch, eat, choose, listen to, look at, plan, act, get, buy, reach, design, draw, write, record, progress, risk, miss, take, use, study, learn, teach (etc.)
- 3 List each verb under the correct heading.
- 4 Put students in pairs to make sentences with two verbs from each category. Tell them to use the present continuous for the dynamic verbs and the present simple for the state verbs.

Exercise 12 IDENTIFY

- 1 Read the instructions with students. Suggest that students first read all of the sentences to identify the three with errors before correcting them. Then put them in groups to compare. Remind students to listen to how the sentence "sounds" to help them identify the sentences with errors.

- 2 Have students make their corrections independently.
- 3 Put students back in their groups to compare answers before calling on individuals to read their corrected sentences.

Answers

- 1 are wanting > want
- 3 are not believing > don't believe
- 5 aren't owning > don't own

Exercise 13 INTEGRATE

- 1 Have students look at the photo and say what they know about the Great Pyramids, e.g., their location, age, purpose, etc. Ask if any students have visited them.
- 2 Have students read the complete text before trying to do the exercise.
- 3 Have students reread the text, this time completing the sentences individually.
- 4 Put students in pairs to take turns reading their sentences to their partners to check their answers.

Answers

- | | |
|---------------------|----------------|
| 1 wanted | 5 led |
| 2 reached / reaches | 6 are changing |
| 3 were | 7 understand |
| 4 knew | 8 knows |

Exercise 14 WHAT'S YOUR ANGLE?

- 1 Put students into pairs or groups to discuss the question. Tell them to use their imaginations.
- 2 If needed, point out to students how recent it was that people could not have imagined smart homes. Circulate to help with vocabulary as needed.

Answers

Students' answers will vary. Sample answers include:
I think the next major engineering achievement will be finding a way to live under the water.

Exercise 15 INTERACT

Have pairs or groups share their engineering achievements from Exercise 14 with the class.

Answers

Students' answers will vary. Sample answers include:
The two engineering achievements that we think will be most likely are first that engineers will find a way to live under the water, and second that all living areas will have big bubbles over them to keep the air clean.

Lesson 1.3 Positive Impressions

Student Book pages 10 – 11

Exercise 1 ACTIVATE

- 1 Ask students the types of jobs they have or would like to have. Ask students what kind of job they think the photo is depicting.
- 2 Have students read the instructions and the job ad.

- Put students in small groups to share their ideas before eliciting ideas from volunteers. Write the job skills and experience on the board.

Answers

Students' answers will vary. Sample answers include:
They are looking for someone who has managed a large company before and who is hardworking and well-organized.

Exercise 2 WHAT'S YOUR ANGLE?

- Have students work in small groups to discuss the questions. Tell them to talk about their own work skills and work experience.
- Have volunteers tell the class whether they would apply for the job, saying why or why not.

Answers

Students' answers will vary. Sample answers include:
1 I would apply for this job because I am well-organized and have experience managing large projects.
2 I would not apply for this job because I prefer to work on only one thing at a time.

Exercise 3 IDENTIFY

- Have students read the personal statement and decide if the person is right for the job.
- Put students in small groups to discuss their opinions.
- Have volunteers call out their groups' decisions.

Answers

Students' answers will vary. Sample answers include:
Yes, because this person's job skills and job experience match the job skills and experience required.

Exercise 4 INTEGRATE

- Have students reread the personal statement in Exercise 3 and complete the checklist.
- Have students compare their answers in pairs. If they disagree, have them find evidence in the personal statement for their choices.

Answers

All the points except the fifth point are correct. It is not usual to use he / she in a personal statement.

Writing Skill

Using appropriate language

GO ONLINE

- Have students read the information in the Writing Skill box.
- Have students find other positive structures and words in the personal statement.

Extra Practice

- Have students complete sentences 1, 2, and 3 from the Writing Skill box about themselves.
- Put students in pairs, and tell them to exchange papers and read each other's sentences.
- Tell partners to ask each other about the information in the sentences to see if they can elicit any more detailed information that their partner can include.

Exercise 5 IDENTIFY

- Have students work individually to complete the exercise.
- Call on volunteers to give their answers.

Answers

First paragraph: 1
Second paragraph: 2
Third paragraph: 3

Exercise 6 INTEGRATE

- Have students work independently to complete the exercise.
- Read the less positive item aloud, and have the class call out the matching positive item.

Answers

1-e experienced
2-f demanding high-profile
3-c developed strong skills in teamwork
4-d find solutions for
5-b gain a position in a larger company
6-a further develop my skills

Grammar in Context

Each and every

GO ONLINE

- Direct students to read the information in the Grammar in Context box.
- For additional practice, see Grammar focus on page 159 in the Student Book.

Extra Practice

- Put students in pairs to take turns reading the sentences aloud to one another.
- Ask students to note the form of *need*. Ask students to say what the subject is that *need* agrees with in these sentences.
- Have students write three sentences like the ones in the Grammar in Context box about students in the class, e.g., *Each of the students has a textbook*. Circulate to help with vocabulary and form.
- As students finish, have some write their sentences on the board for all to review and correct, if desired.

Exercise 7 IDENTIFY

- Have students work independently to complete the exercise.
- Call on individuals to read their examples aloud.

Answers

I have worked ... in each of the company's international offices. point 3
I have used each language to build relationships ... point 2
... on every project I have been involved with ... point 1

Exercise 8 INTERACT

- Have students complete the exercise individually. Suggest that they refer to the Grammar in Context box to help them.
- Put students in pairs to compare answers before going over the answers as a class.

Answers

- | | | |
|-------------|---------|--------|
| 1 each | 3 team | 5 them |
| 2 challenge | 4 every | |

Positive phrases:

- 1 learned a lot
- 2 successfully dealt with each challenge
- 3 I believe I am that person
- 4 received extremely positive comments

Exercise 9 PREPARE

- 1 Put students in pairs to complete the exercise. First have them tell each other their preferred jobs.
- 2 After students discuss their preferred jobs, have them complete the table for one of the jobs. Then have them create another table for their partner's job. Circulate to help with vocabulary as needed.

Answers

Students' answers will vary. Sample answers include:
I would like to be a landscape designer. The skills I'd need are ...
and the experience I'd need is ...

Exercise 10 WRITE

- 1 Have students use their completed tables from Exercise 9 to help them write the first draft of their personal statements.
- 2 Have students use the checklist to revise their first drafts.

Exercise 11 IMPROVE

- 1 Put students in pairs. Have them exchange papers and give each other feedback.
- 2 Allow time for partners to explain their feedback to each other.

Exercise 12 WHAT'S YOUR ANGLE?

- 1 Use sticky tape or thumbtacks to post all the personal statements around the room.
- 2 Have students walk around the room reading the personal statements. Tell them to note down any phrases or sentences they particularly like in a notebook, along with the names of the student who wrote the statement.
- 3 Provide time for students to let the student authors know which sentences or phrases they noted down.

Answers

Students' answers will vary. Sample answers include:
Alex's personal statement made a positive impression on me because he has some experience and he explained how he dealt with challenges in a detailed way.

Lesson 1.4 Asking the Right Questions

Student Book pages 12 – 13

Exercise 1 ACTIVATE

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

Answers

Students' answers will vary. Sample answers include:

- 1 public
- 2 probably not
- 3 one is asking for information (about a company), the other is giving information (about a company)
- 4 making inquiries, providing information

Exercise 2 IDENTIFY

- 1 Play the video, and have students work independently to complete the exercise.
- 2 Go over answers as a class.

Answers

Students' answers will vary. Sample answers include:
1 Type of setting: signs, furniture, etc.
2 If speakers know each other: words spoken—no names, degree of formality
3 / 4 Roles and purpose: questions asked, information exchanged

English For Real Video Unit 1

Exercise 3 ASSESS

- 1 Have students read the information they need to watch for. Check students' comprehension of *inquiries*.
- 2 Play the video again and have students work independently to take their notes. If needed, replay the video again for students to check their notes.
- 3 Put students in pairs to compare their notes before going over answers as a class.

Answers

Students' answers will vary. Sample answers include:
information Kevin gives: he is a student / interested in part-time work (evening / weekend work) / interested in forensic technology / in classes all day tomorrow
information Kevin inquires about: if company has part-time work (evening / weekend work) / how he can apply / if the person contacting him can text instead of calling / where the interview / company office is

Video Script

English For Real Video Unit 1

- | | |
|-------------|---|
| Company Rep | Hello! |
| Kevin | Hi. I wonder if you could help me. |
| Company Rep | Sure. |
| Kevin | Does your company hire part-time? I'm a student so I can only work evenings and weekends. |
| Company Rep | Yes, we do. Are you interested in forensic technology? |
| Kevin | Yes, I am! So, how do I apply? |
| Company Rep | Fill out this application, and then we'll call you tomorrow to set up an interview. |
| Kevin | Right. Uh, could the person text me instead? I'm in classes all day. |
| Company Rep | I'm sorry, that's not possible. We call first, then our interviewees come to the office. |
| Kevin | I see. Thanks for your time! |
| Company Rep | Well thanks for stopping by! |
| Kevin | Oh, sorry to trouble you but... where is your office? |
| Company Rep | Our office is on Main Street. Next to the Law Office. |
| Kevin | Really? Great! Thanks! |
| Company Rep | Good luck! |
| Andy | Hey Kevin! How did it go? |
| Kevin | You won't believe it! That Tech company is right next to where you work! We could meet on breaks... or for dinner ... How cool would that be? |
| Andy | Sounds like you asked the right questions. |

Real-World English

Making inquiries

- 1 Read the information in the box aloud, modeling the intonation of the more polite ways of making inquiries. Ask if students have any questions.

Real-World English Strategies

This chapter essentially focuses on polite, indirect questions. There are other ways in which indirect questions can be formulated in addition to those presented in the Real-World English box on page 12. These include *Would you mind telling me if...* and *Do you mind if I ask...* To help your students practice polite, indirect questions, you can present them with some sample dialogs, such as this one:

A passenger approaches an information desk at the airport:

Clerk: Hello, welcome to Seattle. How can I help you?

Passenger: Hi, where is the train to the city?

- 1 Together, discuss 1-2 examples and talk about different ways in which the passenger can ask the question in a more polite way.
- 2 Draw your students' attention to the word order, for example: Can you tell me where is the train to the city? (incorrect) vs. Can you tell me where the train to the city is? (correct)
- 3 Next, ask your students to work in pairs and write similar short dialogs using direct (and less polite) inquiries.
- 4 Ask the pairs to exchange their dialogs with another pair and rewrite the inquiries in a more polite way.
- 5 Share a few examples with the whole class.

Exercise 4 ANALYZE

- 1 Put students in pairs to complete the exercise.
- 2 Have volunteers call out their matches. Correct any errors as a class.

Answers

- 1 B—by reassuring the person they can help
- 2 A—by giving information
- 3 C—nothing / reassuring
- 4 A—by giving information
- 5 D—by giving information
- 6 A—by giving information

Exercise 5 INTEGRATE

- 1 Have students look at the questions, and ask them if they are direct, indirect, polite, or friendly.
- 2 Have students read the directions and complete the exercise in pairs.
- 3 Have pairs call out their answers.

Answers

Students' answers will vary. Sample answers include:

- 1 I wonder if you could tell me the location of the office? / Could you tell me where the office is?
- 2 Do you know the time of the interview? Could you tell me the time of the interview?
- 3 Could you call me tomorrow? / I wonder if you could call me tomorrow?
- 4 Sorry to bother you, but do you know how to get there? / Could you give me information about how to get there?

Audio Script

CD 1, Track 8

- 1 I wonder if you could tell me the location of the office.
- 2 Do you know the time of the interview?
- 3 Could you call me tomorrow?
- 4 Sorry to bother you, but do you know how to get there?

Exercise 6 PREPARE

- 1 Put students in pairs to practice asking and answering questions about jobs using the information in the box.
- 2 Circulate to listen to the questions and answers, offering help as needed.

Exercise 7 INTERACT

- 1 Have students read the two different situations. Tell them to each think of an actual job and job situation for their situation.
- 2 Have them decide who is going to be the job seeker first. Then have them ask their questions.
- 3 Have students exchange roles with a new job and new answers for Situation 2.

Exercise 8 ANALYZE

- 1 Join pairs together to role-play in front of each other.
- 2 Tell the pair that is listening to take notes while they are listening so that they can give better feedback.
- 3 For more practice, create a job fair in the classroom with half the students sitting at desks as employers. To do this, put the employers in pairs to create job situations with posters to put on their desks.

Exercise 9 WHAT'S YOUR ANGLE?

- 1 Give students a minute or two to think about the questions.
- 2 Put students in pairs or small groups to share their memories of their experiences.

Answers

Students' answers will vary. Sample answers include:

The last time I made an inquiry was last summer when I was applying to this school. It was about the prices and schedules of the classes. Yes, the person I spoke to was helpful. He gave me all the answers I needed.

Lesson 1.5 A Successful Interview

Student Book page 14

Exercise 1 ACTIVATE

- 1 Have students make a list of interviews they've had for either work or study.
- 2 Put them in pairs to share the interview questions they remember. If they can't remember many, have them brainstorm possible interview questions for those particular situations.
- 3 Write their questions on the board.

Answers

Students' answers will vary. Sample answers include:
The last interview I had was for ... Some of the questions included ...

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 put the questions in the correct order.
- 2 Call on volunteers to read the questions in the correct order.

Answers

2 a 1 b 4 c 3 d

Audio Script

CD 1, Track 9

- Interviewer So, to start off with, can you tell me about yourself?
- Candidate Well, I'm currently a project team leader at Samton, and I am in charge of a team of eight. Before that, I worked for the Grenville Company. I was part of a team of three, dealing with customers. I have really enjoyed the move to a leadership role, and that's why I'm excited about this role with your company.
- Interviewer Thanks ... OK, moving on to success at work now. Tell me, what do you consider your greatest achievement?
- Candidate That's an interesting question. I think, to date, my greatest achievement has been to create an award-winning training course for people joining our company. It is a five-hour session, designed to help new employees learn about the company quickly. I have delivered it to more than 50 new staff members in our company so far, and it won our annual company award for new projects.
- Interviewer I see. Now, let's think about challenges in the workplace. Could you tell us about something you have done to overcome a problem at work?
- Candidate One clear example of this was in my last job. A very important client was unhappy with work that one of our departments did for them, and they were talking about ending the contract. It was my job to deal with the problem. I overcame the challenge by listening carefully to the client to make sure I understood their point of view. This showed them that they were a highly valued client, and that we were taking the problem seriously. As a result, the company signed another two-year contract.
- Interviewer Interesting... And finally, one last question... where do you see yourself in five years?
- Candidate Over the next few years, I plan to develop my leadership skills in my next role, and also to attend a part-time MBA program. So, in five years I'd like to be in a more senior management position.

- Interviewer Great. Well, before we finish, do you have any questions for me?
- Candidate I do, actually. I'd like to ask about company training opportunities...

Speaking

Answering interview questions

GO ONLINE

- 1 Direct students to read the information in the box.
- 2 Have students identify the following in the response: the formal language, the details, and the specific examples.

Extra Practice

- 1 Write the following question on the board: *Tell us about a recent challenge you had to overcome at work or in school.*
- 2 Put students in pairs to brainstorm some possible challenges and solutions to those challenges.
- 3 Have students choose a challenge and write a sentence or two identifying or explaining the challenge and saying how they overcame it.
- 4 Have students who finish early write their sentences on the board for others to read.

Exercise 3 INTEGRATE

- 1 Have students look at the questions.
- 2 Play the audio again and have students take notes on the answers.
- 3 Put students in pairs to compare their notes.

Answers

Students' answers will vary. Sample answers include:
She's a project team leader / has worked for Grenville / wants to move to a leadership role.
She listened carefully to an unhappy client and made them feel valued.
She wants to develop leadership skills and get an MBA to get into senior management.

CD 1, Track 9

Pronunciation Skill

Word stress in compound adjectives

GO ONLINE

- 1 Have students read the information in the box.
- 2 Read the examples, and have students call out where the stress is.
- 3 Write the examples on the board, and have students say what the word forms are.

More to Say... Note

When pausing to think about an answer, different cultures have different rules concerning the amount of silent time that is acceptable, and filler language. Have students ask you questions and pause longer than usual. Ask students to tell you at what point the pause is too long. Regarding fillers, the word "well" can be used to extend a pause while thinking in more formal situations.

More to Say... Activity

Focus: Working in small groups, students use word stress in compound adjectives.

Grouping Strategy: Groups of three to four students

Activity Time: 20 minutes

Ready,

- 1 Prepare a list of ten level-appropriate compound adjectives.
- 2 Make a set of cards in which the first part of each compound adjective is on one card and the second part is on the other card. For example:

four	foot	part	time
open	minded	brightly	lit
ten	year old	short	tempered
well	known	level	headed
man	eating	three	week
hard	working	eight	hour

- 2 Make enough copies so that each small group has a set of cards.

Set...

- 1 Preteach any unfamiliar compound adjectives. Review the stress patterns associated with compound adjectives.
- 2 Put students into small groups.
- 3 Give each pair of students a set of cards.

Go!

- 1 Instruct each group to shuffle the cards and then turn them over and spread them out, face down, in the center of the group.
- 2 Tell them that each student in the group will take turns turning over two cards. The cards should be visible to all the members of the group.
If the two cards form a compound adjective, then the student who turned them over will make a sentence using that compound adjective. The other group members should listen to make sure students are using the appropriate stress pattern for the sentence. If the pronunciation is correct, the speaker keeps the cards and turns two more cards over.
If the two cards do not form a compound adjective, the student turns them back over and puts them back in the original spots.
- 3 Circulate and correct or assist as necessary.
- 4 Continue until most groups have turned over a majority of their cards.

Exercise 4 IDENTIFY

- 1 Have students read the compound adjectives in the sentences to themselves and mark the stress.
- 2 Play the audio and have students check their answers.
- 3 Have students practice repeating the sentences with the correct stress.

Answers

- 1 **part**-time
- 2 **award**-winning
- 3 **five**-hour
- 4 **two**-year
- 5 highly **valued**

Audio Script

CD 1, Track 10

- 1 I'd like to attend a **part-time** MBA program.
- 2 It's an **award-winning** course.
- 3 It's a **five-hour** session.
- 4 The company signed another **two-year** contract.
- 5 The clients were highly **valued**.

Exercise 5 WHAT'S YOUR ANGLE?

- 1 Have students read the compound adjectives in the box. Check their comprehension of all the terms, having them give examples of other ways to say the ones that are unfamiliar.
- 2 Have students work independently to make true sentences about themselves. Tell them to follow the sentences with examples that illustrate the meaning of the compound adjectives they choose.

Answers

Students' answers will vary. Sample answers include:
I have only ever worked **part-time** because I'm still a student.
In the summers, I usually have a **full-time** job.
The most life-changing experience I have ever had was when ...

Exercise 6 INTERACT

- 1 Put students in pairs to listen to each other's sentences and write the compound adjectives they use.
- 2 Have students mark the stress of the compound adjectives their partners used.

Answers

Students' answers will vary. Sample answers include:
You used the words ... and the stressed syllables were ...

Exercise 7 PREPARE

- 1 Elicit a list of jobs that students have discussed in this unit. Put the jobs on the board. Ask if students want to add any others to the list.
- 2 Have students return to Exercise 2 to revisit the interview questions and practice their answers.
- 3 Elicit the types of questions that are appropriate to ask interviewers and put them on the board.
- 4 Have students think of two questions to ask their specific job interviewer. Circulate to help with vocabulary and wording, as needed.

Answers

Students' answers will vary. Sample answers include:
My greatest achievement so far has been to ...
Could you tell me if the person who gets this job will be working individually or with a team?

Exercise 8 INTERACT

Put students in groups of three to take turns role-playing the given roles.

Exercise 9 INTEGRATE

- 1 Following the role play, have students share notes about the three different roles.
- 2 Have students answer the questions about the observations in their groups.

Answers

Students' answers will vary. Sample answers include:

The most successful answers were ...

Those answers were successful because the speaker gave a lot of specific details about ...

Exercise 10 INTERACT

- 1 Put students into pairs to do their role plays again using the successful answers elicited from Exercise 9.
- 2 Have students reflect on the improvements they made this time around.

Answers

Students' answers will vary. Sample answers include:

The questions I answered more successfully this time were the ones about ...

Unit 1 Review

Student Book page 147

Vocabulary

Exercise 1

Answers

- | | | |
|---------------|-------------|-----------|
| 1 beautifully | 3 highly | 5 acquire |
| 2 widely | 4 guarantee | 6 live |

Exercise 2

Answers

- | | | |
|------------|------------------|-----------|
| 1 risks | 3 an opportunity | 5 my best |
| 2 the most | 4 a difference | |

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

Grammar

Exercise 3

OXFORD REFERENCE

Answers

- | | | |
|-------------------|--------------|-------------------|
| 1 remain | 3 have given | 5 is now residing |
| 2 have interested | 4 are | |

Exercise 4

Answers

- | | | |
|---------|-------------|-----------|
| 1 each | 3 side | 5 Each of |
| 2 Every | 4 buildings | |

Exercise 5

Answers

- | | |
|-----------------|---------|
| 1 I know | 4 agree |
| 3 don't believe | 5 have |

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 Draw students' attention to the quote. Ask if anyone knows who this person is, explaining that he's a very famous rock musician.
- 2 Put quotation marks on the board, and explain that a quote is something somebody says.
- 3 Read the quote aloud. Put students in pairs or small groups to discuss the meaning of the quote. Tell students to give examples to illustrate their points.
- 4 Ask students to write a "quote" for themselves. Monitor and help with vocabulary.
- 5 Have them share their quotes with a partner. Then call on volunteers to say their quotes for the class.

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

Zoom In

Exercise 7

- 1 Conduct Task 1 as a walk-around activity. Have students walk around the classroom talking to different partners. Instruct them to tell each new partner about the one goal they'd like to achieve. Explain that they can improve on their goal if they hear something from another student that they can use. Call time after ten minutes or after each student has talked to several partners.
- 2 For Task 2, have students work independently to write about three of their achievements. Collect and correct their work, or monitor and provide feedback.
- 3 For Task 3, have students find a picture of a great human achievement online or in a magazine or book. Have them share their opinions of their chosen picture in pairs or groups.

Answers

Students' answers will vary. Sample answers include:

- 1 One goal I want to achieve in the coming year is to start learning a martial art.
- 2 Three of my life achievements that I am particularly proud of are learning to speak Spanish, giving a presentation successfully, and learning to cook Chinese food. *I first started learning to speak Spanish when I...*
- 3 This is a picture of the Women's March in Washington, D.C., on January 21, 2017. Millions of people marched all around the world. It was a great human achievement to get so many people to come out to march in such a short amount of time.

Exercise 8

- 1 Tell students to think about how they did on each of the tasks in Exercise 7 and check the appropriate box.
- 2 Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.

Unit Overview

Introduction to the unit

The title of this unit—*News*—summarizes the main themes: an overview and history of newspapers, writing about the news, commenting on the news, giving and reacting to news, and sharing our own news.

In **Lesson 2.1**, the theme of news is reflected in the following activities: talking about different parts of typical newspapers and reading about the development of modern newspapers, what has happened to newspapers as a medium recently, and possible impacts newspaper stories can make. In **Lesson 2.2**, people in the news are focused on, in exercises that include students: reading a news article and then completing a graphic organizer that summarizes the main points of the article, focusing on writing with references and pronouns, and finally writing a news report of their own. In **Lesson 2.3**, students will listen to news extracts and decide which ones are actually newsworthy while focusing on comment adverbs typically used by news reporters. In **Lesson 2.4**, students will watch a video and then practice giving and reacting to personal news between people students know. In the *Real-World English Strategies*, teachers will help students use appropriately formal language in their questions, responses, and showing of appreciation. Finally, in **Lesson 2.5**, the exercises summarize what students have learned about the theme of “news” by listening to events described and practicing giving and reacting to news.

Lessons

2.1 Read All About It

Reading Skill Identifying topic sentences

Grammar in Context Narrative tenses: Simple past, past continuous, and past perfect

- Identify the topic sentence to find the main idea of a paragraph
- Use the narrative verb tenses to tell a story or talk about events in the past
- Vocabulary related to development (Oxford 3000)

2.2 Filling In the Detail

Writing Skill Using references and pronouns

Grammar in Context *all, both, either, neither*

- Read about two celebrity philanthropists
- Use reference words and pronouns to avoid repetition
- Use quantifiers to identify the number of people or things

2.3 At the Scene

Listening Skill Recognizing linkers in fast speech

Grammar in Context *was / were going to*

Vocabulary Development Comment adverbs

- Listen for linkers between speakers' ideas such as *but, and, so, or, while, as*

- Use *was / were going to* to talk about future events from a point of view in the past and events that might or might not have happened or might or might not happen in the future
- Vocabulary related to commenting (Oxford 3000)

2.4 You'll Never Guess What...

Real-World English Giving and reacting to news

- Set the scene before giving news
- Show excitement to get the listener involved
- Soften bad news if needed
- React by showing surprise and following with an appropriate response

2.5 What an Experience!

Speaking Describing an event

Pronunciation Skill Stressed auxiliary verbs and forms of *be*

- Use appropriate tenses to describe background details and actions of an event
- Use sequencing words to make the order of actions clear when describing an event
- Practice pronunciation of stressed auxiliary verbs and forms of *be*
- Listen to and describe experiences, asking appropriate questions

Resources

Class Audio CD 1, Tracks 11–18

Workbook Unit 2, pages 8–14

Oxford Readers Correlations

A Time of Waiting (9780194794602)

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

Unit Opener

Student Book page 15

The unit opener photo shows a group of people out at night on the streets at a demonstration or celebration of some sort. They are all wearing head coverings, possibly to protect themselves from fireworks sparks. The photograph relates to the unit theme and subsequent exercises because it focuses on capturing a newsworthy moment when something out of the ordinary is happening.

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 *Microcatalunya* about rural life, and *Els fets de l'1 d'Octubre* (the events of October 1) 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 studied Chemical Engineering and also holds a master's degree from the Danish School of Media and Journalism.

Unit Snapshot

- 1 For question 1, invite students to reflect on early newspapers and the types of people who chose to be reporters at that time.
- 2 For question 2, ask students to imagine what might have changed in news reporting around this time.
- 3 For question 3, ask students to think about the different types of news that goes into different types of newspapers and also the types of news that aren't covered in newspapers.

Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the image, provide words and phrases to help them as necessary, for example, *demonstrating about something*, *protecting your heads*, *holding light sticks*. Ask specific questions about the picture: *How old do you think the people are? Where are they? Do you see men and women? What is happening in the picture? Why are they doing this?*
- 2 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.
- 3 For the question about how they get their news, put students in groups of eight to ten to survey each other. Ask them how people from older generations got their news before and what has changed. For the third question, check students' comprehension of 24/7. Encourage students to give examples to support their opinions.

Answers

Students' answers will vary. Sample answers include:

- 1 Any events out of the ordinary, such as crime, politics, extreme weather.
- 2 I prefer to get my news on my phone.
I prefer to read news in another language but listen to news in my own language.
I get all my news from social media.
- 3 24/7 news is bad for us when the news is bad because we can't get away from it.
24/7 news is good for us because we can get the news when we want it instead of when others are telling us about it.
24/7 news is good for us because more news gets covered.

Video Script

This is a photo of "Correfoc," a celebration in the village of Alpens in Spain. And this is a traditional Catalan parade that takes place in the streets. People always try to get as close as possible to the fireworks without getting burned. The outfit is mainly to cover the people from the sparks falling down from the fireworks. And this is a very fun and pretty intense celebration that takes place in most of the towns in Catalonia.

Journalism is a process [in] which a reporter uses facts and storytelling to make a subject become news. A good story does more than inform...it adds value to the topic.

This is an interesting time for news because great work can be found in books, in podcasts, websites, social media, and new formats. I get my news from all different kinds of sources but I still get the paper delivered to my home every morning. I cannot read the paper every day...at least not everything! It's very long, it requires a lot of time...my main concern is like the pile of paper keeps growing day by day!

Exercise 1

- 1 Check students' comprehension of all the different types of news listed, especially the words *neighborhood* and *region*.
- 2 Have students work independently to rate the news types.

Exercise 2

- 1 Read question 2. Put students in pairs to compare their ratings of the types of news from Exercise 1. Tell students to give reasons for their answers and to notice especially the ones they rated very differently from each other.
- 2 As a whole class, have pairs share an example of one rating they agreed on and one they disagreed on, stating their reasons. As students share, correct any pronunciation errors. Optionally, tally the most highly and most lowly rated news types on the board, and have students work in pairs make conclusions about them to share.

Real-World Goal

By the end of this unit, students will be able to find an interesting news story every day for a week because they will have learned to identify topic sentences in the news and understand narrative tenses commonly used in the news. They will also have learned to recognize linkers in fast speech, and to understand commonly used comment adverbs, as well as having learned to give news and react to news, and they will have practiced describing events.

Lesson 2.1 Read All About It

Student Book pages 16 – 18

Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson, and ask if they know what the title means. Ask a few volunteers to share their ideas. Explain briefly that this is the phrase "newsies," or people who used to sell newspapers on street corners, would call out to get people's attention. Ask students what they think the lesson will be about.
- 2 Have students look at the picture. Elicit from students other possible sections of a typical national newspaper, e.g., national, local, and international news; entertainment; health; etc. If needed, suggest possible news headlines for these categories, and ask students to say what category they might fall into. Write the list of sections elicited on the board.
- 3 Put students into pairs to discuss the questions. After pairs finish discussing the questions, tally the most and least read sections discussed.

Answers

Students' answers will vary. Sample answers include:

- 1 I am most interested in politics, so I would go to that section.
- 2 I am not at all interested in sports, so I never look at the sports section.

Exercise 2 IDENTIFY

OXFORD REFERENCE

- 1 First, discuss the types of news people used in different time periods.
- 2 Have students complete the timeline independently before scanning the article to check their answers.
- 3 Ask students how many of the sections they dated accurately.

Answers

Between 1800 and 1900—A, D, F, G, H
Between 1900 and 2000—B, C, E

Oxford 3000 words

announced	realized	attempted
led to	preventing	launched

Reading Skill

Identifying topic sentences

GO ONLINE

- 1 Ask students to list the different parts of a paragraph, and write their responses on the board: topic sentences, supporting details and explanation, and sometimes concluding sentences. Then ask if students know where the topic sentence is often found.
- 2 Have students read the box content, and clarify as needed.

Extra Practice

- 1 Write on the board or project the following statements:
 - a *The news these days is usually very alarming.*
 - b *It will seem more like summer instead of the spring-like temperatures normally experienced at this time of year.*
 - c *Retail shops are closing down all over the country, leaving empty storefronts on many Main Streets.*

- d *Three of the latest adventure films have women in the lead roles, and a film about women's soccer will be coming out next month.*
 - e *Often the headlines are about crime, war, or problems resulting from extreme climate changes.*
 - f *The Central Coast area will see warmer temperatures this week.*
 - g *There are more movies with women in the lead this year than there were last year.*
- 2 Have students decide, independently or in pairs, which statements might make good topic sentences (a, c, f, and g) and which look like supporting detail or explanation sentences (b, d, and e).
 - 3 Instruct students or pairs to match the topic sentences with their corresponding supporting detail sentences (a and e, f and b, g and d).
 - 4 Have students or pairs write a supporting detail sentence for sentence c, such as *There are many reasons for this, such as rising rents and the ease of shopping online.*

Exercise 3 IDENTIFY

- 1 Have students find the topic sentence in the first paragraph of the article in Exercise 2 independently.
- 2 Put students in pairs to explain how they made their decisions.

Answers

Topic sentence: Newspapers have changed the world.

Students' answers will vary for how they identified the topic sentence. Sample answers include:

Read the first two sentences and the final one and then skim the rest of the paragraph.

Exercise 4 EXPAND

- 1 Have students find the topic sentence in the remaining paragraphs independently.
- 2 Put students in pairs to compare their answers.
- 3 Go over the answers as a class. Ask students which topic sentence is not the first in the paragraph (paragraph 3). Elicit the purpose of the first sentence in paragraph 3 (a connecting sentence from one paragraph to the next, or a transition sentence).

Answers

Paragraph 2: The story of modern newspapers started in Western Europe in the late 17th century.

Paragraph 3: ... at the time of the French revolution at the end of the 18th century, newspaper content was becoming increasingly political.

Paragraph 4: In the late 19th century, when the world was full of bad news, the newspapers started printing more stories to distract their readers.

Paragraph 5: But, in the era of multiple forms of media, will newspapers survive?

Exercise 5 INTEGRATE

- 1 Check students' comprehension of the vocabulary in the listed headings, especially *a move toward*, *growing interest*, and *early*.
- 2 Have students reread the article silently all the way through before matching the headings to the corresponding paragraphs.

- Put students in pairs to check their answers.
- Have volunteers call out their answers to the class, giving evidence from the paragraph to defend their choices.

Answers

- 1 C 2 F 3 B, D 4 A 5 E

Exercise 6 BUILD

- Have students read the six statements.
- Direct students to reread the text independently, stopping when they find evidence to show whether each sentence is true or false. Point out that there isn't evidence for all the statements and that this is what is meant by *NG*.
- Have students compare their answers in pairs. Tell students to share the evidence they used for each answer.
- Go over the answers as a class by having volunteers read the sentences and give their answers. If desired, have them change the false sentences to make them true.

Answers

- 1 NG 3 T 5 F
2 NG 4 F 6 NG

Exercise 7 WHAT'S YOUR ANGLE?

- Direct students to read the discussion questions. Put them in pairs or groups to share their thoughts.
- Ask volunteers to share any interesting points that came out of their discussions with the whole class.

Answers

Students' answers will vary. Sample answers include:

- I get my news mainly from social media. How about you?
- Yes. More and more people are reading the news online and fewer and fewer are buying newspapers. Also, people are paying more attention to headlines than the stories themselves.
- In the future we might get our news from ...

Exercise 8 VOCABULARY

- Read the instructions with students. Check students' comprehension of the vocabulary in the definitions, especially *to make somebody lose power*, *to direct someone's attention*, *to become aware of something*, and *to make sure something doesn't happen*.
- Tell students: *To find the correct answers or check your answers, try to substitute the definition in place of the verb or verb phrase in the article to see if it makes sense.*
- Have students complete the exercise independently.
- Put students in pairs to compare answers.
- Call on volunteers to read their answers. Work as a class to correct any errors.

Answers

- 1 lead to 5 distract
2 bring down 6 attempt
3 launch 7 realize
4 announce 8 prevent

Exercise 9 IDENTIFY

- Check students' comprehension of the term *synonym*.
- Direct students to work independently to complete the exercise.
- Put students in groups to compare their answers. Go over the answers as a class.

Answers

- 1 cause 5 entertain
2 defeat 6 aim to
3 set in motion 7 recognize
4 make known 8 stop

Exercise 10 INTEGRATE

- Direct students to work independently to choose the correct verb or verb phrase.
- Put students in pairs to compare their answers. Then go over the answers as a class.
- Put students back in their pairs to take turns asking and answering the questions.
- Have volunteers share their answers to the questions with the class.

Answers

- 1 led to 3 announce 5 distracts
2 launched 4 brought down

Grammar in Context

Narrative tenses: Simple past, past continuous, and past perfect

GO ONLINE

- Go over the Grammar in Context box with students.
- Remind students of the helping verbs for each tense: *did / didn't* for the simple past, *was / were* and *wasn't / weren't* for the past continuous, and *had / hadn't* for the past perfect.
- Check that students understand that the past perfect is used to talk about something that happened before something else, or the "past past" as some teachers call it. Put the following sentence on the board, and ask students which came first, the visuals becoming important or the newspapers printing sensational stories: *Newspapers were printing sensational stories. By then, visuals had become important.*
- For additional practice, see Grammar focus on page 160 in the Student Book.

Extra Practice

- Divide students into two teams of eight to ten to play the same chain game with tenses as in Unit 1.
- Tell students to get into circles. Have the first student in each team say the sentence *I went to bed at 10 last night. By that time, I'd already finished my homework.* The next student repeats that sentence and then adds another sentence, for example: *Darce went to bed at 10 last night, and by that time she'd already finished her homework and I'd already eaten my dinner.* This continues until a student forgets one of the other students' activities. Then that student is "out."
- Play the same game with the past continuous and the simple past with a sentence like the following: *When I was coming to school this morning, I _____.*

Exercise 11 IDENTIFY

- 1 Read the instructions with students. If necessary, do the first item together.
- 2 Have students complete the activity independently or in pairs.
- 3 Go over the answers as a class.

Answers

- a past continuous 2
- b past perfect 3
- c simple past 1

Exercise 12 EXPAND

- 1 Have students find an example of each of the narrative tenses in the Grammar in Context box in the article.
- 2 Have students compare their answers in pairs or groups by taking turns reading their sentences to each other. Go over the answers as a class.

Answers

Students' answers will vary. Sample answers include:
Simple past: started, came out, consisted, were, led, realized, acted, improved, attempted, wanted, helped, played, launched, was, began, thought
Past continuous: was becoming, were becoming
Past perfect: had been, had become

Exercise 13 INTEGRATE

- 1 Read the instructions with students. Suggest that they first read the complete paragraph once through before trying to put the verb in the correct form. Write on the board the three categories: *a. main events*, *b. background events*, and *c. events that happen before other events*. Tell students to pay attention to these three categories when completing the exercise.
- 2 Have students complete the exercise independently while you circulate. When you see an incorrect choice, ask the student whether the verb is an a, b, or c event. Then have students make their corrections individually.
- 3 Play the audio all the way through for students to listen and check their answers. Then replay the audio, stopping and starting as necessary to give time for students to check and correct their answers if necessary.
- 4 As a class, have volunteers call out their answers. For the ones students have problems with, replay the audio. Also, refer back to the event categories on the board.

Answers

- | | |
|-----------------|-----------------|
| 1 was listening | 6 hadn't looked |
| 2 was making | 7 was |
| 3 hadn't slept | 8 had seen |
| 4 was | 9 made |
| 5 heard | 10 sat |

Audio Script

CD 1, Track 11

I was listening to the radio in the kitchen. It was around seven, so I was making breakfast. I hadn't slept well, so I was really tired and I also remember that I was really hungry. Funny what you remember about these moments when you look back! And that's when I heard the news on the radio. I hadn't looked at the newspaper yet, so it was a total surprise. It's really strange because I had seen him on TV the day before. Anyway, I made my coffee and then sat down to read the newspaper to find out more.

Exercise 14 WHAT'S YOUR ANGLE?

Have students write down one example for each of the situations listed independently while you circulate as needed to help with ideas and vocabulary. Encourage students to be specific.

Answers

Students' answers will vary. Sample answers include:
A major change in your country: a new leader, a new law about voting ages, a change in the tax laws
The death of a famous person: a local or national celebrity or politician or well-known writer or artist
An event that affected other countries: a change in leadership, sending military to another country, a natural disaster requiring outside help

Exercise 15 INTERACT

- 1 Read the instructions aloud, and give students a minute to read the questions independently. Have them say which narrative tense is being used in each question and why that particular narrative tense is the one being used in that circumstance.
- 2 Put students in pairs to share their examples from Exercise 14 and to take turns asking and answering questions about their examples.
- 3 As a class, have volunteers share what they learned from each other.

Answers

Students' answers will vary. Sample answers include:
I was on a bus when I heard the news that ...
I was going home from school and I was just looking out the window.
Just before that I had been reading a book.
I texted my brother to see if he had heard the news.

Lesson 2.2 Filling In the Detail

Student Book pages 19 – 21

Exercise 1 ACTIVATE

- 1 Ask students to call out different categories of famous people—e.g., entertainers, politicians, artists, scientists, etc.—while you write them on the board.
- 2 Tell students to think of at least three reasons why someone from one of the categories listed would be in the news. Circulate to help with vocabulary.
- 3 Have volunteers call out their answers while you write them on the board.

Answers

Students' answers will vary. Sample answers include:
appearing in a new movie, getting married, launching a campaign

Exercise 2 WHAT'S YOUR ANGLE?

- 1 Ask students to look at the reasons on the board from Exercise 1 and to make a list of the types of news about famous people that they read about.
- 2 Put students in groups to compare their choices.

Answers

Students' answers will vary. Sample answers include:
I like reading about politics.
The only thing I read about is about celebrities' private lives.

Exercise 3 IDENTIFY

- 1 Direct students to read the three headlines. Check their comprehension of *in need* and *fortunes*.
- 2 Ask students how they need to read to choose a headline. Elicit that they only need to skim the reading. Explain that it should not take more than about 30 seconds.
- 3 Direct students to skim the reading. To encourage students to skim, tell students you will be timing them and having them close their books after the time is up.
- 4 Tally students' headline choices. Then ask students to get into groups to defend their choices.

Answers

Both numbers 2 and 3 would make good headlines, but number 3 is the best being as the money is going more to corporations and organizations that help those in need rather than directly to individuals, as implied by number 2.

Exercise 4 EXPAND

- 1 Have students read the instructions, and check that they remember what *NG* means.
- 2 Have students read the statements, checking comprehension of *charity*, *motivation*, *wealthy*, and *destination*.
- 3 Direct students to read the article more carefully this time.
- 4 Have students write *T*, *F*, or *NG* next to each statement. Also have them rewrite the false statements.
- 5 Put students in pairs or groups to compare their answers. Remind them to give evidence for their choices.
- 6 Call on volunteers to share their answers.

Answers

- 1 F—Judd Boyle and Antonia Benares are famous for their parties and lifestyle.
- 2 T
- 3 T
- 4 F—Neither has experience of medical industries.
- 5 NG—They want to make sure the money reaches its destination, but travel isn't mentioned.

Exercise 5 INTEGRATE

- 1 Have students look over the graphic organizer. Check their comprehension of *reaction* and *aims*.
- 2 Have students work independently to reread the news report and complete the notes in the report plan.
- 3 Put students in pairs or groups to compare their answers. Then go over answers as a class.

Answers

Students' answers will vary. Sample answers include:
Section 1:
Who: Judd Boyle and Antonia Benares, the Internet billionaires
What: Giving away 50% of their money
When: Over the next 10 years, starting in 6 months
Where: Places that need the most help
Section 2:
Reaction from others: Excitement
Questions: Why now? / Why doing it?
Aims: Use their passion to help those less lucky.
Section 3:
Will give money to: projects in hospitals and schools, local companies, and training
Are looking for: experts (in medicine and education)
Will work with: the experts
Want: all the money to get to where it is planned for

Exercise 6 IDENTIFY

- 1 Explain that the three statements are like summaries for each section. Call on volunteers to read the statements aloud.
- 2 Have students match the statements to the plan sections in Exercise 5.
- 3 Go over the answers as a class.

Answers

3-a
2-b
1-c

Writing Skill

Using references and pronouns

GO ONLINE

- 1 Elicit the common pronouns from students, and write them on the board.
- 2 Direct students to read the information in the Writing Skill box. Check that students see that the pronoun or reference can come before or after the words it refers to but that it usually comes after.

Extra Practice

- 1 Have students reread the sentences in the Writing Skill box.
- 2 Ask students what the pronouns would be if the subjects, or the words the pronouns and references refer to in the sentences, were changed to the following:
Boyle instead of *Boyle and Benares*
financial gifts instead of *the news*
billionaire instead of *billionaires*

Exercise 7 IDENTIFY

- 1 Have students read the instructions and the list of pronouns and other references. Tell students if they aren't sure of an answer to substitute the reference.
- 2 Remind students to scan the article for the words instead of reading carefully. Have students complete the exercise independently.
- 3 Put students in pairs to compare their answers.
- 4 Go over the answers as a class.

Answers

- 1 Boyle and Benares
- 2 education and medicine
- 3 the news
- 4 the audience of selected journalists
- 5 Boyle and Benares

Exercise 8 EXPAND

- 1 Have students read the nouns listed. Ask them to think about what pronoun or reference words could be used to refer to them.
- 2 Have students scan the article to find the nouns listed and to write down the other words used to refer to them.
- 3 Put students in pairs to compare their answers.

Answers

- 1 these
- 2 neither
- 3 it

Grammar in Context

all, both, either, neither

GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box. Check students' comprehension of *quantifiers*.
- 2 Have students read the examples aloud, repeating after you. Point out that only *all* refers to more than two people or things. The other three quantifiers refer to two people or things.
- 3 For additional practice, see Grammar focus on page 160 in the Student Book.

Extra Practice

- 1 Have students make up their own sentences with the quantifiers in the Grammar in Context box about people or things they see in the classroom.
- 2 To make this into a game, put students into pairs to create their sentences in a limited amount of time. Tell them to use each quantifier once and, if they have time, to start again with each quantifier.
- 3 Give students as much time as you feel is needed (e.g., three to five minutes), and then tell them to stop. Have them count the amount of quantifiers they were able to use.
- 4 Have students call out their sentences while you write them on the board for other students to critique or edit.

Exercise 9 IDENTIFY

- 1 Have students find examples of the quantifiers in the news report independently.
- 2 Put students in pairs to compare their answers.
- 3 Have students take turns in their pairs saying what each quantifier refers to and the amount of people or things referred to.
- 4 Go over the answers as a class.

Answers

Both want to ensure that all the money reaches its destination without any problems. (*Both* refers to *the billionaires*, two people. *All* refers to *the money*, everything.)
Neither has experience in the medical or educational areas... (*Neither* refers to *the couple* or *Boyle and Benares*, two people.)
They said they are looking at either area... (*Either* (*area*) refers to *education or medicine*, two things.)

Exercise 10 INTEGRATE

- 1 Remind students to check whether the quantifier is referring to two or more than two people or things. Also remind students to check whether the quantifier refers to something negative or positive.
- 2 Have students work independently to choose the correct quantifiers.
- 3 Put students in pairs to check their answers. Have them take turns reading the sentences to one another.
- 4 If desired, have students change the sentences so that the quantifier they didn't choose would be correct, e.g., *I didn't enjoy reading either news story, but yesterday's was better.*

Answers

- | | | |
|--------|-----------|-------|
| 1 both | 3 either | 5 all |
| 2 all | 4 Neither | |

Exercise 11 APPLY

- 1 Have students read the sentences and complete them with the correct quantifiers.
- 2 Put students in pairs to compare their answers. If they don't agree, tell them to use the amount of things referred to and whether the sentence is negative or positive to defend their choices.
- 3 Go over the answers as a class.

Answers

- | | | |
|-----------|--------|-----------|
| 1 either | 3 all | 5 Neither |
| 2 Neither | 4 Both | |

Exercise 12 PREPARE

- 1 Put students in pairs to complete the exercise. Alternatively, pair students by the types of stories they said they were most interested in in Lesson 2.1 Exercise 1.
- 2 Have pairs try to remember the last story they were interested in. Direct students to try to recreate the story by memory before looking online.
- 3 Have students create a plan similar to the one in Exercise 5. Circulate to help with vocabulary as needed.

Exercise 13 WRITE

- 1 Have students use their completed plans from Exercise 12 to help them write the first draft of their news stories independently.
- 2 Have students use the checklist either as they write or to revise their first drafts.

Exercise 14 IMPROVE

- 1 Put students in pairs, either new pairs or the partners they worked with in Exercise 12. Have them exchange papers and plans.

- 2 Direct students to use the checklist and their partner's plan to give each other feedback independently. It is often useful to remind students that a good feedback partner gives useful feedback and what you consider useful feedback to be, e.g., if the student's partner didn't follow the plan, what could be changed, or if a headline wasn't included, to help the student think of a headline. Have partners initial the paper they are giving feedback on so there is some accountability. Circulate to help students with their feedback.
- 3 When both partners are ready, put them back into pairs to explain their feedback to each other.

Answers

Students' answers will vary. Sample answers include:
You followed the plan, but you only have two paragraphs here. Maybe you could take this part out of paragraph 1 and start a new paragraph with it by adding more information. Also, I think there are a few mistakes with your quantifiers. For example, in this sentence, maybe it would be better with *neither* rather than with *either*.

Exercise 15 SHARE

- 1 Direct students to read the instructions. Elicit what aspects of a story kept them reading to the end. As students call out characteristics, write them on the board.
- 2 If possible, have students tape their stories to the board or thumbtack them to the walls far enough apart so students can gather around to read them. Alternatively, put students into groups of five or more, and have them pass their stories around the group.
- 3 After students have read various papers, have them say which stories they remember and why they think the stories are memorable either in their groups or as a class.

Answers

Students' answers will vary. Sample answers include:
I really liked Franklin's news report because it was easy to read and the story moved clearly from one point to the next.

Lesson 2.3 At the Scene

Student Book pages 22 – 23

Exercise 1 ACTIVATE

- 1 Ask students to say what kind of word *newsworthy* is (an adjective). Explain that it only describes news stories.
- 2 Have students read the definition of *newsworthy* and underline the two characteristics listed in the definition (*interesting* and *important*).
- 3 Ask students if they can think of any other characteristics like the ones in the definition. Have volunteers call out their answers.

Answers

Students' answers will vary. Sample answers include:
how recently it happened
how many people are affected
how famous the people are
how close the story is to home
how much emotion is in the story (happiness, sadness, fear, amusement)
how often it has been posted on social media

Exercise 2 WHAT'S YOUR ANGLE?

- 1 Ask students to think about the last time they talked about a news story they heard or listened to with someone. Ask them who that person was and why they discussed this particular news story.
- 2 Have students work in small groups to discuss the questions.
- 3 Have volunteers tell the class interesting stories that came up in their group discussions.

Answers

Students' answers will vary. Sample answers include:

- 1 I discussed a news story with my roommate/brother/parents/spouse last night.
- 2 The news was about the winter storm that is coming tomorrow / a concert that got canceled / an increase in bus prices.
- 3 We talked about it because it was interesting to us / we were talking about going to that concert / it affects how we get to school.

Exercise 3 PREPARE

- 1 Have students look at the photo, and put them in pairs to say everything they see and to tell each other what they think is happening.
- 2 Elicit where this tower is (Dubai) and where Dubai is, if necessary showing students on a map on the Internet. Ask them to say what they know about Dubai, if anything.
- 3 Go over the words and phrases in the box together. Check students' comprehension and pronunciation of *eye*, *spectacular*, and *flames*.
- 4 Put students in small groups to discuss the questions. Have volunteers call out their groups' answers.

Answers

Students' answers will vary. Sample answers include:

- 1 No or yes.
- 2 The fireworks caused a fire.
- 3 It was dangerous for the people in the building, and for the people watching below.

Listening Skill

Recognizing linkers in fast speech

GO ONLINE

- 1 Have students read the information in the Listening Skill box independently.
- 2 Ask students if they can think of linkers they might use in writing, e.g., *therefore*, *however*.
- 3 Read the sentences aloud while students listen to how the ideas are joined.

Extra Practice

- 1 Have pairs of students return to the news story in Lesson 2.2 to search one paragraph each for the linkers.
- 2 Put students in pairs to share what they found.
- 3 Call on volunteers to read the sentences aloud with the correct stress and linked phrases and words.

Exercise 4 NOTICE

- 1 Explain that students will be reading about the news story that explains the photo from Exercise 3. Check students'

comprehension of *extract, shocked, disaster, apparently, and serious injuries*.

- Have students read the sentences and choose the correct linkers independently.
- Play the audio so students can check their answers.
Be prepared to play the sentences more than once for students to hear the linkers, especially the ones that are not stressed.
- Put students in pairs to compare their answers. For those that students disagree on, play the extract one more time.

Answers

- | | | | |
|--------|-------|-------|--------|
| 1 when | 2 but | 3 and | 4 that |
|--------|-------|-------|--------|

Audio Script

CD 1, Track 12

- ...they were shocked when they realized they were looking at a...
- ...been a disaster, but the good news is that there were apparently no serious injuries...
- ...the fire services were able to clear the place and they put out the fire...
- ...we were waiting for the fireworks to begin, and it was then that we saw people pointing.

Exercise 5 EXPAND

- Explain that students are going to read more extracts from the same news report. Have students skim the extracts and say how these extracts are different from the ones in Exercise 4 (they are quotes from people who are at the scene).
- Have students read the extracts more carefully to try to predict the missing linkers.
- Play the audio all the way through while students check their predictions.
- To go over the answers, play the audio again, stopping after each sentence and asking for volunteers to share their answers.

Answers

- | | | | |
|--------|------|-------|---------|
| 1 then | 2 so | 3 and | 4 while |
|--------|------|-------|---------|

CD 1, Track 13

- ...out of the building and then we saw flames...
- ...we saw people pointing, so we looked across,
- I was worried about different things, for example, the traffic and how I was going to get home.
- We were just making little movies to show our friends while we were waiting...

Exercise 6 INTEGRATE

- Explain that students will be listening to another part of the same news report, but this time students will be listening for content words rather than linkers.
- Tell students they will be reading the sentences to guess what types of words might go into the blanks. Elicit that for number 1, they will need a noun or noun phrase about the fireworks or the fire, for example. For number 2, they will probably need a number or a quantifier. Put students in pairs to talk about possible options for each blank.
- In addition, explain that students will not be hearing these exact sentences. Tell students that these sentences summarize what they will be hearing in the audio.

- Play the audio all the way through while students listen to the whole thing. It is recommended that students just listen for the first time.
- Play the audio again, stopping and starting to let students fill in the blanks.
- Put students in pairs to compare their answers.
- Go over the answers as a class, replaying the audio as needed.

Answers

- | | |
|--------------|---------------------|
| 1 real fire | 5 table reservation |
| 2 no serious | 6 worried |
| 3 good place | 7 little movies |
| 4 300 meters | |

Audio Script

CD 1, Track 14

- Host** On today's news; a dramatic ending to a New Year's party in Dubai. Last night, thousands of people turned on their TVs thinking they were going to see a fireworks display. However, they were shocked when they realized they were looking at a real fire in the desert sky.
- As midnight approached, thousands of revelers were waiting for the spectacular fireworks display at the world's tallest building, the Burj Khalifa tower in Dubai, when a fire started in the nearby Address Hotel, a luxury venue in the heart of the Downtown Area. It could have been a disaster, but the good news is that there were apparently no serious injuries... Surprisingly, given the size of the building, the fire services were able to clear the place and they put out the fire without any casualties.
- We hear now from some eyewitnesses. Justine, our reporter, got to the scene as soon as it happened to get the stories.
- Reporter** Rosa, you saw the whole thing. So, can you tell us what happened?
- Rosa** What a night! At first, we thought it was part of the show! You can never tell in Dubai—there is always something amazing happening. So... anyway, we had a good place to stand—about here, you can see everything—and we were waiting for the fireworks to begin. And... it was then that we saw people pointing, so we looked across. It's only about 300 meters ... we could see flames and smoke... Naturally, we thought it was the fireworks ...
- Reporter** Let's hear from Ronald now, a tourist in Dubai for the New Year... Ronald, you were there with your wife, Safa?
- Ronald** Yes, that's right... We were going to watch from inside the hotel because we had a table reservation... but our plans obviously changed... We saw people running out of the building, and then we saw flames going up the side of the building. It was scary, obviously—there were so many people coming out... Luckily, everyone got out safely, so no problem! But we didn't get our meal ...
- Reporter** And finally, we have Amir Khan. Your videos have already gone viral, we hear ...
- Amir** Yeah, that's right! I wasn't going to come, you know... I was worried about different things... for example, the traffic and how I was going to get home... but unfortunately, my friend persuaded me... Well, it was OK in the end—I guess I'm pretty happy I witnessed it, to be honest, it was ... like, wow! And nobody got hurt. We were just making little movies to show our friends while we were waiting... then suddenly everyone started shouting and pointing... Funny, really... Thousands of us had been waiting for hours at the site, knowing we were going to see something spectacular. We just hadn't realized quite how spectacular.

Exercise 7 WHAT'S YOUR ANGLE?

- 1 Have students read the directions, and give students a moment to think about newsworthy events they might have witnessed. Alternatively, elicit from students a list of possible events they might have witnessed such as car or bike accidents, The opening of a new school a politician's acceptance speech, a teen leader raising money for charity, etc.
- 2 Put students in pairs or groups to share the events they have witnessed.
- 3 Call on individuals share their newsworthy events with the class.

Answers

Students' answers will vary. Sample answers include:
Once I was walking down the street and I saw an older gentleman crossing the street. A car went through the crosswalk, and a teenager grabbed the older gentleman's arm just in time. A terrible accident was prevented, thank goodness.

Grammar in Context

was / were going to

GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 To help students understand and remember, direct students' attention to the *going to* part of the verb phrase. Elicit from them that this is used to talk about the future. Point out that adding the *was* or *were* puts the point of view into the past, making this a verb phrase expressing what someone thought was going to happen in the future.
- 3 For additional practice, see Grammar focus on page 160 in the Student Book.

Extra Practice

- 1 Ask students to think of something they had planned to do this weekend but did not do, e.g., clean their rooms, do laundry, exercise, get started on some homework due later in the week, call a family member or a friend, etc.
- 2 Put the following pattern on the board: *I was / we were going to ..., but I / we didn't*. Have students make two sentences about themselves with this pattern.
- 3 Tell students they are going to take turns reading their sentences aloud to one another and asking each other questions. Before beginning, elicit appropriate question patterns and put them on the board. For example, say to students: *My wife and I were going to go out to eat on Saturday, but we didn't*. Have volunteers call out appropriate questions, such as: *Why didn't you go out? Why did you change your plans? or What did you do instead?*
- 4 Put students in pairs or small groups to take turns telling each other what they were going to do and asking each other questions.

Exercise 8 ASSESS

- 1 Have students read the sentences first before answering the questions. Check their comprehension of *table reservation*, *obviously*, *persuaded*, and *site*.
- 2 Play the audio so students can listen and read at the same time. Stop after each sentence so students can write their answers.

- 3 Put students in pairs to compare answers. Suggest that they refer to the Grammar in Context box to help them.

Answers

- A 1 to watch from inside the hotel
2 no—"were going to" with "but our plans obviously changed"
- B 1 to not go to the event
2 no—"wasn't going to" with "but unfortunately, my friend persuaded me"
- C 1 to see an amazing event
2 yes—"knowing we were going to see" and then confirmed by the events described in the report

CD 1, Track 15

Exercise 9 INTEGRATE

- 1 Direct students to read the two sets of sentence parts first and check their comprehension of *event* and *redecorate*.
- 2 Have students match the two sets of sentence parts independently.
- 3 Put students in pairs to discuss whether the events happened. Have students explain how they know.
- 4 Go over the answers as a class.

Answers

- 1 c—It didn't happen.
- 2 e—There isn't enough information to say whether it happened.
- 3 a—There isn't enough information to say whether it happened.
- 4 b—It didn't happen.
- 5 d—It didn't happen.

Vocabulary Development

Comment adverbs

GO ONLINE

- 1 Have students read the information in the Vocabulary Development box.
- 2 Ask students what word or words *quickly* modifies, describes, or explains, eliciting *put out*. Do the same with *usually*, eliciting *go*. Now have students say what *apparently* refers to, eliciting the complete sentence. Point out that comment adverbs show what the speaker is thinking about something that happened.

Extra Practice

- 1 Ask students to make four true sentences about themselves to which they can attach either *fortunately* or *unfortunately*, e.g., *I got sick, we were late so we couldn't get into the concert, I picked up the phone just in time, or the power came back on*. Tell them not to put the comment adverb on the sentence.
- 2 Put students in groups, and have them take turns reading their sentences while the others call out the appropriate comment adverb.
- 3 Put students in pairs to work together on adding to each other's sentences to make the opposite comment adverb fit, e.g., *Unfortunately I got sick* becomes *Fortunately I got sick because that meant I wasn't at work when the fire started*.
- 4 Have volunteers read their new sentences without the comment adverbs to the class, and tell students to call out the new appropriate adverb.

Exercise 10 BUILD

- 1 Have students read the sentence pairs independently and try to think of reasons why the comment adverb would be appropriate.
- 2 Put students in pairs or small groups to compare their ideas.

Answers

Students' answers will vary. Sample answers include:

- 1 In both situations they missed something, but *unfortunately* shows that they missed something good whereas *luckily* shows they missed something bad.
- 2 *Naturally* shows that the event people did not go to was at a bad time, too expensive, or unpopular for some reason while *curiously* shows that the speaker is surprised because he/she had expected lots of people to go to it.
- 3 *Surprisingly* shows that the event was not newsworthy while *obviously* shows that the event was newsworthy in the speaker's mind.
- 4 *Apparently* shows the speaker hadn't expected the item to be expensive but the speaker isn't showing that he/she cares, while *sadly* shows that the speaker not only didn't expect it to be expensive, but didn't want it to be expensive.

Oxford 3000 words

unfortunately surprisingly apparently
naturally obviously sadly

Exercise 11 IDENTIFY

- 1 Have students read the sentences first before choosing comment adverbs from Exercise 10 independently.
- 2 Play the audio for students to check their answers.
- 3 If needed, go over answers as a class, playing specific sentences again on the audio as needed.

Answers

- | | |
|----------------|-----------------|
| 1 apparently | 4 obviously |
| 2 Surprisingly | 5 Luckily |
| 3 Naturally | 6 unfortunately |

Audio Script

CD 1, Track 16

- 1 There were, apparently, no serious injuries.
- 2 Surprisingly, given the size of the building, the fire services were able to clear the place.
- 3 Naturally, we thought it was the fireworks.
- 4 It was scary, obviously.
- 5 Luckily, everyone got out safely.
- 6 but, unfortunately, my friend persuaded me.

Exercise 12 WHAT'S YOUR ANGLE?

- 1 Direct students to read the sentences and think about how they feel about them, i.e., what their point of view about each one is.
- 2 Have students rewrite the sentences independently by choosing an appropriate comment adverb from the Vocabulary Development box or Exercises 10 and 11.

Answers

Students' answers will vary. Sample answers include:

- 1 Unfortunately / fortunately / luckily, we have 24/7 news coverage nowadays.
- 2 Unfortunately / obviously / naturally / unsurprisingly / sadly / apparently, people are interested in finding out about famous people.
- 3 Sadly / unfortunately / naturally / unsurprisingly, most of the news we see is bad news.
- 4 Unfortunately / obviously / naturally / unsurprisingly / sadly / apparently, people are more affected by local or national news.

Exercise 13 INTERACT

- 1 Put students in pairs to compare answers from Exercise 12 and explain their points of view. Direct them to use examples to show what they mean.
- 2 Have pairs with different points of views and different comment adverbs share their sentences with the class, while selected students ask them questions to discover why they feel the way they do.

Lesson 2.4 You'll Never Guess What...

Student Book pages 24 – 25

Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Put students in pairs to describe what they see in the pictures.
- 2 Ask pairs to discuss the questions. Direct them to give reasons for their guesses.
- 3 Call on volunteers to share their guesses with the class.

Answers

Students' answers will vary. Sample answers include:

- 1 I think they know each other because ...
- 2 I think it's a personal call because ...
- 3 I don't think the woman was expecting the call because ...

Exercise 2 IDENTIFY

- 1 Play the video, and have students work independently to check their answers.
- 2 Have students note down the verbal and nonverbal clues that helped them make their decisions.
- 3 Put students in pairs or small groups to compare their answers and their reasons.
- 4 Go over the answers and students' reasons as a class.
- 5 If useful, play the video one more time and have students note down or call out the words they hear that helped them with the questions.

Answers

- 1 Yes—the content of the script (e.g., *Andy!? Hey, bro ...*), the informality, the relaxed interaction
- 2 Informal—where each person is (at home), the content of the script (e.g., *I was just going to call you.—Beat you to it! Guess what ...*), the style of speech
- 3 No—surprise in voice when answering, she was planning to call him

Video Script

▶ English For Real Video Unit 2

Anna Andy!? Hey bro... I was just going to call you.
Andy Beat you to it! Guess what ... I have some great news.
Anna Really? What? Tell me!
Andy I was chosen to go to the Pre-Law Student conference in LA!
Anna Good job, bro! LA? That's exciting. When is it?
Andy Two weeks from now. Uh, it starts on the 21st.
Anna Wow! Great! So, I guess I'll see you the following weekend and I can still stay with you, right?
Andy Oh... Uh. Well, I'm afraid I've got some bad news about that.
Anna What?
Andy Uh, Max's parents are visiting from England ... so they'll be staying in Max's room, and Max will have to sleep in the living room. So ... we won't have room.
Anna The same weekend? I don't believe it. Well, I guess I should cancel my ticket.
Andy No! I'll find you a place to stay. I'll check with my colleagues at the office.
Anna Thanks! That would be great!
Andy No worries, Anna. Family first! See you soon!

▶ Exercise 3 ANALYZE

- 1 Have students read the information they need to watch for. Elicit from students what comment adverbs they might be listening for.
- 2 Play the video again, and have students work independently to take notes. If needed, replay the video again for students to check their notes.
- 3 Put students in pairs to compare their notes before going over answers as a class.

Answers

Students' answers will vary. Sample answers include:

First piece of news

good—Andy was chosen to go to the Pre-Law Student Conference in LA.

Second piece of news

bad—Max's parents will be staying in the apartment during Anna's visit, so Anna can't stay.

▶ English For Real Video Unit 2

Real-World English

Giving and reacting to news

- 1 Elicit examples of good and bad news that students might share with their roommates, friends, or families. Write the examples on the board. Ask students what they usually say to introduce good and bad news.
- 2 Have students read the information in the first part of the box. Check students' comprehension of *set the scene*.
- 3 Read the two "setting the scene" examples, having students repeat after you with the correct stress and intonation.
- 4 Repeat steps two and three with the next three paragraphs and sets of examples.

Extra Practice

- 1 Put students in pairs to give and react to good and bad news. Tell them to use the phrases in the information box, and the news that you wrote on the board.
- 2 Have students switch roles so that they receive and react to news. Circulate to listen and offer help as needed.
- 3 Call on volunteer pairs to role-play their giving and receiving news situations for the class.

Real-World English Strategies

Giving and receiving bad news can be challenging for your students. Even native speakers may sometimes feel at a loss for words in very difficult or painful situations. The situation in the video (Andy telling his sister Anna that she cannot stay over in his apartment) is not particularly difficult, and Andy was able to suggest a good solution. However, some situations are more challenging and your students will need to practice in advance to be prepared.

- 1 First, help your students generate useful expressions to give before presenting bad news and those for reacting to bad news. For example:

Giving bad news: *I'm so sorry, but I have something to tell you...; I regret to inform you that...*

Responding to bad news: *I'm sorry. Is there anything I can do to help?; Please accept my sincerest condolences.*

- 2 Next, hand out flashcards with some difficult situations written on them. For instance: *You lost your job; One of your friends is seriously ill; Your brother got into a car accident and badly damaged his car.*
- 3 On another set of flashcards, write down different roles/relationships, for instance: *You are the other person's mother; You are the other person's best friend, etc.*
- 4 Hand out the first stack of flashcards to half of the students in your class (Group 1). The other half receives flashcards from the second stack (Group 2).
- 5 Tell students of Group 1 to form an inner circle facing outwards. Tell Group 2 to form an outer circle facing inwards. Every student should be matched with someone from the other group.
- 6 Each pair should now role-play the situations set up by their two flashcards. Group 2 should begin by stating their identity, and Group 1 should follow up with the bad news. For example, Group 1 has: *You lost your job*, and Group 2 has: *You are the other person's mother*. In this situation, Person 1 has to tell their mother that they lost their job, and their mother needs to react.
- 7 When done, students in the outside circle move one person to the left, and role-play with their new partner. They continue until they return to their original partner (or, if your class is large, after five to seven turns).
- 8 To sum up the activity, ask your students how they adjusted their lines with different people. Did they present and react to bad news in the same or different ways depending on each other's roles?

▶ Exercise 4 ANALYZE

- 1 Play the video again while students complete the exercise independently.
- 2 Have volunteers call out their phrases. Correct any errors as a class.

Answers

- 1 Guess what ... I've got some great news.
- 2 Really? What? Tell me! / Good job! That's exciting. / Wow! Great! / Thanks! That would be great.
- 3 Well, I'm afraid I've got some bad news about that.
- 4 What? / I don't believe it.

▶ English For Real Video Unit 2

Exercise 5 INTEGRATE

- 1 Have students read the instructions. Then have them think of some good news and some bad news to share.
- 2 Put students in pairs to take turns sharing and reacting to the good and bad news.
- 3 Have selected pairs role-play their conversations for the class.

Exercise 6 INTERACT

- 1 Have students read the list of news and put a plus or minus next to each item depending on whether it is good or bad.
- 2 Put students in pairs to practice giving and receiving good and bad news.
- 3 Circulate to listen, offering assistance as needed.

Exercise 7 PREPARE

- 1 Put students in new pairs, and have them choose the one situation they want to role-play.
- 2 Direct students to decide on the situation of their relationship and the news, and to add all the appropriate detail they need to effectively role-play the situation.
- 3 Have them decide who is going to be giving and who is going to be receiving the news.

Exercise 8 INTERACT

- 1 Join pairs together to role-play in front of each other.
- 2 Tell the pair that is listening to take notes while they are listening so they can give better feedback.

Exercise 9 WHAT'S YOUR ANGLE?

- 1 Give students a minute or two to think about the questions.
- 2 Put students in pairs or small groups to share their memories of the last piece of good news they received. Write the following comment adverbs on the board and tell students to try to use them: *luckily, fortunately, naturally, obviously*.
- 3 Ask for volunteers to share their good news with the class.

Lesson 2.5 What an Experience!

Student Book page 26

Exercise 1 ACTIVATE

- 1 Direct students' attention to the photos. Go over the names of all the activities illustrated.
- 2 Put students in pairs to discuss the questions.
- 3 Call on volunteers to share their answers with the class.

Answers

Students' answers will vary. Sample answers include:

- 1 Yes, I've been snowboarding a few times and it is really fun. Or, No. Although it looks fun, I don't like cold weather, and it is a very expensive hobby.
- 2 Yes, I own a motorcycle. Or, No, I've never ridden a motorcycle because I think it is too dangerous.
- 3 Hot-air ballooning looks really fun, and I would love to do it sometime.

- 4 I have never gone skydiving, and never would. I am too scared.
- 5 Parasailing looks like a lot of fun, and I would love to do it someday.
- 6 Rock climbing is a great sport for people who are very fit and not scared of heights, but I'm not very fit and I have a fear of heights, so I don't think I'll ever do that.

Exercise 2 IDENTIFY

- 1 Play the audio, and have students work independently to determine which activity is being described.
- 2 Go over the answer as a class.
- 3 Play the audio one more time, and have students note down or call out the words they hear that help them to know the answer.

Answer

hot-air ballooning

Audio Script

CD 1, Track 17

The most exciting thing? It was my birthday... sorry, no, it wasn't... it was my graduation. Anyway, I was a little bit down, because I thought my family hadn't bought me a present to celebrate, but, actually, they had bought something. A trip to Turkey, including a ride in a hot-air balloon! The whole trip was good, but the balloon ride was the best thing. It was amazing. I'm not a big fan of heights, and I thought it would be difficult to relax. But I did manage to... The thing that really surprised me was the noise. Despite what people might say about the peace and quiet, it was noisy, with the burners going on and off. But that didn't matter. Once I got over feeling scared, the view was unbelievable. My family didn't go on the trip with me, but they were watching my reaction on camera back home, which we all watched... and laughed about... together later.

Speaking

Describing an event

GO ONLINE

- 1 Elicit from students that news often is telling a story, i.e., what happened first, next, and last. Explain that a speaker or writer needs to sequence events in the order they happened to make them clear. Ask students what sequencing words they already know and write them on the board. Point out that sometimes you want to say something that happened before something else. Ask students how they do that.
- 2 Have students read the first paragraph of information in the Speaking box. Remind students that when saying something that happened before something else, we often use the past perfect.
- 3 Have students read the rest of the information in the Speaking box. After they finish, ask them to say what three tenses they have been reading about and how they are different from one another.

Extra Practice

- 1 Write the three tenses—*past perfect, simple past, and past continuous*—in a row across the top of the board. Elicit examples for each one from students, and write them on the board as well.
- 2 Have students call out the reasons given in the Speaking box for using each one, and write them on the board under the appropriate tenses.

- Put students in pairs. Direct the pairs to choose one of the six photos on the page and pretend they are the person pictured. Tell them to make up a short story using all three of the tenses on the board.
- Put pairs with other pairs to take turns reading their stories. Tell the listening pair to first guess which picture is being described and then to listen again and note down how many times each of the three tenses on the board is used.

Exercise 3 IDENTIFY

Replay the audio, and have students work independently to take notes on the events described. If necessary, replay the audio for students again.

Answers

Students' answers will vary. Sample answers include: graduation present / trip to Turkey / hot-air balloon ride / surprised by noise / got over feeling scared / unbelievable view / filmed it / exciting / a little bit down / good / the best / amazing / difficult / noisy / scared / unbelievable

CD 1, Track 17

Exercise 4 INTERACT

- Put students in pairs to take turns retelling the story to each other. Students who are listening could also check their partner's use of tenses.
- Ask for volunteers to share their stories with the class.
- If useful, replay the audio and have students listen for parts they left out. Direct them to raise their hands when they hear something no one mentioned.

Answers

Students' answers will vary. Sample answers include: She graduated and was expecting to get a graduation present. At first she thought her parents hadn't given her one but that was because her parents had bought her a trip instead of a traditional gift ...

Pronunciation Skill

Stressed auxiliary verbs and forms of *be*

GO ONLINE

- Direct students to read the information in the box. Check students' comprehension of *contradict*.
- Have students read the sentences with the correct stress.

More to Say...

Focus: Working with changing partners, students practice stressing auxiliary verbs and forms of *be*.

Grouping Strategy: Individual, then changing partners

Activity Time: 15 minutes

Ready,

- Prepare a set of 6 sentence prompts to prompt personal information, such as:
My name is ...
I am from ...
I am a ...
My favorite color is ...
My favorite food is ...
I like listening to ...
- Make a copy of the sentence prompts for each student.

Set...

- Hand out the sentence prompts and give students 3-5 minutes to complete them.
- Review the Pronunciation Skill on page 26 of the student book.
- Model the activity with a student. Have the student stand up and face you. Show the class your answers and the student's answers. Trade papers with the student. Make a statement about the student, but deliberately get something wrong. For instance, as you look at the student's paper, you may see the sentence, "My favorite color is blue." You say, "Your favorite color isn't blue?" Encourage the student to correct you by stressing the affirmative auxiliary, as in "No, my favorite color **IS** blue." Then have the student make an incorrect statement about one of your answers and model using stress to correct the student.

Go!

- Have students stand up and mingle around the room. As they meet with a partner, they should trade papers and take turns making one incorrect statement each about their partner. Once the statements have been corrected, students should meet with another partner until all 6 sentences have been corrected.
- Circulate and correct or praise as necessary.

Exercise 5 IDENTIFY

- Have students read the instructions. Elicit the auxiliaries students might hear on the recording, and write them on the board: *was, wasn't, were, weren't, have, had, haven't, had, hadn't, do, don't, did, didn't*.
- Direct students to read the sentences and think about where the stress might go.
- Play the audio while students work independently to underline the stressed verbs or forms of *be*.
- Put students in pairs to compare their stressed words. Then have them take turns reading the sentences to each other with the correct stress.
- Have students discuss why the speaker is stressing those words.

Answers

- wasn't—contradicting
- had—contradicting
- did—emphasis
- was—emphasis
- were—emphasis

CD 1, Track 18

- It was my birthday...sorry, no, it wasn't.
- I thought my family hadn't bought me a present to celebrate, but, actually, they had bought something.
- I thought it would be difficult to relax. But I did manage to.
- Despite what people might say about the peace and quiet, it was noisy.
- My family didn't go on the trip with me, but they were watching my reaction on camera back home.

Exercise 6 PREPARE

- Have students think of an experience to share. If useful, have them brainstorm a few different interesting experiences before settling on one. Circulate to help with vocabulary.

- 2 Once students have chosen an event, have them make a few notes to remember what they want to say.

Exercise 7 INTERACT

- 1 Review with students the types of questions they might ask as they are listening to other's stories, e.g., *When did that happen? Why did that happen? How did you feel about that? What did you do about that? What were you doing when ... happened?* etc.
- 2 Put students in groups of three to take turns sharing their experiences and listening and asking questions.

🕒 Exercise 8 WHAT'S YOUR ANGLE?

Have volunteers answer the questions, and talk about the experiences they had as a class.

Unit 2 Review

Student Book page 148

Vocabulary

Exercise 1

Answers

- | | | | |
|----------|------------|-----------|------------|
| 1 bring | 3 lead | 5 realize | 7 announce |
| 2 launch | 4 distract | 6 attempt | 8 prevent |

Exercise 2

Answers

Students' answers will vary. Sample answers include:

- Naturally, we are more interested in news from closer to where we live.
- Unfortunately, we now have TV channels broadcasting news 24/7.
- Curiously, people prefer to read news on small phone screens.
- Sadly, most major news stories are about bad rather than good news.

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

Grammar

Exercise 3

Answers

- | | |
|-----------|----------|
| 1 Neither | 3 all |
| 2 both | 4 either |

Exercise 4

Answers

- | | |
|----------------|------------|
| 1 was | 5 took |
| 2 had been | 6 had been |
| 3 was changing | 7 reported |
| 4 had hired | |

Exercise 5

Answers

Students' answers will vary. Sample answers include:
I was never going to live in a big city, but now I do.
I was going to be a lawyer, but I became a businesswoman instead.

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

- Draw students' attention to the quote. Ask if anyone knows who Jerry Seinfeld is, explaining that he's a comedian with a very particular type of humor.
- Read the quote aloud. Put students in pairs or small groups to discuss the meaning of the quote. Tell students to give examples to illustrate their points.

- Ask students to write a "quote" about the news for themselves. Monitor and help with vocabulary.
- Have students share their quotes with a partner. Then call on volunteers to say their quotes for the class.

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

Zoom In

Exercise 7

- Conduct Task 1 as a walk-around activity. Have students walk around the classroom talking to different partners. Tell them to tell each new partner about their news story. Explain that they can improve on their news story if they hear something from another student that they can use. Call time after ten minutes or after each student has talked to several partners.
- For Task 2, have students work independently to write about some news from their community. Collect and correct their work or monitor and provide feedback.
- For Task 3, have students find a powerful news photo in a magazine or textbook. Have them share their thoughts about their chosen photo in pairs or groups. Also, have them ask their partner or partners what their photo makes them think about or feel.

Answers

Students' answers will vary. Sample answers include:

- A news story that was important to me was about the forest fire that burned so many acres. The story explained how ... It also mentioned that ... One thing that was particularly interesting to me was ... It was important to me because ...
- Last week the schools had to shut early because it was so hot the power went down. The temperatures were ... Buses came to ... Most parents weren't happy because ...
- This is a photo of one of the last few rhinos in Africa. These animals are going extinct because people are building on their habitat, and also because ...

Exercise 8

- 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—*Frontiers*—summarizes the main themes: explorers and exploration both current and historic, famous explorers throughout history, space exploration, exploration of frontiers of the mind through a discussion of important inventions, and giving well-organized and engaging presentations about important inventions.

In **Lesson 3.1**, the idea of exploration is reflected in the following activities: completing sentences, describing what makes a successful explorer, a listening activity about some surprising facts about the Earth, and a discussion prioritizing different areas of possible exploration. In **Lesson 3.2**, the following exercises demonstrate the theme of frontiers and exploration: completing a matching activity with facts about famous historic explorers, reading about three particularly famous explorers, and using gerunds and infinitives to talk about exploration and explorers. In **Lesson 3.3**, students will learn more about writing paragraphs with strong topic sentences and using *so* and *such* to emphasize particular points. In **Lesson 3.4**, students will watch a video and will then practice different types of interruption strategies and the language used to resume speaking after being interrupted. In the *Real-World English Strategies*, teachers will help students practice interrupting appropriately, resuming talking after being interrupted, and marking change of topics. Finally, in **Lesson 3.5**, the exercises summarize what students have learned about the theme of frontiers and exploration and have them practice giving presentations on important inventions.

Lessons

3.1 End of the Road?

Listening Skill Recognizing rephrasing in a talk

Grammar in Context Verbs + *to* infinitive or *-ing* form

- Recognize rephrasing signal words
- Learn which verbs can use either verb + *to* or verb + *-ing* form without any change in meaning
- Learn about the meaning change some verbs have when using verb + *to* rather than verb + *-ing* form
- Vocabulary related to exploration (Oxford 3000)

3.2 Who Went Where?

Reading Skill Working out meaning from context

Vocabulary Development Suffixes for nouns

Grammar in Context Verbs + *-ing* form or verbs + *to* infinitive

- Use context to guess the meaning of unfamiliar words
- Use suffixes to make nouns
- Learn which verbs take only verb + *-ing* or verb + *to* form
- Vocabulary related to pioneers (Oxford 3000)

3.3 Inner or Outer Space?

Writing Skill Writing paragraphs and topic sentences

Grammar in Context *so* and *such*

- Write topic sentences that show the paragraph organization and signal the paragraph main idea
- Use *so* and *such* to emphasize what things are like

3.4 Excuse Me...

Real-World English Interrupting and resuming

- Use appropriate interrupting language
- Signal a need to interrupt or ask a question appropriately
- Learn phrases to indicate it is your turn to speak again

3.5 Moving On

Speaking Giving a presentation

Pronunciation Skill Shifting stress in suffix words

- Organize a presentation well
- Create clear and engaging presentation introductions
- Use signpost phrases to help listeners follow your presentation
- Practice pronunciation of suffix words

Resources

Class Audio CD 1, Tracks 19–26

Workbook Unit 3, pages 15–21

Oxford Readers Correlations

Treasure Island (9780194657419)

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

Unit Opener

Student Book page 27

The unit opener photo shows an older man on a long-distance train, gazing out a window. The reason it appears to be a long-distance train is that there are compartments and the man is standing in the train hallway, perhaps because he's been on the train for a while and wants a change of position. The photograph relates to the unit theme and subsequent exercises because it focuses on the feeling of travel and exploration.

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 Picture of the Year International (POYI), 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, and Lumix Festival for Young Photojournalism.

Unit Snapshot

- 1 For question 1, ask students if they know the location and height of Mount Everest.
- 2 For question 2, ask students when and why a woman would need to travel the world as a man.
- 3 For question 3, check students' comprehension of *lenses* and *printing presses*. Ask students how they are related.

Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the image, provide words and phrases to help them as necessary, for example, *gazing out a train window*, *train hallway*, *compartments on a train*, *crossing new frontiers*. Ask specific questions about the picture: *How old do you think the man is? Where is he standing? Does he look like he's in a rush or stressed? What is happening in the picture? Why is he doing this?*
- 2 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.

- 3 Encourage students to discuss their opinions of the importance of travel, and ask students to share their own travel experiences. Ask students to imagine going someplace very few people have been. Elicit what those places might be and what traveling to them might feel like.

Answers

Students' answers will vary. Sample answers include:
People go to new places because they are curious about them. Humans have explored all parts of the Earth including the ocean and also space.
People feel excited and curious when they cross a frontier, especially if they don't know that much about it.

Video Script

In this photo, a person is looking out of the window at the Sicilian landscape from the Trinacria train. The Trinacria express is a historical train from Palermo to Milan. People immigrated, historically, from the South to the North for economic reasons. And after Italy's unification 150 years ago, industries and businesses were moved to the North, and contributed to the development of that region. This train was discontinued because it could no longer compete with the low-cost airlines that offer lower rates and faster trips. People go to new places for a variety of reasons: to work, to study, to learn, relax, challenge themselves, or simply to discover something new. Travel is the ideal way to test yourself. It pushes people to their limits and gets them outside of their comfort zone. People discover how resourceful they are when they're exposed to new places, people, and experiences. People also travel to learn something new and expand their perspectives. They want to experience something unfamiliar and leave with new skills or knowledge. Traveling helps open your mind and you will realize that there's no other way to live life. Meeting people from other places will show you that your world view isn't the same as everyone else's.

I think the answer to this question depends on the reason why someone is crossing a frontier. One can feel relief if he or she crosses a border for humanitarian reasons, such as fleeing a war or persecution. Or one can feel hope if he or she crosses a border to look for new economic opportunities. One can feel grateful if crossing a border means being invited and welcomed by a community or a nation. Or one can feel enthusiastic if crossing a border means traveling in order to challenge yourself and discover something new. One can feel despair if crossing a border means being forced to return to the place you once escaped.

Exercise 1

- 1 Ask students to think about the difference between *travel* and *exploration*. Ask a few volunteers to share examples of both to illustrate the difference. Provide brief explanations and examples if students are unsure.
- 2 Have students work independently to think about their answers to the questions and to make a list of possible benefits and problems of exploration. Circulate to help with vocabulary or to answer individual questions as needed.
- 3 Postpone going over answers until after Exercise 2.

Exercise 2

- 1 Put students in pairs to compare their preferences and answers. Tell students to give reasons for their answers.
- 2 Have volunteers share places they would like to go and examples of benefits and problems. Write the ideas on the board, creating two lists. As students share, correct any pronunciation errors as needed.

Answers

Students' answers will vary. Sample answers include:

- 1 I would go to... because I love...
- 2 Some benefits: finding new places, new resources, new cultures, nature.
The explorer benefits most, from the experience and excitement of exploration.
- 3 Some problems: It can result in new diseases being exported back, in cultures and nature being lost or exploited.

Real-World Goal

By the end of this unit, students will be able to visit somewhere they have never been before because they will have discussed their and others' experiences with travel and exploration, given engaging presentations, and interrupted presenters when they have questions.

Lesson 3.1 End of the Road?

Student Book pages 28 – 29

Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson, and ask what *the end of the road* might mean in this case, eliciting traveling beyond an established route or even a part of the Earth where no roads exist. Ask a few volunteers to share their ideas. Provide a brief explanation and examples if students are unsure. Ask students what they think the lesson will be about.
- 2 Put students in pairs or small groups to discuss the questions.
- 3 Ask students to volunteer their responses to the questions. Write the qualities or traits they call out for good explorers on the board. Ask if any of the students consider themselves good explorers.

Answers

Students' answers will vary. Sample answers include:
Good explorers are brave, curious, physically fit, sociable, patient, independent; have a good sense of direction, etc.

Exercise 2 WHAT'S YOUR ANGLE?

- 1 Direct students to think about their own individual skills and whether any of them would make them into good explorers, given the opportunity. Have them refer to the list you wrote on the board in Exercise 1.
- 2 Have students discuss their ideas in pairs or small groups.
- 3 Have volunteers call out any new traits or skills they came up with that aren't already on the board, and add them to your list.

Answers

Students' answers will vary. Sample answers include:
I have a very good sense of direction, which would be helpful on an exploration team.

Exercise 3 VOCABULARY

- 1 Read the words aloud, and have students repeat with the correct pronunciation. Check students' comprehension of *set off*.
- 2 Have students work independently to complete the exercise.
- 3 If there are any words or phrases that didn't come up in the previous exercises, add them to your list on the board of characteristics of good explorers.

Answers

- | | | | |
|-----------|--------------|------------|---------------|
| 1 set off | 3 survive | 5 quit | 7 independent |
| 2 explore | 4 keep going | 6 flexible | 8 practical |

Oxford 3000 words

independent explore quit practical
survive set off keep going

Exercise 4 INTERACT

- 1 Have students compare the descriptions from Exercise 3 with the previously mentioned descriptions they called out for Exercises 1 and 2.
- 2 Have students discuss their answers in pairs.
- 3 Call on volunteers to share their answers with the class.

Answers

Students' answers will vary. Sample answers include:
I agree that explorers need to... and that explorers should be... and that it's important for explorers to...

Exercise 5 INTEGRATE

- 1 Read the instructions with students. Tell students you will first be playing the audio all the way through and they should just listen without making any notes.
- 2 Play the audio. After it is over, ask students to share what they heard with a partner.
- 3 Have volunteers share what they remember. Then tell them you will be playing it again, but this time they should make a note of any skills or qualities they hear.
- 4 Replay the audio. Put students in small groups to compare their notes.
- 5 If needed, replay the audio so students can check their notes and fill in what they missed.

Answers

The skills and qualities mentioned are: know how to survive and not quit; be aware of your surroundings, be a leader, independent, flexible, practical.

Audio Script

CD 1, Track 19

Thank you... thank you, it's great to be here.

So, would you make a good explorer? Do you want to find out about the world, push back frontiers, discover new places? If so, I would say you need to be able to truthfully answer yes to these three questions.

One. Can you really make a commitment? By that I mean, can you make a decision to do something and stick to it when

everything—and I mean everything—is going wrong? Do you have the right attitude to get through the really bad times without quitting? Yes? OK...

Two. Are you truly aware of your surroundings at all times? In other words, do you love to take in everything—and again, I mean everything—that is going on around you, rather than just keeping going, looking ahead at where you are going... or down at your phone? Yes? Do you really stop to look?

Three. Are you a leader? Do you like to be in control when there is danger—or to put it another way, when decisions have to be made quickly, are you the strong independent person to turn to? Or if you aren't, are you the perfect team member, a person who can take orders instantly, follow procedures to the letter, improve your technique in any given practical skill as needed? Yes?

Listening Skill

Recognizing rephrasing in a talk

GO ONLINE

- 1 Check students' comprehension of *rephrasing*. Ask students when speakers need to rephrase (when they think they are not being understood or when they want to give more information).
- 2 Direct students to read the information in the Listening Skill box. Have students read the example sentences starting with *Would you make ...* to each other. Point out to students that the second sentence is a rephrasing, or more detailed explanation, of the first.
- 3 Have students read the signal phrases.

Extra Practice

- 1 Have students practice saying the example sentences in the box starting with *Would you make ...* with the rephrasing signals in the box.
- 2 Have students think of something they know how to do or know about that others might not, e.g., fix a bicycle tire, make a local dish, play an instrument, dance, practice a martial art, etc. Tell students to think of something in the skill area they have that has a technical term in it, for example, a specific tool or name of a dance step or yoga position.
- 3 Put them in small groups to tell each other a little about their skill area. Tell them to use the rephrasing signals to help explain.

Exercise 6 IDENTIFY

- 1 Point out that the exercise requires a three-way match. Have students first match the traits in the left column to the rephrasings in the right column. Then have them choose the rephrasing signal.
- 2 Put students in pairs to take turns reading their completed matches. Note that the rephrasing signals could work for any of the pairings.
- 3 Replay the audio for students to check their answers.

Answers

- 1 make a commitment / by that I mean / make a decision ... stick to it ... get through the really bad times
- 2 be aware of your surroundings / in other words / take in everything ... going on around you ... rather than just... looking ahead
- 3 be in control / to put it another way / the person to turn to ...

CD 1, Track 19

Exercise 7 INTEGRATE

- 1 Have students read the key facts. Tell them to call out what kind of information they will be listening for to complete the key facts, eliciting amounts.
- 2 Instruct students to make some guesses in order to predict the answers. Have volunteers call out their estimates, and write the ranges on the board.
- 3 Play the audio while students fill in the correct amounts.
- 4 Put students in pairs to compare answers. Replay the audio to go over the answers as a class. Tell students to raise their hands when they hear an amount mentioned, and stop the audio to go over the correct amount.
- 5 Compare the correct amounts with the student estimates on the board.

Answers

- | | | |
|-------|--------------------|---------------|
| 1 10% | 3 95% | 5 € 4 billion |
| 2 70% | 4 25 million years | |

Audio script

CD 1, Track 20

If you answered yes to all three questions, you might—just might—have a chance as an explorer. But what is there left to explore? Haven't we been everywhere? Well, if it is important to you to be the first ... did you know that we have discovered only 10 percent of the world's caves? Or that the ocean covers more than 70 percent of the Earth's surface, yet 95 percent remains unexplored? Did you know that under Antarctic ice there is undiscovered life that might have been there for up to 25 million years? However, in my view, we need to stop worrying about being the first to go somewhere. Many explorers have been so busy with being the first that they forgot to look and learn about where they were. And maybe the term exploration itself needs redefining ... It is not only about going outward; we can also go inward. More than €4 billion is spent each year on brain research in Europe alone, and yet, in the area of the mind, we still don't even know how much we don't know ... The main point is that people will continue exploring forever, inward and outward ... It's in our nature as humans. But, as explorers of all types, we should remember to leave the place as we find it ... Leave nothing there and take only knowledge away.

Grammar in Context

Verbs + to infinitive or -ing form

GO ONLINE

- 1 Elicit from students verbs that are followed by *to* infinitive and *-ing*, and write them on the board—for example, *go on*, *continue*, *try*, and *quit*. Point out that many verbs can be followed by either with no change such as *continue* and *try*. Use another example from the board to point out that with some verbs, the meaning changes such as with *go on* and *quit*.
- 2 Direct students to read the first paragraph in the box. Check students' comprehension of *can't stand*. Ask students to make sentences of their own with the verbs that can take either form.
- 3 Direct students to read the second paragraph and the following examples in the box. Illustrate the meaning difference in the two sentences with *stop* by acting them out.
- 4 For additional practice, see Grammar focus on page 161 in the Student Book.

Extra Practice

- 1 Put students in pairs to make pairs of sentences with *forget* and pairs of sentences with *remember*, one sentence for each verb with *to* and one with a verb + *-ing*, illustrating the different meanings conveyed by the different forms.
- 2 Have volunteers of pairs write their two sentences on the board. Then have them rephrase one of them while the rest of the class says which sentence the rephrasing is about. Point out that students can use the rephrasing signals from the Listening Skill box to show the meaning differences between the two sentences in each pair. For example, they could say, *I forgot to call my friend. By that I mean, I didn't call my friend because I forgot to do it, versus I forgot calling my friend. That is, I didn't remember that I had called my friend until just now when you reminded me.*
- 3 Write the following verbs on the board: *regret, try, go on, and quit*. Have students repeat steps 1 and 2 for these verbs as well.

Exercise 8 IDENTIFY

- 1 Have students work in pairs to complete the activity. If there is a difference in meaning, have them explain the difference to one another by using the rephrasing signal words learned in the Listening Skill box.
- 2 Go over the answers as a class.

Answers

- 1 He stopped because he wanted to talk. / He no longer talks to me.
- 2 She met them but can't remember doing so. / She missed her appointment with them.
- 3 No difference
- 4 He remembered that he had been there before. / He didn't forget that he needed to go there.
- 5 No difference

Exercise 9 INTEGRATE

- 1 Read the instructions with students. Tell students to note that one of the items could be either answer but that they need to listen to see which form was used.
- 2 Have students choose the correct verb form independently.
- 3 Play the audio for students to check their answers.

Answers

- 1 worrying 2 to look / learn 3 exploring 4 to leave

Audio script

CD 1, Track 21

- 1 ...we need to stop worrying about being the first to go somewhere.
- 2 ...they forgot to look and learn about where they were.
- 3 ...people will continue exploring forever, inward and outward...
- 4 ...we should remember to leave the place as we find it...

Exercise 10 WHAT'S YOUR ANGLE?

- 1 Put students in pairs to talk about what they see in each photo.
- 2 Have students discuss the questions in their pairs.

Answers

Students' answers will vary. Sample answers include:

- 1 We should continue exploring DNA so we can better understand what genes may be related to cancer.
- 2 We should definitely stop exploring artificial intelligence because it raises many ethical questions.
- 3 We should start to explore the human mind so we can better understand people's responses to stress.

Exercise 11 INTERACT

- 1 Put pairs together with other pairs to form groups to share their ideas.
- 2 Have groups call out the top two areas for each answer while you write them on the board.
- 3 As a class, have volunteers share what they learned from each other.

Answers

Students' answers will vary. Sample answers include:

The top two areas for question number 1 in our group were...

Lesson 3.2 Who Went Where?

Student Book pages 30 – 32

Exercise 1 ACTIVATE

- 1 Ask students to call out names of famous explorers with their nationalities and approximate dates of exploration while you write them on the board.
- 2 Direct students to look at the photos of the explorers and say which ones they have heard of before. Note which are on the board.
- 3 Have students read the instructions and work independently to list the nationalities, birth and death dates, and areas of exploration under each photo.
- 4 Put students in pairs to compare their answers. Have volunteers call out the answers they think are correct. Do not indicate which answers are correct at this point. Let students know that they will be reading for the correct answers in the next activity.

Answers

- 1 Amy Johnson—1903–1941—British—air
- 2 Jacques Cousteau—1910–1997—French—sea
- 3 Matthew Henson—1866–1955—American—the Arctic
- 4 Yuri Gagarin—1934–1968—Soviet—space
- 5 Tenzing Norgay—1914–1986—Nepalese—mountains
- 6 Gertrude Bell—1868–1926—English—desert

Exercise 2 IDENTIFY

- 1 Put students in pairs to complete the exercise.
- 2 Tell students to try to discuss the possible meaning of the bolded words they are unfamiliar with.
- 3 Go over meanings of the bold words and then the answers as a class.

Answers

- | | |
|----------------------|--------------------|
| a 2 Jacques Cousteau | d 6 Gertrude Bell |
| b 1 Amy Johnson | e 3 Matthew Henson |
| c 4 Yuri Gagarin | f 5 Tenzing Norgay |

Reading Skill

Working out meaning from context

GO ONLINE

- 1 Direct students to read the first paragraph in the Reading Skill box. Check students' comprehension of *context*.
- 2 Have students read the second paragraph. Point out that this paragraph explains what the term *context* means.
- 3 Have students read the sentence starting with *He was a pioneer...* Point out that the underlined words are context for the word *pioneer*.
- 3 Have students read the third paragraph and the sentence that follows. Ask students what they think *aviate* might mean, eliciting to *fly*.
- 4 Ask students what happens to their reading comprehension when they stop to check words in a dictionary. Have them read the remaining paragraph.

Extra Practice

- 1 Write the word *cruller* on the board, and tell students it is a word only people in a certain area of the United States use. Tell them you are going to add context to help them understand what the word means. Tell them to write their guess on a piece of paper as soon as they think they know with the letter of the added information.
 - a I tried a cruller this morning.
 - b I had it instead of my usual breakfast.
 - c I bought it at the bakery.
 - d It was delicious but a little more expensive than my usual donut.
 - e It was easier than a donut to dunk into my coffee though.
 - f Tomorrow, I think I'll just get my usual donut instead.
- 2 Elicit from students that a cruller is like a donut but with a different shape that makes it easier to dunk in coffee.
- 3 Put students in pairs to think of a word the other pairs won't know and then to create context clues for the word in the same way you modeled.
- 4 Put pairs into groups of four to try to guess the meaning of each other's words from the context.

Exercise 3 EXPAND

- 1 Have students review their guesses about the bold words in Exercise 2 and then compare them to dictionary definitions.
- 2 Point out that many of the words will have more than one definition. Put students in pairs to review the definitions and choose the one that fits the meaning of the term in the sentence in Exercise 2.
- 3 Go over the dictionary definitions as a class. Ask students to say if their guesses were close enough in meaning to understand the sentence or if there were any that they needed the dictionary definition for.

Answers

Students' answers will vary. Sample answers include:
In my dictionary I found various definitions of orbit, but the one that works for this meaning is...

Exercise 4 WHAT'S YOUR ANGLE?

- 1 Have students think about the question. Tell them to think about their reasons for their choice.
- 2 Put students in pairs or small groups to share their responses. Direct students to ask each other questions about their choices, e.g., *How would you feel about the cold?*
- 3 Call on volunteers to share their responses and the reasons for their choices with the class.

Answers

Students' answers will vary. Sample answers include:
If I could have been one of these explorers, I would like to have been Jacques Cousteau because I am very interested in oceans and I think sea life is amazing. Also, it's an area of the world that we will probably never finish exploring. There will always be new things to find.

Exercise 5 INTEGRATE

- 1 Tell students they are going to skim the article at the bottom of the page. Ask them how to skim, writing the steps on the board, e.g., read the introduction quickly, and then read the first and last sentence of each paragraph quickly.
- 2 Tell students you are going to give them a limited amount of time, e.g., 30 to 60 seconds, to skim the reading. Remind them that skimming and reading carefully are very different.
- 3 Have students skim the reading in the amount of time you decide. Then have them look up from the reading or close their books and get into pairs to tell each other what they remember from their skim.
- 4 Have students work independently to answer the two questions.
- 5 Go over their answers as a class.

Answers

Students' answers will vary. Sample answers include:
1 Female explorers
2 Being a female explorer was harder because society thought exploring was only for men.

Exercise 6 APPLY

- 1 Read the words in the box aloud, having the students repeat them after you with the correct pronunciation.
- 2 Put students in pairs to complete the activity.
- 3 Go over the answers as a class.

Answers

Students' answers will vary. Sample answers include:
Fascinating is an adjective which means very interesting. It describes the word stories. The topic of the paragraph is interest in women's accomplishments, and so that helps to understand what *fascinating* means. Key words that helped me are ...

Oxford 3000 words

recognition	illness	membership	possibility
explanation	confidence	personalities	contribution
movement	commitment	independence	achievement
willingness	organization	attraction	

Exercise 7 EXPAND

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare the words they chose and the meaning they came up with.
- 3 Have volunteers share their words and the meanings with the class.

Answers

Students' answers will vary. Sample answers include:
I didn't know what *deserve* meant here, but after looking at the context, I guessed it meant that the women explorers earned this recognition by the things they did.

Exercise 8 INTEGRATE

OXFORD REFERENCE

- 1 Give students time to read the questions. Tell them to make some guesses as to the possible answers from their initial skim in Exercise 5. Check students' comprehension of *women's movement*, *ignored*, and *factors*.
- 2 Suggest that students read the complete article before attempting to answer the questions. Point out that answering the questions as they read might make it harder for them to comprehend.
- 3 Have students complete the activity independently.
- 4 Put students in pairs or small groups to check their answers.
- 5 Go over the answers as a class.

Answers

Students' answers will vary. Sample answers include:

- 1 People have become interested in women explorers.
- 2 Raised interest in women's accomplishments.
- 3 That they were willing to face danger, and they faced discrimination.
- 4 They couldn't join explorers groups or speak about their exploits, and they couldn't get sponsorship.
- 5 They had strong personalities, they were intelligent and practical, usually middle-aged or older, unmarried, rich, and educated.
- 6 Female achievements were even greater than male ones given the difficulties they had to overcome.

Vocabulary Development

Suffixes for nouns

GO ONLINE

- 1 Direct students to read the information in the Vocabulary Development box.
- 2 Go over the examples. Have students repeat after you with the correct stress and pronunciation.

Extra Practice

- 1 Ask students to find the verbs or adjectives related to the nouns in the Vocabulary Development box (*explore*, *personal*, *achieve*, *confide*, *member*, *willing*).
- 2 Point out that sometimes the meaning changes and sometimes it is very similar. Put students in pairs to discuss which nouns have similar meanings to their adjective or verb and which are a little different.
- 3 Have pairs choose one of the nouns listed in the Vocabulary Development box. Then have them find other nouns with that same suffix.
- 4 As a class, have students say other forms of the same word or of other words whose nouns use that suffix

while other students guess what suffix it is they looked up. For example, for *exploration*, they could say *explore*, *register*, *prepare*, *hesitate*.

Exercise 9 IDENTIFY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare their answers.
- 3 Go over the answers as a class.

Answers

- 1 exploration, recognition, explanation, inspiration, organization, attraction, obligations, complications, contributions—mainly added to verbs
- 2 achievements, movement, accomplishments, commitment—mainly added to verbs
- 3 willingness, illness, greatness—mainly added to adjectives
- 4 confidence, independence—mainly added to adjectives
- 5 personalities, possibility—mainly added to adjectives
- 6 membership, sponsorship—mainly added to other nouns

Exercise 10 BUILD

- 1 Go over the words in the boxes to check students' comprehension.
- 2 Direct students to think about the meaning of the word needed in each blank before figuring out the word form needed.
- 3 Have students complete the exercise independently.
- 4 Put students in pairs or small groups to compare their answers.
- 5 Go over the answers as a class. Discuss what part of the sentence told them what word form they needed.

Answers

- | | |
|-------------------|--------------|
| 1 encouragement | 4 security |
| 2 contribution(s) | 5 friendship |
| 3 differences | 6 happiness |

Exercise 11 WHAT'S YOUR ANGLE?

- 1 Have students read the sentences in Exercise 10 and check the ones they agree with. Tell students to be ready to explain their reasons.
- 2 Put students in pairs or small groups to discuss their answers. Alternatively, ask students to prepare a one-minute talk on the one sentence they most agree with. Tell students to think of examples that explain their point. For big classes, divide the class into large groups, and have students present to their group.

Answers

Students' answers will vary. Sample answers include:
I agree with sentence 1 because everyone needs encouragement and support, especially for hard things. For example, I want to be a great singer, and sometimes I feel like giving up because I don't think I'm good enough, but the encouragement I get from my friends and family helps me to continue.

Grammar in Context

Verbs + *-ing* form and verbs + *to* infinitive

GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.

- 2 Remind students that in the previous Grammar in Context box, they looked at verbs that can be followed by both *-ing* and the *to* infinitive. Ask them to call out what they needed to remember about those verbs (that sometimes the form following the verb changed the meaning of the sentence).
- 3 Ask students how these verbs are different (they can only be followed by one form or the other, not both). Point out that the rules given can be difficult to remember and that sometimes it's easier to try to memorize common verb phrase combinations.
- 4 For additional practice, see Grammar focus on page 161 in the Student Book.

Extra Practice

- 1 Write the following column headings on the board: *Verb + to infinitive*, *Verb + -ing*, and *Both*.
- 2 Have students close their books. Then call out verbs from the two lists, and have students call out which type of verb they are.
- 3 List each verb under the correct heading.
- 4 Have students work independently to write a true and false sentence about themselves with two verbs from each category. Tell them to put a blank and then the verb that follows in parentheses. For example, *I _____ living in cities over living in the country. I _____ getting up early.*
- 5 Have students exchange papers and put the verbs in the correct form. Then have them write true or false after each sentence.
- 6 Have students give their papers back to the original writer to see which ones they got correct.

Exercise 12 INTEGRATE

- 1 Have students work independently to complete the exercise.
- 2 Put students in pairs to compare answers before calling on individuals to read their answers for the class.

Answers

- | | |
|-------------|-----------|
| 1 to do | 4 being |
| 2 to travel | 5 to know |
| 3 being | 6 to live |

Exercise 13 IDENTIFY

- 1 Have students work independently to read the sentences and make the corrections where necessary.
- 2 Put students in pairs to take turns reading their sentences to their partners to check their answers.

Answers

- 1 I really enjoy visiting new countries.
- 2 Correct
- 3 I hope to visit every continent in my lifetime.
- 4 I avoid going to crowded travel destinations.
- 5 Correct
- 6 I'm planning to go on an unusual trip soon.

Exercise 14 WHAT'S YOUR ANGLE?

- 1 Have students reread the sentences in Exercise 13 and circle the numbers of the ones that are true for them.
- 2 Put students in pairs to share their sentences and explain their answers. Direct partners to ask each other questions

about their partner's choices. Circulate to help with vocabulary as needed.

- 3 Have volunteers share one sentence that is true for them, giving an explanation as to why.

Answers

Students' answers will vary. Sample answers include:
Sentences 1 and 4 are most true for me. I love visiting new places, but I can't stand being places where a lot of tourists go. I think those places aren't really authentic because they have changed to fit what the tourists expect and will pay for.

Lesson 3.3 Inner or Outer Space?

Student Book pages 33 – 35

Exercise 1 ACTIVATE

- 1 Have students look at the photo and the title of the lesson. Ask students which type of space the photo depicts. Have students guess what *inner space* might refer to, eliciting something to do with people's mental or emotional states.
- 2 Put students in pairs to complete the chart.
- 3 Have pairs share their pros and cons with the class while you write them on the board.

Answers

Students' answers will vary. Sample answers include:
Pros: increases knowledge, gives people hope for the future, we might find something there that helps us solve problems on Earth
Cons: expensive, puts stuff in space that shouldn't be there, dangerous

Exercise 2 WHAT'S YOUR ANGLE?

- 1 Direct students to use the list of pros and cons on the board to form opinions of their own. Tell them to think of the importance of each of the items on the list. Tell them also to think about what people who disagree with them might think and how they might defend their own opinions.
- 2 Put students in groups to explain their views to one another.
- 3 Tell students to get into groups or pairs with the students whose opinions are the closest to their own.
- 4 Have volunteers tell the class what their group's opinions are.

Answers

Students' answers will vary. Sample answers include:
Pro: Our group is pro space exploration. We think it is an important thing to continue because ...
Con: Our group is against exploring space because we think that ...

Exercise 3 INTEGRATE

- 1 Tell students to make a mental note of the opinions presented in the essay while they read.

- 2 Give students time to read the first paragraph. Ask students what words the writer uses instead of *pros* and *cons*.
- 3 Direct students to read the rest of the essay.
- 4 Put students in pairs or small groups to say what ideas they found that were the same as theirs from Exercise 1.

Answers

Students' answers will vary. Sample answers include:
The essay had some of the pros we mentioned such as ... and some of the cons we mentioned such as ...

Writing Skill

Writing paragraphs and topic sentences

GO ONLINE

- 1 Elicit from students what they already know about topic sentences. Write the qualities they call out on the board.
- 2 Have students read the information in the Writing Skill box. Ask students to compare the information in the box with the information on the board. Is there anything there that is not on the board?

Extra Practice

- 1 Write the following two statements on the board.
a The government is saying it cannot give any more money for space exploration although there is still a lot of interest.
b Interest in and funding for space exploration are coming from the private sector rather than the government these days.
- 2 Tell students the sentences on the board are both topic sentences for a paragraph about the government stopping funding for space exploration and private industry taking over. Put them in pairs to discuss which one they think is better and why.
- 3 Have pairs write a few sentences that might follow the topic sentence they chose.
- 4 Project or prepare a handout of students' paragraph beginnings to see how they are different in focus, noting that the ones that chose sentence *a* should be focusing on what the government is saying while the ones that chose sentence *b* should be focusing on how private industry is taking over.

Exercise 4 IDENTIFY

- 1 Have students reread the essay and underline the topic sentence in each paragraph.
- 2 Put students in pairs to compare their answers. If they disagree, have them find evidence for their choice in the Writing Skill box.

Answers

Paragraph 1: Although it is more than four decades since the last manned moon landing, mankind has not stopped exploring space.

Paragraph 2: Starting with the benefits, there are several general advantages.

Paragraph 3: However, space travel also has significant disadvantages, especially financial ones.

Paragraph 4: In conclusion, I feel there should be more discussion on the question of space exploration because it is so expensive and uses too many resources.

Exercise 5 EXPAND

- 1 Have students look at the photos and call out what they see.
- 2 Direct students to work individually to complete the exercise.
- 3 Put students in pairs or small groups to compare their lists.
- 4 Call on volunteers to share their answers.

Answers

Paragraph 2:

- space exploration helps to improve technology, which eventually reaches consumers on Earth
- humans are designed to explore
- space is the ultimate place
- the discovery of new resources in space/possible discovery of a new place for humans to live

Paragraph 3:

- uses money that should be spent on problems like climate change, poverty, and disease
- environmental cost both on Earth and in space - rocket fuel, use of expensive and rare materials, litter in space

Exercise 6 WHAT'S YOUR ANGLE?

- 1 Direct students to think about the pros and cons list they created in Exercise 1, the opinions they expressed in Exercise 3, and the information they noted in Exercise 5.
- 2 Have students review the essay to see if their own opinions have changed at all.
- 3 Put students in pairs or small groups to discuss whether their opinions have changed. Remind students to give reasons for their answers.

Answers

Students' answers will vary. Sample answers include:
My thoughts have changed a little because I hadn't really thought about ... before I read this article.

Reading this article hasn't changed any of my ideas because ...

Grammar in Context

so and such

GO ONLINE

- 1 Write *so* and *such* on the board. Have students make simple sentences with the two words.
- 2 Have volunteers call out their simple sentences while you write the correct ones on the board under the appropriate word.
- 3 Ask students if they can come up with the rules or patterns for using *so* and *such*.
- 4 Direct students to read the information in the Grammar in Context box.
- 5 For additional practice, see Grammar focus on page 161 in the Student Book.

Extra Practice

- 1 Put the following two sentence frames on the board:
Last night's homework was so ... that I had to ...
The students in my ESL class last year were such ... that we ...
- 2 Put students in pairs to complete the sentences.
- 3 Have pairs call out their sentences.

- Have pairs write similar sentence frames on one side of a piece of paper, and have them complete them on the other side of the paper.
- Join pairs together and have them exchange their sentence frames with each other to complete them. Then have them compare their sentences with the ones they originally wrote.
- As pairs finish, have some write their sentences on the board for all to review and correct, if needed.

Exercise 7 IDENTIFY

- Have students work independently to complete the exercise.
- Call on individuals to read the answers aloud.

Answers

such a strong argument
so expensive

Exercise 8 INTERACT

- Have students complete the exercise independently. Suggest that they refer to the Grammar in Context box to help them.
- Put students in pairs to compare answers before going over the answers as a class. Review with students the reasons for each answer, e.g., that *negative* is an adjective and therefore must follow *so*.

Answers

- | | | |
|-----------|----------|-----------|
| 1 so | 3 so | 5 such |
| 2 such an | 4 such a | 6 such an |

Exercise 9 INTEGRATE

- Put students in pairs to compare sentence 1 and the new sentence with *so*. Have students talk about the necessary changes.
- Have pairs call out the changes that were made.
- Have students work independently to complete the exercise.
- Go over the answers as a class.

Answers

- The program is so expensive that some people think it should be shut down.
- The university had such interest in his research that they decided to hire him.
- His discoveries had such value that many study his contributions today.
- Your argument in favor of space exploration is so strong.
- Her perspective on the issue is so unique.

Exercise 10 WHAT'S YOUR ANGLE?

- Direct students to reread the statements in Exercise 8 and write *A* (agree) or *D* (disagree) next to each one.
- Put students in groups to discuss the statements they agree with. Remind them to give reasons for their answers.

Answers

Students' answers will vary. Sample answers include:
I agree with sentence 2. We have so many problems here that we could use that money on instead. What do you think?

Exercise 11 PREPARE

- Direct students to look at the photo at the bottom of the page. Ask students what these satellite antennas are looking/listening for. Then ask them if they think this is a good use of funding.
- Read the instructions aloud. Then read the topics in the box, stopping to check students' comprehension of each one.
- Point out that all the topics require further research and that all the research requires money. Direct students to choose one of the topics to write an essay about. Remind them that they will be writing about the pros and cons of funding further research and putting their own opinion into the conclusion.
- Have students write their notes independently.

Exercise 12 WRITE

Direct students to write their essays independently while you circulate to offer assistance with vocabulary and paragraph structure.

Exercise 13 IMPROVE

- Explain that students are going to review another student's paper. Have students read the bulleted items listed.
- Put students in pairs. Have them exchange papers. Tell them to read each other's papers all the way through before reviewing for the bulleted items.
- Allow time for partners to explain their feedback to each other.
- Allow time for your students to revise their essays according to the feedback they received.

Exercise 14 SHARE

- Put students in groups of six to eight, and have them sit in a circle. Tell them to pass their essays in a circle for students to read and note which ones had ideas they hadn't thought of before.
- Alternatively, have students thumbtack or tape their essays to the walls so they can walk around the room reading the essays and noting down which ones had new ideas for them.
- Provide time for students to let the student authors know which new ideas they noted down.

Lesson 3.4 Excuse Me ...

Student Book pages 36 – 37

Exercise 1 ACTIVATE

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

Answers

Students' answers will vary. Sample answers include:
Picture 1—classroom; lecture/talk, more formal, with expected behavior from both speaker and audience; speaker and audience, more distance between people
Picture 2—informal casual setting (on the way somewhere else); group of people together, just talking; friends

Exercise 2 IDENTIFY

- 1 Play the video, and have students work independently to complete the exercise.
- 2 Go over answers as a class.
- 3 Play the video again, and have students raise their hands each time they see someone interrupt. Stop the video to elicit the language used.

Answers

Students' answers will vary. Sample answers include:
Interrupting each other by breaking into the conversation.

English For Real Video Unit 3

Exercise 3 ASSESS

- 1 Put students in pairs or small groups to say what they think Max's interruption will be like.
- 2 Have volunteers share their answers. Remind students to give reasons for their answers.

Answers

Students' answers will vary. Sample answers include:
I think he will say ...

Exercise 4 ANALYZE

- 1 Remind students to watch and listen for Max's interruption.
- 2 Play the video.
- 3 Have volunteers call out their answers.

Answers

Students' answers will vary. Sample answers include:
In a more formal / polite way because of the academic speaker-audience setting and distance in the relationship. Max, for example, says "excuse me," prefaces his question ("Could I ask a question?"), and then uses an indirect question form ("I was wondering if ...").

English For Real Video Unit 3

Real-World English

Interruption and resuming

- 1 Read the information in the box aloud, modeling the intonation of the more polite versus the more informal ways of interrupting. Have students repeat after you.
- 2 Ask students to say what the differences are.
- 3 Read the phrases used for resuming speech after being interrupted, modeling correct intonation. Have students repeat after you.

Extra Practice

- 1 Put students in pairs to write two four- to six-line dialogues that include interruptions and speech resumptions. Direct them to write one formal dialogue and one informal one.
- 2 Have pairs choose their two dialogue situations first. Then have them start writing. Circulate while students work on their dialogues to help with vocabulary or ideas as needed.
- 3 Tell students to call you over when they are finished writing to check their work. Then have them practice performing their dialogues.

- 4 Have volunteer pairs perform their dialogues for the class, while the students listening call out *formal* or *informal*.

Real-World English Strategies

Interrupting in a second language can be difficult because cultures differ regarding when it is and when it isn't appropriate to interrupt. Nevertheless, sometimes we have to do it.

First, discuss with your students when it is and when it is not acceptable to interrupt in their home language/culture, or other languages and cultures they know. Have students take a few minutes to fill out the table below, reflecting on their own experiences and also examples from the video:

Not OK to interrupt	OK to interrupt politely/formally	OK to interrupt less formally	OK to interrupt casually
Children when adults are speaking			

Next, add more useful expressions to the ones listed in the chapter. Be sure to also list some expression for rude interruptions, e.g., *Will you let me say something?*, *Can't you shut up for a minute?*

Remind your students to refer to these expressions when they are creating role plays in Exercise 6 and Exercise 7. For further expansion, ask a few students to "behave inappropriately" in their dialogs in Exercises 6 and 7, and then discuss the other students' reactions to these role plays.

Exercise 5 IDENTIFY

- 1 Look at the chart with students. Confirm that they understand how to complete it.
- 2 Let students know you will play the video more than once if needed.
- 3 Play the video while students take notes. If needed, replay the video. For some classes, you may want to stop and start to give students time to complete their charts.
- 4 Put students in pairs or small groups to compare the notes they took.
- 5 Have volunteers call out their answers.

Answers

Students' answers will vary. Sample answers include:
Interrupting: "Excuse me for interrupting." / "Could I ask a question?" / raising hand and standing up

Resuming: "Now, going back to the way the brain ..."

Outside the classroom:

Interrupting: Max, Andy, and Kevin just interrupt each other either by completing each other sentences or responding to them: "Space! Yeah." / "Yeah, right?" Phil is more polite: "Can I interrupt here?" "Guys?"

Resuming: "But as I was saying, ... " / "Where was I?"

Video Script

English For Real Video Unit 3

Scene 1

- Dr. Bronson Exploration! As well as going out into outer space, we can also go inwards to...
- Max Excuse me for interrupting. Could I ask a question?
- Dr. Bronson Of course, uh, go ahead.
- Max Well, I was wondering if maybe we should pay more attention to our Earth instead of exploring space?
- Dr. Bronson That's a very good point. But I'm talking about inward exploration ... the way the brain ...

Scene 2

- Andy Well, that wasn't what I expected.
- Max Yeah, I know what you mean. I thought the whole thing was about ...
- Kevin Modern-day exploration! Right! I thought he was going to talk about ...
- Max Space! Yeah. But, as I was saying, some of it just didn't make sense. I mean ...
- Andy Yeah, right? What was all that about the brain and looking inward?
- Kevin Where was I? Oh. Space travel! And every time someone asked a question about space, he kept talking about the brain!
- Phil Oh, can I just interrupt here? Guys? Um, the title of the lecture was "*Inner* Space Exploration!" And that was Dr. *Bronson* not Branson!
- Kevin/ Andy Huh? / No wonder!
- Max Oops, wrong man!

Exercise 6 INTEGRATE

- Put the students in pairs to complete the exercise while you circulate to help with vocabulary and phrasing. If needed, suggest students refer back to the phrases in the Real-World English box.
- Play the audio for the students to check their rewrites. Replay, stopping after each one so students can compare their rewrites to the ones on the audio.

Answers

Students' answers will vary. Sample answers include:

- Excuse me for interrupting, but what time does it actually start? / I wonder if I could ask a question. What time does it actually start?
- I'm sorry to interrupt, but are you saying we can finish early? Excuse me for interrupting, but is it correct that we can finish early?
- Excuse me for saying so, but I don't think that's right. / I'm sorry to interrupt, but I don't think that's right.
- I'm sorry to interrupt, but I have something relevant to say here. / Excuse me for interrupting, but I have something to say about this.

Audio script

CD1, Track 22

- Excuse me for interrupting, but what time does it actually start?
- I'm sorry to interrupt, but are you saying we can finish early?
- Excuse me for saying so, but I don't think that's right.
- I'm sorry to interrupt, but I have something relevant to say here.

Exercise 7 INTERACT

- Put students in groups of three. Have them read the two situations and choose which one they want to role-play. Then have them decide which roles to play (A, B, or C).
- Direct students to discuss what they want to say first while you circulate to help with vocabulary and phrasing.
- Tell students to role-play their chosen situation and then to discuss what worked well.

- Have students exchange roles and redo the role play using what worked well from the first time.

Answers

Students' answers will vary. Sample answers include:
Situation 1: Students B and C are chatting about the documentary they saw. Student A comes in and says, "Hey guys, we're meeting John and Marcy for pizza tonight. We need to get going."
Situation 2: Students A and B are chatting about last night's party. Student C walks up and says, "Sorry, but I think we should get in line. The movie starts in 10 minutes, you know."

Exercise 8 INTERACT

- Put students in pairs to role-play the new situations.
- Direct the students to read the situations, and elicit from them how they differ from the situations in Exercise 7 (these are more formal).
- Direct the pairs to choose the situation they want to role-play and then to discuss what they will say while you circulate to help with vocabulary and phrasing.
- Have students role-play their situation while you circulate to listen.

Answers

Students' answers will vary. Sample answers include:
Situation 3: Student A starts talking about the topic the students chose. Student B interrupts to ask a question and says, "Excuse me for the interruption, but could I ask a question?" Then student A answers the question and resumes speaking by saying, "Anyway, as I was saying."
Situation 4: Student A starts talking about work matters and student B interrupts by saying, "I'm sorry to interrupt, but when you said ... did you mean?" Student A answers student B's question and resumes speaking by saying, "Going back to what I was talking about ..."

Exercise 9 ANALYZE

- Keep students in the same pairs as Exercise 8. Direct them to discuss their role plays and say what worked well and what didn't.
- Have students exchange roles and redo their role plays using their own feedback from step 1 to improve what they say.
- Have volunteer pairs redo their role plays for the class.

Exercise 10 WHAT'S YOUR ANGLE?

- Give students a moment to think about a time when they wanted to interrupt but didn't for one reason or another.
- Put students in pairs or small groups to share their memories of their experiences.

Answers

Students' answers will vary. Sample answers include:
I wanted to interrupt the lecturer in World History 101, but I didn't because there were so many students there and I was sure I was going to make a mistake with my English.

Lesson 3.5 Moving On

Student Book page 38

Exercise 1 ACTIVATE

- 1 Check students' comprehension of the inventions in the box.
- 2 Put students in pairs or small groups to talk about the inventions and the benefits each one has led to in current times.
- 3 Have volunteers share something that came up in their discussions about each invention. If desired, have students rate the inventions in terms of usefulness in their own opinions.

Answers

Students' answers will vary. Sample answers include: I've never used a compass, but compasses led to GPS and satellite navigation that we all use in our cars or on our phones now.

Exercise 2 ASSESS

Check students' comprehension of centuries and which years they refer to. Have students complete the activity independently.

Answers

the compass: 11th century
the printing press: 15th century
the airplane: 20th century
the Internet: 20th century
the telephone: 19th century
the corrective eye lens: 13th century
paper money: 10th century
the mechanical clock: 14th century

Exercise 3 INTERACT

- 1 Put students in small groups to share their ideas about the importance of each invention. Ask students to give reasons for their decisions. Remind them to defend their choices with reasons.
- 2 Direct students to try to come to a consensus about their top three most important inventions.
- 3 Have groups share their top three inventions while you tally the choices on the board.

Answers

Students' answers will vary. Sample answers include: We think corrective eye lenses, ..., and ... are the three most important inventions. We chose corrective eye lenses because without them, we wouldn't be able to read as we got older, so printing presses, clocks, money, and compasses would be useless to us.

Exercise 4 IDENTIFY

- 1 Direct students to listen for the invention the presenter is going to focus on.
- 2 Play the audio all the way through.
- 3 Ask students to call out the invention and write it on the board. You can also ask students if they heard the other inventions the speaker mentions and write those on the board as well.

- 4 Ask students to say which group chose corrective eye lenses as one of their top choices.

Answer

corrective eye lenses

Audio Script

CD 1, Track 23

Today I'm going to talk about discoveries—this will be an exploration of important inventions that have pushed back the frontiers of human knowledge. Now, I know you're already thinking, well, that's the Internet, the phone, or the airplane... You're all focused on the here and now, or at least the past 100 years. Am I right? Well, I'm not talking about any of those things. Instead, I'm traveling back more than 700 years to the invention of the corrective eye lens. First, I'll tell you exactly why this has been one of the most important discoveries of our time. Then I'll outline just how this came to be invented. Finally, we will look at what other inventions were influenced by this—that is, the recognition of the importance of this item. There will be time for questions at the end.

Speaking

Giving a presentation

GO ONLINE

- 1 Direct students to read the information in the Speaking box.
- 2 Ask students how well-organized presentation introductions are like good topic sentences, pointing out that topic sentences show your paragraph organization and clear presentation introductions with signpost phrases show the organization of your presentation.
- 3 Read the phrases in the Speaking box, and have students repeat after you with correct intonation.

Extra Practice

- 1 Put the following phrases on the board:
 - a Moving on to ...
 - b In addition ...
 - c So, first of all ...
 - d Then I'll point out ...
 - e First, I'll explain ...
 - f Please save your questions for ...
 - g Finally, I'll illustrate why ...
 - h Today I'm going to talk about ...
 - i Secondly ...
- 2 Tell students to put them in the order they should appear in a presentation (g, d, c, f, e, b, h, a).
- 3 Put students in small groups to create a presentation skeleton using all of the sentence starters.
- 4 Write onto small pieces of paper enough topics for each group to have one. Put them into a hat, coffee mug, or paper bag, and have one student from each group select one. You can choose topics your students will be interested in or choose from the following list: video game addiction, exercise addiction, the K-pop music phenomenon, face recognition technology, unusual pets, money transfer apps like Venmo, online dating, clowns, circuses, the benefits of talking to plants, vegan diets, wearable technology like Fitbits, home assistants like Alexa and Google, etc.
- 5 Have groups use the sentence starters to create their presentation skeleton.
- 6 Ask a volunteer from each group to share their presentation skeleton with the class.

Exercise 5 INTEGRATE

- 1 Tell students they are going to listen to the presentation introduction again. This time, direct them to listen to the sentences that show the organization of the presentation and to make notes on what they hear.
- 2 Play the audio, and have students take notes. Direct students to make their notes into a type of outline for the presentation showing the order of topics as they will appear.
- 3 Put students in pairs or small groups to compare their notes / outlines.
- 4 Postpone going over answers until after Exercise 6.

CD 1, Track 23

Exercise 6 ASSESS

- 1 Tell students they are going to listen to the opening parts of each section of the presentation to check their answers.
- 2 Play the audio and have students take notes on the opening sentences for each section.
- 3 Have students compare their new notes with the notes they took in Exercise 5.
- 4 Put students in pairs or small groups to compare their notes.

Answers

Students' answers will vary. Sample answers include:

- introduction
- how has the eye lens been so important
- it has increased our collective IQ
- about the history
- what other inventions it influenced
- questions

Audio Script

CD 1, Track 24

Finally, we will look at what other inventions were influenced by this—that is, the recognition of the importance of this item. There will be time for questions at the end. So, first of all, the question is: how has the eye lens been so important for humans? Well, to put it simply, by helping many people to read—well, people with eyesight problems, of course—the simple lens gave us the possibility of raising the level of human intelligence. It has increased our collective IQ. So, let's look in more detail at this... Moving on to the history of this invention, it all started in Italy, sometime between 1268 and 1289... In this final part, I would like to look at other developments dependent on this first invention. For example, we have the... We have five minutes for questions. If we don't get through them all, I'm happy to see you after the session.

Exercise 7 IDENTIFY

- 1 Tell students they are going to listen to the opening parts of each section of the presentation again to note the actual words and phrases used.
- 2 Play the audio, and have students complete the opening phrase for each section.
- 3 Put students in pairs or small groups to compare their notes.
- 4 Have volunteers call out their answers. Check comprehension as a class.

Answers

- 1 So, first of all, the question is how ...
- 2 Moving on to the history of ...
- 3 In this final part, I would like to look at ...
- 4 We have five minutes for questions...

CD 1, Track 24

Pronunciation Skill

Shifting stress in suffix words

GO ONLINE

- 1 Have students read the information in the box.
- 2 Read the examples, and have students call out where the stress is.
- 3 Direct students to think of more noun / adjective or noun / verb combinations. Have them look them up in an English to English dictionary or on an English to English dictionary app on their phones to discover the correct stress. Have them look up a nouns that they know are also adjectives or verbs, and note the stress in the noun form, and then look up the corresponding adjective and note the stress.
- 4 Put students in groups to share the noun / adjective or noun / verb combinations they found and to teach each other about the correct stress in each one.

More to Say...

Focus: Working in pairs, students practice shifting the stress in suffix words.

Grouping Strategy: Pairs

Activity Time: 15 minutes

Ready,

- 1 Prepare a list of 15 to 25 words that take the suffixes *-tion, -ity, -ment, -ness, -ship, and -ence*.
- 2 Make a handout that contains these words alphabetically in a word bank and two categories titled: *the stress stays the same* and *the stress moves*.
- 3 Make enough copies of the handout for each pair of students.

Set...

- 1 Put students into pairs.
- 2 Give each pair a handout.

Go!

- 1 Have the students work together to determine which suffix (*-tion, -ity, -ment, -ness, -ship, or -ence*) goes with the base word.
- 2 Instruct them to write the word with the suffix in the correct category, either *the stress stays the same* or *the stress moves*. For instance, the word *happy* would take the suffix *happiness* and would be written in the *the stress stays the same* category.
- 3 Circulate and assist students as necessary.
- 4 Check the answers as a class.

Keep going!

- 1 Have the students select 10 words from the list that they think are important and that they want to be able to pronounce correctly.

- 2 For homework, have students record themselves reading the words and instruct them to send the recording to you along with a list of the words in an email.
- 3 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.

Exercise 8 IDENTIFY

- 1 Give students a moment to look over the verb / noun and adjective / noun pairs before they listen. Direct them to write a stress mark over the syllable they think is stressed in pencil.
- 2 Play the audio, and have students work independently to check their stress markings and correct them where necessary.
- 3 Call on volunteers to read the word pairs with the correct stress. Then read the word pairs yourself, having the students repeat after you with the correct stress.

Answers

- | | |
|------------------|----------------|
| 1 disappointment | 4 application |
| 2 availability | 5 relationship |
| 3 difference | 6 laziness |

CD 1, Track 25

Exercise 9 INTERACT

- 1 Have students read the sentences and add appropriate suffixes independently.
- 2 Put them in pairs or small groups to check their suffixes. Then have them take turns saying the nouns to each other to determine where the stress is.
- 3 Play the audio for students to check their suffixes.
- 4 Have volunteers call out the nouns with their correct suffixes. If necessary, correct their stress and have the class repeat after you.
- 5 Replay the audio, stopping after each extract to have students repeat the extract with the correct word and syllable stress.

Answers

- 1 I would like to look at other developments ...
- 2 ... the simple lens gave us the possibility ...
- 3 ... of raising the level of human intelligence ...
- 4 ... the recognition of the importance of this item ...
- 5 ... this will be an exploration of important inventions ...

CD 1, Track 26

Exercise 10 PREPARE

- 1 Elicit the inventions students have discussed in this unit, and write a list on the board. Ask if there are any others students want to add to the list.
- 2 Direct students to choose one to present on. If desired, put students in pairs or groups to talk about the reasons for their choices.
- 3 Have students brainstorm a list of reasons for their choices on paper while you circulate to assist with vocabulary and ideas as needed.

Exercise 11 DEVELOP

- 1 Put students in pairs to help each other organize their presentation. Pair students with students who have chosen a different invention, unless you choose to have students present together.
- 2 Direct students to take turns telling each other about their invention and their reasons for choosing that invention and brainstorming a possible order of topics to present.
- 3 Have students write an outline of their presentation while you circulate to offer assistance as needed.

Exercise 12 IMPROVE

- 1 If possible, give students time, or take them to a lab, to create a slide presentation for their presentation.
- 2 Elicit from the students good delivery tips and write them on the board, e.g., *have notes on notecards always look up at your audience while you are talking, if you need to refer to your notes, stop talking, look at your notes, look up and start talking again, talk to the person at the back of the room, speak loudly and clearly.*
- 3 Put students in pairs to take turns practicing their presentations. Tell partners to think of questions they can ask their partner and to make notes on the presentation organization and the delivery.
- 4 Have students take turns practicing their presentations in pairs. Direct students to ask a few questions about the presentation and then to give their partner feedback before exchanging roles.

Exercise 13 SHARE

- 1 Have students take turns giving their presentations to the class or, if your class is larger, to a large group. Circulate between the groups to make sure students ask questions at the end.

Exercise 14 WHAT'S YOUR ANGLE?

- 1 Have students think about whether their minds have been changed by any of the presentations.
- 2 Put students in groups to discuss their thoughts. Remind them to give reasons for their answers.

Answers

Students' answers will vary. Sample answers include:
Actually, my ideas about ... have changed. I never realized how important that was / how much that influenced so many things that came after it.

Unit 3 Review

Student Book page 149

Vocabulary

Exercise 1

Answers

- | | | |
|---------------|----------------|---------------|
| 1 recognition | 3 intelligence | 5 friendship |
| 2 commitment | 4 happiness | 6 personality |

Exercise 2

Answers

- | | | |
|------------|--------------|---------------|
| 1 explore | 3 keep going | 5 independent |
| 2 flexible | 4 survive | 6 quit |

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

Grammar

Exercise 3

Answers

- | | | |
|------------|------------|-------------------|
| 1 to enjoy | 2 spending | 3 to congratulate |
|------------|------------|-------------------|

Exercise 4

Answers

Students' answers will vary. Sample answers include:
I think ... is important for exploration. That's because it is so ...
Also, it is such a ...

Exercise 5

Answers

- | | |
|----------------------|--------------------------|
| 1 leaving | 5 getting |
| 2 seeing / to see | 6 having |
| 3 planning / to plan | 7 to believe / believing |
| 4 to keep | |

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 students to raise their hands if they like poetry. Have volunteers call out some favorite poets. Ask if anyone knows anything about T.S. Eliot, noting on the board any information the students share.
- 2 Ask students if they read any poetry in their own languages, and if so, who it is they read.
- 3 Put students in small groups to talk about poetry and how it expresses meaning differently from prose.
- 4 Have volunteers share what they discussed, eliciting that poetry often expresses meaning through creating visual images in readers' minds.
- 5 Tell students you are going to read the poem aloud while they listen and read at the same time. Direct them to make a visual picture in their minds of the images he

depicts with his words. Then have individual students read the poem aloud.

- 6 Put students back into their groups to discuss the meaning of the poem. To do that, tell them to put the meaning of the poem into their own words. Then, have them discuss whether they agree with it.
- 7 Have volunteers share their group's interpretation of the poem.

Answers

Students' answers will vary. Sample answers include:
The poem is about the need to explore new places and new things, but the purpose of exploration is to see what we already know in a new way.

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

Zoom In

Exercise 7

- 1 Conduct Task 1 as a walk-around activity. Have students walk around the classroom talking to different partners. Tell them to tell each new partner about the discovery that they are particularly interested in. Explain that they can improve on their description if they hear something from another student that they can use. Call time after ten minutes or after each student has talked to several partners.
- 2 For Task 2, put students into groups to take turns sharing their photos. Direct students to talk about the place, and give reasons for wanting to explore it. Tell students when they are listening, to think of a question to ask the speaker.
- 3 For Task 3, have students write a list of the pros and cons of exploring their chosen place independently. Circulate to help with vocabulary as needed.

Answers

Students' answers will vary. Sample answers include:
1 I read about the discovery of black holes in space. I'm particularly interested in that because I think it will be useful for ...
2 This is a photo of the Bermuda Triangle in the Atlantic Ocean. It's a very mysterious place where many ships have disappeared and ...
3 Pros: see a beautiful ocean place, see the place where all these mysteries have happened, possibly solve the mystery of the Bermuda Triangle, ...
Cons: disappear like all the other ships have, never return, expensive, dangerous

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.
- 2 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—*Processes*—summarizes the main themes: the care and love that go into making things by hand, the steps involved in making a movie, handmade versus machine-made products, asking for and giving clarification about processes, and the steps involved in creating or making a game.

In **Lesson 4.1**, the theme of processes is reflected in the following activities: the steps involved in making things by hand, the language needed in explaining a process, using visual information while listening to someone explaining a process, and the traditional process of making tweed cloth. In **Lesson 4.2**, the process of making movies is focused on in exercises that include: talking about numbers and percentages, reading a graph showing the steps involved in going from an idea to the finished product, classifying information while reading, reading about the role of technology in movie making, and then completing a graphic organizer that summarizes the main points of the article. In **Lesson 4.3**, students will consider their own preferences for homemade products versus machine-made or store-bought products while reading an essay on the quality of differently made products. Students will focus on the use of examples and explanation linking words, adjectives with prepositions, and finally on writing their own compare and contrast essay. In **Lesson 4.4**, students will watch a video and then practice asking for and giving clarification about things that might not have been completely understood. In the *Real-World English Strategies*, teachers will help students use appropriate language in their questions and responses. Finally, in **Lesson 4.5**, the exercises summarize what students have learned about the theme of processes by having them listen to a talk on the process of making a game while practicing describing a process themselves and learning about and practicing identifying chunking in spoken speech.

Lessons

4.1 Proudly Made

Vocabulary Development Explaining a process

Listening Skill Using visual information while listening

Grammar in Context Present passive and past passive

- Vocabulary related to signaling (Oxford 3000)
- Use images to help you comprehend when listening
- Use passive forms
- Watch a video about the process of making Harris Tweed

4.2 Making It to the Big Screen

Reading Skill Classifying information from a text

Grammar in Context Present passive with modal verbs

- Create diagrams to classify information while reading
- Read about the technology needed to create movies

- Use passives with the modal verbs *can*, *could*, *might*, *should*, *must*, etc.
- Vocabulary related to movie production (Oxford 3000)

4.3 What's the Difference?

Writing Skill Using example and explanation linking words

Grammar in Context Adjectives with prepositions

- Clarify points by using example and explanation signpost words and phrases
- Read about the differences between handmade and machine-made products
- Use prepositions after adjectives, e.g., *surprised by* to talk about feelings, abilities, etc.

4.4 I Get It Now!

Real-World English Asking for and giving clarification

- Practice using language of clarification
- Ask for clarification of specific points
- Indicate when you understand
- Repeat information to assist with clarification

4.5 It's Quite Simple, Really

Speaking Describing a process

Pronunciation Skill Chunking

- Use signpost language to help your listeners follow your process description
- Use ordinal numbers and other signpost words and phrases to alert listeners to process stage changes
- Identify chunks and practice using pauses
- Describe and listen to descriptions of processes

Resources

Class Audio CD 1, Tracks 27–30

Workbook Unit 4, pages 22–28

Oxford Readers Correlations

Silas Marner (9780194657358)

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 39

The unit opener photo shows a Vietnamese woman working in a small pottery factory in Vietnam. The woman is dressed in a traditional Vietnamese hat as well as Western-style jeans and a sweatshirt. The photograph relates to the unit theme and subsequent exercises because it focuses on the process of creating something and in this case how a product can be produced by both machines and human hands.

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, he was moved by a year in Europe 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*, the World Health Organization, the Global Fund, and Samsung, among many others.

Unit Snapshot

- 1 For question 1, check students' understanding of where Scotland is, and ask students what they know about Scotland, Scottish people, and the typical or traditional clothing worn there. It might be useful to pull up photos on the Internet of Scottish men in kilts and tweed jackets.
- 2 For question 2, ask students to say what types of art are technology-based.
- 3 For question 3, ask students to say how Hollywood movies typically end and whether they have seen any movies recently that had a sad ending.

Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the image, provide words and phrases to help them as necessary, for example, *pottery, workshop, tools, machinery, rubber or latex gloves*. Ask specific questions about the picture: *Where is the woman working? What are they making? How big of a factory do you think this is?*
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Quinn Ryan Mattingly answers these questions from his perspective. Play the video for students as many times as needed to check comprehension and discuss any vocabulary items.

- 3 For the third question, check students' comprehension of *follow a process*. For the questions about why processes are important and what can happen if we don't follow a process, ask students to provide examples of processes that they are familiar with to illustrate their point. Ask students if they have ever made a mistake when making something and what happened as a result.

Answers

Students' answers will vary. Sample answers include:

- 1 Office work, any work that requires creating and making things, factory work, farming, etc.
- 2 They help to make the process more efficient.
- 3 The thing you are doing won't be done well, or made correctly. The quality of the product will not be good.

Video Script

This woman is working in a ceramics factory on the outskirts of Hanoi, Vietnam, carving a bowl from spinning clay. There are about 50 people who work in the factory. This woman will do many jobs, covering all parts of the process to make pottery.

All work requires a certain process for it to be completed the right way. There are steps and an order that must be followed, or the product may not turn out the right way. I use processes, or workflows, in my work every day. First I must capture the images, then I look at them all and find the best ones, and then I edit those. Finally, I deliver the finished photos to the client.

Processes are important because there is a right order and a certain way things should be done. Processes also help us keep consistency in the work. My process is very important in my work because it is the best and most efficient way to spend my time when I'm busy working on many projects.

Exercise 1

- 1 Direct students to read the three categories of areas of life and the processes listed. Check students' comprehension of the words *leisure* and *redecorating*.
- 2 Point out that most of the areas can be in more than one category. Have students work independently to complete the exercise.
- 3 Put students in pairs to compare answers, providing examples for each one.

Answers

Students' answers will vary. Sample answers include:

Applying for a job: A
Learning a skill: A, B, C
Learning a sport: A, B, C
Redecorating a room: A, B
Preparing for an exam: C
Preparing for a sports competition: A, B, C
Preparing for a party: B
Planning a wedding: A, B
Teaching someone a skill: A, B, C
Applying for a college: C

Exercise 2

- 1 Read question 2 aloud. Put students in pairs to complete the activity.
- 2 Tell students to be as detailed as possible and to imagine they are describing a process for someone who knows nothing about the activity.

- Put pairs together with another pair who described the same or a similar process. Have them tell each other the amount of steps they thought of and compare their steps.
- As a whole class, find out which pair had the most steps for their process. Have that pair retell their steps for the class without saying what the process is for. Tell the class to start guessing as soon as they think they know what the process is for. Repeat with additional pairs as time allows.

Real-World Goal

By the end of this unit, students will be able to learn a new process from an online video because they will have acquired useful vocabulary for explaining a process, practiced using visual information when listening to a process, practiced using the passive forms with and without modals, used examples and explanation linking words, used adjectives plus prepositions, and asked for and given clarification when listening to or giving a talk describing a process.

Lesson 4.1 Proudly Made

Student Book pages 40 – 41

Exercise 1 ACTIVATE

- First, direct students' attention to the title of the lesson, and ask if they or someone they know has made anything that they are proud of recently. Have volunteers share their ideas. Ask students what they think the lesson will be about.
- Direct students to look at the pictures and the nouns and verbs in the box. Have students complete the exercise independently.
- Put students into pairs to compare answers. Tell them to take turns making sentences about each picture with their answers.

Answers

Students' answers will vary. Sample answers include:

- bake a cake
- knit a wool scarf
- fold a paper plane
- mold a clay pot

Exercise 2 WHAT'S YOUR ANGLE?

Direct students to read the discussion questions. Put them in pairs or groups to say what they can make and which they would like to make.

Answers

Students' answers will vary. Sample answers include:

I can bake a cake.
I can't do any of these things.
I would like to be able to knit.

Vocabulary Development

Explaining a process

GO ONLINE

- Elicit the ordinal numbers from students, and write the first three on the board: *first, second, third*

- Review the term *signpost words and phrases*. Ask students to call out the different signpost words and phrases they've been using in previous units.
- Have students read the information in the box.

Oxford 3000 words

the first /second / third stage is... following that...
finally... once... the last step is to...

Extra Practice

- Have students reread the four sentences at the bottom of the Vocabulary Development box. Tell them to think of a sentence that would precede or follow each of the sentences. Remind students to use ordinal numbers and signpost words and phrases.
- Put students in pairs to take turns saying their sentences for each other. Tell students who are listening to say *before* or *after* depending on where they think the sentences belong.

Exercise 3 IDENTIFY

- Make sure students realize that all the steps describe only one process. Have them read the sentences and call out what the process is.
- Have students put the steps in order independently.
- Put students in pairs or small groups to compare answers. To do this, have them read their sentences in order rather than just read the letters in order.
- Postpone going over the answers until after Exercise 4.

Exercise 4 INTEGRATE

- Play the audio for students to check their answers in Exercise 3.
- Go over the answers as a class.

Answers

The person is making a clay pot. In order from top: 5 a 4 b 2 c 3 d 1 e
a The last step is to decorate it.
b Once it is the right shape, make the bottom flat.
c Then make a hole in the ball with your thumb.
d After that, mold the sides into the correct shape.
e The first stage is to make a ball of clay.

Audio Script

CD 1, Track 27

The first stage is to make a ball of clay. Then make a hole in the ball with your thumb. After that, mold the sides into the correct shape. Once it is the right shape, make the bottom flat. The last step is to decorate it.

Listening Skill

Using visual information while listening

GO ONLINE

- Ask students how many of them knew the meaning of *mold* depicted in picture 4 before doing Exercise 1. Point out how looking at the picture helped them to know the meaning.
- Have students read the information in the box.
- After they finish, ask students to scan the information to find how many bits of information are for before listening (three), during listening (four), and after listening (two).

Extra Practice

- 1 Find an online video showing the steps of a process such as a recipe or how to use a new app, for example. Googling “how-to videos” will result in many options.
- 2 Play the video without sound, stopping at each image and asking students for the terminology of what they see happening.
- 3 Play the video with sound, and see if students can identify the actual terminology used on the video for each step. Compare it to the terminology they guessed.
- 4 Replay the video, and stop after the speaker uses the word or phrase showing what is being done. Elicit the answers from students and write them on the board.

Exercise 5 IDENTIFY

- 1 Check students’ comprehension of *fabric*.
- 2 Have students look at the images and work in pairs to label as many things that they see as possible.
- 3 Have volunteers call out their labels.

Answers

Students’ answers will vary. Sample answers include:
In the image on the left, we see different shades of blue and green yarn. The different color balls of yarn are all labeled.
In the image in the middle, we see a machine which is used to make the fabric that this yarn is used for.
In the image on the right, we see the finished item of clothing which was made from the fabric.

Exercise 6 NOTICE

- 1 Have students read all the phrases silently. Then read each sentence aloud, having them repeat after you with the correct stress and pronunciation. Stop after each one to check students’ comprehension of *dyed, base colors, complicated colors and shades, textile, weavers, patterns, industry, stamped, trademark, modernized, and operations*.
- 2 Play the video while students check the phrases they hear.
- 3 Put students in pairs to compare answers.
- 4 Replay the video. Tell students to raise their hands when they hear a phrase. Stop the video when students raise their hands. Have students repeat the phrase before continuing.

Answers

The only phrases *not* mentioned are a, d, i, m and n.

Video Script

▶ Harris Tweed 1

The first stage of making the tweed is to mix the base colors of the wool to a specific recipe. The result of this is a range of more complicated colors and shades. Following that, the weavers create the fabric and the patterns. During this stage, old-style foot operated looms are used, and tweed is woven by hand. Only highly-skilled weavers are allowed to make Harris Tweed. The last step is for the Harris Tweed Authority to inspect the material. Once they’re happy that it is high quality, the material is stamped with the Orb Mark trademark.

Exercise 7 IDENTIFY

- 1 Put students in pairs to complete the exercise using the images from Exercise 5 and an English-English dictionary. Point out that there are many English-English dictionary apps for their cell phones.
- 2 Go over the answers as a class. Have volunteers tell you which ones they were able to guess from the visuals.

Answers

Students’ answers will vary. Sample answers include:
a, f, g, k, l, m

Exercise 8 INTEGRATE

- 1 Have students read the sentence parts. Direct them to try to match the parts before watching.
- 2 Play the video while students check their predictions.
- 3 Put students in groups to compare their answers. Go over the answers as a class.

Answers

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

▶ Harris Tweed 1

Exercise 9 INTEGRATE

- 1 Have students read the questions while you circulate to answer any individual questions.
- 2 Play the video while students answer the questions.
- 3 Put students in pairs or small groups to take turns asking and answering the questions.
- 4 Go over the answers as a class. If necessary, replay the video, having students raise their hands when they hear the answer to each question. Then have students repeat what they heard.

Answers

- 1 The people from the islands (the Outer Hebrides) made and still make the cloth.
- 2 Harris Tweed gets the special Orb Mark trademark.
- 3 The mills use pure wool.
- 4 The workers dye the wool.
- 5 They make jackets, bags, shoes, and phone and iPod covers.
- 6 People buy the cloth all over the world.
- 7 China has invested in the production of this cloth.
- 8 The wool comes from Scotland / sheep.

Video Script

▶ Harris Tweed 2

People often say that quality never goes out of fashion. This could be the reason that Harris Tweed has been one of the most famous names in the British textile industry for over 150 years. Harris Tweed is made in the Outer Hebrides, a collection of islands off the north-west coast of Scotland. Due to the harsh climate and rugged landscape, this cloth has always had to be well-made and durable. This quality cloth was first exported in the 1840s, by an aristocrat who owned a lot of land on the Isle of Harris. It quickly became popular and the industry grew. When Harris Tweed started becoming popular internationally, the Orb trademark was developed to protect the brand. To receive this trademark, the tweed had to be hand-spun, hand-woven, and dyed by people from the Outer Hebrides. These rules still apply today. Three mills are licensed to produce Harris Tweed. The first rule they must follow is that they use pure wool and nothing else. The second rule is that they must dye the wool. They mustn’t dye the finished fabric. The first stage of making the Tweed is to mix the base colors of the wool to a specific recipe. The result of this is a range of more complicated colors and shades. Following that, the weavers create the fabric and the patterns. During this stage, old-style foot-operated looms are used and Tweed is woven by hand. Only highly skilled weavers are allowed to make Harris Tweed. The last step is for the Harris Tweed

Authority to inspect the material. Once they're happy that it is high-quality, the material is stamped with the Orb Mark trademark. This rigorous regulation and high standard of quality control is why Harris Tweed is still so popular. Today, you can buy Harris Tweed jackets, bags, and shoes. There are even Harris Tweed phone covers. Harris Tweed is a traditional brand that uses traditional methods. But its owners realize they can't look only to the past, and so in recent years, the company has modernized its marketing. This small industry, based on a remote Scottish island, is now selling fabric all over the world. Many clothing brands are now using Harris Tweed in their products and the material is popular in America, Europe, and Asia. Japan, which buys around 40 per cent of the company's exports, is now Harris Tweed's biggest market. Thanks to this international demand production has more than doubled. Three years ago, half a million meters of Harris Tweed was produced every year. The company now produces more than a million meters of cloth every year. Investment is also coming from overseas. In 2013, a major Chinese textile company became a shareholder in Carloway Mill, one of the last three Harris Tweed mills. Over the last 150 years Harris Tweed has had to adapt to survive, but has always stayed true to its high standards of quality and authenticity. Now this traditional, local business is succeeding on the world stage.

Grammar in Context

Present passive and past passive

GO ONLINE

- 1 Go over the Grammar in Context box with students.
- 2 Remind students of the helping verbs for the passive forms: *is / am* for the present passive, *was / were* for the past passive.
- 3 Check that students understand that the passive is used when the action is more important than the person or thing that did the action. Also point out that only transitive verbs, or verbs that can take an object, can be in the passive.
- 4 For additional practice, see Grammar focus on page 162 in the Student Book.

Extra Practice

- 1 Ask students to imagine coming into their home and finding many things broken and missing. Elicit from them that their home was robbed.
- 2 Put students in pairs or small groups to write sentences about the things that were broken, moved, or stolen. Have pairs make as many sentences as they can in a limited amount of time, e.g., five minutes.
- 3 Ask students to call out the amount of sentences they wrote. Have the pair that wrote the most sentences call out their sentences. Let other students correct them if needed.
- 4 Ask the other pairs if any had any different sentences, and have volunteers call out new sentences.

Exercise 10 IDENTIFY

- 1 Read the instructions with students. Have students look through the sentences quickly and note the ones that clearly have to be in the past (numbers 2 and 6). Tell students to read the others carefully to decide if they can be in the present or past.
- 2 Have students complete the activity independently or in pairs.
- 3 Go over the answers as a class.

Answers

- 1 is made
- 2 was ... exported
- 3 was developed
- 4 are licensed
- 5 was produced

Exercise 11 INTEGRATE

- 1 Read the instructions aloud, and go over the example answer. Point out that the question was "who" so the answer required an agent or person. Remind students to use *by* and an agent only if needed.
- 2 Have students compare their answers in pairs or groups by taking turns reading their sentences to each other. Go over the answers as a class.

Answers

- Students' answers will vary. Sample answers include:
- 2 The special Orb trademark is given to Harris Tweed.
 - 3 Only pure wool is used.
 - 4 The wool is dyed.
 - 5 Jackets, bags, shoes, and phone and iPod covers are made of Harris Tweed nowadays.
 - 6 The cloth is bought all over the world.
 - 7 Money was invested (in the production) by China.
 - 8 The wool is produced in Scotland / by the same breed of sheep as before.

Exercise 12 APPLY

- 1 Have students read the sentences and say whether any of them will need *by* + agent (no).
- 2 Have students complete the exercise independently.
- 3 Play the audio extract while students check their answers. Have students raise their hands when they hear the sentences on the audio.
- 4 Go over the answers as a class.

Answers

- 1 This week's recipe was chosen from a traditional cookbook.
- 2 In the past, this cake was served on special occasions.
- 3 It is eaten at any time nowadays.
- 4 All the ingredients are combined in a large bowl.
- 5 The eggs are mixed separately at first.
- 6 The cake is baked for 40 minutes.

Audio Script

CD 1, Track 28

This week's recipe was chosen from a traditional cookbook, which my grandmother gave me. In the past, this cake was served on special occasions, but things change, and it is eaten at any time nowadays. The cake is very easy to make. Basically, all the ingredients are combined in a large bowl, although the eggs are mixed separately at first. You can find the detailed instructions on our website, but it isn't much more difficult than that. After that, the cake is baked for 40 minutes. Once it is out of the oven, leave it to cool for an hour and then decorate.

Exercise 13 WHAT'S YOUR ANGLE?

- 1 Direct students to read the discussion question. Put them in pairs or small groups to share what they last made, cooked, painted, grew, or created.
- 2 Ask volunteers to share any interesting products that came out of their discussions with the whole class.

Answers

Students' answers will vary. Sample answers include:
The last thing I painted was an old dresser for my bedroom.

Lesson 4.2 Making It to the Big Screen

Student Book pages 42 – 44

Exercise 1 ACTIVATE

- 1 Ask students what they know about trends in movie watching. Have volunteers call out their thoughts while you make notes on the board.
- 2 Read the numbers in the box aloud, having students repeat them after you.
- 3 Direct students to read the sentences in the blue box. Check their comprehension of *box office* and *released*.
- 4 Put students into pairs or small groups to guess the answers. If they disagree, direct them to give reasons for their choices.
- 5 Have volunteers call out their answers while you write them on the board.

Answers

38.6
164,000
718 movies
71% went at least once a year
245 million people
11% went at least once a month

Exercise 2 WHAT'S YOUR ANGLE?

- 1 Direct students to read the discussion questions. Give them a minute or two to think about their own movie-watching habits.
- 2 Put students in small groups to discuss the questions.
- 3 Ask volunteers to call out their answers to questions 1 and 2. Write different answers on the board. Then tally the class's movie-watching habits by asking students to raise their hands each time you call out one of the options on the board.

Answers

Students' answers will vary. Sample answers include:
I go to the movies rarely / often / twice a year because going to the movies is very expensive / fun / exciting.
Most of the time if I want to watch a movie, I rent it online and watch it on my laptop.

Exercise 3 VOCABULARY

- 1 Read the verbs in the box, having the students repeat after you. Check their comprehension of *promote*.
- 2 Direct students to the graphic on film-making. Check students' comprehension of *script*, *soundtrack*, *scenes*, and *costumes*.
- 3 Have students complete the exercise independently.
- 4 Go over the answers as a class.

Answers

Actors are selected.
The scenes and costumes are designed.
The script is revised.
The scenes are filmed.
The soundtrack is created.
The final movie is produced.
The movie is promoted.
Final problems are solved.

Oxford 3000 words

film promote produce select
design solve revise create

Exercise 4 WHAT'S YOUR ANGLE?

- 1 Have students read the questions and take a moment or two to decide their own answers.
- 2 Put students in pairs or small groups to share their thoughts. Remind them to give reasons for their answers.
- 3 Call on volunteers to share their answers.

Answers

Students' answers will vary. Sample answers include:
I think developing a script might be the most difficult stage of making a movie because writing takes such a long time, and it's very hard.
I would like to be involved in filming the scenes because I love making videos.

Exercise 5 ASSESS

- 1 Ask students to raise their hands if they've seen the following: *Toy Story*, *Avatar*, *The Lord of the Rings*. Have them estimate the years those movies came out.
- 2 Have students read the list of items. Ask students if they know what an Audion vacuum tube is, and write their answers on the board. If they don't know what it is, have them scan paragraph 3 for the answers.
- 3 Have students complete the exercise independently.
- 4 Put students in pairs or small groups to compare their answers.
- 5 Have volunteers call out their answers.

Answers

- 2 a the first 3D movie process
- 5 b U.S. weekly attendance fell from 90 to 51 million
- 3 c Audion vacuum tube invented
- 7 d *Toy Story* movie
- 1 e first movies with sound and color
- 4 f start of electrical recording
- 6 g problems with color solved
- 10 h *Avatar* movie
- 8 i the increased use of computer-generated images (CGI)
- 9 j *The Lord of the Rings* movies

Reading Skill

Classifying information from a text

GO ONLINE

- 1 Review the meaning of *classifying* with students.
- 2 Direct students to read the information in the Reading Skill box.

- 3 Ask students how many different types of diagrams there are in the box (three). Ask students if any of them use any of these diagramming tools already and, if so, which ones they use.

Extra Practice

- 1 Divide the class into thirds, and assign each group one of the three diagramming tools.
- 2 Put students into pairs or small groups within their larger groups. Have all the students in each group create a diagram about something they already know about, e.g., a flow chart of a simple process like a recipe, a timeline of events for something they read in the news recently or something they are all familiar with, and a mind map showing connections between ideas for an outline of any of the readings they've done in previous units. Tell students not to say what they are diagramming.
- 3 Circulate to help with vocabulary and ideas.
- 4 Have half of the pairs or groups put their finished diagrams on the wall or on desks or tables around the room and stand near them. Direct the rest of the students to walk around and read the finished diagrams and tell the owners what they think they are showing.
- 5 Have students switch roles and repeat step 4.

Exercise 6 IDENTIFY

OXFORD REFERENCE

- 1 Review the skill of scanning with students.
- 2 Point out that students will be choosing from the events in Exercise 5 and there are only eight times to label. Tell students to write the letter of the event.
- 3 Tell students you are going to give them only about two minutes to complete the timeline so they have to scan rather than read slowly and carefully.
- 4 Direct the students to complete the exercise.
- 5 Go over the answers as a class.

Answers

1890s—first movies with sound and color
 1893—the first 3D movie process
 1906—Audion vacuum tube invented
 1924—start of electrical recording
 1950s—problems with color solved
 1948–1952—U.S. weekly attendance fell from 90 to 51 million
 1995—*Toy Story* movie
 2009—*Avatar* movie

Exercise 7 INTEGRATE

- 1 Have students read the list of words in the box and the categories in the mind map. Check students' comprehension of *trend*.
- 2 Have students read the article more carefully, taking notes as they read.
- 3 Put students in pairs to compare their completed mind maps.
- 4 Go over the answers as a class.

Answers

1 sound	4 leisure activities	7 images
2 color	5 entertaining	8 sound systems
3 television	6 screens	

Exercise 8 EXPAND

- 1 Have students complete the exercise independently.

- 2 Put students in pairs or small groups to compare what they added to their mind maps.

Answers

Students' answers will vary. Sample answers include:
 Ideas from the article: 3D movies, digital cameras, computer-generated images / special effects

Grammar in Context

Present passive with modal verbs

GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Ask students to say why *be* is in the base form, pointing out that modals are always followed by a verb in its base form.
- 3 For additional practice, see Grammar focus on page 162 in the Student Book.

Extra Practice

- 1 Write the modals from the box on the board.
- 2 Put students in pairs to write sentences in the present passive with each one of the modal verbs on the board. Circulate to help with vocabulary and structure.
- 3 Once they have written their sentences, have them rewrite them on the back of their papers, adding a blank instead of the modal.
- 4 Have pairs exchange papers with another pair to complete their sentences.
- 5 Have volunteers call out their sentences while you write them on the board for other students to critique or edit if needed. Make sure you have a sentence for each modal.

Exercise 9 IDENTIFY

- 1 Have students search for the present passive with modal verb sentences individually and highlight, underline, or make a list of them.
- 2 Put students in pairs to compare their answers and to discuss who or what does the action.
- 3 Go over the answers as a class.

Answers

Students' answers will vary. Sample answers include:
 ... no movie can be created / no moving images [can be] filmed—no action possible
 ... moviegoers should be made to feel that they were actually participating in the movie action—technologies such as curved screens
 ... digital technology can be used to produce entire films—by filmmakers / producers / directors
 ... audiences must be treated to amazing computer-generated special effects—by filmmakers
 ... it should be remembered that there has been more than a century of development to arrive at this point—by us, the readers

Exercise 10 APPLY

- 1 Remind students that modals are always followed by the base form of the verb, in this case *be*. Also remind them that if they have trouble, they should try thinking about what word form each word is as this will help them put the words in order more easily.

- 2 Have students work independently to put the words into the correct order.
- 3 Put students in pairs to check their answers. Have them take turns reading the sentences to one another.
- 4 Go over the answers as a class, projecting them or writing them on the board. Have students create new sentences using the structure of the sentences on the board, changing different parts of them.

Answers

- 1 Nowadays, audiences have to be entertained by more and more special effects.
- 2 Real actors shouldn't be replaced by digital avatars.
- 3 More money could be spent on making movie theaters better to attract bigger audiences.
- 4 Children should be encouraged to be active, rather than sit and watch movies.
- 5 Cell phones should be banned from movie theaters.

Exercise 11 INTERACT

- 1 Point out that there are various levels of agreement. Write on the board the following phrases for students to use: *totally agree, completely agree, sort of agree, agree in part, I'm not sure I agree entirely, don't really agree, don't agree at all.*
- 2 Have students make sentences with each phrase about things in their lives, their world, school rules, etc.
- 3 Direct students to take a moment to decide whether they agree or disagree with each sentence from Exercise 10.
- 4 Put students in pairs to share their opinions. Remind students to give reasons for their opinions.
- 5 Have volunteers share their opinions with the class.

Answers

Students' answers will vary. Sample answers include:
I don't agree with sentence number 1. I can be entertained just as easily by a movie without special effects if the story is really good.
I really agree that real actors shouldn't be replaced by digital avatars. That would take away a lot of the reality, I feel.

Exercise 12 WHAT'S YOUR ANGLE?

- 1 Have students think of an idea. If helpful, suggest they think of a particularly interesting or funny time in their own lives.
- 2 Put students in groups of five, if possible, to take turns sharing the ideas for their movies and answering the questions their groupmates ask them. Tell students who are listening to take turns asking the questions listed.
- 3 Have volunteers share the idea of their movie with the information from the answers to their questions.

Answers

Students' answers will vary. Sample answers include:
My movie would be about my trip to ... I'd like ... to act in it, I would want ... to develop the script and ... to direct it. I'd want it filmed in ... I'd like the soundtrack to be created by ...

Lesson 4.3 What's the Difference?

Student Book pages 45 – 47

Exercise 1 ACTIVATE

- 1 Have students read the four terms in the box. Explain that *handmade* and *homemade* are similar but are not interchangeable. For example, clothing made at home is usually referred to as handmade, but food made at home is usually referred to as homemade.
- 2 Put students in pairs or small groups to match the words to the pictures. Direct them to discuss why they made their choices.
- 3 Have pairs or groups call out their answers.

Answers

Students' answers will vary. Sample answers include:

- 1 a handmade / machine-made / store-bought car
- 2 a machine-made / store-bought car
- 3 a handmade / homemade cake
- 4 a machine-made / store-bought cake
- 5 a handmade / homemade / store-bought sweater
- 6 a handmade / store-bought suit

Exercise 2 WHAT'S YOUR ANGLE?

- 1 Have students read the words in the box. Check their comprehension of *outfit* and *bag*.
- 2 Have students decide on their first choices independently.
- 3 Put students in pairs or small groups to discuss their first choices for each item, giving reasons for their choices.
- 4 Have volunteers tell the class interesting stories that came up in their group discussions.

Answers

Students' answers will vary. Sample answers include:
I think handmade birthday cards are the best because they show how much someone really cares about you.
Store-bought cakes always look beautiful, but I prefer homemade cakes because they always taste better than store-bought cakes.

Exercise 3 IDENTIFY

- 1 Have students say which paragraph is the introduction. Have students complete the exercise independently.
- 2 Have volunteers call out the answer.

Answers

Handmade and machine-made products.

Exercise 4 ASSESS

- 1 Have students look at the diagram. Ask students if they know what it is called (Venn diagram). Check that students understand what goes into each of the three parts of the diagram.
- 2 Check students' comprehension of *mass-produced*.
- 3 Have students complete the diagram while they read the essay.

- Put students in pairs or small groups to compare answers. Direct students to go back to the essay for evidence if their answer is different from their partner's.
- Go over the answers as a class.

Answers

Handmade: made more slowly, with more care / more expensive / smaller numbers made / people prepared to pay more for them
Machine-made: larger numbers made / cheaper
Both: good quality / made by highly skilled people

Writing Skill

Using example and explanation linking words

GO ONLINE

- Elicit from students signpost words and phrases to talk about examples. Write their ideas on the board. Then ask students how they signpost explanations. Write those word and phrases on the board.
- Have students read the information in the Writing Skill box independently.
- Have students compare the signpost words and phrases on the board with the ones in the information box. Are there any new ones there? Read the signpost words and phrases in the box aloud, having students repeat after you.

Extra Practice

- Divide students into two or three teams, depending on the size of your class.
- Tell students they will hear a sentence that they must complete or follow with another sentence using one of the signpost words or phrases. Tell students that if the team whose turn it is gets it right, they get a point. If not, it goes to the next team to try.
- Say the following sentences for the students to finish appropriately (see sample answers in parentheses):
 - Most handmade cars are very expensive. (For instance, McLaren's can cost \$265,000.)*
 - Not all of my homemade cakes look so great. (That is to say, they often don't rise enough.)*
 - Many restaurants advertise that their food is just like homemade. (For example, the Grape Vine.)*
 - If you do very well on the next test, you'll be fine. (In other words, you'll pass.)*
 - There are many stars who were discovered because they were seen on homemade uploaded videos. (Such as Justin Bieber.)*
 - My mother loves to knit, but she makes sweaters no one really wants to wear. (To put it another way, she makes really ugly sweaters!)*
- If desired, have the teams make up their own sentences or sentence starters to try out on the other teams.

Exercise 5 INTEGRATE

- Direct students to read the sentence parts. Check comprehension of *operating*.
- Have students complete the exercise independently.
- Put students in pairs to compare answers by taking turns reading their completed sentences to each other. There are multiple linking words that can be used in each item.
- Have volunteers call out their completed sentences.

Answers

Students' linking words will vary. Sample answers include:

- difference between machine-made and handmade is not important / for instance / people are not interested in how washing machines are made
- both types are made by highly skilled people / for instance / machine-made equipment is made by people who are good at operating machines
- handmade products take more time and care to make / for example / many people think that handmade cars are better quality than machine-made ones
- a handmade car / such as / a McLaren
- not a handmade car / like / a Toyota

Exercise 6 IDENTIFY

- Have students read the instructions. Ask students what type of reading they will be doing to complete the exercise (scanning).
- Tell students you will be giving them one minute to find the linking phrases for explanations and to underline or highlight them when they find them.
- Direct students to write the following three headings on a piece of paper: *Point, Phrase, Explanation*. Under each heading, tell students to list the correct information.
- Put students in pairs or small groups to compare answers and to talk about the point and the explanation for the sentences they found.
- Have volunteers call out the answers.

Answers

Point: Both types of product are actually often made by highly skilled people.
Phrase: in other words
Explanation: ... items made by hand or by machine are typically made by workers who are excellent at their job.
Point: Handmade items are more expensive because it is seen as better.
Phrase: that is to say
Explanation: people are often prepared to pay extra for a handmade item because it makes them feel special.

Grammar In Context

Adjectives with prepositions

GO ONLINE

- Direct students to read the information in the Grammar in Context box.
- Have students follow each of the adjective preposition combinations by noun, noun phrase, or gerund with their own ideas, e.g., *surprised by the weather, bad at doing math*, etc.
- For additional practice, see Grammar focus on page 162 in the Student Book.

Extra Practice

- Bring in many cut-out photos such as magazine advertisements that show people or animals with expressive faces.
- Elicit from students and write on the board several more feeling and ability adjective-preposition combinations.
- Put students in groups of five to seven, and have each group sit in a circle. Distribute one photo with a piece of paper for each photo to each student in the group.

- 4 Explain to students that they are going to make stories with the pictures with each student contributing one sentence as the pictures go around the circle in a clockwise direction. Direct students to use as many adjectives with prepositions as possible in their stories.
- 5 When each picture gets back to its starting point, the student who started the story should finish it and then read it to the group.
- 6 Have the group decide on their best or funniest story to share with the class. Have students tape their stories to the walls or the board so everyone can read them.
- 7 If desired, project the stories or write them on the board, and have students work together to edit them for mistakes.

Exercise 7 INTEGRATE

- 1 Have students read the sentences. Check students' comprehension of *dish*.
- 2 Remind students that verb-prepositions can seem random or arbitrary and often are best memorized as chunks.
- 3 Direct students to complete the exercise independently.
- 4 Go over the answers as a class.

Answers

- 1 at baking
- 2 with the bad quality
- 3 with my performance
- 4 by their response
- 5 about people finding out

Exercise 8 IDENTIFY

- 1 Direct the students to scan the text for more examples of adjectives with prepositions to complete the exercise. Tell students you are going to give them a limited amount of time such as one or two minutes to make them practice scanning. Have them underline or circle the adjectives plus prepositions when they see them and then keep going rather than write them into the box right away.
- 2 Put students in pairs to compare answers before going over them as a class.

Answers

- 1 interested in
- 2 satisfied with
- 3 good at
- 4 excellent at
- 5 ... people who are very good at operating machines ...

Exercise 9 WHAT'S YOUR ANGLE?

- 1 Give students a minute or two to think about what they are good at, interested in, pleased about, and surprised by.
- 2 Put students in pairs to take turns asking and answering the questions.
- 3 Have volunteers call out some of their or their partners' answers.

Answers

Students' answers will vary. Sample answers include:
 A: What are you good at?
 B: I'm good at skateboarding / making friends / math / learning languages.
 B: How about you? What are you good at?
 A: I'm good at ...

Exercise 10 PREPARE

- 1 Put students in pairs to brainstorm about the topics. After a few minutes, tell them to choose one that they are both interested in.
- 2 Have students complete the diagrams with their partners while you circulate to help with vocabulary and ideas as needed.

Exercise 11 WRITE

- 1 Direct students to look at the checklist, going over any questions they might have.
- 2 Have students use their completed diagrams from Exercise 10 to help them write the first draft of their compare-and-contrast essays independently.
- 3 Have students use the checklist either as they write or to revise their first drafts.

Exercise 12 IMPROVE

- 1 Put students in pairs, either new pairs or the partners they worked with in Exercise 10. Have them exchange papers and diagrams.
- 2 Direct students to use the checklist and their partner's diagram to give each other feedback independently. It is often useful to remind students that what you consider good feedback to be, e.g., telling your partner both what you liked about their paper, and what they could improve which should come from the checklist in Exercise 11. Have partners initial the paper they are giving feedback on so there is some accountability. Circulate to help students with their feedback.
- 3 When both partners are ready, put them back into pairs to explain their feedback to each other.

Answers

Students' answers will vary. Sample answers include:
 I really like your introduction. I think it is clear, and I can see what you are going to be writing about. You used all the points in the diagram, but I wonder if you could add some more examples to the similarities paragraph.

Exercise 13 SHARE

- 1 Have students sit in circles of five or six to exchange papers. Direct them to give their papers to the person on their left.
- 2 Tell students to have a notepad so they can make a couple of notes on each essay about any new ideas they see or arguments they strongly agree or disagree on. Alternatively, have students tape their stories to the board or thumbtack them to the walls far enough apart so students can gather around to read them.
- 3 After the students have read various papers, have them share the new ideas they learned about or arguments they felt strongly about one way or another either in their groups or as a class.

Answers

Students' answers will vary. Sample answers include:
 I really liked Zaira's essay about gifts. I particularly liked what she said about a good handmade gift being the best thing but that a bad one was not good at all.

Lesson 4.4 I Get It Now!

Student Book pages 48 – 49

▶ Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Put students in pairs or small groups to describe what they see in the pictures.
- 2 Play the first part of the video. Then have pairs or groups discuss the questions.
- 3 Call on volunteers to share their answers with the class.

Answers

Students' answers will vary. Sample answers include:

- 1 Andy and Sarah are from the United States, Max is from the UK—accents, vocabulary used
- 2 United States—they used vocabulary that Max didn't understand (e.g., "best boy")
- 3 Max—e.g., "I didn't get some of the jokes."

▶ English For Real Video Unit 4

Real-World English

Asking for and giving clarification

- 1 Check students' comprehension of *clarification*. Ask students to think about times when people get confused by something someone says or tells them to do. Write the situations on the board, e.g., directions on a test or for a homework exercise, asking for directions when you are lost, etc.
- 2 Ask students what they do when they don't understand someone. Write their ideas on the board.
- 3 Ask students what they say to signpost to the person they are talking to that they now understand. Write their phrases on the board.
- 4 Direct students to read the information in the box.
- 5 Read the asking for and giving clarification phrases and have students repeat after you with appropriate intonation.

Extra Practice

- 1 Put students in pairs or groups of three to write a short dialogue in which people need to ask and give clarification. Suggest they use one of the situations you wrote on the board earlier. Explain that the dialogues should have at least six lines and they need to include asking for and giving clarification. Tell students to plan their dialogue before they write it.
- 2 Circulate while the students write their dialogues to help with vocabulary and ideas, as needed.
- 3 Have pairs or groups look back at their dialogues to see if they can add any adjective-preposition pairs.
- 4 Tell students to practice performing their dialogues.
- 5 Have volunteer pairs or groups perform their dialogues for the class.

Real-World English Strategies

Asking for clarifications is an important skill that your students will need both in class and outside of the classroom. However, often the biggest problem is feeling shy or intimidated to ask because the topic may be embarrassing or difficult for the other person. One such situation that may

be uncomfortable for the speaker (and the listener) is talking about something embarrassing that happened.

- 1 Tell your students to think about an embarrassing experience they have had.
- 2 Next, they should work with a partner who wants to find out about the embarrassing experience. They can start the conversation by saying, "So, tell me what happened exactly."
- 3 The person telling the story should (naturally) not be willing to give away all the details, and it is the other student's task to find out as much as possible by asking clarification questions to dig deeper into the story.

▶ Exercise 2 ASSESS

- 1 Have students read the question. Then play the video, and have students listen specifically for Max's question.
- 2 Put the students in pairs or small groups to compare their answer.
- 3 Go over the answer as a class.
- 4 Have volunteers call out their guesses about Sarah's answer. Write them on the board.
- 5 If useful, play the video one more time and have students note down or call out the words they hear that helped them with the question.

Answers

Max asked about the meaning of "best boy."

▶ English For Real Video Unit 4

▶ Exercise 3 IDENTIFY

- 1 Have students read the questions. Tell them to make a note of all the things Max is confused about while watching the video. Direct them also to check their predictions regarding what Sarah said to Max's first clarification question.
- 2 Play the video again, and have students work independently to take notes. If needed, replay the video again for students to check their notes.
- 3 Put students in pairs to compare their notes before going over the answers as a class.

Answers

Students' answers will vary. Sample answers include:

The meaning of "muffler." They laugh and explain it's part of a car that keeps the engine quiet.

Video Script

▶ English For Real Video Unit 4

- Sarah Hey, Andy, the usual? Max, tea?
- Max Yes please.
- Sarah So ... you're here late.
- Max Well, we just saw that film about the guys who made the first science fiction film.
- Sarah Oh... I loved that movie!
- Andy It was really funny.
- Max Yeah, there were some jokes I didn't get.
- Sarah Such as?
- Max Well they kept talking about the Best Boy. Why was he the best?
- Sarah Ok, let me explain. First, the "best boy" is the guy on the movie set who uses tape to mark places for actors. And it was funny because he was so good at it.
- Max Oh! I get it now. How do you know so much about film?
- Sarah I went to film school.

Andy I didn't know that.
 Max So... another thing. They kept complaining about a lost muffler. I never saw a scarf!
 Sarah Oh... No!
 Max Why is that funny?
 Sarah A muffler is part of a car. It keeps the engine quiet.
 Max Oh, that makes sense! In the U.K., we call that a silencer!

Exercise 4 ANALYZE

- 1 Direct students to complete the exercise independently.
- 2 Have volunteers call out their answers. Correct any errors as a class.
- 3 If desired, replay the video, having students raise their hands each time they hear one of the phrases and then having students repeat the phrases with the correct intonation.

Answers

- | | |
|------------------------|-------------------------------|
| 1 I never saw a scarf! | 2 I get it now. |
| 1 Why was he the best? | 3 A muffler is part of a car. |
| 3 OK, let me explain. | 1 Why is that funny? |

Exercise 5 EXPAND

- 1 Put students in pairs to take turns asking for and giving clarification about the things in the box. Tell them to use different clarification signpost phrases for each one.
- 2 Have selected pairs role-play their conversations for the class.

Answers

Students' answers will vary. Sample answers include:
 A: What exactly is a silencer?
 B: It's the thing under the car that makes it less noisy.
 A: Oh, I understand. We call that a muffler here.

Exercise 6 INTERACT

- 1 Put students in pairs and have them decide on their roles. Then give them time to read their situations independently.
- 2 When the individual students are ready, put them back with their partners to practice their role plays while you circulate to listen, offering assistance as needed.
- 3 Have volunteer pairs perform their role plays for the class.

Answers

Students' answers will vary. Sample answers include:
 A: Hey, what exactly was that teacher's name? Do you know?
 B: Yes, it was _____.
 A: Could you say that again?
 B: Sure, it's _____.
 A: How do you spell that?
 B: It's _____.
 So, I didn't understand what the test was going to be on.
 A: Oh, let me explain. It's on _____.
 B: OK. That makes sense. One more question, did you catch what time the teacher said we needed to be in class?
 A: Yes, he said ...

Exercise 7 WHAT'S YOUR ANGLE?

- 1 Give students a minute or two to think about the questions.
- 2 Put students in pairs or small groups to share their memories of the last time they asked for or gave clarification.

Lesson 4.5 It's Quite Simple, Really

Student Book page 50

Exercise 1 ACTIVATE

- 1 Elicit from students different types of games, e.g., sports, teams, card, board, etc.
- 2 Put students in pairs or small groups to discuss the questions.
- 3 Call on volunteers to share their answers with the class.

Answers

Students' answers will vary. Sample answers include:

- 1 In my country, lots of people like to play ...
- 2 A good game doesn't take too long to play, takes thinking, and can be played at many different levels.

Exercise 2 WHAT'S YOUR ANGLE?

Put students in small groups to take turns explaining their favorite board games to one another. If they don't have a favorite now, ask them to think back when they were children. Have students who didn't play board games talk about any games they used to play as children.

Answers

Students' answers will vary. Sample answers include:
 My favorite board game is backgammon. To play it first you have to ... Then you ... Next you ... If someone ... then you ... etc.

Speaking

Describing a process

GO ONLINE

- 1 Ask students to call out the language they used in Lesson 4.1 for writing about a process. Explain that it's helpful for a speaker to start their talk with a brief outline of what they are going to say as this helps listeners follow the talk more easily.
- 2 Have students read the information in the Speaking box. Remind students that when describing a process, we use ordinal numbers and the signposting language you elicited and wrote on the board in number 1.

Extra Practice

- 1 Tell students they are going to explain to another student how to do something using the language in the Speaking box. Direct them to think of something they are very familiar with that has three or more stages. Tell students they can draw simple pictures to illustrate their process. Students could also do this in pairs.
- 2 Have students or pairs write a flow chart of the steps or stages for their process independently while you circulate to help with vocabulary and sentence structure as needed.
- 3 Put students in pairs or join pairs together. Direct them to take turns telling each other about their processes. Direct students who are listening to be thinking of two questions they can ask after they hear the process.
- 4 Tell students to add the answers to the questions they got to their presentations and to give them again to a new student or pair.

Exercise 3 ASSESS

- 1 Have students read the categories and the steps. Check their comprehension of *version*, *concept*, and *interact* in terms of games.
- 2 Have students complete the exercise independently.
- 3 Put students in pairs or small groups to compare answers. Remind them to give reasons for their answers.

Answers

Students' answers will vary. Sample answers include:
I think making a simple version is part of making the first version.
Once you make a good simple version, you can make a more complex version or a better version.

Exercise 4 IDENTIFY

Play the audio, and have students work independently to take check their answers in Exercise 3. If necessary, replay the audio for students, having students raise their hands when they hear the next step being talked about.

Answers

Students' answers will vary. Sample answers include:

- 5 make a simple version—first version
- 1 choose the basic design—initial concept
- 6 try the game—first version
- 3 decide on number of players—initial concept
identify the goals of the game—this could be any point in the first stage—initial concept
- 4 choose the level of difficulty—initial concept
- 7 make the final game—final version
- 2 decide how players will interact or move—initial concept

Audio Script

CD 1, Track 29

OK, so I'm going to explain how to make a board game. You might think it's going to be complicated, but it's quite simple, really. So, there are three main stages of making a game, and each has a number of steps. The first stage is to plan the game. First of all, the basic design must be chosen. There are two main designs of board games: in many games, you simply go around the board, like in Monopoly, while in other games the board is used as an open space for players to "fight", as in many fantasy games. Next, decide how players will interact with each other, or how they will move. Will you have dice or cards, for example? After that, you need to think about the number of players and who they are. For instance, is it for children or adults? How many players will be able to play? And finally, will it be a difficult game or an easy game for all ages? And how long will a game take? At some point, during this first stage of development, you also need to identify the main goal of the game. You could start with this, or it might become clear once you made the other decisions. The second stage is to design and make the game, and then test it. After you decide how the game will work, make a simple version using card and paper for the board, and modeling clay for the pieces. The next step is to play the game with different numbers of people. Find some people to try the game, and make notes while they play. See how long it lasts, and look out for problems. Then, when you are sure it works, you are ready to plan the final product. So, the last stage is to make that final version. It's best to design it on a computer and use good-quality materials for the board and pieces. When you finish this stage, you will have something to be proud of. Have fun!

Pronunciation Skill

Chunking

GO ONLINE

- 1 Direct students to read the information in the box. Read the sentences with pauses to show the chunks, and have students read the sentences with the correct chunking.

Extra Practice

- 1 Tell you are going to read the first paragraph in the text in Lesson 4.3 with pauses between the chunks. Direct students to draw a slash when they hear a pause.
- 2 Project the text or write the first paragraph on the board, and read it again, having students tell you where the slashes should go.
- 3 Have students take turns reading the sentences with the correct pauses.
- 4 Ask volunteers to take turns reading sentences while the rest of the class writes slashes when they hear pauses. Monitor to make sure they are reading the pauses correctly.
- 5 Put students in pairs to read the rest of the reading to each other while the listening student draws slashes.

More to Say...

Focus: Working individually, students practice chunking.

Grouping Strategy: Individual work

Activity Time: 30 minutes

Ready,

Prepare a blank piece of paper for each student.

The class before you do this activity, tell students to bring their smart phones to the next class. If students don't have smart phones, prepare enough recording devices for each student. (Alternately, this activity could be done as homework.)

Prepare a highlighter for each student.

Set ...

Hand out the blank paper to each student.

Give students ten minutes to write the steps to a simple process such as making coffee or downloading an app.

Have students mark the chunks in their process with slash (/) marks.

Go!

- 1 Have students record themselves quietly reading their process text. Remind them to pause slightly at the slashes. Encourage them to only record 1 time for the most accurate picture of their chunking.
- 2 Hand out the highlighters to each student.
- 3 Instruct students to listen to their own recording as they read their text. Have them highlight any times they see a slash on their paper but they don't hear themselves pausing.

Keep Going!

- 1 Give students the opportunity to record their process texts again and repeat the critical listening process until there are no highlighted spots on their text.

Exercise 5 NOTICE

- 1 Replay the audio, and have students work independently to make slashes when they hear the pauses. If necessary, replay the audio for students.
- 2 Go over the answers with the class.

Answers

- 1 So, | there are three main stages | of making a game, | and each has a number of steps. || The first stage | is to plan the game. || First of all, | the basic design | must be chosen. ||
- 2 And finally, | will it be a difficult game | or an easy game for all ages? || And how long will a game take? || At some point, | during this first stage of development, | you also need to identify the main goal of the game. ||
- 3 See how long it lasts | and look out for problems. || Then, | when you are sure it works, | you are ready to plan the final product. |||| So, the last stage | is to make that final version. ||

CD 1, Track 30

Exercise 6 INTEGRATE

Put students in pairs to complete the exercise. Circulate to listen to students chunking and pausing.

Exercise 7 PREPARE

- 1 Have students think of another simple process to share. Have them outline their process talk while you circulate to help with ideas and vocabulary.
- 2 Have students complete the exercise individually.

Exercise 8 INTERACT

- 1 Direct students to read the checklist items.
- 2 Put students in pairs to tell each other their processes while the listener thinks of feedback.

Exercise 9 IMPROVE

Have pairs give each other feedback. Suggest they start by saying something positive about what they heard, e.g., a new word or phrase for them, the step that was clearest, etc.

Exercise 10 SHARE

- 1 Put students in groups of five to seven. Direct students to take turns giving their talks about their processes.
- 2 Have students tell each other what new information they learned.

Unit 4 Review

Student Book page 150

Vocabulary

Exercise 1

Answers

- a Following that, you need to decide on the main characters.
- b The first stage is to think of a story.
- c Finally, ask a friend to read it and comment before you share it with the world.
- d Then you can start writing the first draft.
- e Once you have finished the first draft, read it and improve it.
- f The last step is to rewrite the story, cutting out any unnecessary parts.
- g During this stage, think of how the reader will feel about the story.

Exercise 2

Answers

- 2 a Following that, you need to decide on the main characters.
- 1 b The first stage is to think of a story.
- 7 c Finally, ask a friend to read it and comment before you share it with the world.
- 3 d Then you can start writing the first draft.
- 4 e Once you have finished the first draft, read it and see how you can improve it.
- 6 f The last step is to rewrite the story, cutting out any unnecessary parts.
- 5 g During this stage, think of how the reader will feel about the story.

Exercise 3

Answers

- | | | |
|------------|------------|-------------|
| 1 film | 4 designed | 6 edited |
| 2 produced | 5 solve | 7 developed |
| 3 selected | | |

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

Grammar

Exercise 4

Answers

- | | |
|-----------------------|--------------------------|
| 1 must always be made | 4 can always be improved |
| 2 must be followed | 5 should be made |
| 3 could be said | |

Exercise 5

Answers

- | | | |
|--------------------------------|------|---------|
| 1 by ... (students' own ideas) | 3 in | 5 about |
| 2 at | 4 at | |

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 Draw students' attention to the quote. Ask if anyone knows who Andy Warhol is, explaining that he's the American modern pop artist who made the famous Campbell's soup can and Marilyn Monroe paintings. He was also a movie director and producer.
- 2 Read the quote aloud. Put students in pairs or small groups to answer the questions about art and discuss the meaning of the quote. Tell students to give examples to illustrate their points.
- 4 Ask students to write a "quote" about the purpose of art for themselves. Monitor and help with vocabulary.
- 5 Have them share their quotes with a partner. Then call on volunteers to say their quotes for the class.

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 For Task 1, put students in groups of five to seven to take turns discussing something they would like to learn to make. Direct students to ask each other questions about why they chose that thing.
- 2 For Task 2, have students work independently to write a comparison and contrast essay on two processes. Suggest they use a Venn diagram to look for the similarities and differences in their two processes. Collect and correct their work or monitor and provide feedback.
- 3 For Task 3, have students bring in a diagram on the Internet or in a textbook to bring to class and share. Conduct this task as a walk-around activity. Divide the class in half, and have half the students stand by their desk with their diagram on the desk or stand by their diagram pinned to the wall. The other half of the class walks around talking to each student about their diagram and listens to students' explanations. Then have students exchange roles.

Answers

Students' answers will vary. Sample answers include:

- 1 I've always wanted to learn to make pasta because
- 2 Baking cookies and baking a chicken are similar, but they are also different ...
- 3 This diagram illustrates the process of ...

Exercise 8

- 1 Tell students to think about how they did on each of the tasks.
- 2 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—*Survival*—summarizes the main themes: how people survive in harsh environments, people's reactions to everyday disasters, some consequences of natural disasters, getting help and advice when dealing with extreme situations, and giving practical advice to those in need.

In **Lesson 5.1**, the idea of survival is reflected in the following activities: discussing and listening to experts talk about how to deal with difficult, everyday situations and taking notes on a listening about everyday disasters. In **Lesson 5.2**, the following exercises demonstrate the theme of survival: learning the vocabulary of natural disasters, reading a text about an earthquake, learning to express obligation with *must* and *have to* when talking about survival, and discussing issues involved in dealing with or preparing for natural disasters. In **Lesson 5.3**, students will learn new adjectives to use when writing or talking about survival, and write a short text giving advice. In **Lesson 5.4**, students will watch a video and will then practice different ways to ask for and give advice. In the *Real-World English Strategies*, teachers will help students practice asking for and giving advice. Finally, in **Lesson 5.5**, the exercises summarize what students have learned about the theme of natural disasters and survival, and have them practice giving practical instructions.

Lessons

5.1 Everyday Disasters

Listening Skill Interpreting changes in volume, speed, and pitch

Grammar in Context Advice and warning with *should*, *ought to*, and *had better*

Vocabulary Development Phrasal verbs with *look*

- Recognize message changes according to intonation and voice changes in volume, speed, and pitch
- Learn to give advice and warnings using *should*, *ought to*, and *had better*
- Learn about the different meanings of *look* in two- and three-word phrasal verbs

5.2 Unexpected Consequences

Reading Skill Recognizing and understanding exemplification

Grammar in Context Obligation with *must* and *have to*

- Use examples to help understand a writer's meaning
- Practice using *must*, *have to*, *can't* and *don't have to* to express necessity and rules
- Vocabulary related to disasters (Oxford 3000)

5.3 Absolutely Essential

Writing Skill Using addition and contrast linking words

Grammar in Context Intensifiers

- Use linking words to show relationships between different parts of written texts
- Use adverbial intensifiers such as *extremely*, *a little*, and *absolutely* to make adjectives stronger or weaker
- Vocabulary: amazing, huge, extraordinary, awful, tiny, terrible, delighted, essential, ridiculous (Oxford 3000)

5.4 What's the Problem?

Real-World English Asking for and giving advice

- Practice appropriate ways of asking for and giving advice
- Learn phrases to show you are considering the situation from someone else's point of view

5.5 Don't Panic

Speaking Giving practical instructions

Pronunciation Skill Connected speech with words ending in /t/ and /d/

- Learn signposting phrases to help listeners follow instructions
- Practice using demonstratives such as *this*, *that*, *here*, and *there* with gestures to show what you mean
- Create a presentation on dealing with a disaster

Resources

Class Audio CD 2, Tracks 2–13

Workbook Unit 5, pages 29–35

Oxford Readers Correlations

Disaster (9780194233958)

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

Unit Opener

Student Book page 51

The unit opener photo shows two traditionally dressed women walking in a hilly rural landscape. The photograph relates to the unit theme and subsequent exercises because it illustrates the difficulty of survival in an environment such as this one without many modern conveniences and where people need to live off the land and take care of all their needs themselves.

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, New York. 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 For question 1, ask students if they know of any natural disasters that can change the weather.
- 2 For question 2, ask students what might be meant by a "problem shared" (that a problem shared is a "problem halved" because if you share a problem, you also share the burden of the problem). Ask who a problem might be shared with. Also ask if students have a similar expression in their own languages.
- 3 For question 3, check students' comprehension of *tubes*. If necessary, ask students what vehicle wheels are made of.

Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the image, provide words and phrases to help them as necessary, for example, *hilly, dry, farmland, rural*. Ask specific questions about the picture: *Where do you think this is?* (southern Africa) *Where do you think the two women might be going?* *How far do you think they might need to walk to get where they are going?* *How easy or difficult do you think life might be here?* *What particular things might make life in a place like this difficult?* *What might make life in a place like this easy?*
- 2 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.
- 3 Encourage students to brainstorm other environments in which it is difficult to survive. Ask students to imagine being someplace in a natural disaster or surviving in a harsh environment.

Answers

Students' answers will vary. Sample answers include: People have to make everything themselves, doctors are far away, the climate might make farming very difficult. They work very hard and depend a lot on each other's help. Other environments where it is difficult to survive include deserts and places with extreme temperatures or extreme amounts of rain.

Video Script

I took this photo in Swaziland. It is a photograph of two women walking home along a very rural road. This photograph was taken at the beginning of spring in Swaziland so it still appears dry after the winter months. People encounter different problems in this environment such as drought and access to water. They also have to travel very far to visit shops or the doctor.

Many people work very hard to provide for their families. They look to each other and the support of their community to help one another. If they experience a severe drought, the community must work together to conserve water and discuss food shortages.

Exercise 1

Have students work independently to think about their answers to the questions and to make a list of possible things people and governments do to help.

Exercise 2

Put students in pairs to discuss their answers. Remind them to give reasons for their answers and to use actual events they know about to support their opinions.

Answers

Students' answers will vary. Sample answers include: They send assistance from areas that were not affected. People want to help because they care about others, and also in the hope that they would get the same treatment if they were in need.

Real-World Goal

By the end of this unit, students will be able to help someone with an everyday disaster because they will have learned to understand change of pitch in voice and change their own pitch to express important situations, used language of advice and warning, learned to intensify adjectives appropriately, practiced using the language of obligation, and practiced using addition and contrast linking words in their writing to make their practical instructions and advice clearer and easier to follow.

Lesson 5.1 Everyday Disasters

Student Book pages 52 – 53

Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson, and check students' comprehension of *disaster*. Then ask what *everyday disasters* might mean. Have volunteers call out examples of everyday disasters.

- Put students in pairs or small groups to say what they see in each of the pictures.
- Direct the pairs or small groups to discuss the questions.
- Ask students to volunteer their responses to the questions.
- Tally students' responses to the questions by having students raise their hands if they have done the thing depicted in each picture. Use the tally to find out which of the situations is most common.
- Do two more tallies to find out which of the situations rates the worst in the class and which of the situations the most students know how to deal with.

Answers

Students' answers will vary. Sample answers include:

- I have locked myself out of my car several times.
- Sending a message to the wrong person can be very bad, depending on the message.
- I would know how to deal with losing my car in a parking lot.

Exercise 2 ASSESS

- Direct students to look at the pictures in Exercise 1 again. Tell them to think about what kind of experts they would call on if they had each problem.
- Have students read the instructions, and direct them to listen mainly for the different experts on the program. Have them make a note of each person they hear.
- Play the audio while students write notes.
- Put students in pairs or small groups to compare their notes and say which problems from Exercise 1 they think the experts could deal with.
- Go over the answers by playing the audio again and having students raise their hands when the radio announcer introduces each expert. Stop the audio, and have volunteers call out the expert type. Write the two expert types on the board. Then have volunteers say which of the problems in Exercise 1 each could deal with.

Answers

Students' answers will vary. Sample answers include:

I think Tom could deal with a spilled drink on the carpet and a child repeating something bad you said.
I think Penny could deal with problems like missing an important deadline or sending a message to the wrong person.

Audio Script

CD 2, Track 2

Host Welcome to Everyday Disasters. I'm Annie Gervais, and we are here again to help you fix your everyday problems—whatever they are and wherever they happen. As usual, I'm joined in the studio by two experts. This week, we have writer and busy homemaker Tom Riordan, who looks after his five children and the home while writing for his successful blog. Hello, Tom...

Tom Hi...!

Host ...and Dr. Penny Doyle, head of Human Resources at the Jenson Company...

Penny Hello, Annie. Great to be here.

Exercise 3 IDENTIFY

- Play the audio, directing students to listen and identify the problems from Exercise 1.
- Put students in pairs or small groups to compare their orders.

- To go over the answers, replay the audio, stopping each time a new situation is discussed. Have volunteers call out which situation it is.

Answers

spilled a drink on a carpet
missed an important deadline
a child repeated something bad you said

Audio Script

CD 2, Track 3

Host Welcome to Everyday Disasters. I'm Annie Gervais, and we are here again to help you fix your everyday problems—whatever they are and wherever they happen. As usual, I'm joined in the studio by two experts. This week, we have writer and busy homemaker Tom Riordan, who looks after his five children and the home while writing for his successful blog. Hello, Tom ...

Tom Hi ... !

Host ... and Dr. Penny Doyle, head of Human Resources at the Jenson Company ...

Penny Hello, Annie. Great to be here.

Host OK, so we have our first problem on the line. Hi, Chloe, how can we help?

Caller 1 Hi, Annie. I have a question for Tom. I spilled a whole cup of coffee on my parent's carpet last night...and, you guessed it, the carpet is white ...

Tom Right ... You really should look out when you have any kind of food or drink and white carpets... Sorry, you know that now! We looked into the issue of stains a lot, believe me, when our kids were young—I'm not saying you're that young ... And then we threw out all our carpets after our third child!

Caller 1 But this one's new!

Tom OK, don't worry...Well, as it is already dry, the first thing you should do is pour a mixture of water and vinegar on it...

Caller 1 I did that ... I looked it up on the Internet, and that's what they said ... But the stain still shows ... I reeeally need to get rid of it before my parents see it. Should I try again?

Tom Yes, you shouldn't give up yet. But for next time, it is much better to deal with these things when they happen. Any technique might not work as well when the coffee has dried. Was there milk in the coffee?

Caller 1 Yes, there was. Uh ... does that matter?

Tom It does, actually. In the case of milk, use laundry detergent mixed with water—the special chemicals in the detergent help. And keep using clean paper to take away the extra water. Don't worry, it will be OK ...

Host OK, thanks, Tom ... Bye, Chloe. Now, we have Lana ... Hi, Lana, which expert would you like to speak to?

Caller 2 Hi. I'd like to speak to Penny. You see, I missed an important deadline at work today. I was supposed to spend last week writing a report, but I haven't started it. I don't know why... I've been really tired recently, I suppose ... I haven't told my boss...She'll probably fire me!

Penny No, she won't! Most people are much more understanding than we think. But the most important thing is not to lie to her. People never like that. You ought to tell her the truth as soon as possible. Quickly explain the problem you have had, and suggest a new deadline. One you can meet. Your boss will want to hear more about the solution than the problem. And then do it!

Caller 2 Thanks ... OK, I'll go see her now! Wish me luck!

Host Good luck, Lana! Who's this? Ah, we have Phil on the line. Phil, what's your everyday disaster?

Caller 3 Well, it's something that happens in my life quite a lot, now that I think about it ... I'd like to know what Tom does when one of his children says something ... inappropriate ... you know, like telling the truth ... ?

Tom Who was it? What did they say?

- Caller 3 Well, it was my daughter, she's six ... My aunt was staying with us over the weekend. I told my daughter to kiss her goodbye when she left, and she said, in a really loud voice, "No, Dad, you told me not to kiss people we don't like!"
- Tom Uh oh... Well, any parents listening out there had better remember this: if you say it, they - will - repeat - it ... Remember, children look up to you and think everything you say is true and worth repeating! But the best thing to do in this case is ...

Listening Skill

Interpreting changes in volume, speed, and pitch

GO ONLINE

- 1 Ask students how their voices change when they are frustrated. Give them a situation to think about, such as a younger sibling doing something annoying, and tell them to think about how they would tell the sibling to stop doing whatever it is they are doing. Have them try that aloud. Then ask if their voices changed at all and, if so, to say how.
- 2 Explain that voices can change in volume, speed, and pitch. Direct students to read the information in the Listening Skill box.
- 3 Read the example sentences aloud, having students repeat them after you with the correct volume, speed, and pitch.

Extra Practice

- 1 Put students in pairs or small groups to brainstorm four different frustrating situations and different situations requiring advice or warnings.
- 2 Have the pairs or groups make sentences with *really* for their frustrating situations.
- 3 Combine pairs or groups to say their sentences to each other. Direct students to say some of their sentences with a frustrated intonation and some without, while the listening pair says whether they are frustrated.
- 4 Now have them split up again and work with their original partners to make sentences for the remaining situations before recombining the groups to once again share their sentences. Direct the listening students to decide whether the speaker is sure when giving a warning and whether the speaker thinks the advice is very important when saying the advice sentences.

Exercise 4 IDENTIFY

- 1 Direct the students to read the three sentences to predict whether they are a warning, indicating the speaker is realizing, or giving advice.
- 2 Play the audio while students complete the exercise independently.
- 3 Put students into pairs or small groups to compare answers.
- 4 Go over the answers as a class. Replay the audio, stopping after each sentence, and have students repeat the sentences with the correct intonation as a class.

Answers

- 1 warning 2 giving advice 3 realizing

Audio Script

CD 2, Track 4

- 1 But the most important thing is not to lie to her. People never like that.

- 2 You really should look out when you have any kind of food or drink and white carpets...
- 3 Yes, there was. Uh... does that matter?

Exercise 5 APPLY

- 1 Read the instructions with students. Tell students they should underline the stressed words, put lines between the words that are slowed down, and put an arrow over the sentence showing the direction of the pitch.
- 2 Have students look at the sentences first and think about the markings they might make.
- 3 Play the audio, stopping after each sentence to give students time to make their markings.
- 4 Write the sentences on the board, and have volunteers come to the board and mark the stresses, speed, and pitch changes on the sentences while you replay the audio.

Answers

Stressed words: *really* in sentence 2

Slowed down words: *does that matter* in sentence 3

Pitch changes: Sentence 1 goes down in pitch on *People never like that*

CD 2, Track 4

Exercise 6 IDENTIFY

- 1 Elicit from students that they are listening for stresses, speed, and pitch change. Write those three terms on the board.
- 2 Ask students to say what each of the things you wrote on the board expresses, eliciting giving warnings, giving advice, and realizing.
- 3 Play the audio while students complete the exercise independently.
- 4 Put students in pairs to take turns comparing their answers.
- 5 To check students' answers with the class, replay the audio, stopping for students to repeat the extract with the correct stress, speed, or pitch.

Answers

- | | | |
|-------------|-----------------|-----------------|
| 1 realizing | 3 giving advice | 5 giving advice |
| 2 warning | 4 realizing | 6 warning |

Audio Script

CD 2, Track 5

- 1 I don't know why... I've - been - really tired recently, - I - suppose.
- 2 Any technique might not work as well when the coffee has dried.
- 3 You ought to tell her the truth as soon as possible.
- 4 ...it's something that happens in my life quite a lot, now that I think about it.
- 5 ...any parents listening out there had better remember this: ...
- 6 ...if you say it, they - will - repeat - it...

Exercise 7 INTEGRATE

- 1 Have students read the chart and complete the exercise independently.
- 2 Put students in pairs or small groups to compare their notes.
- 3 Play the audio while students check their notes.
- 4 To go over the answers as a class, have volunteers call out the answer to the first problem, and then replay the audio of the first problem. Repeat for the second and third problems.

Answers

Students' answers will vary. Sample answers include:

Caller	Everyday disaster	Advice
Chloe	What? Spilled coffee on white carpet When? Last night	pour on vinegar and water deal with it when it happens use laundry detergent for milk use clean paper to remove water
Lana	What? Missed work deadline When? Today	tell the truth explain the problem suggest a new deadline meet the new deadline
Phil	What? Child repeated something bad When? On the weekend	[advice not on audio]

CD 2, Track 3

Exercise 8 WHAT'S YOUR ANGLE?

- Put students in pairs or small groups to discuss the questions. Remind them to use their notes in Exercise 7.
- Have pairs volunteer their answers.

Answers

Students' answers will vary. Sample answers include:

- Yes, I think Chloe should ... and Lana could ...
- I'd tell Phil to ...

Grammar in Context

Advice and warning with *should*, *ought to*, and *had better*

GO ONLINE

- Write *should*, *ought to*, and *had better* on the board. Ask students to say what these forms are used for. Then ask how they are different. Students may or may not know, but write all possibilities on the board.
- Have students read the information in the Grammar in Context box silently. Then have them look at the options you wrote on the board for the differences between the three forms and say which ones are the correct ones.
- Ask students which of the three forms is rarely used in the negative (*ought to*).
- Read the sentences in the box aloud, having students repeat after you with the correct stress, speed, and pitch.
- For additional practice, see Grammar focus on page 163 in the Student Book.

Extra Practice

- Project or write the following situations on the board:
 - You are telling your roommate that you are getting sick and you think it is because everyone at your work has the flu.*
 - Your friend's cell phone is about to run out of battery.*
 - You are telling a classmate what to do about a test you are having in class tomorrow.*
 - Your roommate is about to eat some fish that has been in the fridge for a very long time.*

d You are telling your roommate that you are getting sick and you think it is because everyone at your work has the flu.

e Your friend's cell phone is about to run out of battery.

f You are telling a classmate what to do about a test you are having in class tomorrow.

g Your roommate is about to eat some fish that has been in the fridge for a very long time.

- Put students in pairs or small groups to write sentences of warnings and advice of varying levels of strength for each situation. Direct them to use the negative as well as affirmative forms.
- Combine pairs or small groups to say their sentences to each other with the correct stress, speed, and pitch while the others guess which situation they are talking about.
- Have volunteers share their favorite sentences with the class while the class decides the level of strength or formality of their advice or warning, using a scale of *a little strong*, *somewhat strong*, and *very strong*.

Exercise 9 APPLY

- Have students work in pairs to complete the activity.
- Play the audio so students can check their answers.
- Replay the audio again, and stop after each item. Have volunteers call out the answers.
- Ask students if any of the other options might fit in each sentence. Go over each sentence individually, discussing which options sound good and which do not.

Answers

- | | |
|-------------|--------------|
| 1 Should | 3 ought to |
| 2 shouldn't | 4 had better |

Audio Script

CD 2, Track 6

- Should I try again?
- You shouldn't give up yet.
- You ought to tell her the truth as soon as possible.
- Any parents listening out there had better remember this.

Vocabulary Development

Phrasal verbs with *look*

GO ONLINE

- Direct students to read the first two lines of text in the Vocabulary Development box.
- Ask students to say what each of the four phrasal verbs means.
- Have students read numbers 1 and 2 in the box. Elicit more examples of phrasal verbs that fit into both categories and write them on the board, i.e., ones the meaning of which can be inferred from the individual parts and ones whose meaning is less clear. For example:

Phrasal verbs whose meaning can be inferred from their parts: *add up*, *advise against*, *agree with someone*, *back away from something*, *call someone back on the phone*, *blow up (a balloon)*, *calm down*

Phrasal verbs whose meaning can't be inferred from their parts: *blow up (in anger)*, *call something off*, *carry on*, *burn out*, *brush up on*, *count on someone or something*, *check something out*

If desired, have students look up a list of phrasal verbs online and say which ones fit into which category by their meanings.

Oxford 3000 words

look into look up from look around
look forward to look out look after something

Extra Practice

- Put students into pairs or small groups to write sentences using each of the phrasal verbs in the Vocabulary Development box. Tell them to leave a blank instead of writing the phrasal verb.
- Direct students to check that their sentences have enough context in them to clearly elicit the correct phrasal verb. Circulate to help with context and vocabulary, as needed.
- Combine pairs or groups into bigger groups of about eight to ten students. Have pairs or groups sit in a circle and give their papers to the pair or group to their left. Direct each pair or group to write the name of the students who wrote the sentences on another paper and record their answers. Then have students give the "quiz" paper to the next pair or group on their left and repeat the final steps. Have students do this until all quiz papers have circulated back to their original writers.
- Have students read their sentences aloud while the others in their circle check their answers. Have students ask how many students in their group got the correct answer and write that down next to each sentence.
- Ask students to raise their hands if they think they got the most correct answers in the class on the tests that they wrote. Have those students share their sentences with the class.

Exercise 10 INTEGRATE

- Direct students to read the definitions and then think about which words could fit into the blanks.
- Play the audio while students listen and complete the exercise.

Answers

- | | | |
|---------|--------|---------|
| 1 after | 3 into | 5 up to |
| 2 out | 4 up | |

Audio Script

CD 2, Track 7

- ...busy homemaker Tom Riordan, who looks after his five children and the home...
- ...you really should look out when you have any kind of food or drink and white carpets...
- We looked into the issue of stains a lot, believe me, when our kids were young...
- I looked it up on the Internet...
- ...children look up to you and think everything you say is true

Exercise 11 INTEGRATE

- Direct students to complete the exercise independently.
- Put students in pairs or groups to compare answers. Tell them to take turns reading the sentences to each other.
- As a class, have volunteers read each sentence aloud.

Answers

- | | | | | |
|-----------|--------------|--------|---------|---------|
| 1 around | 3 up from | 5 into | 7 after | 9 up to |
| 2 through | 4 forward to | 6 up | 8 out | |

Exercise 12 WHAT'S YOUR ANGLE?

- Direct students to review the sentences in Exercise 11 and mark the ones that are true for them.
- Put students in pairs or small groups to compare their choices. Tell them to give examples to support their answers.

Answers

Students' answers will vary. Sample answers include:
I never look around my house to check on safety because I live in a very safe area. What about you?
The first sentence that is true for me is 7. Being in a big city makes me feel anxious so I always look after my phone and wallet carefully.

Lesson 5.2 Unexpected Consequences

Student Book pages 54 – 56

Exercise 1 ACTIVATE

- Have students label the photos independently. Then go over the answers as a class.
- Ask students if any of them have experienced any of these natural disasters. Have volunteers talk about their experiences.
- Put students in pairs or small groups to talk about what they see in the photos and add four key words to each picture.
- Have volunteers call out their key words while you write them on the board.

Answers

- earthquake
- flood
- volcanic eruption
- drought
- wildfire
- hurricane

Students' answers will vary for the added key words. Sample answers include:

- crack, rubble, destruction, collapsed
- water, overflow, underwater, rivers
- lava, ash, smoke, eruptions
- dead trees, scorched, dry, uninhabitable
- forests, blaze, ash, smoke
- wind, rain, rough seas, flooding

Exercise 2 WHAT'S YOUR ANGLE?

- Put students in small groups to discuss the question.
- Call on volunteers to share their responses and to give details about what they saw.

Answers

Students' answers will vary. Sample answers include:
We saw reports of wildfires in California in the news last week. The news reports talked about the size of the fires and the degree of containment.

Exercise 3 ASSESS

OXFORD REFERENCE

- 1 Put students in pairs or small groups to match the events to the dates and compare what they know about each disaster.
- 2 Have volunteers call out their guesses about the dates of each disaster while you write the various answers on the board. Don't confirm the answers at this point, though.
- 3 Have volunteers call out what they know about each disaster.
- 4 Review scanning with students. Tell them they will be given only one minute to find the dates and check their answers.
- 5 Direct students to scan the article for the dates of the disasters while you time them. After one minute, go over the answers as a class.

Answers

- 1 d
- 2 c
- 3 a
- 4 b

Student answers will vary regarding what they know about the disasters. Sample answers include:

- 1 I don't know much about this, but Lisbon is in Portugal, and probably a lot of buildings collapsed.
- 2 The Krakatoa volcano is on an island in Indonesia, we think.
- 3 We think many people died in this epidemic.
- 4 This earthquake must have been very big as it is called "great."

Reading Skill

Recognizing and understanding exemplification

GO ONLINE

- 1 Check students' comprehension of *exemplification*. Ask if they see any familiar words in *exemplification* (*example*). Direct students to read the first sentence in the Reading Skill box to find the meaning of it.
- 2 Elicit from students the main signpost phrases for examples (*such as* and *for example*).
- 3 Have students read the rest of the information in the Reading Skill box. Ask them if most of the information is about signposting examples or of giving examples without signposting them.
- 4 Ask students what the example in the last paragraph in the Reading Skill box is and what it is an example of.

Extra Practice

- 1 Divide the class into pairs or small groups, and have each pair or small group look back at the text on overachievers in Unit 1. Direct some of the students to look at the first two paragraphs, others the next two, and the rest the remainder of the article.
- 2 Tell students to skim their part of the article to find examples that are not signposted.
- 3 Have students call out their examples while all students look at the text. Ask students to say what each one is an example of.

Exercise 4 IDENTIFY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare their examples.
- 3 Have volunteers call out their answers.

Answers

- 1 Spain, Morocco, and Algeria
- 2 30,000 died from the earthquake and up to 70,000 in floods and fires
- 3 the Great Tangshan Earthquake in 1976
- 4 Voltaire
- 5 thinkers started looking for scientific explanations for the disasters
- 6 end of Portugal as a great global power

Exercise 5 INTEGRATE

- 1 Have students read the article more carefully this time. Tell students to make a list of the factors that made the great Lisbon Earthquake different from the other disasters.
- 2 Put students in pairs or small groups to share their responses.
- 3 Call on volunteers to share their responses with the class.

Answers

Students' answers will vary. Sample answers include:

- It changed the way people viewed natural disasters: from having metaphysical causes to having physical ones.
- It changed the way people responded to natural disasters: people should learn to forecast the disasters and prepare for them instead of reacting.
- It led to changes in the world order as it put an end to Portugal as a global power.

Grammar in Context

Obligation with *must* and *have to*

GO ONLINE

- 1 Check students' comprehension of *obligation*. Then ask students which verbs they use to express obligation. Write them on the board. Have students make examples of sentences with those words. Then ask students to say how the verbs are different.
- 2 Direct students to read the information in the Grammar in Context box independently.
- 3 For additional practice, see Grammar focus on page 163 in the Student Book.

Extra Practice

- 1 Write the following column headings on the board: *Must*, *Have to*, *Can't*.
- 2 Have students close their books. Then put students in pairs or small groups to review how each of the three is different from the others.
- 3 Have volunteers call out the differences, listing them under each heading.
- 4 Have students work independently to write a true sentence about their lives in general, the rules of the classroom, the rules of their home lives, and the rules of their home lives when they were children for *must*, *can't*, *have to*, and *had to*.
- 5 Have volunteers call out their sentences. Review them for accuracy as a class.

Exercise 6 APPLY

- 1 Check students' comprehension of *designers* and *powerless*.
- 2 Point out that some of the sentences might have more than one answer and that they can use the negative

of *have to*. Have students complete the exercise independently.

- Put students in pairs or small groups to take turns reading their completed sentences to each other.
- Go over the answers as a class.

Answers

- | | | |
|------------------|---------------|-----------------|
| 1 must / have to | 3 can't, must | 5 don't have to |
| 2 has to | 4 must | |

Exercise 7 VOCABULARY

- Elicit from students which type of reading they should do to find the verbs quickly (scanning). Have students complete the exercise independently.
- Put students in pairs or small groups to compare answers.
- Have volunteers share their words and the meanings with the class.

Answers

- | | | |
|------------|-----------|-----------|
| 1 react | 3 destroy | 5 prepare |
| 2 forecast | 4 protect | 6 affect |

Oxford 3000 words

destroy	react	affect
forecast	protect	prepare

Exercise 8 EXPAND

- Have students read the questions and make some notes on their ideas independently.
- Put students in pairs or small groups to discuss their ideas. Remind them to give reasons for their answers.
- Have volunteers share their thoughts with the class. List the different ideas offered on the board for each question.

Answers

Students' answers will vary. Sample answers include:

- Buildings built without earthquake protection, older buildings, cheap buildings
- Providing medical support, food, and housing
- By leaving the area, packing up their belongings and raising them above flood levels, stocking up on food
- Governments may decide to spend more on predicting disasters, upgrading buildings, and preparing for future disasters.
- They usually feel bad and may donate money, clothes, or food.

Exercise 9 WHAT'S YOUR ANGLE?

Have students read the sentence starters and use their ideas from Exercise 8 to complete them. Circulate to help with vocabulary and structure as needed.

Answers

Students' answers will vary. Sample answers include:

- ... people, animals, and buildings from natural disasters wherever possible.
- ... people in poor or Third World countries where there hasn't been the money to add protection to the buildings and put emergency procedures in place.
- ... health and financial emergencies.
- ... earthquakes, hurricanes and other natural disasters, and the possible damage they might cause.
- ... we hear that a natural disaster is coming.

Exercise 10 INTERACT

- Review useful phrases for agreeing and disagreeing, such as *I'm not sure I agree with you there because... I agree with you when you say..., but not with the part on... because...*
- Put students in pairs to share their completed sentences from Exercise 9 and to say whether they agree or disagree and why.
- Have volunteers write their sentences on the board for the rest of the class to critique, edit, or add to as desired.

Lesson 5.3 Absolutely Essential

Student Book pages 57 – 59

Exercise 1 ACTIVATE

- Ask students to call out the types of things people typically ask for advice about, and write them on the board. Then elicit from students the people and places people go to for advice, and write them on the board.
- Have students read the words in the box. Check students' comprehension of *colleagues* and *online discussion boards*.
- Put students in pairs or small groups to make lists of advantages and disadvantages for each place or person listed in the box. Circulate to help with vocabulary as needed.
- Have volunteers share their lists with the class while you write them on the board.

Answers

Students' answers will vary. Sample answers include:

Family: advantages: they care about you; disadvantages: it can be difficult to speak to them

Friends: advantages: they know you well, they care about you; disadvantages: they may not want to hurt your feelings, so may not tell the whole truth

Colleagues: advantages: they can be objective; disadvantages: they may be indiscreet

Professional advisers: advantages: they know the topic well; disadvantages: you may have to pay

Magazine advice columns: advantages: they don't know you, so it is not personal; disadvantages: their main purpose is to make money with a publication, not help you

Online discussion boards: advantages: lots of people can give advice; disadvantages: you might get some unkind advice

Exercise 2 WHAT'S YOUR ANGLE?

- Put students in pairs or small groups to discuss the question for each topic.
- Tally the students' thoughts on the board to see which of the people or locations are most popular or common for each topic.

Answers

Students' answers will vary. Sample answers include:

To get advice on money we think you need to talk to a professional adviser because everyone thinks they know a lot about this, but many people make mistakes with their money.

Exercise 3 INTEGRATE

- Review how to summarize. Remind students that they have to put the ideas into their own words, so students

should avoid using the words in the text. Suggest that they read the problem and then close their books before summarizing it in their own words. Have them do the same with the advice.

- 2 Have students complete the exercise independently.
- 3 Put students in pairs or small groups to compare their summaries and their lists.
- 4 Have volunteers write their summaries on the board while others write their lists. Then have other students critique or edit the summaries and lists on the board.

Answers

Students' answers will vary. Sample answers include:

Problem: I'm too busy, and I feel terrible.

Advice:

- 1 Change the way you think about time.
- 2 Make time to write a list of things you have to do.
- 3 Read through the list, and congratulate yourself about the good things in it.
- 4 Add A, B, or C next to each thing on the list to show how important it is.
- 5 Do the things on the list, starting with the ones marked A.

Writing Skill

Using addition and contrast linking words

GO ONLINE

- 1 Elicit from students all the addition and contrast linking words and phrases they already know. Write the words and phrases on the board.
- 2 Have students read the information in the Writing Skill box. Ask students to compare the words and phrases in the box with the ones written on the board. Add any new words to the board.

Extra Practice

- 1 Play a chain game with the linking words and phrases. Put students in groups of six or seven, and have them sit in circles. Tell students you will write a sentence on the board and they are to go around their groups adding new ideas that can be linked by either addition or contrast linking words. Tell them the goal is to use all the words written on the board from Exercise 3.
- 2 Write the following statement on the board:
I think we should go away to the mountains for the long weekend.
- 3 Have groups play the game. Then have them share their final sentences with the other groups.
- 4 After they have shared, have the groups try to recreate their sentences and write them down either on the board to share with the others or, if there isn't enough room on the board, on paper to post around the room.
- 5 Give groups time to walk around and read each other's set of sentences. Direct them to note if any don't sound right. Circulate to see if any of the linking words need editing.

Exercise 4 IDENTIFY

- 1 Have students scan the text to find the ideas and then complete the exercise independently.
- 2 Put students in pairs to take turns reading their completed sentences to each other to compare their answers. If they

disagree, tell them to go back to the text to find evidence for their answers.

- 3 Have volunteers share their sentences. Ask students to say what they notice about the punctuation used in each case.

Answers

- 1-e Anna can't sleep, although she is very tired.
- 2-c The advice will help Ana as well as help other people.
- 3-d The advice will help Ana organize in addition to helping her relax.
- 4-f It is going to be hard work, but she will be able to do it.
- 5-b Ana doesn't have to do everything. Besides there might be someone else better.
- 6-a Ana needs to move her things; however, a group of people might be better.

Exercise 5 APPLY

- 1 Tell students to refer back to the Writing Skill box and the answers in Exercise 4 if they need help with the grammar and punctuation.
- 2 Have students complete the exercise independently.
- 3 Put students in pairs or small groups to compare their choices.
- 4 Call on volunteers to write their sentences on the board so you can go over the punctuation and grammar as a class.

Answers

- 1 He advised me to stop. However, I didn't want to.
- 2 I need help with the project as well as with my assignment.
- 3 You shouldn't try to do everything, although you should try to do as much as you can.
- 4 You don't have to offer to help. Besides, they may not want any help.
- 5 It will be difficult, but that shouldn't stop you from trying.
- 6 In addition to working very well together, they gave an amazing presentation.

Exercise 6 VOCABULARY

- 1 Direct students to read the two lists of words and check that they know them all.
- 2 Have students complete the exercise independently. Tell students if they find more than one answer, to write them both down. Also, point out that means some letters can be used more than once.
- 3 Put students in pairs or small groups to compare answers.
- 4 Go over the answers as a class.

Answers

1 g	3 h	5 a / f	7 a	9 f	11 b
2 g / i	4 c	6 j	8 k	10 l	12 e

Oxford 3000 words

amazing	awful	delighted
huge	tiny	essential
extraordinary	terrible	ridiculous

Grammar in Context

Intensifiers

GO ONLINE

- 1 Write *happy* on the board. Ask students what words they can put in front of *happy* to qualify it, or project Internet photos of people looking a little to a lot happy. Write the intensifiers students call out on the board.
- 2 Ask students what kind of word *happy* is and what kind of words the intensifiers they called out are.
- 3 Direct students to read the information in the Grammar in Context box. Elicit from students other ungradable adjectives such as *tiny*, *huge*, *excellent*, *furious*, *freezing*, etc.
- 4 For additional practice, see Grammar focus on page 163 in the Student Book.

Extra Practice

- 1 Direct students to find three photos online (which they can either print or show on their phones) that they can use as inspiration for sentences using adjectives and intensifiers. The photos can show anything from a traffic-congested highway to a wild elephant drinking at a peaceful watering hole.
- 2 Put students in pairs or small groups to show each other their photos and to make as many sentences with adjectives and intensifiers as they can. Have them list their sentences on a piece of paper. Circulate to help with appropriate adjectives and intensifiers as needed.
- 3 Have volunteers hold up their photos or their phones, and have others in the class make up sentences to compare with the ones they originally wrote.

Exercise 7 EXPAND

- 1 Have students work independently to complete the exercise.
- 2 Put students in pairs or small groups to compare answers.
- 3 Call on individuals to read their adverb + adjective pairs aloud.

Answers

Adverb	Gradable adjective	Ungradable adjective
absolutely		exhausted
extremely	pleased	
a little	difficult	
absolutely		essential
really	good	
very	important	
fairly	important	
hardly	important	
absolutely		amazing
really	tired	
absolutely		awful

Exercise 8 ASSESS

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare answers before going over the answers as a class.

Answers

to the highest degree: absolutely
to a high degree: extremely, really, very
to some degree: fairly
to a low degree: a little
to a very low degree: hardly

Exercise 9 PREPARE

- 1 Direct students to look at the photo on the right side of the page. Ask students to say what they see happening. Elicit that one woman is getting advice from another. Ask which woman is which.
- 2 Direct students to read the problems in the boxes independently. Ask if any of problems are ones that they have personal experience with. Point out that if none of these problems are ones they'd like to give advice on, they can make up one of their own.
- 3 Have students work independently to choose their problem and brainstorm or freewrite about the advice they'd give on the problem.
- 4 Put students in pairs to share their ideas about advice for the problem they chose or made up.

Exercise 10 WRITE

Direct students to write their advice responses independently while you circulate to offer assistance with vocabulary, paragraph structure, and adjectives plus intensifiers as needed.

Exercise 11 IMPROVE

- 1 Have students read the bulleted checklist. Explain that they are going to use the checklist to review another student's paper.
- 2 Put students in pairs. Have them exchange papers. Tell them to read each other's papers all the way through before reviewing for the checklist items.
- 3 Allow time for partners to explain their feedback to each other.
- 4 Allow time for your students to revise their essays according to the feedback they received.

Answers

Students' answers will vary. Sample answers include:
I really like your advice on this problem. I especially like the idea of apologizing to your friend. However, I think you could add a couple more ideas in case that one doesn't work. Also, this adjective could use an intensifier.

Exercise 12 WHAT'S YOUR ANGLE?

- 1 Divide the class in half. Have half the students thumbtack their advice texts to the walls or tape them to the board and stand next to them.
- 2 Have the other half walk around the room reading the texts and comment to the authors' about their advice.
- 3 Have the groups switch roles and repeat the activity.
- 4 Alternatively, if you have an LMS, have students post their advice texts on a discussion board and instruct students to comment on a select number of them, e.g., three or four.

Lesson 5.4 What's the Problem?

Student Book pages 60 – 61

Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Put them in pairs or small groups to describe what they see.
- 2 Have students discuss the questions with their partners.
- 3 Call on volunteers to share their ideas with the class.

Answers

Students' answers will vary. Sample answers include:
Kevin is out in bad weather.
It looks like Kevin needs Andy and Max to help him.

Exercise 2 IDENTIFY

- 1 Put students in pairs. Play the first part of the video. Then have pairs answer the questions.
- 2 Go over answers as a class. Ask students if this or something like this has ever happened to them and, if so, what they did about it.

Answers

- 1 Kevin left all his things (keys, etc.) in his coat on the bus.
- 2 Andy feels bad for Kevin and says Kevin can come over.

English For Real Video Unit 5

Exercise 3 ANALYZE

- 1 Have students read the list of options. Tell them to think about which ones they are likely to see on the video.
- 2 Direct students to complete the activity while watching the video. Play the second part of the video.
- 3 Give students a minute to check their choice. Then put them in pairs or small groups to compare answers. Tell students to discuss their opinions of Max's first thoughts and then his change of mind.
- 4 To go over the answers as a class, replay the video. Tell students to raise their hands when they see the next thing happen. Stop the video and have volunteers call out the correct letter.

Answers

b d e

English For Real Video Unit 5

Real-World English

Asking for and giving advice

- 1 Ask the students who asked for advice in the video. Ask if they remember how he did it, and write whatever students produce on the board.
- 2 Direct students to read through the first example in the box. Ask students what the background information in this example is (*The problem is...*).
- 3 Elicit the advice giving modal verbs already studied in this unit, and write them on the board (*should, ought to, had better*). Ask students if they know of any others, eliciting suggestions. Write them on the board.

- 4 Have students read the next two parts of the information in the Real-World English information box. Ask if there are any modals there that are not on the board.
- 5 Have students read the remaining information in the box. Then read all the examples aloud, modeling the intonation of the more polite versus the more informal ways of asking for and giving advice. Have students repeat after you.

Extra Practice

- 1 Have students think about two problems they would like to ask advice about: one from a friend and one in a more formal context. Tell students to write the two problems on a piece of paper while you circulate to help with ideas and vocabulary.
- 2 Put students in pairs to write four dialogues of four lines, one for each of their situations. Put the following structure on the board for the students to follow:
A: Give background information and ask for advice
B: Ask for more information about the problem
A: Answer B's question
B: Give advice
- 3 Circulate to check students' dialogues and help with ideas, vocabulary, and structure.
- 4 Have pairs choose one favorite dialogue for an informal situation and one for a more formal situation and practice them.
- 5 Have volunteers perform their dialogues for the class. Have the class decide if they are formal or informal situations. Then see if anyone else has any advice to volunteer.

Real-World English Strategies

Focus: Working in partners, students practice connecting speech with words ending in /t/ or /d/.

Grouping Strategy: Pairs

Activity Time: 20 minutes

Ready,

- 1 Find a listening on an interesting topic from the Internet, or choose a listening from the student book.
- 2 Isolate a three- to five-sentence segment of the listening that contains examples of connecting speech with words ending in /t/ and /d/.
- 3 Prepare a transcript of the listening.
- 4 Identify and mark all the instances of linking.
- 5 Replace all the linked words with blanks. For instance, in the case of the linked words, *want time*, they would be removed and replaced with two blanks, _____.
- 6 Prepare copies of the gapped text for each student.

Set ...

- 1 Put the students into pairs.
- 2 Give each student a copy of the gapped text.
- 3 Explain that they will hear a recording. They should write the words that they hear. Make clear that each line will hold two or more words. Point out the number at the end of each line and tell them that this number shows them how many words to write on each line.

Go!

- 1 Play the recording.
- 2 Have students compare their answers with their partners.
- 3 Play the recording again.
- 4 Play the recording a third time.
- 5 Check the answers as a class.
- 6 Play the recording a final time. Have students focus on listening for the word connections with words ending in /t/ and /d/.

Keep Going!

- 1 Have the students take turns reading the text aloud to their partner. Tell the partners to note down where they hear the word connections made correctly and where they don't. Encourage the partners to provide feedback on each of the word connections.

Exercise 4 ANALYZE

- 1 Remind students to watch and listen for Max's suggestions.
- 2 Play the video.
- 3 Have volunteers call out their answers.

Answers

- 1 Call Phil (and ask if Kevin could stay with him). He says, "I think you should call Phil."
- 2 Not happily—Kevin is an old friend, and he feels bad.
- 3 Kevin is never quiet (so it will be difficult to study with him there).
- 4 He says, "You'd better call Phil." It sounds stronger, more forceful / urgent.

Video Script

English for Real Video Unit 5

Scene 1

- Kevin Hey Andy?
Andy Hey Kevin ... what's up?
Kevin Andy, uh, there's a storm coming, and I'm in a bit of trouble.
Andy Oh no! What happened?
Kevin I left my coat on the bus and everything's in it. My keys, my ID, credit card... I just have my phone!
Andy Oh no... that's awful. Where are you?
Kevin The bus stop. Could I come over?
Andy Uh... sure. See you.

Scene 2

- Max Was that Kevin?
Andy Yeah. He left his coat and keys on the bus... unbelievable!
Max Oh no! What's he going to do?
Andy He's coming over. What should I do? Should I invite him to stay?
Max Well, I have to study! I think you should call Phil.
Andy But he's one of my oldest friends. What would you do if you were me?
Max Well, of course I'd invite him. But Kevin's never quiet. You'd better call Phil. Please.
Andy Hey, Kevin ... come on in and get warm.
Kevin Hi, Andy...
Max Kevin! Oh no, please. Come on, take my room. I'll be up late studying anyway.

Exercise 5 IDENTIFY

- 1 Look at the chart with students. Confirm that they understand how to complete it.
- 2 Let students know you will play the video more than once if needed.

- 3 Play the video while students take notes. If needed, replay the video. For some classes, you may want to stop and start to give students time to complete their charts.
- 4 Put students in pairs or small groups to compare their answers.
- 5 Have volunteers call out their answers.

Answers

- | | | |
|------------|--------------|----------------|
| 1 should I | 3 you should | 5 I'd |
| 2 Should I | 4 would you | 6 You'd better |

Audio script

CD 2, Track 8

- 1 Andy: What should I do?
- 2 Andy: Should I invite him to stay?
- 3 Max: I think you should call Phil.
- 4 Andy: What would you do if you were me?
- 5 Max: ... [of course] I'd invite him.
- 6 Max: You'd better call Phil.

Exercise 6 WHAT'S YOUR ANGLE?

- 1 Give students a moment to think about a time when they were in a similar situation as Andy's.
- 2 Put students in pairs or small groups to share their memories of their experiences and what they did do or what they would do if they were Andy.

Answers

Students' answers will vary. Sample answers include:
Once my cousin wanted to stay on our living room couch. It was during finals week, and my roommates weren't happy about this at all because they used the living room a lot for studying. I finally asked if he could come another time.

Exercise 7 INTERACT

- 1 Put students in pairs to complete the exercise while you circulate to help with vocabulary and phrasing.
- 2 Have volunteers perform their role-plays for the class.

Answers

Students' answers will vary. Sample answers include:
A: Why are you looking so sad?
B: Well, I just had a terrible argument with one of my best friends and I don't know what to do.
A: What was the argument about?
B: Well, she wanted to stay in my apartment for the summer, but my roommates aren't happy about that so I told her she couldn't. What do you think I should do?
A: Well, I think you made the right decision. However, if I were you, I'd let her know that it wasn't your decision.

Exercise 8 PREPARE

- 1 Have students read the problem. Ask if this has happened to anyone.
- 2 Put students in pairs to talk about the situation and to come up with as many different types of advice as they can think of.
- 3 Have volunteers share their advice with the class. Write the different kinds of advice on the board, and then take a vote to see which one is the most popular.

Answers

Students' answers will vary. Sample answers include:
Say no because your friend didn't pay you back before.
Just say you don't have enough money.
Ask what it is for and then decide.

Exercise 9 INTERACT

Put students in new pairs to role-play the situation.

Answers

Students' answers will vary. Sample answers include:
A: Hi. You don't look too happy. What's up?
B: Well, I have this friend who needs some money.
A: Oh? How much?
B: Well, it's only \$30. It's not that much. But the problem is that he's always asking me for money, and sometimes he doesn't pay it back. What do you think I should do?
A: Well, how much does he owe you at the moment?
B: Only \$20.
A: Hmm. Well, if I were you, I'd tell him that you don't have enough money to lend him this time around because he still owes you \$20 from last month.
B: Really? OK. I'll do that.

Exercise 10 ASSESS

Direct students to think about the question. Circulate to have students share their thoughts with you.

Exercise 11 INTERACT

- 1 Put students back in the same pairs as Exercise 9. Direct them to discuss their role-plays and say whether they will follow the advice or not.
- 2 Have them read the new situation. Tell them to change roles and perform the role-play with this new situation.
- 3 Have volunteer pairs perform their role-plays for the class.

Answers

Students' answers will vary. Sample answers include:
A: Hi there. How's it going?
B: It's going ok, but I have a problem. Can I ask you for advice? ...

Lesson 5.5 Don't Panic

Student Book page 62

Exercise 1 ACTIVATE

- 1 Have students read the problems and then the list of places to go for help.
- 2 Put students in pairs or small groups to complete the exercise.
- 3 Have volunteers share their ideas with the class.

Answers

Students' answers will vary. Sample answers include:
I'd probably watch an online video about how to rescue a phone from water.

Exercise 2 IDENTIFY

- 1 Have students read the two questions.
- 2 Play the audio, and then put students in pairs to answer the questions.

- 3 To go over the answers, replay the audio, having students raise their hands when they hear the answer on the audio. Stop the audio, and have volunteers share their answers.

Answers

- 1 for changing a bicycle tire
- 2 a flat tire / he's on his own / he doesn't know how to change a tire / he has a meeting with his boss at 9 / his phone battery is running out

Audio Script

CD 2, Track 9

Dan Hello, Rachel, is that you?
Rachel Yes. Hey, Dan, are you OK? You sound upset!
Dan No, I'm not OK... I'm on University Street on my bike, ten kilometers from work... I got a flat tire! I don't know what to do. There's nobody around to help and I don't know how to change the tire! I have a meeting with the boss at nine!
Rachel OK, OK, don't panic! It's easy to change it. Do you have a spare tube and a tool kit?
Dan Yes, in my bag...but I've never done it before...and my phone battery is running out!
Rachel Right, I'll tell you what to do quickly. OK, first of all, ...

Exercise 3 ASSESS

- 1 Ask students if they ride bikes and how many of them have changed a bike tire. Also ask what they would do if they didn't know how to change a tire but needed to.
- 2 Put students in pairs to complete the exercise. Don't go over the answers until after Exercise 4.

Exercise 4 IDENTIFY

- 1 Direct students to listen for the order of instructions for changing a bicycle tire.
- 2 Play the audio all the way through.
- 3 Ask students if their order is the same as the one on the audio.
- 4 To go over the answers, replay the audio, having students raise their hands each time they hear a new step mentioned. Stop the audio, and have students say which step they just heard. Then continue.

Answers

- | | |
|---------------------------|---------------------------|
| 4 new tube in and tire on | 6 wheel back on bike |
| 5 air in new tire | 2 wheel off bike |
| 1 bike upside down | 3 tube and tire off wheel |

Audio Script

CD 2, Track 10

Rachel ... OK, first of all, you have to take off the wheel. Is it the front or back?
Dan The front.
Rachel Good! That's easier. So, first, turn the bike upside down. After that, turn the levers and take the wheel off. Then take the tire and the tube off. To do this, get out the little metal tools from the tool bag and use them to help—push them around the outside edge... After that, you're going to put the new tube in and put the tire back on. It's hard work, but if you keep trying, you can do it. Use your hands and really push! Then you can use the pump to fill the new tire. And, finally, put the wheel back on, the opposite way from how you took it off. Look, you try, and in ... let's say, 20 minutes, I'll call you to check on you. Or you can call me if you get stuck. OK?
Dan Right, OK...
Rachel Don't panic, you can do it! Just remember the steps—turn the bike upside down, take the wheel off, take the tire off, change the tube, fill the tire, put the wheel back on. It's not hard at all.

Speaking

Giving practical instructions

GO ONLINE

- 1 Ask students to say where you can find unclear directions (e.g., technical manuals or electrical equipment manuals).
- 2 Ask students what makes instructions easy to follow in their opinion. Write their ideas on the board.
- 3 Direct students to read the information in the Speaking box independently.
- 4 Read the signposting phrases in the Speaking box, and have students repeat after you with correct intonation. Then read the last example of face-to-face instruction giving.

Extra Practice

- 1 Ask students to think of something they know how to do that others may not. Have them create a list of steps in note form for their instructions but to not put on the paper what the instructions are for.
- 2 Put students in pairs to use their notes to give each other instructions. Tell the partners to guess what the instructions are for.
- 3 Ask partners to rate their partners' instructions in terms of how practical and easy to follow they were with 1 being not easy to follow and 5 being very easy to follow.
- 4 Have partners tell each other their rating. Tell them to give their partners suggestions about how to improve their instructions.

Exercise 5 IDENTIFY

- 1 Have students read the sentences and think about what verbs and sequencing expressions might complete the sentences.
- 2 Tell students they are going to listen to instruction extracts. Play the audio while students complete the sentences.
- 3 Put students in pairs to compare answers.
- 4 To go over the answers, replay the audio, and have students stop the audio when they hear an answer. Call on volunteers to say the answers.

Answers

- | | |
|--------------------|----------------|
| 1 first, turn | 3 Then take |
| 2 After that, turn | 4 finally, put |

Audio Script

CD 2, Track 11

- 1 So, first, turn the bike upside down.
- 2 After that, turn the levers.
- 3 Then take the tire and the tube off.
- 4 And, finally, put the wheel back on.

Pronunciation Skill

Connected speech with words ending in /t/ or /d/

GO ONLINE

- 1 Have students read the information in the Pronunciation Skill box.
- 2 Read the examples, and have students repeat after you, focusing on the connection of the sounds between the words.
- 3 Direct students to think of more words that end in /t/ or /d/. Put them in pairs to make a list of words some

with vowel starting words that follow, and some with consonants.

- 4 Have pairs practice pronouncing their phrases with the correct pronunciation with the connected /t/ and /d/ sounds.

More to Say...

Focus: Working in partners, students practice connecting speech with words ending in /t/ or /d/.

Grouping Strategy: Pairs

Activity Time: 20 minutes

Ready,

- 1 Find a listening on an interesting topic from the internet, or choose a listening from the student book.
- 2 Isolate a three- to five-sentence segment of the listening that contains examples of connecting speech with words ending in /t/ and /d/.
- 3 Prepare a transcript of the listening.
- 4 Identify and mark all the instances of linking.
- 5 Replace all the linked words with blanks. For instance, in the case of the linked words, *want time*, they would be removed and replaced with two blanks, _____.
- 6 Prepare copies of the gapped text for each student.

Set ...

- 1 Put the students into pairs.
- 2 Give each student a copy of the gapped text.
- 3 Explain that they will hear a recording. They should write the words that they hear. Make clear that each line will hold two or more words. Point out the number at the end of each line and tell them that this number shows them how many words to write on each line.

Go!

- 1 Play the recording.
- 2 Have students compare their answers with their partners.
- 3 Play the recording again.
- 4 Play the recording a third time.
- 5 Check the answers as a class.
- 6 Play the recording a final time. Have students focus on listening for the word connections with words ending in /t/ and /d/.

Keep Going!

- 1 Have the students take turns reading the text aloud to their partner. Tell the partners to note down where they hear the word connections made correctly and where they don't. Encourage the partners to provide feedback on each of the word connections.

Exercise 6 INTEGRATE

- 1 Have students complete the first part of the exercise independently.
- 2 Put students in pairs to show each other the places where they anticipate connected speech and to take turns saying the sentences to one another with the connected speech.
- 3 Play the audio and have students check their answers.

- 4 To go over the answers, replay the audio, stopping after each sentence to have students repeat using connected speech.

Answers

- 1 ... turn the bike upsi(de) down.
- 2 After tha(t), turn the levers ...
- 3 Then take the tire an(d) the tube off.
- 4 ... you're going to pu(t) the new tube in ...
- 5 ... it's har(d) work, bu(t) if you keep trying ...
- 6 An(d), finally, pu(t) the wheel back on ...
- 7 ... the opposi (te) way from how you took i(t) off.
- 8 ... call me if you ge(t) stuck ...

Audio Script

🎧 CD 2, Track 12

🎧 Exercise 7 IDENTIFY

- 1 Have students read the summary first and think about what words might complete the sentences.
- 2 Play the audio, and have students complete the sentences independently.
- 3 Put students in pairs or small groups to compare their notes.
- 4 Have students mark the words they think will have connected sounds in them.
- 5 To go over the answers, replay the audio, having students raise their hands every time they hear connected speech, and stopping the audio to go over what they heard.
- 6 Replay the audio stopping after each sentence to have students repeat each line with the correct connected speech.

Answers

Missing words:

- | | | |
|--------|----------|--------|
| 1 turn | 3 take | 5 fill |
| 2 take | 4 change | 6 put |

Words ending in /t/ and /d/:

Don('t) panic
Jus(t) remember
upsi(de) down
pu(t) the
no(t) har(d) at all.

Audio Script

🎧 CD 2, Track 13

Don't panic, you can do it! Just remember the steps—turn the bike upside down, take the wheel off, take the tire off, change the tube, fill the tire, put the wheel back on. It's not hard at all.

Exercise 8 PREPARE

Put students in pairs to complete the activity. Circulate to help with vocabulary, structure, and connected speech.

Exercise 9 IMPROVE

- 1 Review with the students good delivery tips, e.g., *have notes on notecards, always look up at your audience while you are talking, if you need to refer to your notes, stop talking, look at your notes, look up and start talking again, talk to the person at the back of the room, speak loudly and clearly.*
- 2 Go over the checklist with the students. Elicit from them the signposts they might use.

- 3 Have pairs from Exercise 8 take turns giving each other their instructions. Remind partners that when they are listening, they should think of questions they might have and make notes on the checklist items.
- 4 Have listening partners give their partners their feedback.

Exercise 10 INTERACT

- 1 Put students in groups of five or six.
- 2 Have students take turns giving their instructions to the their group. Circulate between the groups to make sure students give each other feedback.

🎧 Exercise 11 WHAT'S YOUR ANGLE?

- 1 Keep students in their same groups. Have students think about all the sets of instructions they heard and to choose something they hadn't known before.
- 2 Direct students to share their thoughts. Remind them to say why the instructions they chose will be useful for them.

Answers

Students' answers will vary. Sample answers include:
The most useful instructions for me were the ones on how to make a microwave mug cake. That sounded really easy and fast to do, and I'm sure I'll give it a try.

Unit 5 Review

Student Book page 151

Vocabulary

Exercise 1

Answers

Matching

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

Students' answers will vary for the additional nouns.

Exercise 2

Answers

- | | | |
|-----------|------------|---------|
| 1 prepare | 3 affect | 5 react |
| 2 protect | 4 forecast | |

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

Grammar

Exercise 3

Answers

- | | |
|-----|-----|
| 1 c | 3 a |
| 2 d | 4 b |

Exercise 4

Answers

- | | |
|------------------|-----------------|
| 1 have to / must | 3 can't |
| 2 must / have to | 4 don't have to |

Exercise 5

Answers

Students' answers will vary. Sample answers include:

- 1 absolutely awful
- 2 a little / really / extremely afraid
- 3 absolutely freezing
- 4 hardly / fairly / really / extremely important
- 5 absolutely exhausted
- 6 a little / fairly / really small

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 Draw students' attention to the quote. Elicit from students who Martin Luther King, Jr. is. Ask students if they know when he lived and what movement he was the leader of.
- 2 Read the quote aloud. Put students in pairs or small groups to answer the questions about survival and discuss the meaning of the quote. Tell students to give examples to illustrate their points.

- 4 Ask students to write a "quote" about survival in difficult times for themselves. Monitor and help with vocabulary.
- 5 Have them share their quotes with a partner. Then call on volunteers to say their quotes for the class.

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 For Task 1, instruct students to take a few minutes to think about important advice they've received over the years. Have them make some notes on the advice and the person who gave it to them. Then put students in pairs or small groups to take turns sharing the advice they got. Remind students to first give some background information telling why they got that advice at that particular time. Also, after they share the advice, tell them to explain why the advice was particularly important to them.
- 3 Have students complete Task 2 independently while you circulate to help with vocabulary as needed.
- 4 Conduct Task 3 as a walk-around activity. Have students walk around the classroom talking to different partners. Tell them to tell each new partner about their photo. Explain that they can improve on their description if they hear something from another student that they can use. Call time after ten minutes or after each student has talked to several partners.

Answers

Students' answers will vary. Sample answers include:

- 1 My mom gave me important advice when I was younger. She said, "You don't have to have friends in this life, but they make it better."
- 2 Here is what to do in an everyday disaster. First, remember to stay calm. Second, ...
- 3 This is a photo of the destruction caused by wildfires in Colorado. You can see the damage ...

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.
- 2 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 – *Trends* – summarizes the main themes: traditions that last versus fashions that may or may not last, the history of jeans, changing work patterns, trends in diet, asking for and giving opinions about current trends, and talking about past habits.

In **Lesson 6.1**, the theme of trends is reflected in the following activities: reading about the origin and worldwide impact of the development of jeans, vocabulary used to talk about fashion, and time expressions used with the simple past and present perfect. In **Lesson 6.2**, new trends in the work world are focused on in exercises that include: note-taking while listening to a lecture on changing work patterns, making predictions about key ideas about work, and talking about current and possible future work trends. In **Lesson 6.3**, students will reflect on trends in diet by reading about famous diets, listening to a podcast about diet and using adverbs and phrases for emphasis as well as the structures *used to* and *be / get used to* to talk about their own opinions about diets. In **Lesson 6.4**, students will watch a video and then practice asking for and giving opinions about some fashion choices. In the *Real-World English Strategies*, teachers will help students use appropriate language to ask for and give opinions. Finally, in **Lesson 6.5**, the exercises summarize what students have learned about the theme of trends by having them listen to a talk on fashion trends and practice presenting on fashion or beauty trends they have followed. They will also practice using appropriate grammar to talk about past habits and using *do* to add emphasis.

Lessons

6.1 Always in Fashion

Reading Skill Using questions when reading

Grammar in Context Time expressions with the present perfect and simple past

- Use questions before, during, and after reading to help focus on the topic and better comprehend the text
- Use adjectives to talk about fashion
- Use images to help comprehend when reading
- Vocabulary: classic, loose, formal, tight (Oxford 3000)

6.2 Working Trends

Writing Skill Note-taking while listening

- Make notes while listening to help retrieve important information later
- Vocabulary: workplace, pressure, household, pace, for the benefit of, pension (Oxford 3000)

6.3 Quick Fixes

Listening Skill Previewing using images

Vocabulary Development Adverbs and phrases for emphasis

Grammar in Context *used to* and *be / get used to*

Pronunciation Skill *used to*

- Use images prior to listening to help with comprehension
- Use adverbs and phrases for emphasis
- Use *used to* and *be / get used to* to talk about situations or regular actions in the past that don't happen anymore

6.4 Your Honest Opinion

Real-World English Asking for and giving opinions

- Decide how much information to give
- Learn to be direct and indirect
- Practice using phrases to give opinions

6.5 Fashion Victim

Speaking Talking about past habits

Grammar in Context *do* for emphasis

- Learn to talk about past habits with *used to*
- Practice using past tenses to talk about specific examples
- Use *do* for emphasis before simple present or *did* before simple past verbs
- Give a presentation on fashion or beauty trends

Resources

Class Audio CD 2, Tracks 14–20

Workbook Unit 6, pages 36–42

Oxford Readers Correlations

Washington Square (9780194657433)

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

Unit Opener

Student Book page 23

The unit opener photo shows a group of Gambian women sitting near a market in traditional dress. The women are wearing various colors, making the shot particularly striking. There is a young girl sitting among the women also in traditional clothing. The photograph relates to the unit theme and subsequent exercises because it focuses on the choice people often have of tradition versus trends and how, even now, certain traditions give people a sense of community and belonging.

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*, *Al Jazeera*, *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 *Microcatalunya* about rural life, and *Els fets de l'1 d'Octubre* (the events of October 1) 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 studied Chemical Engineering and also holds a master's degree from the Danish School of Media and Journalism.

Unit Snapshot

- 1 For question 1, ask students how many pairs of jeans they own. Also have students glance around the room and count the number of students wearing jeans.
- 2 For question 2, ask students how long a typical work week is in their culture / country.
- 3 For question 3, ask students what kinds of drink are popular now that weren't popular in another time, and then ask what kind of drink might have been popular in 1820.

Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the image, provide words and phrases to help them as necessary, for example, *traditional clothing*, *colorful*, *patterns*, *solid colors*, and *head coverings*. Ask specific questions about the picture: *Where are these women? Who are they? How do they look? Why are they sitting down? Who might the child be? What do you think they are waiting for?*
- 2 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.

- 3 For the first question, check students' comprehension of *tradition* and *appeal*. Ask students to talk about traditions in their lives. For the second question, check students' comprehension of the phrase *reflect the times*. Ask students if any of the traditions they mentioned earlier have changed. For the third question, check students' comprehension of *follow fashion*. Have students look around the room to see if any of the students are particular followers of fashion.

Answers

Students' answers will vary. Sample answers include:

- 1 Tradition makes us feel comfortable. We all know it, and we all know what to do and what to expect within it.
- 2 Some traditions add things from current times such as traditional weddings having current dance music.
- 3 People are generally convinced or persuaded to follow fashion by advertising media and social media. Also, they like to do the same things their friends are doing.

▶ Video Script

This is a group of women sitting in the shade near the market in Farafenni, Gambia. I really liked the colorful clothes people wore around there, particularly the women. They use fabrics made of light cotton with patterns printed with many colors, called Batiks. They are beautiful.

Traditions change and evolve for different reasons: economic, social, cultural or even political.

This may be a result of progress in these societies, but it could also mean that places in the world are becoming more alike. I find that the capitals of the world seem more and more like one another because of globalization.

On the one hand, traditions help to define the identity of individuals and societies, and maintain their history and culture. On the other hand, removing boundaries may help to increase the global conversation.

Beyond looking good, people want to express and communicate things with their clothing and the way they dress. For example, those who want to show they are bold, curious and engaged with current trends might choose to follow fashion. Different social groups have different clothing. People can use clothing to show that they belong to a particular social group. They may also display their economic status by wearing expensive clothes.

Exercise 1

- 1 Direct students to read the five categories of areas of life in which changes could happen.
- 2 Put students in pairs to discuss their ideas. Remind students to give reasons for their ideas. Ask students to also discuss what might be driving trends in these areas.

Answers

Students' answers will vary. Sample answers include:

I think people will stop eating meat in the future because it takes up too many valuable resources compared to vegetables.

Exercise 2

- 1 Read question 2 aloud. Put pairs together with other pairs to share their ideas and choose the most likely trend per category.

- Have combined pairs share their ideas with the class. Write their most likely trend on the board. Have the class vote to see which one they think is the most likely to happen. If you have two that are very close, you might want to have students divide into groups according to the trend they voted for and prepare with their groups to debate the need and value of the trend they voted for.

Real-World Goal

By the end of this unit, students will be able to read a fashion blog because they will have acquired useful vocabulary to talk about fashion; practiced asking pre-, during, and post-reading questions and practiced using visual information to help with comprehension.

Lesson 6.1 Always in Fashion

Student Book pages 64 – 66

Exercise 1 ACTIVATE

- First, direct students' attention to the title of the lesson, and ask if they or someone they know is a follower of fashion or very fashion conscious. Have volunteers share their ideas. Ask students what they think the lesson will be about.
- Direct students to read the questions. Give students a moment to think about their answers independently.
- Put students into pairs to discuss the questions. Tell them to take turns telling each other what they think and asking each other questions about their ideas.

Answers

Students' answers will vary. Sample answers include:

- My favorite piece of clothing is a pale blue scarf. I wear it almost all the time!
- A very close friend gave it to me. She brought it back from a trip she went on to Italy.
- I wear it to keep me warm all winter, but also it goes with almost all of my clothing because it is pale blue.
- I feel very comfortable. I don't wear it when I want to get dressed up, it's just for when I'm feeling casual.

Reading Skill:

Using questions when reading

GO ONLINE

- Elicit from students the questions most readings will answer, i.e., *who*, *what*, *where*, *when*, *why*, and *how*. Write them on the board.
- Have students read the first paragraph in the Reading Skill box. Check students' comprehension of *source*, *genre*, and *activate*. Ask students to say what different types of sources the reading might come from and the different types of genres they've been reading.
- Remind students that the introduction tells the reader what will be covered or answered in the reading. Have students read the remaining information in the Reading Skill box.
- Ask students how much of readings for school they remember after they close the book or put the reading away. Explain that if they review the questions at the bottom of the Reading Skill box without looking at the text, it will help them to know how well they read and comprehended the text.

Extra Practice

- Bring to class or project from the Internet a text on something thematically related to the unit topic, e.g., trends in food, going out, technology, dating, etc.
- Write the two "before you read" questions from the Reading Skill box on the board.
- Have students read the title and the introduction. Put students in pairs to ask and answer the questions on the board.
- Then write the six questions (*Who? What? Where? When? Why? How?*) on the board. Have students make questions from them based on what they've read so far.
- Tell students to read the remainder of the reading. Have them notice which of the questions they asked prior to reading were answered.
- Put students back in their pairs to discuss which of their questions were answered and how asking the questions in advance of reading helped to guide them through the text. Point out that asking questions that weren't answered is also useful because it helps readers to see what the main points of the text are and are not.

Exercise 2 IDENTIFY

Direct students to read the discussion questions. Put them in pairs to discuss the questions.

Answers

Students' answers will vary. Sample answers include:

- We think it's from an encyclopedia.
- We see clothes, famous people, jeans styles, a movie poster, an ad.
- I know that jeans are popular all over the world and that they have been for a long time ...

Exercise 3 ASSESS

- Have students cover up the text below the introduction. Then have them read the introduction and write down their three questions independently.
- Have volunteers call out their questions while you write them on the board.
- Postpone going over the answers until after Exercise 4.

Exercise 4 IDENTIFY

OXFORD REFERENCE

- Have students read the remainder of the text independently.
- Put students in pairs or small groups to discuss which questions they wrote down and from the board were answered.

Exercise 5 INTEGRATE

- Direct students to write the question for each answer independently. Suggest that they scan by looking for the key word in the answer.
- Put students in pairs or small groups to compare their questions.
- Have volunteers call out their questions while you write them on the board.

Answers

Students' answers will vary. Sample answers include:

- 1 What have jeans helped to spread?
- 2 Where was Levi Strauss's family store?
- 3 Why did Levi Strauss dye the material blue?
- 4 Why did Jacob Davis add metal rivets?
- 5 What led to jeans becoming fashionable?
- 6 Where are jeans worn now?
- 7 Where are jeans mainly made now?

Exercise 6 EXPAND

- 1 Put students into pairs to write three more questions. Circulate to help with vocabulary and structure as needed.
- 2 As pairs finish, have them exchange questions with another pair to answer them. Tell them to give the papers back to the original pair when they are finished to see if they each got the answers they'd expected.

Answers

Students' answers will vary. Sample answers include:
How were the pants being worn by the parents of young people in the 1950s different from jeans?

In 1986, how often were a pair of jeans purchased?

What did Levi Strauss decide to make the first jeans out of?

Exercise 7 VOCABULARY

- 1 Have students complete the exercise independently.
- 2 Go over the answers as a class. Have volunteers make sentences with the Oxford 3000 words.

Answers

casual / formal
classic / trendy
unfashionable / stylish
tight / loose

Oxford 3000 words

classic loose formal tight

Exercise 8 IDENTIFY

- 1 Have students predict which adjectives from Exercise 7 might be in the text before scanning to find them.
- 2 Remind students that scanning is a fast-reading activity. Direct them to choose a word and scan for it in the text, underlining it when they find it. Tell students to do this quickly and to raise their hand when they complete the task.
- 3 To go over the answers as a class, have volunteers call out their answers.

Answers

tight, unfashionable, loose, casual, stylish

Exercise 9 INTEGRATE

- 1 Have students label the pictures individually.
- 2 Put students in pairs to compare their labels and answer the questions.
- 3 Go over the answers as a class.

Answers

Labels

- | | |
|----------|----------|
| 1 heel | 4 leg |
| 2 collar | 5 top |
| 3 pants | 6 sleeve |

Questions

- 1 heels: classic / trendy, unfashionable / stylish
collar: classic / trendy, unfashionable / stylish, tight / loose
pants: classic / trendy, unfashionable / stylish, tight / loose, casual / formal
leg: tight / loose, classic / trendy, unfashionable / stylish
top: classic / trendy, unfashionable / stylish, tight / loose, casual / formal
sleeve: tight / loose, classic / trendy, unfashionable / stylish
- 2 Students' answers will vary. Sample answers include:
I prefer wearing tight jeans and loose tops.

Grammar in Context

Time expressions with the present perfect and simple past

GO ONLINE

- 1 Elicit from students common time expressions to use with the present perfect, e.g., *since yesterday*, *for months*, *in the last few days*, etc. Write these on the board under the heading *Present perfect*. Then do the same with time expressions for the simple past, e.g., *five years ago*, *yesterday*, *last month*, etc. Write these on the board under the heading *Simple past*.
- 2 Have students look at the two lists on the board and say how they are different, eliciting that one is unfinished or an unspecified time while the other shows completion.
- 3 Direct students to read the information in the Grammar in Context box.
- 4 If students started a tenses or verb forms notebook in Unit 1, have them add this information to it.
- 5 For additional practice, see Grammar focus on page 164 in the Student Book.

Extra Practice

- 1 Put students in pairs or small groups to make four questions in the present perfect or simple past with the time phrases listed on the board or in the Grammar in Context box or other variations of these such as *How many pairs of jeans have you bought over the past two years?* or *What were you wearing yesterday?* Tell them to make questions about things they could ask another student. Circulate to help with vocabulary and structure as needed.
- 2 Combine pairs to take turns asking and answering each other's questions.
- 3 Ask volunteers to share anything interesting about their classmates that they learned.

Exercise 10 IDENTIFY

- 1 Have students write *true* or *false* next to each sentence independently. Then direct students to underline or somehow mark the sentences in the text that help them complete the exercise.
- 2 Put students in pairs to compare answers and show each other the evidence for their answers in the text.
- 3 Go over answers as a class by having volunteers call out their sentences, saying whether they are true or false and then reading the sentences that they used as evidence. If desired, have students change the false sentences to make them true.

Answers

- 1 false (they have been fashionable **for more than 50 years** ...)
- 2 false (**Later**, he changed the material to denim ...)
- 3 false (the unfashionable loose pants that their parents wore **then** ...)
- 4 true (**In 1986**, *Life* magazine reported that thirteen pairs ...)
- 5 true (**Since** its small beginnings, the jeans industry has grown to be now worth more than \$700 billion ...)

Exercise 11 APPLY

- 1 Remind students to keep an eye out for time phrases because they indicate what tense to put the verb in. Have students complete the exercise independently.
- 2 Have students compare their answers in pairs or small groups by taking turns reading the sentences to each other. Go over the answers as a class.

Answers

- | | |
|----------|--------------------|
| 1 spent | 6 have complained |
| 2 were | 7 have been |
| 3 went | 8 have experienced |
| 4 had to | 9 have developed |
| 5 were | |

Exercise 12 WHAT'S YOUR ANGLE?

- 1 Direct students to read the discussion questions and think about their answers. Check students' comprehension of *fashion victim*.
- 2 Put students in groups to discuss the questions.
- 3 Ask volunteers to share any interesting information that came out of their group discussions.

Answers

Students' answers will vary. Sample answers include:
I only wear Lucky brand jeans.
I've had this pair for a couple months.

Lesson 6.2 Working Trends

Student Book pages 67 – 68

Exercise 1 ACTIVATE

- 1 Ask students to think for a minute about the things that keep them busy.
- 2 Direct students' attention to the photo, and ask what they see and what they think the man is doing.
- 3 Put students in groups to discuss the questions.
- 4 Have volunteers call out their responses while you tally them on the board. Ask students what reasons they gave for their answers.

Answers

Students' answers will vary. Sample answers include:
Our group all felt that we are much busier now than we were in the past. It seems like there's never enough time to get everything done.

Exercise 2 IDENTIFY

- 1 Direct students to read the questions.
- 2 Tell them that they will watch the video and answer the questions at the same time. Then play the video.

- 3 Tell students to look at their answers to see if there is anything they want to add to them.
- 4 Ask volunteers to call out their answers to questions.

Answers

Students' answers will vary. Sample answers include:

- 1 Are people working more hours than they did back in the 1970s?
- 2 Several aspects of the research on work habits in the United States

Video Script

▶ Lecture: Work Habits 1

OK. Let's get started. So we're talking about work today. There's been a great deal of research about how people in the U.S. work and how they think about their work. And one big question many researchers have is, "Are people working more hours than they did back in the 1970s?" Or now that we have all these time-saving technologies ... like computers, cell phones, fax machines, are people in the U.S. working fewer hours? That's the question for the researchers, and what I want to do today is discuss several aspects of the research on work habits. OK.

Writing Skill

Note-taking while listening

GO ONLINE

- 1 Ask students to call out some of their note-taking techniques or strategies when listening to lectures in their own languages, and write them on the board. Then ask how many of those strategies they use when note-taking in English, pointing out that although it is harder to take notes while listening, it improves comprehension and retention of information.
- 2 Direct students to read the information in the Writing Skill box. Ask which of the strategies on the board are listed in the box and which are new.

Extra Practice

- 1 Tell students you are going to replay the introduction to the lecture they heard in Exercise 2 and this time you want them to note down the different examples of time-saving techniques. Explain that the speaker says them quickly in one sentence, so they may need to abbreviate (computers, cell phones, fax machines).
- 2 Replay the video while students take notes.
- 3 After stopping the video, tell students to look at their list and add any information they didn't have time to note down during the video and to make sure they can read their notes.
- 4 Have volunteers call out their time-saving techniques list.
- 5 Tell students you are going to replay the video one more time and this time you want them to listen for signpost phrases and to make a note of them.
- 6 Replay the video while students take their notes.
- 7 Go over the answers as a class (*Let's get started, ... we're talking about work today, and one big question many researchers have is ... that's the question for the researchers, and what I want to do today is ...*). Have students write their answers in note form on the board.

Exercise 3 IDENTIFY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare answers.
- 3 Go over the answers as a class.

Answers

Students' answers will vary. Sample answers include:

- 1 short phrases, missed words, abbreviation, numbers, layout
- 2 numbered questions, point (not completed) after questions
- 3 part starting with e.g.
- 4 part indicated by circled question marks

Exercise 4 INTEGRATE

- 1 Have students read the notes and think about what should go in the blanks.
- 2 Replay the video while students complete the notes.
- 3 Call on volunteers to share their answers.

Lecture: Work Habits 2

OK. Let's get started. So we're talking about work today. There's been a great deal of research about how people in the U.S. work and how they think about their work. And one big question many researchers have is, "Are people working more hours than they did back in the 1970s?" Or now that we have all these time-saving technologies ... like computers, cell phones, fax machines, are people in the U.S. working fewer hours? That's the question for the researchers, and what I want to do today is discuss several aspects of the research on work habits. OK. Well, it turns out that we don't actually have a clear picture of whether or not Americans are working more hours. We're just not a hundred percent certain. And that's because when researchers ask people to just talk in a general way, when they ask them how much they work ... like how many hours they work at the office, the results seem to show that—yes! People work more hours than they used to. But, when researchers ask people to keep a time diary of their work hours ... that means they ask people to write down how many hours they work every day ... well, it turns out, workers actually spend fewer hours working than they did thirty years ago. And as you might expect, this is very interesting to social scientists. Good. So the really interesting thing that we see in these studies is that people think they are working more hours than they actually are.

Answers

- 1 Technology
- 2 different
- 3 some research / time diaries

Exercise 5 IDENTIFY

- 1 Have students read the list of terms and definitions. Circulate to answer questions as they come up.
- 2 Have students complete the exercise independently.
- 3 Put students in pairs or small groups to compare their answers.
- 4 Have volunteers call out their answers.

Answers

roles and responsibilities-e: the position and jobs a person has
busyness-b: the feeling of always being busy
communication-d: the activity of expressing ideas and giving information
schedule-c: a list of things you have to do and the time to do them
efficiency-a: the quality of doing something well with no waste of time or money

Exercise 6 INTERACT

- 1 Put students in pairs to make predictions about what the lecturer might say about each key idea in Exercise 5. Circulate to help with vocabulary.
- 2 Have volunteers call out their ideas while you write them on the board. Postpone going over the answers until after students watch the video.

Exercise 7 IDENTIFY

- 1 Play the video while students number the list of topics in Exercise 5.
- 2 Put students in pairs or small groups to compare answers. Then have them look at the suggestions on the board and say which ones were included.
- 3 Go over the answers as a class.

Answers

- | | |
|------------------------------|--------------|
| 1 busyness | 3 schedule |
| 2 roles and responsibilities | 4 efficiency |

Video Script

Lecture: Work Habits 3

So, now, I want to focus on a few causes for this increased feeling of "busy-ness," this feeling of always being busy. So, let's look at one cause. And to do that, let's analyze a change that happened in this country about 30 years ago or so. Back in the 1970s more women than ever began to work outside of the home. They got jobs. So, since women were working, men had to take on new household responsibilities like taking care of the children, cooking, cleaning, you know. ... Now this, of course, meant that both women and men began to have two roles, two roles: working out of the home at a job and working in the home taking care of the family. Both men and women have to juggle the responsibilities of children, household chores, and work. So, you can see that men and women feel they're busier because they are doing more than just working at a job or just working at home. They're doing both. And they, as a result, they feel busy all the time. It's a pretty logical feeling. All right. Now let's move on to discuss where people work because that's another cause of this feeling of busyness. One of the trends that we see is that for many Americans, work is no longer limited to a job and a regular schedule. Now we have new technologies such as fax machines, pagers, email, and of course computers. And that means that people continue to do their work at home. So the traditional nine o'clock to five o'clock workday is becoming a thing of the past now. It's not "9 to 5" for a lot of people now that the workday can easily continue into the evening. So as a consequence, people are often doing housework and office work at the same time. And what's the result? Of course they feel busier because of this. They feel like they're always working, and so there's that feeling of busyness again. OK. Now, we've talked about the fact that many people work, many people's work is not limited to just one location, and not limited to just the daytime. Let's now move on to talk about what is happening in the workplace. This is important to understand because changes in the American workplace have led to another cause of this feeling of busyness we're discussing. Here's what we see: these days, as you probably know, competition in the business world is tougher than ever. Companies have to produce more and spend less in order to stay competitive. And so in many cases, workers have to work harder and work faster to help the company stay alive ... to stay in business. So when people are in the workplace, they face increased work pressure to work quickly and to produce more: speed up and do more. Workplace activities, like writing a letter or having a meeting have to be done faster in order for the workplace to become more efficient. As a matter of fact many experts who study the work trends agree that efficiency, that efficiency has become the number one value. All right. So now let's go inside the typical workplace to see what I mean. OK. We all know that most offices have a fax machine and computers with email and the Internet, and all this technology makes communication faster and faster. Well, what is the result? Well, it makes people ... it means that people can make decisions more quickly and respond to decisions more immediately. They have to think and talk at the same time—all because there is less time and more pressure to get the work done. So all of this created a faster paced workplace and workers who feel busy all the time. So, in the end, the hours that people are working are busier. The working hours, their working hours are busier. OK?

Exercise 8 VOCABULARY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to take turns reading the sentences to each other with their choices for the best definitions.
- 3 Have volunteers call out their answers. Have students make new sentences with their partners for each of the words in bold.

Answers

- | | | | |
|-----|-----|-----|-----|
| 1 a | 3 a | 5 b | 7 b |
| 2 b | 4 a | 6 a | |

Oxford 3000 words

workplace household for the benefit of retire
pressure pace pension

Exercise 9 USE

- 1 Have students complete the exercise independently.
- 2 Put students in pairs to compare their answers.
- 3 Go over the answers as a class. Have students make new sentences with their partners that are true for them for each of the vocabulary words in Exercise 8.

Answers

- | | | |
|----------------------|-------------|------------|
| 1 retire | 4 pension | 7 pressure |
| 2 pace | 5 workplace | |
| 3 for the benefit of | 6 household | |

Exercise 10 PREPARE

- 1 Put students in pairs to answer the questions and plan how they are going to organize their notes. Remind them to use the topics in Exercise 5 to help them.
- 2 Have volunteers call out their answers. If any students have decided to use diagrams, have them write them on the board.

Answers

Students' answers will vary. Sample answers include:
I'm going to organize my notes by topic. I'm going to write each topic on the paper and leave space for notes underneath.

Exercise 11 WRITE

- 1 Replay the video again while students take notes.
- 2 After replaying the video, have students look at their notes and fix any parts of them by adding other notes where they feel they might be needed.
- 3 Direct students to add a question for research to each key idea. Circulate to help with vocabulary.

Lecture: Work Habits 3

Exercise 12 IMPROVE

- 1 Put students in pairs to compare their notes and share their questions. Remind students to give reasons for their choices of organization and research questions.
- 2 Have volunteers share their research questions with the class.
- 3 If you have a document camera in your class, project students' notes on the board. Alternatively, have half the students pin their notes to the walls and stand by them

while half the class circulates reading the notes and asking questions. Then have students change roles.

Exercise 13 EXPAND

- 1 Put students in pairs or small groups to predict what they expect the last part of the lecture to include.
- 2 Play the last part of the lecture while students take notes.
- 3 Direct students to add a question to each idea.
- 4 Postpone going over the answers until after Exercise 14.

Video Script

Lecture: Work Habits 4

Let's move on to another point. Even though Americans feel busy, research shows us that they actually really like their jobs. They do! In a large, national poll of working Americans over the last thirty years—that's the time of all these changes in the workplace—researchers found that nine in ten Americans were either very satisfied or moderately satisfied. OK. That means about ninety percent of Americans—that's a very high number—are happy in their work situations, even though, as we said, they feel busier. We like our jobs. We like our jobs, and it's OK that we work more and feel busier. This certainly isn't true for everyone, but there is evidence that it is true for many people in the U.S. All right, it looks like we've got to stop now. This is really interesting, and I know more research in the near future will focus more specifically on this topic. That's it for today.

Exercise 14 IMPROVE

- 1 Have students look at their notes and fix any parts they feel could be improved by rewriting them.
- 2 Put students in groups to compare their notes and take turns asking and answering each other's added questions.
- 3 If you have a document camera in your class, project students' notes on the board. Alternatively, have half of the class pin their notes to the walls and stand by them while half the class circulates reading the notes and asking questions. Then have students change roles.

Exercise 15 WHAT'S YOUR ANGLE?

- 1 Put students back in their groups from Exercise 14. Direct them to look at the photo and say what they see while you circulate to help with ideas regarding work spaces.
- 2 Have groups discuss the two questions. If desired, assign a group leader and a reporter to each group. Tell the leader to make sure everyone contributes and the reporter to record the group's ideas.
- 3 Ask groups to share their ideas on the two questions.

Answers

Students' answers will vary. Sample answers include:
We decided that work will change for the better in the future because work time will be reduced and more people will be telecommuting or doing jobs better suited to their abilities or training.

Lesson 6.3 Quick Fixes

Student Book pages 69 – 71

Exercise 1 ACTIVATE

- 1 Ask students to call out any diets they have heard of and write them on the board.

- Have students read the terms in the box. Check students' comprehension of *vinegar* and *cabbage*.
- Have students complete the exercise independently. Remind students to use the visuals to help them with their answers.
- Have volunteers call out their answers.

Answers

- | | | |
|--------------|------------|----------------|
| 1 vinegar | 4 Sleeping | 7 high-protein |
| 2 grapefruit | 5 Cookie | 8 TV |
| 3 Cabbage | 6 burger | |

Exercise 2 WHAT'S YOUR ANGLE?

- Put students in pairs or small groups to discuss the three questions.
- Have volunteers share any interesting stories that came up in their group discussions.

Answers

Students' answers will vary. Sample answers include:

- I hadn't heard of the cookie diet, but everyone had heard of the low-fat diet.
- Our group has heard of a diet where people fast a lot.
- Everyone knows someone who has tried a diet trend, lost weight, and then ended up gaining it back. It's very frustrating.

Listening Skill

Previewing using images

GO ONLINE

- Elicit from students the types of visuals they might have access to prior to listening to speakers, e.g., textbook graphs and illustrations before a lecture.
- Have students read the information in the Listening Skill box independently.

Extra Practice

- Bring to class a PowerPoint presentation of an online talk preferably about trends.
- Tell students they will hear a talk based on the PowerPoint slides. Put them in pairs to talk about the topics that will probably be covered and the vocabulary that will probably be used.
- Ask pairs to call out their expectations, and write them on the board. Then play the audio while students list the topics and words they hear.
- Have students compare their lists with their predictions on the board.

Exercise 3 PREPARE

- Direct students to look at the visuals and think about the answers to the two questions independently. Tell students to make two lists.
- Put students in pairs or small groups to compare their lists.
- Have volunteers call out their lists while you write them on the board.

Answers

Students' answers will vary. Sample answers include:

- We think she'll discuss diet trends over time including the cabbage soup diet, the low-fat burger diet, the vinegar diet, the grapefruit diet, and maybe others.
- Vocabulary we expect to hear includes menu, diet, medication, pounds, meal, exercise, calories, fat grams, low-fat, carbohydrates, protein.

Exercise 4 IDENTIFY

- Direct students to take notes on the key words and familiar information that they hear.
- Play the audio while students take notes.
- Put students in pairs or small groups to compare their lists of key words and familiar information.
- Postpone going over the answers until after Exercise 5.

Audio Script

CD 2, Track 14

What about a grapefruit with every meal? Or how about a liter of cabbage soup every day? Some vinegar water to accompany it all? What do all these things have in common? All of them are—or, rather, people claim they are—ways to lose weight. But do they all work for everyone and, more importantly, can they keep the weight off? Some people don't think they can. So why do people follow these diets that promise to make us slim in no time? And perhaps more importantly, why do some people follow one fashionable diet after another, even when they know the last one failed and this one most probably will too? We used to eat low-fat food and lots of carbs. Then we started eating high protein and no carbs. And just when we got used to doing all this, food bloggers started telling us something different. What to do? These kinds of fashionable diets are clearly not successful in the long term ... and there's a lot of research—good research—that shows this. So, why do we still follow them? Well, there are a number of reasons for this. First, many of us don't want to make long-term changes in our lifestyle, not even if it makes us overweight. We are used to following our life choices, and we don't like to do things differently ... These diets promise us a quick fix. We make some big changes, but only for a short time, and then we can go back to what we used to do. Another reason these diets catch on is that they are often connected to famous people. And not just any famous people. They are connected to people who are just beautiful, or charming, or both. We like them or we want to be like them. Maybe these famous people used to be fat, maybe they didn't use to be. It honestly doesn't matter. The message they give is warm and friendly. In comparison, we are used to getting colder, harder messages from doctors and government health advice, and it just feels less ... well, friendly. Then there is also the reason that people are clearly confused by a lot of the diet information they read. One research study says this, one says that. People simply don't know what to think. Then along comes a new diet: eat this one type of food at four o'clock every day, and not much else, and you will lose weight. What's not to like? To tell you the truth, as someone who has to watch her weight, I understand the appeal of these diets. But as a doctor, I also know they usually don't work and, in fact, many can have the reverse effect ... that is, people actually put on weight. We need to get used to accepting the fact—and it is fact—that, aside from those people with specific medical conditions, the only long-term, sensible way to control our weight is to keep a balanced diet, eat only the amount your body needs, and exercise more. So, let's now take a closer look at these different diet trends, looking at the science and what it tells us ...

Exercise 5 INTEGRATE

- Direct students to read the list of main points. Check comprehension of *come along* and *certain* as in *certain times of day*.
- Play the audio while students complete the exercise independently.
- Put students in pairs to compare answers by taking turns reading the included topics.
- Have volunteers call out their choices. If needed, play the audio one more time, stopping when a topic is mentioned.

- Compare the topics and the key words students listed in Exercise 4 with the ones on the board from Exercise 3 and the one listed in Exercise 5 to see how well students predicted.

Answers

a c d h

CD 2, Track 14

Exercise 6 INTERACT

- Put students in pairs to discuss the ideas they agree with.
- Have partners volunteer the ideas they talked about.

Answers

Students' answers will vary. Sample answers include:
We agree with Dr. Costello when she says... We also agree with Dr. Costello's point about ... because we have seen ... But we don't agree that ...

Vocabulary Development

Adverbs and phrases for emphasis

GO ONLINE

- Elicit from students what adverbs modify or emphasize (adjectives, adverbs, verbs, and complete sentences).
- Direct students to read the information in the Vocabulary Development box. Ask students to say what each bolded or highlighted adverb or adverb phrase modifies.
- Read the sentences, having students repeat after you with correct stress and pronunciation.

Oxford 3000 words

in fact truth clearly just
importantly actually honestly (not) even

Extra Practice

- Write the following on the board:
I'm not very good at dieting.
_____ *I've tried many times, but I've never been able to stick to a diet for longer than a couple of weeks.*
- Have students use the adverbs and adverb phrases in the box to fill in the blank in the second sentence.
- Write or project the following sentences on the board:
a My new jeans were really expensive.
b I have a real sweet tooth.
c My brother lost 50 pounds on the cabbage soup diet.
d Everyone complains about how much work they do.
- Put students in pairs or small groups to write sentences that follow each of the sentences on the board. Tell them to use as many different adverbs or adverb phrases as they can. Circulate to help with use of adverbs and adverb phrases.
- Have students post their sentences on the walls or on a discussion board if you have a learning management system. Encourage other students to circulate or reply to the discussion board with any edits they can make.

Exercise 7 INTEGRATE

- Direct students to complete the exercise independently.
- Put students in pairs or small groups to take turns reading their completed sentences to each other.
- Postpone going over the answers until after Exercise 8.

Exercise 8 IDENTIFY

- Have students look back at the sentences in Exercise 7 and underline the main point of emphasis in each one.
- Replay the audio while students check their answers for both the adverbs and the main points of emphasis.
- Have volunteers call out the answers. If necessary, replay the audio, stopping when students hear an answer.

Answers

Adverbs and adverb phrases

- | | |
|--------------------------|-------------------------|
| 1 more importantly, even | 5 simply |
| 2 clearly | 6 honestly |
| 3 not even | 7 To tell you the truth |
| 4 just | |

Main points of emphasis

- And perhaps more importantly, why do some people follow one fashionable diet after another, even when they know the last one failed?
- These kinds of fashionable diets are clearly not successful in the long term.
- Many of us don't want to make long-term changes in our lifestyle, not even if it makes us overweight.
- They are connected to people who are just beautiful, charming, or both.
- It honestly doesn't matter.
- People simply don't know what to think.
- To tell you the truth, as someone who has to watch her weight, I understand the appeal of these diets.

CD 2, Track 15

Exercise 9 WHAT'S YOUR ANGLE?

- Give students a minute or two to choose the words that make the points that show their own opinions and to think about sentences to further support their opinions.
- Put students in small groups to take turns sharing their opinions. Tell students to ask each other questions and say whether they agree with each other and why.
- Have volunteers call out their choices. If desired, tally the answers for each sentence on the board to see how students in the class feel.

Answers

Students' answers will vary. Sample answers include:
I believe diet trends are not bad for your health. Clearly it is important for people to be thinking about their eating habits and it's possible that diet trends help them to do that.

Grammar in Context

used to and be / get used to

GO ONLINE

- Write on the board:
I used to live in California. Now I live in New York.
Ask students what *used to* means here (that it isn't true anymore).
- Write on the board:
I didn't use to live in New York, but I do now.
Ask students to say how the two sentences are the same and how they are different in form and meaning.

3 Write on the board:

At first I didn't like living in New York, but now I am used to living here. In fact, now I love it.

Ask students how this use of *used to* is different from the *used to* in the first two sentences on the board.

4 Direct students to read the information in the Grammar in Context box.

5 Read the sentences in the box, having students repeat after you with the correct stress and pronunciation.

6 If students started a tenses or verb forms notebook in Unit 1, have them add this information to it.

7 For additional practice, see Grammar focus on page 164 in the Student Book.

Extra Practice

- 1 Ask students to think of things in their lives that they used to do regularly in the past but don't do anymore and that they didn't use to do in the past but do now. Have them make a list of six things, three that they used to do and three that they didn't use to do.
- 2 Put students in small groups to share their sentences. Have them note which ones apply to all of them in the group.
- 3 Direct groups to talk about which of the activities or habits in their sentences it was easy to get used to doing or not doing and which it was not.
- 4 Ask volunteers to share anything interesting about their classmates that they learned.

Exercise 10 IDENTIFY

- 1 Have students complete the sentences independently.
- 2 Put students in pairs to take turns reading their completed sentences.
- 3 Play the audio while students check their answers. If needed, stop when students hear an answer on the audio to go over the answer.

Answers

- 1 were getting used to / got used to
- 2 used to
- 3 used to, didn't use to
- 4 are used to

Audio Script

CD 2, Track 16

- 1 And just when we got used to doing all this, food bloggers start telling us something different.
- 2 And then we can go back to what we used to do.
- 3 Maybe these famous people used to be fat, maybe they didn't use to be.
- 4 In comparison, we are used to getting colder, harder messages from doctors.

Exercise 11 IDENTIFY

- 1 Remind students they will be correcting for form. Direct students to complete the exercise independently.
- 2 Put students in pairs or small groups to take turns reading their corrected sentences to each other.
- 3 Have volunteers write their corrected sentences on the board so you can go over them as a class.

Answers

- 1 I used to be a vegetarian, but I'm not anymore.
- 2 I'm used to cooking for myself now.
- 3 I am getting used to being careful about what I eat.
- 4 I used to try all sorts of diets when I was younger.
- 5 I'm not really used to buying groceries online.

Pronunciation Skill

GO ONLINE

used to

- 1 Say the following two sentences, telling students to listen for the difference in the pronunciation of *used to*.
I used to ride my bicycle to school. I didn't use to take the bus.
- 2 Ask students what differences they hear. Write the two sentences on the board, and say them again. Point out that *used to* and *use to* sound the same even though they are spelled differently.
- 3 Direct students to read the information in the Pronunciation Skill box.
- 4 Read the sentences in the box, having students repeat after you with the correct stress and pronunciation.

More to Say...

Focus: In partners, students practice pronouncing *used to*.

Grouping Strategy: Pairs

Activity Time: 20 minutes

Ready,

Prepare a list of 5 sentence prompts, such as:

When I was young, I used to ...

When I was in elementary school, I used to ...

My parents say that when I was a baby, I used to ...

During holidays, my family used to ...

At my healthiest, I used to ...

Under the list, make a rubric, like this:

Sentence	Was the <i>s</i> in <i>used</i> pronounced /s/?	Was the <i>to</i> reduced?	Were the words linked with /w/?
A	yes / no	yes / no	yes / no / NA
B	yes / no	yes / no	yes / no / NA
C	yes / no	yes / no	yes / no / NA
D	yes / no	yes / no	yes / no / NA
E	yes / no	yes / no	yes / no / NA

Make copies of the paper for each student.

Set...

- 1 Put students into pairs.
- 2 Give students 5 minutes to complete the sentence prompts with information about them.
- 3 Tell students they are going to read their sentences to their partners. As they read them, their partner will listen and answer questions about their pronunciation.
- 4 Give students 2 minutes to practice their sentences quietly to themselves.

Go!

- 1 Have students decide who will speak first and who will listen first.
- 2 Instruct the speakers to read their sentences aloud. As their partners listen, have them evaluate the pronunciation using the rubric below their prompts.
- 3 Circulate and correct students as necessary.
- 4 Have students switch roles when the first student is finished reading.
- 5 Tell students to tear their papers in half and give the rubrics to their partners.

Exercise 12 NOTICE

- 1 Put students in pairs to practice pronouncing the forms correctly in the sentences and marking them appropriately.
- 2 Play the audio while students check their predictions.
- 3 Replay the audio, stopping to have students repeat the sentences with the correct stress and pronunciation.

Answers

- 1 I /ju:s tu/
- 2 I /ju:s tu/ (w)eat it often.
- 3 I /ju:s tə/ waterski.
- 4 I'm /ju:s tu/ (w)it.
- 5 I /ju:s tə/ bike to work every day.

Audio Script

CD 2, Track 17

- 1 M1 Liz, do you do yoga in the morning?
F1 I used to. Now I do yoga in the afternoon.
- 2 F2 Do you enjoy chocolate as much as your sister does?
M2 I used to eat it often. I'm trying to eat healthier now.
- 3 F1 David, do you like to do any water sports?
M1 I used to waterski. Now I just like to swim.
- 4 F2 Does it bother you that your husband doesn't eat meat?
F1 Not anymore. I'm used to it now.
- 5 M2 What do you do to stay active?
M1 I used to bike to work every day. I had to stop after I injured my knee.

Exercise 13 APPLY

Put students in pairs to take turns practicing saying the sentences from Exercise 12. Circulate to listen and give assistance as needed.

Exercise 14 INTEGRATE

- 1 Have students reread the sentences in Exercise 11 and choose the ones that are true for them. Then have them change the others to make them true for them as well.
- 2 Put students in pairs or small groups to share the true sentences and the changed sentences. Tell students to listen for a follow-up question they can ask after each sentence.
- 3 Have volunteers share their changed sentences with the whole class. Tally students' responses to see how many students each of the original sentences is true for.

Answers

Students' answers will vary. Sample answers include:

- 1 I didn't use to be a vegetarian, but I am now.
- 2 I'm not used to cooking for myself.
- 3 I am not used to being careful about what I eat.
- 4 I didn't use to try all sorts of diets when I was younger.
- 5 I'm used to buying groceries online.

Exercise 15 WHAT'S YOUR ANGLE?

- 1 Check students' comprehension of *quick fixes*. Put students in small groups to complete the activity. Circulate to help with vocabulary and ideas.
- 2 Have groups share the quick fixes they came up with for each category. Make a list on the board.

Lesson 6.4 Your Honest Opinion

Student Book pages 72 – 73

Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Put students in pairs or small groups to describe what they see in the pictures.
- 2 Have students discuss the questions in their pairs or groups.
- 3 Call on volunteers to share their answers with the class. Write them on the board.
- 4 Postpone going over the correct answers until after Exercise 2.

Exercise 2 IDENTIFY

Play the first part of the video. Then have students say whether their predictions were correct.

Answers

Students' answers will vary. Sample answers include: They are talking about Max's clothes.

English for Real Video Unit 6

Exercise 3 IDENTIFY

- 1 Direct students to read the questions. Tell them to make a note of the answers while they watch the video a second time.
- 2 Replay the video while students take notes.
- 3 Put students in pairs to compare their notes before going over answers as a class.

Answers

Students' answers will vary. Sample answers include:

- 1 no
- 2 He's not happy. He responds in an annoyed way; his face expresses annoyance.
- 3 He could express his opinion in a more polite, indirect way. He could make a polite suggestion instead.

English for Real Video Unit 6

Real-World English

Asking for and giving opinions

- 1 Ask students what kinds of things they ask others for their opinions on. Write them on the board. Also ask students whose opinions they generally are most interested in getting.
- 2 Ask students if they can think of any times when someone has asked them for their opinion on something and they thought it might be best to not be completely honest. If students answer yes, ask for examples of situations in which that might be the case.
- 3 Direct students to read the information in the Real-World English box. Ask students in what kinds of situations someone might use the phrase *Don't get me wrong ...* (situations in which someone's opinion might be misinterpreted for one reason or another).
- 4 Read the phrases in the box, and have students repeat after you with appropriate intonation.

Extra Practice

- 1 Put students in pairs to write a four- to six-line dialogue in which people ask for and give opinions. Explain that they can use a made-up situation or one of the situations on the board. Tell students to plan their dialogue before they write it.
- 2 Circulate while students plan and write their dialogues to help with ideas and phrasing as needed.
- 3 Have pairs or groups look back at their dialogues to see if they can add any adverbs and adverb phrases for emphasis from Lesson 6.2.
- 4 Have students practice performing their dialogues.
- 5 Have volunteer pairs or groups perform their dialogues for the class.

Real-World English Strategies

Cultures can differ in how opinions are expressed. In some cultures, it is acceptable to be straightforward, whereas in others, it is important to be supportive, no matter what the other's personal opinion may be. Some cultures (and individuals) value objective, factual reasons for one's opinion, whereas in other contexts, it is personal feelings and judgements that matter. It is important to sensitize your students to these issues.

Come up with a few scenarios that call for an expression of opinion (see an example in the table in the next column).

Next, ask your students to work individually and fill out the first two columns in the table like this one for each of the scenarios:

Scenario summary	What would you personally say?	What would most people in your country say?	What would a classmate from a different culture say?
Your childhood friend asks you about your opinion about which college/university they should choose.			
...			

Then ask students to find a partner from a different culture than their own and together fill out the third column. If you have a lot of cultural diversity in the classroom, tell your students to talk to different classmates for each of the scenarios.

► Exercise 4 ANALYZE

- 1 Direct students to watch the video specifically for the way opinions are asked for and given.
- 2 Play the second part of the video. Ask students if it is different from the first part.
- 3 If desired, replay the video, having students raise their hand each time they hear one of the speakers asking for or giving opinion phrases and then having students repeat the phrases with the correct intonation.

Answers

Students' answers will vary. Sample answers include: Max asks for Andy's opinion in the second part, and Andy is more sensitive than Kevin was when he gave his opinion without being asked in the first part.

► English for Real Video Unit 6

► Exercise 5 IDENTIFY

- 1 Put students in pairs to talk about the sentences before listening again to the video. Direct them to discuss who is saying each sentence and whether each person is asking for or giving advice.
- 2 Replay the video while students mark the sentences they hear.
- 3 Go over the answers as a class. If needed, replay the video, stopping after each line and going over the answers together.

Answers

- | | |
|--------------|--------------|
| 1 a. Max, A | 4 a. Andy, G |
| 2 b. Andy, G | 5 a. Max, A |
| 3 a. Max, A | 6 b. Andy, G |

Video Script

► English for Real Video Unit 6

Scene 1

Kevin Hey ... Max! Oh wow... what are you doing in that?
 Max Hi, Kevin. Just doing some sketching.
 Kevin No I mean, are you going to a costume party?
 Max Why would you ask me that?

Kevin Well, you're dressed like a clown!
 Max I'm not dressed like a clown. What's wrong with ...?
 Kevin Personally, I think you look silly. Those pants, for one thing!
 Max Uh... these are TROUSERS!
 Kevin Sorry Max, I'm just being honest. See ya later.

Scene 2

Andy Hey Max! You're home early.
 Max Yeah...
 Andy What's wrong?
 Max OK, give me your honest opinion. Do I look like a clown?
 Andy What? No, of course not.
 Max Come on, tell me the truth. Kevin said I looked like a clown.
 Andy Well, since you're asking... OK maybe you do look a bit... strange.
 Max Really? Does Kevin actually have a point?
 Andy Don't get me wrong -- you have your own style but...
 But please, take those pants over to Tina in the costume department at the theater!
 Max They're TROUSERS!
 Andy Right.
 Max Fine. I'm keeping the hat.

Exercise 6 INTERACT

- Put students in pairs, and have them decide on their roles. Then give them time to read the situations and choose which one they want to role-play. Circulate to help with unfamiliar vocabulary and general comprehension.
- When the pairs are ready, direct them to plan what they are going to say before practicing their role plays with their partners.
- Have students swap roles and practice the role plays again.
- Have volunteer pairs perform their role plays for the class.

Answers

Students' answers will vary. Sample answers include:

A: Hey, can I ask you a question?

B: Sure, what's up?

A: Well, I'm thinking of changing my major, but I'd like your opinion on the matter.

B: Why do you want to change at this point? Do you not like the classes?

A: No, I like the classes a lot, but I don't really like the teachers, and I don't think they like me. I think the problem is that they want me to participate more, but I'm shy and I am afraid of making mistakes in class. What do you think about my participation?

B: Hmm, well, the way I see it, you are a bit quiet in class. And that can affect the way some teachers view you.

A: Oh. Well, I hadn't realized it was that bad. What do you think I should do in your honest opinion?

B: Well, in my opinion, I think you could still fix things. You'd just have to make more of an effort to participate in class. Don't get me wrong, I know sometimes that can be difficult, but I think you should give it another try.

A: You do? Well that would be easier. OK. I'll give it another semester.

Exercise 7 ANALYZE

- Combine pairs with pairs who role-played the other situation. Have pairs perform their role plays for one another while they make a note of the language each uses.
- Direct pairs to discuss the different level of formality in the different role plays. Have them make a list for each role play of the different language they use for asking for opinions and for giving opinions in the two different

situations so that they can compare the language used in the different registers.

Exercise 8 WHAT'S YOUR ANGLE?

- Give students a minute or two to think about the questions.
- Put students in small groups to share the specifics of the last time they were asked for their opinion. Tell them to think about how they could have done so differently, if needed.
- Have volunteers share their experiences with the class.

Answers

Students' answers will vary. Sample answers include:
 The last time someone asked for my opinion was...

Lesson 6.5 Fashion Victim

Student Book page 74

Exercise 1 ACTIVATE

- Have students read the trends in the box. If possible, project online photo images of the trends. If not, check students' comprehension of *vintage* and *toe shoes*.
- Put students in small groups to discuss the questions.
- Call on volunteers to share their answers with the class.

Answers

Students' answers will vary. Sample answers include:

- We've seen most of these trends, but not toe shoes. We don't think they were ever popular here.
- Big eyebrows is the only trend that is fashionable here right now.
- In the last few years tattoos have become very popular.

Exercise 2 IDENTIFY

- Have students read the instructions. Ask students if the speakers are going to talk about current times or the past and how they know.
- Have students read the questions before playing the audio. Tell students to make notes on the questions while they are listening.
- Put students in pairs and small groups to compare their notes.
- Have volunteers call out their answers. Ask students to share any fashion trends they "fell victim" to.

Answers

James: skinny jeans, big beard

Dena: big eyebrows

Audio Script

CD 2, Track 18

Dena I do like those jeans. I don't think I've seen you in jeans before. Are they new?

James Yes, they are. I used to wear jeans all the time but then stopped for a while. I hated that trend of really baggy jeans. Do you remember those?

Dena Yes, absolutely awful!

James And then there were skinny jeans ... I did have those, but I never wore them much. They were so uncomfortable. I never got used to wearing them.

- Dena Yeah, I remember. You did look trendy with your big beard and those skinny jeans.
- James I used to be a fashion victim, you mean?
- Dena No! Well ... maybe.
- James Well, what about you? What was your biggest fashion mistake?
- Dena Me? None!
- James Really?
- Dena Well, I did have very big eyebrows for a while. You know, very strong and dark. I used to think I looked really good, but then I was looking through some photos the other day, and... well...
- James Have you ever thought about getting a tattoo?
- Dena Yeah ... I don't have any, but I did think about it seriously a couple of years ago.
- James So what stopped you?
- Dena I actually went to the place to get it done, but as I was going in, I heard the sound of the tattoo machine and I got scared ...

Speaking

Talking about past habits

GO ONLINE

- Elicit from students how people talk about past habits, and write *used to* on the board. Then elicit how we talk about specific moments or things in the past and write *simple past* on the board.
- Have students read the information in the Speaking box. Read the examples, having students repeat after you with correct stress and pronunciation.

Extra Practice

- Put students in groups of five, and tell them to sit in a circle. Tell them to imagine they are old friends from when they were young.
- Project or write the following on the board:
Student 1: Do you remember when we used to ...
Student 2: Oh yes. We used to ... and we also used to ...
Student 3: I remember that. But then we stopped and we started ... instead. What was the name of ...?
Student 4: I know. It was ... They used to ...
Student 5: That's right. But then ... and so ...
- Direct students to make sentences like these going around the circle. Then have them share their first and last sentences with the class.
- Have groups start again but with a different student in the group and with a different situation. Tell students to continue like this until each student has had a chance to be Student 1.

Exercise 3 INTEGRATE

- Have students read the questions. Put students in pairs to share what they think the answers to these questions were.
- Replay the audio while students write the answers to the questions independently.
- Put students back in their pairs to compare answers.
- Have volunteers call out their answers. If needed, replay the audio, having students raise their hands when they hear an answer and stopping whenever a question is answered to go over the answers.
- Have students say why Dena doesn't have a tattoo.

Answers

- jeans / new jeans
- he hated baggy jeans
- that they were awful
- skinny
- no, never got used to wearing them
- they were uncomfortable
- big eyebrows
- no

CD 2, Track 18

Grammar in Context

do for emphasis

GO ONLINE

- Direct students to read the information in the Grammar in Context box. Read the example sentences with the stress on *do*, *does*, *did*, and *didn't*. Have students repeat after you with the correct stress and intonation.
- Ask students what happens to the emphasized verb in third-person sentences, for example, *She does like jeans*. Point out that the subject-verb agreement moves over to the *does*.
- Point out that *do*, *does*, *did*, and *didn't* add emphasis because they aren't necessary for the sentence to be grammatically correct.
- For additional practice, see Grammar focus on page 164 in the Student Book.

Extra Practice

- Tell students that you are going to say something to them and they are to deny it and use *do*, *does*, *did*, or *didn't* to emphasize the point. For example, write on the board and then say:
Teacher: _____, you wore those same clothes to class every day last week!
Student: No, I didn't. I didn't wear these clothes last week, but I did wear clothes that are similar.
- Say sentences to students about things you know about them, and have them respond. If they don't respond correctly, have other students call out possible answers.
- Put students in pairs to repeat the process with each other.
- Have pairs call out their two-line conversations.

Exercise 4 IDENTIFY

- Play the audio, and have students work independently to complete the sentences.
- Put students in pairs to take turns reading their completed sentences. Encourage them to read them with the appropriate stress.
- Go over the answers as a class. If necessary, replay the audio for students, having students raise their hands when they hear the answer and stopping the audio to have students repeat.

Answers

- | | | |
|-------|-------|-------|
| 1 do | 3 did | 5 did |
| 2 did | 4 did | |

Audio Script

CD 2, Track 19

- 1 I do like those jeans.
- 2 I did have those, but I never wore them much.
- 3 You did look trendy with your big beard.
- 4 I did have very big eyebrows for a while.
- 5 I don't have any but I did think about it ...

Exercise 5 INTEGRATE

- 1 Have students read the sentences. Check their comprehension of *dyed*, *sports clothes*, and *sneakers*.
- 2 Direct students to complete the exercise independently.
- 3 Play the audio while students check their answers. If necessary, replay the audio for students, stopping after each sentence and having students repeat the sentence.
- 4 Put students in pairs to take turns saying the sentences with the correct stress and intonation.

Answers

- 1 I do want a new hairstyle.
- 2 We didn't have dyed hair, but we did have very long hair.
- 3 I don't have any jeans these days, but I did use to own five pairs.
- 4 He doesn't like sports clothes, but he does like sneakers.
- 5 You do wear vintage clothes.
- 6 They didn't use to buy a lot of clothes, but they did use to make them.

CD 2, Track 20

Exercise 6 PREPARE

Have students complete the exercise independently while you circulate to offer assistance as needed. If you have students who say they have never followed a fashion or beauty trend, ask about hobbies or any other activities in their lives.

Exercise 7 INTERACT

Put students in groups to share their fashion trend experiences.

Exercise 8 WHAT'S YOUR ANGLE?

- 1 Put students in pairs with new students to share or summarize their group discussions with each other and to answer the questions.
- 2 Have volunteers share something interesting they learned about another student with the class.

Unit 6 Review

Student Book page 152

Vocabulary

Exercise 1

Answers

Students' answers will vary.

Exercise 2

Answers

- 1 Diets that promise fast weight loss clearly never work. / Clearly, diets that promise fast weight loss never work.
- 2 Most people honestly believe anything a famous person says.
- 3 In fact, most people have at least one pair of jeans.
- 4 To tell you the truth, most people have terrible fashion sense. / Most people have terrible fashion sense, to tell you the truth.
- 5 People shouldn't even check work emails at home.

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

Grammar

Exercise 3

Answers

- | | | |
|-----------------|------------------|---------------------|
| 1 have improved | 4 arrived | 7 have also started |
| 2 happened | 5 haven't looked | |
| 3 was | 6 have had | |

Exercise 4

Answers

- 1 The modern workplaces does look very different from the old one.
- 2 Workplaces didn't have mobile technology, but they did use landline phones.
- 3 The Internet did change everything at work.
- 4 Lots of people do have work cell phones nowadays.
- 5 We didn't use to work at home in the evening but we do work at home now.

Exercise 5

Answers

Students' answers will vary.

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 Draw students' attention to the quote. Ask if anyone knows who Coco Chanel is, explaining that she was a French fashion designer and businesswoman and the founder of Chanel perfume.
- 2 Read the quote aloud. Put students in pairs or small groups to discuss the meaning of the quote, and say how

it relates to fashion trends. Then, have students answer the questions about fashion in general and fashion trends specifically. Remind students to give examples to illustrate their points.

- 4 Ask students to write a "quote" about the fashion and / or fashion trends themselves. Monitor and help with vocabulary.
- 5 Have students share their quotes with a partner. Then call on volunteers to say their quotes for the class.

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 Put students in pairs to talk about things they used to do. Direct students to ask each other questions about why they did that thing and why they stopped.
- 2 Have students work independently to watch a video about a trend and write notes. Then put them in groups to share or present their ideas to the group. Direct them to ask questions about the videos or the trends they each watched.
- 3 Have students bring in a photo of a fashion trend. Direct students to learn something interesting and possibly unknown about this trend. Conduct this task as a walk-around activity. Divide the class in half, and have half the students stand by their desk with their photo on the desk or stand by their photo pinned to the wall. The other half of the class walks around asking questions about each student's photo and listening to students' answers and unknown information. Then have students exchange roles.

Answers

Students' answers will vary. Sample answers include:

- 1 I used to surf, but I don't anymore because I got hurt so I stopped. Now I swim instead.
- 2 I saw this video on eating cinnamon. It was really stupid because all these young people were videoing themselves eating spoonfuls of cinnamon, which is very hard to eat.
- 3 This is photo of people wearing very long earrings. The photo was taken in the 1960s. I thought it was interesting because ... and I discovered that ...

Exercise 8

- 1 Tell students to think about how they did on each of the tasks.
- 2 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—*Surroundings*—summarizes the main themes: the things we surround ourselves with, the ways we control, or lose control of our surroundings, the aesthetics of our natural and man-made surroundings and environment, experiencing different environments and surroundings through travel, making productive complaints about things involved with travel or purchases, our best study environments, and describing a favorite study environment.

In **Lesson 7.1**, the theme of surroundings is reflected in the following activities: a discussion about the effects of personal clutter, a discussion of favorite rooms, recognizing levels of formality while listening to someone explain about the process of decluttering, and using the present perfect continuous to talk about recent activities concerning surroundings. In **Lesson 7.2**, beautiful man-made and natural places are focused on in exercises that include: reading about the history of the idea or concept of environment, recognizing both forward and backward references when reading about surroundings and environments, and talking about different types of surroundings and environments. In **Lesson 7.3**, students will consider their own preferences for travel and vacations while reading a travel blog and will practice varying their sentence lengths while writing their own blog articles on travel. In **Lesson 7.4**, students will watch a video about travel problems requiring appropriate ways to make complaints. They will also practice positive ways to complain that are more likely to get results in the *Real-World English Strategies*. Finally, in **Lesson 7.5**, the exercises summarize what students have learned about the theme of surroundings by having them listen to a talk on the different types of study environments, and practice describing their own favorite study environment.

Lessons

7.1 Cluttered Spaces

Vocabulary Development Quantifiers

Listening Skill Recognizing levels of formality

Grammar in Context Present perfect continuous

- Describe favorite rooms
- Recognize levels of formality in listening to understand relationships between speakers and listeners
- Use the present perfect continuous to talk about recent activities or situations
- Vocabulary: all (of), plenty of, most (of), some, lots, none of, (a) few, several, number, (not) many, (a) little, (not) much (Oxford 3000)

7.2 Beauty All Around

Reading Skill Recognizing and understanding forward and backward references

Grammar in Context Present perfect and present perfect continuous

- Identify and use references to help with comprehension
- Use and distinguish between the use of present perfect and present perfect continuous when talking about finished actions
- Learn and use academic-themed vocabulary
- Vocabulary: education, research, review, attend, philosophy, do well, results (Oxford 3000)

7.3 Travel Lessons

Grammar in Context *Too* and *enough* with the *to* infinitive

Writing Skill Using a variety of sentence lengths

- Use *too* and *enough* with the *to* infinitive to talk about travel
- Make your writing more interesting by varying sentence lengths
- Write a travel blog article

7.4 I'm Sorry to Say This

Real-World English Making a complaint

- Practice using language of complaints
- Explain problems clearly and stay focused on results
- Watch a video on complaining to a travel agent

7.5 A Place to Study

Speaking Talking about similarities and differences

Pronunciation Skill Sentence stress

- Use signpost language to talk about similarities and contrasts
- Recognize and use appropriate sentence stress
- Talk about study environment preferences
- Listen to other students' study environment preferences and ask appropriate questions

Resources

Class Audio CD 2, Tracks 21–27

Workbook Unit 7, pages 43–49

Oxford Readers Correlations

Gulliver's Travels (9780194791731)

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

Unit Opener

Student Book page 75

The unit opener photo shows a man walking into a magnificent example of ancient Italian architecture. The building is an Italian abbey built in 871 that was damaged but then restored after an earthquake in 2009. The photograph relates to the unit theme and subsequent exercises because it focuses on the impact a building and its surroundings can have on people.

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*, 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 Picture of the Year International (POYI), 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, and Lumix Festival for Young Photojournalism.

Unit Snapshot

- 1 For question 1, check students' comprehension of *give away*. Ask them if they have anything in their possession that they don't need or use and might consider giving away.
- 2 For question 2, ask students to say what year 30,000 years ago would be and what someone might find that is that old.
- 3 For question 3, have students think about their own answer to the question and then scan for the answer given in the text to see how it compares.

Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the image, provide words and phrases to help them as necessary, for example, *columns*, *ancient structure*, *peaceful gardens*, *stone*, or *facade*. Ask specific questions about the picture: *How old does the building look? What do you think the building is for? How is the man dressed? What are the gardens like? Does this look like a place you would be interested in exploring?*
- 2 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.

- 3 For the second question, discuss the difference between *behavior* and *feelings*. For the first two questions, ask students to provide examples to support their ideas. For the third question, ask students to talk about different ways to control our surroundings. Have them provide examples to illustrate their points here, too. Ask students to say what they do to control their own surroundings.

Answers

Students' answers will vary. Sample answers include:

- 1 They can make us be more or less productive or efficient.
- 2 They can make us feel peaceful and relaxed or agitated and overwhelmed.
- 3 We clean or neaten up our surroundings. We add plants and trees. We paint the walls specific colors and put art on the walls.

Video Script

This picture shows a visitor photographing a historic building in Castiglione a Casauria, in Italy. The building was damaged by the devastating 2009 Abruzzo earthquake, then returned to its community fully restored two years later.

Studies have shown that, among other things, color, weather, and music affect our moods. In an experiment, for example, white-collar workers in an old office building – with low ceilings and loud air conditioners – were significantly more stressed than those in a newer space with skylights and open cubicles. Mediterranean islands are what make me the happiest. The contrast between the mountains, the volcanoes, and the sea captures me, while the water regenerates me.

We try to control our surroundings by fulfilling our need for safety and security, as well as our need for physical comfort and psychological stimulus. So we tend to create environments that stimulate us and that make us feel comfortable and do everything we can to make our environment as familiar as possible and allow us to live in our comfort zone.

Exercise 1

- 1 Have students read the factors in the box and the two questions. Check students comprehension of *perception*.
- 2 Have students complete the exercise independently. Circulate to help out with vocabulary as needed.

Answers

Students' answers will vary. Sample answers include:

- 1 Some of these factors are more important than others, but it depends on each individual. For example, for me temperature is extremely important, but that might not be as important for someone else.
- 2 My perception of a place will be negatively impacted if I am uncomfortable there, or don't like the effect of one or more of these factors.

Exercise 2

- 1 Put students in pairs to discuss their answers from Exercise 1.
- 2 Have volunteer pairs call out how similar or different their ideas were. Ask them to say what the similarities and differences were. Write the factors that were similar or different on the board.

Answers

Students' answers will vary. Sample answers include:

- 1 Our ideas were very similar. We both like quiet peaceful places so nature, beauty, and light can easily influence our perception of a place.
- 2 Our ideas were very different. I like noisy fun places and my partner does not. I like places with a lot of people, but my partner likes places that don't have a lot of people.

Real-World Goal

By the end of this unit, students will be able to visit a new place and post a photo of it on social media because they will have acquired quantifiers to help describe a place, practiced varying their sentence length to make their posting more interesting, read a travel blog, and practiced talking about similarities and differences in places.

Lesson 7.1 Cluttered Spaces

Student Book pages 76 – 77

Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson, and check their comprehension of *cluttered*. Ask students if they or anyone they know has a problem with clutter. Have volunteers share their ideas. Ask students how this relates to the title of the unit and what they think the lesson will be about.
- 2 Put students in pairs. Direct students to look at the photo and say what they see in the photo. Then have them discuss the questions.
- 3 Have volunteer pairs call out their thoughts.

Answers

Students' answers will vary. Sample answers include:

- 1 There are piles of things on the floor and on top of furniture. There's clothing and there are books and papers everywhere.
- 2 No, we wouldn't. This room is very disorganized and it would take too long to find anything we need.
- 3 We'd start by putting all the dishes in the kitchen, and clothes in the closet. Then we'd make space for different things.

Vocabulary Development

Quantifiers

GO ONLINE

- 1 Write *Count nouns* and *Noncount nouns* on the board. Elicit examples from both categories, and write them under the correct headings on the board. Alternatively, bring in and post or project photos of count and noncount nouns on the board.
- 2 Ask students to call out different ways to quantify the nouns on the board. Write their suggestions on the board.
- 3 Have students read the information in the box. Ask: *Are there any quantifiers in the box that are not on the board, or vice versa?*
- 4 Read the example sentences aloud, having students repeat after you with the correct stress and intonation.

Oxford 3000 words

all (of)	some	(a) few	(not) many
plenty of	lot	several	(a) little
most (of)	none of	number	(not) much

Extra Practice

- 1 Put students in small groups to make as many sentences as they can about the clutter in the photo on page 76 in a designated amount of time. Tell them to make sentences about both count and noncount nouns and to try to use as many of the quantifiers in the Vocabulary Development box as possible. Have students choose one person in their group to write their sentences. Circulate to help with vocabulary as needed.
- 2 Time students, giving them five minutes or so, depending on your students. Then tell students to count their sentences and count the different quantifiers they used.
- 3 Have the group with the most sentences and most quantifiers write their sentences on the board while the group with the next highest amount of sentences reads theirs to the class. Tell the class to listen and make corrections as necessary. Then have students read the sentences the first group wrote on the board and see if they can find any errors.

Exercise 2 IDENTIFY

- 1 Direct students to choose only one answer where appropriate but to choose both where both are correct.
- 2 Have students complete the exercise independently.
- 3 Put students in pairs or small groups to take turns reading their sentences to each other.
- 4 Have volunteers call out their answers.

Answers

- | | |
|--------------------|-----------------------|
| 1 several | 5 not much |
| 2 lots | 6 a number of / a few |
| 3 some | 7 plenty of |
| 4 None of / All of | 8 a little |

Exercise 3 INTEGRATE

- 1 Put students in pairs to complete the exercise. Direct them to ask each other specific questions about their partner's statements—for example, *What do you have under your bed?*
- 2 Have pairs share their answers with the class.

Answers

Students' answers will vary. Sample answers include: Sentences 1, 2, 3, and 6 are true for me, but for my partner ...

Exercise 4 WHAT'S YOUR ANGLE?

Direct students to read the questions. Give students a moment to think about their responses. Put them in pairs to discuss the questions.

Answers

Students' answers will vary. Sample answers include: My favorite room is the kitchen. It's got a big wooden table in the middle with two long benches on either side. I like it the most because it is very light and it's the place where we sit around together and chat the most. My least favorite room is ...

🔊 Exercise 5 IDENTIFY

- 1 Check students' comprehension of *decluttering*. Elicit from students the key words they might hear in a podcast about decluttering, and write them on the board.
- 2 Play the audio while students write down key words they hear.
- 3 Have volunteers call out the words they hear. Check them against the words on the board.

Answers

Students' answers will vary. Sample answers include: decluttering, problems, things, stuff, no longer needed, getting rid of, (live) better and more simply

Audio Script

🔊 CD 2, Track 21

- 1 The time is now 10:30. The news headlines are at 11, but first is this week's edition of *Trending Today*. Today Liza Durham, decluttering expert, reports on the problems of "things."
- 2 Oh, come on, the kids bought into the idea, especially when they realized they could make money by selling the stuff they no longer needed.
- 3 Do you know, getting rid of these things can really help us live better and more simply. Yes, it's hard, but it can be done.

Listening Skill

Recognizing levels of formality

GO ONLINE

- 1 Have students read the first two paragraphs of the information in the box. Read the first two example sentences aloud, and have students repeat after you with correct stress and intonation.
- 2 Have students identify the different parts of the sentences that make them formal and informal.
- 3 Ask students to call out situations in which formal English is used, and write them on the board. Have students read the remaining paragraphs in the box.
- 4 Point out that they read about three different levels of formality. Elicit the levels from students, and write them on the board.
- 5 Read the remaining example sentences aloud, having students repeat after you with the correct stress and intonation. Again, have students identify the features that make each sentence formal, semiformal, or informal.

Extra Practice

- 1 Find three online videos illustrating speech in the different levels of formality, e.g., a university lecture or a politician at a news conference, a small business meeting, a clip of friends talking. Tell students you will show a minute of each one, and ask them to note down language features that show that they are either formal, semiformal, or informal.
- 2 Play one minute of one of the videos while students note down language features. Put students in pairs or small groups to compare the features they noted.
- 3 Have pairs or groups share their features. Then replay that excerpt, stopping and starting to confirm what students heard.
- 4 Repeat the previous two steps with the other two videos.

🔊 Exercise 6 IDENTIFY

- 1 Play the audio again while students complete the exercise independently.

- 2 Put students in pairs or small groups to compare answers and to give reasons for their choices.
- 3 Have volunteer call out their answers. Replay the audio, stopping after each item. Tell students to repeat what they heard on the audio and to call out the language features that helped them determine the level of formality.

Answers

- 2 Informal—use of informal words (*kids, stuff*), very informal direct phrase ("Oh, come on")
- 3 Semi-formal—no very informal words, one filler used ("do you know")
- 1 Official / formal—no extra / redundant phrases, no informal words or expressions

🔊 CD 2, Track 21

🔊 Exercise 7 APPLY

- 1 Direct students to look at what they are going to be listening for with speaker 1. Then replay the first item while students write their answers independently.
- 2 Go over the answers as a class by having volunteers call out the words and sentences they wrote down.
- 3 Repeat steps 1 and 2 for the next two speakers.

Answers

- | | |
|----------------------------------|------------------|
| 1 The time now is 10:30. | 4 stuff |
| 2 reports on | 5 getting rid of |
| 3 The kids bought into the idea. | 6 it's hard |

🔊 CD 2, Track 21

🔊 Exercise 8 ASSESS

- 1 Have students read the items and the possible answers. Check students' comprehension of *reward yourself* and *changed their mind*.
- 2 Play the audio while students complete the exercise independently.
- 3 Put students in pairs or small groups to compare their answers. Go over the answers as a class.

Answers

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 c | 2 a | 3 b | 4 a | 5 c |
|-----|-----|-----|-----|-----|

Audio Script

🔊 CD 2, Track 22

- Host The time now is 10:30. The news headlines are at 11, but first is this week's edition of *Trending Today*. Today Liza Durham, decluttering expert, reports on the problems of "things."
- Expert Do you throw away as much as you buy? No? Well, then, you have been bringing more and more things into your home every year. Look around ... full closets? No floor space? I've been working with people with too much stuff since 2009, and, believe me, it's not a healthy way to live. In recent years, a number of writers have been looking for answers to this problem. Several writers suggest that our stress levels and happiness will improve when we declutter—that is, when we recycle, sell, give away, and throw away most of our things. Now, I know that it isn't easy to declutter, but when you think about it, many of your things have been sitting in your home for years, not used, taking up space. Do you know, getting rid of these things can really help us live better and more simply? Yes, it's hard, but it can be done. I have two favorite strategies. The first is a monthly plan. On day 1 of the month, you get rid of one thing; on day 2, two things go; and so on up to 31. By the end, you will have 496 fewer items—that's a lot! You need to give

yourself a reward at the end of the time—perhaps a meal out—but definitely not a shopping trip ... The other idea is to pack up all your things into boxes and then just get out what you need when you need it. After a few weeks, you'll find that most of your things are still in the boxes—you don't really need them. This makes it much easier to give them away or sell them. We have been putting these ideas to the test with members of the public. Here's what Ed and Sarah Donaldson had to say.

- Sarah We loved both ideas. Didn't we, Ed?
 Ed Yeah... we loved the ideas ... the kids weren't so happy when we tried the first one. They like their stuff all over the floor.
 Sarah Oh, come on, the kids bought into the idea, especially when they realized they could make money by selling the stuff they no longer needed.
 Ed Yeah, honey, but only 'cause they wanna buy more stuff.
 Expert Other listeners had different ...

Exercise 9 INTEGRATE

- Put students in groups of three. Have them decide who is Student A, B, and C. Tell students they will be hearing the second half of the audio again. Direct them to take notes on the parts they are listening specifically for.
- Play the audio while students make notes to use to complete their task.
- Have students complete their tasks.
- Go over the answers as a class. If necessary, replay the audio.

Answers

Students' answers will vary. Sample answers include:

- A: a monthly plan to throw away one item on day one, two on day two, etc.
 B: packing everything in boxes and only taking things out when you need them, to see what you really need
 C: the adults liked both ideas, but the children didn't like the first idea until they found they could make money to buy more things

Audio Script

CD 2, Track 23

- Expert I have two favorite strategies. The first is a monthly plan. On day 1 of the month, you get rid of one thing; on day 2, two things go; and so on up to 31. By the end, you will have 496 fewer items—that's a lot! You need to give yourself a reward at the end of the time—perhaps a meal out—but definitely not a shopping trip ... The other idea is to pack up all your things into boxes and then just get out what you need when you need it. After a few weeks, you'll find that most of your things are still in the boxes—you don't really need them. This makes it much easier to give them away or sell them. We have been putting these ideas to the test with members of the public. Here's what Ed and Sarah Donaldson had to say.
- Sarah We loved both ideas. Didn't we, Ed?
 Ed Yeah... we loved the ideas ... the kids weren't so happy when we tried the first one. They like their stuff all over the floor.
 Sarah Oh, come on, the kids bought into the idea, especially when they realized they could make money by selling the stuff they no longer needed.
 Ed Yeah, honey, but only 'cause they wanna buy more stuff.
 Expert Other listeners had different ...

Exercise 10 WHAT'S YOUR ANGLE?

- Direct students to read the discussion questions. Put them back in their groups of three from Exercise 9 to share their thoughts. Remind them to give reasons for their answers.

- Ask volunteers to share any interesting ideas that came out of their discussions with the whole class.

Answers

Students' answers will vary. Sample answers include:
 For me, the second strategy would work best because ...

Grammar in Context

Present perfect continuous

GO ONLINE

- Elicit from students what they remember having learned about the present perfect, especially that it expresses an action that started in the past and still relates to the present in some way. Instruct students to make sentences in the present perfect simple and continuous, and have them write their sentences on the board. If students haven't already, have them add time phrases with *for* and *since* to the sentences. Elicit from students the rules for *for* and *since*.
- Go over the Grammar in Context box with students. Read aloud the example sentences, having students repeat after you with the correct stress and intonation.
- If students started a tenses or verb forms notebook in Unit 1, have them add the information in this box to it.
- For additional practice, see Grammar focus on page 165 in the Student Book.

Extra Practice

- Project or write the following two-line dialogues on the board:

A: *Melia looks exhausted!*

B: *Yes, she ...*

A: *This is the best paper you've done this semester!*

B: *Thanks, I ...*

A: *Oh my goodness, look at all that snow.*

B: *Yes, it ...*

A: *Wow, he's finished the book already!*

B: *Yes, he ...*

A: *What a beautiful spread of food on the table.*

B: *Thank you, we ...*

- Put students in pairs or small groups to complete the B sentences in the present perfect continuous. Have them use the last example sentence in the box as a model. Tell them to use different time phrases for each dialogue. Circulate to help with vocabulary and form.
- Put students in pairs. Tell pairs to choose one of the two-line dialogues and memorize it. Then have volunteer pairs perform their two-line dialogues for the class.
- Ask the other pairs if any had any different sentences, and have volunteers call out their sentences.

Exercise 11 APPLY

- Direct students to read item 1 and the given rewrite. Check that all students understand the task.
- Have students complete the exercise independently.
- Put students in pairs to take turns reading their rewritten sentences to each other.
- Go over the answers as a class. Ask for volunteers to call out alternative answers for each one.

Answers

- 1 I've been living in my current home for four years / since four years ago.
- 2 I've been using my storage system for six months / since six months ago.
- 3 I've been planning to clean up my place since last month / for a month.
- 4 I've been hiding things under the bed for years.
- 5 I've been selling my old stuff online since January / for ____ weeks / months.

Exercise 12 INTERACT

- 1 Elicit the *how long* question for the first sentence as a class, and write it on the board. Have volunteers call out different answers that are true for them.
- 2 Give students a minute to think about the correct way to make the questions for each statement. Then put them in pairs to interview each other using the Exercise 11 sentences rewritten as questions.
- 3 Have volunteer pairs call out the questions and their answers.

Answers

- 1 How long have you been living in your current home?
- 2 How long have you been using your storage system?
- 3 How long have you been planning to clean up your place?
- 4 How long have you been hiding things under the bed?
- 5 How long have you been selling your old stuff online?

Answers

- Students' answers will vary. Sample answers include:
- 2 I've been using my storage system for a few months.
 - 3 I've been planning on cleaning up my place for ages.
 - 4 I've been hiding things under the bed since I moved in.
 - 5 I've been selling my stuff online for a few weeks.

Exercise 13 WHAT'S YOUR ANGLE?

- 1 Direct students to look at the two photos. Ask how they would characterize or describe the style of each of the rooms.
- 2 Give students a minute or two to choose their room and think of reasons why. Then tell students they are going to stand up and ask each other which room style they prefer. Go over suitable questions they can ask each other to do this part of the task.
- 3 Have all students stand up and find three other students who share their ideas. Have them sit down and talk about what it is that makes them prefer the room style they chose.
- 4 Ask volunteers to share the reasons for their choices with the class.

Answers

Students' answers will vary. Sample answers include:
Our group prefers the room on the left. It is a modern room with very little in it. The space is open, and it seems very clean. We feel we could relax in it and that it would help us to think clearly.

Lesson 7.2 Beauty All Around

Student Book pages 78 – 80

Exercise 1 ACTIVATE

- 1 Ask students to write down the first three things they think of when they think of the concept of a beautiful place. Have volunteers share their thoughts.
- 2 Direct students to look at the three images. Put students in pairs to say what they see and to discuss the question. Remind them to give reasons for their responses.
- 3 Have volunteers call out their answers while you write them on the board. Tally the number of students who chose each image.

Answers

Students' answers will vary. Sample answers include:
The photo of the countryside is the most beautiful for me because ...

Exercise 2 WHAT'S YOUR ANGLE?

- 1 Direct students to read the discussion questions. Give them a minute or two to think about their own travel experiences and answers.
- 2 Put students in pairs or small groups to discuss the questions.
- 3 Ask volunteers to share their answers with the class.

Answers

Students' answers will vary. Sample answers include:
I've been to ... and for me that was the most beautiful place I've ever visited because ...

Exercise 3 ASSESS

- 1 Have students complete the exercise independently. Remind students that they are only reading the title, the definition of aesthetics, and the topic sentences. Ask students how long that should take, eliciting no more than an minute or two.
- 2 Postpone going over the answers until after Exercise 4.

Answers

D	A	C	B	E
---	---	---	---	---

Exercise 4 IDENTIFY

OXFORD REFERENCE

- 1 Have students read the text more carefully.
- 2 Direct students to check their answers to Exercise 3. Ask if anyone has changed their answers.
- 3 Call on volunteers to share their answers. If desired, have students explain how they reached their answers, using evidence from the text.

Reading Skill

Recognizing and understanding forward and backward references

GO ONLINE

- 1 Review the meaning of *references* and the pronouns we use to make them. Have students call them out while you write them on the board. Elicit from students that these reference words are used to avoid repetition.

- 2 Direct students to read the information in the Reading Skill box.

Extra Practice

- 1 Write the different things pronouns can refer to on the board from the Reading Skill box: *singular or plural subjects, a person or thing, something before or after the reference word, and a word, phrase, clause, or idea.*
- 2 Put students into pairs or small groups to label each of the pronouns in the example sentences in the Reading Skill box with one or more of the reference pronoun characteristics you wrote on the board.
- 3 Go over the answers with the class.

Exercise 5 IDENTIFY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare their answers. If they disagree, have them refer to the characteristics of the reference words you wrote on the board or that are in the Reading Skill box to help them decide on the correct answer.
- 3 Call on volunteers to share their answers. If desired, have students describe each pronoun in terms of whether it is singular or plural, referring to a person or thing, referring to something mentioned before or after, or referring to a word, phrase, clause, or idea.

Answers

- | | |
|---------------------------------|--|
| 1 the beauty of the environment | 4 nature |
| 2 subjects | 5 cave paintings |
| 3 researchers | 6 writing about the beauty and order of nature |

Exercise 6 EXPAND

- 1 Point out that this task is the opposite of what they did in Exercise 5—they are finding the reference words rather than what the reference words refer to.
- 2 Have students complete the exercise independently.
- 3 Put students in pairs or small groups to compare their answers. Tell students to discuss the characteristics of the words that refer to the underlined words (see Exercise 5).
- 4 Have volunteers call out their answers.

Answers

- | | | |
|------|-----------|---------|
| 1 it | 3 its, it | 5 which |
| 2 we | 4 so | 6 it |

Grammar in Context

Present perfect and present perfect continuous

GO ONLINE

- 1 Elicit from students what they learned about the present perfect continuous in Lesson 7.1. Review the form differences between simple and continuous in all tenses.
- 2 Direct students to read the information in the Grammar in Context box. Point out that the information in the box refers to the meaning differences between the two forms, rather than the structure differences.
- 3 If students started a tenses or verb forms notebook in Unit 1, have them add the information in this box to it.
- 4 For additional practice, see Grammar focus on page 165 in the Student Book.

Extra Practice

- 1 Project or write the following questions on the board:
 - a How many different places have you lived in?
 - b How long have you been living where you currently live?
 - c Where have you studied English?
 - d What classes have you been taking this semester?
 - e What movies have you seen in the past few months?
 - f What kinds of movies or TV shows have you been choosing to watch lately?
 - g What have you been eating for breakfast lately?
 - h What are the strangest foods you have ever eaten?
- 2 Put students in pairs to take turns asking and answering the questions. Tell students to answer the questions with true information about themselves. Circulate to listen and provide assistance as needed.
- 3 Ask students which of the questions on the board elicited present perfect sentences and which elicited present perfect continuous (present perfect: a, c, e, h; present perfect continuous: b, d, f, and g)
- 4 Have pairs write four questions of their own, some of which will elicit present perfect and some that will elicit present perfect continuous.
- 5 Combine pairs to take turns asking and answering their questions.
- 6 Have volunteers share their questions and answers for the class.

Exercise 7 APPLY

- 1 Review the position of helping verbs and subjects in questions with students. If necessary, do the first one together.
- 2 Tell students to write the questions on another piece of paper. Have students complete the exercise independently.
- 3 Put students in pairs to take turns reading their correctly ordered questions.
- 4 Go over the answers as a class by having volunteers call out their questions.

Answers

- 1 What have researchers decided to do?
- 2 What have they been doing since then?
- 3 How long have poets been writing about nature?
- 4 What has become broader over the past two centuries?
- 5 Which concept has also been changing?
- 6 What has increased the range of traditional aesthetics?

Exercise 8 IDENTIFY

- 1 Have students scan the article for the answers to the questions they wrote in Exercise 7. Have students answer the questions on the same paper they wrote the questions on independently.
- 2 Put students in pairs to take turns reading their answers to each other. Direct them to find evidence in the text if they don't agree.
- 4 Go over the answers as a class by having volunteers call out their answers.

Answers

Students' answers will vary. Sample answers include:

- 1 They have decided to study the aesthetics of our surroundings, the environment.
- 2 They have been asking questions.
- 3 Poets have been writing about (the beauty and order of) nature for about 2,400 years.
- 4 The concept of "environment" has become broader over the past two centuries.
- 5 The concept of "aesthetics" has also been changing.
- 6 The aesthetics of environment has increased the range of traditional aesthetics.

Exercise 9 APPLY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to take turns reading their completed two-line dialogues. Remind students to go over the reasons they chose to complete the sentences the way they did. Circulate to help as needed.
- 3 To go over the answers, have volunteer pairs read their completed dialogues for the class. Go over the reasons for each choice. If desired, have pairs choose one of the two-line dialogues to memorize and perform from memory for the class.

Answers

- 1 B: have been working
- 2 A: Have ... read
B: have been reading
- 3 A: have been researching
B: Have ... tried
- 4 A: have known
B: haven't done

Exercise 10 VOCABULARY

- 1 Check students' comprehension of all the words in the box.
- 2 Direct students to complete the exercise independently.
- 3 Put students in pairs to compare their answers.
- 4 Go over the answers as a class by having volunteers call out their answers.

Answers

- | | |
|--------------|-------------|
| 1 review | 5 do well |
| 2 specialize | 6 results |
| 3 attend | 7 research |
| 4 philosophy | 8 education |

Oxford 3000 words

education review philosophy results
research attend do well

Exercise 11 INTEGRATE

- 1 Direct students to work independently to complete the sentences.
- 2 Put students in pairs or small groups to check their answers and to say which sentences they agree with, giving reasons for their answers.
- 3 Go over the answers as a class, having volunteers call out their completed sentences and saying whether they agree with them and why. If desired, tally the number of students who agree with each sentence on the board.

Answers

- 1 attend / do well
- 2 education
- 3 results / reviewed
- 4 research / philosophy
- 5 specialize

Exercise 12 WHAT'S YOUR ANGLE?

- 1 Check students' comprehension of the subjects listed. Then have them order them in order of preference.
- 2 Put students in pairs to compare their orders and explain their reasons.
- 3 Have volunteers share their first and last preferences. If desired, tally students' preferences on the board.

Answers

Students' answers will vary. Sample answers include:
My first choice would be ... because I really love ...

Lesson 7.3 Travel Lessons

Student Book pages 81 – 83

Exercise 1 ACTIVATE

- 1 Have students read the six feelings in the box. Ask students to label them positive, negative, or either. Ask students to call out situations that make them feel each of these feelings.
- 2 Have students read the directions and ask what they think *a change of surroundings* might mean. Give students a minute to choose their top three feelings.
- 3 Put students in pairs to tell each other the three feelings they chose and to give reasons for their choices.
- 4 Have pairs call out their choices. If desired, tally students' choices of feelings. Ask students to give reasons for their choices.

Answers

Students' answers will vary. Sample answers include:
My top feelings were ... I chose those feelings because ...

Exercise 2 IDENTIFY

- 1 Have students read the beginning of the travel blog independently.
- 2 Put students in pairs or small groups to discuss how the writer used to feel.
- 3 Have volunteers call out their answers.

Answers

Students' answers will vary. Sample answers include:
bored, not open to new people or surroundings

Grammar In Context

Too and enough with the to infinitive

GO ONLINE

- 1 Elicit a *too* and *enough* with the *to* infinitive sentence from students by asking students what they would say if they were asked if they wanted to go swimming at the beach but it was only 50 degrees Fahrenheit or 15 degrees

Celsius. Write on the board something similar to: *I wouldn't want to swim because it's too cold to swim or It isn't warm enough to swim.* Ask students what the purpose of this structure is, eliciting that it communicates a reason for something.

- 2 Direct students to read the information in the Grammar in Context box.
- 3 Read the example sentences aloud, having students repeat after you with the correct pronunciation and intonation.
- 4 For additional practice, see Grammar focus on page 165 in the Student Book.

Extra Practice

- 1 Explain that most sentences that use the structures in the Grammar in Context box can be said in both the negative and the positive. Provide an example by asking students to say the first example sentence in the box but change *bored* to *interested*.
- 2 Put students in pairs to change all the example sentences from positive or negative using different adjectives.
- 3 Project photos from the Internet or bring in photos cut from magazines showing people doing or not doing things. Have students make sentences about them in their pairs saying what they are either *too* + adjective + *to* infinitive to do or (*not* +) adjective + *enough* + *to* infinitive to do about each photo.
- 4 Have students call out their sentences. Have the class choose the sentences they think best describe each photo.

Exercise 3 IDENTIFY

- 1 Remind students to scan when looking for examples of the structure in the article. Have students complete the exercise independently.
- 2 Have volunteers call out the answers.

Answers

lucky enough to go
too bored to enjoy
open enough to appreciate

Exercise 4 APPLY

- 1 Direct students to complete the sentences independently.
- 2 Put students in pairs or small groups to compare answers. Direct students to go back to the essay for evidence if their answer is different from their partner's.
- 3 Go over the answers as a class by having volunteers read their completed sentences.

Answers

- 1 not small enough
- 2 too expensive
- 3 not brave enough
- 4 too short
- 5 detailed enough

Exercise 5 WHAT'S YOUR ANGLE?

- 1 Direct students to complete the exercise independently.
- 2 Put students in pairs to compare their answers. Tell students to ask each other questions about each other's statements.

- 3 Have volunteers call out some of their or their partners' answers.

Answers

Students' answers will vary. Sample answers include:

- 1 I'm usually too shy to talk to many of the local people.
- 2 I'm never patient enough to read a lot about the place I'm going to before I go.
- 3 I'm always too busy to send my family postcards.
- 4 I'm often relaxed enough to sleep all day.

Exercise 6 IDENTIFY

- 1 Direct students to look at the chart below the blog before reading.
- 2 Have students complete the exercise independently.
- 3 Put students in pairs to compare their charts. If they don't agree, have them look for evidence in the blog.
- 4 To go over the answers as a class, write the chart on the board and have volunteers complete it with their notes.

Answers

Students' answers will vary. Sample answers include:

- 1 What: Slow down; How: Breathe, relax, look around, and enjoy the new place.
- 2 What: Simplify; How: live more simply, leave your phone in your bag, leave your laptop at home, take one small bag, not two large ones, find a new, simpler life in your new surroundings.
- 3 What: Be more open; How: Smile, speak, and listen to new people

Writing Skill

Using a variety of sentence lengths

GO ONLINE

- 1 Direct students to read the information in the Writing Skill box.
- 2 After they finish, check their comprehension by asking what short sentences are particularly good at and what they can use instead of a comma and a conjunction in a long sentence.

Extra Practice

- 1 Ask students to find all the conjunctions in the Writing Skill box in both the explanation and the example sentences. Have volunteers call them out while you write them on the board.
- 2 Have students create shorter sentences from the long example sentences in the box. Ask them which sounds better to them, pointing out that you need length variety and that short sentences are also important.
- 3 Point out that long sentences can easily become grammatically inaccurate and that it is important to be aware that every independent clause needs a main verb. Have students identify the independent clauses and the main verbs in each independent clause in each of the example sentences.

Exercise 7 IDENTIFY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare answers and to talk about the reason the author might have decided to use short sentences where he / she did.
- 3 Have volunteers call out the answers.

Answers

Students' answers will vary. Sample answers include:

Short sentences:

Don't be afraid.

Smile and speak.

Long sentences:

The last of my top three is that we should learn to be more open and to make new friends in the new place.

Strangers are friends we haven't met yet, and on vacation we can meet so many new people.

They could be other travelers or local people, and, yes, they might be very different from us and our usual friends.

But we shouldn't be too shy to speak, or not interested enough to listen.

We need to be open to the world and everyone in it.

Exercise 8 APPLY

- 1 Have students read the sentences. Circulate to check students' comprehension.
- 2 Direct students to complete the exercise independently.
- 3 Put students in pairs to take turns reading their sentences to each other. Point out that there is more than one way to join the sentences together.
- 4 Go over the answers as a class by having volunteers write their sentences on the board. After all three sentences are on the board, have students work together to edit them, if necessary, and then to call out any variations that they have.

Answers

Students' answers will vary. Sample answers include:

- 1 Read about the area, talk to local people, and learn more.
- 2 Don't hurry, take your time, but remember that vacations are for doing new things, too. / Don't hurry, take your time; however, remember that vacations are for doing new things, too.
- 3 I like to be alone, because I enjoy it and I'm happy enough by myself.

Exercise 9 INTEGRATE

- 1 Direct students to read the sentences while you circulate to help with any comprehension problems. Then have them complete the exercise independently.
- 2 Put students in pairs to compare answers before going over them as a class. Note again that there will be more than one way to rewrite the sentences.
- 3 Go over the answers as a class as you did in Exercise 8.

Answers

Students' answers will vary. Sample answers include:

- 1 We're used to doing the same old thing every day. We should try new things to wake us up and show us the world in a new way.
- 2 You don't need to be nervous when things go wrong. You can always find a different way to do things. For example, if there is no Wi-Fi to check directions, you can always ask someone.
- 3 Many of us think we are too smart to learn anything new. This obviously isn't true. Also, what is the point of going somewhere new if you don't want to learn?

Exercise 10 PREPARE

- 1 Elicit from students common travel mistakes that could lead to lessons people might learn. Write some on the board.

- 2 Give students a few moments to brainstorm on paper some lessons they have learned while traveling. Remind them that often lessons are learned through regrets or bad experiences. Circulate to help with vocabulary as needed.
- 3 Have students complete the charts from their brainstormed notes.

Exercise 11 WRITE

- 1 Have students look at the bulleted checklist. Then direct students to write their blog articles independently.
- 2 Give students some time to edit their blogs based on the bulleted items while you circulate to offer assistance as needed.

Exercise 12 SHARE

- 1 Direct students to read the three feedback items. Elicit possible things students might like about an article. Also review the language students might use to suggest improvements.
- 2 Put students in pairs to exchange papers, read each other's blog articles, and give each other feedback. Suggest that students make notes as they listen to their partner's suggestions.

Exercise 13 IMPROVE

Direct students to use the checklist and their partner's suggestions to revise their blog article. Circulate to offer assistance as needed.

Exercise 14 WHAT'S YOUR ANGLE?

- 1 Put students in groups of five or six, and have them give their blog articles to the person on their right. Tell them to take notes on the lessons that are similar to theirs and on lessons that they find particularly interesting. Alternatively, have half the class post their articles on the board or walls and stand by them while half the class circulates, reading all the articles and then exchanging roles and repeating the activity.
- 2 Have volunteers call out students who had similar lessons as theirs and the particularly interesting lessons they read about.

Answers

Students' answers will vary. Sample answers include:

- 1 Juana talked about learning the lesson of never taking her eyes off of her luggage because once her luggage got stolen. I wrote about that, too.
- 2 I found Ali's lesson about trying new foods particularly interesting. That's something I usually don't do when I'm traveling.

Lesson 7.4 I'm Sorry to Say This

Student Book pages 84 – 85

Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Put students in pairs or small groups to describe what they see in the pictures.
- 2 Have students discuss the questions with their partners.
- 3 Have volunteer pairs call out their answers.

Answers

Students' answers will vary. Sample answers include:

- 1 Flights or hotels you want are fully booked or too expensive, you can't get confirmation of a booking, someone you are traveling with has to change dates or cancel the trip.
- 2 Yes, many times. I've ...

▶ Exercise 2 IDENTIFY

- 1 Have students read the questions. Then play the first part of the video.
- 2 Put students in pairs or small groups to answer the questions.
- 3 Call on volunteers to share their answers with the class.
- 4 If needed, play the video one more time, and have students put up their hands when they hear the problem and the decision.

Answers

Students' answers will vary. Sample answers include:
They don't have any information from the travel agent about their trip reservations, so they decide to go to see her.

▶ English for Real Video Unit 7

▶ Exercise 3 ASSESS

- 1 Direct students to read the summary. Check students' comprehension of *booked*.
- 2 Play the second part of the video while students fill in the blanks. Give students a moment to check their responses before playing it again, if desired.
- 3 Put students in pairs or small groups to take turns reading the sentences with the blanks filled in.
- 3 Call on volunteers to share their answers with the class. Put the numbers of the blanks students still have questions about on the board.
- 4 Replay the video. Have students raise their hands when they hear the answer to the ones they have questions about. Stop the video and have students repeat what they heard. Then go over the exact words that go in the blanks.

Answers

Students' answers will vary. Sample answers include:

- 1 flight / trip
- 2 five
- 3 Friday
- 4 Sunday
- 5 lose a day
- 6 a hotel room
- 7 non-refundable / not refundable
- 8 apologizes
- 9 tomorrow / the next day / the following day
- 10 train

▶ English for Real Video Unit 7

Real-World English

Making a complaint

- 1 Ask students what constitutes a successful complaint. Write their answers on the board. Then ask them what the difference between a direct complaint and an indirect complaint is. Elicit examples, and write them on the board.
- 2 Direct students to read the information in the box.

- 3 Read the example complaints, and have students repeat after you with appropriate stress and intonation.

Extra Practice

- 1 Bring in several magazine photos of people not looking happy for any reason or bad situations in general that complaints could be made about. Put students in small groups to write a short dialogue in which people need to make complaints. Distribute a photo to each group, but tell them not to let anyone else see it.
- 2 Write the following on the board to be included in their dialogues:
a Provide background information in conversation between complainers.
b Greet the person they are going to complain to.
c Make a polite, fairly indirect complaint.
d Person responds without resolving complaint.
e Explain this isn't satisfactory and restate complaint in a more direct way.
f Person responds with a more satisfactory answer.
g Complainer(s) thank the person and ask when they will get their answer or hear from her/him again.
h Person responds and says goodbye.
- 3 Circulate to help with ideas, vocabulary, and tone as needed.
- 4 Have groups rehearse their dialogues.
- 5 Collect all the photos, and post them on the wall or on the board.
- 6 Have groups perform their dialogues for the class while the class guesses which photo their dialogue is based on.

Real-World English Strategies

Cultures differ in regards to not only what people complain about (for example, in some cultures, it is appropriate to complain when you are dissatisfied with the quality of food at a restaurant, while in other cultures, it is not), but also how complaints are made. Complaints that are too subtle may be ignored, whereas those expressed as demands can be perceived as rude. Therefore, it is important for you to engage your students into activities that focus on making complaints. Before your students watch the video, discuss the following points:

Think of some situations when you were not happy with what happened or what other people did. Examples: *The waiter brought you the wrong pizza.*

What was your reaction? What did you say? Share with a partner. Were your reactions similar or different? How?

Did the incident take place in America or in another country? Would you respond / react in the same way if it had happened somewhere else? What would your reaction be? Discuss with your partner?

What can you conclude about making complaints in different countries / cultures? What is your opinion about making complaints in America?

▶ Exercise 4 INTEGRATE

- 1 Have students read the options and mark which ones they think are correct.
- 2 Replay the video, and have students check their choices independently.

- Put students in pairs to compare their notes before going over answers as a class. If necessary, replay the video, stopping when each answer is given and having students repeat after the video with correct stress and intonation.

Answers

- | | | |
|-----|-----|-----|
| 1 b | 3 b | 5 b |
| 2 a | 4 a | 6 a |

Video Script

English For Real Video Unit 7

Scene 1

- Max Andy...have you heard from the travel agent yet?
 Andy No! Nothing!
 Max I have a mind to ring her up right now.
 Andy Let's go see her in person.
 Max Even better.

Scene 2

- Lisa No... oh no!!
 Andy Hello, Lisa. Uh, I don't know if you remember us... Andy and Max?
 Lisa Oh, yes, of course. Have a seat.
 Andy Uh, we've been waiting to hear from you. It's been five days already.
 Max Right. And we're supposed to leave next Friday.
 Lisa I'm so sorry... there are no flights next Friday. Just Sunday!
 Andy What? That's not good enough.
 Max We'll lose an entire day of our holiday!
 Lisa But I was able to book you at a great hotel!
 Max Are the rooms refundable?
 Lisa Oh, uh... no. But I...
 Andy I'm sorry to say this, but you shouldn't have gone ahead with those hotel reservations.
 Lisa You're right. I apologize.
 Max And we need to know what you're going to do about it...
 Lisa I'll get you a solution as soon as possible. I'll call you tomorrow.
 Andy We'd appreciate it. Thanks.
 Max What should we do?
 Andy Let's take the train! We can be there by Saturday morning.

Exercise 5 ANALYZE

- Put students in pairs to discuss the questions.
- Have volunteers call out their answers.
- If desired, replay the video, stopping to have students say the alternative option in Exercise 4 and then to create appropriate responses.

Answers

- B—(1) no apology included / (2) It would probably get a similar response.
- A—(1) softening with *perhaps* in B / (2) It would probably get less of an apology from the other person.
- B—(1) directly addresses the person ("You're right.") / (2) The other person may still want to know they are right.
- A—(1) shorter, no introductory phrase / (2) It would be easier for the other person to give a less direct answer.
- B—(1) says what the person will do, and when / (2) Not giving any expectations about solutions and timeframes, so the other person may be less demanding.
- B—(1) specifying the person and thanking them directly / (2) Less connection made with the person, therefore, less help forthcoming.

Exercise 6 INTERACT

- Put students in groups of three, and have them decide on their roles. Then give them time to read their situations independently.

- When the individual students are ready, put them back with their partners to practice their role plays while you circulate to listen, offering assistance as needed.
- Have volunteer groups perform their role plays for the class.

Answers

Students' answers will vary. Sample answers include:

A: Excuse me.

B: Yes.

A: I'm sorry to say that I have a few complaints.

B: Oh I'm so sorry. What has been the problem?

A: Well first of all, the table you gave me was very small and very noisy.

B: Yes, I can see that. I'm so sorry. Is there anything else...

A: Yes, in addition ...

B: Yes, well the cook is very busy today, but you are right ...

A: And now I've asked you for a check three times and I still ...

B: I'm so sorry. You are right. We happen to be very understaffed today but I realize that is no excuse. Please accept my apology.

A: Well...

Exercise 7 ANALYZE

- Have groups discuss the questions together. Circulate to offer assistance as needed.
- If desired, have students redo the role play with different roles and make it more indirect or direct than the first time.

Exercise 8 WHAT'S YOUR ANGLE?

- Give students a minute or two to think about the questions.
- Put students in pairs or small groups to share their memories of the last time they complained about things both successfully and unsuccessfully. Remind them to give background information and say why they think their complaints were or weren't successful and what they could have done differently.

Lesson 7.5 A Place to Study

Student Book page 86

Exercise 1 ACTIVATE

- Have each student brainstorm an individual list on a piece of paper.
- Call on volunteers to share their responses with the class.

Answers

Students' answers will vary. Sample answers include:

I have studied in my bedroom, in the library, on the bus, ...

Exercise 2 WHAT'S YOUR ANGLE?

- Have students work independently to brainstorm on paper a list of the features and conditions important to them.
- Postpone going over students' ideas until after Exercise 3.

Answers

Students' answers will vary. Sample answers include:

I like studying in places outside of my home. My home is too comfortable, and I'm afraid I would take naps or watch TV. So, I really prefer places that have a little bit of noise but are also places where I can have drinks and snacks. That way there is no excuse for me to leave, so I can continue studying.

Exercise 3 INTERACT

- 1 Put students in pairs to complete the exercise. Circulate to help with vocabulary as needed.
- 2 Have pairs tell you the three features or conditions they both consider important. If desired, have them write their list of three on the board.

Answers

Students' answers will vary. Sample answers include:
The three features and conditions we both found important include quiet, good coffee, and a lot of light.

Exercise 4 IDENTIFY

- 1 Review Venn diagrams with students. Ask what goes in the overlapping part of the diagram, and what goes in the two non-overlapping parts of the diagram. Point out that students are just labeling the two circles with the names of the two study places on the recording for the moment.
- 2 Play the audio, and have students work independently to label the two circles.
- 3 Have volunteers call out the two labels.

Answers

a coffee shop and a library

Audio Script

CD 2, Track 24

The best place I've ever studied is a little coffee shop behind my college. It's a sort of a secret, actually, as no one else seems to know about it. It has big tables, similar to the college library, and both places have really good Wi-Fi, but the atmosphere of the coffee shop differs from the library so much. I work really well when I can get great coffee, a good view from the window, and enough space to spread out without people disturbing me. The coffee shop gives me all of that.

In contrast, the library has never been a good place for me to study. It's always too full of friends and classmates to get any work done. The coffee shop is so peaceful, while the college library is always so noisy, despite the librarians telling people to be quiet. The two places are alike in that I have to actually get out of my pajamas to get to them. That's actually an important point because I'm definitely not very productive when studying at home. However, despite the good points the two places have in common, I'd choose my coffee shop any day. I've been going there for about a year now, and my grades are getting better and better.

Exercise 5 ASSESS

- 1 Tell students they will be listening again. Ask what information they are going to be writing in each of the three circles. Point out that students should just make notes, not write sentences.
- 2 Play the audio, and have students work independently to complete the diagram.
- 3 Draw the diagram on the board, and have different volunteers come up to the board to complete it with their notes. If necessary, replay the audio to help students add anything that might be missing.

Answers

Students' answers will vary. Sample answers include:
coffee shop: great coffee, good view, enough space, peaceful / quiet
library: full of friends and classmates, noisy
both: big tables, good Wi-Fi, have to go out to them

CD 2, Track 24

Speaking

Talking about similarities and differences

GO ONLINE

- 1 Ask students to call out the two main things involved in making comparisons, i.e., similarities and differences, and write them on the board. Ask students what signpost language they use to signal they are going to talk about these two things, and list them on the board as well.
- 2 Have students read the information in the Speaking box. Read the signpost words and phrases and sample sentences. Have students repeat after you with the correct stress and intonation.

Extra Practice

- 1 Put students in groups of five or six. Tell them they are going to think of as many similarities and differences as they can for the topics you supply them. Explain that within the groups, students will take turns going around the circle saying first a similarity, then a difference, then a similarity, and so on, using the signpost words and phrases in the box until they can't think of any more. Have students designate one student in each group to keep a record of the similarities and differences mentioned.
- 2 Write the following topic on the board to be compared: *Vacations spent at home and vacations spent away from home.*
- 3 Tell groups to let you know when they can't think of any more similarities and differences. Have the group recorder report their similarities and differences to the class. The group with the most wins.
- 4 Write another topic on the board and repeat the process. Make sure the student in each group that started with similarities now starts with differences.
- 5 Continue the game as long as it is useful.

Exercise 6 IDENTIFY

- 1 Have students read the extracts first and think about the signpost words and phrases that would best fit.
- 2 Replay the audio and have students complete the exercise independently.
- 3 Put students in pairs or small groups to take turns reading their completed sentences to one another.
- 4 To go over the answers as a class, replay the audio for students, having students raise their hands when they hear the signpost words or phrases they are listening for.

Answers

- | | |
|----------------|---------|
| 1 similar to | 3 while |
| 2 differs from | 4 alike |

Audio Script

CD 2, Track 25

- 1 ... It has big tables, similar to the college library...
- 2 ... the atmosphere of the coffee shop differs from the library so much.
- 3 The coffee shop is so peaceful while the college library is always so noisy ...
- 4 The two places are alike in that I have to actually get out of my pajamas to get to them.

Pronunciation Skill

Sentence stress

GO ONLINE

- 1 Review what students learned in Lesson 1.2 about sentence stress: English is a stress time language, meaning that the words with the most important information are stressed and the unimportant words are said faster to fit into the rhythm of the sentence. To illustrate, this say the following sentences while beating the rhythm with a pencil on the table: *Today we're going to study sentence stress. We didn't study sentence stress yesterday.* Ask students to say which words are stressed in each sentence.
- 2 Direct students to read the information in the box.

Extra Practice

- 1 Tell students that you are going to read the information in the Pronunciation Skill box and you want them to read along and underline the stressed words.
- 2 Read the sentences one by one, stopping to have students tell you which words they underlined.
- 3 Put students in pairs or small groups to identify the types of words they underlined and to see if they matched the information in the box, i.e., that they are nouns, verbs, adjectives, adverbs, negatives, or long conjunctions.
- 4 If desired, replay the video recordings from Lesson 7.4 and have students first identify the stressed words and then repeat them after the speaker with the correct stress.

More to Say...Note

Sentence stress is a notoriously challenging and frustrating pronunciation skill for students to master. When speaking, students simply don't have time to think about what kinds of words they are using and whether they should be stressed or not. To complicate matters, these "rules" only apply to neutral stress. When we use focus, we can stress words we would normally reduce. Teachers need to be prepared for student frustrations and remind students that sentence stress is important for making their speech listener-friendly. However, memorizing what kinds of words are stressed won't be an efficient way to master this skill. In fact, the purpose of learning about sentence stress is to start to think about and, consequently, listen for speech rhythm in English.

More to Say...Activity

Focus: Working as a whole class, students practice sentence stress.

Grouping Strategy: Whole class

Activity Time: Five to ten minutes

Ready,

- 1 Prepare a list of 5-7 short sentences.

Set...

- 1 Write the sentences on the board.
- 2 Give students 2-3 minutes to read the sentences aloud and think about their (neutral) sentence stress.

Go!

- 1 Have students stand up and move so they have a little space to move around.
- 2 Elicit the stressed words for the first sentence.
- 3 Read the first sentence aloud. While doing this, "step" the sentence. Take big steps for the stressed words and small steps for the reduced words. For instance:



- 4 Have students chorally repeat and mirror your steps.
- 5 Repeat with the remaining sentences.

Exercise 7 NOTICE

- 1 Replay the audio, and have students work independently to write down the stressed words in each sentence. If necessary, replay the audio for students to check their answers.
- 2 Put students in pairs to compare their answers.
- 3 Go over the answers with the class. Replay the audio, stopping to have students repeat with the correct stress.

Answers

- 1 It has big tables, similar to the college library...
- 2 ...the atmosphere of the coffee shop differs from the library so much.
- 3 The coffee shop is so peaceful, while the college library is always so noisy.
- 4 The two places are alike in that I have to actually get out of my pajamas to get to them.

CD 2, Track 26

Exercise 8 IDENTIFY

- 1 Direct students to read the signpost words and phrases in the box and complete the exercise independently.
- 2 Put students in pairs to take turns reading the sentences to each other with the words they chose stressed. Circulate to listen to students' stress.
- 3 Play the audio while students check their answers. Replay the audio, stopping to have students repeat the sentences with the correct stress and intonation.

Answers

- 1 The library closes at eight, while the coffee shop is open until ten.
- 2 Both study areas have big windows and lots of natural light.
- 3 It's always too cold in there. In contrast, this room is too hot.
- 4 The two places have absolutely nothing in common.

CD 2, Track 27

Exercise 9 PREPARE

Have students create a diagram outlining the similarities and differences of two study environments while you circulate to help with ideas and vocabulary.

Exercise 10 IMPROVE

- 1 Review with students how to give good feedback. Remind them to first tell their partners what they liked about their descriptions and then offer a suggestion or two of how to make the description clearer.
- 2 Put students in pairs to take turns using their diagrams to describe their two study environments and to listen to their partner's feedback.

Exercise 11 INTERACT

- 1 Give students a moment to think about the feedback they received in Exercise 10 and see if they can make any changes in their descriptions.
- 2 Put students in groups to take turns describing their two study environments and then to ask questions when they are listening.

Unit 7 Review

Student Book page 153

Vocabulary

Exercise 1

Answers

- | | | |
|-----------|------------|-----------|
| 1 several | 3 not much | 5 None of |
| 2 a few | 4 Most of | |

Exercise 2

Answers

Students' answers will vary. Sample answers include:

- 1 ... get most well-paying jobs.
- 2 ... between 18 and 20 or as soon as you think you are certain.
- 3 ... necessary for all graduate programs.
- 4 ... reliable research techniques.
- 5 ... get a degree.

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

Grammar

Exercise 3

Answers

- 1 I've been traveling / for
- 2 They've been cleaning up / since
- 3 She's been attending / for
- 4 We've been waiting / for
- 5 He's been studying / since

Exercise 4

Answers

- 1 I've been working hard since 10:30.
- 2 I've been eating all day.
- 3 We've been tidying up for hours.
- 4 Yes, I've been reading the second one since yesterday.
- 5 We've been washing the car.

Exercise 5

Answers

- | | |
|--------------|----------------|
| 1 stayed | 4 been working |
| 2 been doing | 5 made |
| 3 visited | |

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 Draw students' attention to the quote. Check students' comprehension of *anonymous*.
- 2 Read the quote aloud. Put students in pairs or small groups to discuss the meaning of the quote. Check that students understand the humor and faulty logic in it.

- 3 Direct pairs or groups to discuss the questions. Remind students to give examples to illustrate their points.
- 4 Ask students to write a "quote" about the effect of an environment on a person's mind or well-being, or to find one in their own language and say what it means in English. Monitor and help with vocabulary.
- 5 Have them share their quotes with the class.

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 For Task 1, give students a moment to think about what they have been doing to change or improve their surroundings. For those who say they haven't been, ask them to think of how they could improve their surroundings. Then, put students in pairs or small groups to take turns telling each other their recent actions or plans.
- 2 For Task 2, have students work independently to write a postcard to send to a friend. Recommend they write about the surroundings or environment pictured. Circulate while they write to offer assistance as needed.
- 3 For Task 3, put students in groups of five or six to take turns telling each other about the places they chose. Direct students to think of questions to ask each other about the place they chose and the reasons they want to go there.

Answers

Students' answers will vary. Sample answers include:

- 1 I've been going through my closet and giving away or throwing away all the clothes I no longer use.
- 2 Dear ____, I hope all is well with you. I went to this river the other day and thought of you. The water was very cool and refreshing. Remember when we went swimming in that river in ____? Write me when you get a chance ...
- 3 This is a photo of a beach town in Bali that I'd really like to visit. It looks very exciting. I hear the water is very warm, and that there is very good surfing there ...

Exercise 8

- 1 Tell students to think about how they did on each of the tasks.
- 2 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—*Change*—summarizes the main themes: our use of developing technology, new ways we listen to music and watch movies and TV, the changing ways we will be working in the future, and listening to ideas about and speculating on what the next big thing in technology will be.

In **Lesson 8.1**, the theme of change is reflected in the following activities: a discussion about students' use of different technologies in our world today, a study of understanding the language of contrasting points, a reading about the development and use of technology, and learning technology vocabulary. In **Lesson 8.2**, different and changing ways to listen to music and watch entertainment are focused on in exercises that include reading about the change in the way we digest media, using the first three conditional forms in talking and writing, and writing a for-and-against essay about a current technology issue. In **Lesson 8.3**, students will think about how technology will change the work world while listening to a workplace podcast. They will also focus on using *will* and the future continuous, using future time phrases, and making predictions for the both the short-term and long-term future. In **Lesson 8.4**, students will practice ways to make promises when requesting something to reassure the person you are attempting to borrow from in the *Real-World English Strategies*. Finally, in **Lesson 8.5**, the exercises summarize what students have learned about the theme of change by having them listen to people speculate about what the next big thing in technology will be and practice speculating about the same thing with other students using modals.

Lessons

8.1 What Next?

Reading Skill Understanding contrasting points

Grammar in Context Talking about the future

- Recognize contrasting arguments and views when reading by noticing contrast signpost language
- Use the different ways of talking about the future correctly
- Vocabulary related to downloading (Oxford 3000)

8.2 New Ways

Writing Skill Using cause and effect linking words

Grammar in Context Zero, first, and second conditional

- Include information about causes and effects in writing
- Correctly use the zero, first, and second conditional in writing and speaking

8.3 A Working Future

Listening Skill Predicting while listening

Grammar in Context *Will* and the future continuous

Vocabulary Development Future time phrases

- Learn to use speakers' pauses to take times to reflect and make predictions
- Use *will* + infinitive without *to* and the future continuous to make predictions about future events
- Use future time phrases to specify time in the future
- Time phrases related to the future (Oxford 3000)

8.4 Promises, Promises

Real-World English Promising

- Practice using language of promises when requesting something
- Demand promises from others when they are asking you something
- Watch a video on asking to borrow something, asking someone to do something for you, and making a promise

8.5 The Next Big Thing

Pronunciation Skill Linking vowels with vowels

Speaking Speculating about the future

- Recognize the extra sounds between certain words ending and starting with vowel sounds
- Use modal verbs to speculate and make predictions
- Discuss the future with other students

Resources

Class Audio CD 2, Tracks 28–37

Workbook Unit 8, pages 50–56

Oxford Readers Correlations

The History of the English Language (9780194233972)

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

Unit Opener

Student Book page 87

The unit opener photo shows a doctor looking at an X-ray in an imaging room. The photograph relates to the unit theme and subsequent exercises because it focuses on the impact the development of X-ray technology has had on medicine.

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, he was moved by a year in Europe 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*, the World Health Organization, the Global Fund, and Samsung, among many others.

Unit Snapshot

- 1 For question 1, check students' comprehension of *GPS*. Ask them if they have ever used GPS in any form of art, and if they haven't, ask if they can imagine how it could be used.
- 2 For question 2, ask students how they access music now as compared to how their parents might have listened to music.
- 3 For question 3, have students think about their own answer to the question, and then scan for the answer given in the text to see how it compares.

Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the image, provide words and phrases to help them as necessary, for example, *X-rays*, *lab coats*, or *images*. Ask specific questions about the picture: *Where do you think this doctor is? Why is he smiling? How is he dressed? What do you think is behind the X-ray? Have you ever had an X-ray?*
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Quinn Ryan Mattingly answers these questions from his perspective. Play the video for students as many times as needed to check comprehension and discuss any vocabulary items.
- 3 For the first question, ask students to think of something that changed them or someone they know. For the second question, discuss the difference between personal change and social change. For the third question, ask students to talk about specific examples of technology that has changed their lives and to say specifically in what ways their lives have changed. Remind students to provide examples to support their ideas.

Answers

Students' answers will vary. Sample answers include:

- 1 Shocking things that happen to people make them change such as deaths, births, moving homes or schools, divorce, losing a job, and the addition of new technology can make people change.
- 2 Most change is driven by need.
- 3 My being able to take online courses has changed my life because it is easier to study and work.

Video Script

The doctor is examining an X-ray in a hospital in Vietnam. When our bodies change and something becomes wrong with our bodies, a doctor can look at us and figure out how to fix the problem.

Many things can make people change. It can be caused by themselves, their environment, or even their friends or family. I have changed a lot since I was a kid, not only physically, but in my thinking. I have traveled the world, which has changed the way I view the world and the people who live on Earth with us, becoming more interested in and sympathetic towards different kinds of people.

Technology has greatly changed how I do my job. When I started, photographs were made only by film. Today, we have very advanced digital cameras and other high-tech tools that make my job much easier and more fun.

Exercise 1

- 1 Have students read the activities in the box, and give them a minute to think about the ways technology has changed the way people do these activities.
- 2 Put students in pairs to discuss their ideas. Circulate to help out with vocabulary as needed.

Answers

Students' answers will vary. Sample answers include:

The use of microwaves has made cooking much faster.
Smart watches that monitor our heart rates and exercise routines has changed the way we think about exercise.

Exercise 2

- 1 Have students think about the question and choose their top three independently.
- 2 Put students in pairs or small groups to share their ideas.
- 3 Have volunteer pairs call out their choices. Ask them to give reasons for their choices. Write all the options on the board, and tally the class's choices.

Answers

Students' answers will vary. Sample answers include:

We both decided driving is one of the top three things that technology will change in the future because of driverless cars.

Real-World Goal

By the end of this unit, students will be able to change their daily routine for a week because they will have learned different ways to talk about the future, vocabulary specific to future technology, future time phrases, and the zero, first and second conditionals to talk about the future.

Lesson 8.1 What Next?

Student Book pages 88 – 90

Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson. Ask students if they or anyone they know loves new technology and is always buying the next big thing. Have volunteers share their thoughts. Ask students how this relates to the title of the unit and what they think the lesson will be about.
- 2 Put students in pairs. Direct students to look at the photos and say what they see in the photo. Then have them discuss the questions.
- 3 Have volunteer pairs call out their answers.

Answers

Students' answers will vary. Sample answers include:

- 1 We've never used a drone or a self-driving car.
- 2 This week we'll definitely use our smartphones, and possibly GPS.
- 3 We might use drones and self-driving cars in the future.

Exercise 2 ASSESS

- 1 Direct students to think about what they know and don't know about GPS and X-rays independently.
- 2 Put students in pairs or small groups to share their ideas.
- 3 Have volunteers call out their answers.

Answers

Students' answers will vary. Sample answers include:

We know that GPS is from satellites so maybe we'll read about the different types of satellites and how many there are.

Exercise 3 IDENTIFY

OXFORD REFERENCE

- 1 Have students skim the article. Then have them read the list of topics.
- 2 Have students read the article and then complete the exercise individually.
- 3 Have pairs share their answers with the class.

Answers

3 1 4 2

Reading Skill

Understanding contrasting points

GO ONLINE

- 1 Ask students to call out any contrast signpost language they know, e.g., *on the other hand*, *in contrast*. Write it on the board.
- 2 Have students read the information in the box. Ask students how many of the signpost words and phrases from the box are on the board.
- 3 Check students' familiarity with the contrasting points signpost language in the box.
- 4 Read the example sentences aloud, and have students repeat after you with correct stress and intonation.

Extra Practice

- 1 Put students in pairs to write three pairs of sentences, one of which will show a contrasting point to the other. Tell them to use three different signpost words or phrases. Circulate to help with vocabulary and structure.
- 2 Project students' sentences on the board, or have student volunteers write their sentences on the board.
- 3 Have students edit the sentences on the board where needed.

Exercise 4 IDENTIFY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs to compare charts.
- 3 Have volunteers write their charts on the board.

Answers

The Internet:

Argument: It has made some things better

Contrasting argument: It has caused problems as well.

X-rays:

Argument: It is used for medical purposes nowadays.

Contrasting argument: It didn't have a serious use when discovered.

Exercise 5 INTEGRATE

- 1 Direct students to read the text more carefully and then complete the exercise independently.
- 2 Put students in pairs to compare answers. Go over the answers as a class.

Answers

- 1 c—although
- 2 a—actually
- 3 b—however

Grammar in Context

Talking about the future

GO ONLINE

- 1 Elicit from students all the different ways they can think of to refer to the future, both certain future and possible future. Write the forms they call out on the board.
- 2 Go over the Grammar in Context box with students. Read aloud the example sentences, having students repeat after you with the correct stress and intonation.
- 3 If students started a tenses or verb forms notebook in Unit 1, have them add the information in this box to it.
- 4 Have students tell you the two situations outlined in the information box for using the future, i.e., predictions and plans. Remind students that different forms are used to talk about different types of future situations.
- 5 For additional practice, see Grammar focus on page 166 in the Student Book.

Extra Practice

- 1 Find a two- or three-minute clip from a futuristic film on YouTube or another site on the Internet. Write *will*, *be going to*, and *might* on the board.
- 2 Explain that you are going to play the video clip and students should take notes on things they see in the video that we don't have at the moment, e.g., robots, flying cars, personal space rockets, etc. Circulate to help with ideas and vocabulary. Replay the video if needed.

- Put students in pairs or small groups to write prediction sentences using *will*, *be going to*, and *might* about what they saw using their notes.
- Have volunteers call out their sentences.

Exercise 6 IDENTIFY

- Have students complete the exercise independently.
- Put students in pairs or small groups to compare answers by taking turns reading sentences from the text. Tell them to give reasons for their choices when they don't agree.
- Have volunteer call out their answers.

Answers

- | | | |
|----------------|---------|---------|
| 1 is going to | 4 will | 7 might |
| 2 are going to | 5 might | |
| 3 won't | 6 will | |

Exercise 7 INTEGRATE

- Direct students to reread the text to complete the exercise independently.
- Go over the answers as a class by having volunteers call out the contrasting arguments.

Answers

For supporters of technology, the new ways of carrying technology will be positive as they will make our life easier. For other people, this will be a problem as it will be more difficult to avoid technology.

Exercise 8 INTERACT

- Put students in pairs to talk about their ideas using the phrases listed.
- Have volunteers share their thoughts with the class. Tally students' ideas by finding out how many students agree with both sides of the argument. If desired, have students get into teams and debate their positions.

Answers

Students' answers will vary. Sample answers include: I don't think people will agree to have technology implanted in them because they will be scared of the long term side effects that people might not know of yet.

Exercise 9 APPLY

- Remind students that plans are a different type of future than predictions. Review with them the two different forms they can use. Have students read the situations in parentheses. Check students' comprehension of *wearable*.
- Direct students to complete the exercise independently.
- Postpone going over the answers until after Exercise 10.

Answers

- Students' answers will vary. Sample answers include:
- I'm going to buy a new phone. / I'm buying a new phone next month.
 - I'm going to have an X-ray. / I'm having an X-ray on Friday.
 - I'm going to try out a wearable device someday. / I'm trying out a wearable device this weekend.
 - I'm going to use a GPS on my next trip. / I'm using a GPS this evening.
 - I'm going to have a day without technology at some point. / I'm having a day without technology this week.

Exercise 10 WHAT'S YOUR ANGLE?

- Put students in pairs to compare their plans. Have partners ask each other questions about their plans, e.g., why they plan to do that, when they plan to do that, etc.
- Go over students' plans as a class by having volunteers call out their plans. If desired, have students make sentences in the negative for the ones they don't plan on doing.

Answers

Students' answers will vary. Sample answers include: I plan to buy a new phone. I want a new smart phone because I want to see if I can use it in place of a computer.

Exercise 11 VOCABULARY

- Put students in pairs to complete the activity. If necessary, do one as an example.
- Have students complete the exercise independently.
- Combine pairs to take turns sharing their definitions.
- Go over the definitions as a class. Ask for students to call out the alternative answers for each one.

Answers

Students' answers will vary. Sample answers include:
 handheld: designed to be held in the hand
 access: to obtain or retrieve information stored in a computer's memory
 upload: to send (data) from one computer to another, typically to one that is larger or remote from the user or functioning as a server
 browse: to look for or to look at information on a computer, especially on the Internet or a specific website
 virtual: not physically existing as such but made by software to appear to do so
 applications: programs or pieces of software designed to fulfill a particular purpose
 download: to get (data) from one computer system to another, typically over the Internet

Oxford 3000 words

upload (v) download (v)

Exercise 12 INTEGRATE

- Direct students to complete the exercise independently.
- Put students in pairs to take turns reading their sentences to one another.
- Have volunteer pairs call out their completed sentences.

Answers

- | | |
|----------------|---------------------|
| 1 access | 4 upload / download |
| 2 applications | 5 virtual |
| 3 handheld | 6 browse |

Exercise 13 WHAT'S YOUR ANGLE?

- Direct students to look at the photo. Ask students what the boy is doing and for what purpose they think the technology is being used.
- Give students a minute or two to think about how they will answer each of the questions. Then put them in groups to discuss their questions.
- Ask volunteers to share their ideas with the class.

Answers

Students' answers will vary. Sample answers include:

- 1 Our group feels that we will still access information from handheld devices the way we do now.
- 2 We think that we will not be able to live without wind power.

Lesson 8.2 New Ways

Student Book pages 91 – 93

Exercise 1 ACTIVATE

- 1 Ask students to call out what they see in each of the images, or put students in pairs to tell each other what they see.
- 2 Have students call out or talk in pairs about how they listen to music and watch movies. Remind them to give reasons for their choices.

Answers

Students' answers will vary. Sample answers include:
Most of us download music and movies off the Internet.

Exercise 2 IDENTIFY

- 1 Direct students to read the two questions. Give students a limited amount of time to skim the essay.
- 2 Have students answer the questions in pairs.
- 3 Ask volunteers to call out their answers.

Answers

- 1 movies, television, music
- 2 streaming, downloading, buying DVDs, Blu-ray discs, CDs, and vinyl records

Exercise 3 INTEGRATE

- 1 Have students read the text more carefully to complete the exercise independently.
- 2 Put students in pairs or small groups to compare their notes.
- 3 Write the plan in the book on the board, and have volunteers come up to the board to complete different parts of the notes.

Answers

Students' answers will vary. Sample answers include:

Introduction:

streaming / downloading music or movies is better than using CDs or DVDs

For / advantages:

quick + easy
buy anytime and from anywhere
almost no limit to choice
virtual storage or no storage

Against / disadvantages:

you don't own it
downloads can be deleted
CDs / DVDs have information on box companies/musicians benefit more from CDs / DVDs

Conclusion:

streaming / downloading has positive points, but prefer buying CDs and DVDs because a hobby musician and like owning physical media

Writing Skill

Using cause and effect linking words

GO ONLINE

- 1 Review the meaning and purpose of *linking words*. Have students call out examples while you write them on the board. Then ask students to call out cause and effect linking words specifically while you write them on the board.
- 2 Direct students to read the information in the Writing Skill box.
- 3 Read the example sentences, having students repeat after you with the correct stress and intonation.
- 4 Note that some students will know the linking phrase *as a result of* and might get confused with that and *as a result*. Point out that the former is used to signpost a cause while the latter is used to signpost a result.

Extra Practice

- 1 Put students in groups of eight to ten to play a chain game with causes and results. Have them sit in a circle facing one another.
- 2 Direct students' attention to the cause and effect words and phrases from the Writing Skill box on the board; rewrite them if necessary. Write the following on the board:
Most young people are texting instead of talking to their friends these days. As a result, people are spending more time alone.
Because people are spending more time alone ...
- 3 Tell students they will be taking turns making cause and effect sentences using the effect in the previous student's sentence as a cause and making up a new result. Explain that they are to use different cause and effect linking words each time. Have groups designate one student to be the recorder and to write all their sentences down.
- 4 The group that finishes first wins. Call on the recorder of the winning group to read all of the sentences. If possible, project them on the board so students can edit them for grammar.
- 5 Write another sentence on the board that will be relevant to your students and play the game again.

Exercise 4 INTERACT

- 1 Put students in pairs to complete the exercise.
- 2 Have pairs share their answers with the class.

Answers

Student A

The main advantage of streaming or downloading is that it is quicker and easier *since* you don't have to go to a store.

cause: you don't have to go to a store; effect: streaming or downloading is quicker and easier

There is almost no limit to choice—unlike in a store—as you can usually stream or download things from anywhere in the world.

cause: you can usually stream or download things from anywhere in the world; effect: there is almost no limit to choice

Another advantage is that the box CDs and DVDs come in can have useful information. *Therefore*, while you listen, you can read about the songs, for example.

cause: the box CDs and DVDs come in can have useful information; effect: you can read about the songs while you listen

Student B

The musicians and movie companies also benefit more from this *due to* difficulty with sharing.

cause: difficult with sharing; effect: musicians and movie companies benefit more from [the sales of CDs / DVDs]
Downloads can sometimes be illegal, so the musicians and movie companies don't get any money from them.

cause: downloads can sometimes be illegal; effect: musicians and movie companies don't get any money from them ...

I personally still prefer to buy the DVD or CD—or even the vinyl record. This may be *because of* my hobby, which is playing the guitar.

cause: my hobby is playing the guitar; effect: I prefer to buy the DVD / CD / vinyl record

Grammar in Context

Zero, first, and second conditional

GO ONLINE

- 1 Ask students what *if* sentences and questions are called, eliciting *conditionals*. Elicit from students some example sentences, and write them on the board in lists depending on the type of conditional they are. Once you have a few different types on the board, label them. Then have students say what is similar about them (they all have two clauses) and what is different (the meaning or usage and the grammar).
- 2 Direct students to read the information in the Grammar in Context box. Point out that the information in the box talks about both the grammar and the meaning differences between the three forms.
- 3 Read the example sentences aloud, having students repeat after you with correct stress and intonation.
- 4 If students started a tenses or verb forms notebook in Unit 1, have them add the information in this box to it.
- 5 For additional practice, see Grammar focus on page 166 in the Student Book.

Extra Practice

- 1 Write the three sample sentences from the Grammar in Context box on the board with the second clause first, and ask students what has changed, eliciting that there is no comma.
- 2 Point out to students that either of the two clauses in a conditional sentence can go first but that there is one difference students should be aware of. Read the first sample sentence in the information box to students the way it is written. Then read it with the *if* clause second, without the pause after the first clause. Ask students if they hear any difference. If not, repeat the process with the second and third sample sentences.
- 3 Put students in pairs or small groups to write their own zero, first, and second conditional sentences about changes or new ways of doing things.
- 4 Combine pairs or groups to exchange sentences. Direct students to edit each other's sentences if needed. Circulate to help.
- 5 Have volunteer pairs or groups share their sentences with the class.

Exercise 5 ASSESS

- 1 Have students complete the exercise independently.
- 2 Call on volunteers to share their answers.

Answers

Zero conditional:

If you have (simple present) a credit card and access to the Internet, you have (simple present) access to movies and music anytime.

First conditional:

If you forget (simple present) the Wi-Fi password, you won't be able (*will* + infinitive without *to*) to watch the movie.

Second conditional:

If I recorded (simple past) a song, I would want (*would* + infinitive without *to*) people to pay to download it.

Exercise 6 IDENTIFY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare their answers.
- 3 Have volunteers call out their answers.

Answers

Zero conditional

If you own hundreds of DVDs, for example, they take up a lot of space...

... but if you download, you only need virtual storage.

Of course, when you stream a movie, you don't need storage at all.

First conditional

... and if your device is lost or stolen and you haven't stored anything in the cloud, you will lose all your music and movies.

Second conditional

If I were a professional musician, I wouldn't want people to illegally download or stream my music.

Exercise 7 APPLY

- 1 Direct students to complete the exercise independently.
- 2 Put students in pairs to take turns reading their completed sentences.
- 3 Go over the answers as a class by having volunteers call out their completed sentences.

Answers

- 1 It's a fact that if people want to watch a movie online, they need to have a good Internet connection.
- 2 We're lucky. If our Wi-Fi weren't / wasn't so good, we would have to find a different way to access movies.
- 3 It's a great series. You will stay up to watch the whole thing if you start watching it now.
- 4 If I were / was an actor, I would be happy for people to watch my movies anytime and anywhere.
- 5 If you access music and movies online, you have to be prepared to pay for them.

Exercise 8 WHAT'S YOUR ANGLE?

- 1 Give students a moment to read the questions and think about their answers.
- 2 Put students in pairs to discuss their answers. Remind them to answer with conditional sentences.
- 3 Go over the answers as a class by having volunteers call out their answers. Focus mainly on the grammatical accuracy of the conditionals in the answers.

Answers

Students' answers will vary. Sample answers include:

- 1 If we want to listen to music, we listen on our phones or our computers.
- 2 If there's a problem with my Wi-Fi tomorrow, I'll go to a friend's house until it is fixed.
- 3 If I were an actor, I'd be in comedies.

Exercise 9 PREPARE

- 1 Have students read the topics and choose the one they want to write about. Have students put their choices on a piece of paper with their name on it and give it to you. Make pairs from students' choices.
- 2 Direct the pairs to make their notes together. Circulate to help with vocabulary and ideas as needed.

Exercise 10 WRITE

- 1 Have students read the checklist independently.
- 2 Direct students to complete the exercise independently. Circulate to help as needed.
- 3 Direct students to check their essays against the checklist and make any necessary revisions. Circulate to help with areas needing revision.

Exercise 11 SHARE

- 1 Put students in new pairs to exchange papers and give each other feedback.
- 2 Remind students that when giving feedback, it's always best to give positive feedback first before offering suggestions. Tell them to tell their partners something they liked about their paper. Remind them that this can be an idea, or a comment on the clarity or organization of the paper. Also remind them of the giving advice language they learned in Lesson 5.4. Write some of the giving advice language on the board for students to refer to.
- 3 Allow time for students to read their partner's essay and give them feedback.

Exercise 12 IMPROVE

Give students time to revise their papers based on their partner's feedback. Remind students that they are the writer, though, and that they can pick and choose the feedback they think is most helpful. Circulate to offer assistance as needed.

Exercise 13 WHAT'S YOUR ANGLE?

- 1 Put students in new pairs to exchange papers.
- 2 Give students time to read each other's papers and decide if they agree or disagree with each other's arguments.
- 3 Have partners share their ideas with one another.

Lesson 8.3 A Working Future

Student Book pages 94 – 95

Exercise 1 ACTIVATE

- 1 Have students look at the photos on the page and the lesson title and say what the lesson will be about. Ask them to say how they think jobs might change in the future.

- 2 Put students in pairs to discuss the questions.
- 3 Have volunteer pairs call out their ideas.

Exercise 2 ASSESS

- 1 Direct students' attention to the photos. Have students call out the things each of these people actually do in their jobs.
- 2 Put students in pairs or small groups to discuss the questions.
- 3 Have volunteer pairs or groups call out their answers.

Answers

Students' answers will vary. Sample answers include:

We think firefighters will never be replaced entirely by machines, but possibly there are parts of their jobs machines can do. For example, clearing land might be something machines can do. The positive consequences of this would be that it might save some firefighters' lives.

Listening Skill

Predicting while listening

GO ONLINE

- 1 Direct students to read the information in the Listening Skill box.

Extra Practice

- 1 Find two or three short talks such as TED talks online to show or play in class.
- 2 Tell students you are going to play a short talk and they are to practice making predictions.
- 3 Show only enough of the video (or play in the case of a podcast) for students to see or hear the talk title. Stop and have students call out what they expect to hear on the video or podcast and to say what they already know about this topic.
- 4 Play the complete video or podcast, stopping at opportune times to let students make predictions.

Exercise 3 IDENTIFY

- 1 Have students look at the podcast information. Check students' comprehension of *look forward to*.
- 2 Put students in pairs or small groups to discuss the questions.
- 3 Have volunteers call out their ideas. Postpone going over the answers until after Exercise 4.

Answers

Students' answers will vary. Sample answers include:

- 1 What: working lives, Which period: the future ("look forward to")
- 2 Positive. The expression "look forward to" indicates optimism, positive expectations.

Exercise 4 ASSESS

- 1 Play the audio while students complete the exercise independently.
- 2 Put students in pairs or small groups to compare their predictions and say whether they were correct.
- 3 Go over the predictions as a class by having volunteers read their predictions sentences. Remind students that incorrect predictions are as good as correct ones because the purpose of predictions is mainly to help the listener engage with and comprehend the listening.

Answers

Students' answers will vary. Sample answers include:
Our predictions were correct because the speaker said ...

Audio Script

CD 2, Track 28

Host So, Dr. Kelly—what is the future of work? Sorry to start with a difficult question!

Dr. Kelly No, that's OK. It's a great question on my favorite topic, and one that I believe I can answer. Some of the details won't be correct, but I think I can predict a few of the biggest changes—positive changes—we can expect... This is because many of these changes have started already.

Host Really? Do you mean we are living the future now?

Dr. Kelly Yes, I think we are. Technology is changing our world quickly. It is already.

Exercise 5 IDENTIFY

- 1 Direct students to read the list of topics.
- 2 Put students in pairs to compare their answers. Tell them to say what the speaker said to influence their predictions.
- 3 Postpone going over the answers until after Exercise 6.

Exercise 6 ASSESS

- 1 Play the next part of the audio while students check their answers to Exercise 5.
- 2 To go over the answers as a class, replay the audio, having students raise their hands when they hear one of the predictions talked about. Stop the audio and have students say what they heard.

Answers

b d

Audio Script

CD 2, Track 29

Host So, Dr. Kelly—what is the future of work? Sorry to start with a difficult question!

Dr. Kelly No, that's OK. It's a great question on my favorite topic, and one that I believe I can answer. Some of the details won't be correct, but I think I can predict a few of the biggest changes—positive changes—we can expect... This is because many of these changes have started already.

Host Really? Do you mean we are living the future now?

Dr. Kelly Yes, I think we are. Technology is changing our world quickly. It is already taking our jobs, sure, and this will continue. But this doesn't have to be all bad. It may simply mean that we will have to learn to do different things that technology still won't be able to do. Yes, in a few years, machines will be delivering all our mail and filling the shelves in stores. But we will be using our higher skills in different jobs—and more interesting ones. So, hopefully, we will be living happier lives.

Exercise 7 IDENTIFY

- 1 Put students in pairs to discuss the questions.
- 2 Have pairs call out their predictions.
- 3 Play the audio while students listen to check their predictions.
- 4 Have pairs check their predictions and decide on the answers.
- 5 Have volunteers call out the answers. Replay the audio where necessary. Ask students how many of their predictions were accurate.

Answers

- 1 It's positive, because we will not be defined by a job; we will be free to be ourselves
- 2 a We will change jobs far more than previous generations did.
b We will learn new skills all our working life, which is exciting.
c Our job title will change so often that it will become less important than ourselves.

Audio Script

CD 2, Track 30

Host That's a very positive view.

Dr. Kelly And why not? We often hear the negatives, but there are so many positives to all of this, too. Did you know, the Bureau of Labor Statistics believes Americans will have 12 to 14 careers in their lifetime? That's not what happened to our grandparents or parents... And I think that number will get higher—a job change every year will be normal. We will be learning new skills throughout the whole of our working life. How exciting is that? And even more importantly, we will not define ourselves by our job title. We won't be lecturers, bank clerks, or delivery people—we will be people with a set of skills that we can use in many different jobs.

Host That's an interesting perspective. OK, so let's look now at mobile technology.

Exercise 8 INTEGRATE

- 1 Have students read the questions. Put them in pairs to discuss their predictions.
- 2 Have volunteer pairs call out their predictions.
- 3 Play the remainder of the audio while students check their predictions.
- 4 Have pairs check their predictions and decide on the answers.
- 5 Have volunteers call out the answers. Replay the audio where necessary. Ask students how many of their predictions were accurate.

Answers

- 1 flexible working practices (workplace and hours)
- 2 no, more jobs will be generated by technology

Audio Script

CD 2, Track 31

Host How will mobile technology affect the workplace in the future?

Dr. Kelly That, again, is something we can see now. People talk about the negatives... bosses sending emails in the evening, never switching off from work. But the positives are already happening. Employers will have to be more flexible with their workers so they can work wherever they want using their mobile devices—because if they don't, they will lose their workers to another company. One in three people in a recent study said they wanted flexible hours more than a better salary, and mobile devices will make this possible.

Host Should we be worried? Will technology take all our jobs in the end?

Dr. Kelly No, I don't think it will—in fact, I know it won't. Every time a new technology arrives, it makes more jobs than it takes. For example, ATMs didn't lead to fewer jobs in banks—what happened is that people got to do more interesting jobs in the banks. So, no, absolutely not. Technology will not take all our jobs. Technology will give us more opportunities.

Grammar in Context

Will and the future continuous

GO ONLINE

- 1 Elicit a prediction from students using *will*. Write it on the board. Change the elicited sentence to a future continuous sentence by adding a specific time like *in a few years*, and write it on the board. Ask students what the difference in meaning or focus of the sentence is.
- 2 Direct students to read the information in the Grammar in Context box.
- 3 Read the example sentences aloud, having students repeat after you with the correct pronunciation and intonation.
- 4 For additional practice, see Grammar focus on page 166 in the Student Book.

Extra Practice

- 1 Write the following time phrases on the board.
This time tomorrow
This time next week
This time next month
This time next year
In a few years
In five years
In ten years
- 2 Have students make true sentences about themselves. Circulate to offer assistance as needed.
- 3 Go over how to make questions in the future continuous with students.
- 4 Put students in pairs to take turns asking and answering questions using the list of time phrases on the board.

Exercise 9 IDENTIFY

- 1 Direct students to read the sentences and complete the exercise independently.
- 2 Put students in pairs to compare answers before going over them as a class.
- 3 Play the complete podcast while students check their answers.
- 4 Go over the answers as a class by playing the podcast and having students raise their hands when they hear the sentence. Stop the audio, and have students repeat what they heard.

Answers

- 1 We will have to learn to do different things.
- 2 In a few years, ... we will be using our higher skills in different jobs.
- 3 In a few years, ... we will be living happier lives.
- 4 A job change every year will be normal.
- 5 We will be learning new skills throughout the whole of our working life.
- 6 We won't be lecturers, bank clerks, or delivery people.
- 7 Employers will have to be more flexible with their workers.
- 8 Technology will not take all our jobs.

Audio Script

CD 2, Track 32

- Host So, Dr. Kelly—what is the future of work? Sorry to start with a difficult question!
- Dr. Kelly No, that's OK. It's a great question on my favorite topic, and one that I believe I can answer. Some of the details won't be correct, but I think I can predict a few of the biggest changes—positive changes—we can expect... This is because many of these changes have started already.
- Host Really? Do you mean we are living the future now?
- Dr. Kelly Yes, I think we are. Technology is changing our world quickly. It is already taking our jobs, sure, and this will continue. But this doesn't have to be all bad. It may simply mean that we will have to learn to do different things that technology still won't be able to do. Yes, in a few years, machines will be delivering all our mail and filling the shelves in stores. But we will be using our higher skills in different jobs—and more interesting ones. So, hopefully, we will be living happier lives.
- Host That's a very positive view.
- Dr. Kelly And why not? We often hear the negatives, but there are so many positives to all of this, too. Did you know, the Bureau of Labor Statistics believes Americans will have 12 to 14 careers in their lifetime? That's not what happened to our grandparents or parents... And I think that number will get higher—a job change every year will be normal. We will be learning new skills throughout the whole of our working life. How exciting is that? And even more importantly, we will not define ourselves by our job title. We won't be lecturers, bank clerks, or delivery people—we will be people with a set of skills that we can use in many different jobs.
- Host That's an interesting perspective. OK, so let's look now at mobile technology. How will mobile technology affect the workplace in the future?
- Dr. Kelly That, again, is something we can see now. People talk about the negatives... bosses sending emails in the evening, never switching off from work. But the positives are already happening. Employers will have to be more flexible with their workers so they can work wherever they want using their mobile devices—because if they don't, they will lose their workers to another company. One in three people in a recent study said they wanted flexible hours more than a better salary, and mobile devices will make this possible.
- Host Should we be worried? Will technology take all our jobs in the end?
- Dr. Kelly No, I don't think it will—in fact, I know it won't. Every time a new technology arrives, it makes more jobs than it takes. For example, ATMs didn't lead to fewer jobs in banks—what happened is that people got to do more interesting jobs in the banks. So, no, absolutely not. Technology will not take all our jobs. Technology will give us more opportunities.

Exercise 10 INTERACT

- 1 Give students a moment to think about the predictions from Exercise 9 that they particularly agree with. Tell them to think about their reasons. Circulate to offer assistance as needed.
- 2 Put students in pairs to share their opinions. Tell students if they disagree to ask each other questions.

Answers

Students' answers will vary. Sample answers include:
I agree with Dr. Kelly's prediction that mobile technology will make employers be more flexible with their workers. We can already see how dependent on mobile technology we are becoming so it makes sense that in a few years, we'll be even more dependent on it.

Vocabulary Development

Future time phrases

GO ONLINE

- 1 Direct students to read the information in the Vocabulary Development box.

Oxford 3000 words

in five years ...	the year after next ...
this time tomorrow ...	the day after tomorrow ...
by 2050 ...	twenty years from now ...

Extra Practice

- 1 Write topics on the board such as the following:
ESL classes
Food preparation
Medical care
Family life
Travel
- 2 Put students in pairs or small groups to make sentences with the future continuous about changes they expect to happen in the different topics on the board using the time phrases in the Vocabulary Development box.
- 3 Have volunteer pairs or groups write their sentences on the board. Have other students say whether they agree.

Exercise 11 IDENTIFY

- 1 Direct students to read the sentences and think about the times these predictions might be appropriate for.
- 2 Play the audio while students complete the sentences.
- 3 Put students in pairs to take turns reading their completed sentences to each other.
- 4 Go over the answers with the class. Replay the audio if necessary.

Answers

- 1 By 2030
- 2 This time next year
- 3 In 50 years
- 4 At the start
- 5 In the future / on the weekend

Audio Script

CD 2, Track 33

- 1 By 2030, all delivery vehicles will be driverless.
- 2 This time next year, machines will be doing many more jobs.
- 3 In 50 years, people will be working only two days a week.
- 4 At the start of the next decade, most people will be working from home.
- 5 In the future, no one will work on the weekend.

Exercise 12 INTEGRATE

- 1 Put students in pairs to take turns asking and answering questions about the predictions in Exercise 11. Tell students to ask each other questions about their reasons for agreeing or disagreeing.
- 2 Have volunteer pairs share the predictions they agree on. If desired, tally students' opinions to see how many students agree with each of the predictions. Have students who feel strongly give reasons for their choices.

Answers

Students' answers will vary. Sample answers include:
My partner and I both agree that ...
Neither my partner or I think that ...
My partner thinks that ... but I think ...

Exercise 13 WHAT'S YOUR ANGLE?

- 1 Give students a moment to think about the future of their work or education for each of the times given in the list of future time phrases.
- 2 Put students in groups to compare their predictions.
- 3 Have volunteers call out some of the most interesting predictions from their group discussion.

Answers

Students' answers will vary. Sample answers include:
This time next month, my work schedule will be different because it will be summer.
In December, we will have time off from work for the holidays.
At the start of next year, we will be registering for the Spring Semester classes.
By 2025, most of us will be telecommuting from our homes, or nearby office hubs.
In 20 years, we will be taking all our classes from our own homes.

Lesson 8.4 Promises, Promises

Student Book pages 96 – 97

Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Put students in pairs to describe what they see in the pictures.
- 2 Have students discuss the questions with their partners.
- 3 Have volunteer pairs call out their answers.

Answers

Students' answers will vary. Sample answers include:
I made a promise to my roommate to clean the kitchen.
My brother promised me he'd return the money he owes me.

Exercise 2 IDENTIFY

- 1 Have students read the questions. Put students in pairs or small groups to say what they think.
- 2 Have volunteers call out their guesses. Postpone going over the answers until after Exercise 3.

Exercise 3 ASSESS

- 1 Play the video while students check their answers to the questions in Exercise 2.
- 2 Call on volunteers to share their answers with the class.
- 3 If needed, play the video one more time, and have students put up their hands when they hear the answers to the questions.

Answers

Students' answers will vary. Sample answers include:
1 Kevin
2 He promises to give the book back / take care of it.

English for Real Video Unit 8

Exercise 4 IDENTIFY

- 1 Direct students to read the incomplete sentences and think about whether each one describes Kevin or Sam. Check students' comprehension of *reassurance* and *deadline*.
- 2 Replay the first part of the video while students complete the sentences.
- 3 Put students in pairs or small groups to take turns reading their completed sentences.
- 4 Call on volunteers to share their answers with the class.
- 5 Replay the video. Have students raise their hands when they hear the answer to the ones they have questions about. Stop the video, and have students repeat what they heard.

Answers

- | | |
|---------|-------|
| 1 Kevin | 4 Sam |
| 2 Sam | 5 Sam |
| 3 Kevin | 6 Sam |

English for Real Video Unit 8

Exercise 5 ANALYZE

- 1 Play the second half of the video while students listen for the other promise that Kevin makes.
- 2 Have volunteers call out their answers.
- 3 If desired, replay the video, stopping to have students say what they hear that gives the answer.

Answers

He promises Max he'll replace the printer paper.

Video Script

English For Real Video Unit 8

Sam Hey Kevin!
Kevin Hey Sam. Mind if I join you?
Sam Sure, take a seat. What's up?
Kevin Well, I'm taking that course, Technology and the Law. It's so cool.
Sam Oh, I loved that class. Wait, aren't you a Chemistry Major?
Kevin Yeah, but tech stuff just seems to be easy for me.
Sam Great!
Kevin By the way, could I borrow your forensic technology book?
Sam Uh, OK.
Kevin I promise I'll take care of it.
Sam Will you? I need it back by tomorrow. Why do you need it?
Kevin I want to get a job at the forensic tech company!
Sam Huh! My dad's the director there!
Kevin Really? Could you forward him my resume?
Sam He gets lots of emails, it's probably better to send him a printed copy.
Kevin Sure. But I'm out of printer paper.
Sam Borrow some! Bring it tomorrow... with my book!
Kevin Thanks, Sam! For sure. See ya!
Kevin Hey, Max, Uh, I have to borrow some printer paper later.... Will you be home? Sure, I promise, I'll replace it....

Real-World English

Promising

- 1 Direct students to read the information in the box.
- 2 Read the example promises and demands for promises, and have students repeat after you with appropriate stress and intonation.

Extra Practice

- 1 Elicit from students some requests they have to make from time to time of other people. Write them on the board. Then ask them how they reassure the person they are making the request of that they will fulfill their end of the bargain later.
- 2 Put students in pairs to choose one of the situations on the board and write a six-line dialogue requesting something. Write the following on the board, and tell students to use this as a guideline for the lines in their dialogues:
a request something
b ask why
a give reason
b ask a to promise to resolve the situation
a promise
b give a deadline and accept the request
- 3 Circulate to help with ideas, vocabulary, and tone as needed.
- 4 Have pairs rehearse their dialogues.
- 5 Have pairs perform their dialogues for the class while the listeners decide whether they would accept the request.

Exercise 6 INTEGRATE

- 1 Have students complete the exercise independently.
- 2 Put students in pairs to take turns reading their completed sentences.
- 3 Play the audio so students can check their answers.
- 4 Have volunteer pairs read their sentences to go over the answers as a class, replaying the audio as needed.

Answers

- | | |
|------------------|-------------|
| 1 I borrow | 3 Will you? |
| 2 I'll take care | 4 I need |

Audio Script

CD 2, Track 34

Kevin By the way, could I borrow your Forensic Technology book?
Sam Uh, OK.
Kevin I promise I'll take care of it.
Sam Will you? I need it back by tomorrow. Why do you need it?
Kevin I want to get a job at the forensic tech company!

Exercise 7 PREPARE

- 1 Put students in pairs to practice the dialogue in Exercise 6. Tell students to try to memorize it. Circulate to offer assistance as needed.
- 2 Have volunteer pairs perform the dialogues for the class. Remind them of the look down to read, look up to speak technique, explaining that if they forget a line, they should look back at the book to remember but then look back up at their partner to say the line.

Answers

- A By the way, do you think I could borrow your forensic technology book?
B Uh, OK.
A I promise I'll take care of it.
B Will you? I need it back by tomorrow. Why do you need it?
A I want to get a job at the forensic tech company.

Exercise 8 INTERACT

- 1 Put students in pairs to role-play one of the situations. Have them choose the one they want to role-play. Then have them plan what they are going to say. Circulate to help with ideas and vocabulary as needed.
- 2 Have pairs practice their role plays, switching roles if desired.
- 3 Have volunteer pairs perform their role plays for the class. Have students decide which students sound the most convincing in terms of following through with their promises.

Exercise 9 ANALYZE

- 1 Put students back in their pairs from Exercise 8 to discuss how confident Student B felt about Student A's promise. Tell students to give reasons for their answers. Circulate to help as needed.
- 2 Direct pairs to choose another situation to role-play and to change roles. Have them plan what they are going to say. Circulate to help with ideas and vocabulary as needed.
- 3 Have pairs practice their role plays.
- 4 Have volunteer pairs perform their role plays for the class.

Exercise 10 WHAT'S YOUR ANGLE?

- 1 Give students a minute or two to think about the questions.
- 2 Put students in pairs or small groups to share their memories of a time they broke a promise. Remind them to give background information and say why they broke their promise and what happened. Circulate to listen and to offer help as needed.
- 3 Have volunteers share their broken promises with the reasons they had to break the promise and the consequences with the class.

Answers

Students' answers will vary. Sample answers include:
Once I broke a promise to my sister. I told her I'd never borrow her clothes again without asking. But then one day I needed something of hers and she was nowhere around. I texted her, but she didn't reply, so I just did it. Now she won't lend me anything even if I ask.

Lesson 8.5 The Next Big Thing

Student Book page 98

Exercise 1 ACTIVATE

- 1 Direct students to the title of the lesson. Direct them to make a list of two or three "big things" that they have been aware of in the past ten years or so.
- 2 Have students complete the sentences independently.
- 3 Put students in pairs to share their answers.
- 4 Call on volunteers to share their answers with the class.

Answers

Students' answers will vary. Sample answers include:

- 1 Two of my favorite apps are for adding funny things to videos.
- 2 I agree that technology is always changing.
- 3 I often think that social media can cause people to feel sad.
- 4 There should be a law about cell phones and driving.

Pronunciation Skill

Linking vowels with vowels

GO ONLINE

- 1 Review what students have learned about dropping sounds or adding them to the next word in connected speech in previous units. Explain that sometimes sounds are also added as when words ending in a vowel are followed by a word starting with a vowel.
- 2 Direct students to read the information in the Pronunciation Skill box. Read the examples aloud, having students repeat after you with correct pronunciation. Make sure students realize that a final silent e does not have a vowel sound so is not the same thing.

Extra Practice

- 1 Direct students back to the last two paragraphs of the article on page 91. Put them in pairs to take turns reading the sentences to each other aloud and listening for examples of vowels linked with vowels.
- 2 Read the two paragraphs aloud yourself, and have students raise their hands when they hear an example (*you actually, actually own, I also, I own*).
- 3 Read the sentences with the examples in them having students repeat after you linking the vowels correctly.

More to Say...

Focus: Students practice linking vowels to vowels.

Grouping Strategy: Small groups of two to three students

Activity Time: 15 minutes

Ready,

- 1 Prepare a list of 12 to 20 phrases that contain vowel to vowel linking with /w/ and /j/. For example:

go away	knew answers
pay all	too often
be anything	boy after
the end	you all
toe is	gray and
lie on	no other
cow eats	my eyes
blue and	so icy
she is	toy animal
high up	throw it

- 2 Prepare a blank piece of paper for each group of students.

Set...

- 1 Write the phrases on the board.
- 2 Put students into groups.
- 3 Give each group a blank piece of paper. Have them fold the paper in half and write /j/ on the top of one half and /w/ on the top of the other half.

Go!

- 1 Have students work with their partners to read the phrases on the board aloud and determine if they are linked with /w/ or /j/.
- 2 Instruct them to write the phrases on the correct side of their papers.
- 3 Circulate and assist as necessary.
- 4 Check the answers as a class. Ask students to identify patterns.

go away	→ /w/	knew answers	→ /w/
pay all	→ /j/	too often	→ /w/
be anything	→ /j/	boy after	→ /j/
the end	→ /j/	you all	→ /w/
toe is	→ /w/	gray and	→ /j/
lie on	→ /j/	no other	→ /w/
cow eats	→ /w/	my eyes	→ /j/
blue and	→ /w/	so icy	→ /w/
she is	→ /j/	toy animal	→ /j/
high up	→ /j/	throw it	→ /w/

Exercise 2 IDENTIFY

- 1 Put students in pairs to take turns reading their sentences and listening for linking vowels.
- 2 Play the audio, and have students work independently to underline the words that end with vowels and are followed by words that begin with vowels that are linked.
- 3 Replay the audio, stopping after each sentence to have students repeat with correct pronunciation.

Answers

- 1 Two /w/ of my favorite apps are for photos.
- 2 I /j/ agree that technology /j/ is useful.
- 3 I /j/ often use social media in the evening.
- 4 There should be /j/ a law about cell phones and driving.

Audio Script

CD 2, Track 35

Exercise 3 INTEGRATE

- 1 Put students in new pairs to complete the exercise. Circulate to listen and answer questions as needed.
- 2 Have volunteer pairs call out some of the other examples of linking sounds they use.

Exercise 4 IDENTIFY

- 1 Have students look at the photo and say what they see.

- 2 Have students read the directions and the list of items. Check students' comprehension of *speculate* and *virtual reality*.
- 3 Play the audio, and have students work independently to order the listed items.
- 4 Have volunteers call out the correct order. If necessary, replay the audio, having students raise their hands each time they hear a new item talked about. Stop the audio, and have students repeat what they heard.

Answers

- | | |
|-------------------|---------------|
| 1 cell phones | 3 robots |
| 2 virtual reality | 4 flying cars |

Audio Script

CD 2, Track 36

- A So what do you think will be the next big thing in technology?
B My guess is it won't be anything to do with cell phones. I'm pretty sure they are at the end of the line now—what more can they do? They can't get any smaller and we don't want them any bigger...
A You're right, that probably won't happen. The screens are the right size now for watching movies and stuff...
C I wonder if it will be something to do with virtual reality. I imagine that will really get big soon... I know they're spending millions trying to make it more practical—and cheap...
B Well, maybe, but I don't think I want to walk around with a headset on!
A I bet it will be personal robots. Everyone would like to have something to do their housework for them...and maybe their homework...
C I don't know...it's a possibility, but who needs a robot, really? A computer will be able to do most things you need, and I don't think people will want a robot living with them—it would feel strange. I wouldn't be surprised if they go on sale and nobody buys them...
B I know what it will be. Flying cars! From what I read, it's unlikely that we will still only be driving on the ground in a few years.
A You might be right...unfortunately—I don't like flying, but I suppose it's the future...
C What are you talking about? That definitely won't happen. There's no chance of flying cars becoming ...

Speaking

Speculating about the future

GO ONLINE

- 1 Have students read the information in the Speaking box. Read the signpost words and phrases. Have students repeat after you with the correct stress and pronunciation.

Extra Practice

- 1 Tell students that each of the signpost phrases has a different level of negative or positive certainty to it. Put students in pairs or small groups to put the signpost phrases in order of certainty. Explain that some are similar in strength.
- 2 Go over the order with students (from least to most certain: *I imagine that* and *I suppose, that probably won't* and *it's unlikely that, I bet, there's no chance of.*)
- 3 Have pairs make sentences with each of the signpost phrases about things that might or might not happen in the future.
- 4 Have volunteer pairs call out their speculation sentences. Ask whether other students agree with the signpost phrase they used or whether they would use something stronger or weaker. If so, ask them to give reasons for their choices.

Exercise 5 INTEGRATE

- 1 Replay the audio while students complete the exercise independently.
- 2 Replay the audio again, and have students raise their hands whenever they hear one of the speculation signpost phrases. Stop the audio, and have students repeat what they heard.

CD 2, Track 36

Exercise 6 IDENTIFY

- 1 Have students read the extracts first and identify the signpost words and phrases and the linking sound per sentence.
- 2 Play the audio while students check their choices independently.
- 3 Put students in pairs or small groups to take turns reading their completed sentences to one another with the correct linking sounds.
- 4 To go over the answers as a class, replay the audio for students, having students raise their hands when they hear the linking sounds they are listening for. Stop the audio, and have students repeat what they heard with correct pronunciation.

Answers

- 1 My guess is it won't be /j/ anything to do with cell phones.
- 2 I'm pretty sure they /j/ are at the end of the line now.
- 3 I /j/ wonder if it will be something to do with virtual reality.
- 4 I /j/ wouldn't be surprised if they go /w/ on sale and nobody buys them.

CD 2, Track 37

Exercise 7 PREPARE

- 1 Put students in pairs to complete the exercise. Remind them to explain their choices and to use speculation signpost language when possible. Circulate to listen and offer assistance as needed.
- 2 Postpone going over answers until after Exercise 8.

Exercise 8 INTERACT

- 1 Put pairs into groups. Direct students to share their next big things with each other. Remind them to give reasons for their ideas. Encourage listening students to ask questions and use speculation signpost words to discuss the choices.
- 2 Have volunteers pairs their ideas. Remind them to explain their choices and to use speculation signpost language when possible.

Answers

Students' answers will vary. Sample answers include:
We think the next big thing will be a chip inside our brains that lets us listen to music without having to carry a device with us.
We think this will happen because everyone loves music, and no one likes ear buds or headphones.

Exercise 9 WHAT'S YOUR ANGLE?

- 1 Give students a moment to think about the questions independently. Then put them into groups to discuss their ideas.
- 2 Have volunteers whose minds were changed share their thoughts. Then have volunteers share their thoughts on arguments that made them feel more certain about their original ideas.

Unit 8 Review

Student Book page 154

Vocabulary

Exercise 1

Answers

- | | |
|---------------|---------------------|
| 1 access | 4 download / upload |
| 2 application | 5 reality |
| 3 handheld | 6 browsing |

Exercise 2

Answers

- | | | |
|--------|-----------|---------|
| 1 In | 3 In / By | 5 from |
| 2 This | 4 On / By | 6 after |

Exercise 3

Answers

- Students' answers will vary. Sample answers include:
- 1 In three days, I will be relaxing on a beach.
 - 2 This time next week, I will be studying for an exam.
 - 3 By 2030, we will not be living with our parents anymore.
 - 4 On Saturday, I might go to the movies.
 - 5 Thirty years from now, I'll be rich!
 - 6 The day after tomorrow, it will still be too cold to go camping.

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

Grammar

Exercise 4

Answers

- Students' answers will vary. Sample answers include:
- 1 Where will you be then?
 - 2 Where will you be working (this time next year)?
 - 3 When are you seeing them / your family? / When will you be seeing them / your family?
 - 4 When might you do it (your English homework)? / When do you think you will do it (your English homework)?
 - 5 What are you going to do (after class)?
 - 6 Where will you be living (in ten years)?
 - 7 When is our English test?

Exercise 5

Answers

- | | |
|-------------|-------------------|
| 1 will call | 3 start |
| 2 had | 4 wouldn't choose |

Exercise 6

Answers

- Students' answers will vary. Sample answers include:
- 1 ... I'd never have to clean my apartment again.
 - 2 ... they will get lost.
 - 3 ... I won't be able to contact you.
 - 4 ... there would be no Internet.

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 Draw students' attention to the quote. Explain that Andrew Grove was an engineer and a past president of the company Intel. He was an important person in the development of semi-conductors.
- 2 Read the quote aloud. Put students in pairs or small groups to discuss the meaning of the quote and to answer the questions. Direct students to give examples to illustrate their points.
- 3 Ask students to write a "quote" about the effect of a large change or to find one in their own language and say what it means in English. Monitor and help with vocabulary.
- 4 Have them share their quotes with the class.

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 For Task 1, give students a moment to think about what they think three major changes in the world might be. Have students write these on a piece of paper. Then do a walk-about activity by having half the class post their papers on the wall or board and stand by them while the other half of the class walks around reading the three predictions and uses speculation language to ask questions and give their opinions. Then have students exchange roles.
- 2 For Task 2, have students work independently to write their three predictions about the next day. Circulate while they write to offer assistance as needed. Tell students to bring their papers back to class so they can say which ones came true and which did not.
- 3 For Task 3, put students in groups of five or six to take turns telling each other about the photos they chose. Direct students to think of questions to ask each other about the photos and the reasons they think they won't be the same in five years.

Answers

- Students' answers will vary. Sample answers include:
- 1 I think in the next 50 years, the problems of pollution will be solved.
 - 2 Tomorrow I bet it rains. I imagine that there will be some important news about the leader of our country tomorrow. I think it's unlikely that we will not have any homework tomorrow.
 - 3 This is a photo of a laptop. In five years, it's possible that it will be a lot lighter in weight, and also that it will be foldable so you can put it in your pocket.

Exercise 9

- 1 Tell students to think about how they did on each of the tasks.
- 2 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 — *Reviews* — summarizes the main themes: the factors that make movies, food, and books good and how movies, food, and books are talked about and reviewed, giving and receiving criticism, and describing the plot of a movie or book.

In **Lesson 9.1**, the theme of reviews is reflected in the following activities: discussing favorite movies and the factors that make a movie good, reading a blog about good movies, studying movie related vocabulary, and using relative clauses to talk about movies. In **Lesson 9.2**, good books and good food are focused on in exercises that include: listening for specific information in a bookstore review, using non-defining relative clauses in talking about reviewing food, reading an article about a well-known restaurant guide, and adding suffixes to nouns and verbs to make adjectives common to reviews. In **Lesson 9.3**, students will consider their own preferences for restaurants, hotels, books, movies, and other things while reading a review in a travel blog. They will also be focusing on using definitions and relative clauses in writing reviews of restaurants, places to stay, books, and movies. In **Lesson 9.4**, students will watch a video about giving and receiving constructive criticism about someone's artwork. They will also practice positive and useful ways to give and receive criticism in the *Real-World English Strategies*. Finally, in **Lesson 9.5**, the exercises summarize what students have learned about the theme of reviews by having them listen to a description of a book and its plot and practice describing the plot of a book or movie themselves.

Lessons

9.1 Box-office Success

Reading Skill Recognizing and understanding connotation

Grammar in Context Defining relative clauses

- Read a blog on what makes a good movie
- Use a dictionary to recognize and understand connotation as part of the word or phrase's meaning
- Use defining relative clauses to specify people and things

9.2 Good Reads, Good Eats

Listening Skill Listening for specific information

Pronunciation Skill Assimilation

Grammar in Context Non-defining relative clauses

Vocabulary Development Adjective suffixes
(-able, -ful, -less, -al)

- Identify the information you want to listen for and practice listening for key words
- Recognize final consonant sounds that change in some words

- Use non-defining relative clauses to give extra information about people and things
- Vocabulary: powerful, useless, traditional, comfortable (Oxford 3000)

9.3 Star Rating

Writing Skill Using definitions and relative clauses

- Read an online hotel review
- Define words and phrases by using definitions and relative clauses
- Write a review

9.4 It's Interesting, But ...

Real-World English Giving and receiving criticism

- Give effective criticism by using positive comments and softening phrases and words
- Receive criticism by thanking the person giving the criticism
- Watch a video on giving and receiving a teacher's constructive criticism

9.5 Spoiler Alert

Speaking Describing the plot of a book or movie

Grammar in Context Tag questions

- Organize ideas before describing a plot
- Use tag questions to check information or ask if someone agrees with us
- Describe the plot of a book or movie

Resources

Class Audio CD 3, Tracks 2–7

Workbook Unit 9, pages 57–63

Oxford Readers Correlations

Lorna Doone (9780194657310)

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

Unit Opener

Student Book page 99

The unit opener photo shows a man sitting in an empty movie theater, possibly for a private showing of a new movie. The photograph relates to the unit theme and subsequent exercises because it focuses on the process of movie reviews.

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 Picture of the Year International (POYI), 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, and Lumix Festival for Young Photojournalism.

Unit Snapshot

- 1 For question 1, check students' comprehension of *characters*. Ask them to say who their favorite movie or TV characters are. Remind them to give reasons for their choices.
- 2 For question 2, ask students when the last time they were in a bookstore was and what people most like about bookstores.
- 3 For question 3, have students think about what kinds of things guides are used for. Also, ask them what kind of information is in restaurant review books.

Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the image, provide words and phrases to help them as necessary, for example, *movie theater*, *screen*, or *seats*. Ask specific questions about the picture: *Who do you think this man might be? Why do you think he is in an empty movie theater? What does it look like he's doing?*
- 2 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.

- 3 For the first question, ask students what kind of experiences can be shared. Also ask if they have ever seen a movie by themselves. For the second and third questions, ask students if they ever read published reviews and, if so, what they read reviews of. Have students give specific examples. Also for those students who read reviews, ask if the reviews influence their choices. Ask students to provide specific examples to support their ideas.

Answers

Students' answers will vary. Sample answers include:

- 1 Sharing an experience with other people allows us to see it from another viewpoint.
- 2 An opinion is included as part of a review.
- 3 Reading about others' experiences or views is a common way to help us decide if we want to do something.

Video Script

In this photo, the Italian film director Nanni Moretti sits in his movie theater, the Nuovo Cinema Sacher. This was a public movie theater built in the 1930s. It closed in the late '80s and was bought by Nanni Moretti's production company in 1991. I was there for a portrait session with Nanni Moretti for an editorial magazine assignment. Nanni Moretti is a really nice person to hang out with. He has his own kind of humor, but he was definitely annoyed about having his picture taken.

The purpose of a review is to think or talk about something in order to make changes to it or to make a decision about it. An opinion is a thought or belief about something or someone. A review simply is, at its core, an opinion. More importantly it is someone's individual opinion. The difference in a review is that, instead of just saying, "I liked it," or "I didn't like it," one will give a brief explanation about what one liked or disliked about it.

People read reviews because they help consumers make smarter choices and are instrumental in improving companies. In a world filled with decisions, reviews offer simple, relevant guidance. Decisions, even minor ones, can be difficult and tiresome, particularly when we're presented with so many options. Humans can only process so much information at once. People read reviews to guide them in their decision-making process. I personally read a lot of reviews, especially when I have to buy something new.

Exercise 1

- 1 Have students read the three questions and think about their answers.
- 2 Put students in groups to discuss the questions. Circulate to help out with vocabulary as needed.

Answers

Students' answers will vary. Sample answers include:

- 1 Talking to people they know, giving talks, writing reviews, teaching
- 2 They can be useful as they help us decide to do something or not, prevent us from doing something unpleasant, save us time. They might not be useful if we don't trust them.
- 3 Sharing our views might sometimes cause harm if there are any strong / violent reactions to them.

Exercise 2

- 1 Put students in new groups to share their answers from Exercise 1.
- 2 Have volunteers share three disadvantages. Write the disadvantages on the board.

Answers

Students' answers will vary. Sample answers include:

- 1 We might not choose to see a movie, read a book, or go someplace we would have liked based on someone else's view.
- 2 We might find out more information than we want.
- 3 We might find out the ending of a story that we wouldn't want to know.

Real-World Goal

By the end of this unit, students will be able to read an online review and talk about it because they will have practiced recognizing connotation in reviews, learned about defining and non-defining relative clauses in reviews, practiced listening for specific information in reviews and opinions, and learned about adjectives used in reviews and opinions.

Lesson 9.1 Box-office Success

Student Book pages 100 – 102

Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson, and check their comprehension of *box-office*. Ask students if they prefer popular / commercial movies or smaller independent movies. Ask students how this relates to the title of the unit and what they think the lesson will be about.
- 2 Have students make their lists independently. Circulate to help with movie-specific vocabulary. Put students in pairs to discuss their lists.
- 3 Postpone going over students' lists as a class until after Exercise 2.

Exercise 2 INTERACT

- 1 Have students work with their partners or new partners to narrow their lists from Exercise 1 down to three factors. Direct them to give reasons for their choices.
- 2 Have volunteer pairs call out their list of three factors.

Answers

Students' answers will vary. Sample answers include: special effects, characters, cinematography, plot, sound track, plot twists and turns, dialogue, a surprise ending

Exercise 3 IDENTIFY

- 1 Have students read the headings. Then have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare answers.
- 3 Have volunteer pairs share their answers with the class.

Answers

- | | | | |
|-----|-----|-----|-----|
| 1 a | 4 b | 3 c | 2 d |
|-----|-----|-----|-----|

Reading Skill

Recognizing and understanding connotation

GO ONLINE

- 1 Draw a glass half full on the board, and ask students if they see it as half empty or half full. Explain that one is a positive connotation and one is negative. Point out that many words and phrases have positive or negative connotations.
- 2 Have students read the information in the box.

Extra Practice

- 1 Write the following list of words on the board, and ask students to look them up and decide whether they have a positive or negative connotation.
a skinny / thin
b old / mature
c thrifty / cheap
d stubborn / determined
e peculiar / different
d unique / odd
e fat / full-figured
f caring / overprotective
- 2 Put students in pairs to look the words up on their phone dictionaries or paper dictionaries if they have them.
- 3 Have pairs choose two of the pairs of words to write sentences with that illustrate the connotation of the words.
- 4 Have pairs share their sentences with the class.

Exercise 4 ASSESS

- 1 Direct students to complete the activity independently.
- 2 Put students in pairs to take turns reading the sentences with their chosen options.
- 3 Have volunteers call out the answers.

Answers

- | | | |
|--------------------|-------------------------------|-------------------|
| 1 might (negative) | 3 more believable (positive) | 5 true (negative) |
| 2 wrong (negative) | 4 more significant (positive) | |

Exercise 5 INTEGRATE

- 1 Have students read the questions first and then read the text.
- 2 Put students in pairs or small groups to compare their answers.
- 3 Have volunteers share their answers with the class.

Answers

- 1 play their roles so we believe them
- 2 the theme
- 3 the beginning
- 4 one that makes the audience feel they have learned something

Exercise 6 WHAT'S YOUR ANGLE?

- 1 Give students a moment to think about their opinions of the answers from Exercise 5.
- 2 Put students in pairs to discuss their opinions. Remind them to give reasons for their opinions.
- 3 Ask volunteers to share any interesting ideas that came out of their discussions with the whole class.

Answers

Students' answers will vary. Sample answers include:
I agree that the first part of the movie is the most important because if it doesn't grab your attention right away, you might leave.

Exercise 7 VOCABULARY

- 1 Direct students to look at the words in the box and then to scan for them one at a time. After they find each term, have them find the correct definition.
- 2 Put students in pairs or small groups to take turns reading their terms and definitions to each other. Tell them that if they disagree, they should return to the text to find context to defend their choice.
- 3 Go over the answers as a class by having volunteers call out the terms and their completed definitions. If necessary, have individuals write one of the terms and definitions on the board so you can look at them as a class.

Answers

- | | |
|------------------|-----------------------|
| 1 character, who | 5 scene, where / when |
| 2 plot, that | 6 performance, who |
| 3 theme, that | 7 director, who |
| 4 cast, who | 8 script, that |

Exercise 8 INTEGRATE

- 1 Check students' comprehension of *moving*, *praise*, *reflect*, and *leading*. Have students complete the exercise independently.
- 2 Put students in pairs or small groups to take turns reading their completed sentences. Circulate to help as needed.
- 3 To go over the answers, have volunteers read their completed sentences for the class.

Answers

- | | | |
|-----------------------|------------|-------------|
| 1 scene | 4 script | 7 character |
| 2 performances / cast | 5 director | |
| 3 plot | 6 themes | |

Grammar in Context

Defining relative clauses

GO ONLINE

- 1 Write *which*, *that*, *who*, *whose*, *when*, and *where* on the board. Have students make sentences with the words and then call them out while you write the correct ones on the board. Elicit from students what they know about the use of these words.
- 2 If students haven't produced both defining and non-defining sentences for you to write on the board, add one or two of the type that is missing. Ask students to compare the different types of relative clause sentences on the board and say how they are different.
- 3 Go over the Grammar in Context box with students. Read aloud the example sentences, having students repeat after you with the correct stress and intonation.
- 4 For additional practice, see Grammar focus on page 167 in the Student Book.

Extra Practice

- 1 Write the following question on the board:
Which directors and writers applied these rules?

Put students in pairs to answer the question, and have volunteers call out their answers. Write the following answer on the board:

The ones who made the classic movies.

- 2 Point out that the relative clause here explains which type and that without it we wouldn't be able to answer that question.
- 3 Put students in pairs or small groups to write questions like the one on the board for all the other example sentences in the box. Circulate to offer assistance and check their questions.
- 4 Project on the board or show students a photo of a party scene with people of various ages and types of looks on the board. Write names for each person pictured on the board, and tell students to ask you questions like *Which one is Peter?* Answer with a defining relative clause, e.g., *Peter's the man who is sitting by the window.* Answer two of these questions.
- 5 Put students in pairs to take turns asking and answering questions about each of the people in the picture. They can use the names for whomever they choose.
- 6 Change student pairs and have them repeat the procedure from step 5, only this time answering with the choices they made in their previous pair. Remind them to use only defining relative clauses in their answers. If possible, an option is to make copies of two versions of the picture and write names for half of the people on one picture and the other half on the other. Then put students in pairs and tell them to ask questions about everyone's names that they are missing,

Exercise 9 APPLY

- 1 Do item 1 together, directing students' attention to the fact that they cannot repeat the noun the relative pronoun refers to. Write the correct answer on the board.
- 2 Direct students to complete the exercise independently.
- 3 Put students in pairs to take turns reading their completed sentences to each other.
- 4 Go over the answers as a class. Ask for volunteers to call out the alternative answers for each one. Note: Parentheses below show that the word is optional.

Answers

- 1 The movie (that) we saw yesterday was good.
- 2 The actor who played the main character won an award.
- 3 The scene when / where / in which the main character was injured was too long.
- 4 The script that / which was written by a teenager won an award.
- 5 I don't like directors whose movies are very long.
- 6 The movie is showing in the new theater (that) we went to last week.

Exercise 10 INTEGRATE

- 1 Check students' comprehension of *newspaper magnate*, *background*, *prominence*, *decipher*, and *isolated*. Have students read the paragraph first and then reread it to complete the exercise independently.
- 2 Put students in pairs to take turns reading their completed sentences to each other.
- 3 To go over the answers as a class, have volunteers call out the alternative answers for each one.

Answers

- | | | |
|--------|---------|---------|
| 1 that | 3 who | 5 that |
| 2 who | 4 whose | 6 where |

Exercise 11 WHAT'S YOUR ANGLE?

- 1 Direct students to read the items in the box and the example sentence. Give students a minute to choose four items and think about the examples they want to tell their partners.
- 2 Put students in pairs to share their example sentences and to say whether they agree with one another.
- 3 Ask volunteer pairs to share examples that they agreed on, and write them on the board. Have the class edit the sentences if needed.

Answers

Students' answers will vary. Sample answers include:
For me, a common theme is one that shows ...

Lesson 9.2 Good Reads, Good Eats

Student Book pages 103 – 105

Exercise 1 ACTIVATE

- 1 Have students read the places in the box and ask how they relate to the title of the unit.
- 2 Direct students to choose a favorite of two of the places listed and prepare to tell a partner about those two places. Give students a minute to prepare.
- 3 Put students in pairs to share their special places and to explain what it is that makes them so special. Direct students who are listening to ask their partners questions about the places.
- 4 Have volunteers share their favorite places with the class. Alternatively, have students say what they learned about certain places from their partners.

Answers

Students' answers will vary. Sample answers include:
My favorite movie theater is a movie theater in ____ where you sit around tables and you can eat and drink while you are watching the movie.

Exercise 2 IDENTIFY

Have students read the directions and call out the answer.

Answer

A bookstore

Listening Skill

Listening for specific information

GO ONLINE

- 1 Ask students to say what kind of information "specific information" might refer to, e.g., numbers, dates, names, etc. Have students read the first paragraph of the information in the box.
- 2 Read the first question aloud, and have students say what key words and what specific information they will be listening for.

- 3 Direct students to close their books while they listen to you read the answer to the question in the Listening Skill box. Have them call out the answer (*more than half*).

Extra Practice

- 1 Find an online audio or video recording about bookstore sales or something else thematically linked, and write four or five questions requiring listening for specific information on the board.
- 2 Play the audio or video while students write their answers on paper. Put them in pairs or small groups to compare answers.
- 3 Go over the answers as a class, replaying the recording as needed.

Exercise 3 ASSESS

- 1 Direct students to underline the key words they will be listening for in addition to determining the type of information they will need to answer the questions. Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare answers.
- 3 Have volunteers call out their answers.

Answers

- 1 a person / people / organization
- 2 a method
- 3 a number
- 4 a date
- 5 a thing / things
- 6 a person / people / organization
- 7 a place
- 8 a thing / things

Exercise 4 INTEGRATE

- 1 Play the video while students answer the questions.
- 2 If necessary, replay the video, and have students check their choices independently.
- 3 Put students in pairs to compare answers.
- 4 Have volunteers call out their answers. If necessary, replay the video, stopping when each answer is given and having students repeat the answer. Then have students compare these answers with the answers from Exercise 4.

Answers

- 1 store owners / stores
- 2 In markets, by making it possible for people touch and smell the food; in clothing stores, by letting people try on the clothes.
- 3 15
- 4 the 13th century
- 5 bicycles
- 6 the *Guardian* newspaper
- 7 the café
- 8 newspapers, postcards, videos

Video Script

Selexyz Bookstore

Online shopping is becoming more and more popular. More than half of all consumer spending in the U.S. is now done this way, and internet sales are increasing year by year. If this trend continues, many stores will disappear, which would be a disaster for both main streets and shopping malls. Many people believe that fighting this is useless – after all, how can stores survive when the internet is so

powerful? But stores don't have to lose their customers to online retailers. If store owners can be creative and find ways to offer customers something they can't find online, customers will continue to shop there. Traditional markets, for example, can make shopping feel more personal. This is because touching and smelling the food, which is an important part of food shopping, is possible in these places. If people shop for clothes in a clothing store, they can try on the items before buying them, which saves them from wasting money on clothes that don't fit. But what about bookstores? What can they do to encourage people to shop there? This is Selexyz bookstore in Maastricht, in the Netherlands. Selexyz has 15 branches in 15 Dutch cities. But this one is special. This building dates back to the 13th century, and for about 500 years it was a Dominican church. The church was closed by Napoleon, whose army took it in 1794. Since then it has been a warehouse, an archive, and a place to store bicycles, before Selexyz bought it and decided to sell books here. Today, it's one of the most beautiful bookstores in the world, which offers shoppers a relaxing atmosphere in an amazing building. It's got beautiful windows, ancient pillars, and high ceilings. The store, which was voted the best bookstore in the world by *The Guardian* newspaper, has also won prizes for its interior design. Customers, who love browsing the bookshelves and looking at its beautiful painted ceiling, can also spend time in the store's comfortable and stylish café, where they can buy delicious coffee and snacks. But the store has also got everything you would expect to find in a bookstore. It sells fiction and non-fiction books, and it's got books for all ages and in many different languages. It also sells dictionaries, newspapers, postcards, and videos. But, of course, this isn't just a normal bookstore. People from all over the world come here for the books and the incredible architecture. Selexyz Maastricht proves that if a store is interesting, people will always want to shop there. And the Selexyz bookstore experience is one that online shopping cannot match.

Pronunciation Skill

Assimilation

GO ONLINE

- 1 Direct students to read the information in the box. Then read the sample word pairs, having students repeat after you with the correct assimilation.
- 2 Remind students that many word endings and beginnings combine without changing the sounds of the final consonant.

More to Say...

Focus: Working in pairs students practice assimilating sounds.

Grouping Strategy: Pairs

Activity Time: 20 minutes

Ready,

- 1 Prepare a blank piece of paper for each student.

Set ...

- 1 Put students into pairs.
- 2 Remind students that in phrases when the first word ends with /n/ and the next word begins with /p/ or /b/, the /n/ sounds like /m/. Also, in phrases when the first word ends with /n/ and the next word begins with /k/, the /n/ sounds like /ŋ/.
- 3 Give each student a piece of paper. Give them 3–5 minutes to write 5 phrases that contain assimilations with words ending in /n/ and beginning with /b/, /p/ or /k/.

Go!

- 1 Have students decide which one will be the reader and which will be the writer to begin with. Instruct the writers to turn over their papers and prepare to write on the backs of them. When the readers read their sentences, the writers write what they hear.
- 2 Have students switch roles so the reader becomes the writer and vice versa.
- 3 Circulate and assist as necessary.
- 4 Tell students to compare what they heard with the original sentence. Encourage critical thought about what went wrong with incorrect dictation.

Exercise 5 NOTICE

- 1 Point out that words that end in s don't assimilate in this way. Have students read the sentences to themselves noting where assimilation might occur.
- 2 Put students in pairs to read the sentences to one another to see if they agree.
- 3 Play the audio while students check their answers. Call on volunteers to share their answers. If desired, replay the audio, pausing the recording to have students repeat with the correct assimilation.

Answers

- | | | |
|-------------|---------------|---------|
| 1 split pea | 3 good cook | 5 on me |
| 2 sit back | 4 first class | |

Audio Script

CD 3, Track 2

- 1 I ordered the split (/p/) pea soup, but I didn't like it.
- 2 When I get home I just want to sit (/p/) back and read my new book.
- 3 Mario is such a good (/g/) cook. He could open his own restaurant.
- 4 The bistro around the corner offers first (/k/) class service.
- 5 Don't worry about the bill. Dinner is on (/m/) me!

Exercise 6 NOTICE

- 1 Have students look at the list of words and think about what type of words they will be listening for.
- 2 Play the audio while students complete the exercise independently.
- 3 Put students in pairs or small groups to compare their answers and talk about possible assimilation between words ending and beginning with consonants.
- 4 Have volunteers call out their answers. Then replay the audio, and have students repeat the phrases with the correct assimilations.

Answers

- | | | |
|-------|---------|------------|
| 1 15 | 3 light | 5 American |
| 2 won | 4 seven | 6 can |

Audio Script

CD 3, Track 3

- 1 fifteen (/m/) branches
- 2 won (/m/) prizes
- 3 light (/p/) book
- 4 seven (/m/) people
- 5 American (/m/) boy
- 6 can (/m/) be

Exercise 7 INTERACT

Put students in pairs to complete the exercise. Circulate to help with assimilation as needed.

Grammar in Context

Non-defining relative clauses

GO ONLINE

- 1 Elicit from students what they learned about defining relative clauses in Lesson 9.1. Write a couple of examples from Lesson 9.1 on the board. Then change one of the example sentences by adding a non-defining clause to it, e.g., change *The actor who played the main character was good.* to *The actor who played the main character, who I thought was really funny, was good.* Point out that the new non-defining clause could be deleted without any change to the main meaning of the sentence.
- 2 Direct students to read the information in the Grammar in Context box.
- 3 Read the example sentences aloud, pointing out that there is a pause before the non-defining clause and that the voice drops in the non-defining clause. Read the examples sentences aloud again, having students repeat after you with the correct pauses and dropped tone.
- 4 For additional practice, see Grammar focus on page 167 in the Student Book.

Extra Practice

- 1 Project or write the following sentences adapted from the previously watched video on the board:
 - a *Some say that online shopping which is becoming more and more popular is just a fad, but others say it is a trend.*
 - b *If this trend continues which it looks like it will, Internet shopping will eventually become the most popular way to buy products.*
 - c *The stores that we love to shop in will disappear along with the others.*
 - d *If stores that can stay open offer customers something they can't find online, then people will continue to shop there which would help to keep them in business.*
 - e *Markets and grocery stores give people the chance to feel and smell the food they buy which I do all the time when I'm shopping.*
- 2 Put students in pairs or small groups to decide if the relative clauses are defining or non-defining and, if they are non-defining, to come up to the board or to tell you to put the appropriate commas in.
- 3 To check their answers, tell students to take turns reading the sentences with or without pauses before they say the clause to determine which sounds best.
- 4 Have volunteers read their sentences aloud, and have the class say whether they paused correctly.

Exercise 8 APPLY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs to take turns reading their combined sentences to each other.
- 3 Call on volunteers to write their sentences on the board.

Answers

- 1 I went to the bookstore, which was very busy.
- 2 The bookstore, which was quiet at that time of day, didn't have a copy of the novel.
- 3 I got most of these books, which are for college, online.
- 4 The bookstore serves coffee, which is great, upstairs.
- 5 A special discount card, which is very good, is available to regular customers.

Exercise 9 EXPAND

OXFORD REFERENCE

- 1 Check students' comprehension of *law firm*. Then have students read the article all the way through.
- 2 Have students reread the article to complete the exercise independently.
- 3 Put students in pairs or small groups to compare their answers.
- 4 Go over the answers as a class by having volunteers call out their new sentences.

Answers

Students' answers will vary. Sample answers include:

- 1 The book was started by the Americans Tim and Nina Zagat, who were lawyers.
- 2 The first version of their guide was made for Paris, where they were sent by their law firm to work for two years, ...
- 3 Then, in 1979, the Zagats were at a dinner party with friends who complained that some of the reviews of restaurants in New York, where they now lived again, were hopeless. / So the Zagats started a guide for New York, where they now lived again.
- 4 The book, which has been a useful guide to restaurants in New York for many years, sold 75,000 copies a month the following year.

Exercise 10 WHAT'S YOUR ANGLE?

- 1 Direct students to read the discussion questions. Give them a minute or two to think about their own experiences with reading restaurant reviews.
- 2 Put students in pairs or small groups to discuss the questions.
- 3 Ask volunteers to share their ideas with the class.

Answers

Students' answers will vary. Sample answers include:

I usually check an online site like _____ or _____, but my partner often asks for recommendations on social media to get restaurant information.

Vocabulary Development

Adjective suffixes (-able, -ful, -ive, -less, -al)

GO ONLINE

- 1 Write *helpful* on the board, and ask students to call out the noun and then say what the suffix is. Then ask them what kind of word it becomes with this suffix. Elicit from students other suffixes that change words into adjectives and write them on the board.
- 2 Direct students to read the information in the box.
- 3 Read the sample sentence aloud, having students repeat after you with the correct stress and pronunciation.

Extra Practice

- 1 Write on the board the following sentence frame:
My parents are very _____ people. They believe in holding on to all the cultural _____ they grew up with.
- 2 Have students read the sentence frame and say what type of word is needed in each blank (adjective / noun). Then have them choose which words from the Vocabulary Development box best fit in these blanks (*traditional / traditions*).
- 3 Put students in pairs to choose two of the word pairs in the box and follow the model on the board to write pairs of sentences with both the noun or verb form and the adjective form. Remind them to leave blanks. Circulate to offer assistance and to make sure their sentences work.
- 4 Join pairs together to complete each others' sentences with the words in the box.

Oxford 3000 words

powerful useless traditional comfortable

Exercise 11 IDENTIFY

- 1 Have students scan the article for adjectives of each type to complete the table in the Vocabulary Development box. Tell them that for one suffix there are several examples.
- 2 Put students in pairs or small groups to compare answers.
- 3 Go over the answers as a class by having volunteers call out their answers.

Answers

- | | |
|-------------------------------------|-------------|
| 1 successful | 4 active |
| 2 hopeless | 5 enjoyable |
| 3 international / social / cultural | |

Exercise 12 INTEGRATE

- 1 Direct students to complete the exercise independently.
- 2 Put students in pairs or small groups to compare answers. Tell them to discuss the meaning of each phrase together and make sentences with each phrase that illustrate the meaning.
- 3 Go over the answers as a class by having volunteers call out their answers and their sentences.

Answers

- | | | |
|--------------|-----------------|-------------|
| 1 enjoyable | 3 helpful | 5 extensive |
| 2 bottomless | 4 international | |

Exercise 13 BUILD

- 1 Check students' comprehension of *cuisine* and *architect*. Direct students to complete the exercise independently.
- 2 Put students in pairs to take turns reading their completed sentences.
- 3 Go over the answers as a class by having volunteers call out their answers and their sentences.

Answers

- | | | |
|-----------|-----------|-------|
| 1 success | 3 creat | 5 use |
| 2 region | 4 fashion | |

Exercise 14 WHAT'S YOUR ANGLE?

- 1 Give students a minute or two to think about their own opinions of the importance of the items in Exercise 12.

- 2 Put students in pairs or small groups to discuss the question. Remind them to give reasons for their answers. Circulate to help with vocabulary.
- 3 Ask volunteers to share their ideas with the class.

Answers

Students' answers will vary. Sample answers include:
We agreed that the most important thing out of this list after the quality of the food is an enjoyable atmosphere because there's no point in going to a restaurant if you aren't going to have fun!

Lesson 9.3 Star Rating

Student Book pages 106 – 107

Exercise 1 ACTIVATE

- 1 Have students read the title of the lesson, and ask them to say the types of things they rate with stars.
- 2 Give students a moment to read the items and think about how they make their decisions. Then put them into pairs to share their decision-making processes. Circulate to help with vocabulary as needed.
- 3 Have pairs call out their answers. If desired, tally students' answers. Ask students to give reasons for their choices.

Answers

Students' answers will vary. Sample answers include:
I decide which movie to see by reading reviews and talking to my friends.

Exercise 2 IDENTIFY

- 1 Put students in pairs or small groups to discuss what they see in the photos of the hotel. Tell them to discuss the things they see that make the hotel special.
- 2 Have students read the start of the review to answer the questions.
- 3 Put students back in their pairs or groups to compare their answers.
- 4 Have volunteers call out their answers.

Answers

It is a hotel review, and the reviewer is positive about it.

Exercise 3 INTEGRATE

- 1 Have students read the rest of the review to complete the information.
- 2 Put students in pairs to compare answers.
- 3 Have volunteers call out their answers.

Answers

Students' answers will vary. Sample answers include:
Hotel: Newby
Rooms: Dream Standard (large double room, ocean view), Dream Special (second bedroom and small terrace), Stargazer (three-room suites, top floor, access to executive lounge, less child-friendly)
Restaurants: French, Italian, and Euro-Thai fusion (mix of Asian and European food).
Facilities and services: good-sized pool, well-equipped gym, beach for swimming and snorkeling, boats and sculls for rent, room service, buffet breakfast

Exercise 4 ASSESS

- 1 Direct students to complete the exercise independently.
- 2 Put students in pairs or small groups to compare answers. Direct students to go back to the review for evidence if their answer is different from their partner's.
- 3 Go over the answers as a class by having volunteers read their answers.

Answers

Students' answers will vary. Sample answers include:
the swimming pool: good size
the staff: extremely friendly
the gym: well-equipped
the service: excellent

Writing Skill

Using definitions and relative clauses

GO ONLINE

- 1 Direct students to read the information in the Writing Skill box.
- 2 After they finish, elicit from students the type of relative clause that is used for definitions (defining). Also ask students what follows the colon (a list), and point out that the word following the colon is not capitalized.

Extra Practice

- 1 Write the following sentences adapted from earlier units on the board or print them on a handout, and ask students to add the definitions to each sentence using a different way each time.
 - a *In 1853, Levi Strauss, a 24-year-old from far off Bavaria, traveled to California to join his family. (a German state in the southeastern part of Germany)*
 - b *There they sold goods, including tents made of strong canvas, to workers searching for gold. (a strong heavy material for making tents and painting on)*
 - c *Later, he changed the material to denim, and he dyed it blue so dirt marks wouldn't show. (a strong woven cotton fabric)*
 - d *Twenty years after this, a Latvian tailor added metal rivets at places where the jeans needed to be stronger. (a metal pin used to put two pieces of strong material together)*
 - e *Tight collars might also increase the pressure to their eyeballs and the risk of glaucoma. (a disease of the eyes' optic nerves)*
 - f *Students can now specialize in environmental aesthetics. (the study of beauty)*
- 2 Put students in pairs or small groups to compare sentences.
- 3 Have volunteers share their new sentences.

Exercise 5 IDENTIFY

Remind students to scan when looking for examples in the article. Have students complete the exercise independently.

Exercise 6 EXPAND

- 1 Have students complete the exercise independently.
- 3 Put students in pairs to compare their examples.
- 4 To go over the examples as a class, have volunteers call out their answers.

Answers

This room is a large double room with a view of the sea ...
... the Stargazer suites: three-room suites on the top floor that also come with free access to the executive lounge.
sculls (small, light rowboats)

Exercise 7 APPLY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare their sentences.
- 3 Have volunteers call out their sentences.

Answers

Students' answers will vary. Sample answers include:
1 The book has an interesting **epilogue**. This ending introduces the hero's son.
2 The **mezze** at this restaurant is fantastic: hummus, salads, and rice dishes.
3 They're actually going to make a **prequel** (a movie which comes before this one) to this movie.
4 The **mosaic floors** are beautiful. They are made of different-colored tiles from Egypt.
5 I loved the **live cooking stations** in the main restaurant where we saw the fish being cooked.

Exercise 8 PREPARE

Have students complete the exercise independently. Circulate to help with vocabulary and ideas.

Exercise 9 INTERACT

- 1 Elicit possible questions students might ask their partners about their reviews.
- 2 Put students in pairs to share their opinions and details about each of the items in Exercise 8. Circulate to listen to students' questions and to prompt possible questions as needed.
- 3 Ask students if they learned anything interesting from their partners.

Exercise 10 DEVELOP

Have students complete the exercise independently. Circulate to offer assistance as needed.

Exercise 11 WRITE

- 1 Have students look at the bulleted checklist. Then direct students to write their reviews independently.
- 2 Give students some time to edit their reviews based on the bulleted items while you circulate to offer assistance as needed.

Exercise 12 IMPROVE

- 1 Remind students how to offer suggestions in a constructive way. Write some sentence frames on the board for students to use, e.g., *Could you give more detail here to explain ... ? It might sound better if you ... Could you put another example here?*
- 2 Put students in pairs to read each other's reviews and to see if they can find any places where they would like more information.
- 3 Give students time to give each other their suggestions. Then direct students to use the checklist and their partner's suggestions to revise their review. Circulate to offer assistance as needed.

Exercise 13 WHAT'S YOUR ANGLE?

- 1 Put students in groups of five or six, and have them give their reviews to the person on their right. Tell them to take notes on the reviews of items they would like to try and those they would not. Remind them to make notes of reasons for both. Alternatively, have half the class post their reviews on the board or walls and stand by them while half the class circulates, reading all the reviews and then exchanging roles and repeating the activity.
- 2 Have volunteers call out the things they would like to or not like to go to, read, or see. Remind them to give reasons. If desired, ask students if they are familiar with any of the items reviewed and, if so, if they agree with the review or would add or change anything.

Lesson 9.4 It's Interesting, But ...

Student Book pages 108 – 109

Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Put students in pairs or small groups to describe what they see in the pictures.
- 2 Have students discuss the questions with their partners.
- 3 Have volunteer pairs call out their answers.

Answers

Students' answers will vary. Sample answers include:

- 1 For me it is most difficult to receive criticism from my family. I think that's because I feel that they are judging me rather than just trying to be helpful. Also, one always wants to impress their family.
- 2 I find it very difficult to give criticism to my husband. He gets offended very easily.
- 3 Yes, it's very difficult to give criticism in writing. Doing it face-to-face is much easier because you can see how the person is understanding you and how the person is taking the criticism.

Real-World English Strategies

As pointed out in this chapter, we have to be sensitive when giving criticism if it is to be received well by the other person. In Exercise 1, your students are prompted to discuss whether the mode of communication can affect how easy or difficult it is to give criticism. You can explore this further with the following:

After students have watched the video and analyzed what Emma says to provide Max with feedback on his work, ask them if they think she would have done it differently if she called him on the phone, sent him an email, or prepared a written evaluation of his work.

Ask your students to work in pairs, choose one of these modes of communication, and rewrite Emma's criticism of Max's work.

Encourage a few pairs to share with the whole class. Together, analyze similarities and differences between the original script and the new versions written by your students.

Exercise 2 ANALYZE

- 1 Give students a minute or two to think about the questions. Then put them in pairs to discuss the questions.
- 2 Call on volunteers to share their answers with the class.

Answers

Students' answers will vary. Sample answers include:

- 1 She is not sure about it; facial expression
- 2 He is upset; facial expression

Exercise 3 IDENTIFY

- 1 Have students read the questions. Then play the video.
- 2 Put students in pairs or small groups to answer the questions.
- 3 Call on volunteers to share their answers with the class.
- 4 If needed, play the video one more time, and have students put up their hands when they hear the answers to the questions.

Answers

- 1 The artwork is well done, and the brush strokes are excellent.
- 2 The purpose of the piece is not clear. He didn't understand the theme of the competition.
- 3 Initially, he is upset, but in the end, he thanks Emma for the feedback and decides to work on another piece.

Video Script

English For Real Video Unit 9

- Emma So, Max. Is all this yours?
Max Yes, yes... I wanted to capture the heart of rural England.
Emma Hmm. Well, it's very well done and your brush strokes are excellent. But I'm not sure the purpose of this piece is clear.
Max Oh? Purpose?
Emma It seems you didn't understand what you were supposed to do.
Max Oh...
Emma I mean, it's beautiful, but the theme of the competition is symbolism in nature—and these, they're not very ... symbolic. Try looking at the environment in a way that everyone can relate to.
Max Oh, I guess you're right. Thanks for the feedback.
Emma Do you think you could work on a few more pieces? You still have time. Try finding symbols in nature that are more ... universal. OK?
Max Thanks, Emma. I appreciate you taking the time to look at my work.
Emma No problem, Max. Let's meet next week, same time?
Max OK. OK, back to the drawing board.

Real-World English

Giving and receiving criticism

- 1 Ask students if they can remember getting or giving criticism that elicited negative feelings in the recent past. Ask volunteers to share how the criticism was given and to say why they think the response was negative. Then ask what students think constitutes effective criticism.
- 2 Direct students to read the information in the box.
- 3 Have students identify the parts of each sentence that soften the message. Ask if they know any other ways to soften messages.
- 4 Read the examples of effective criticism aloud, noting how the voice goes up when trying to soften a message. Read them aloud again, and have students repeat after you with appropriate tone, stress, and intonation.

Extra Practice

- 1 Bring in several magazine photos of people showing another person something. Put students in pairs or small groups to write a short dialogue in which people ask for, give, and receive feedback. Distribute a photo to each group, but tell them not to let anyone else see it.
- 2 Circulate to help with ideas, vocabulary, and tone as needed.
- 3 Have groups rehearse their dialogues.
- 4 Collect all the photos, and post them on the wall or on the board.
- 5 Have groups perform their dialogues for the class while the class guesses which photo their dialogue is based on.

Exercise 4 IDENTIFY

- 1 Check students' comprehension of *symbolism*, *symbolic*, *everyone can relate to*, and *universal*.
- 2 Play the audio while students fill in the blanks. Give students a moment to check their responses before playing the video again, if needed.
- 3 Put students in pairs or small groups to take turns reading the sentences with the blanks filled in.
- 4 Call on volunteers to share their answers with the class. Put the numbers of the blanks students still have questions about on the board.
- 5 Replay the video. Have students raise their hands when they hear the answer to the ones they have questions about. Stop the video, and have students repeat what they heard. Then go over the exact words that go in the blanks.

Answers

- 1 it's very well done / excellent / not sure
- 2 It seems / were supposed
- 3 they're beautiful / these aren't very
- 4 Try looking
- 5 Do you think
- 6 Try finding
- 7 No problem / Let's meet again

Audio Script

CD 3, Track 4

- 1 Well, it's very well done, and your brush strokes are excellent. But I'm not sure the purpose of this piece is clear.
- 2 It seems you didn't understand what you were supposed to do.
- 3 I mean, it's beautiful, but the theme of the competition is symbolism in nature—and these, they're not very... symbolic.
- 4 Try looking at the environment in a way that everyone can relate to.
- 5 Do you think you could work on a few more pieces?
- 6 Try finding symbols in nature that are more... universal. OK?
- 7 No problem, Max. Let's meet next week. Same time?

Exercise 5 PREPARE

- 1 Put students in pairs to create a situation for a role play from the ideas in the chart or from a situation of their own.
- 2 Direct pairs to make decisions for each bullet point. Then have them plan what they are going to say. Circulate to help with ideas and vocabulary as needed.

Exercise 6 INTERACT

- 1 Put students back in their pairs to create their role plays.
- 2 Have pairs practice their role plays, switching roles if desired.

- 3 Have volunteer pairs perform their role plays for the class. Have students decide which students gave the most effective criticism in terms of the criteria in the Real-World English box.

Exercise 7 ANALYZE

- 1 Put students back their pairs again to discuss whether they thought the goal of the criticism had been achieved and how. Tell students to give reasons for their answers. Circulate to help as needed.
- 2 If desired, join pairs together to critique each other's role plays.

Exercise 8 INTERACT

- 1 Direct pairs to change their situation and roles and create a new role play. Once again, have them plan what they are going to say. Circulate to help with ideas and vocabulary as needed. If desired, direct them to create a role play in which the student criticizing starts out with too direct of an approach and shifts that in the process of the role play as they gauge the reaction.
- 2 Have pairs practice their role plays.
- 3 Have volunteer pairs perform their role plays for the class.

Exercise 9 WHAT'S YOUR ANGLE?

- 1 Give students a minute or two to think about the questions.
- 2 Put students in pairs or small groups to share their ideas. Remind them to give specific examples and to say what might happen when criticism isn't helpful.

Answers

Students' answers will vary. Sample answers include: One situation when criticism might not be helpful is when you are finished revising a paper and about to turn it in. Another one might be about criticism about something a person can't do much about such as the way they are dressed at school or at work, or about a new haircut.

Lesson 9.5 Spoiler Alert

Student Book page 110

Exercise 1 ACTIVATE

- 1 Check students' comprehension of the title. Ask students in what kinds of situations that phrase might be used. Direct students to read the themes in the box.
- 2 Put students in pairs to discuss the questions.
- 3 Call on volunteers to share their responses with the class.

Answers

Students' answers will vary. Sample answers include:
1 human vs. nature: *The Revenant*; human vs. human: *Skyfall*; human vs. technology: *Transformers*
2 two friends against the world, good versus evil, getting revenge, finding love, attack from another planet, overcoming disability

Exercise 2 WHAT'S YOUR ANGLE?

- 1 Give students a minute to think about their favorite theme and favorite movies or books with that theme.

- Put students in pairs to share their favorites. Remind them to give reasons for their choices.

Answers

Students' answers will vary. Sample answers include:
My favorite theme is good versus evil. There are lots of great books and movies based on that theme. One of my favorites is ... I like it because it reminds me of the importance of fighting evil.

Exercise 3 IDENTIFY

- Direct students to read the questions. Then play the audio while students answer the questions.
- Put students in pairs to share their answers.
- Go over the answers as a class.

Answers

Students' answers will vary. Sample answers include:
1 human vs. nature
2 students' own answers

Audio Script

CD 3, Track 5

- A So, I'm going to talk about one of my favorite books, *The Old Man and the Sea*. You've read it, haven't you, Jo?
- B Yes, I have. I really enjoyed it.
- C I've never read it. Who's it by?
- A The American writer Ernest Hemingway. It was published in 1952, I think.
- B He hadn't published anything before that, had he?
- A Yes, he had, actually. This was one of his last great books.
- C OK, so what's the plot?
- A Well, in a way, it's a rather simple little story. It's set in Cuba in the 1940s, and it's about an old man—a fisherman named Santiago—who hasn't caught a fish for 84 days. There are basically two main characters, Santiago and ... Manolin—that's his name, isn't it, Jo?
- B Yes, it is—he's just a boy. He was helping Santiago, wasn't he?
- A Yes, but his parents decided he should go to a different boat because Santiago is so unlucky... So, Santiago goes out on his own and decides to go out further into the sea than usual...
- B And he catches a fish ...
- A That's right... Anyway, he goes out and he catches this huge fish—a marlin. But he can't get it on the boat; it's too strong. So he fights the fish for three days ... he's in terrible pain ...
- C What about Manolin?
- A As I said, he hadn't come on this trip, although he had helped Santiago with the boat before he went, hadn't he?
- B Yes, he had, I think ... yes.
- A So, Santiago's in pain, as I said, because the fishing line is cutting him. Anyway, finally he manages to get the fish up near the boat and kills it. It's the biggest he's ever seen. So he sets off home with the fish tied to the side of the boat...but unfortunately, the blood attracts sharks, and they come in to try to steal the marlin. Santiago fights them off, but in the end the sharks win.
- B It's pretty sad, isn't it?
- C Yes, it is, I suppose ... but it's just a fish ...
- A Well, in the book, it's more than that... It's full of themes, and for some reviewers, this is like a fight between man and nature, or it's about age and youth ... But it's very well written, and it gets really exciting. In the end, the old man gets home alive, but the sharks have eaten the fish and just left the bones.
- B Spoiler alert! Ali might want to read it ... or see the movie.
- C There's a movie?
- B Yeah, there have been two movies made of it, haven't there, Chris?
- A Yes, that's right. OK, I won't say anymore. But now you know the story, basically.
- C So, it is a very simple book, isn't it?

- A Well, it is... and it isn't. The plot is not too complex, but, as I said, it has a lot of deeper meanings. Hemingway won the Pulitzer Prize with this book and a Nobel Prize a few years later.
- C Oh, wow. I might consider reading it then—although I already know how it ends now ...

Speaking

Describing the plot of a book or movie

GO ONLINE

- Ask students to call out the main parts of the plot of a book or movie, and write them on the board.
- Have students read the information in the Speaking box. Read the signpost words and phrases and sample sentences. Have students repeat after you with the correct stress and intonation.

Extra Practice

- Put students in groups of four or five. Tell them to ask each other questions until they've discovered a movie or a book that they've all seen.
- Write on the board the words *setting*, *main characters*, and *theme*. Once students have decided on a book or movie, tell them to decide what to say about each of the words on the board. Circulate to offer assistance as needed.
- Have groups report to the class their setting, main characters, and theme while the class tries to guess the movie or book title. Tell students they can ask the group up to 10 questions. If they can't guess at that point, the reporting group needs to start telling the class about the plot until the class guesses.
- Continue the game as long as it is useful.

Exercise 4 INTEGRATE

- Direct students to complete the chart. Then replay the audio while the students check their answers.
- Have volunteers call out their headings.

Answers

1 title	4 main characters
2 author	5 setting
3 year (of publication)	6 themes

CD 3, Track 5

Grammar in Context

Tag questions

GO ONLINE

- Go over the Grammar in Context box with students. Ask students to notice that the tag question is in the same form as the stem.
- Point out that tag questions can come up at the end or go down depending on whether you are asking something or accusing someone of something (*You took my wallet, didn't you?*). But even when they go up at the end, they don't go up as much as information questions because they are checking or confirming what the speaker already thinks they might know.
- Read aloud the example tag questions, having students repeat after you with the correct stress and intonation.
- For additional practice, see Grammar focus on page 167 in the Student Book.

Extra Practice

- Do an oral drill with the class. Tell students you are going to say the first part of a tag question and they are to complete it.
- Say:
You haven't seen (current movie), ... (have you?)
(Current actor) wasn't in (current movie), ... (was he?)
Brian doesn't read much fiction, ... (does he?)
Pixar makes great animated films, ... (don't they?)
Hemingway wrote The Old Man and the Sea about Cuba, ... (didn't he?)
Raul's favorite books are the Harry Potter books, ... (aren't they?)
Michele and Francis never go to movies, ... (do they?)
The plot of spy movies can be very complicated, ... (can't they?)
Joelle had never seen a science fiction movie before seeing (current sci-fi movie), ... (had she?)

Exercise 5 APPLY

- Have students complete the activity independently.
- Play the audio while students check their answers.
- To go over the answers, replay the audio, stopping as needed and having students repeat the tag questions when the recording is paused.

Answers

- | | | |
|---------------|-------------|------------|
| 1 haven't you | 3 isn't it | 5 isn't it |
| 2 had he | 4 hadn't he | |

Audio Script

CD 3, Track 6

- A You've read it, haven't you, Jo?
B Yes, I have.
- B He hadn't published anything before that, had he?
A Yes, he had, actually.
- A ...that's his name, isn't it, Jo?
B Yes, it is—he's just a boy. ...
- A ...although he had helped Santiago with the boat before he went, hadn't he?
B Yes, he had, I think...yes.
- B It's pretty sad, isn't it?
C Yes, it is, I suppose...

Exercise 6 IDENTIFY

- Have students complete the exercise independently.
- Go over the options students wrote by having them call them out.
- Play the audio, and have students underline the correct answer.
- Put students in pairs or small groups to take turns asking and answering the tag questions.

Answers

- | | |
|--|--|
| 1 <u>Yes, I have.</u> / No, I haven't. | 4 <u>Yes, he had.</u> / No, he hadn't. |
| 2 No, he hadn't. / <u>Yes, he had.</u> | 5 <u>Yes, it is.</u> / No, it isn't |
| 3 <u>Yes, it is.</u> / No, it isn't. | |

Audio Script

CD 3, Track 7

- M1 You've read it, haven't you, Jo?
F Yes, I have.
- F He hadn't published anything before that, had he?
M1 Yes, he had, actually.
- M1 ...that's his name, isn't it, Jo?
F Yes, it is—he's just a boy....
- M1 ...although he had helped Santiago with the boat before he went, hadn't he?
F Yes, he had, I think... yes.
- F It's pretty sad, isn't it?
M2 Yes, it is, I suppose...

Exercise 7 INTERACT

- Direct students to add the tag questions to the sentences independently.
- Put students in pairs to take turns asking and answering the tag questions.
- Go over the answers with the class by having volunteer pairs ask and answer each tag question.

Answers

- You watch movies in English, don't you?
Yes, I do. / No, I don't.
- There aren't any good movies on right now, are there?
Yes, there are. / No, there aren't.
- People don't read very much anymore, do they?
Yes, they do. / No, they don't.
- You've never written a book, have you?
Yes, I have. / No, I haven't.
- Movies were better in the past, weren't they?
Yes, they were. / No, they weren't.

Exercise 8 PREPARE

Have students write their notes independently. Circulate to offer assistance as needed. Students might want to use their phones to find specific information about their book or movie.

Exercise 9 IMPROVE

- Review with students how to give good feedback. Remind them to first tell their partners what they liked about their plot descriptions and then offer a suggestion or two of how to make the description clearer. Also remind them that they can ask their partners questions.
- Put students in pairs to take turns describing their book or movie plots to one another and giving each other feedback.

Exercise 10 SHARE

- Give students a moment to think about the feedback they received in Exercise 9 and see if they can make any improvements in their plot descriptions.
- Put students in groups to take turns describing their movie or book plots.

Unit 9 Review

Student Book page 155

Vocabulary

Exercise 1

Answers

- | | | |
|---------------|---------|----------|
| 1 performance | 3 plot | 5 script |
| 2 scene | 4 theme | |

Exercise 2

Answers

- | | |
|------------------------|-----------------------------|
| 1 powerful / powerless | 6 usable / useless / useful |
| 2 traditional | 7 creative |
| 3 comfortable | 8 successful / successive |
| 4 active | 9 enjoyable |
| 5 hopeful / hopeless | 10 cultural |

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

Grammar

Exercise 3

Answers

- The movie that I liked best was also the longest one.
- None of the actors, who are all American, have won awards before.
- I love going to movie theaters that have big comfortable seats.
- The worst review that I saw online was about the restaurant service.
- The best review I read was about the food, which I thought was delicious.

Exercise 4

Answers

Students' answers will vary. Sample answers include:

- likes music
- there are a lot of stores
- are comfortable
- I have nothing to do
- famous people like to eat

Exercise 5

Answers

- | | |
|----------------|---------------|
| 1 haven't you? | 4 do you? |
| 2 had you? | 5 aren't you? |
| 3 don't you? | |

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

- Draw students' attention to the quote. Check students' comprehension of *praise*. Ask if anyone knows who

Maugham is or has read any of his books. Explain that he is a famous British writer who was very popular in the 1930s.

- Read the quote aloud. Put students in pairs or small groups to discuss the meaning of the quote. Ask students if the quote applies to them as well.
- Direct pairs or groups to discuss the questions. Remind students to give examples to illustrate their points.
- Ask students to write a "quote" about the perils of giving criticism or the issues of receiving it or to find one in their own language and say what it means in English. Monitor and help with vocabulary.
- Have them share their quotes with the class.

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

Zoom In

Exercise 7

- For Task 1, give students a moment to think about a bad movie they'd seen. Then put students in pairs or small groups to take turns telling each other about their bad movies. Remind them to give reasons for their opinions.
- For Task 2, have students work independently to write a review of a store they have visited. Circulate while they write to offer assistance as needed. After students finish, have half the class post their reviews on the board or the wall and stand next to them while the other half of the class walks around reading the reviews and asking questions. Then have students standing switch roles with the ones reading.
- For Task 3, put students in groups of five or six to take turns telling each other about the places they chose. Direct students to think of questions to ask each other about the place they chose and the reasons the places received five stars.

Answers

Students' answers will vary. Sample answers include:

- I saw _____. I thought it was particularly bad mainly because the script was boring and the things the characters had to do were not believable.
- Impressions is a clothing store I like a lot. It sells women's casual clothes. I like it because they always have the latest fashions and they aren't too expensive. Most of their clothes are comfortable but trendy.
- This is a photo of a five-star restaurant I once visited. The food was very good, but it was very expensive. The restaurant specializes in vegetarian food. Everything was fresh and delicious. I had vegetarian lasagne when I was there. And the desserts are particularly good. I also really like the atmosphere there. The music is loud and there are always a lot of people there so it feels like you are in a party.

Exercise 8

- Tell students to think about how they did on each of the tasks.
- 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—*Mysteries*—summarizes the main themes: our attempts to understand some enduring mysteries of life, mysterious codes and forms of writing, the mystery of unexplained stories, figuring out the purpose of mysterious objects, and listening to a podcast about the importance of mysteries, and speculating about possible solutions to mysteries.

In **Lesson 10.1**, the theme of mysteries is reflected in the following activities: a discussion about students' comfort levels with not knowing the answers to some of life's mysteries, listening to a podcast about the role of mystery in our lives, and using modals to express possibility and deduction. In **Lesson 10.2**, different codes and writing systems are focused on in exercises that include reading about the attempts of scholars to decode the Voynich manuscript, distinguishing between fact and speculation, using modals in the past to make deductions, and studying common phrases with *on*. In **Lesson 10.3**, students will think about what could have happened while reading about the Easter Island statues. They will also focus on using reasons and result linking words to help with reading comprehension; using *can* and *be able to* to talk about ability and possibility in the present, past, and future; learning vocabulary used to talk about mysteries; and writing about a mystery. In **Lesson 10.4**, students will watch a video about having to tell someone they are wrong about something. They will also practice ways to correct someone in the *Real-World English Strategies*. Finally, in **Lesson 10.5**, the exercises summarize what students have learned about the theme of mysteries by having them speculate about the purpose of mysterious objects and practice speculating about the present and past when they aren't sure of the facts about something.

Lessons

10.1 It's a Mystery

Listening Skill Recognizing chunks of language

Grammar in Context *could*, *may*, and *might*: Possibility and deductions

- Learn about how language chunks show meaning
- Recognize language chunks to help comprehension
- Use *could*, *may*, and *might* to talk about possibility
- Use *could*, *may*, and *might* to make deductions

10.2 Mysterious Code

Reading Skill Distinguishing between fact and speculation

Grammar in Context Deductions about the past

Vocabulary Development Phrases with *on*

- Identify facts from speculation to help with comprehension and following argumentation

- Use *could have*, *might have*, *may have*, *might not have* and *must have* to speculate and make deductions about the past
- Learn phrases with *on*
- Vocabulary: hand, account, purpose, on display, whole, on second thought, time (Oxford 3000)

10.3 What Could Have Happened?

Writing Skill Using reasons and result linking words

Grammar in Context Ability and possibility: Present, past, and future

- Use linking words to show connections between ideas
- Use *can* and *be able to* for present abilities and possibilities, and use *could*, *couldn't* and *was / were (not) able to* for past abilities and possibilities
- Write an article about a mystery
- Vocabulary: analyze, assume, build up, complex, concentrate, definite, puzzling, rational (Oxford 3000)

10.4 I Meant to Tell You ...

Real-World English Correcting someone

- Tell someone they are wrong
- Correct someone when they are wrong
- Watch a video on telling someone they are wrong and correcting them

10.5 Mystery Objects

Speaking Speculating about the present and past

Pronunciation Skill Unstressed modal verbs in speculating

- Listen to people talk about mysterious objects
- Recognize and practice unstressed modal verbs in speculating
- Speculate about situations

Resources

Class Audio CD 3, Tracks 8–16

Workbook Unit 10, pages 64–70

Oxford Readers Correlations

The Thirty-Nine Steps (9780194791885)

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

Unit Opener

Student Book page 111

The unit opener photo shows an abandoned boat shipwrecked on land in Aralsk, Kazakhstan. The boat is sitting on desert land that used to be a harbor on the Aral Sea, which dried up in the 1990s. This mystery is a good jumping-off point for the unit.

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, she received her first camera. She began documenting her physical transformation in portraits as well as documenting her peers in the 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 a 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 that she compassionately feels the need to expose. Today Nadia is a freelance photojournalist and a correspondent for *The New York Times*. She works frequently in Latin America as well as in Haiti, Kazakhstan, the 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 For question 1, ask students to share any personal or famous mysteries they are aware of.
- 2 For question 2, have students think about any mystery books they might be aware of. If they aren't aware of any, ask them to guess what might be in a mystery book.
- 3 For question 3, ask students if they are aware of any mystery holes.

Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the image, provide words and phrases to help them as necessary, for example, *shipwreck*, *rusted out*, and *desert*. Ask specific questions about the picture: *What kind of ship do you think this was? Where do you think this ship is? Why is this ship on land? What do you think might have happened to it?*
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Nadia Shira Cohen answers these questions from her perspective. Play the video for students as many times as needed to check comprehension and discuss any vocabulary items.
- 3 For the first question, ask students to think of something mysterious and then to think what makes it such. For the second question, discuss the reasons mysteries are interesting to people. Also discuss the types of mysteries that are more interesting than others and which students

find mysteries interesting and which do not. For the third question, ask students to talk about specific examples of mysteries in their lives that they have solved, e.g., single socks going missing after doing the laundry.

Answers

Students' answers will vary. Sample answers include:

- 1 Things are mysterious when we can't understand how something happened or why they ended up the way they did.
- 2 People feel uncomfortable with unsettled things. They want to know why or how something happened or ended up the way it did.
- 3 People solve mysteries in many different ways. Sometimes they do research, and sometimes they interview different people and ask a lot of questions. Solving mysteries usually begins with coming up with the right questions to ask.

Video Script

This image was taken in a shopping mall in Rome during a festival for children. The performer was storytelling and singing and the kids were just ecstatic about it.

Children often make wishes for the present, for a toy or a special thing to eat. But they can also make a wish for something far away in the future. It can be something attainable, like what they wish to be when they grow up, or something more metaphysical and vague, like wishing to fly or to be a superhero. When I was a kid, I wished for experiences. I dreamed of travel, especially to places with warm climates that were exotic compared to what I grew up in. And perhaps this was because I didn't travel a lot as a child. My children wish to ride horses and paraglide with their dad. But they also wish to eat candy, drink soft drinks, and eat cake, of course.

Many of my wishes have come true in life. In fact, I don't think I would have been able to move to Rome, or to have children and to keep my career if I didn't continue to dream and wish for things.

Exercise 1

- 1 Explain that students are about to read a riddle. Ask students if they know of any riddles to share.
- 2 Have students read the text, and give them a minute to think about possible solutions to the riddle.

Exercise 2

- 1 Put students in groups to share their ideas. Circulate to help out with vocabulary as needed.
- 2 Have groups share their ideas.

Answers

Students' answers will vary. Sample answers include:

The elevator buttons are arranged in one column, with the ground floor button at the bottom and the highest number at the top. The man is very short, and so although he can reach the lowest buttons easily on his way out in the morning, he is unable to reach above the middle button when he returns. However, when he has his umbrella with him, he can reach the top-floor button.

Real-World Goal

By the end of this unit, students will be able find out about a local mystery because they will have learned different ways to speculate about the present, past, and future; vocabulary specific to talking about mysteries; modals used to talk about possibility and ability; and how to tell someone they are wrong and correct them. They will also have practiced writing, reading, and talking about past and present mysteries.

Lesson 10.1 It's a Mystery

Student Book pages 112 – 113

Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson. Ask students if they or anyone they know likes reading or watching mysteries. Ask those who like mysteries if they try to figure them out when they are reading or watching them. Have volunteers share their thoughts. Ask students how this relates to the title of the unit and what they think the lesson will be about.
- 2 Give students a minute to complete the sentence to express their own view on life, or character.
- 3 Put students in groups to compare and discuss their views. Tell them to be explicit about the things they need to understand and don't need to understand.
- 4 Have volunteer groups share some interesting ideas that came out of their group discussion.

Answers

Students' answers will vary. Sample answers include:
In our group, most students said it depends what the mystery is. Some people don't need to understand things like technology or science-based things but want to understand why people do the things they do. Others felt they must have an explanation for everything.

Exercise 2 VOCABULARY

- 1 Have students read the words in the boxes. Check students' comprehension of *atmosphere*, *disappear*, *evidence*, *puzzled*, and *reveal*. Ask students what word types *mysterious* and *mystery* are (adjective and noun).
- 2 Direct students to complete the exercise independently.
- 3 Put students in pairs to share their completed phrases.
- 4 Go over the answers as a class by having volunteers call out their completed phrases.

Answers

- | | |
|--------------|------------|
| 1 atmosphere | 5 evidence |
| 2 mysterious | 6 prove |
| 3 mystery | 7 puzzled |
| 4 disappear | 8 reveal |

Exercise 3 BUILD

- 1 Direct students to complete the exercise individually.
- 2 Put students in pairs to take turns reading their completed sentences to each other.
- 3 Have volunteers call out their answers with the class.

Answers

- 1 One day, they will reveal the truth.
- 2 The person disappeared in mysterious circumstances.
- 3 The reason will remain a mystery forever.
- 4 It's difficult to prove what actually happened.
- 5 Not many people manage to disappear forever.
- 6 The place had a very strange atmosphere.
- 7 There was little evidence to show what happened.
- 8 People were puzzled to discover the reality.

Exercise 4 USE

- 1 Put students in groups to complete the exercise. Circulate to help with ideas and language.
- 2 Have groups tell their mystery stories to the class or, in the case of big classes, to half the class. If desired, have the class vote on their favorites.

Exercise 5 IDENTIFY

- 1 Direct students to listen to the text and then complete the exercise independently.
- 2 Put students in pairs to compare answers. Go over the answers as a class.

Answers

artist, philosopher

Audio Script

CD 3, Track 8

We all need mystery in our lives. That's according to John Newling, an artist who decided to insure himself against not having enough mystery. The insurance company agreed to pay him if he didn't have any. For Newling, mystery must be a necessary part of life because without it we feel that something important is missing. He is not the first to think that mystery is important; a philosopher once said that life is not a problem to be solved—it is a mystery to be lived.

Listening Skill

Recognizing chunks of language

GO ONLINE

- 1 Tell students to count the pauses in the sentence you are about to say, and read a long sentence aloud to students—for example, the first sentence of the direction line to Exercise 4. Ask students how many pauses they heard (two or three depending on how you say it). Say the sentence again, having students raise their hands when they hear you pause. Explain that people pause after saying groups of words that express meaning. Tell them these groups of words are called *chunks*.
- 2 Have students read the information in the box. Read the example sentences aloud, having students repeat after you with the correct pauses.

Extra Practice

- 1 Direct students to the riddle on page 111. Tell them to put slashes where they think someone reading it aloud would pause.
- 2 Put students in pairs to compare their slashes. Have them read their riddles to each other, pausing where they put the slashes.
- 3 Explain that there is no absolute answer to where the slashes should go but that they shouldn't pause in the middle of words that go together.
- 4 Read the riddle to students, and ask them to see if their pauses align with yours.

Exercise 6 APPLY

- 1 Suggest that students mark the chunks with slashes. Play the audio while students complete the exercise independently.
- 2 Put students in pairs or small groups to compare answers by telling each other what they marked as chunks.
- 3 Have volunteer call out their answers. Replay the audio as needed.

Answers

- 1 We all need mystery | in our lives.
- 2 The insurance company agreed to pay him | if he didn't have any.
- 3 He is not the first to think | that mystery is important.
- 4 Life is not a problem to be solved | it is a mystery to be lived.

Audio Script

CD 3, Track 9

- 1 We all need mystery in our lives.
- 2 The insurance company agreed to pay him if he didn't have any.
- 3 He is not the first to think that mystery is important.
- 4 Life is not a problem to be solved. It is a mystery to be lived.

Exercise 7 INTEGRATE

- 1 Direct students to read the sentences. Check their comprehension of *a mystery figure*. Have students read the glossary definitions before listening.
- 2 Play the audio while students complete the exercise independently.
- 3 Put students in pairs or small groups to compare their answers.
- 4 Go over the answers as a class by having volunteers call out their answers. If desired, have students make the false sentences true. Replay the audio to help as needed.

Answers

- 1 T
- 2 F (from a week after)
- 3 T
- 4 F (wonder if they've gone crazy when the mystery figure disappears)
- 5 T

Audio Script

CD 3, Track 10

It is difficult to imagine life without mystery, but modern life is taking it away day by day. As science can now explain almost everything from the stars to how our brains work, there is less need to imagine. At our present rate of progress, it can't be long before our whole life is explained for us. But thanks to an experiment Newling did, it seems that we might have a chance of not reaching this point. Newling asked people to share their mysteries, and he collected examples from 281 people in one year. He found that almost any of us can remember times in our lives when something happened for which we can find no explanation; mystery could be simply a normal part of human life. Some events people described were very strange, like that of the woman who woke up from a long coma, and whose first words were the answer to a crossword clue her family was trying to solve a week after she went to sleep. She probably "heard" them talking and found the answer, but she cannot remember. It remains a mystery. Based on my own observation rather than scientific evidence, I do believe that most people have experienced mystery in their lives. After all, who hasn't experienced a mysterious coincidence? This may be something trivial, but it still seems very strange. For example, you are thinking of calling a friend after several years without any contact. The phone rings; it's your friend. Or how about when objects disappear and then reappear

in mysterious circumstances? You have lost a piece of jewelry, for example, and you finally find it in the place you have checked a hundred times... You know it wasn't there yesterday—but there it is today, challenging your logical thinking and investigative skills. Or think about the fairly common story when people follow a mystery figure. The figure shows them the way out of a dangerous situation and then disappears, leaving the person wondering if they might be going crazy... Was the mystery figure ever there in the first place? At the very least, most of us would agree, mystery makes the world a more exciting place to live in. But it may also be something we need in order to stay human, as Newling believes.

Exercise 8 APPLY

- 1 Have students read the incomplete sentences. Then replay the audio while students complete the exercise independently.
- 2 Put students in pairs or small groups to compare their completed chunks.
- 3 Replay the audio for students to check their answers. Then have volunteers call out their completed chunks. If needed, replay the audio, stopping to have students repeat the chunks aloud and fix their answers.

Answers

- 1 It is difficult to imagine life without mystery.
- 2 Newling asked people to share their mysteries...
- 3 After all, who hasn't experienced a mysterious coincidence?
- 4 You know it wasn't there yesterday—but there it is today, ...
- 5 At the very least, most of us would agree, mystery makes the world a more exciting place to live in.

Audio Script

CD 3, Track 11

- 1 It is difficult to imagine life without mystery.
- 2 Newling asked people to share their mysteries...
- 3 After all, who hasn't experienced a mysterious coincidence?
- 4 You know it wasn't there yesterday—but there it is today, ...
- 5 At the very least, most of us would agree, mystery makes the world a more exciting place to live in.

Exercise 9 INTEGRATE

- 1 Have students read the notes and think about the types of words that could go into each space. If they can remember any of them, have them fill them in in pencil.
- 2 Play the audio while students fill in the blanks independently.
- 3 Put students in pairs to read their completed notes to each other.
- 4 Go over the answers by having volunteers read the notes aloud. Replay the audio as needed.

Answers

- | | |
|-------------|-------------|
| 1 science | 6 calls |
| 2 mysteries | 7 object |
| 3 281 | 8 dangerous |
| 4 remembers | 9 exciting |
| 5 evidence | 10 human |

CD 3, Track 10

Exercise 10 INTERACT

- 1 Give students a minute to think of something they can share. Circulate to help with vocabulary and ideas.
- 2 Put students in pairs to share their mysterious thing or event.

- Have volunteer pairs share their story with the class. Alternatively, have students relate their partners' stories.

Answers

Students' answers will vary. Sample answers include:
Once when I was ...

Grammar in Context

could, may, and might: Possibility and deductions

GO ONLINE

- Go over the Grammar in Context box with students. Read aloud the example sentences, having students repeat after you with the correct stress and intonation. Elicit from students that verbs following modal verbs are always in the base form.
- If students started a tenses or verb forms notebook in Unit 1, have them add the information in this box to it.
- For additional practice, see Grammar focus on page 168 in the Student Book.

Extra Practice

- Write the following on the board: *after class, this evening, tomorrow morning, tomorrow evening, this weekend, next month, on their next birthday, next summer, next year.*
- Elicit a question about the future from students, and write it on the board, e.g., *What will you be doing after class?*
- Put students in pairs to take turns asking each other questions about the times on the board. Tell students to use the different modal verbs to express uncertainty. Circulate to help with vocabulary and structure.
- Have volunteers call out their sentences.

Exercise 11 IDENTIFY

- Direct students to read the sentences. Tell them to think about the appropriate modal verb to use.
- Play the audio while students fill in the blanks.
- Put students in pairs to take turns reading their completed sentences to each other. Then have them decide together how certain the speaker is.
- Go over the answers by having volunteers read the sentences and say how certain they think the speaker is. Replay the audio as needed.

Answers

- Stories we read in newspapers may not be true; unsure
- Scientific theories might not be as correct as they claim to be; unsure
- There may be mysteries we will never solve; more certain
- Some of the mystery stories on the Internet could be true; less certain
- Simple natural reasons might be the cause of some of today's mysteries; less certain
- Many mysterious images you see online couldn't be real—they must be edited; absolutely certain

CD 3, Track 12

Exercise 12 WHAT'S YOUR ANGLE?

- Direct students' attention to the photo. Ask them to say what the man looks like he is thinking. Remind students to use *could, couldn't, may, may not, might, or might not* in their sentences. Write their sentences on the board.

- Put students in pairs to talk about their own ideas about the sentences in Exercise 11 using the modal verbs in the Grammar in Context box.
- Have volunteers share their ideas.

Answers

Students' answers will vary. Sample answers include:
I agree that newspapers might not be true depending on the newspaper.

Lesson 10.2 Mysterious Code

Student Book pages 114 – 116

Exercise 1 ACTIVATE

- First, direct students' attention to the title of the lesson. Ask students what *code* might mean here. Have students look at the photos and say what they see. Ask students how this relates to the title of the unit and what they think the lesson will be about.
- Put students in pairs to discuss the questions.

Answers

Students' answers will vary. Sample answers include:
1 I can't understand any of them, but my aunt is blind and can read Braille.
2 The Voynich manuscript can't be understood by anyone.

Exercise 2 IDENTIFY

OXFORD REFERENCE

- Give students a limited amount of time to read the title and the first paragraph. Then have them think about the answer to the question.
- Ask a volunteer to call out the answer.

Answers

a manuscript with pictures and mysterious code that looks like writing but that people can't be sure is a real language

Reading Skill

Distinguishing between fact and speculation

GO ONLINE

- Direct students to read the information in the Reading Skill box. Elicit from them the difference between fact and speculation.
- Read the example sentences, having students repeat after you with the correct stress and intonation.

Extra Practice

- Write the following statements on the board:
 - Taking vitamins will make us live longer.*
 - Recycling is good for the environment.*
 - Brisk walking is as good as running for your health.*
 - Too much exposure to the sun ages your skin.*
 - Cell phones cause cancer.*
 - Green is a relaxing color.*
- Put students in pairs to decide which are facts and which are speculation (facts: b, d, f; speculation: a, c, e). Direct them to rewrite the speculation sentences with modal verbs.

- 3 Have students share their sentences with the class.
- 4 Have students write their own list of facts and speculation sentences to exchange with another pair and repeat step 2.

Exercise 3 INTEGRATE

- 1 Have students read the text more carefully to complete the table independently.
- 2 Postpone going over the answers until after Exercise 4.

Exercise 4 ASSESS

- 1 Put students in pairs to compare tables. Tell students that if they don't agree, they should find evidence in the text to support the information they think is a fact.
- 2 Write the table on the board, and have volunteers come up to the board to complete the table with their notes.

Answers

Students' answers will vary. Sample answers include:

Possible facts:

Hundreds of pages long, paper and ink date from the 15th or 16th century

A mix of "writing" and nearly 500 scientific drawings, No one has been able to translate a single word of it.

There are two basic theories about the manuscript.

Generations of scholars have given decades of their lives trying to decipher it, getting no closer.

Marcelo Montemurro, a scientist at the University of Manchester, found language patterns.

Possible speculation:

The discovery of the manuscript must have been very exciting.

Could be a real language, an invented language, or a fake.

It might have been written by a great scholar, e.g. Roger Bacon, a 13th-century English philosopher and scientist who some people claim wrote works attributed to Shakespeare).

It could have been a hoax.

A breakthrough may finally have been made.

Montemurro might have found evidence that it is a language.

There are many scholars around the world who will be delighted.

If it is true, it would be the end of one of the world's great mysteries.

Exercise 5 EXPAND

- 1 Go over the example sentences as a class. Have students complete the exercise independently.
- 2 Put students in pairs to share their sentences. Alternatively, have half the class stay seated while the other half walks around finding a student who wrote about the same fact. Then have them compare their speculation sentences about those facts. Then have them do the same for their next fact.
- 3 Have volunteers share their fact and speculation sentences with the class.

Answers

Students' answers will vary. Sample answers include:

Fact: Hundreds of pages long, paper and ink date from the 15th or 16th century.

Speculation: There could be a language that disappeared that no one knows about.

Fact: A mix of "writing" and nearly 500 scientific drawings

Speculation: Scientists and artists must have worked together on it.

Fact: There are two basic theories about the manuscript.

Speculation: People might come up with more theories.

Fact: Generations of scholars have given decades of their lives trying to decipher it, getting no closer.

Speculation: Maybe it couldn't be done without computers.

Fact: Marcelo Montemurro, a scientist at the University of Manchester, found language patterns.

Speculation: Marcelo Montemurro might be able to decode it.

Grammar in Context

Deductions about the past

GO ONLINE

- 1 Write on the board: *Your hair is wet. You must have taken a shower.* Elicit from students that you are making a deduction. Point out that deductions express more certainty than speculations.
- 2 Direct students to read the information in the Grammar in Context box.
- 3 Read the example sentences aloud, having students repeat after you with correct stress and intonation.
- 4 If students started a tenses or verb forms notebook in Unit 1, have them add the information in this box to it.
- 5 For additional practice, see Grammar focus on page 168 in the Student Book.

Extra Practice

- 1 Bring to class enough magazine pictures of people or animals for pairs of students to have one each. Write a number on each picture.
- 2 Put students in pairs to make positive and negative fairly certain deductions and one less certain speculation about what happened before the picture was taken. Give each pair a letter, and direct them to write the letter on the top of their paper. Circulate to help as needed.
- 3 Collect all the photos and sentences, and post them on the wall or board randomly. Tell students to look at the photos with a notebook in their hands and match the photos and the sentences independently.
- 4 Have students sit back down, and for each picture, have students call out the letter of the sentences they matched to it. Write the letters underneath each picture. The picture that has the most correctly matched sentences wins.

Exercise 6 APPLY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs to compare sentences. Have them discuss which they agree with most and why.
- 3 Call on volunteers to share their answers.

Answers

Students' answers will vary. Sample answers include:
The discovery of the Voynich manuscript must have been very exciting.
The discovery of the Voynich manuscript might / may (not) have been very exciting.
The discovery of the Voynich manuscript couldn't / can't have been very exciting.

Exercise 7 IDENTIFY

- 1 Have students look at the sentences. Explain that the a and b options show different levels of certainty. Direct students to complete the exercise independently.
- 2 Put students in pairs or small groups to compare their answers.
- 3 Have volunteers call out their answers.

Answers

1 a 2 b 3 a 4 a

Exercise 8 INTEGRATE

- 1 Direct students to complete the exercise independently.
- 2 Put students in pairs to take turns reading their completed sentences to one another.
- 3 Go over the answers as a class by having volunteers share their completed sentences.

Answers

Students' answers will vary. Sample answers include:
1 The Voynich manuscript couldn't / can't have been written by children.
2 Wilfrid Voynich may / might / could have created the manuscript himself.
3 Other ancient people may / might / could have introduced hieroglyphics to the Egyptians.
4 Louis Braille (the inventor of the Braille code) must have been very clever.
5 Computer code couldn't / can't have been easier to learn in the past.

Exercise 9 WHAT'S YOUR ANGLE?

- 1 Give students a moment to read the question and think about their answer.
- 2 Put students in pairs to discuss their answer. Remind them to answer with speculation and modal verbs and to give reasons for their answer.
- 3 Go over the answers as a class by having volunteers call out their answers. Focus mainly on the grammatical accuracy of the deductions and speculations.

Answers

Students' answers will vary. Sample answers include:
I think the Voynich manuscript can't be a hoax because it would take too long to do, but my partner ...

Vocabulary Development

Phrases with on

GO ONLINE

- 1 Direct students to read the information in the Vocabulary Development box.

Oxford 3000 words

on the one hand on account of
on the other hand on purpose

Extra Practice

- 1 Write the following mysteries or others you think students are more likely to be familiar with on the board:
the building of Stonehenge
the building of the Egyptian Pyramids
missing ships and planes in the Bermuda Triangle
who Jack the Ripper was
- 2 Put students in pairs or small groups to make sentences with the *on* phrases in the Vocabulary Development box. Give students the opportunity to check the Internet for information about some of these mysteries.
- 3 Have volunteer pairs or groups share their sentences with the class.

Exercise 10 IDENTIFY

- 1 Direct students to complete the exercise independently.
- 2 Put students in pairs to compare their answers.
- 3 Have volunteers call out their answers.

Answers

1 on purpose 7 on the one hand
3 on account of 8 on the other hand

Exercise 11 BUILD

- 1 If necessary, review the meaning of the phrases with students by putting them into example sentences. Direct students to complete the exercise independently.
- 2 Put students in pairs to take turns reading their completed sentences to each other.
- 3 Have volunteers call out their answers with the class.

Answers

2 on second thought 5 on time
4 on the whole 6 on display

Oxford 3000 words

on display on second thought
on the whole on time

Exercise 12 APPLY

- 1 Explain that students are to write about themselves. Have students complete the exercise independently.
- 2 Circulate to check students' sentences.
- 3 Postpone going over answers until after Exercise 13.

Answers

Students' answers will vary. Sample answers include:
On the whole, I used to enjoy mysteries, but I don't anymore.
Most of the world's important historical documents were on display in an exhibition I saw last month.
On second thought, I think the whole story about the Voynich manuscript was a hoax.
I was on time for class yesterday, but many of my classmates were late.

Exercise 13 WHAT'S YOUR ANGLE?

- 1 Direct students to read the example conversation. Point out that student B is making a deduction to explain why they think the sentence is not true.
- 2 Put students in pairs to tell each other their sentences and to guess which sentences are true and which are false. Circulate to help as needed.

Lesson 10.3 What Could Have Happened?

Student Book pages 117 – 119

Exercise 1 ACTIVATE

- 1 Have students look at the title of the lesson and say how it relates to the unit theme.
- 2 Put students into groups to discuss what could have happened in each of the photos on the page. Remind them to use deduction and speculation modal verbs.
- 3 Have volunteers call out their ideas.

Answers

Students' answers will vary. Sample answers include:
I think the statues were left behind by aliens thousands of years ago ...

Exercise 2 IDENTIFY

- 1 Direct students to complete the exercise independently.
- 2 Put students in pairs or small groups to compare their answers.
- 3 Have volunteer pairs or groups call out their answers.

Answers

- 1 the Oak Island Money Pit
- 2 Easter Island, the Antikythera Mechanism

Exercise 3 WHAT'S YOUR ANGLE?

- 1 Give students a minute to read the questions and think about how they might answer them.
- 2 Put students in pairs to discuss the questions.

Answers

Students' answers will vary. Sample answers include:

- 1 I think the Money Pit is the most interesting because it doesn't seem like it could even be a real thing.
- 2 I think Native Americans must have made the Money Pit.
- 3 I would send a water proof drone down the Money Pit to get the money out.

Writing Skill

Using reasons and result linking words

GO ONLINE

- 1 Elicit the cause and effect linking words students learned in Lesson 8.2, and write them on the board (cause: *because, since, as, because of, and due to*; result: *so, therefore, consequently, and as a result*). Ask students how they think reason and result linking words might be similar or different.

- 2 Direct students to read the information in the Writing Skill box. Have students compare the reason and result linking words with the words on the board.

Extra Practice

- 1 Put students in groups of five or six, and have them sit in a circle to play the chain game once again. This time start them with a reason, and have them go around the circle with the first student giving a result for the reason, the next student using the result as a reason, and so forth.
- 2 Start them with a reason such as *No one knows if there are aliens because there are no photos of them.*
- 3 Alternatively, write some reason and result phrases on the board, and put students in pairs to create sentences with them.

Exercise 4 IDENTIFY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare their answers.
- 3 Have volunteers call out their answers.

Answers

- 1 Reasons:
For this reason, I have been reading about mysteries. (The writer has been thinking about the most puzzling mysteries in the world.)
However, I have decided that a hole in North America, called the Oak Island Money Pit, is the most mysterious because it should be something we can solve, but nobody has. (The puzzle over the hole has no explanation, even though it seems it should have.)
Since the hole is on a tiny, rarely visited island off Nova Scotia, Canada, it was not found until 1795, although it is probably much older. (The hole wasn't found until 1795.)
The hole has a mechanism which automatically fills it with water when someone tries to go down it, and because of this nobody has found the money (if it is there!). (Nobody has found the money.)
- 2 Result:
It is a complex structure, and therefore, we can assume that it was made by very clever people, but nobody can say who. (The complexity of the structure.)
Therefore, I am writing to ask you, my readers, that if anyone has any theories about it, please share them with us. (The lack of valid explanation for the existence of the hole.)

Exercise 5 APPLY

- 1 Direct students to look at the different sentences to determine whether they are reasons or results. Then have them complete the exercise independently.
- 2 Put students in pairs or small groups to compare their rewritten sentences.
- 3 Go over the combined sentences as a class by having volunteers read their sentences. As there will be a few variations for each one, ask volunteers who rewrote their sentences differently to share theirs as well.

Answers

Students' answers will vary. Sample answers include:

- 1 Many people know about this mystery since / because / as there is lots of information on the internet about it.
- 2 People love the idea of a mystery animal in the water. Therefore, / Consequently, / As a result, / So many tourists visit each year.
- 3 Nobody knew about the hole until the 18th century because few people went to the island before that.
- 4 We still have no way to explain what happened. Consequently, / Therefore, / So it remains a mystery.
- 5 A program was made about the mystery last year. Because of this, / Consequently, / Therefore, more people are interested in the mystery now.

Grammar in Context

Ability and possibility: Present, past, and future

GO ONLINE

- 1 Write on the board: *Nobody is able to climb down to the bottom of the hole.* Ask students how to say it another way, eliciting *can*. Point out that this is the present, and elicit ways to say it in the past and future. Write what students say on the board.
- 2 Direct students to read the information in the Grammar in Context box.
- 3 Read the example sentences aloud, having students repeat after you with correct stress and intonation.
- 4 If students started a tenses or verb forms notebook in Unit 1, have them add the information in this box to it.
- 5 For additional practice, see Grammar focus on page 168 in the Student Book.

Extra Practice

- 1 Put students in pairs to change the time of the example sentences in the Grammar in Context information box. Tell them to decide if the sentences should be positive or negative in different times. Circulate to help as needed.
- 2 Join pairs together to compare their different sentences.
- 3 Have volunteers call out their sentences while you write them on the board.
- 4 Alternatively, have students make true sentences about themselves using modal verbs to express ability and possibility in the present, past, and future.

Exercise 6 INTEGRATE

- 1 Check students' comprehension of *calculate*. Direct students to complete the sentences independently.
- 2 Put students in pairs to take turns reading their completed sentences to each other.
- 3 To go over the answers, have volunteers read their completed sentences.

Answers

- | | | |
|--------------------|--------------------|-------|
| 1 were ... able to | 3 can | 5 can |
| 2 could | 4 has been able to | 6 can |

Exercise 7 APPLY

- 1 Tell students to pay attention to whether they need a positive or negative verb. Have students complete the exercise independently.
- 2 Put students in pairs to take turns reading their completed sentences to each other.

- 3 To go over the answers, have volunteers read their completed sentences.

Answers

- 1 The scientist couldn't completely explain the cause, but she was able to give some reasons.
- 2 In the past, you couldn't visit the place independently, but you could go in a group.
- 3 The theory couldn't explain everything that happened, but you could get the general idea.
- 4 Fortunately, I was able to escape, but I couldn't get the experience out of my mind.
- 5 You could read about the history, but you couldn't see video of the place until now.

Exercise 8 INTEGRATE

- 1 Give students time to complete the sentences independently. Circulate to help with vocabulary as needed.
- 2 Put students in pairs to compare their sentences.
- 3 Have multiple volunteers call out their answers for each one.

Answers

Students' answers will vary. Sample answers include:

- 1 get access to information
- 2 figure out how to live without stress in their lives.
- 3 save money
- 4 read other people's minds
- 5 make their own clothes

Exercise 9 VOCABULARY

- 1 Check students' comprehension of *examine*, *reasonable*, and *made up of*. Have students complete the exercise independently.
- 2 Put students in pairs to compare answers.
- 3 Have volunteers call out the answers. When going over the answers, say the words, and have students repeat after you with correct stress and pronunciation.

Answers

- | | | | |
|-----|-----|-----|-----|
| 1 a | 3 b | 5 a | 7 a |
| 2 a | 4 b | 6 b | 8 b |

Oxford 3000 words

- | | | | |
|---------|----------|-------------|----------|
| analyze | build up | concentrate | puzzling |
| assume | complex | definite | rational |

Exercise 10 USE

- 1 If desired, elicit the common word forms of the words in Exercise 9. As you elicit them, write them on the board. Check students' comprehension of *motive* and *suspects*.
- 2 Direct students to read the sentences and complete the exercise independently.
- 3 Put students in pairs to take turns reading their sentences to each other. If they have different answers or word forms, ask them to say why they chose the word or word form that they did.
- 4 Go over the answers as a class by having volunteers read their sentences. Take the time to point out the clues in the sentences that show what word form is needed.

Answers

- | | |
|------------|-----------------|
| 1 build up | 5 concentrating |
| 2 complex | 6 rational |
| 3 analyze | 7 assume |
| 4 definite | 8 puzzling |

Exercise 11 PREPARE

- 1 Have students look at the photo of the dark foggy road. Ask them to say what they see and how it makes them feel.
- 2 Have students read the bullet items. Give them time to think of what they'd like to write about. Circulate to help with ideas.

Exercise 12 DEVELOP

- 1 Have students read the checklist independently. Circulate to help with vocabulary and ideas, as needed.
- 2 Direct students to complete the exercise independently.

Exercise 13 WRITE

- 1 Have students read the checklist independently.
- 2 Direct students to complete the exercise independently. Circulate to help as needed.
- 3 Direct students to check their essays against the checklist and make any necessary revisions. Circulate to help with revision.

Exercise 14 IMPROVE

- 1 Remind students to always tell their partners something positive about their papers before giving them any constructive feedback.
- 2 Put students in pairs to exchange papers and give each other feedback.
- 3 Give students time to revise their papers based on their partner's feedback. Remind students that they are the writer, though, and that they can pick and choose the feedback they think is most helpful. Circulate to help with areas needing revision.

Exercise 15 WHAT'S YOUR ANGLE?

- 1 Have half the class post their papers on the walls and stand next to them while the other half of the class walks around reading the papers and asking questions about the mysteries.
- 2 Give students time to read each other's papers and ask as many questions as they can to try and think of solutions to the mysteries. Tell them to take notes.
- 3 Have students switch roles so that the half of the class that was reading now posts their stories while the other half walks around reading and asking questions.
- 4 Ask volunteers if any of them were able to solve any of the mysteries and, if so, to share their ideas.

Lesson 10.4 I Meant to Tell You ...

Student Book pages 120 – 121

Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Put students in pairs to describe what they see in the pictures.

- 2 Have students read the list of items and add one more to the list independently.
- 3 Put students in pairs to discuss the question.
- 4 Have volunteer pairs call out their answers.

Answers

Students' answers will vary. Sample answers include:
People borrow all of these things from friends or family.

Exercise 2 ANALYZE

- 1 Have students read the questions.
- 2 Play the video while students listen and watch for the answers to the questions.
- 3 Put students in pairs or small groups to compare answers.
- 4 Have volunteers call out their answers. Replay the video as needed.

Answers

- 1 milk, cell phone charger, printer paper
- 2 Kevin
- 3 talk to Kevin

English for Real Video Unit 10

Exercise 3 WHAT'S YOUR ANGLE?

- 1 Give students a minute or two to think about the questions.
- 2 Put students in pairs to share their memories of the last time they were in a situation like this and how they would react and feel. Remind them to give background information. Circulate to listen and to offer help as needed.
- 3 Have volunteers share their stories of similar situations with the class.

Answers

Students' answers will vary. Sample answers include:
This happens to us all the time. I live with four other students in an apartment and people are always forgetting to say when they've finished something or borrowed something from someone else. Some of the others don't mind but I do. For me it is very irritating when you need something and it's not there.

Real-World English Strategies

Telling someone that they have done something wrong can be very difficult even for very advanced speakers of English. This is because correcting other people is not equally acceptable in all cultures, and for some people, it may be inappropriate to do so in their home culture. Expanding on the first question in Exercise 3, together with your students, make a list of situations in which it was necessary to tell the other person they did something wrong.

Then draw the following table on the whiteboard, and ask students to copy it on a piece of paper. Tell students to fill in the rows for the two situations in both English and their own language. When students record what they would say in other languages in the last column, ask them to give an English equivalent/translation:

Situation	Language/ Culture	OK to correct?	What exactly would you say?
Your roommate used up all the milk and forgot to replace it.	English	Yes	I need to talk to you about...
Your colleague at work borrowed your pen without asking your permission.			
...			

Ask students to walk around the room and interview three to five classmates and record the results in their tables. Discuss the results together. Are your students' cultures similar or different from English (and each other) when it comes to telling someone they did something wrong? How do you students perceive the American culture in this regard? Is it easy or difficult for them to correct someone in English?

► Exercise 4 IDENTIFY

- Put students in pairs to brainstorm what would make the conversation successful in this situation. Have them share their ideas while you write them on the board.
- Play the video while students watch and listen. Then put them back in the same pairs to share their thoughts. Tell them also to compare what Andy did to what they listed in step 1.
- Call on volunteers to share their answers with the class.

Answers

Students' answers will vary. Sample answers include: It is successful because Kevin understands but is not offended, and he returns the items.

► English for Real Video Unit 10

► Exercise 5 ANALYZE

- Direct students to read the conversation parts. Check students' comprehension of *reveal*, *resolved*, and *issue*. Tell them to try and order the conversation parts first.
- Replay the conversation between Andy and Kevin again while students check their order.

- Put students in pairs or small groups to compare their order.
- Call on volunteers to share their answers with the class. Replay the video as needed. Have students raise their hands when they hear the next conversation part. Stop the video, and have students repeat what they heard.

Answers

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

Video Script

► English For Real Video Unit 10

Scene 1

Max Hi, Andy!
Andy Morning!
Max Uh, why is all the milk gone?
Andy I don't know.
Max Well... this was half full yesterday.
Andy Sorry, I have no idea. Uh, did you borrow my cell phone charger?
Max No no. But, Kevin was here last night. And he took all the printing paper.
Andy Kevin? Oh ... no wonder!
Max I hate to say this, but, you need to have a word with him. See ya.
Andy Hey Kevin. Can you come over? Thanks!

Scene 2

Kevin Hey... What's up, Andy?
Andy Hey uh, did you borrow my cell phone charger?
Kevin Oh, yeah, sorry. My cell phone battery died the other night. I forgot to tell you.
And Well, I need to talk to you about that. I mean... it's fine for you to borrow things but ...
Kevin OK ...
Andy But if you see that we're almost out of something, tell us, or replace it.
Kevin Sorry. Well, you said I could help myself to anything... so ...
Andy Yeah, I did say that. So ...
Kevin I got you this...
Kevin Better late than never.
Andy Hey, I've been looking all over for that!

Real-World English

Correcting someone

- Direct students to read the information in the box.
- Read the example phrases, and have students repeat after you with appropriate stress and intonation.

Extra Practice

- Write on the board or project the following conversation:
A: *Did you borrow my jacket the other day?*
B: *Oh yeah. I hope you don't mind.*
A: *Well, you left it on the floor of the closet.*
B: *Did I? Oh yeah. I'm sorry. I meant to hang it up, but I guess I forgot.*
A: *Look, please be more careful with my stuff in the future.*
B: *I'm sorry. I'll be more careful. I promise.*
- Put students in pairs to add the phrases from the Real-World English box to the statements above. Circulate to listen and help as needed.
- Have students memorize their conversations with the phrases they added and perform them for the class while the listeners decide whether the conversation is successful. Remind them of the look down to read, look up to speak technique, explaining that if they forget a line, they should look back at the book to remember but then look back up at their partner to say the line.

Exercise 6 IDENTIFY

- 1 Have students read Andy's part of the conversation and think about what words or phrases might complete the sentences.
- 2 Play the audio while students fill in the blanks independently.
- 3 Put students in pairs to take turns reading their completed sentences.
- 4 Have volunteers read their sentences to go over the answers as a class.

Answers

- 1 Well, I need to talk to you about that.
- 2 I mean, it's fine for you to borrow things, but ...
- 3 But if you see that we're out of something, tell us, or replace it.
- 4 Yeah, I did say that. So...

CD 3, Track 13

Exercise 7 ANALYZE

- 1 Direct students to complete the exercise independently.
- 2 Put students in pairs to compare their answers. Remind them to explain how Andy is fulfilling each of the purposes, i.e., what language he uses.
- 3 Have volunteers call out their answers to go over the answers as a class.

Answers

- 2 a 1 b 4 c 3 d

Exercise 8 PREPARE

Put students in groups of three to think of something for each situation. Circulate to offer help as needed.

Exercise 9 EXPAND

- 1 Put students back in their groups to choose one of the situations in Exercise 8.
- 2 Have students answer the questions about their situation. Tell them to think about the phrases from the Real-World English box that they might want to use depending on their answers. Circulate to offer assistance as needed.

Exercise 10 INTERACT

- 1 Have students decide in their groups who will role-play and who will observe.
- 2 Direct students to practice their role plays while Student C notes the phrases and stages from Exercise 5.

Exercise 11 ASSESS

Have Student C give Students A and B feedback. Circulate to offer help as needed.

Exercise 12 INTERACT

- 1 Have groups change roles and situations to do another role play.
- 2 Have them change again until all three students have played all three roles and each group has role-played each situation.
- 3 Have groups choose their favorite role play to perform for the class.
- 4 Have volunteer groups perform their role plays for the class while the rest of the class notes the phrases they use and the stages they see.

Lesson 10.5 Mystery Objects

Student Book page 122

Exercise 1 ACTIVATE

- 1 Direct students to the title of the lesson, and ask what might make an object mysterious.
- 2 Have students complete the exercise independently before getting into groups to share their ideas.
- 3 Call on volunteers to share their ideas with the class.

Answers

Students' answers will vary. Sample answers include:
The mask might be from a movie. It looks really old. The glasses are probably to help someone see better ...

Exercise 2 IDENTIFY

- 1 Play the audio, and have students work independently to number the objects.
- 2 Put students in pairs or small groups to compare their orders and to say what they remember hearing about each object.
- 3 Go over the order of the objects by having volunteers call it out.

Answers

- 1 b 2 a 3 c 4 d

Audio Script

CD 3, Track 14

- A Okay ... so ... I've got all the pictures of the mystery objects ready to show ... So who is going to start?
- B I'll go first. Come on, show me a picture.
- A Here you go.
- B Wow ... I have no idea ... Well, it seems really ... modern, quite new ... It's probably something used now. It's made of metal and has a spring, and the design is pretty modern ... It could be something for a musical instrument perhaps? I think I might have seen one actually, now I think about it ... Is it for a guitar?
- A Good job! That's right ... it's a guitar capo—it changes the sound of the guitar to make it higher or lower ... I thought no one would get that. Who's next?
- C Me. Show me my picture. Oh—OK ... well ... it looks very old, it could be over a hundred years old by the look of it. It has eyeholes, so it must have been something people wore ... and—I don't know, maybe it's something firefighters wore? They may have worn it to protect themselves, you know, from the smoke. Just look at that nose cover.
- A Good guess ... but wrong! It's a doctor's mask. Doctors wore them in the past to stop them from catching illnesses—particularly the plague. It's pretty cool, I think. Sorry, Fran, that means you're out of the competition.
- D I'm next. What are these? They are obviously a kind of glasses or goggles ...
- A Yes. You're exactly right, Jon. Anyone can see that, but that's not the full answer. What do you wear them for?
- D I don't know. They look like some kind of safety goggles. But they're also fashionable. Fashion safety goggles. They might be for stylish people walking in polluted cities?
- A Really? Would fashionable people really want to walk around in such pollution? No, they are for the kitchen ... for when you are cutting onions! To stop you from crying. [laughter] They're very useful, actually, although they look a little funny ... OK, Mia, you're the last. Here's your picture. You need to get this right to stay in the competition ...

- E OK ... well, it's not new, but it could be something you use in an office because it's got an office label on it. I think it must be something used with electronics—it looks like something for one of those old computers—and it has a disc in it. Is that right?
- A Correct! It's a floppy disk. It's an old computer data storage system—a kind of USB drive. So that's two of you in the next round. Who's going to win the mystery prize ... ?

Exercise 3 INTEGRATE

- Put students in pairs to complete the exercise. Circulate to listen and answer questions as needed.
- Have volunteer pairs call out the names and uses of the objects. Replay the audio as needed.

Answers

- | | |
|-----------------------|-----------------------|
| 1 b the guitar capo | 3 c the onion goggles |
| 2 a the doctor's mask | 4 d the floppy disk |

Speaking

Speculating about the present and the past

GO ONLINE

- Elicit from students what they remember about speculating from Unit 8 and write it on the board.
- Have students read the information in the Speaking box. Elicit from students the modal verb (*could*) they see there, and remind them that modal verbs are always followed by verbs in their base form.
- Point out *probably* and *maybe* mean the same thing as *could*, but that the structure of the sentence is different.
- Read the example phrases. Have students repeat after you with the correct stress and pronunciation.

Extra Practice

- Have students look at the examples in the information box again. Ask them which ones are about the past and which are about the present.
- Have students take objects out of their backpacks, purses, or pockets and put them on their desks. Tell them to imagine they are people from the year 2099 looking at these objects.
- Put students in pairs or small groups to speculate using the three different forms in the information box about the objects on their desks. Remind them to add evidence to support their ideas. Circulate to offer help as needed.
- Have volunteer pairs or groups hold up their objects and call out their speculation sentences.

Exercise 4 INTEGRATE

- Direct students to read the list of speculations and evidence and see if they can match them up in advance of listening.
- Replay the audio while students check their matches.
- Put students in pairs to compare answers.
- Have volunteer pairs call out their matches. Replay the audio as needed, stopping to let students repeat the sentences that provide the answers.

Answers

- used now—modern design
- firefighters used it—has a nose cover
more than 100 years old—looks old
people wore it—has eyeholes
- used with electronics—looks like something for an old computer
used in the office—has a label
- for stylish people—they are fashionable

CD 3, Track 14

Exercise 5 IDENTIFY

- Have students read the extracts.
- Play the audio, and have students work independently to fill in the blanks.
- Put students in pairs or small groups to take turns reading their completed sentences.
- Have volunteers call out their answers. If necessary, replay the audio, stopping to have students repeat what they heard.

Answers

- It seems really modern.
- It's probably something used now.
- It could be over a hundred years old by the look of it.
- I don't know, maybe it's something firefighters wore?
- They are obviously a kind of glasses or goggles.
- They might be for stylish people walking in polluted cities.
- I think it must be something used with electronics.

CD 3, Track 15

Pronunciation Skill

Unstressed modal verbs in speculating

GO ONLINE

- Direct students to read the information in the box. Read the example sentences aloud, having students repeat after you with correct stress. If desired, read the following sentences to illustrate how the sentences would sound if the modal was stressed and how the meaning would change.
 - I don't remember if I've ever seen one, but I **might have** seen one.*
 - I don't agree with you about it being something for cooking. It has eye holes. It **must have** been something people wore.*
 - You're probably right. They probably did wear it just for fashion, but you never know. They **may have** worn it to protect themselves.*
- Read the modal verbs in the past, and have students repeat after you with the correct pronunciation.

More to Say...

Focus: Working in small groups, students practice reducing modal verbs in speculating.

Grouping Strategy: Groups of three to four students

Activity Time: 20 minutes

Ready,

- 1 Find some pictures online or in magazines of interesting situations. Choose enough different pictures so that there is one for each pair of students.

Set...

- 1 Bring a timer to the class.
- 2 Hang up the pictures around the room.
- 3 Model the activity. Stand in front of one of the pictures. Ask students, "What might have happened before this picture was taken?" Elicit some answers. Remind students to reduce the modal verb.

Go!

- 1 Put students into partners.
- 2 Instruct them to stand up and move to one of the pictures.
- 3 Set the timer for 20 to 30 seconds.
- 4 Have students work together to come up with two sentences using modal verbs that speculate about what might have happened before the picture was taken.
- 5 When the timer goes off, have students move to a different picture and repeat.
- 6 Continue until students have had a chance to speculate about most of the pictures.

Keep Going!

- 1 If time permits, go around the room and have students share the speculations they thought were the most interesting.
- 2 Have students vote on the speculations that are most probable and least probable.

Exercise 7 APPLY

- 1 Put students in pairs or small groups to brainstorm new possible reasons for each of the situations in Exercise 6. Circulate to help with ideas as needed.
- 2 Have pairs take turns speculating with their new situations using the modal verbs from the Pronunciation Skill box.
- 3 Have volunteers call out their new speculations.

Answers

Students' answers will vary. Sample answers include:

- 1 It might have rained.
- 2 It must have died.
- 3 She may have stayed up really late last night grading papers.
- 4 People must not want to come out in the storm.

Exercise 8 INTERACT

- 1 Put students in pairs to complete the exercise. Remind them to explain their choices. Circulate to listen and offer assistance as needed.
- 2 Have volunteers call out their answers.

Answers

Students' answers will vary. Sample answers include:

This object is used to help you hold something you use almost constantly! It attaches to the back to help your fingers stay in place ... (cell phone gripper)

Exercise 9 IDENTIFY

- 1 Put students back into their pairs from Exercise 8. Have pairs talk about the phrases they used and the objects they speculated about.
- 2 Have volunteers say which phrases they used the most. Tally the objects that were the most interesting to speculate about. Have students speculate about why these objects were the most interesting.

Exercise 6 NOTICE

- 1 Direct students to read the sentences and think about what modal phrases they would use for each one.
- 2 Play the audio while students complete the exercise independently.
- 3 Replay the audio again, stopping after each sentence to have students repeat what they heard. If desired, have students change the modal verbs to the speculation phrases from the Speaking box.

Answers

- | | |
|--------------|--------------|
| 1 must have | 3 might have |
| 2 could have | 4 may have |

Audio Script

CD 3, Track 16

- 1 The ground is wet. The neighbor must've washed her car.
- 2 My friend isn't answering the phone. He could've left it home.
- 3 The teacher looks tired. She might've corrected a lot of tests yesterday evening.
- 4 The streets are very quiet. The big football game may've started already.

Unit 10 Review

Student Book page 156

Vocabulary

Exercise 1

Answers

- | | |
|--------------|--------------|
| 1 mysterious | 3 prove |
| 2 puzzled | 4 atmosphere |

Exercise 2

Answers

- | | |
|-----------------|--------------|
| 1 on display | 3 on purpose |
| 2 On account of | 4 on time |

Exercise 3

Answers

Students' answers will vary.

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

Grammar

Exercise 4

Answers

- | | |
|-----------------------|------------|
| 1 might be / could be | 3 can't be |
| 2 could be / might be | 4 must be |

Exercise 5

Answers

- 1 When I was young, I couldn't sing very well, but I can now.
- 2 Were you able to speak to him before he went home?
- 3 They couldn't understand the problem that everyone else was having.
- 4 Scientists couldn't explain as much in the past as they can now.

Exercise 6

Answers

- | | |
|----------------------------|----------------------------|
| 1 might / could / may have | 3 might / could / may have |
| 2 might / could / may have | 4 must have |

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 Draw students' attention to the quote. Ask students how many of them know who Magritte was. Explain that he was a Belgian surrealist artist. Project images of his work from the Internet.
- 2 Read the quote aloud. Put students in pairs or small groups to discuss the meaning of the quote and to answer the questions. Direct students to give examples to illustrate their points.
- 3 Ask students to write a "quote" about the intrigue of mystery in our lives or to find one in their own language and say what it means in English. Monitor and help with vocabulary.
- 4 Have students share their quotes with the class.

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 For Task 1, give students a moment to think about a mystery book or movie they'd like to talk about. Then put students in pairs or small groups to share their mystery plots.
- 2 Have students complete Task 2 independently, providing support as needed.
- 3 For Task 3, have students bring in or show on their phones a photo of a mystery location. Put students in groups to show their photos and to have the others in their group speculate on where it is. Remind students to give reasons for their speculations.

Answers

Students' answers will vary. Sample answers include:

- 1 I read a mystery novel by _____. It took place in the 1800s in London, and it was about a serial killer. In the story ...
- 2 Dear Annie, I'm so lucky to have you as a friend! ...
- 3 It could be a photo of the rainforest in Borneo because you can see ... and also it looks like ...

Exercise 9

- 1 Tell students to think about how they did on each of the tasks.
- 2 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—*Wishes*—summarizes the main themes: the regrets people have and how they feel about them, sharing regrets with others, inventors who wished they could change what they'd done, changing course in life, apologizing for mistakes we've made and making amends, talking about wishes and regrets, writing a reply post to an online article about regrets, and making a wish list.

In **Lesson 11.1**, the idea of wishes is reflected in the following activities: discussing personal habits people want to change by either stopping or starting, reading about someone's personal regrets regarding school, using *should have* to discuss regrets and retrospection, listening to a podcast about regrets, practicing understanding modals in conditionals and regrets, and learning vocabulary used to discuss dealing with life's problems. In **Lesson 11.2**, the following exercises demonstrate the theme of wishes: posting a regret on social media, reading a blog article and reply post about regrets, learning to use time linkers to show how one event connects to another, using ellipsis when writing about regrets, and writing a reply post to an article. In **Lesson 11.3**, students will talk about people's Internet use and overuse, read about the inventor of the World Wide Web, learn about recognizing and understanding register, and learn to use the third conditional to talk about situations in the past. In **Lesson 11.4**, students will watch a video and will then practice different ways to apologize for something. In the *Real-World English Strategies*, teachers will help students practice apologizing and offering to help improve the situation that needs the apology. Finally, in **Lesson 11.5**, the exercises summarize what students have learned about the theme of wishes and regrets, and have them practice talking about wish lists.

Lessons

11.1 No Regrets

Grammar in Context *Should have*: Retrospection and regrets

Listening Skill Understanding modals in conditionals and regrets

- Talk about regrets about school
- Use *should have* and *shouldn't have* to criticize things we or others did or didn't do in the past
- Recognize linked sounds in conditionals and regrets
- Vocabulary: calm down, get wrong, cope, get over, adapt, deal with (Oxford 3000)

11.2 Get Over It

Grammar in Context Time linkers

Writing Skill Using ellipsis

- Discuss posting about something you've regretted
- Read and reply to a blog post about regrets
- Use time linkers in writing to show how events connect
- Use ellipsis to leave unnecessary words out of sentences

11.3 Restarting

Vocabulary Development Prefixes

Reading Skill Recognizing and understanding register

Grammar in Context Third conditional

- Discuss some disadvantages of the Internet
- Learn to use the prefixes *mis-*, *re-*, and *over-* to help with comprehension of new words
- Use the third conditional to talk about unreal situations in the past
- Vocabulary: review (Oxford 3000)

11.4 Saying Sorry

Real-World English Saying sorry

- Practice saying sorry in different situations
- Make an apology stronger
- Offer help to improve situations you are apologizing for
- Learn apology phrases

11.5 What's on Your Wish List?

Speaking Talking about wishes and regrets

Pronunciation Skill *should* / *shouldn't have*

- Talk about wishes for the present, past, and future
- Practice reducing the stress on *should have* and *shouldn't have*
- Discuss, create, and share wish lists

Resources

Class Audio CD 3, Tracks 17–22

Workbook Unit 11, pages 71–77

Oxford Readers Correlations

Little Women (9780194657273)

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

Unit Opener

Student Book page 123

The unit opener photo shows a man dressed in a king's robe and crown performing for children on an outdoor stage as soap bubbles float in the air. The children look entranced by the performance, and some of them are also dressed in costumes and have their faces painted. The photograph relates to the unit theme and subsequent exercises because it focuses on the fact that when we make wishes or express regrets, we are usually talking about things that we can no longer change or that are not real, like this carnival-type scene being played out in front of the children.

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, she 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 that she compassionately feels the need to expose. Today Nadia is a freelance photojournalist and a correspondent for *The New York Times*. She works frequently in Latin America as well as in Haiti, Kazakhstan, the 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 For question 1, check students' comprehension of *get over* and ask them what kinds of things one has to *get over* in life.
- 2 For question 2, ask students what might have happened in 1991 that changed the world.
- 3 For question 3, ask students what games are played worldwide.

Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the image, provide words and phrases to help them as necessary, for example, *blowing bubbles, a king's crown and robe, performing, costumes, face paint*. Ask specific questions about the picture: *Where do you think this is? What is the person on stage doing? How do the children in the audience look? What do you think is in the children's minds?*
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Nadia Shira Cohen answers these questions from her perspective. Play the video for students as many times as needed to check comprehension and discuss any vocabulary items.

- 3 Encourage students to brainstorm what they wished for as children, if they can remember, and if not to imagine what children wish for, and to compare it to the things that they wish for now that they are older. Ask students to say how often wishes come true and how wishes and dreams differ.

Answers

Students' answers will vary. Sample answers include:

Children wish magical things like that they could disappear or turn into something different.

As we get older, our wishes change to be about things that can actually happen.

Video Script

This image was taken in a shopping mall in Rome during a festival for children. The performer was storytelling and singing and the kids were just ecstatic about it.

Children often make wishes for the present, for a toy or a special thing to eat. But they can also make a wish for something far away in the future. It can be something attainable, like what they wish to be when they grow up, or something more metaphysical and vague, like wishing to fly or to be a superhero. When I was a kid, I wished for experiences. I dreamed of travel, especially to places with warm climates that were exotic compared to what I grew up in. And perhaps this was because I didn't travel a lot as a child. My children wish to ride horses and paraglide with their dad. But they also wish to eat candy, drink soft drinks, and eat cake, of course.

Many of my wishes have come true in life. In fact, I don't think I would have been able to move to Rome, or to have children and to keep my career if I didn't continue to dream and wish for things.

Exercise 1

- 1 Have students work independently to make a short-term wish list just about things they want to happen in the next 24 hours.
- 2 Put students in pairs to compare their wish lists and to discuss the list of questions.
- 3 Direct students to bring their wish lists back to class for the next class.

Answers

Students' answers will vary. Sample answers include:

- 1 I want a day with no complaining!
- 2 I want everything to go my way today so I have no negative feelings.
- 3 I want to go shopping and not go to class.
- 4 I want to see my friends and not see my aunts and uncles!
- 5 I want to buy a new outfit and eat two slices of pizza.

Exercise 2

- 1 Put students together with their partners from Exercise 1.
- 2 Direct students to share their wish lists from Exercise 1 with their partners and to say which wishes came true, if any.

Answers

Students' answers will vary. Sample answers include:

My first wish of finishing all my homework came true.

Real-World Goal

By the end of this unit, students will be able write a wish list and check which come true by the end of the week because they will have learned to use *should have* for retrospection and regrets, understand modals used to express regrets, learned phrasal verbs with *look* to talk about wishes and regrets, used time linkers to connect events when writing about wishes and regrets, and practiced talking about wishes and regrets.

Lesson 11.1 No Regrets

Student Book pages 124 – 125

Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson, and ask what *no regrets* might mean. Also ask what the connection between wishes and regrets might be (wishing you hadn't done something is the same as regretting something you did).
- 2 Put students in pairs to say what activity they see in each of the pictures. Circulate to help with vocabulary as needed.
- 3 Direct the pairs to answer the questions. Tell them to give reasons for their answers and to ask each other questions about their answers.
- 4 Ask volunteers to share their responses to the questions with the class.
- 5 Tally the class's responses to the questions. Use the tally to find out which of the situations is most commonly regretted.

Answers

Students' answers will vary. Sample answers include:

- 1 I don't see my family as often as I would like to.
- 2 I work hard late at night but would prefer not to.

Exercise 2 IDENTIFY

- 1 Direct students to complete the exercise independently.
- 2 Put students in pairs to take turns reading their completed sentences to each other.
- 3 Go over the answers by having volunteers read their sentences for the class.

Answers

- | | |
|---------------|-----------------|
| 1 didn't work | 3 didn't spend |
| 2 talked | 4 didn't listen |

Exercise 3 WHAT'S YOUR ANGLE?

- 1 Give students a minute to think about the regrets they share from Exercise 2. Then put them in pairs or small groups to share their regrets.
- 2 Have volunteers share their answers, or run through each of the four regrets and have students raise their hands if they share that regret.

Answers

Students' answers will vary. Sample answers include:
I should have worked harder and spent more time in the library.

Grammar in Context

Should have: Retrospection and regrets

GO ONLINE

- 1 Check students' comprehension of *retrospection* and *criticize*. Ask students to think of the last time they criticized something they did and then something someone else did. Then ask students which verbs they use to express regret, and write *should have* and *shouldn't have* on the board.
- 2 Direct students to read the information in the Grammar in Context box independently.
- 3 Read the sample sentences, having students repeat after you with the correct pronunciation, stress, and intonation.
- 4 For additional practice, see Grammar focus on page 169 in the Student Book.

Extra Practice

- 1 Bring to class magazine photos of children, adults, or animals doing things they shouldn't or getting into mischief, for example a child drawing on a wall or a dog eating something it shouldn't.
- 2 Put students in pairs to make sentences with *should have* and *shouldn't have* related to the pictures. Explain that this is a game and that the pair that writes the most sentences for each picture wins.
- 3 Give students a limited amount of time to write their sentences. Then either project the winning students' sentences, or have them post them on the wall. Have the class edit the sentences that need editing.

Exercise 4 APPLY

- 1 Check students' comprehension of the phrase *it's no wonder*. Direct students to complete the exercise independently.
- 2 Put students in pairs to take turns reading their completed sentences to each other.
- 3 Go over the answers by having volunteers read their sentences for the class.

Answers

- | | |
|--------------------------|---------------------------|
| 1 should have saved | 4 shouldn't have listened |
| 2 should have taken | 5 should have been |
| 3 shouldn't have studied | |

Exercise 5 INTEGRATE

- 1 Direct students to read the ideas in the box. Read the sample sentence aloud, having students repeat after you. Ask them to reword this sentence in the way they did for Exercise 2, i.e., I didn't spend enough time with my grandparents when I was younger.
- 2 Have students complete the exercise independently. Circulate to help as needed.
- 3 Put students in pairs to take turns sharing their sentences with each other.
- 4 Have volunteers read their sentences for the class.

Answers

Students' answers will vary. Sample answers include:
I shouldn't have talked about my friends to other friends.
I should have saved more of my paycheck from work.

Listening Skill

Understanding modals in conditionals and regrets

GO ONLINE

- 1 Direct students to read the information in the Listening Skill box.
- 2 Read the example sentences aloud, having students repeat them after you with the correct pronunciation.

Extra Practice

- 1 Find a TED talk or other short YouTube video with someone speaking on regrets who uses modal plus *have* and negative modal plus *have* multiple times.
- 2 Draw a table with two columns on the board. Head the columns with *modal + have* and negative *modal + have*. Have students copy the table on a piece of paper.
- 3 Play the video and have students write a check in the correct column every time they hear a modal plus *have* or a negative modal plus *have*.
- 4 Replay the audio having students raise their hands each time they hear a modal or negative modal plus *have*. Stop the audio, and have a volunteer say what they heard. Replay that sentence, and have the class repeat the sentence using the correct pronunciation of the modal form.
- 5 If desired, repeat the activity with another video for the other forms in the information box.

Exercise 6 IDENTIFY

- 1 Direct students to read the five sentences. Then play the audio while students complete the exercise independently.
- 2 Put students into pairs to take turns reading their sentences to one another.
- 3 Go over the answers as a class. Replay the audio, stopping after each sentence, and have students repeat the sentences with the correct pronunciation as a class.

Answers

- 1 ... what people would change.
- 2 I shouldn't have tried to be cool.
- 3 It should be easy to stop.
- 4 We'd have less money today.
- 5 We could go on worrying...

CD 3, Track 17

Exercise 7 INTEGRATE

- 1 Direct students to read the questions. Check their comprehension of *tend to*. Tell them to think about possible answers for each question.
- 2 Play the audio while students complete the exercise independently. Then give students time to add to their answers.
- 3 Put students in pairs to compare answers.
- 4 Replay the podcast for students to check their answers. After the audio is over, have partners compare again.
- 5 Have volunteers call out their answers. Replay the podcast as needed.

Answers

- 1 Write your biggest regret.
- 2 more than a million
- 3 a nurse
- 4 not doing what you wanted
- 5 work, family and relationships, friendship, health, and travel
- 6 working too much
- 7 relationships

Audio Script

CD 3, Track 18

Host This week's topic is inspired by a lovely story in New York. Someone put up an old-fashioned blackboard with the words "Write your biggest regret" written on it. For 24 hours, people could write down things they felt they should and shouldn't have done. The results were powerful, and millions of people have watched the video. So we decided to take a closer look at regrets and what people would change about their lives.

What is the number one regret? An Australian nurse, Bronnie Ware, wrote a book—The Top Five Regrets of the Dying. She made a list of people's regrets at the end of their lives, and the results were clear. The top regret is not doing what you wanted, and, instead, following what other people wanted you to do. This shows that we need the courage to lead our own lives and make our own choices, even when our loved ones or society wants something else from us.

The psychology of regret is very interesting. Research shows that we regret different things over different periods of time. So when we think about what we got wrong, we usually think of things we should have done but didn't do a short time ago and things we shouldn't have done but did over a longer period. Regrets often involve work, family and relationships, friendship, health, and travel. Psychology tests also indicate that there are some gender differences. Most men say that they shouldn't have spent so much time working. Instead, they should have spent more time relaxing or with their families. Nurse Ware reported that every male patient she ever had suffered from this regret. Women tend to cope with more regrets related to relationships, such as they shouldn't have quit work to get married and have children so young.

We talked to some people on the street, asking them the simple question "What do you most regret?" Here are some of the answers.

- A For me, regrets are great—I can learn from them. My favorite singer says she turns her regrets into songs, which is nice... If I find myself thinking, "I should have done that," I make a note to do it next time! Basically, I deal with it and then I move on.
- B I do regret starting smoking when I was a teenager. I shouldn't have tried to be cool... Now, with all the information we know about how bad it is, it should be easy to stop ... but I find it soooo hard not to smoke, even though I know it's so stupid.
- C Why didn't I work less when my children were growing up? I'll never know. I should have worked fewer hours and spent more time with my sons. Well, we'd have less money today, I guess ...
- D Regrets? No, none ... We could go on worrying about the past forever, so I say no, never look back.

Exercise 8 WHAT'S YOUR ANGLE?

- 1 Put students in pairs to discuss the quote and the question. Remind them to give specific examples from their own life experience.
- 2 Have pairs volunteer their answers.

Answers

Students' answers will vary. Sample answers include: We agree that you can learn from regrets. In fact we think it's very important to try to learn from regrets. One way to learn from regrets is if you are in the same situation, make a different decision.

Exercise 9 VOCABULARY

- 1 Have students read the sentences. Check students' comprehension of *cope with*, *get over*, *adapt to*, and *deal with*. Direct students to complete the exercise independently.
- 2 Put students in pairs or small groups to take turns reading their matched phrases.
- 3 To go over the answers as a class, have volunteers call out the answers.

Answers

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

Oxford 3000 words

calm down cope adapt
get wrong get over deal with

Exercise 10 WHAT'S YOUR ANGLE?

- 1 Give students a moment to decide which sentences from Exercise 9 are true for them. Then put them in pairs to share their answers. Remind them to give examples to illustrate their points.
- 2 Have pairs volunteer their answers.

Answers

Students' answers will vary. Sample answers include:
Sentence 4 is true for me. I have to talk about things with my friends and family in order to understand them and feel better about them.

Lesson 11.2 Get Over It

Student Book pages 126 – 128

Exercise 1 ACTIVATE

- 1 Have students look at the lesson title. Ask students what kinds of things people have to get over and how that relates to the unit title. Then ask students how many of them read comments on blog posts.
- 2 Give students a moment to think about how they might answer the questions. Then put them in pairs to share their answers. Remind them to give specific details to explain their answers.
- 3 Have volunteers share their answers with the class. If desired, tally students' answers to the first two questions on the board.

Answers

- Students' answers will vary. Sample answers include:
- 1 No, I never reply to posts online. I don't because people always argue with you.
Yes, I often reply to posts online, especially on social media. I do it because it's a good place to express your ideas.
 - 2 Yes, I have and I know many people who have regretted saying something on social media.
 - 3 I have deleted my post in the past, or sometimes I post again further explaining myself.

Exercise 2 IDENTIFY

- 1 Put students in pairs to read the pieces of advice and order the good ones.
- 2 Have volunteers call out their answers.

Answers

- 1 Thank the writer for their post.
- 2 State the main idea.
- 3 Provide more detail.
- 4 Encourage people to reply to your post.

Exercise 3 ASSESS

- 1 Have students read and answer the questions independently.
- 2 Put students in pairs or small groups to compare their answers.
- 3 Have volunteers share their answers with the class.

Answers

- 1 his biggest regret
- 2 Yes, it follows the good advice in Exercise 2.

Exercise 4 IDENTIFY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare their time linkers.
- 3 Have volunteers call out their answers.

Answers

meanwhile, by the time, when, while, during, as soon as, [until]

Grammar in Context

Time linkers

GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box independently.
- 2 Read the example sentences aloud, having students repeat after you with correct stress and intonation.
- 3 For additional practice, see Grammar focus on page 169 in the Student Book.

Extra Practice

- 1 Put students in pairs to use the linkers to write true sentences about themselves. For the sentences that express present time actions or situations, direct them to write sentences about things that are going on in the classroom or in life. Circulate to help as needed and to check for accuracy.
- 2 After students have completed their sentences, have them choose four to rewrite into quiz format with the time linker missing.
- 3 Combine pairs to exchange their time linker quizzes. Direct them to complete the other pair's quiz with all the time linkers that might work. Have pairs give each other back their quizzes and grade them.
- 4 Have volunteers write their completed sentences on the board. Review them for accuracy as a class.

Exercise 5 ASSESS

- 1 Have students complete the exercise independently.
- 2 Put students in pairs to compare their examples by taking turns reading the sentences in order.
- 3 Have volunteers call out their answers.

Answers

- | | |
|------------------------|-----------------------------|
| 5 became jealous | 3 left high school |
| 1 started doing art | 7 changed his college major |
| 2 in the design studio | 6 visited the advisor |
| 4 got a car | |

Exercise 6 APPLY

- 1 Direct students to complete the exercise independently.
- 2 Put students in pairs or small groups to take turns reading their completed sentences to each other.
- 3 Go over the answers as a class.

Answers

- | | | | |
|---------------|---------|--------------|---------|
| 1 Meanwhile | 3 when | 5 during | 7 until |
| 2 by the time | 4 while | 6 as soon as | |

Writing Skill

Using ellipsis

GO ONLINE

- 1 Check students' comprehension of *ellipsis* and *concise*. Direct students to read the first paragraph in the Writing Skill box to find the meaning of them and say how they are related.
- 2 Direct students to read the remaining parts of the Writing Skill box. Ask them what the two types of ellipsis are and how they are different.
- 3 Ask students what type of noun was left out of the example sentence in the Noun ellipsis part.

Extra Practice

- 1 Put students in pairs or small groups to make more sentences like the three example sentences in the Writing Skill box.
- 2 Have students call out their examples.
- 3 Have students reread the text in Lesson 10.3 to find an example of a verb ellipsis ("However, I have decided that ... but nobody has.")

Exercise 7 IDENTIFY

- 1 Have students complete the first part of the exercise independently. Point out that one of the sentences has more than one part that can be left out. Then put students in pairs or small groups to compare answers.
- 2 Direct students to return to the text to check their answers.
- 3 Call on volunteers to share their answers with the class.

Answers

- 1 Apparently, sharing a regret helps you get over it. I obviously haven't [gotten over it] yet.
- 2 I should have studied art and design, but I didn't. [study them].
- 3 I spent most of my time in the school design studio and [I] wasn't in the library much at all.
- 4 I loved art, especially photography, and [I] was really good at it.
- 5 I went to the career advisor at school and asked [the career advisor] about careers that pay well.

Exercise 8 APPLY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to take turns reading their rewritten sentences to each other.
- 3 Project students' sentences on the board, or have students write their sentences on the board so you can have the class edit them together as needed.

Answers

- 1 My friend has lots of regrets, but I don't.
- 2 School was bad, and college worse.
- 3 I wasn't interested, and so didn't try.
- 4 She tried to stop, but couldn't.
- 5 I love traveling, and regret that I didn't much.

Exercise 9 PREPARE

- 1 Elicit from students which type of reading they should do to find the different parts quickly (scanning). Have students complete the exercise independently.
- 2 Put students in pairs to compare answers.
- 3 Have volunteers share their answers with the class.

Answers

- 1 Thanks for your post.
- 2 I changed my major to business.
- 3 It would be great to hear other regrets. Don't leave my story here on its own.

Exercise 10 DEVELOP

Have students read the topics and make some notes on their ideas independently. Circulate to help as needed.

Exercise 11 WRITE

Direct students to write their regret posts independently while you circulate to offer assistance with vocabulary, paragraph structure, time linkers, and ellipsis.

Exercise 12 SHARE

- 1 Remind students to tell each other something they liked about their reply posts before giving critical feedback. Have them reread the bulleted checklist.
- 2 Put students in pairs. Have them exchange papers. Tell them to read each other's papers all the way through before reviewing for the checklist items.
- 3 Allow time for partners to explain their feedback to each other.

Answers

Students' answers will vary. Sample answers include:
I really like the regret you chose. I have often felt that way, too.
However, I think you could add another sentence to the first part where you respond to the article request. Also, you might want to add the time linker ____ in this sentence here.

Exercise 13 IMPROVE

Allow time for your students to revise their posts according to the feedback they received. Circulate to help as needed.

Exercise 14 WHAT'S YOUR ANGLE?

Put students in groups of five or six, or have students post their replies on the walls. Have students read the replies and decide which they relate to the most.

Answers

Students' answers will vary. Sample answers include:
I related to Ahmed's reply. I also remember when I was younger and I saw someone bully another child and I didn't do anything about it. I've always wished that I had.

Lesson 11.3 Restarting

Student Book pages 129 – 131

Exercise 1 ACTIVATE

- 1 Ask students to call out the amount of time they spend on the Internet on average. Then ask them if they ever regret doing that or what types of things they might have done instead.
- 2 Have students read the statements and take a minute to think of their own opinions. Then put students in pairs to discuss their opinions.
- 3 Have volunteers share their ideas with the class while you write them on the board. If desired, tally students' responses to the three statements. Also, if desired, divide the class into those who agree and disagree with one of the statements, and have them debate it.

Answers

Students' answers will vary. Sample answers include:
1 Yes, you have to be careful with the Internet because some sites give bad information.
2 No, it probably doesn't need to be completely rebuilt, but it does need more oversight.
3 Yes, we should all spend less time on the Internet and more time doing things like homework, sports, or having face-to-face time with our friends and family.

Vocabulary Development

Prefixes

GO ONLINE

- 1 Remind students that prefixes change the meaning of words. Elicit prefixes students are already aware of or have already studied and write them on the board. Have students call out words with those prefixes and say what the prefixes mean.
- 2 Direct students to read the information in the Vocabulary Development box.

Oxford 3000 words

review

Extra Practice

- 1 Put students into pairs to brainstorm or look up words that take the prefixes *mis-*, *re-*, and *over-*.
- 2 Direct pairs to make two or more sentences with the word using the word by itself and using the word with a prefix. Circulate to offer help as needed, e.g., *I acted foolishly when I got angry at you. I think I was reacting to your anger though.*
- 3 Have pairs choose their favorite pair of sentences, and then stand up in front of the class and write their word with and without the prefix on the board. Direct them to teach the others the meaning of the two words. Then have them read their two sentences without the word in it. Have the rest of the class call out which word is missing.

Exercise 2 IDENTIFY

- 1 Put students in pairs to complete the exercise.
- 2 Have volunteers call out their definitions.

Answers

Students' answers will vary. Sample answers include:
misinform: give someone the wrong information
rebuild: take something that is completely broken and make it again
overdo: do something too much so that it has a negative effect

Exercise 3 APPLY

- 1 Tell students to refer back to the Vocabulary Development box to understand the meaning of the new words they are creating if needed.
- 2 Have students complete the exercise independently.
- 3 Put students in pairs or small groups to compare their choices.
- 4 Call on volunteers to call out their sentences.

Answers

- | | |
|--------------|---------------|
| 1 (mis)use | 4 (mis)behave |
| 2 (over)load | 5 (re)place |
| 3 (re)write | |

Exercise 4 INTERACT

- 1 Give students a minute to rate the problems for themselves. Then put them in groups to compare their ratings and complete the exercise. Remind them to give reasons for their choices.
- 2 Tally students' ratings on the board. Then have different groups defend their ratings, giving their reasons and examples where needed.

Answers

Students' answers will vary. Sample answers include:
We think 2, 4, and 5 are the top three problems because ...

Exercise 5 IDENTIFY

OXFORD REFERENCE

- 1 Give students time to think of the answers to the three questions. Then put them in pairs or small groups to compare their answers or guesses.

- 2 Have students read the text to find the answers to the questions.
- 3 Have volunteers call out the answers.

Answers

- 1 Sir Timothy John Berners-Lee
- 2 CERN (European Organization for Nuclear Research)
- 3 in 1991

Exercise 6 INTEGRATE

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare their answers to the questions. Remind them to show each other evidence in the text for their answers if they don't have the same answer for a question.
- 3 Have volunteers call out their answers.

Answers

- 1 history
- 2 the double slash in *http://*
- 3 playing his game
- 4 the code for pop-up ads
- 5 the technological world

Reading Skill

Recognizing and understanding register

GO ONLINE

- 1 Have students read the definition of register in the first sentence of the Reading Skill box. Elicit from students examples of things they read in both formal and informal registers. Ask students which register academic writing tends to be in.
- 2 Have students read the remaining information in the Reading Skill box and the chart of features.

Extra Practice

- 1 Have students brainstorm a list of everything they've read so far that day including signs on the street or ads in public transport to textbooks or online news sites, etc.
- 2 Put students in pairs to compare lists and then decide which ones were formal and which were not.
- 3 Direct pairs to check their lists against the chart of features to see which features each one included.

Exercise 7 APPLY

- 1 Put students in pairs complete the chart.
- 2 Join pairs together to compare their charts.
- 3 Write the chart on the board and have volunteers call out their answers while you fill it in, or have students come up to the board to complete the chart themselves.

Answers

Type of words: longer, technical mixture of types
informal phrases
Word form: full forms some contractions a contraction
Style of sentence: longer mixture of long and short short,
incomplete, repeated words
Layout style: continuous text continuous text
Details included: references references within text
personal comments

Exercise 8 ASSESS

- 1 Put students in pairs to complete the exercise. Remind them to provide examples to support their ideas.
- 2 Have volunteers call out their answers to go over the answers as a class.

Answers

- 1 Text 1 (dictionary entry) is formal
Text 2 (article) is fairly neutral, mixing formal and informal language
Text 3 (comments) are informal.
- 2 Students' answers will vary. Sample answers include:
Text 1 to check information
Text 2 to get new ideas and points of view
Text 3 to read for fun

Grammar in Context

Third conditional

GO ONLINE

- 1 Write a third conditional on the board such as *I don't feel very well. I think if I hadn't eaten that fourth piece of pizza, I would not feel sick right now.* Ask students to say when this is (the past) and what happened (the speaker ate too much, and then the speaker got sick). Elicit from students that this situation is no longer changeable, which is why it is called the unreal conditional.
- 2 Direct students to read the information in the Grammar in Context box. Elicit from students what the grammatical formula is for this type of sentence (*if* + past perfect, modal in the past). Also, ask students to note a difference in punctuation when the *if* phrase goes second (no comma).
- 4 For additional practice, see Grammar focus on page 169 in the Student Book.

Extra Practice

- 1 Have students think of four things in their current life that would have been different if something had or hadn't happened. For example, they wouldn't have had to buy coffee this morning if they'd gotten up early enough to make coffee. Or they wouldn't have met someone in the class if they had decided to take a different class.
- 2 Direct students to make two lists on a piece of paper, one headed by *condition* and the other headed by *result*. Have them complete the columns with their three conditions and four results but out of order. Circulate to help as needed.
- 3 Have students exchange papers with a partner. Then have them work independently to match the conditions with the results and write four conditional sentences from their matches.
- 4 Put students in pairs to give their papers back and see if they matched the conditions and results as the student had expected. As it is likely that there were various possible combinations, have students tell their partners what combinations were actually the ones that happened to them.
- 5 Have volunteers write selected sentences on the board. Give time for the class to edit them as needed.

Exercise 9 IDENTIFY

- 1 Have students answer the questions independently.
- 2 Have volunteers call out their answers. Confirm the correct answers as a class.

Answers

- 1 yes 2 no 3 no 4 yes

Exercise 10 APPLY

- 1 Have students complete the exercise independently.
- 2 Direct students to check their answers by scanning the text for these sentences.
- 3 Have volunteers share the ones they didn't get correct. Ask students to say what they noticed about the mistakes they made.

Answers

- 1 It would have been better if he hadn't included the famous double slash.
- 2 If he hadn't put it in, it would have saved millions of computer strokes.
- 3 If he hadn't invented it at all, a lot of people could have been happier.
- 4 If he hadn't invented it, someone else might have done it.
- 5 If we had planned it better from the start, we would have developed better systems.

Exercise 11 WHAT'S YOUR ANGLE?

- 1 Direct students to complete the sentences independently. Circulate to offer help as needed.
- 2 Put students in groups to compare their sentences and decide which is best.
- 3 Have groups write their most interesting sentences on the board.

Answers

Students' answers will vary. Sample answers include:

- 1 I couldn't have found the job I have now if the Internet hadn't been invented.
- 2 I would have bought a cell phone earlier if cell phones had been cheaper to buy and use.
- 3 I might have gotten better at English by now if mobile games had never existed.
- 4 I would have gotten a lot more sleep if social media had had a daily limit of 30 minutes.

Lesson 11.4 Saying Sorry

Student Book pages 132 – 133

Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Put them in pairs to describe what they see.
- 2 Have students discuss the questions with their partners.
- 3 Call on volunteers to share their ideas with the class.

Real-World English Strategies

Giving and accepting apologies is difficult and varies from culture to culture. Cultures differ in not only how apologies are given, but also what situations require an apology. In particular, in cases of serious offense, it is important to give an apology that includes the necessary elements so that the offended person perceives it as sincere and accepts it. Carry out the following activity to sensitize your students to the potential differences between how apologies are done in their culture / language and English.

Once students have completed Exercise 1, have students, in pairs, rank the situations listed (and the ones they added themselves) from least to most serious.

Next, tell them to focus on the least and most serious situation in their ranking. They will write a typical apology a person from their country would deliver for these two situations. They can first write it in their language but should then translate it into English so that they can share it with the rest of the class.

Combine two pairs so that students work in groups of four. Ask them to share their apologies and together see what strategies they used to apologize for the least and the most serious offense. Here are some possible strategies (display these on the board or distribute on a handout):

Basic expression of apology, e.g., *I apologize, I'm sorry*, etc.

An explanation of the situation, e.g., *I was really busy, I missed my bus*.

An acknowledgement of responsibility, e.g., *This is entirely my fault, I am such a forgetful person*.

An offer of repair, e.g., *I will pay for the damage*.

A promise to do better in the future, e.g., *This will not happen again*.

Finally, select two to four situations that your students talked about and discuss what would be an appropriate way to apologize in English. Compare the "typical" English apology with a few apologies from other cultures.

Exercise 2 WHAT'S YOUR ANGLE?

- 1 Give students a moment to think about the last time they apologized to someone.
- 2 Put students in small groups to share their experiences apologizing.
- 3 Have volunteers share their apologies.

Answers

Students' answers will vary. Sample answers include:

I apologized to my teacher for forgetting my homework a few days ago.

I apologized to my friend for forgetting her birthday on Monday.

Exercise 3 IDENTIFY

- 1 Play the video. Then have pairs answer the questions.
- 2 Go over the answers as a class. Ask students if any of these things have ever happened to them and, if so, if they apologized.

Answers

Kevin: bumping into someone

Kevin: being late for something

Advisor: having to leave a meeting early

Kevin: not listening to someone's advice

Advisor: having to leave a meeting early

Video Script

English for Real Video Unit 11

Student 1 Hey!
Kevin Oh, sorry ... so sorry. It was my fault.
Student 1 That's OK. Don't worry about it...
Advisor Yes?
Kevin Hi, Kate. I'm really sorry for being late.
Advisor Hey, Kevin. I'm sorry to say I have a meeting...but I have a few minutes.
Kevin OK.
Advisor So ... you wanted to talk to me?
Kevin Uh, well, first, I want to apologize for not taking your advice about Advanced Chemistry.
Advisor I remember. So how are you doing?
Kevin Well, I have to work hard because I need to have a B average to keep my scholarship.
Advisor Sorry, I have to go. But I can arrange for you to get a tutor.
Kevin Thanks for all your help.
Advisor There. I sent you the name of a great chemistry tutor. He's a PhD grad student.
Kevin James McGee? The chemistry scholar!? Thanks!
Advisor You're welcome! So, let me know what you decide.
Kevin Yeah. I can do this! Thanks again.

Real-World English

Saying sorry

- 1 Refer students back to their answers for Exercise 3. Ask them to say who apologized for what in the video. Elicit the exact apology, if they can remember it, and write what they remember on the board.
- 2 Direct students to read the through to the first two sets of examples in the box. Ask students how they are different. Read the four sample apologies, having students repeat after you with the correct stress and intonation.
- 3 Have students read the remaining part of the Real-World English box. Read the five remaining sample sentences and questions, having students repeat after you with the correct stress and intonation. Elicit from students ways to accept an apology, and write them on the board, e.g., *(it's) no problem, no worries*.

Extra Practice

- 1 Have students think about a new situation that might require an apology, e.g., spilling something on someone, forgetting to return money or something borrowed to someone, ruining dinner by being late, burning something you are cooking for someone, shrinking something you borrowed from someone, stepping on someone's foot, etc. Have students write their situation on a folded up piece of paper but tell them not to tell anyone what they are writing. Circulate to help as needed.
- 2 Collect all the papers and put them in a receptacle like a paper bag or a hat.
- 3 Put students in pairs and have each pair pick one of the situations without looking. Direct pairs to role-play their situation without saying what it is that's on the paper while the rest of the class guesses what the person who is apologizing has done.

- 4 Ask the class to offer feedback to the students role-playing.
- 5 Once all the pairs have role-played their situation, repeat the activity with the remaining slips of paper. Direct students to switch roles.

Exercise 4 ANALYZE

- 1 Replay the video while students note their answers.
- 2 Have volunteers call out their answers. Replay the video as needed, stopping to have students repeat the apologies they hear and the responses.

Answers

First apology

- 1 Kevin apologizes to someone because he bumps into them.
- 2 Oh, sorry...so sorry. It was my fault.
- 3 That's OK. Don't worry about it.

Second apology

- 1 Kevin apologizes to the advisor for being late.
- 2 I'm really sorry for being late.
- 3 I'm sorry to say...

Third apology

- 1 Advisor to Kevin, for having to leave.
- 2 I'm sorry to say I have a meeting, but I have a few minutes.
- 3 OK

Fourth apology

- 1 Kevin apologizes to advisor, for not taking her advice about Advanced Chemistry.
- 2 ... first, I want to apologize for not taking your advice about Advanced Chemistry.
- 3 Advisor changes the focus to something positive by saying, "I remember. So how are you doing?"

Fifth apology

- 1 Advisor apologizes to Kevin, for having to leave.
- 2 I have to go, sorry.
- 3 Thanks for your help.

English for Real Video Unit 11

Exercise 5 EXPAND

- 1 Ask students what is meant here by *serious*. Ask students to imagine very serious situations that require an apology. Write some on the board.
- 2 Put students in pairs or small groups to answer the questions.
First: not very serious / they don't know each other so they are both polite and considerate
Second: a little serious due to the formal, hierarchical relationship / the relationship means Kevin is more apologetic
Third: not serious / not real apology, more informational
Fourth: serious / advisor's role is to give advice to students and Kevin realizes he hasn't listened as he should have
Fifth: not serious (+ warning had been given) / hierarchical, so advisor doesn't apologize greatly
- 3 The third apology ("I'm sorry to say I have a meeting...") is more informational. The advisor is just telling Kevin she has to go to a meeting. "I'm sorry to say" is a phrase that is used to introduce information that the hearer might not like—it does not have the function of an apology.

Exercise 6 PREPARE

- 1 Look at the chart with students. Go over the example.
- 2 Put students in groups of three to create their role plays. Circulate to offer help as needed.

Exercise 7 INTERACT

Put students back in their groups of three to complete the exercise.

Exercise 8 ASSESS

Put students back in their groups of three so the C students can give their partners their feedback and to discuss how effective the apologies were. Circulate to offer help as needed.

Exercise 9 INTERACT

- 1 Put students back in their groups of three. Direct them to change roles and choose a new situation.
- 2 Have them repeat the procedures in Exercises 7 and 8, giving each student a chance to play all the roles.
- 3 Have volunteer pairs perform their role plays for the class.

Answers

Students' answers will vary. Sample answers include:

A: Hi Marc, I'm so glad you are here. I need to apologize to you.

B: You do? For what?

A: Well, you know that jacket you loaned me last week?

B: Yes.

A: Well, I got it dirty so I put it in the wash, and it shrank. I'm so sorry.

B: It shrank? How much did it shrink?

A: Hmm. Well, quite a bit I'm afraid. What can I do to fix this? Can I give you the money for a new one?

B: Oh no. It's OK. It was pretty old anyway. It's fine. Don't worry about it.

Lesson 11.5 What's on Your Wish List?

Student Book page 134

Exercise 1 ACTIVATE

- 1 Check students' comprehension of *wish list*. Have students look at the photos and think about whether any of these are on their own wish lists.
- 2 Put students in small groups to discuss the questions.
- 3 Have volunteers share their responses with the class.

Answers

Students' answers will vary. Sample answers include:

1 Scuba diving and running a marathon are both on my wish list.

2 Other things I'd like to do include bungee jumping or paragliding.

Exercise 2 ASSESS

- 1 Elicit that the times in the directions would be the future, the present, and the past.
- 2 Play the audio while students listen for the times the speakers mention.

- 3 To go over the answers, replay the audio, having students raise their hands when they hear the answer on the audio. Stop the audio, and have volunteers share their answers and repeat the exact words used on the audio.

Answers

one for now, one for the future, and one for the past

Audio Script

CD 3, Track 19

- A I just watched this video... It's really cool. They make a wish list of things they want to do... Let's make one, too.
- B OK, sounds like fun. But when are the wishes for—sometime soon or anytime in our life?
- C Good point... Let's think of one wish for now and one for the future.
- D What about the past? One thing we wish we had done? And then we'll find out that maybe we still can!
- A Great idea! You've got five minutes... Pass me that pencil.

Exercise 3 IDENTIFY

- 1 Go over the names with students, checking that they can pronounce them and know which ones are for females and which are for males.
- 2 Play the audio while students match the names with the photos in Exercise 1.
- 3 Put student in pairs or small groups to compare answers.
- 4 To go over the answers, replay the audio, having students raise their hands when they hear the answer on the audio. Stop the audio, and have volunteers share their answers.

Answers

- 1 e—study art
- 2 d—finish master's degree
- 3 a—job in Paris
- 4 c—dance better

Audio Script

CD 3, Track 20

- A So, Maggie, you start.
- B Why always me? OK ... Well, you know I paint, right?
- C Yes, of course we know that.
- B Well—this is the future, right?—Well, I would love to get my paintings in a famous gallery sometime. And for now, I want more time to paint. Life's just so busy right now. As for the past, well—you guessed it—I would like to have studied art in college. I definitely shouldn't have studied business. But it doesn't matter now—you can always teach yourself art. There's so much great stuff online.
- A That's really positive, Maggie. And you will get in a gallery, I know it—your paintings are great! OK, so my wish for now is that I would like to live somewhere more... I don't know, more fun. The area I live is OK, but there isn't much happening... And for the future, I hope to finally finish my master's. I've been working on it for three years, and it never seems to end. And, really, there's nothing I'd change about the past. I don't believe in regrets ...
- C Lucky you, Tammy! I do. I should have taken that job in Paris... I should have just said yes... but, hey, whatever, I was stupid. And for now, I would like to have more friends ... Sorry, I'm not saying... well, you know, I only know you guys, really. It would be great to meet some new people.
- B That's OK, Marcus. We understand. What about the future?
- C I hope to lose some weight. I keep meaning to go on a diet or something, but I love pizza ...
- D You're fine as you are, Marcus. OK, you guys, are you ready for my wishes?
- A Go ahead, Jack.

- D Well, first, I would like to have kept in touch with Daniel, he was, like, my best friend at school. I should have stayed in contact ... I guess I could find him on social media, but well... I just haven't ... OK, and for now, I would like to dance better... Stop laughing at me! And in the future, I would really like everyone to be nicer to each other. Why can't we all work together instead of against each other?
- A Great. I wrote them all down. It's our wish list! Let's try and actually do it ...

Speaking

Talking about wishes and regrets

GO ONLINE

- 1 Direct students to look at the two sets of examples in the Speaking box. Ask them to say what the difference between the two sets is, eliciting that the first set refers to now and in the future and is possible, and the second set refers to the past and is no longer possible.
- 2 Have students read the information in the Speaking box independently.
- 3 Read the examples aloud, having students repeat after you with correct stress and intonation.

Extra Practice

- 1 Bring to class magazine photos showing fun activities. Post them on the wall.
- 2 Have students walk around looking at the photos, and choose three to write true wish list sentences about. Tell them to make one about the past, one the present, and one the future.
- 3 Put students in pairs to exchange sentences. Tell them to read their partner's sentences, say whether the activity they wrote about is on their wish list too, and why or why not.
- 4 Have volunteers call out their wish lists.

Exercise 4 APPLY

- 1 Direct students to read the list of wishes and see if they can remember which are past, present, or future.
- 2 Replay the audio while students write next to each wish *P* (past), *Pr* (present), or *F* (future).
- 3 Put students in pairs to compare answers.
- 4 Replay the audio, stopping when a wish is expressed and have students repeat the wish. Elicit from them the structures that make the wishes express the different times.

Answers

- | | | | |
|----------|-----------|-----------|----------|
| 1 future | 3 future | 5 present | 7 past |
| 2 past | 4 present | 6 future | 8 future |

CD 3, Track 20

Exercise 5 IDENTIFY

- 1 Have students read the sentences and think about what structures might complete the sentences.
- 2 Replay the audio while students complete the sentences.
- 3 Put students in pairs to compare answers.
- 4 To go over the answers, replay the audio, and have students stop the audio when they hear the structures. Have students repeat the wishes.

Answers

- 1 I would love to get my paintings in a famous gallery sometime.
- 2 I want more time to paint.
- 3 I would like to have studied art in college.
- 4 I hope to finally finish my master's.
- 5 I should have taken that job in Paris.
- 6 I hope to lose some weight.
- 7 I would like to dance better.
- 8 I would really like everyone to be nicer to each other.

CD 3, Track 21

Pronunciation Skill

should / shouldn't have

GO ONLINE

- 1 Have students read the information in the Pronunciation Skill box.
- 2 Read the examples, and have students repeat after you, focusing on the connection of the sounds and the reduced forms.

More to Say...

Focus: Working in small groups, students practice reducing *should* and *shouldn't have*.

Grouping Strategy: Groups of three to four students

Activity Time: 20 minutes

Ready,

- 1 Find a comical video clip online that contains a series of accidents or unfortunate decisions. Two great examples of this kind of sequence can be found on at the following links:
<https://www.youtube.com/watch?v=mC1ikwQ5Zgc>
<https://www.youtube.com/watch?v=rhpkt5QhUNY>

Set...

- 1 Put students into small groups of three to four.
- 2 Tell them you are going to play a short video clip. After they see it a couple of times, they will talk about five to seven examples of things the people in the video should or shouldn't have done. Remind them to focus on reducing the modal verbs for speculation.

Go!

- 1 Play the video two times.
- 2 Give students five minutes to talk about the videos and come up with five to seven sentences about where things went wrong.
- 3 Circulate and encourage, praise and correct as necessary.

Keep Going!

- 1 Have students find their own online videos about things going wrong at home. Have them prepare two to three sentences about what the people in the video should and shouldn't have done.
- 2 Ask them to share the video clips with a partner and read the sentences aloud the next day.

⑪ Exercise 6 NOTICE

- 1 Have students read the sentences and think about which might be affirmative and which might be negative.
- 2 Play the audio and have students complete the sentences.
- 3 Put students in pairs to take turns reading their completed sentences to each other.
- 4 To go over the answers as a class, replay the audio, stopping after each sentence to have students repeat using reduced forms. Now ask them if they were right or wrong about their guesses regarding whether the statements would be affirmative or negative.

Answers

- 1 I shouldn't have studied business.
- 2 I should have said yes.
- 3 I should have stayed in contact.
- 4 I should have left earlier.
- 5 I shouldn't have told them.
- 6 I shouldn't have asked her.

⑪ CD 3, Track 22

Exercise 7 APPLY

- 1 Check students' comprehension of *bumped into* and *soaked*.
- 2 Put students in pairs to complete the exercise. Circulate to check that students are using the correct pronunciation of *should have* and *shouldn't have*.
- 3 To go over the answers, call on volunteers to say their regrets.

Answers

Students' answers will vary. Sample answers include:

- 1 I should have been going more slowly.
- 2 I should have brought an umbrella.
- 3 I shouldn't have eaten so much at dinner.
- 4 I should have put money in my wallet before leaving the house.

Exercise 8 PREPARE

Direct students to complete the activity independently. Circulate to help with vocabulary, structure, and pronunciation as needed.

Exercise 9 IMPROVE

- 1 Put students in pairs to take turns sharing their wishes and regrets.
- 2 After each wish or regret, the student listening should say *past*, *present*, or *future*. Direct students to revise the structure of their wish or regret if their partner got the intended time wrong.

Exercise 10 SHARE

- 1 Put students in groups to share their wish lists.
- 2 Direct students who are listening to ask the student speaking questions about his/her wishes and regrets. Circulate between the groups to offer help as needed.

Unit 11 Review

Student Book page 157

Vocabulary

Exercise 1

Answers

- | | | |
|--------|------------|--------|
| 1 calm | 3 get over | 5 deal |
| 2 cope | 4 regret | |

Exercise 2

Answers

- | | |
|----------------------|-----------------------|
| 1 rebuild | 5 rewrite / overwrite |
| 2 misplace / replace | 6 overdo / redo |
| 3 misbehave | 7 misinform |
| 4 reuse / misuse | 8 overload / reload |

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

Grammar

Exercise 3

Answers

- | | | |
|---------------|--------------|---------|
| 1 by the time | 3 as soon as | 5 until |
| 2 when | 4 during | |

Exercise 4

Answers

- 1 hadn't eaten, wouldn't have been
- 2 hadn't moved, would / could / might have spent
- 3 wouldn't have become, hadn't had
- 4 hadn't lost, would / could / might have been

Exercise 5

Answers

Students' answers will vary. Sample answers include:

- 1 I shouldn't have eaten the fish.
- 2 My family shouldn't have moved to America.
- 3 She should have had acting lessons.
- 4 You shouldn't have lost your passport.

Exercise 6

Answers

Students' answers will vary. Sample answers include:

- 1 ... might not have continued studying.
- 2 ... would never have met my best friends.
- 3 ... might never have started studying English.
- 4 ... wouldn't have been able to go to this school.
- 5 ... could have lived in the city instead of the country.

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 Draw students' attention to the quote. Ask students if they know who Heraclitus might be. Explain that he was a Greek philosopher who lived around 500 BCE. Ask students if they know of any other Greek philosophers, such as Socrates or Plato. Explain that Heraclitus was around before Socrates.
- 2 Read the quote aloud. Put students in pairs or small groups to answer the questions about wishing for things you don't have. Tell students to give examples to illustrate their points.
- 3 Ask students to write a "quote" about wishing for things for themselves. Monitor and help with vocabulary.
- 4 Have them share their quotes with a partner. Then call on volunteers to say their quotes for the class.

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 For Task 1, instruct students to take a few minutes to think about three things they did that they don't regret or are proud of. Have them think of what would have happened if they hadn't done them. Circulate to help as needed. Then put students in groups to talk about their three things. Remind students who are listening to ask questions.
- 2 For Task 2, have students write their three wishes. Designate three parts of the wall or the board, one for the class, one for their country, and one for the world, for students to post their wishes. Let students read each others wishes and decide which are their favorites.
- 3 For Task 3, put students in pairs to talk about their photos. Alternatively, conduct Task 3 as a walk-around activity. Have students put their photos on their desks and have half the class walk around the classroom talking to different partners about the places they didn't go to. Tell them to tell each new partner about their photo and the place they went to instead of that place. Call time after ten minutes or after each student has talked to several partners, and have students reverse roles.

Answers

Students' answers will vary. Sample answers include:

- 1 I don't regret changing my major. If I hadn't done it, I would have wasted time studying something I no longer enjoy ...
- 2 I wish for the class to plan a party at the end of the term ...
- 3 This photo is of Miami Beach. My family decided to vacation on another beach in Florida ...

Exercise 9

- 1 Tell students to think about how they did on each of the tasks in Exercise 8 and to check the appropriate box.
- 2 Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.

Unit Overview

Introduction to the unit

The title of this unit—*Wisdom*—summarizes the main themes: proverbs about wisdom, the wisdom in practical everyday advice, the wisdom we get from knowledge, giving and receiving instructions, writing about a favorite quote, watching a video about instructions with embedded advice, listening to a podcast about advice, and reporting on advice.

In **Lesson 12.1**, the theme of wisdom is reflected in the following activities: a discussion about a well-known proverb, learning about reported speech, reading about advice from proverbs, and recognizing and understanding words with more than one meaning. In **Lesson 12.2**, different life hacks and pieces of practical advice are focused on in exercises that include reporting on questions, listening to different speech styles, listening to people talking about life hacks, and talking about ways to make life easier. In **Lesson 12.3**, students will examine symbols of wisdom; read a quote about wisdom; read an article about the order of wisdom, knowledge, and information; practice writing conclusions; and write about a favorite quote about wisdom. In **Lesson 12.4**, students will watch a video about giving and responding to instructions. They will also practice ways to give and respond to instructions in the *Real-World English Strategies*. Finally, in **Lesson 12.5**, the exercises summarize what students have learned about the theme of wisdom by having them report on advice they've gotten from others and tell stories resulting in a good piece of advice they got that affected their lives in one way or another.

Lessons

12.1 As the Saying Goes ...

Grammar in Context Reported speech

Reading Skill Recognizing and understanding words with more than one meaning

Vocabulary Development Phrases for introducing direct and reported speech

- Use reported speech to talk about what someone said
- Recognize and understand words with multiple meanings
- Learn signpost phrases for reporting on other's words or thoughts

12.2 Life Hacks

Grammar in Context Reported questions

Listening Skill Distinguishing speakers

Pronunciation Skill Linking

- Use reported questions to say what someone asked
- Practice paying attention to differences between speakers' voices
- Distinguish words in natural speech and learn to link sounds together when speaking
- Vocabulary for life hacks (Oxford 3000)

12.3 Wise Words

Writing Skill Writing conclusions

- Discuss symbols of wisdom from different cultures
- Read about the meaning of a quote on wisdom
- Write effective conclusions
- Write an essay about a quote on wisdom

12.4 Do It Like This

Real-World English Giving and responding to instructions

- Give instructions
- Respond to instructions
- Watch a video on someone giving someone else instructions

12.5 A Glass Half Full

Speaking Reporting a conversation

- Discuss and give advice
- Listen to people giving advice
- Retell stories from videos

Resources

Class Audio CD 3, Tracks 23–29

Workbook Unit 12, pages 78–84

Oxford Readers Correlations

Persuasion (9780194791816)

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 and child looking out of an open window of a colorful but old and clearly not well-kept train car in Burma. The woman's expression looks world-weary and also wise while the child's expression looks full of curiosity and wonder.

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, he was moved by a year in Europe 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*, the World Health Organization, the Global Fund, and Samsung, among many others.

Unit Snapshot

- 1 For question 1, ask students to finish the famous quote and discuss what it means.
- 2 For question 2, have students think about memorable successes they've experienced.
- 3 For question 3, ask students how knowledge is gotten now and the differences in how it is valued now versus before computers and the Internet.

Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the image, provide words and phrases to help them as necessary, for example, *train car*, *rusty*, and *falling apart*. Ask specific questions about the picture: *Where do you think this train is? What do you think the relationship between the woman and the child is? What do you see in their two faces? What do you think they might be looking at?*
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Quinn Ryan Mattingly answers these questions from his perspective. Play the video for students as many times as needed to check comprehension and discuss any vocabulary items.
- 3 For the first question, ask students to think of something that they got wiser about as they got older. Also, have them think about grandparents or other elderly people that they know. For the second question, discuss the similarities and differences between knowledge and wisdom. For the third question, ask students to talk about specific examples of wisdom they have acquired and what the best ways of attaining wisdom might be.

Answers

Students' answers will vary. Sample answers include:

- 1 Yes, wisdom comes with experience, but the amount of wisdom that comes with age depends on how open the mind of the person who is aging is.
- 2 No, in my opinion, knowledge is specific information one can get. Wisdom is what one learns from knowledge.
- 3 I think people get wise by life's experiences and knowledge attained through that experience while always reflecting on and analyzing the two.

Video Script

In this photo, a mother and son are sitting in a train in Yangon, Myanmar, waiting for it to depart. I think this photo could symbolize wisdom in what the mother will pass on all she knows and all she has learned to her child, and in the future, he will do the same with his children.

I think we do get more wise as we get older. We learn more about ourselves and how the world works around us, and hopefully we apply that wisdom to future problems we encounter and handle them in better ways. I believe I have grown wiser as I've grown older. I learn new things every day and this becomes part of my knowledge and understanding of the world that I can apply to my own life.

Traveling to experience other places and cultures makes us wiser by expanding what we know and understand about people who look or act differently to us. It really helps us understand the human connection we all have, even if we may look or speak differently.

Exercise 1

- 1 Give students a moment to think about a person they know who is especially wise.
- 2 Put students in pairs to talk about the person they thought of and explain why they think that person is wise. Remind students to give specific examples.
- 3 Have volunteers share their thoughts.

Exercise 2

- 1 Give students a moment to think about an experience that has brought them wisdom. If necessary, brainstorm some examples of typical experiences that people get wisdom from, for example, certain mistakes people have made and learned from.
- 2 Put students in pairs to share their stories. Circulate to help with vocabulary as needed.
- 3 Have volunteers share their stories and the wisdom they gained from them with the class.

Answers

Students' answers will vary. Sample answers include:

For many years I used to lose things all the time. Instead of trying to organize my stuff, I just threw things down wherever I was. One day I realized I was wasting a lot of valuable time searching for things. From that day on, I worked on living in a more organized way.

Real-World Goal

By the end of this unit, students will be able to teach someone to do something because they will have learned different ways to report on what people have said or asked, vocabulary specific to talking about instructions and advice, how to give and respond to instructions, and signpost phrases used to talk about advice and instructions.

Lesson 12.1 As the Saying Goes ...

Student Book pages 136 – 138

Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson. Check students' comprehension of *saying* in this context. Also ask students how sayings relate to the title of the unit and what they think the lesson will be about.
- 2 Give students a minute to think about the question. Then put students in pairs to compare their ideas. Tell them to give examples to help them explain their ideas.
- 3 Have volunteer pairs share their ideas.

Answers

Students' answers will vary. Sample answers include:
We both agreed that the meaning of this saying is that you shouldn't judge a person or anything else just by its appearance.

Exercise 2 WHAT'S YOUR ANGLE?

- 1 Give students a moment to think about the questions.
- 2 Put students in pairs or small groups to share their ideas about the questions.
- 3 Have volunteers share their ideas with the class.

Answers

Students' answers will vary. Sample answers include:
Yes, we have a similar proverb in our language, but it's different because it uses the way people speak instead of the way a person looks.

Grammar in Context

Reported speech

GO ONLINE

- 1 Ask a student a simple question, and then ask another student what the first student just said. Explain that the second student is reporting what the first student said.
- 2 Go over the Grammar in Context box with students. Read aloud the example sentences, having students repeat after you with the correct stress and intonation.
- 3 If students started a tenses or verb forms notebook in Unit 1, have them add the information in this box to it.
- 4 For additional practice, see Grammar focus on page 170 in the Student Book.

Extra Practice

- 1 Bring to class a one- to three-minute video clip that consists mainly of dialogue, e.g., an interview or a scene from a television show or movie.
- 2 Explain that you are going to show the video but are going to stop it several times for people to report what the person on the video said.

- 3 Start the video, stopping at a few times to ask students what the speaker just said. Once they understand, put them in pairs and tell them you will be stopping the recording and that they are to take turns asking and answering in the same way.

Exercise 3 IDENTIFY

- 1 Have students read the reported speech sentences to themselves. Check their comprehension of *disappearing* and *impress*.
- 2 Direct students to complete the exercise independently.
- 3 Put students in pairs to share their rewritten sentences.
- 4 Go over the answers as a class by having volunteers call out their rewritten sentences.

Answers

- 1 I know a lot of proverbs.
- 2 I read a lot when I was a child.
- 3 Proverbs are not used by smart people.
- 4 Many proverbs are disappearing from modern speech.
- 5 Using proverbs is a good way to impress people.

Exercise 4 APPLY

- 1 Direct students to complete the exercise individually.
- 2 Put students in pairs to take turns reading their completed sentences to each other.
- 3 Have volunteers call out their answers with the class. Write the verb changes on the board.

Answers

- Students' answers will vary. Sample answers include:
- 1 He told me that they use a lot of proverbs in his culture.
 - 2 She said that when she was younger, she had asked her family the meaning of many proverbs.
 - 3 They said they had learned the meaning of several proverbs in class.
 - 4 She told me that she had always loved learning proverbs.
 - 5 He said proverbs are an important part of all languages.

Exercise 5 WHAT'S YOUR ANGLE?

- 1 Give students a moment to choose their four sentences from Exercises 3 and 4.
- 2 Put students in pairs to compare their choices. Remind them to give examples to help them explain why these are the ones they agree with the most.
- 3 Postpone going over students' answers until after Exercise 6.

Answers

Students' answers will vary. Sample answers include:
I agree with sentences 4 and 5 from Exercise 5.

Exercise 6 INTERACT

- 1 Put students in new pairs to complete the exercise. Circulate to help with ideas and language.
- 2 Call on volunteer pairs to report on what they heard. If desired, have students put the reported sentences back into direct speech and write down the verb changes.

Answers

Students' answers will vary. Sample answers include:
My partner told me that he especially agreed with sentence 5 in Exercise 4. He said that he thought languages with a lot of proverbs are more poetic than ones without.

Exercise 7 IDENTIFY

- 1 Give students a minute to read the proverb and think about their answers to the questions.
- 2 Put students in pairs to compare answers and discuss the meaning of the proverb as well as their agreement or disagreement.
- 3 Go over the answers as a class. If desired, ask students to give examples of when the proverb might be particularly true and other situations in which the proverb might not apply.

Answers

- 1 c 2 students' own answers

Reading Skill

Recognizing and understanding words with more than one meaning

GO ONLINE

- 1 Direct students to read the information in the Reading Skill box.
- 2 Elicit from them the difference between recognizing and understanding in this case. Point out that recognizing is the first step and something they should think about when they see a familiar word that doesn't make sense in its current context.

Extra Practice

- 1 Tell students that there are several words in the Reading Skill box with more than one meaning. Explain that you are going to give them a limited amount of time to find as many as they can (e.g., *check, part, entry, see, mean, general*).
- 2 Give students one minute to make a list of the words they find in the box with more than one meaning.
- 3 When time is up, have students first determine the part of speech of the words they listed. Then have them look them up to confirm they have more than one meaning.
- 4 Put students in groups to compare their lists and teach each other the multiple meanings of the words they found.

Exercise 8 APPLY

OXFORD REFERENCE

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare answers.
- 3 Have volunteer call out their answers. Confirm the correct answers as a class.

Answers

- | | | | |
|---------|----------|---------|---------|
| 1 cooks | 3 light | 5 heads | 7 lead |
| 2 sign | 4 dishes | 6 can | 8 close |

Exercise 9 ASSESS

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare answers.
- 3 Have volunteer call out their answers.

Answers

- | | | | |
|-----|------|-----|------|
| 1 T | 3 NG | 5 T | 7 NG |
| 2 T | 4 F | 6 F | 8 F |

Exercise 10 IDENTIFY

- 1 Have students find the proverbs independently.
- 2 Put students in pairs to discuss the meaning of the proverbs and choose their favorites.
- 3 Have volunteer call out their answers. If desired, have students say which proverbs the illustrations in the reading depict.

Answers

Students' explanations will vary. Sample explanations include:
Many hands make light work.—A job is easier if a lot of people help.
Two heads are better than one.—Two people can do something better than one person alone.
Too many cooks spoil the broth.—When too many people are involved in doing something, it will not be done well.
Birds of a feather flock together.—People who are alike or think alike tend to get together, have the same opinion.
You can lead a horse to water, but you can't make it drink.—You can give someone the opportunity to do something, but you can't force them to do it if they don't want to.
There is no time like the present.—Now is the best time to do something, not in the future.

Vocabulary Development

Phrases for introducing direct and reported speech

GO ONLINE

- 1 Direct students to read the information in the Vocabulary Development box independently.

Oxford 3000 words

according to...	As reported by...
As...says...	In...words...

Extra Practice

- 1 Point out that the different signpost phrases are used in different types of situations. Ask students where they would be likely to see or hear the different signpost phrases in the Vocabulary Development box.
- 2 Put students in pairs to write sentences with each of the signpost phrases in the box. Have them use their cell phones to find interesting information to report on.
- 3 Call on volunteers to share their reported speech sentences with the class. Have students write them on the board, and have other students edit them as needed.

Exercise 11 IDENTIFY

- 1 Have students find the examples independently.
- 2 Put students in pairs to compare their reported speech signal phrases.
- 3 Have volunteers call out their answers.

Answers

according to Paul Hockings,
As reported by Thomas Fielding

Exercise 12 EXPAND

- 1 Have students complete the exercise independently.
- 2 Put students in pairs to take turns reading their sentences with new reported speech signal phrases to each other.
- 3 Have volunteers call out their answers.

Answers

Students' answers will vary. Sample answers include:

- 1 According to Archer Taylor, / As reported by Archer Taylor, / As Archer Taylor says, there is no definition of the word proverb.
- 2 As reported by Paul Hockings, / As Paul Hockings says, there is nothing wrong with counter *proverb*.
- 3 According to Thomas Fielding, / As Thomas Fielding says, there is no way to tell where many proverbs come from.
- 4 According to Walter Grauberg, / As reported by Walter Grauberg, / As Walter Grauberg says, proverbs only show us what people in general are like.

Exercise 13 INTERACT

- 1 Put students in pairs to complete the exercise. Give students time to think of and write their proverbs. Circulate to offer help as needed.
- 2 Have volunteer pairs explain one of their proverbs for the class. Go over the meaning of the bolded words.

Answers

Students' answers will vary. Sample answers include:

- 1 Don't do something bad to someone just because they did something bad to you.
- 2 Wait until you see the result of something before you celebrate.
- 3 Don't rely on others; do it yourself if it is important to you.
- 4 In some situations, any type of behavior is acceptable to get what you want.
- 5 A person who seems quiet or shy may be surprisingly wise or sensitive.

Exercise 14 WHAT'S YOUR ANGLE?

- 1 Direct students' attention to the photo. Ask them to say what the man looks like he might be saying to the boy. Remind students to use reported speech in their answers.
- 2 Give students time to think of and write their proverbs. Circulate to offer help as needed.
- 3 Put students in pairs share their proverbs and their meanings. Remind students to give examples to illustrate why they agree or disagree with their proverbs.
- 4 Have volunteers share their or their partner's proverbs with the class using reported speech.

Answers

Students' answers will vary. Sample answers include:

In my language we have a proverb that says, "If it walks like a duck and talks like a duck, it is a duck." This means ...

Lesson 12.2 Life Hacks

Student Book pages 139 – 141

Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson. Check students' comprehension of the phrase *life hacks*. Ask students if they have any favorite life hacks of their own.

- 2 Ask students how the lesson title relates to the title of the unit and what they think the lesson will be about.
- 3 Put students in pairs to discuss the question and make their lists.
- 4 Call on volunteers to share ideas from their lists.

Answers

Students' answers will vary. Sample answers include: writing notes, throwing away gum, marking a place in a book ...

Exercise 2 IDENTIFY

- 1 Play the audio while students listen for the speaker's suggestion.
- 2 Put students in pairs or small groups to compare their answers.
- 3 Call on a volunteer to call out the answer. Replay the audio, stopping as the speaker says the answer and having students repeat it.

Answers

to clean a keyboard

Audio Script

CD 3, Track 23

Well, I was working with Sam at his computer and I made a joke about how dirty the keyboard was... Honestly, there were bits of food and dirt all over it. He got a bit annoyed with me for laughing and he asked me how I cleaned my keyboard. So I took one of my Post-its and showed him – it's so easy... just run it between the keys and it gets all the dirt. So, then Sam wanted to know if I had any more Post-its. He's so disorganized – he doesn't have anything like that. Anyway, I didn't. And then he wanted to know how long I'd known this clever trick and he asked if I knew any other useful life hacks!

Grammar in Context

Reported questions

GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box. Ask students how many different types of reported questions are explained (three).
- 2 Read the example sentences aloud, having students repeat after you with correct stress and intonation.
- 3 If students started a tenses or verb forms notebook in Unit 1, have them add the information in this box to it.
- 4 For additional practice, see Grammar focus on page 170 in the Student Book.

Extra Practice

- 1 Bring to class a set of questions on slips of paper. Bring enough so each student has one paper. Distribute the questions to students. Tell them not to show anyone their question.
- 2 Put students in groups of three to follow these steps:
 - a Have students determine who is Student 1, Student 2, and Student 3 in their groups.
 - b Student 1 whispers their question to Student 2.
 - c Student 2 reports the question to Student 3 in a whispered tone so that Student 1 cannot hear.
 - d Student 3 asks Student 1 the question.
 - e If the question Student 3 asks Student 1 is the same as the question on Student 1's paper, they get a point.

- 3 Repeat the procedure two more times so each student is asking, reporting, and then asking again.
- 4 If desired, have groups exchange questions with another group and repeat the game again.
- 5 As an extension, have volunteers play the game in front of the class while you write the questions and the reported questions on the board.

Exercise 3 IDENTIFY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare answers. Tell them to explain why they made their corrections.
- 3 Play the audio for students to check their answers.
- 4 Call on volunteers to read their corrected reported questions. Replay the audio if needed.

Answers

- 1 He asked me how I cleaned my keyboard.
- 2 Sam wanted to know if I had any more Post-its.
- 3 He wanted to know how long I'd known this clever trick.
- 4 He asked me if I knew any other useful life hacks.

CD 3, Track 24

Exercise 4 APPLY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs to compare their reported questions.
- 3 Call on volunteers to read their reported questions.

Answers

- 1 She asked me how I cleaned my phone screen.
- 2 She wanted to know whether / if I took care of my laptop.
- 3 She asked if / whether I was good at looking after my devices.
- 4 She asked me why I had replaced my last phone.
- 5 She wanted to know how often I would clean my keyboard in the future.

Exercise 5 INTERACT

- 1 Put students in pairs to complete the first part of the exercise.
- 2 Have students exchange partners with another pair to report the questions and answers.
- 3 Go over the answers as a class.

Exercise 6 IDENTIFY

- 1 Give students a moment to look at the photos and think about the answers to the questions.
- 2 Put students in pairs to discuss the questions.
- 3 Postpone going over the answers until Exercise 8.

Listening Skill

Distinguishing speakers

GO ONLINE

Direct students to read the information in the Listening Skill box. Elicit from them how distinguishing between speakers would be helpful when listening.

Extra Practice

- 1 Bring a two- or three-minute video of a panel discussion on something to class. Play the video with no sound, and stop it to have students name the speakers, if they aren't named on the video. Write the names on the board.

- 2 Play the video without projecting it, i.e., play only the audio. Put students in small groups to characterize the different voices.
- 3 Have the students make a chart with the speakers' names down the left column and columns for as many turns as are taken on the video.
- 4 Have students listen again, this time to identify the speakers. Tell them to number the turns each speaker takes.
- 5 Have students compare their charts. Then replay the video, projecting it this time so students can watch and check their charts at the same time.

Exercise 7 APPLY

- 1 Play the audio while students complete the chart independently.
- 2 Put students in pairs or small groups to compare their charts.
- 3 Go over the charts as a class, replaying the audio as needed.

Answers

Speaker 1: male, faster and louder, U.S.
Speaker 2: female, faster and quieter, UK
Speaker 3: female, slower and louder, U.S.
Speaker 4: male, slower and quieter, UK

Audio Script

CD 3, Track 25

Narrator Speaker 1
Speaker 1 So mine's for when you go to the beach. You know, there's always a problem with what to do with your stuff... I'd never managed to figure it out, you know, ...
Narrator Speaker 2
Speaker 2 My brother did it to me and it worked—I gave it back... So I thought I'd give it a try. It's great.
Narrator Speaker 3
Speaker 3 I'm going to try that out tomorrow. OK, my turn. This will help all of you. So you take your keys, ...
Narrator Speaker 4
Speaker 4 Well, how many times have you slept through your alarm on your phone because it's not loud enough? I know you have, Joe... You told me you were late to class the other day...

Exercise 8 IDENTIFY

- 1 Play the audio while students check their answers to Exercise 6.
- 2 Call on volunteers to call out their checked answers. If desired, have students talk about their guesses in comparison to the answers.

Answers

Put your phone in a glass.
Take a photo of your friend when you lend something.
Paint each key with a different nail polish color.
Put your phone and money in an old sunscreen bottle.

Audio Script

CD 3, Track 26

A You know some good life hacks, don't you, Tamsin?
B Yes, you know me—anything for an easy life! I always like to take an alternative approach if it's going to get something done more easily! My favorite at the moment is the photo of the friend.
C What's that?
B Ah, I haven't tried it on you yet, Laila ... So, you know when friends borrow something, and then they forget, and they say they never had it..., or they lose the thing—

- A Yes, Laila... I know that situation very well...
- C I don't know what you're talking about, Joe!
- A I'm talking about my headphones ... Remember?
- B So, OK, exactly that situation. Well, when you lend someone something, what you need to do is take a photo of the person with the thing. So then you have evidence! And they can't pretend to forget. My brother did it to me and it worked—I gave it back... So I thought I'd give it a try. It's great.
- C So what about you, Paul? What's your top hack?
- D Mine is a glass.
- C A glass?
- D Yes, it helps me get up in the morning.
- B Paul, could you please explain?
- D Well, how many times have you slept through your alarm on your phone because it's not loud enough? I know you have, Joe... You told me you were late to class the other day...
- A Yeah, that's right. I just didn't hear it. So how does a glass help?
- D Just put your phone in the glass and you'll notice an improvement—a real improvement—when it rings. It's much louder. I'm not sure why it works, but it does...
- A Clever... Hey, I've just thought of one.
- B Go on then, Joe.
- A So mine's for when you go to the beach. You know, there's always a problem with what to do with your stuff... I'd never managed to figure it out, you know, how to keep your money and your phone safe. So, the other day my friend told me about this brilliant idea he had. He said he had found an old sunscreen bottle and then he'd suddenly had an idea about how to make use of it. You know this one, Laila ... I told you already.
- C Yeah, it's a good one.
- A Just cut the bottle in half, wash it out, and then use it to store your things. The two halves fit together really easily and no one will notice... Who's going to steal your sunscreen?
- C I'm going to try that out tomorrow. OK, my turn. This will help all of you. So you take your keys, add some different colored nail polish to the top of each one, and there you go... free to get on with your life again, rather than spending ages trying to find the right key for the door. Look, here—these are my keys. See? It's so easy to tell which is which.

Exercise 9 APPLY

- Go over the chart with students.
- Play the audio while students complete the chart independently.
- Put students in pairs to compare charts.
- Write the chart on the board, and have volunteers come up to the board to write their answers. Replay the audio as needed.

Answers

Speaker 1: Joe, uses a sunscreen bottle, cut in half, to hide his phone and money in on the beach.

Speaker 2: Tamsin, takes a photo when she lends someone something so she doesn't forget to get it back.

Speaker 3: Laila, uses nail polish in different colors to make it easy to find the right key.

Speaker 4: Paul, uses a glass to amplify his phone so he doesn't sleep through the alarm.

CD 3, Track 26

Exercise 10 WHAT'S YOUR ANGLE?

- Give students a moment to read the questions and think about their answers.
- Put students in groups to share their answers and their own life hacks. Remind them to explain how the life hack works. They could also say when and how they discovered it.

- Go over the answers as a class by having volunteers call out their life hacks. If desired, have students vote on what they think the most useful life hack might be.

Answers

Students' answers will vary. Sample answers include:
My life hack is about opening jars. Did you know that if you hit the bottom of a jar, it can loosen the vacuum grip on the lid, making it easier to open?

Exercise 11 VOCABULARY

- Have students complete the exercise independently.
- Play the audio while students check their answers.
- Have volunteers call out their answers for the class. If desired, have students review the meaning of the phrases by putting them into example sentences.

Answers

- 1-b figure it out
- 2-a make use of
- 3-f give it a try
- 4-e notice an improvement
- 5-c get on with it
- 6-d take an alternative approach

Audio Script

CD 3, Track 27

- I'd never managed to figure it out.
- ... an idea about how to make use of it.
- So I thought I'd give it a try.
- ... you'll notice an improvement.
- ... free to get on with your life again...
- I always like to take an alternative approach...

Oxford 3000 words

figure it out	get on with it
make use of	take an alternative approach
notice an improvement	

Exercise 12 EXPAND

- Direct students to complete the exercise independently.
- Put students in pairs to compare their answers.
- Call on volunteers to share their answers.

Answers

- 1 get on with it
- 2 make use of
- 3 take an alternative approach
- 4 figure it out
- 5 notice an improvement
- 6 give it a try

Pronunciation Skill

Linking

GO ONLINE

- Direct students to read the information in the Pronunciation Skill box.
- Read the examples aloud, having students repeat after you with correct linking.

More to Say...

Focus: Working individually, students practice identifying word boundaries in connected speech.

Grouping Strategy: Whole class

Activity Time: 10 minutes

Ready,

- 1 Prepare a list of 5 – 7 short sentences (10 words or less) that contain consonant-to-vowel word connections.

Set...

- 1 Tell the students that you are going to read some sentences to them at a natural pace. As they listen, they should count the words that they hear. For instance, if you read the sentence *Can I have a bite of the apple?* the students should count eight. (The key is to read the sentences at a natural pace. Don't slow down too much or this activity will be too easy.)

Go!

- 1 Read out the first sentence. Have students put up the number of fingers for the number of words they hear. (You might encourage them to hold their hands in front of their chests, so other students can't see as easily, so they aren't worried about making a mistake.)
- 2 Write the sentence on the board to show how many words you said.
- 3 Have students chorally repeat the sentence making all the consonant-to-vowel links.
- 4 Repeat with the other sentences. Keep Going!

Keep Going!

- 1 Have students write their own short sentences that contain examples of consonant-to-vowel linking.
- 2 Put students into pairs and have them read their sentences to their partners, while their partners listen and count the words on their fingers.

Exercise 13 NOTICE

- 1 Direct students to draw lines between the words in Exercise 11 that link independently. Circulate to offer help as needed.
- 2 Alternatively, say the phrases aloud, having students repeat after you with the correct linking before they attempt to complete the exercise independently.
- 3 Put students in pairs to take turns saying the phrases to each other with the correct linking.
- 4 Have volunteers call out their answers. If desired, say the phrases aloud yourself and have students check their choices.

Answers

- 1 figuritout
- 2 makyousov
- 3 givita try
- 4 notic animprovement
- 5 geton withit
- 6 tak analternati vapproach

Exercise 14 APPLY

- 1 Play the audio while students write the sentences. Replay to let them check their sentences.

- 2 Put students in pairs to check their sentences and identify the linking.
- 3 Replay the audio, stopping to let students repeat the sentences with correct linking.
- 4 Have volunteers write their words that link on the board to go over the answers as a class.

Answers

Sentences:

- 1 It's easy to do.
- 2 I can't open it.
- 3 What a good idea!
- 4 It will help everyone.
- 5 My friend always asks for help.

Linking:

- 1 It's easy to do.
- 2 I can't open it.
- 3 What a good idea!
- 4 It will help everyone.
- 5 My friend always asks for help.

CD 3, Track 28

Exercise 15 PREPARE

- 1 Direct students to look at the photos. Have them say what they see.
- 2 Explain that students are to write about themselves. Have students complete the exercise independently.
- 3 Circulate to offer help and check students' sentences.

Answers

Students' answers will vary. Sample answers include:

- 1 To manage my time, I schedule all the things I need to do on my phone calendar.
- 2 To improve my health, I am more careful about what I eat and I always take the stairs.
- 3 To organize my home, I keep baskets near the stairs and the doors to drop things in so they don't end up on the floor.
- 4 To stay in touch with friends and family, I post often on social media.
- 5 To increase my productivity, I try to get more sleep.

Exercise 16 INTERACT

- 1 Put students in pairs to complete the exercise.
- 2 Have volunteers report on their partners' life hacks using reported speech.

Answers

Students' answers will vary. Sample answers include:
My partner told me that he tries to take the stairs instead of elevators to improve his health.

Exercise 17 EXPAND

- 1 Put students in groups to complete the exercise.
- 2 Have volunteer groups report on their most popular life hacks.

Exercise 18 WHAT'S YOUR ANGLE?

- 1 Give students a moment to think about the questions and make their decisions.
- 2 Put students in small groups to discuss their answers. Remind students to give specific examples from their own life experience. Circulate to help as needed.

- Have volunteers share their answers. If desired, put students in groups by the value they chose to compare their reasons for their choice.

Answers

Students' answers will vary. Sample answers include: In daily life, I value efficiency most because I am a very busy person.

Lesson 12.3 Wise Words

Student Book pages 142 – 143

Exercise 1 ACTIVATE

- Have students look at the title of the lesson and say how it relates to the unit theme.
- Go over the three areas of the world with students, locating them on maps.
- Put students into pairs or small groups to speculate as to the meaning of the symbols. Then have them guess where each symbol is from.
- Have volunteers call out their ideas.

Answers

- Ghana and Cote d'Ivoire
- Ancient Egypt
- India and Tibet

Exercise 2 WHAT'S YOUR ANGLE?

- Give students a minute to think about the question.
- Put students in pairs or small groups to share their images.
- Call on volunteers to discuss the images they chose.

Exercise 3 IDENTIFY

- Ask students if anyone knows who T. S. Elliot is. Explain that he's a British writer and social critic who lived in the late 1800s. Ask students if any of them know the musical *Cats*, and explain that *Cats* is based on a set of T. S. Elliot's poems.
- Direct students to read the quote and complete the exercise independently.
- Put students in pairs to compare answers.
- Have volunteers call out their answers.

Answers

- information
- wisdom
- knowledge

Exercise 4 ASSESS

- Have students complete the exercise independently.
- Put students in pairs to compare answers. Remind them to find evidence for their choices in the text.
- Have volunteers call out their answers.

Answers

In order from top, paragraph 2, 1, 3

Exercise 5 IDENTIFY

- Have students complete the exercise independently.
- Put students in pairs or small groups to compare their answers.

- Have volunteers call out their answers. If desired, have students give evidence from the text for their answers.

Answers

- Information is the lowest, knowledge is in the middle, and wisdom is the highest.
- worse
- There could be too much.
- Students don't read as much as before.
- People think they don't need to learn because they have information easily available.
- global warming and hunger

Exercise 6 WHAT'S YOUR ANGLE?

- Give students time to think about which answers from Exercise 5 they agree with and why.
- Put students in pairs to discuss their answers. Remind them to give specific examples to support their opinions.
- Call on volunteers to share their ideas. If there are students who strongly disagree on any points, put them in groups with others who agree with them to solidify their arguments, and then have them debate the point in question.

Answers

Students' answers will vary. Sample answers include: I agree with the answer from Question 4. I think this is true because people don't need to remember information the way they used to because they can find this information so easily now.

Writing Skill

Writing conclusions

GO ONLINE

- Elicit the signpost phrases used in conclusions that students already know, and write them on the board. Ask students what the different purposes of a conclusion are.
- Direct students to read the information in the Writing Skill box independently.

Extra Practice

- Direct students to the four bulleted effective conclusion types in the Writing Skill box. Ask them which of the four they think is probably the most common.
- Have them draw a chart on paper with four columns and eleven rows. Tell them to head each column with one of the four conclusion types. The rows are for the first eleven units of the book.
- Have students look briefly at the conclusions of the texts in the previous units and check the appropriate columns for each one. Remind them that conclusions often combine the types listed.

Exercise 7 APPLY

- Have students complete the exercise independently.
- Put students in pairs or small groups to compare their answers.
- Have volunteers call out their answers.

Answers

Signpost phrase indicating the conclusion: In conclusion
Link to introduction and main point: I agree with T. S. Eliot's idea that we have lost wisdom and replaced it with information.

Connection to wider world, strong final argument: The world would be better if we could stop valuing information above everything else and focus more on making wise decisions.

Question: The question is, how will this happen?

Call to action: Maybe we need to start talking about the "age of wisdom" and then do something about it.

Exercise 8 PREPARE

- 1 Have students complete the exercise independently. Explain that they can find quotes in English or in their own language and rewrite them in English. Circulate to offer assistance.
- 2 Put students in pairs to explain their quotes to one another.
- 3 Give students time to decide which quote they want to write about. Circulate to offer assistance as needed.

Exercise 9 DEVELOP

- 1 Have students read the checklist independently.
- 2 Direct students to complete the exercise independently. Circulate to help with vocabulary and ideas as needed.

Exercise 10 WRITE

- 1 Have students read the checklist before starting to write. If desired, have them add to their notes from Exercise 9.
- 2 Direct students to complete the exercise independently. Circulate to help as needed.
- 3 Direct students to check their essays against the checklist and make any necessary revisions. Circulate to help with revisions.

Exercise 11 IMPROVE

- 1 Remind students to always tell their partners something positive about their papers before giving them any constructive feedback.
- 2 Put students in pairs to exchange papers and give each other feedback.
- 3 Give students time to revise their papers based on their partner's feedback. Remind students that they are the writer, though, and that they can pick and choose the feedback they think is most helpful. Circulate to help with areas needing revision.

Exercise 12 DEVELOP

Have students complete the exercise independently. Circulate to offer assistance.

Exercise 13 WRITE

Provide time for students to write their conclusions. Circulate to offer assistance as needed.

🔗 Exercise 14 WHAT'S YOUR ANGLE?

- 1 Have half the class post their papers on the walls and stand next to them while the other half of the class walks around reading the papers, asking questions about the quotes, and noting down the quotes they like the most.

- 2 Have students make a note of anything their fellow students could add to their conclusions, and give them time to make their suggestions.
- 3 Have students switch roles so that the half of the class that was reading now posts their essays while the other half walks around reading, taking notes, and making suggestions.
- 4 Ask volunteers to call out their favorite quotes. Ask them to give reasons for their choices.

Lesson 12.4 Do It Like This

Student Book pages 144 – 145

Real-World English Strategies

There are many various situations in which we have to follow instructions. This unit highlights following simple oral instructions and making a recipe, but there are many other situations that your students may find difficult, one of them being following automated phone menus.

- 1 First, ask your students if they ever had to deal with an automated phone menu. What options do they remember hearing? List them together on the board, for example: *To speak with X, press 1; For questions about Y, press 2; To leave us a message, press 3.*
- 2 Next, give the students a phone number for an automated hotline (e.g., a local doctor's office, an insurance company), and a set of questions, for example, *Which number do you press in order to cancel an appointment?* (note that you will have to listen to the options in advance yourself to prepare the questions).
- 3 Check the answers with the whole class and clarify any options that were difficult.
- 4 Finally, ask the students to create and record their own automated hotline instructions for a business of their choice.

Exercise 1 ACTIVATE

- 1 Give students time to think about their own answers to the questions.
- 2 Put students in pairs to discuss the question.
- 3 Have volunteers call out their answers.

Answers

Students' answers will vary. Sample answers include:

- 1 The last thing I learned to do was play guitar.
- 2 I watched videos on YouTube and played with friends.
- 3 I taught my little brother how to cook.
- 4 No, I wasn't successful. I think it was because he really didn't want to learn and I kept losing my patience.

Exercise 2 ASSESS

- 1 Put students in pairs or small groups to say what they see in the pictures.
- 2 Have volunteers call out their guesses, but postpone going over the answers until after Exercise 3.

Answers

Students' answers will vary. Sample answers include:
Andy is learning how to use a computer. His boss is teaching him.

Exercise 3 ANALYZE

- 1 Have students read the questions.
- 2 Play the video while students listen and watch for the answers to the questions.
- 3 Put students in pairs or small groups to compare answers.
- 4 Have volunteers call out their answers. Replay the video as needed.

Answers

Students' answers will vary. Sample answers include:

- 1 Andy's emails are unorganized because of a software update, so he didn't read Cathy's email.
- 2 Cathy shows Andy a quick way to sort his emails.
- 3 Cathy asks Andy to come to her office after he's read her email about the scholarship.
- 4 Andy has gotten the scholarship.
- 5 Andy texts Max.

Video Script

English For Real Video Unit 12

Scene 1

Cathy Hi, Andy. So, did you see the message I sent you?
Andy Uh... Um...no, sorry.
Andy That software update made my email very unorganized. I need to sort through them.
Cathy Don't worry. I know how to fix it quickly.
Andy You do? Great.
Cathy First, make a folder and label it "Cathy emails".
Andy OK, got it.
Cathy Then, click on the check boxes. Go to the toolbar at the top, and click Move... Is that clear?
Andy Yep, it's clear. Like this, you mean...?
Cathy Yes, that's it. Now move all my messages to the new folder.
Andy It worked! Thanks! That was a piece of cake!
Cathy Now find that email about the scholarship.
Andy Wow! Thanks, Cathy!
Cathy Good work! Congratulations, Andy.
Andy Wow. I got the scholarship! I have to text Max....

Scene 2

Max Bye, Gran! Thanks for your help!
Andy Hey Max!
Max Hi, Andy! I'm in the kitchen.
Andy Were you talking to someone?
Andy Ooh! Something smells delicious!
Max Congratulations, Andy!
Andy Cake? You made... cake?

Real-World English

Giving and responding to instructions

- 1 Write on the board: *Close your books and then put them on the ground.* Elicit from students what verb form you are using (imperative). Explain that this is the verb form often used for giving instructions. Also ask students for other words like *then*, e.g., *next*, *after that*, *now*, etc. Write them on the board.
- 2 Direct students to read the information in the box.
- 3 Read the example phrases, and have students repeat after you with appropriate stress and intonation.

Extra Practice

- 1 Direct students to think of something they know how to do that they could teach someone else, e.g., play an instrument, play a sport, fix something, cook or bake something, take care of plants, grow a garden, clean something, change a bicycle tire, fix glasses, paint a room, draw, paint a picture, make something with clay, knit a scarf, etc.
- 2 Have students walk around the room asking each other if they can do things they can teach. When they find someone who can't, have them sit down with them and teach them using the imperative and time words. Remind the student learning the skill to respond using the language in the Real-World English box.
- 3 Have students switch roles and teach their partner their skill. If their partner already knows that skill, repeat the first part of step 2 above to let students find new partners that don't already know how to do their skill.

Exercise 4 IDENTIFY

- 1 Have students read the incomplete instructions.
- 2 Replay the video while students watch and complete the instructions.
- 3 Put students in pairs to compare by taking roles and reading their parts.
- 4 Call on volunteer pairs to share their answers with the class. Replay the video as needed, stopping to have students repeat with correct stress and intonation.

Answers

- | | |
|---------------|------------------------|
| 1 First, make | 5 Is that clear? |
| 2 label | 6 Like this, you mean? |
| 3 Then click | 7 Now move |
| 4 Go | |

English for Real Video Unit 12

Exercise 5 WHAT'S YOUR ANGLE?

- 1 Give students a minute or two to think about the questions. Then review the difference between making a request and giving an instruction in English.
- 2 Put students in pairs to share their thoughts.
- 3 Have volunteers share their thoughts with the class.

Exercise 6 BUILD

- 1 Put students in pairs to complete the exercise.
- 2 Join pairs together to compare their instructions.
- 3 Call on volunteers to share their instructions with the class.

Answers

Students' answers will vary. Sample answers include:

- 1 First, mix butter and sugar together in a bowl.
- 2 Next, add 2 eggs and mix.
- 3 Then add flour and cocoa powder and mix well.
- 4 Pour the mixture into a cake pan. Bake in an oven at 350F for 45 minutes.

Exercise 7 EXPAND

- 1 Put students in pairs to create a dialogue with instructions and responses.
- 2 Call on volunteer pairs to read their dialogues to the class.

Answers

Students' answers will vary. Sample answers include:

Student A: First, mix butter and sugar together in a bowl.

Student B: Like this, you mean?

Student A: Yes, that's it. Next, add two eggs and mix.

Student B: OK, got it.

Student A: Then add flour and cocoa powder and mix well.

Student B: Right, I'm finished.

Student A: Pour the mixture into a cake pan. Bake in an oven at 350F for 45 minutes.

Student B: Great, thanks!

Exercise 8 PREPARE

Have students complete the exercise independently. Circulate to offer assistance as needed.

Exercise 9 INTERACT

- 1 Put students in pairs to take turns acting out one of the pair's situations.
- 2 Have volunteer pairs act out their situation for the class.

Exercise 10 ANALYZE

Put students back in their pairs to give each other feedback. Circulate to offer help as needed.

Exercise 11 INTERACT

Put students back in their pairs to act out the other partner's situation.

Exercise 12 WHAT'S YOUR ANGLE?

- 1 Give students time to think about the questions. Then put students in pairs or small groups to discuss the questions.
- 2 Have volunteers share their thoughts with the class.

Lesson 12.5 A Glass Half Full

Student Book page 146

Exercise 1 ACTIVATE

- 1 Direct students to the title of the lesson, and ask if they know what expression this phrase comes from. Also discuss how it relates to the topic of the unit.
- 2 Put students in pairs to discuss and complete the advice. Then join pairs together to compare their ideas.
- 3 Postpone going over the answers until after Exercise 2.

Exercise 2 ASSESS

- 1 Play the audio, and have students work independently to answer the questions.
- 2 Put students in pairs or small groups to compare their answers.
- 3 Go over the answers as a class, replaying the audio as necessary.

Answers

Students' answers will vary. Sample answers include:

- 1 students' own answers
- 2 1—Someone afraid to do something new, e.g., change jobs, move somewhere new, etc.; 2—Someone feeling depressed about a situation, e.g., didn't pass an interview, friend moving away, etc.

Audio Script

CD 3, Track 29

- 1 She told me that if one is afraid to do something, it's not necessarily enough reason to not do it.
- 2 She once told me that it's really good to look at life in a positive light and see the glass as half full instead of half empty.

Exercise 3 IDENTIFY

- 1 Direct students to read the questions.
- 2 Play the video while students answer the questions.
- 3 Put students in pairs to compare their answers.
- 4 Have volunteers call out their answers. Replay the audio as needed. Go over the meaning of the phrases *in a positive light* and *in perspective*.

Answers

- 1 her best friend
- 2 to look at life in a positive light
- 3 to see things in perspective

Video Script

Great Advice 1

Kristen The best advice that I've ever gotten was from my best friend. She once told me that it's really good to look at life in a positive light and see the glass as half full instead of half empty. And that really helps me see things in perspective. And when things don't go right, I look at things in a positive light and see what I can do, what the possibilities are in the future.

Speaking

Reporting a conversation

GO ONLINE

- 1 Elicit from students what they learned about reported speech. Explain that sometimes when you are reporting what someone said to you, you want to emphasize something particularly interesting.
- 2 Have students read the information in the Speaking box. Read aloud the example phrases, having students repeat after you with correct stress and intonation.

Extra Practice

- 1 Bring to class a short video of someone reporting what someone else told them.
- 2 Play the video, and have students identify the bulleted items in the Speaking box in the reported speech.

Exercise 4 IDENTIFY

- 1 Direct students to read the questions to themselves.
- 2 Play the video while students write their answers.
- 3 Put students in pairs to compare answers.
- 4 Have volunteers call out their answers. Replay the video as needed, stopping to let students repeat the sentences that provide the answers. If desired, replay the video with the sound off, stopping at parts to have students say what the speakers said.

Answers

- 1 his grandmother
- 2 not to avoid doing things because you are afraid
- 3 about four months ago
- 4 decide whether to get married
- 5 to ask his girlfriend to marry him
- 6 His girlfriend said yes.
- 7 They are getting married in the fall.

Video Script

Great Advice 2

James I got some really great advice from my grandmother. She told me that if one is afraid to do something, it's not necessarily enough reason to not do it—which came into play about four months ago. I was deciding whether or not to ask my girlfriend to marry me, and this statement that my grandmother told me popped into my head, and it was completely responsible for me being able to do it. And it worked out. She said “yes,” and we're getting married this fall. So...it was good advice.

Exercise 5 APPLY

- 1 Have students read the sentences. Check students' comprehension of *ambitions* and the expression *What doesn't kill you makes you stronger*.
- 2 Have students work independently to complete the exercise.
- 3 Put students in pairs or small groups to compare their answers.
- 4 Have volunteers call out their answers.

Answers

Students' answers will vary. Sample answers include:

- 1 the main point, clear connections between ideas
- 2 necessary details; appropriate verb tenses
- 3 the main point, correct pauses and stress
- 4 appropriate verb tenses
- 5 cause and effect, the main point

Exercise 6 INTEGRATE

- 1 Put students in pairs to take turns retelling James's story. Remind them to use the points in the Speaking box. Circulate to offer assistance as needed.
- 2 Call on volunteers to retell James's story for the class.

Answers

Students' answers will vary. Sample answers include:

James got some great advice from his grandmother. She told him that if he is afraid of something, that's not enough of a reason not to do it. About four months ago James remembered this advice when he was scared to ask his girlfriend to marry him. He remembered the advice his grandmother had given him and he followed it. He asked his girlfriend if she would marry him and she said that she would. Now they are going to get married in the fall.

Exercise 7 PREPARE

- 1 Have students prepare their story independently.
- 2 Have students take notes on the answers to the questions. Circulate to help with ideas and vocabulary as needed.

Exercise 8 INTERACT

- 1 Put students in pairs to tell each other their stories. Remind them to use reported speech when possible or needed. Circulate to listen and offer assistance as needed.
- 2 Have partners retell their partner's story to them by answering the questions in Exercise 4. If their partner cannot answer a question, tell the listening students to add the information to their story that their partners did not have.

Exercise 9 IMPROVE

- 1 Put students in groups to share the stories.
- 2 Have group members decide if any of the stories are similar and, if so, how, e.g., the advice given, the result, the reason for the advice, etc.

Exercise 10 SHARE

- 1 Put students into new groups to share the stories and advice they heard in Exercise 9 and to decide which was the best advice in their group. Remind students to give reasons for their choices.
- 2 Have volunteers say which advice they think was the best. If desired, write the advice on the board, and tally students' preferences.

Unit 12 Review

Student Book page 158

Vocabulary

Exercise 1

Answers

- | | | |
|------|------|------|
| 1 to | 3 As | 5 by |
| 2 As | 4 In | |

Exercise 2

Answers

- | | | |
|----------|--------|--------|
| 1 figure | 3 give | 5 make |
| 2 take | 4 get | 6 make |

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

Grammar

Exercise 3

Answers

- 1 He told me that he didn't believe me.
- 2 She said he was a bad professor.
- 3 They said that some people live in places with no clean water.
- 4 She said that she really liked her new office.
- 5 They told me that he hadn't gone to the meeting the day before.

Exercise 4

Answers

- 1 They told me that I was too old for the job.
You are too old for the job.
- 2 He said the cars had been almost new.
The cars were almost new.
- 3 We told him that a lot of people had left the day before.
A lot of people left the day before / yesterday.
- 4 She said that people had been waiting for her for two hours.
People were waiting for her for two hours.
- 5 He said they had stopped asking him.
They have stopped asking him.

Exercise 5

Answers

- 1 What great places have you lived in?
- 2 Where are you going to live in the future?
- 3 How often do you learn something new?
- 4 Did you enjoy solving problems in the past?
- 5 Were your grandparents wise people?

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 Draw students' attention to the quote. Ask students if any of them know who Stephen Vincent Benét was. Explain that he was an American Pulitzer Prize-winning poet who lived in the first half of the twentieth century.
- 2 Read the quote aloud. Put students in pairs or small groups to discuss the meaning of the quote and to answer the questions. Direct students to give examples to illustrate their points.
- 3 Ask students to write a "quote" about the relative value of wisdom, wealth, or power or to find one in their own language and say what it means in English. Monitor and help with vocabulary.
- 4 Have students share their quotes with the class.

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 For Task 1, give students a moment to think about a quote that is particularly meaningful to them. Then put students in pairs or small groups to share their quote.
- 2 Have students complete Task 2 independently.
- 3 For Task 3, have students bring in or show on their phones a photo of a life hack they use. Put students in groups to show their photos or have students explain their life hack to the class. Remind students to give reasons for their choices. If desired, have students vote on the most useful life hack presented.

Answers

Students' answers will vary. Sample answers include:

- 1 I really connect with the quote "Limit your 'always' and your 'nevers'" by Amy Poehler. Thinking about it reminds me that ...
- 2 My dad told me that every day might not be a good day but there is good in every day. From him I learned to always look for a little something positive in even the worst day. My friend Jack ...
- 3 This photo shows the desk in my bedroom. The desk is wobbly, so I stuck a folded magazine under one leg to keep it level.

Exercise 8

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

Answers

Students' answers will vary.