6

Wide Angle

TEACHER'S GUIDE

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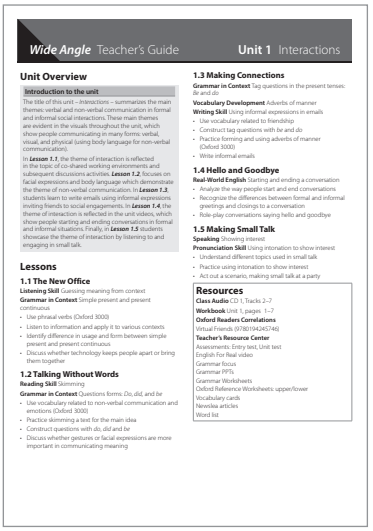
Introduction

Welcome to the *Wide Angle* Teacher's Guide

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

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



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

Unit Overview

Introduction to the unit

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

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

Lessons

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

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

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

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

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

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

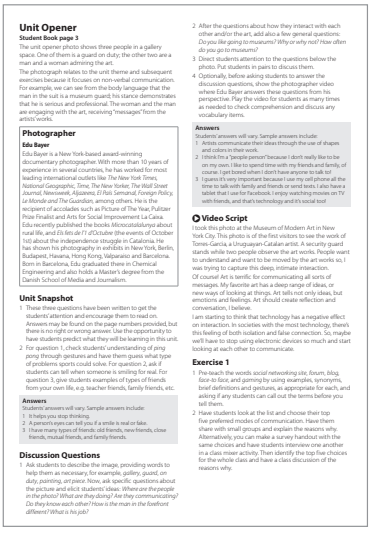
How to use the Teacher's Guide

Unit Overview

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

Unit Opener

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



Unit Opener
Student Book page 3

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

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

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

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

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

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

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

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

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

Lessons

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

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

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Specific Skill Support

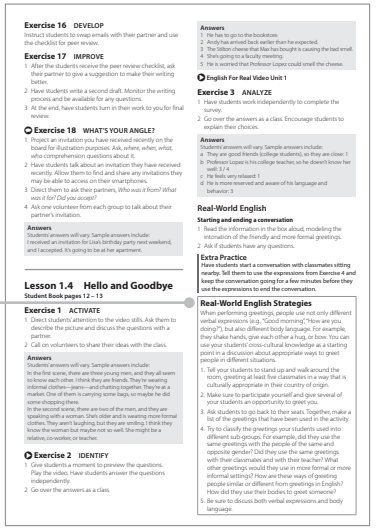
Step-by-step instructions are provided for the reading, writing, listening, and pronunciation skills practiced in each unit. Guidance is also provided for **Grammar in Context**, speaking activities, and **Oxford 3000 / 5000** vocabulary content. The Teacher's Guide also connects to the related **Grammar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

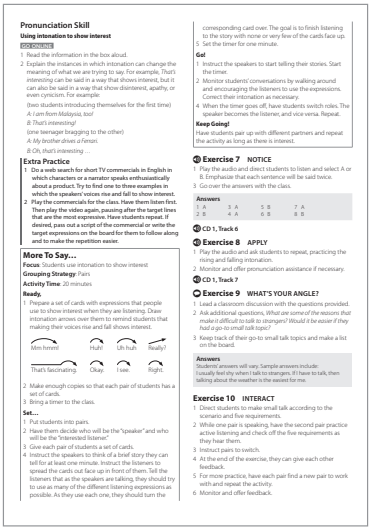
Extra Practice activities provide a fun and exciting way for students to practice a specific skill or language point. These activities include project-based learning, fun competitions, and games to ensure a dynamic classroom experience that also deepens students' learning. The activities can be used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

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

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

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





How to use the Student Book

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

Fixed features

Unit Opener

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

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

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

Lesson 4: English For Real

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

Lesson 5: Speaking

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

Floating features

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

Pronunciation Skill

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

Grammar in Context

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

Vocabulary

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

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What's Your Angle?

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

Appendices

Unit Reviews

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

Grammar focus

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

Additional Student Resources

Online Practice

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

Workbook

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

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Unit Overview

Introduction to the unit

The title of this unit—*Creativity*—allows students to think about what it means to be creative. Throughout the unit students will explore what being creative involves through reading about street art, writing opinions on creativity, listening to interviews on music, and expressing ideas about what it takes to be successful in the creative realm.

In ***Lesson 1.1***, the idea of creativity is reflected in the following activities: discussing different types of creativity, reading about the history of street art, vocabulary development, and review of present tenses. In ***Lesson 1.2***, the following exercises demonstrate the theme of creativity: discussing what it means to be successful in the world of creativity, exploring the use of gerunds and infinitives, looking at verb and adverb word formation, and writing an essay giving your opinion. In ***Lesson 1.3***, students will listen to audio about music and the mind. The focus will be on listening for main ideas and supporting evidence. In ***Lesson 1.4***, students will watch a video about picking up on implied meaning and using role plays to practice this skill. In the *Real-World English Strategies,* students will analyze and identify various implied meanings. Finally, in ***Lesson 1.5***, students will summarize what they have learned about creativity and artistic struggle by developing presentation skills through signposting, generalizing, and clarifying.

Lessons

1.1 Walking on Art

Reading Skill Recognizing and understanding register and style

Grammar in Context Present tenses

- Vocabulary related to art appreciation (Oxford 5000)
- Analyze and discuss differences in style and register by reading about street art
- Discuss different artists and styles of art
- Review all present tenses

1.2 From Subway to Superstar

Grammar in Context Constructions with *-ing* or with *to* infinitive

Vocabulary Development Word formation verb and adverb endings

Writing Skill Giving your opinion

- Read, discuss, and analyze a model opinion essay on what it takes to be successful in the creative field
- Practice identifying and using infinites and gerunds
- Practice using different word formation verb and adverb endings
- Write an opinion on the topic of what it means to be creative

1.3 Music and the Mind

Listening Skill Listening for main ideas and supporting evidence

Grammar in Context Past forms

Pronunciation Skill Sentence stress and rhythm

- Vocabulary: advertising, instrumental, national, tune, song, choir, piece (Oxford 5000)
- Discuss musical tastes and preferences
- Listen to an interview on the concept of music and the mind
- Practice sentence stress and rhythm

1.4 What Are You Implying?

Real-World English Picking up on implied meanings

- Determine implied meaning in a video
- Analyze body language, intonation, and sarcasm for meaning
- Practice expressing various implied meanings thorough pair work and role plays

1.5 Artistic Struggle

Speaking Giving a presentation: Signposting, generalizing and clarifying points

- Discuss famous creative people
- Give a presentation on a creative person

Resources

Class Audio CD 1, Tracks 2–5

Workbook Unit 1, pages 1–7

Oxford Readers Correlations

The Garden Party and Other Stories (9780194657549)

Teacher's Resource Center

Assessments: Entry test, Unit test

Class video

English For Real video

Grammar focus

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

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Unit Opener

Student Book page 3

The unit opener photo shows a potter at work. The artist is painting a cup using a small brush. The photograph relates to the unit theme and subsequent exercises because it focuses on what it means to be creative, sets up the theme for the questions that follow, and encourages students to discuss and think about the question of what is creativity and what it means to be creative.

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, work with students to brainstorm some different kinds of street artists (e.g., graffiti artists, jugglers, buskers, dancers). Then put students in small groups and ask them to write down possible problems street artists might face.

2 For question 2, have students work with a partner to make a list of traits that make someone successful. Review the answers on the board, and have students validate their choices by providing examples.

3 For question 3, write *earworm* on the board. Ask students to predict what it might be. Go over students' ideas as a class.

Answers

Students' answers will vary. Sample answers may include:

1 I think one problem that street artists might face is a lack of acceptance. Many people don't think they are legitimate artists.

2 Successful people need to have determination and self-confidence.

3 An earworm might be an insect that likes to climb in people's ears.

Discussion Questions

1 Direct students' attention to the picture. When you ask students to describe the image, provide words to help them as necessary, for example, *potter*, *pottery*, *pottery wheel*, *kiln*. Ask specific questions about the picture: *What type of creative art is this? What equipment does it require? What skills does a potter need? Have you ever tried it? Would you like to? Why or why not?*

Video Script

I made this picture in a ceramics factory, just outside of Hanoi, Vietnam. Here, a woman is putting the final touches on one of many cups she will produce this day. I like this picture because it shows both the detail of the hands, the detailed action that she's doing, but it also shows a bit of the environment she's working in and that there are many more cups to be done, and many that have been done already.

I think, in this specific picture, this woman is not being creative. Creativity is not playing a big role in her process, or her job. Because she's not applying her own instinct to it, she's just doing what she was told, and she's going to do the same for every piece that comes through her factory on this day. Creativity does play a big part in my job, though. If I'm not creative, if I'm not using my brain and thinking and trying to make interesting and creative pictures for my clients, they're not going to call me back, and they're not going to be happy, and I'm not going to be happy with the results.

I think all three can be considered equally creative. For me, creativity is less about the medium that you're working in, and more about how you apply your specific vision to what you're working on. I think a great story can be told both through a well-designed product, through a well-done book, or through a beautiful painting. And each one has their place, and each one exhibits a different form of creativity.

Exercise 1

1 Have students talk about the questions below the picture in small groups.

2 Have volunteers share their ideas with the class. Discuss as a class how creativity plays a role in different forms of art.

Answers

Students' answers will vary. Sample answers include:

1 Students' answers will vary. Encourage students to extend their answers by providing reasons and examples.

2 Students' answers will vary. Sample answers include: Art is supposed to make you think. The graffiti artist Banksy is a great example of this because most of his art is a political statement…

Exercise 2

1 Before students start the discussion, check comprehension of the vocabulary word list.

2 Have students work in small groups to add to the list.

3 Next, have students choose three words they think are the most important and explain to their groups why they chose them.

4 Have students share their ideas with the class.

Real-World Goal

By the end of this unit, students will be able to see art in a formal or informal venue because they will have discussed and read about different types of creativity. Provide students with some options in your area: concerts, exhibitions, book readings, craft fairs, museums, and movie theaters. Have students report back to the class using the vocabulary learned in the opening exercise and answer the following question: *What is the purpose of the art?*

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Lesson 1.1 Walking on Art

Student Book pages 4 – 6

Exercise 1 ACTIVATE

1 First, direct attention to the title of the lesson, and ask what students think *walking on art* means. Ask a few volunteers to share their ideas. Direct students' attention to the photo at the bottom of page 4. Ask what they think the lesson will be about.
2 Review the different types of creativity that were set up in the unit opener. Direct students to the sentence starters, and provide a model for the first: *I'm particularly interested in art that uses bright colors*. Have students work alone to complete the sentence starters and then share their sentences with a partner.
3 Have pairs share some of their ideas with the class.

Answers
Students' answers will vary. Sample answers include:
My own artistic ability is art. I took art class in high school, and I particularly enjoy painting with watercolors.

Exercise 2 INTERACT

1 Direct students to the picture at the bottom of the page.
2 Have students discuss the questions with a partner. Then join pairs into small groups, and have students compare answers.
3 Circulate and provide guidance or feedback as needed.

Answers
Student answers will vary. Sample answers include:
The artist may have difficulty working outside in extreme weather conditions.

Exercise 3 IDENTIFY

1 Direct students to read the information about the artist and the online comments independently.
2 Check for comprehension of the following words: *panic attack*, *awesome*, *realistic*, *dizzy*.
3 Have students work in groups to discuss whether they agree or disagree with the comments.

Reading Skill

Recognizing and understanding register and style

GO ONLINE

1 Ask students to name different media that use an informal register (blogs, texts, magazines, emails) and a more formal register (work emails, textbooks, contracts).
2 Have students read the Reading Skill box independently.

Extra Practice

1 Bring in some pictures of art (paintings, sculpture, graffiti, crafts).
2 Have students work in groups to choose an image and write their own comments section about it.
3 Encourage students to use some of the features of a more informal style such as slang, extreme adjectives, and abbreviations.
4 Display the comments sections so all students can give feedback on the work done.

Exercise 4 APPLY

1 Have students complete the activity independently and then share their answers with a partner.
2 Call on individuals to give some examples. Elicit examples of informal language, e.g., use of extreme adjectives and adverbs.

Answers
Examples of informal language:
Word choice: scared, panic attack, awesome, dizzy. *Scared* is more informal than *frightened*. *Dizzy* is more informal than *light-headed*.
Missing or incomplete words, or incomplete sentences: Love Müller's work, Fab
Extreme adjectives: Incredibly, Totally
Use of exclamation points

Exercise 5 IDENTIFY

1 Direct students to the article "Sidewalk Art: Old and New Angles." Ask students what they think the article will be about.
2 Draw attention to the words in orange. Explain that these Oxford 5000 words will be featured in this unit. Encourage students to use context to determine the meaning of the words while reading the article.
3 Have students read the article and then discuss the question with a partner.
4 Call on volunteers to give some answers to the question.

Answers
Old: the history of street art
New: the festival and 3-D art, as developed by Wenner and other well-known artists such as Müller

Oxford 5000 words

enthusiasts	vibrant	scope
compositions	textures	sacred
high-profile	backdrop	prominent

Exercise 6 INTEGRATE

1 Have students read the article again and answer the questions.
2 Put students in pairs to check their answers.
3 Call on volunteers to share their answers with the class.

Answers
1 The works of madonnari; Roman mosaics
2 The weather, the ground surface, the interfering public
3 *Ice Age 3,* image of a phoenix, *Lava Burst*
4 They pretend to fall into the crevasse. They ride the phoenix.
5 Gifted and prominent artists, novice and student artists, and visitors
6 Over 1,000 street artists will apply to exhibit. It's the largest collection of 3-D sidewalk art.

Exercise 7 VOCABULARY

1 Ask students if there are any words in orange that are particularly difficult. Write these on the board, and have students work in pairs to try to guess the meaning from the context of the article. Check comprehension as a class.
2 Direct students to sentences 1–9, and explain that they will be looking for synonyms for the Oxford 5000 words.

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In each sentence, there are three words: the Oxford 5000 word, a word that has the same the meaning (a synonym), and a word that does not.

3 Model the first answer for students.

4 Have students complete the exercise independently and then go over the answers as a class.

Answers

1 activity	4 chiefs	7 lively
2 imagery	5 backing	8 lovers
3 productions	6 faithful	9 high interest

Exercise 8 ASSESS

1 Ask students to identify the words that were new to them and then compare their answers with a partner.

2 Clarify any words that students still find problematic.

Exercise 9 WHAT'S YOUR ANGLE?

1 Have students discuss their answers with a partner. Circulate and provide feedback.

2 Call on pairs to share what they discussed. Write any new words on the board, and have the class repeat them.

Answers

Students' answers will vary. Sample answers include:
I would totally love to see these works of art. I would pretend to fall into *The Crevasse*! Because they are temporary I only have one chance to see them in real life.

Grammar in Context

Present tenses

GO ONLINE

1 Call on volunteers to read the Grammar in Context box content aloud.

2 Ask students if there are any forms that are completely new to them. Write those forms on the board, and provide additional examples for each.

3 For additional practice, see Grammar focus on page 159 in the Student Book.

Extra Practice

1 Display pictures from newspapers or news magazines in print or online. Make sure that the pictures include people doing things.

2 Put students into pairs, and assign a picture to each pair. Ask students to write:
   a some facts about the picture (simple present)
   b something that is happening now or a changing situation (present continuous)
   c something that happened in the past at an unspecified time (present perfect)
   d something that happened in the past and is still happening now (present perfect continuous)

3 Model some answers for one of the photos. For example: *The men are construction workers. They are building a new skyscraper in Beijing. One man is feeling very hot and tired. A famous architect has designed this building. They have been working on the windows since 8 a.m.*

4 Have pairs record their model sentences based on their photo. Encourage them to use their imagination.

5 Go over some of the sentences as a class. Monitor any errors in form, and correct them on the board.

Exercise 10 IDENTIFY

1 Model the answer for the first question. Then have students work in pairs to match the descriptions with the examples in the Grammar in Context box.

2 Go over the answers as a class.

Answers

1 2 2 3 3 5 4 6 5 4

Exercise 11 ASSESS

1 Direct students to some key words that we use with various tenses.

Simple present: *usually, often*

Simple continuous: *always* for something annoying or noteworthy

Present perfect/present perfect progressive: *for / since*

2 Explain that we can use *for / since* with both types of perfect tenses. If the action has happened for a long time, we tend to use the present perfect. If the action has been happening more recently or for a short time, we use the present perfect progressive. Compare: *I have worked here for two years. I have been working here for two months.*

3 Direct students to the sentences, and have them work in pairs to determine the correct sentences and correct the others.

4 Go over the answers as a class.

Answers

1 The artist has been working on this painting…
2 The cousins have created…
3 She usually paints…
4 Correct
5 Correct
6 The paint dries faster…
7 That artist is gradually becoming better known…

Exercise 12 APPLY

OXFORD REFERENCE

1 Ask students what street art and graffiti are. Facilitate a discussion, and provide some examples if possible.

2 Read the first sentence of the text aloud. Elicit possible answers for the correct verb (*has changed*). Discuss why other present tenses might not fit in the sentence.

3 Have students complete the activity independently and then share their answers in pairs.

4 Review the answers as a class.

Answers

1 has changed
2 are changing
3 have grown / have been growing
4 are
5 is attracting
6 use
7 does not become
8 depends
9 rules out
10 has simply placed / simply places

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Exercise 13 INTERACT

1 Have students read the text again and underline the main points.
2 Have students cover the text and share what they understand to be the main ideas with a partner.
3 Ask volunteers to share some of their ideas with the class.

Exercise 14 WHAT'S YOUR ANGLE?

1 Have students read the instructions and choose a work they admire.
2 Put students in pairs, and have them describe their work, providing as much detail as possible. Encourage students to use the provided list to expand their descriptions.

Answers
Students' answers will vary. Sample answers include:
I really like the Mona Lisa, which is a painting in the Louvre in Paris. I like it because it is small but powerful. It is in oil, I believe, and the subject is fascinating. You cannot know for sure what she is thinking, and this is its appeal.

Lesson 1.2 From Subway to Superstar

Student Book pages 7 – 9

Exercise 1 ACTIVATE

1 Read the lesson title aloud, and ask students what they think it means. Elicit any artists they know of who went through hard times before they became successful.
2 Check that students understand any difficult vocabulary words: *fan base*, *self-publicize*, *gap in the market*.
3 Put students into pairs, and have them discuss what they think from the list makes someone successful. Have pairs decide the top three reasons for success.
4 Tally pairs' responses to determine what most of the class thinks influences success.

Exercise 2 IDENTIFY

1 Ask a volunteer to explain what graffiti art is. Have students find examples on their phones. Explain the following vocabulary words: *selling out*, *charities*, *social causes*.
2 Direct students to the questions they will need to answer after watching the lecture.
3 Play the video, and have students work in pairs to answer the questions.
4 Call on volunteers to share their answers with the class.

Answers
1 He was interested in the graffiti he saw done by artists who were untrained but skilled. He loved the lines they used. He was influenced also by Pop Art (1960s).
2 He started with chalk drawing on walls in subway stations: simple line drawings with themes and ideas people could understand like birth, death, war, and love.
3 He wanted to break down the barriers of the art world and for his art to directly engage the public.

Video Script

Lecture about Graffiti Artist Keith Haring, Part A
Starting in the 1970s in New York and some other east coast cities in the U.S., a street art movement began. A lot of graffiti began to appear in public spaces, especially on subway trains and in subway stations. Now, Keith Haring, a young art student, was a big fan of a lot of the graffiti he was seeing around the city. He thought some of the work was the most beautiful he had ever seen. He knew that most of the people creating it were young and not trained as artists. They hadn't formally studied art in school, but he could see that they had a lot of artistic skill. And he especially loved how they used line—fluid lines that connected all parts of the artwork together. So, after leaving art school in the early 1980s, Haring started to create his own graffiti in the subway stations of New York City. He was influenced both by his love of the graffiti he was seeing around the city, and he was also influenced by Pop Art—the Pop Art movement of the 1960s. Like those artists, people like Andy Warhol, he wanted to break down the boundaries of the art world, to make art that was seen and understood by more than just artists and art critics and art professors. He wanted his art to directly engage the public. So, Haring started by doing chalk drawings on empty spaces on the walls of subway stations. They were simple line drawings with themes and ideas most people could understand, like birth, death, war, love.

Exercise 3 ASSESS

1 Ask students: *What is a social issue?* Brainstorm some ideas with the class. For example: *A social issue is an issue in society that people may disagree about.* Ask students to think about some social issues in their country—for example, childhood obesity, bullying, technology's negative effects, etc.
2 Ask students to read the excerpt independently to find the social issue and then check their answer with a partner.
3 Discuss the answer as a class. Ask students if this is a social issue in their country and what kind of charities are popular. Students can use their phones to research some popular charities if they need ideas.

Answers
He dealt with issues like drug abuse. He supported charities and social causes and got involved in group art projects, especially with children.

Exercise 4 IDENTIFY

1 Have students watch the final part of the talk. Then put students in pairs to discuss what happened to Haring in terms of his success.
2 Discuss what happened to Haring as a class. Ask students whether they felt like Haring was "selling out."

Answer
Haring rose in popularity and had international attention. He made art with strong social messages and supported many charities / projects. He also started to use his art in advertising and started making money. Criticism developed after his first store opened, as people felt he was selling out and had lost his integrity / honesty as an artist.

Video Script

Lecture about Graffiti Artist Keith Haring, Part B
So, he soon had international attention, and he used his powerful style to make strong social messages. He dealt with issues like drug abuse, and he supported charities with his work. He also got involved in group art projects, especially with children, and community art projects. But not only did he do work for social

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causes, for public and community causes. He also started to create art for advertising and to take some of his images and put them on t-shirts and hats and posters, you know, things like that. Then in 1986, he opened a store, the Pop Shop, to sell these things. And this is when he really became controversial. A lot of people didn't like him making money off his art. They said he was selling out. Now, **by *selling out,* I mean** they thought he was too commercial, too focused on earning money. And to some people that meant that his work wasn't even art anymore. They thought he was just designing products to sell. They felt that the desire to earn money was probably affecting his artistic integrity, his honesty as an artist. But Haring disagreed. He thought that this was just another way of directly engaging the public, of reaching people with his work. He saw it as very similar to creating chalk drawings in the subway. It was just another way of broadening the boundaries of the art world, making the art world larger, of including more people in the experience. OK. So, that's enough for today. I want you to think about this idea—about whether art can be commercial and still have integrity. We'll talk about it in discussion groups in the next class. OK, bye for now.

Exercise 5 WHAT'S YOUR ANGLE?

1 Have students work with a partner to discuss the statements.
2 Assign each pair one of the statements, and have pairs report to the class on whether they agree or disagree with the statement and why.

Answers
Students' answers will vary. Sample answers include:
1 I don't agree because you can be creative and an amazing artist and also make money.
2 Art can be anywhere: on a building, a computer screen, or a T-shirt. I disagree.
3 I think that Haring was mostly a success because he worked hard for social issues and causes.

Exercise 6 IDENTIFY

1 Ask students what street performers they have seen in the past. For example: *How do you feel about them? Are they talented?* Explain the following words: *make it*, *stamina*, *drive*, *setbacks*.
2 Read the instructions aloud, and have students read the essay independently.
3 Ask students to discuss the question in small groups, and then discuss the question as a class.

Answers
Answers will vary. Sample answers include:
Yes, I agree with the writer that luck and personality are big parts of success.

Exercise 7 WHAT'S YOUR ANGLE?

1 Ask students to discuss their views with a partner.
2 Call on volunteers to share their views.
3 Write ideas on the board, and then ask students to vote on which is the most important for success.

Answers
Students' answers will vary. Sample answers include:
I agree with the writer that artists need originality. In order to be successful in the art world, you need to have vision and creativity. Look at Picasso as an example. He was truly original and did things very differently.

Grammar in Context

Constructions with *-ing* or with *to* infinitive

GO ONLINE

1 Write the following sentences starters on the board:
I need…
I enjoy…
I want…
I finished…
I often start…
2 Elicit sentences from students using the gerund or *to* infinitive. As an example, use *to study* or *studying* to complete the sentences. For example: *I need to study. I need studying*. Ask students which is correct, the infinitive or gerund (infinitive). Continue with other verbs.
3 Give additional examples of verbs that can be used in both constructions: for example, *like*, *hate*, *can't stand*.
4 Have students read the Grammar in Context box independently, and answer any questions they have.
5 For additional practice, see Grammar focus on page 159 in the Student Book.

Extra Practice

1 Write these sentence frames on the board, or provide a printed handout:
I need _____ tonight.
My family enjoys _____ on the weekends.
I expect _____ when I get older.
I finished _____ before I came to class.
I started _____ when I was a teenager.
I often stop _____ when I drive long distances.
I stopped _____ because it was bad for my health.
I regret not _____ when I was in high school.
2 Put students in pairs, and ask students to complete each sentence frame guessing what their partner might write.
3 Have them share their guesses with their partner and discuss whether they are correct. If they are not correct, have students revise their sentences.
4 Have volunteers write their sentences on the board. As a class, highlight or underline gerunds or infinitives and check for accuracy.

Exercise 8 IDENTIFY

1 Ask students to work independently to complete the exercise.
2 Check answers as a class.

Answers
1 went on <u>talking</u> (continued)
2 stopped <u>to fill up</u> (stopped first, then filled up)
3 forgot <u>to bring</u> (left it at home / should have brought it)
4 remember <u>going</u> (talking about the past)
5 regret <u>not being able</u> (talking about the past)

Vocabulary Development

Word formation: verb and adverb endings

GO ONLINE

1 Write these sentences on the board: *The road needed to be* <u>wider</u>*, so we* <u>widened</u> *the road. The country was not* <u>stable</u>*, so the president* <u>stabilized</u> *the country with various economic*

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measures. The painting needed more intensity*, so the artist* intensified *the colors.* Underline the words as shown.

2 Ask students to identity the parts of speech of the underlined words.

3 Ask students to focus on the word endings that change the words from an adjective to a verb. Write the endings on the board.

4 Go over the Vocabulary Development box as a class.

Extra Practice

1 Put students into teams of three or four. Assign a leader to be the scribe for each team. Tell the leaders to divide a piece of paper into three columns: *-ify, -en, -ize*.

2 Call out the following adjectives or nouns in random order, and have teams classify them under the appropriate suffix.
-ify: specific, diverse, beautiful, intense, identity
-en: white, dark, deep, straight, fresh, less, threat
-ize: visual, rational, vocal, legal, equal, memory, legal, modern, reorganization

3 Have teams swap their paper with another team, and go over the answers as a class.

4 Keep students in their teams. Instruct them to answer this question with as many ideas as possible: *What can we + verb (whiten)?* Provide an example answer: *We can whiten shirts if they get dirty. We can whiten teeth. We can also whiten a room so it is brighter. We can whiten tennis shoes,* etc. Give teams a minute or two to come up with as many ideas as they can.

5 Call on students to share their examples with the class. Give each team a point for each good example.

6 Repeat using different questions:
What can we modernize?
What can we memorize?
What can we beautify?
Who can we threaten?
What can we reorganize?
What can we darken?
What should we legalize?
What can we straighten?
What things are vocalized?

7 The team with the most points is the winner.

Exercise 9 BUILD

1 Have pairs compete to complete the exercise. The first pair that finishes raises their hand to have their answers checked. The first pair to finish with the correct answers is the winner.

2 Ask the winning pair to share their answers with the class.

Answers

shorten	nationalize	loosen
beautify	fatten	computerize
popularize	simplify	tighten
minimalize	broaden	humidify
lengthen	industrialize	strengthen
falsify	horrify	purify

Extra Practice

1 Put students into teams of 3–4. Give each team four of the words and a piece of paper.

2 Have the students use the words in Exercise 9 to create sentences. Assign a team captain to write down the sentences and set a time limit.

3 Teams must use each word as two parts of speech. For example: *Bobbi's statement was false. In fact, she falsified her statement to the police.*

4 Call on teams to read their sentences aloud or write them on the board or poster paper.

Exercise 10 USE

1 Have students work independently to complete the exercise. Put students in pairs to check their answers.

2 Write *1–6* on the board. Assign a number to each pair, and have them write their answer for that sentence on the board.

3 Go over the answers as a class. Check for any errors. Elicit corrections from the class.

Answers

1 My jacket was too short, so the tailor lengthened it.
2 So much of art is now computerized, which means new forms are constantly developing.
3 Quality-wise, the photographer's skill is excellent.
4 If you don't humidify the rooms, the paintings will be destroyed.
5 The director is simplifying the routine for the performers.
6 Social media has popularized making videos.

Writing Skill

Giving your opinion

GO ONLINE

1 Ask students their opinions of graffiti art. If you have access to some photos, bring them to class as handouts or project them. Call on a few volunteers to give their opinions, and write the expressions they use to express opinions on the board. Direct students to the expressions, and ask them to add more to the list. Ask them what expressions they would use to disagree with a partner's opinion. Write these on the board as well.

2 Have students read the information in the Writing Skill box independently.

Extra Practice

1 Write some examples of controversial opinions on the board, and elicit some from the class. For example: *Smoking should be banned in all public places. All children should learn to play an instrument. Army service should be mandatory. A president / prime minster should only be able to serve two terms in office.*

2 Ask students to circulate and ask their classmates for their opinions. Encourage students to use a variety of styles from the Writing Skill box.

3 Call on volunteers to report their findings to the class. If desired, tally students' opinions on the board, and ask students to provide examples of distancing themselves from an opinion and acknowledging others' opinions.

Exercise 11 IDENTIFY

1 Ask students to work in pairs to find different examples.

2 Check answers as a class, and write them on the board.

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Answers
1 Giving your opinion: I consider, I believe, I think, I would go so far as to say, in my mind, in my opinion
2 Distancing: Many would agree, It seems reasonable to assume
3 Acknowledging others' arguments or opinions: Although some would argue; I would argue; While it is true that; I realize that some might disagree, but I think

Exercise 12 PREPARE

1 Ask students to answer the questions with a partner.
2 Check answers as a class.

Answers
1 It is an anecdote from personal experience. It's arguably an interesting way to approach the topic.
2 An overview of the question of how to stand out from so many talented artists.
3 In paragraphs 3–7, the writer gives different reasons supported with explanations. In paragraph 8, the writer makes the point that becoming successful has a lot to do with luck.

Exercise 13 WRITE

1 Direct students to the three prompts. Have students choose which prompt they want to write about.
2 Put students into groups according to their choice of prompt, and have them brainstorm ideas for their writing.
3 Instruct students to write their opinion essay as a timed writing in class or for homework. Direct students to the bullet points as a checklist for writing. Explain that they will be evaluated on these criteria.

Exercise 14 IMPROVE

1 Have students self-edit their opinion essays using the checklist. Alternatively, instruct students to conduct a peer edit.
2 Circulate and provide support and feedback as needed.

Exercise 15 WHAT'S YOUR ANGLE?

1 Have students work independently to write down a few notes and then share their responses with a partner.
2 Encourage students to use some of the vocabulary and ideas discussed in Exercises 1 and 6.
3 Choose 2–3 volunteers to share their ideas with the class.

Answers
Students' answers will vary. Sample answers include:
I feel that I would not make a great artist because I don't have the creativity, talent, or self-confidence to be artistic. My skills are better suited for my major, which is accounting. My talents are math and organization.

Lesson 1.3 Music and the Mind

Student Book pages 10 – 11

Exercise 1 ACTIVATE

1 Ask students to look at the picture and discuss the questions with a partner.
2 Have students share some answers with the class.

Answers
Students' answers will vary. Sample answers include:
1 Music is not that important to me. I listen to whatever other people like to listen to.
2 I listen to music when I walk to class and when I do my homework. Sometimes I go to concerts in the park.
3 When I was younger, I took piano lessons, but I always wanted to play the guitar instead.

Listening Skill

Listening for the main ideas and supporting evidence

GO ONLINE

1 Recite the following script or something of your own: *My mother is an amazing woman. First, she is very supportive of my endeavors even if she doesn't always approve of them. To illustrate, she supported me when I wanted to take singing lessons and try out for the choir in high school. I don't have a great voice, but she cheered me on nonetheless*. Ask students what the main idea of the speech is. What is the first main point provided to support this premise? What was the example given to support this main point?
2 Direct students to read the information in the Listening Skill box independently.

Extra Practice

1 Have students look back at Lesson 1.2 Exercise 6.
2 Write *Adele, Andy Warhol,* and *Keith Haring* on the board, and ask students to identify what main ideas these examples support. For example: *Keith Haring and Andy Warhol support the main idea that successful artists are original and they aren't like anyone else. Adele is an example of how using social media can lead to success. She was discovered this way.*
3 Ask students to identify other main points and provide examples of successful artists, musicians, actors, or painters that they know.
Main ideas:
Talent and stamina
Enormous drive/accept setbacks
Self-confidence
Something special
Knowing one's audience
Luck

Exercise 2 IDENTIFY

1 Have students work independently to complete the exercise and then check their answers with a partner.
2 Call on volunteers to share their answers with the class.

Answers

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

Exercise 3 WHAT'S YOUR ANGLE?

1 Ask students how singing, humming, and whistling are different. Call on students to demonstrate these for their classmates, explaining if necessary.
2 Have students work with a partner to discuss the questions.
3 Have volunteers share their ideas with the class. Go over what songs (or earworms) students have experienced replaying in their minds.

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Answers

Students' answers will vary. Sample answers include:

1 I usually whistle a song if I am in a car. I sometimes sing a song at karaoke, so in this case it is definitely conscious.
2 I often get an earworm for catchy tunes on the radio.
3 I wouldn't like to have a rap song as a catchy tune because it is not my favorite style of music.

Exercise 4 IDENTIFY

1 Have students listen to the interview podcast, identify the main points, and choose the best summary.
2 Confirm the correct answer as a class.

Answer

2

Audio script

CD 1, Track 2

Host: And today, as part of our series Music and the Mind, Professor Charlotte Varga is with us from the Philadelphia Center. She's been doing research on music and the mind and has kindly agreed to talk with us. Welcome!

Prof. Varga: Good morning.

Host: Good to have you with us this morning … Now, what can you tell us about this interesting topic?

Prof. Varga: Well, I'd like to discuss what we call "musical hallucinations." However, to start with, I'll talk about something similar, which I'm sure many of your listeners can relate to—the "earworm."

Host: Umm… ?

Prof. Varga: That's when you hear the same tune playing repeatedly in your head for several minutes, hours, or even days. Most of us experience these in our daily lives. It's triggered by hearing a song or advertising jingles, for example, or even just experiencing an association. It can be incredibly frustrating, as the song just sticks in your mind!

Host: Oh yes, I've experienced that. A couple of weeks ago, I couldn't get an ABBA song out of my head! It just kept replaying, over and over for days. How on earth do you get rid of them?

Prof. Varga: Well, people have different techniques. You can try replacing it with another tune, which is hopefully less catchy! Or you can do a cognitive task, so a mental task, like a puzzle. The important thing is not to do something too easy or too difficult, as your brain has to engage, to connect.

Host: Right.

Prof. Varga: Other people use breathing or visualization. To give an example, I recall reading about a woman who pictured herself, in her mind, slowly and deliberately turning the button on the radio to the Off position.

Host: I see.

Prof. Varga: But I'll move on now to musical, or *auditory* hallucinations.

Host: Right.

Prof. Varga: Musical hallucinations cannot be controlled by the conscious mind, either—you imagine music that isn't actually there, it's only in your head. But in this case, at first you believe it's real, that you are actually hearing people talking, or music playing. So it's different from your earworm. Sufferers often initially say things like, "Why is the radio on?" when, of course, it isn't.

Host: I see.

Prof. Varga: It used to be thought that this only happened to the elderly. Indeed, research suggests that this does usually happen to older people, those who are losing their hearing, but it can also happen as a result of stress or illness. And, importantly, the song isn't triggered by actually hearing it, which is generally the case with an earworm. As a certain Dr. Sedley from Newcastle University explained, when you lose your hearing, the signal becomes weak. He describes it as a "poorly tuned radio." And he goes on to say that the brain works very hard to try and make sense of what we are hearing. Sometimes, it works too hard and actually creates these hallucinations.

Host: So, you mean the brain kind of makes up noise to fill the gaps, if it doesn't hear real sound?

Prof. Varga: Precisely.

Host: And is there a trigger at all? What kind of songs do people hear?

Prof. Varga: Interestingly, the songs are often from the distant past, tunes that you used to hear a lot, like national anthems, perhaps folk songs, or school songs. Saying that, they may appear in the form of a choir, a soloist, or a rock band, even an instrumental piece. And the music can be jarring rather than tuneful. However, even if it's pleasant music, per se, it's not enjoyable because the music can be loud and it goes on and on. It can interrupt sleep and affect one's hearing of other things. I mean, it's not just background noise, it can be terribly irritating. Interestingly, though, scientists have found that brain activity is very similar to that found when people hear real music, although the auditory part of the brain is not lit up.

Host: Fascinating.

Prof. Varga: Yes, and interesting in terms of the relationship between music and memory. As I said, often the memories of these songs are buried deep. And to answer your other question, no, there isn't an external trigger in this case. It starts from nowhere.

Host: Mmm …

Prof. Varga: Now this brings me onto my final point, on a related issue. According to a fairly recent study in *Science Daily*, a 60-year-old female patient came to the attention of two neurologists in the U.S.—Vitorovic and Biller. The woman had been hearing music that sounded real, so, in other words, a musical hallucination. However, this woman, who first heard the music as she was trying to fall asleep one night, could not recognize the tune or the lyrics herself. *But* when she sang or hummed the tunes to her husband or others, they recognized them. What's more, she even knew some of the lyrics.

Host: How strange!

Prof. Varga: Over time, the frequency of the songs grew. She would hear one song repeatedly for three weeks, then this was replaced with another, always at the same volume.

Host: Do you think she'd just forgotten them?

Prof. Varga: Well, yes. The scientists concluded that the tunes were deep in her memory, but she could only locate them in her brain when she was in this hallucinatory state. It means that forgotten information is there in the brain, but just not readily available.

Host: That's intriguing!

Prof. Varga: It definitely is. It's unusual cases like this that really inform science. We're now working on …

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Exercise 5 ASSESS

1 Have students listen to the interview podcast again, focusing on the details. Have students check their answers with a partner.
2 Go over the answers as a class.

Answers
1 T
2 DK
3 F
4 T
5 F (implication is that it can be any music, though often songs from past are "played")
6 DK

CD 1, Track 2

Grammar in Context

Past forms

GO ONLINE

1 Go over the content in the Grammar in Context box as a class. Ask students if there are any forms they are not familiar with.
2 Write some sentences on the board about yourself. For example: *I left Japan in 2001. I had to learn Japanese because I had not studied it in college. I had been teaching there for 10 years when I left. While I was teaching there, I met my best friend. I used to ride the subway every day to work.*
3 Have students write sentences about an event that happened in their own life. Have them write something that had happened and had been happening before the event. Have them write something that was happening at that time and a habit they had then.
4 Have students share their sentences with a partner.
5 Ask volunteers to write their sentences on the board and check together as a class for errors.
6 For additional practice, see Grammar focus on page 159 in the Student Book.

Extra Practice

1 Write the following prompts on the board:
A terrifying situation was when…
The best day of my life was when…
The best gift I ever got was…
The worst experience of my life was…
2 Provide a model:
A terrifying situation was when I went to Hawaii last year. I had never been there before, but I had been dreaming about it since I was a child. While we were flying there, we hit a bad patch of turbulence. I used to be afraid of flying when I was young, but it doesn't bother me now. I felt a little uncomfortable because the plane was bouncing around. The pilot had told us there might be turbulence, but some passengers were scared! Some of them were screaming. I was happy when we landed. Certainly this was a scary experience for me.
3 Have students work in pairs to construct their own stories based on one of the prompts on the board. Instruct them to use each tense at least once, and encourage them to use their imaginations! Circulate and provide error correction and feedback.

Exercise 6 APPLY

1 Have students work in pairs to choose the correct forms of the verbs.
2 Go over the answers as a class.

Answers
1 came, was driving
2 were looking, had made
3 would listen
4 used to play, gave
5 was practicing
6 used to be

Exercise 7 VOCABULARY

1 Ask students to work independently and then check their answers with a partner.
2 Call on volunteers to share their answers.

Answers
1 c (folk song)
2 f (advertising jingle)
3 e (instrumental piece)
4 b (catchy tune)
5 a (national anthem)
6 d (school or male-voice choir)

Oxford 5000 words

advertising instrumental national tune
song choir piece

Exercise 8 USE

1 Have students work independently to match the descriptions to the words from Exercise 7.
2 Go over the answers as a class.

Answers
1 2-f (advertising jingle)
2 1-c (folk song)
3 4-b (catchy tune)
4 6-d (male-voice choir)
5 3-e (instrumental piece)
6 5-a (national anthem)

Pronunciation Skill

Sentence stress and rhythm

GO ONLINE

Write the example from the Pronunciation Skill box on the board. Work as a class to identify the stressed words.

More to Say…

Focus: Working with a partner, students practice sentence stress.

Grouping Strategy: Groups of 2-4 to four students

Activity Time: 20 minutes

Ready,

1 Prepare a set of cards with pairs of sentences with a similar speech rhythm on them.

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What can you tell us?	How is it going?	I'm happy to have met you.	She wanted to be finished.
We went to the store.	They played in the park.	What's your name?	Who's the boss?
Her work is done.	Remind the girls.	It was hard to finish on time.	They are not to eat the dessert.
Go away!	Tell me now!	Are you happy?	She is dancing.

2 Make enough copies so that each group has a set of cards.
3 Prepare three example sentences, two that have a matching rhythm and one extra, for example:
Come and see.
Go to town.
She ate some cake.

Set…

1 Put students into small groups of 2–4 students.
2 Model the stress of sentences by clapping out a few sample sentences. Clap loudly on the stressed words and quietly on the reduced words.
Come [loud clap] *and* [quiet clap] *see* [loud clap].
Go [loud clap] *to* [quiet clap] *town* [loud clap].
She [quiet clap] *ate* [loud clap] *some* [quiet clap] *cake* [loud clap].
3 Show how two of the sentences have the same rhythm pattern and one is different. Model matching the two that are the same.
4 Give each pair of students a set of cards.

Go!

1 Set a timer for one minute.
2 Instruct the speakers to read the sentences on the cards aloud and try to find the matching sentences that have the same speech rhythm.
What can you tell us? + How is it going?
I'm happy to have met you. + She wanted to be finished.
He went to the store. + They played in the park.
What's your name? + Who's the boss?
Her work is done. + Remind the girls.
It was hard to finish on time. + They are not to eat the dessert. Go away! + Tell me now!
Are you happy? + She is dancing.
3 Monitor students by walking around and correcting them as necessary.

Keep Going!

1 For homework, have students write new sentences pairs that have the same rhythm pattern.

Exercise 9 NOTICE

1 Have students work in pairs and underline the words they think will be stressed.
2 Have students listen and check and then repeat the sentences aloud with a partner. Tell students to pay special attention to the stressed words.

Answers
And today, as part of our series Music and the Mind, Professor Charlotte Varga is with us from the Philadelphia Center. She's been doing research on music and the mind and has kindly agreed to talk with us. Welcome!

CD 1, Track 3

Exercise 10 IDENTIFY

1 Have students underline the words they think will be stressed.
2 Have students listen and repeat the sentences using the stressed words.

Answers
1 Now, what can you tell us about this interesting topic?
2 It can be incredibly frustrating, as the song just sticks in your mind.
3 So it's different from your earworm.
4 The songs are often from the distant past.

CD 1, Track 4

Exercise 11 WHAT'S YOUR ANGLE?

1 As an optional warm-up, play part of a song and ask students to note down the main lyrics they hear.
2 Have students work in pairs to discuss the questions. Encourage students to use their phones to look up the lyrics to one of their favorite songs.
3 Circulate and provide feedback.
4 Call on some pairs to share their answers. Have students read some of their lyrics and explain why they like them.

Answers
Students' answers will vary. Sample answers include:
I try to remember the song lyrics and sometimes I will print them out and sing along. In the past, I have made some mistakes with the lyrics, so that is why I do this. I like the lyric "I am like a bird, I only fly away, I don't know where my soul is, I don't know where my home is."

Lesson 1.4 What Are You Implying?

Student Book pages 12 – 13

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Ask students how the two men might be feeling. Ask them why they think this and in what situations people might feel this way.
2 Ask students how they feel about waiting for people. Discuss how long it is acceptable to wait for someone.
3 Direct students to the two scenarios and have them read them independently and write their responses to each.

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Answers
Students' answers will vary. Sample answers include:
Since situation 1 is a close relationship, it could be either direct or indirect with body language and words. Situation 2 is not as close, and the boss has more power than the student; therefore, the student will likely not say or do anything.

Exercise 2 INTERACT

1 Have pairs compare responses from Exercise 1 and discuss the questions.
2 Continue the discussion as a class. Ask volunteers to share their ideas.

Answers
Students' answers will vary. Sample answers include:
Students are more reluctant to tell or show their boss that they are annoyed even in a casual setting.

Exercise 3 IDENTIFY

1 Ask students if they have ever been to an art exhibition or art opening. Ask them what usually happens at an art opening. Encourage students to share their experiences.
2 Explain to students they will be watching a video about an art exhibit and two artists: Max and Dave. You can direct students back to the video stills at the top of the page.
3 Have students watch the video and then work in pairs to answer the questions.
4 Explain to students that *tsk* is a sound that shows disapproval. Demonstrate by asking: *What is your favorite sports team?* When the person answers, make the *tsk* sound and say your favorite team is another one.

Answers
1 Students' answers will vary. Sample answers include:
Dave says the following things that may be interpreted as negative:
- "Well, *I* had a huge art exhibit today. A reporter from the town paper already wrote a great review…Look!"
- "Too bad no one looked at *your* work."
- "Well the reporter interviewed *me*, and uh, I guess she didn't talk to you, Max."
- "Enjoy your two seconds of fame, Max!"

2 Students' answers will vary. Sample answers include:
Tsk-ing, using falling intonation that exhibits sarcasm and condescension, uses stress on pronouns (e.g., *I*, *me*) to indicate comparison of his work to Max's, showing off the news article while in front of Max.
3 Students' answers will vary. Sample answers include:
The atmosphere was already tense when Max sees Dave enter the coffee shop. Max gets defensive. It makes the conversation more negative. Max feels like he is being put down. Andy, on the other hand, tries to downplay what Dave is saying and to reassure Max about his art.
4 Students' answers will vary. Sample answers include: Dave gives Max a backhanded compliment, which Max verbally ignores. Andy has to leave while Max is still reading the review. The negativity caused by Dave's attitude lingers on.

Video Script

English For Real Video Unit 1

Scene 1:

Andy Hey, Max. Wow, this is great.
Max Hey Andy, I'm glad you're here.
Andy I just need to get back to the office by 2:30. Hey, that's amazing!
Max Oh, that's, uh, that's…that's Dave's. My work is over there.
Andy: Ugh. Dave always needs attention.
Max: Yeah…yeah, no kidding.
Andy: Let's look at *your* paintings.

Scene 2:

Dave Hello, Andy. Max.
Andy Hey, Dave. How's it going?
Dave Well, I had a huge art exhibit today. A reporter from the town paper was there, and she already wrote a great review…Look!
Max Uh, I was there, Dave, remember?
Dave Right. Hm. It's too bad no one looked at your work.
Andy I saw it.
Dave Well, the reporter interviewed me and uh, hm, I guess she didn't *talk* to you, Max.
Max Er… uh. I saw her *near* my work.
Dave She says here, "The farm paintings are pale in comparison…"
Max Uh, that's not what she meant, Dave! She was talking about the colors.
Andy Oh…sorry, I have to get back to work. Bye. See you at home, Max!
Max Later! Thanks for coming.
Dave Enjoy your two seconds of fame, Max!

Real-World English

Picking up on implied meaning

1 Ask students to read the Real-World English box independently.
2 Have students explain sarcasm and backhanded compliments. Discuss the example dialogues given, and ask students which is sarcasm (second) and which is a backhanded compliment (first).
3 Ask students how they might feel in each of these situations, and discuss the possible appropriate reactions as a class.

Extra Practice

1 Put students into pairs, and have them role-play the two scenarios from Exercise 1. Tell students that they must use either a backhanded compliment or sarcasm in their dialogue.
2 Choose 2–3 pairs to perform their role plays for the class.
3 Other ideas for role plays include the following:
You are two people on a first date, and the restaurant one of you chose wasn't good.
You are two colleagues, and one of you just got a bad haircut.

Real-World English Strategies

Understanding implied meaning can be particularly difficult for learners of English, and it is important for you to sensitize your students to the many layers of meaning a single utterance can carry. However, the first step is to notice that an utterance should not be interpreted literally.

After your students have completed Exercise 1, collect their responses and select a few examples to display on the board.

For each response, ask them to decide the literal meaning and the implied meaning. For instance:

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Response to scenario #1: Man, nice of you to come on time! I almost froze to death!

Literal Meaning: The person is happy to see the friend.

Implied Meaning: The person is upset that the friend is late.

Display some additional sentences that can have double meanings, for example:

Do whatever you want. (literal meaning: "Whatever you choose is fine with me."; implied meaning: "I really don't agree with you.")

I will think about it and get back to you. (literal meaning: "I will consider what you have said and let you know what I think."; implied meaning: "I think we are done discussing this topic; we clearly disagree.")

Well…, this is interesting. (literal meaning: "I find this intriguing."; implied meaning: "I don't like this.")

Ask your students to work in pairs and come up with scenarios in which these statements could have an implied meaning that is different from literal meaning. They could go back to the scenarios in Exercise 1 or the video if they need context to situate these sentences in.

Have them share with the class.

Conclude by asking how we can predict that an utterance should not be understood literally. If students are stuck, prompt them to consider the context of the interaction, shared background knowledge, body language, and facial expressions.

Exercise 4 ASSESS

1 Put students into pairs, and play the video again. Have pairs discuss the questions.
2 Share students' ideas as a class.

Answers
Students' answers will vary. Sample answers include:
The strategies would be different because we wouldn't say anything, or the strategies would be the same because we might use humor to diffuse the situation.

English For Real Video Unit 1

Exercise 5 ANALYZE

1 Look at the first sentence and response, and discuss what the speaker of each sentence is implying.
2 Have students work independently to write responses and then share them with a partner.
3 Call on volunteers to share their responses with the class.

Answers
Students' answers will vary. Sample answers include:
1 Respond with humor: I guess you don't need me to tutor you after all! [Person is implying they are smarter than the class.]
2 Respond with humor: Oh…can I be part of your entourage! [Person is implying they are effortlessly popular.]
3 Respond by neutrally communicating clear consequences: You are very talented, but you know that I struggle a lot with my art, and I've been having a difficult time. If you want to talk about your work, that's fine, but I might get emotional. [Person is implying they are naturally talented in art.]
4 Respond by politely ignoring the message and respond with: Oh, I'm sorry to hear that. Do you need help finding a car detailing service? [Person is implying they have a cool and expensive car.]
5 Respond with humor: Maybe you should start giving out autographs! [Person is implying that they look famous.]

Exercise 6 NOTICE

1 Provide a model using the example at the beginning of Exercise 5. Read the sentences using different intonation.
2 Call on a couple of volunteers to read the sentences using different intonation (e.g., happy, sad, angry, tired).
3 Discuss with students how intonation can change the tone and implied meaning.

Answers
Students' answers will vary. Sample answers include:
Depending on the intonation used, the speaker could sound annoyed, angry, surprised, or like they are bragging.

Exercise 7 EXPAND

Have students work in pairs to complete the exercise. Remind them to vary stress and intonation.

Exercise 8 BUILD

1 Direct students to the scenarios, and have them work independently to create responses.
2 Circulate and provide feedback.
3 Have volunteers share some of their responses with the class.

Answers
Students' answers will vary. Sample answers include:
1 Not close to this person: Respond with humor: You're right, and I've only gotten worse with age!; Very close to this person: Respond neutrally with clear consequences: I wanted to show you these photos because we're close, but if you don't want to look, no big deal.
2 Not close to this person: Respond by politely ignoring the message and mention a way to fix it: There are some really good restaurants around the corner you could go to.; Very close to this person: Respond with humor: I guess I'm super popular today because my schedule is completely booked up! Can I take you out to lunch tomorrow?

Exercise 9 INTERACT

1 Read the scenario aloud to students.
2 Put students into pairs to create a dialogue. For variation, assign some students to be frenemies. Encourage them to use intonation, sarcasm, or backhanded compliments in their dialogue.
3 Circulate and provide feedback.

Exercise 10 SHARE

1 Have volunteer pairs role-play their conversation for the class. Explain that some students will play the role of a frenemy.
2 Ask students which people were frenemies and to describe what tactics they used to display this negative behavior.

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Lesson 1.5 Artistic Struggle

Student Book page 14

Exercise 1 ACTIVATE

1 Direct students to the list of famous creative people, and ask them to work in pairs to complete the exercise.
2 Discuss answers as a class, and encourage students to add any information they know about each person. For example, Walt Disney is the creator of Mickey Mouse and Disneyland, and Frank Gehry is a famous architect.

Answers

1 Entrepreneur and English business magnate
2 Canadian-American architect who designed, for example, the Guggenheim Museum in Bilbao, Spain
3 British author of a book series for young adults
4 American animator, entrepreneur, and film producer
5 Italian Renaissance sculptor, painter, and architect
6 French fashion designer and businesswoman
7 Chinese-American film producer
8 Mexican painter, famous for her self-portraits

Exercise 2 INTEGRATE

1 Ask students what problems artists might face before they become famous.
2 Have students work in pairs to match the struggles to the creative people's names in Exercise 1.
3 Go over the answers as a class.

Answers

a 6 Coco Chanel	e 4 Walt Disney
b 5 Michelangelo	f 2 Frank Gehry
c 3 J.K.Rowling	g 8 Frieda Kahlo
d 1 Richard Branson	h 7 Ang Lee

Exercise 3 WHAT'S YOUR ANGLE?

1 Have students work in pairs to share their questions and think of possible answers. For example: *My famous person is Ang Lee. I would ask him which of his films is his favorite and what he enjoys doing in his free time.*
2 Have volunteers share their famous people's names and questions with the class. Have their classmates provide possible answers to the questions.

Answers

Students' answers will vary. Sample answers include:
I would most like to meet Frida Kahlo because she not only was an artist but also overcame many obstacles in life such as her bus accident. I would like to ask: How did your accident affect your art? Do you think being a female artist made things more difficult for you?

Speaking

Giving a presentation: Signposting, generalizing, and clarifying points

GO ONLINE

Direct students to the information in the Speaking box, and have them read it independently.

Extra Practice

1 Ask students to brainstorm some other language that is used to signpost, generalize, and clarify.
Signpost: *next, finally, most importantly*
Generalize: *in general*
Clarify / specify: *for instance, to illustrate, indeed, actually*
Clarify: *in other words, to clarify*
2 Assign a topic to students, and ask them to do mini-presentations with a partner using language that indicates signposting, generalizing, and clarifying. Topics could include favorite foods, hobbies, family members, or movies.
3 Instruct students to state their topic and provide support using reasons and / or examples. Provide students with the following model orally or as a handout:
I really enjoy sports. First of all, I often go skiing and recently I have taken up snowboarding. Next, I also participate in a variety of summer sports. For example, you will often find me playing soccer or tennis. In other words, I am a very active person.
4 Have volunteers repeat their mini-presentations for the class. Correct any errors in signposting, generalizing, and clarifying points.

Exercise 4 PREPARE

1 Have students work in pairs to match the sentences and stages. Model how to do this with students using 1.
2 Go over the answers as a class.

Answers

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

Exercise 5 APPLY

Play the audio, and have students make notes on the signposting they hear.

Audio Script

CD 1, Track 5

Today, I'd like to talk to you about one of my favorite artists: the film director and screenwriter, Ang Lee, known for his extraordinary creativity and individuality. Some of you may have recognized some of the clips from some of his films that were playing as you came in. Ang Lee has won numerous international awards, including two Oscars. I expect most of you are already familiar with at least his best-known films such as *Sense and Sensibility, The Hulk,* and *Crouching Tiger, Hidden Dragon.* Am I right? Yes, I thought so. Following on from that, I'll just give you a little background information about this artist, who entered the film business with determination but also faced serious difficulties. Lee is an American who grew up in Taiwan. His father, the principal of a very prestigious school in Taiwan, had high expectations of his son education-wise. On the whole, however, Lee was not so academically minded and was considered to be a daydreamer. He failed his university entrance exams, to his father's great disappointment, and got a degree in arts in Taiwan, where he started to develop a keen interest in drama and the arts.

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And that brings me to my next point: where his real story started. Very much against the will of his father, in 1978 Lee applied to study theater at the University of Illinois, in the U.S. At this point, father and son basically stopped communicating for several years.
Anyway, during this period, Ang Lee realized that although he had a talent for acting, his English was not good enough to let him pursue this career. He began to develop an interest in film and, for the first time in his life, found it both easy and engaging, and also that people would listen to him. At this time, he also met his wife, a fellow college student who was studying science.
So Lee began focusing on directing and screenwriting, but unfortunately, he struggled for six years to find proper work and to realize his dream of becoming a filmmaker. During this time, his wife was the principal earner and he was a househusband, looking after their first son. This was unusual at the time, of course. By the time he was around 30, he started to feel that he should abandon his dreams. His wife's family offered them money to set up a Chinese restaurant. In other words, relatives, too, thought that he should face reality. Depressed, he started looking into studying computers, but fortunately, his wife encouraged him not to lose hope. She believed he had a unique gift and she let him know that she was 100 percent behind him. This was an important and deciding moment in his life. Shortly after this decision, he received some funding and then began to shoot his own films and to win international awards. I'm not actually going to talk in detail about his individual compositions, due to time restraints.
Instead, moving on, I'll talk briefly about the nature of his art. How would I describe his films? Perhaps you have some ideas from the examples you know and from the clips shown at the start. Generally speaking, Lee is admired for his incredible visual images and for the emotional power of his work. His work is also interesting because of the way he combines East and West in terms of focus, style, and ideas.
And for my next point, I'll explain precisely why I personally am such a big fan. Primarily, it's because of the beauty of Lee's work. I remember seeing his film, *Crouching Tiger, Hidden Dragon* for the first time. It affected me hugely, because his visual style is so powerful and unique. He tends to do a mixture of intense and stunning close-ups on both people and objects, as well as long shots. At times he zooms in on someone's face and then the blade of a sword, for example, then zooms out to show the figures on the horizon or below the camera. What I also really appreciate about his art is his desire to experiment with different techniques. His film *Life of Pi* exploited computer-generated images with extraordinary effect, and this was followed by his film *The Hulk*. His more recent film, *Billy Lynn's Long Halftime Walk*, is also extremely original from a technological point of view.
In conclusion, I would like to explain that I find Lee admirable, not only because of his gift, but because of his determination and strength, as well as his very human weakness. What I'm really trying to say is that becoming an award-winning director did not come easily and without pain. Ang Lee went through severe periods of self-doubt but he kept to his dream and believed in himself, with the support of his wife. That self-belief impressed me deeply, perhaps because, as a rule, I'd say I am quite a fearful person. For these reasons, as well as his incredible talent, he is an inspiration to me.
I hope you've enjoyed my presentation and that some of you might even go on to watch some more of Ang Lee's films, including the less well-known ones. You'll see some relevant information, links to articles, biographical materials and so on, on the screen here. Thank you for listening.

Exercise 6 IDENTIFY

1 Have student work in pairs to label the phrases.
2 Go over the answers as a class.

Answers
By and large…—Z
As a rule…—Z
In general…—Z
What I mean is…—Y
…tend to…—Z
In other words…—Y
What I'm trying to say is…—Y
By that I mean…—Y
On the whole…—Z
Is this what is needed?—Y

Exercise 7 SHARE

1 Give students time to prepare their presentations. On the board, brainstorm some topic ideas. Ask students to choose a famous person. This can be assigned for homework if needed.
2 Tell students that they must include some of the language used for signposting, generalizing, and clarifying.

Exercise 8 IMPROVE

1 As students give their presentations, have their classmates take notes in two columns: *Like* and *Improve*.
2 Ask students to circulate and share their feedback with a least three of the presenters.
3 As the presenters receive feedback, have them take notes on what their classmates thought in two columns: *Like* and *Improve*. Ask volunteers to share some of the advice they got from their classmates.

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Unit 1 Review

Student Book page 147

Vocabulary

Exercise 1

Answers

1 enthusiasts
2 master
3 sacred
4 composition
5 medium
6 vibrant
7 backdrop

Exercise 2

Answers

1 male-voice choir
2 national anthem
3 catchy tune
4 folk song

Exercise 3

Answers

1 stabilized
2 simplified
3 tighten
4 timewise

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

Grammar

Exercise 4

Answers

1 have noticed
2 has been increasing / has increased
3 are coming
4 are (always) taking / take
5 makes

Exercise 5

Answers

1 I had
2 been living
3 when I was staying
4 He's been performing
5 used to

Exercise 6

Answers

1 to put
2 to stretch
3 signing
4 studying, giving

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 Ask students if they know who Raymond Chandler is. Explain that he was a novelist known for his detective fiction.
2 Direct students to the quote. Have a volunteer read it aloud. Then have small groups discuss the possible meaning of the quote.
3 Come together as a class to discuss students' ideas.
4 As an extra activity, have students find other quotes from famous people and share them with their group.

Answers

Student answers will vary. Sample answers include:
I think this means that the creative process should just flow and we shouldn't be too tied up with details in the beginning.

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, brainstorm some different kinds of art: sculpture, graffiti, oil painting, pastels, watercolors, photography, etc. Put students into pairs to discuss what kind of art they appreciate and why. Walk around and provide feedback.
2 For Task 2, have students work independently to write a short opinion essay about education and creativity. Then have them share their essay with a partner, or collect the essay and provide written feedback.
3 For Task 3, have students find a picture of a piece of art of that they would like to see. Have students share their picture with the class or in small groups and say why they would like to see it. Encourage students to ask questions about the different pieces of art.

Answers

Students' answers will vary. Sample answers include:
1 I really like graffiti art because it is very colorful and often makes some kind of social comment. I like that fact that it brightens up city streets and everyone can see it.
2 Education should aid creativity in learners by making music and art programs part of the curriculum. Many students don't have access to these outside school, so this could tap into some hidden talent. In addition, afterschool programs could be offered.
3 This painting, the Mona Lisa, is something I really want to see because it is a very famous painting by Leonardo Da Vinci, the famous Italian Renaissance painter. This is my favorite period of art, so this is why I hope to see this painting in the future.

Exercise 9

1 Have students complete the prompts and share their responses with a partner.
2 Have students identify areas they would like to improve upon in the coming units.
3 Brainstorm areas of improvement as a class.
4 As an option, have students identify how they will improve any particular area of weakness. As an extra activity, have students write a learner's contract stating ways they intend to improve their English in the coming weeks. For example: *I will read a book in English. I will listen to the news in English. I will have a conversation with one of my classmates after class every day. I will learn 20 new vocabulary words every week.* Review the learner's contract every few weeks, and ask students about their progress.

Answers

Student answers will vary. Sample answers include:
I found Task 1 easy because I really like talking about art, so this was an easy subject for me. I found Task 2 difficult because it is hard for me to organize my ideas for an essay. I need to improve my grammar because I feel that I have a lot errors, especially when I speak.

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Unit Overview

Introduction to the unit

The title of this unit – *Literature* – encourages students to explore the idea of reading and the reason people enjoy great literature. In this unit, students will have the opportunity to discuss various types of books, read excerpts from different genres of literature, interpret graphs on reading preferences, and listen to a talk show on the importance of literature in our lives. Furthermore, there will be discussion about famous writers and students will talk about literature and literary reviews.

In ***Lesson 2.1***, the theme of literature is reflected in the following activities: Students will discuss different kinds of books and read a narrative text, and they will also write a narrative of their own. In ***Lesson 2.2***, the following exercises demonstrate the theme of literature: students will discuss and analyze surveys on reading and then write their own analysis based on a graph. Students will also conduct and report on their own survey. In ***Lesson 2.3***, students will listen to an online radio talk show and discuss novels using Oxford 5000 adjectives, both of which expand on the theme of literature. In ***Lesson 2.4***, students will watch a video and will then practice defending someone from criticism through role play. Finally, in ***Lesson 2.5***, students will have the opportunity to critique a piece of literature and explore the ways they can give a balanced review.

Lessons

2.1 Literature That Lasts

Reading Skill Appreciating literature
Vocabulary Development Similes
Grammar in Context Narrative tenses

- Read and discuss a narrative text
- Write and provide feedback on a narrative
- Use similes to signal a comparison
- Use a variety of narrative tenses in writing

2.2 Reading Graphs

Writing Skill Using vague language
Grammar in Context Perfect infinitives and perfect *-ing* forms

- Analyze a graph on reading habits
- Write a report on a graph using vague language
- Conduct surveys and discuss findings
- Practice using perfect infinitives and *-ing* forms

2.3 Needing Reading

Listening Skill Listening for detail
Pronunciation Skill Word stress in adjectives
Grammar in Context Verb patterns after verbs of the senses

- Vocabulary related to discussing literature (Oxford 5000)
- Listen to an online radio talk show about the importance of literature
- Discuss a novel using a variety of descriptive language
- Listen to information and apply it to various contexts

2.4 I Take It Back

Real-World English Defending someone

- Watch a video in which a person is criticized and then appropriately defended
- Practice how to deflect criticism using a variety of scenarios and strategies

2.5 Unusual Developments

Speaking Critiquing and reviewing constructively

- Practice critiquing and reviewing a novel, story, or play
- Focus on various elements that can be used to give a balanced picture

Resources

Class Audio CD1, Tracks 6–9
Workbook Unit 2, pages 8–14
Oxford Readers Correlations
Wuthering Heights (9780194792349)
Teacher's Resource Center
Assessments: Unit test
English For Real video
Grammar focus
Grammar Worksheets
Oxford Reference Worksheets: upper/lower
Vocabulary cards
Newslea articles
Word list

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Unit Opener

Student Book page 15

The unit opener photo shows a man reading alone in nature. He is reading on top of a cliff surrounded by mountains. Perhaps he is reading a novel to relax or a self-help book on his e-reader. The photograph relates to the unit theme and subsequent exercises as it encourages students to contemplate the benefits of reading and sets up the theme for the questions that follow. The questions below the photograph provide students with the opportunity to explore the benefits of reading and literature further before diving into the unit.

Photographer

Quinn Ryan Mattingly

Quinn Ryan Mattingly (b. 1979, USA) is a freelance photographer and videographer who has been 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 *mules*. Ask students to work with a partner and think of any similarity these items might have.
2 For question 2, ask students to brainstorm ideas about what we might learn from what people read.
3 For question 3, ask students to come up with some ideas, and write them on the board—for example: plot, storyline, characters, subject matter, setting, style of writing, genre.

Answers

Students' answers will vary. Sample answers include:
1 I think they might all be nicknames for something.
2 I think that we can learn a lot about someone. For example, if they read the *Fortune* magazine, we know that they are probably interested in finance and business. If they like reading cookbooks, they are probably interested in cooking, and so on.
3 I think that a book club gets people talking about books. I belonged to one, and it was a great way to explore all aspects of a book.

Discussion Questions

1 Direct students' attention to the photo, and ask students: *Where do you like to read? Would you like to read outside on a cliff like the man in the photo?*
2 Have students read the questions below the photo and work in pairs to discuss their answers.
3 Call on volunteers to provide some answers on the benefits of reading and brainstorm these ideas on the board. Write the column headings *Screen* and *Paper* on the board, and take a class poll on reading preferences.
4 Play the video, and have students listen for the answers the photographer gives.

Video Script

I made this picture just outside of Sapa, which is a mountainous town popular with tourists in the north of Vietnam. I was traveling around the area one day, and I saw this small man sitting on the top of a rock surrounded by this grand landscape. And I was just really drawn to the contrast of showing the size difference between one small human surrounded by these big mountains. And I was reminded just, kind of, how small and insignificant we can be in this world.

I think the benefits of reading fiction are that it can expand our mind, take us to new places, and we can explore new worlds that don't actually exist. And by that, it improves our creativity and it kind of gives us a new perspective on the world we actually live in.

I think I still prefer to read on paper whenever possible. It just allows me to interact with the material a bit more and it's a more physical experience for me that I enjoy. I think there are still plenty of things that we read on a screen, and that's not going to change any time in the future. But, given the choice of reading a book on paper, or reading a book on a screen, I'll choose the paper any day.

Exercise 1

1 Read the directions aloud, and put students into groups of 3-5 to discuss the questions. Assign group leaders to direct the discussions. Circulate and provide feedback.
2 Have the group leaders report findings back to the class, and encourage input from group members.

Answers

Students' answers will vary. Sample answers include:
1 Juan reads a book a month and his weekly business magazine.
2 He prefers to read at night before he falls asleep.
3 He prefers to read in his bed.

Real-World Goal

By the end of this unit, students will be encouraged to choose a fiction or nonfiction book in English to read. Provide students with some options in your area (e.g., libraries, secondhand stores, bookstores, etc.). Students should report back to the class about the book they have chosen.

Lesson 2.1 Literature that Lasts

Student Book pages 16 – 18

Exercise 1 ACTIVATE

1 Brainstorm different book genres with students. Try to elicit as many categories as possible before directing

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students to the list in the exercise. Read the list aloud, and discuss any difficult or unfamiliar genres.

2 Put students into groups of 3–4 to four to discuss what kind of books they enjoy and why.

3 Discuss the groups' findings as a class, and take a poll to determine the most popular book genre.

Answers
Students' answers will vary. Sample answers include:
I really enjoy historical fiction not only because there is a great story or plot but also because you can also learn about some aspect of history.

Exercise 2 IDENTIFY

1 Have students read the blurb independently, answer the questions, and then discuss their answers with a partner.

2 Discuss the context of the passage and what clues might help decide the genre. Ask volunteers for possible answers to the questions.

Answers
Students' answers will vary. Sample answers include:
This is a mystery novel. It would have the most in common with a Sherlock Holmes book.

Reading Skill

Appreciating literature

GO ONLINE

Ask students what their favorite book is and why they like it. Brainstorm some ideas together, and write them on the board: *characters, setting, dialogue, story / plot*. Direct students to the Reading Skill box, and have them read it independently.

Extra Practice

1 Have students bring in an interesting scene or excerpt of a book, play, or short story. Put students in pairs.

2 Using the following questions, have pairs discuss the excerpts they chose:
Why is the scene important?
What does it tell you about the main characters?
What elements of interest are there?
In what ways were the author's descriptions effective? Not effective? Identify any interesting adjectives, adverbs, or verbs the author used.

3 Circulate and provide feedback. Discuss any interesting scenes or excerpts as a class.

Exercise 3 IDENTIFY

1 Before the lesson, print out the sentences and cut them apart.

2 Ask students if they have ever heard or read about a plane crash. Discuss if there were survivors and if so how they survived.

3 Have students read the extract independently and then work with a partner to put the events in order using the cut-apart sentence strips you created.

4 Go over the answers as a class.

Answers
5, 4, 1, 2, 7, 6, 3

Exercise 4 APPLY

1 Direct students back to the Reading Skill box, and have them discuss the question in pairs.

2 Go over students' ideas as a class.

Answers
Students' answers will vary. Sample answers include:
The writer develops tension through description and dialogue. He uses great descriptive language; for example, it was a sound like a human being crying out in pain.

Exercise 5 WHAT'S YOUR ANGLE?

1 Put students into groups to discuss the questions.

2 Ask volunteers to share their answers with the class. Prompt students to provide reasons to support their opinions and extend their answers.

Answers
Students' answers will vary. Sample answers include:
This is my kind of novel, and I am interested in reading more because I want to find out what happens in the end. It is very suspenseful.

Vocabulary Development

Similes

GO ONLINE

1 Write the following sentence and sentence frames on the board:
My friend drives so slowly. It drives me crazy.
My friend drives like _____.
My friend is as slow as a _____ *when he drives.*
Ask students to think of a noun that they could use to describe a friend. For example: *a turtle.*

2 Direct students to the Vocabulary Development box, and have them read it independently. Put students into pairs to discuss the similes used in the passage.

Extra Practice

1 Have a simile race. Put students into groups of three or four. Explain that you will call out one adjective at a time and groups will have 10 seconds to come up with a noun to create a simile and write it down. Encourage students to be as creative as possible. Adjective ideas include the following:
slow
smart
long
cold
happy
crazy
bright
strange
rich
pure

2 Have a member of each group read its simile aloud, and vote on the best one.

3 Call out the next adjective on the list, and repeat the process. The team with the most points wins.

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Exercise 6 BUILD

1 Ask students to look at the adjectives and nouns and underline words they don't know. Explain difficult vocabulary: *dull*, *stubborn*, *dishwater*, *ox*, *peacock*, *mule*.
2 Have students work independently to match the adjectives to the nouns.
3 Compare answers as a class.
4 For extra practice, have students create sentences with the similes from the exercise. For example: *A sumo wrestler is as strong as an ox. Studying grammar is as dull as dishwater.*

Answers

1 i (blind as a bat)
2 a (cute as a button)
3 f (dry as a bone)
4 d (dull as dishwater)
5 g (good as gold)
6 b (proud as a peacock)
7 j (sure as death)
8 k (stubborn as a mule)
9 c (strong as an ox)
10 h (white as snow)
11 e (free as a bird)

Exercise 7 USE

1 Have students work independently to complete sentences with similes from Exercise 6 and then check their answers with a partner.
2 Call on volunteers to share their answers, and have students write some ideas on the board.

Answers

1 as cold as ice
2 as dull as dishwater
3 as blind as a bat
4 as free as a bird
5 as stubborn as a mule
6 as strong as an ox
7 as good as gold

Exercise 8 WHAT'S YOUR ANGLE?

1 Put students into groups of four, and assign group leaders to take notes on the similes from other languages.
2 Share some interesting similes as a class, and write some on the board.

Answers

Students' answers will vary. Sample answers include:
We use the same simile as *strong as an ox*, but we say *horse* instead.

Exercise 9 SHARE

1 Put students into groups of four, and assign group leaders to write down the similes created.
2 Have students share their ideas with the class and vote on the team with the best ideas.

Grammar in Context

Narrative tenses

GO ONLINE

1 Brainstorm with the class the past tenses you learned in Unit 1, and write them on the board.
2 Direct students to the Grammar in Context box. Have them read the text independently, noting the different ways these tenses are used in a narrative.
3 For additional practice, see Grammar focus on page 160 in the Student Book.

Extra Practice

1 Write the following sentence stem on the board:
I went to a good movie last week, but the book …
Encourage students to finish it to make two or three sentences.
2 Provide students with a model if necessary, and ask them what narrative tenses are used. Underline the narrative tenses on the board, or call on students to do so.
… had been much better. In fact, it had not been as violent.
3 Write these sentences stems on the board:
I went to London last week, and the weather was great. However, the time before that it …
The hurricane tore through the town. When I opened my door …
I quit my job last week because of the pay. Also, my manager…
The car crashed into the building. Before that, the driver …
3 Put students into groups, and provide paper or poster paper. Have groups finish the sentence stems to make two or three sentences that use the different narrative tenses in the Grammar in Context box. Instruct students to underline the different tenses they use.
4 When groups are finished, post their papers. Have the class circulate and read the mini-stories.
5 Encourage volunteers to fix any mistakes with the tenses.
6 Discuss the activity as a class. Point out narrative tenses and how they are used effectively in students' work.

Exercise 10 IDENTIFY

1 Have students work independently to translate the sentences and then answer the questions with a partner.
2 Circulate and provide feedback.
3 Discuss as a class, and have volunteers write some sentences on the board and explain how the grammar is different from or similar to English.

Exercise 11 APPLY

1 Make sure students understand the difference between past perfect and past perfect progressive. Past perfect progressive is used with *for* and *since* to say how long an action had been happening up until a point of time.
2 Have students work independently to complete the text with the correct narrative verb forms and then compare their answers with a partner.
3 Circulate and provide feedback.
4 Check answers as a class. Pay careful attention to form. For example: *He was not going* versus *were not going*; *He had been shot* versus *had shot*; *broke* versus *broken*.

Answers

1 had been shot
2 took
3 had been living and working
4 was not / would not be
5 needed / would need
6 broke
7 was suffering
8 assumed / had assumed
9 were traveling
10 kept
11 had been carrying
12 had intended

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Exercise 12 WHAT'S YOUR ANGLE?

1 Ask students to choose a novel or story. Give them a couple of minutes to prepare.
2 Write the following headings on the board: *Author, Plot, Main characters, Style of writing*. Ask students to take notes about their book under these headings.
3 Have them share their ideas with a partner. Have partners listen and take notes under the headings.
5 Ask some partners to report back to the class.

Exercise 13 INTERACT

1 Reactivate students' vocabulary by brainstorming different kinds of literary genres from Exercise 1. For example: fiction / nonfiction, sci-fi, horror, romance, historical novel, mystery.
2 Put students into pairs, and circulate to provide feedback.
3 Have students share ideas as a class. Ask students to extend their answers by asking: *What in the text made you think this?*

Answers
Students' answers will vary. Sample answers include:
1 mystery or horror
2 humor
3 crime or detective
4 science fiction or fantasy

Exercise 14 WRITE

1 Have students complete the writing assignment for homework and bring in their work to share with the class. Encourage students to focus on narrative tenses and to use similes in their writing.
2 Have students read a partner's story and underline the different tenses and similes they used. Have them provide feedback to their partner on the story development and the use of tenses.

Lesson 2.2 Reading Graphs

Student Book pages 19 – 21

Exercise 1 ACTIVATE

1 Put students into small groups, and have them compare their preferences. Circulate and encourage students to provide reasons for their preferences.
2 Write the categories on the board, and have the class vote on each. Discuss the class's overall preferences and the reasons students provided for them.

Exercise 2 INTERACT

1 Ask students the following questions: *How do most of your friends read a book? For what reasons do people read? Do you use a library? Why or why not?*
2 Write the following on the board: *This graph shows …* *According to this graph …* Use these prompts to model an analysis of the first graph. For example: *This graph shows that 80 percent of young adults read some type of book.* Elicit additional statements from the class using the prompts.
3 Have students work with a partner to analyze the remaining graphs.
4 Circulate and make sure students are using the sentence starters.

Exercise 3 IDENTIFY

1 Read the phrases aloud, and explain any whose meaning is unclear. Write *roughly* on the board, and ask for synonyms: *around*, *approximately*, *more or less*. Write *just under* and *just over,* and ask for synonyms: *a little over*, *a little under*. Write *25%* on the board, and ask for different ways we can express this amount: *¼, twenty-five percent*, *one-fourth*, *a quarter*.
2 Have students work independently to read the text and complete it with the phrases. Then have students compare answers with a partner.
3 Go over the answers as a class.

Answers
1 around 80%
2 just over a third
3 about twice
4 Approximately nine out of ten
5 Four fifths
6 slightly more than this
7 just over a quarter
8 a little under a third
9 more or less

Exercise 4 WHAT'S YOUR ANGLE

1 Put students into groups to discuss their prediction about the survey. Have them come to a consensus.
2 Ask some students to report their groups' prediction and give a reason for it. Elicit vague language. For example: *We think that roughly 50% or half of adults like reading because many people get information quickly off their smartphone.*

Answers
Students' answers will vary. Sample answers include:
I think that a lot of people will report not much or not at all because reading has become less popular for young people in my country.

Writing Skill

Using vague language

GO ONLINE

Direct students to the Writing Skill box, and have them read it independently.

Extra Practice

1 Ask students to conduct a class survey on various preferences regarding the arts. To begin, brainstorm some ideas together as a class. For example: *Who likes listening to rap music? What is your favorite genre of movie?*
3 Have students work independently to write four questions.
4 Instruct students to circulate to ask questions and gather survey results from as many classmates as possible. Have students write the number of interviewees and the responses to determine rough percents or fractions. For example: *Seven out of ten people like rap, so that is roughly three-fourths of the class. Or 4/9, about half the class, likes romance movies.*
5 Have students write four sentences about the results they found, using language in the Writing Skill box to report them. For example: *Roughly half the class likes chocolate.*

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Exercise 5 APPLY

1 Put students into pairs to discuss the graphs using vague language. Model an example for students: *Just under or over 40 percent of people want to use apps in the future.* Ask students to check the graph to identify which instance of vague language is correct: just under or just over.
2 Have volunteers share their sentences with the class.

Exercise 6 ASSESS

1 Have students work independently to read the letter.
2 Have students work in pairs to answer questions a, b, and c.
3 Elicit answers from volunteers.

Answers
Yes, she was very pleased.
She will meet with Mr. Ferreira to discuss the questionnaire.
She accepts Harry's offer to help write and conduct the survey.

Grammar in Context

Perfect infinitives and perfect *-ing* forms

GO ONLINE

1 Write the following sentences on the board.
It was necessary *to have packed a warm coat for my trip to Germany last winter.*
I hope to have gotten *a raise by the end of the year.*
Having saved some money, *I decided it was time to go on a vacation.*
2 Draw attention to the perfect forms, and ask students if the time represented is past, present, or future. Ask if they have seen these forms before. Then direct students to the Grammar in Context box, and have them read it independently.
3 For additional practice, see Grammar focus on page 160 in the Student Book.

Extra Practice

1 Print the following sentence frames as worksheet, or write on them on the board. Have students complete the sentence frames with their own ideas using perfect infinitives and then compare their answers with a partner. Encourage students to be creative. Model the first one for students: *I hope to have moved to a new apartment by the end of the year.*
a I hope _____ by the end of this year.
b It was very helpful _____ my homework before I came to class today.
c I apologized to my friend for _____ her birthday. She was still angry though.
d _____, I felt so happy about my life.
e _____, he decided to retire.
2 Assign volunteers to write their responses on the board. Sample answers include:
I hope to have finished my bachelor's degree by the end of the year.
It was very helpful to have finished my homework before I came to class.
I apologized to a friend for having forgotten her birthday.
Having met the woman of my dreams, I felt so happy about life.
Having worked for 50 years, he decided to retire.

Exercise 7 IDENTIFY

Have students work independently to find the examples and then compare their findings with a partner.

Answers
We need to have decided … by next month
having reflected
not having met Mr. Ferreira

Exercise 8 APPLY

1 Read the first item aloud, and write *She apologized …* on the board. Elicit possible answers from the class.
2 Have students work independently to complete the sentences. Make sure they know to complete the sentence with perfect infinitive or perfect *-ing* form. Circulate and provide feedback.
3 Have volunteers share their answers with the class.

Answers
1 She apologized for having spent the book voucher.
2 He admitted to having left the novel on the bus.
3 It was very useful to have met the author this morning
4 There was no need to have told her all the details about the forthcoming book.
5 I hope to have finished writing my new book by the end of the week.
6 She was forgiven for having borrowed the person's books (again) without asking.

Exercise 9 INTEGRATE

1 Write: *Having lost my coursework, …* on the board. Ask students to come up with ideas for the next clause. For example: *I wasn't able to do the assignment.* Direct students to find the correct match and check the answer as a class.
2 Have students work independently to match the clauses to make complete sentences.
3 Have students share their answers with a partner.
4 Discuss answers as a class.

Answers

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

Exercise 10 EXPAND

1 Have students work in pairs to complete the sentences in a new way.
2 Circulate and provide feedback. Encourage students to be creative.
3 Call on volunteers to share some of their answers.

Answers
Students' answers will vary. Sample answers include:
Having lost my coursework, I decided to ask a friend for her notes.
Having written the first chapter of my novel, I sent it to a publisher.

Exercise 11 PREPARE

1 Before directing students to the chart, ask them the following questions: *Who reads more print books: high school students, college students, or people earning $70,000 or more a year? Why do you think so? How about e-books? Audio books?*

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2 Put students into pairs to discuss the graph and check their answers to the questions in step 1.
3 Discuss the graph as a class, and encourage the use of the language from Writing Skill box. Ask students what they found surprising or interesting in the chart. For example: *It is interesting that college students listened to the most audio books and that about 80 percent also read print books.*

Exercise 12 WRITE

Direct students to the instructions, and check for comprehension. Ask: *What do you start with? How many examples of vague language should you use? How many incorrect sentences should you include?*

Exercise 13 SHARE

1 Have students share their description with a partner. Have the partner identify the incorrect details.
2 Ask volunteers to share some incorrect details with the class.

Exercise 14 WHAT'S YOUR ANGLE?

1 Have students work in groups to design a survey on reading. Direct students to include questions about print books, eBooks, audio books, magazines, visits to a library, etc.
2 Circulate and provide feedback. Some sample questions include: *Do you read more on a device or from a print book? How many minutes a day do you read? Is reading on a device more convenient? Why? How often have you visited a library in the last year? Do you read online newspapers or print papers? Why?*
3 Have students circulate and conduct the interview.
4 Have students work in their groups to report their findings using vague language: *roughly*, *about*, *almost*, *just over,* etc.
5 Write the following on the board: *Having conducted the survey,* … Have students share some ideas with the class using the perfect infinitive as a starter. Remind students to use vague language when reporting their survey results. For example: *Just over half the class has read an online newspaper in the last month.*

Lesson 2.3 Needing Reading

Student Book pages 22 – 23

Exercise 1 ACTIVATE

1 Ask students: *What do you like to do on a rainy day? Why? What is your refuge when you feel stressed?* Explain the use of the word *refuge*.
2 Have students read the quotes independently and then discuss them in small groups. Alternatively, assign one quote to each member of the group, and ask them to explain the meaning of the quote and say if they agree or disagree.
3 Call on volunteers to share their ideas with the class.

Exercise 2 WHAT'S YOUR ANGLE

1 Ask students the question: *Why do people read?* Brainstorm some ideas on the board. Direct students to the quotes in Exercise 1 for ideas, and have them think of their own. For example: *get information, a refuge, learn about history*, *boredom, entertainment*, etc.
2 Direct students to the list in the text. Have them choose the most relevant for themselves and discuss their choice with a partner.
3 Take a class poll and discuss the results. Encourage students to use some of the language they learned in Lesson 2.2.

Answers
Students' answers will vary. Sample answers include:
I read mostly for my job, so I have to read a lot of research papers and journals to keep up to date with the latest findings.
I read for pleasure and to relax because I have a very stressful job. I read a lot of novels that take me to another world and away from my daily routine.

Listening Skill

Listening for detail

GO ONLINE

1 Ask students what strategies they use when listening for details. Brainstorm ideas on the board.
2 Direct students to the Listening Skill box, and have them read it independently.

Extra Practice

1 Choose a short TED talk that will appeal to your class, and go through the steps in the Listening Skill box with students.
2 Ask students to anticipate what they are going to hear in groups, and write some ideas on the board.
3 Have students listen to the talk.
4 Discuss any difficult concepts as a class, and ask students what they found challenging with the listening.
5 Ask students to keep a listening log. Have students listen to a different TED talk every week and take notes.
6 Have students bring their notes to class and briefly share the main idea and important details of the TED talk.

Exercise 3 IDENTIFY

1 Before the lesson, ask students if they ever listen to radio talk shows. If so, elicit some examples, and write them on the board.
2 Ask students to read the description about the online radio talk show they are going to listen to.
3 Have students discuss the question with a partner, and go over the answer as a class.

Answers
The program is about the importance of literature in our lives.

Exercise 4 APPLY

1 Put students into groups of three. Have groups assign group leaders to take notes on the question posed and the responses the group comes up with. Circulate and facilitate discussion.
2 Discuss as a class, and write some extra questions on the board.

Answers
Students' answers will vary. Sample answers include:
Suzanne Stein will most likely think literature is the most important because she is a poet.

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Exercise 5 INTEGRATE

1 Ask students if they have ever been part of a book club. If yes, ask students what they did in the club and what topics they discussed. If not, ask students what a book club might be and what they might talk about in a book club.
2 Have students listen and take notes on how each guest speaker responds to the questions in Exercise 4.
3 Encourage students to add any extra details.

Audio Script

CD 1, Track 6

Host Good evening. This is the last in our series of *Book Club*. Tonight we're going to round off this first series with a discussion of why literature is so important. Our three guests tonight include a novelist, a poet, and a celebrity—author Joanne Lively, our poet Suzanne Stein, and TV personality and quiz show host, Zoltan Nemeth. Good evening, everyone!

Everyone Evening.

Host Joanne, perhaps you can start us off by telling us why you feel fiction is so important.

Joanne Certainly. As an author, of course literature is extremely close to my heart, but my take on it is very personal and it all started in my childhood. From a young age, I felt life was so ordinary it was bordering on boring! I felt dissatisfied. I wasn't interested in what other kids were interested in. Unfortunately, books didn't feature in our home. My parents were wonderful but they weren't very educated, not readers, you see.

Host Right.

Joanne But, an older neighbor of ours, I think she recognized that I was lacking something as I always looked so um… disconnected. She saw me looking at her bookshelves with curiosity on a few occasions, so she introduced me to some accessible novels, ones her own children had read. The first proper novel I read on my own was Roald Dahl's *Charlie and the Chocolate Factory*. After that, I just gobbled up anything I could get my hands on, whatever the genre.

Host So what attracted you to literature?

Joanne It was a ticket, a golden ticket, to enter into new worlds and new adventures. It was like opening a door to a vast candy store. With that ticket I could escape from boredom! My imagination unfolded like a flower. I've been a bookworm and adrenalin junkie ever since! I found myself in faraway countries, in unforgettable adventures, fighting, playing the hero against cruel villains… I really…

Host How wonderful!

Joanne So, yeah..Sorry… I just wanted to say the books were so appealing because they allowed my imagination to grow, and that helped me in all sorts of ways, not least in my later profession. Literature gave me a purpose and also gave me confidence. Life certainly wasn't boring anymore! It was full of potential!

Host What an impact! And was that the same for you, Suzanne, as poet?

Suzanne Well, I was very shy as a child and found it quite hard to make friends in a normal way. But literature was more than just a key to unlock my imagination.

Host Mmmm. Can you explain?

Suzanne Um, my parents encouraged me to read, especially my father. In my mind, I can still hear my dad reading stories from the *One Thousand and One Nights* to me at bedtime, when I was only eight. In truth, it probably started off as a kind of escape, yes, an action-packed adventure, but over the years reading taught me to understand others better, and myself, too. The stories were informative. It was a lesson in life and it made me stronger.

Zoltan That sounds deep!

Suzanne That's because it is deep! I found myself immersed in the stories, of course, but often really drawn to some of the main characters. I found them intriguing. Novels helped me to understand human behavior, relationships, and taught me to accept people, however different they were.

Host You mean you understood why people do the things they do? Can you give us an example?

Suzanne Sure. For example, look at Dickens' Pip in *Great Expectations*, Jane Austen's Emma or even Shakespeare's Othello. These characters are not perfect but they are so credible and their stories are so poignant. They are not black or white like fairy-tale figures. They are gray; they are real! We are gray! These fictional characters are partly good, partly bad, depending on their context or other factors. So I learned to accept that failure and faults are part of being human.

Host I see. So it was a kind of lesson in psychology.

Suzanne It was, but more a lesson in acceptance and understanding. I would say that books helped me to accept myself.

Host How interesting. And it shows how powerful reading can be. So, two different views here. And Zoltan, do you have a similar feeling about literature?

Zoltan Well, I can hear exactly what our two writers mean. My own love of literature is much less complicated, much less sophisticated, by comparison. I simply love a good story!

Host So it's the content you are drawn to.

Zoltan Yes, a good, compelling plot. I suppose, like Joanne said, it is a kind of escapism, but I don't think I was escaping from anything as a child or now. I think I just love losing myself in a great story.

Host Right.

Zoltan A good book is stimulating and relaxing at the same time. I find there's no better way to relax than with a great story. You're entirely focused in it. I find it helps my blood pressure!

Host Except if it's a thriller!

Zoltan Well, true! But even thrillers are refreshing in a certain way! But the second thing I wanted to mention is that literature helped me to learn and to love English. English is not my mother tongue and when we first settled here, when I was 11, my English was minimal. It was my love of literature that soon changed that. My mother said she watched my language grow at the same rate as my feet. And I have *big feet!*

Host Yes, yes. And, of course, that's the same even if English is your first language. It helps your language.

Zoltan Yes. And language is knowledge, which helps make you into a more rounded individual.

Host Indeed…

Exercise 6 INTERACT

1 Have students work in the same groups of three from Exercise 4 to discuss their answers.
2 Compare answers as a class. Brainstorm some ideas on the board of what they heard the speaker say. For example: *Books helped with imagination. Learned a lot about the characters. Learned some important life lessons. Good way to relax. Helped him / her learn English.* Ask students: *What was the most interesting detail, and why?*
3 Encourage students to make other suggestions to help them listen for detail. For example: listening for stressed words and intonation, using prior knowledge from first language, listening for key words, listening to transitions such as *first*, *next*, *however*.

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Exercise 7 WHAT'S YOUR ANGLE?

1 Have students work with a partner to discuss the question. Write some sentence starters on the board:

I agree with … because …

I found … the most convincing because …

2 Circulate and encourage students to extend their answers with reasons.

3 Call on volunteers to give their opinions to the class.

Answers

Students' answers will vary. Sample answers include:
I agree with the first speaker because when I read, I transport myself into the story. I think that this improved my imagination immensely and that this is something that is lacking for kids who aren't encouraged to read books.

Exercise 8 VOCABULARY

1 Direct students to the two word lists, and ask if there are any difficult words, such as *credible, poignant, thorough*. If so, try to elicit definitions from students before explaining.

2 Put students into pairs to match the adjectives with their synonyms.

3 Direct each pair to write one of the adjectives and its corresponding synonym on the board.

Answers

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

Oxford 5000 words

intriguing	thorough	credible	compelling
original	appealing	accessible	compelling

Exercise 9 INTEGRATE

1 Have students work independently and then check their answers with a partner.

2 Go over the answers as a class.

Answers

1 d thorough	4 a poignant
2 i compelling	5 c original
3 g credible	6 j elaborate

Pronunciation Skill

Word stress in adjectives

GO ONLINE

1 Brainstorm with the class some adjectives that describe movies, including some from Exercise 8. Try to elicit at least one example of each type listed in the Pronunciation Skill box.

2 Categorize adjectives into the following headings on the board: *Two-syllable, Three-syllable,* -ing *adjectives, Compound adjectives*.

3 Read the words aloud, and ask students to listen for the stress. Mark the stress and put it under the appropriate headings on the board.

4 Direct students to the Pronunciation Skill box, and have them read it independently.

More to Say…

Focus: Working with a partner, students practice word stress in adjectives.

Grouping Strategy: Groups of two students

Activity Time: 20 minutes

Ready,

1 Prepare a blank piece of paper for each student.

Set…

1 Give each student a blank piece of paper. Instruct them to fold the paper in half lengthwise.

2 Give them 3–5 minutes to brainstorm a list of ten important multi-syllabic adjectives that they will need to use in their work or school lives.

3 Give them additional time to mark the syllable count and stress over each word using small and big circles, like this:

o O o

linguistic

4 Have students write the words again on the other side of the crease. This time they should not mark the stress.

5 Circulate and correct students, as necessary.

Go!

1 Put students into pairs. Have them decide who will speak first.

2 Instruct the first students to hold up the paper so their partner can see the list of words with the stress marked and they can only see the list of words without the stresses marked.

3 Have the first student read the words on his / her list carefully, stressing the appropriate syllable. The second student should be listening and checking that the speaker is, in fact, stressing the syllable that is marked on the paper with the big circle.

4 When the speaker has read all of his / her words, have students switch roles, so the listener becomes the speaker and reads the words from his / her list.

Exercise 10 NOTICE

Have students work independently to complete the chart and then share their answers with a partner.

Answers

O o — moving, thorough, poignant, detailed (or oO)
O o o — likeable, credible, action-packed (or OoO)
o O o — exciting, intriguing, appealing, compelling
O o o o — fascinating
o O o o — original, accessible, elaborate
o o O o — realistic
o o O o o — understandable
O o O — action-packed (or Ooo)
o O o o o — imaginative
O O o — fast moving, well-researched

Exercise 11 ASSESS

1 Have students listen for the answers. Then have students listen again and repeat the words.

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2 For extra practice, put students in pairs to read the words aloud and concentrate on proper word stress.

Audio Script

CD 1, Track 7

moving	surprising
poignant	straight-forward
detailed	fascinating
detailed	original
likeable	accessible
credible	elaborate
action-packed	realistic
exciting	understandable
intriguing	action-packed
appealing	imaginative
compelling	fast moving
surprising	well-researched

Exercise 12 INTERACT

1 Put students into pairs, and direct students to the model provided. Have one pair model the example given.
2 Have students work in pairs to create sentences. Circulate and provide feedback.
3 Call on volunteer pairs to share some of their sentences with the class.

Grammar in Context

Verb patterns after verbs of the senses

GO ONLINE

1 Ask students: *When you were young, what did your parents watch you do?* Write the following on the board:
When I was young, my parents would watch me ___, and they saw me ___.
2 Provide a model. For example: *My parents watched me swim in competitions, and they saw me trying very hard to win.* Underline the infinitive without *to* and the *-ing* word in the sentence.
3 Have students complete the sentence frame with their own ideas.
4 Direct students to read the Grammar in Context box independently.
5 For additional practice, see Grammar focus on page 160 in the Student Book.

Extra Practice

1 Tell students that you went to a rock concert yesterday. Ask them the answer the following:
a What did I watch?
b What did I hear?
c What did I see?
d How did I feel?
2 Elicit responses to the questions. For example: *I saw the singer perform many songs. I watched the audience dancing. I heard the guitarist and drummer playing their instruments. I felt the music flowing through my veins.* Draw students' attention to the use of gerunds and infinitives without *to*.
3 Work with the class to brainstorm a list of different country names (for example, El Salvador, Russia, Thailand, Turkey, Canada, Spain, Mexico, Australia, and so on). Write the country names on cards.
4 Put students in pairs, and provide the following prompt: *I went to a ___ festival,* and distribute two country cards to each pair.
6 Have pairs ask and answer questions a–d. Provide a model: *Partner A: I went to an Indian festival last weekend.*
Partner B: What did you see and watch?
Partner A: I watched dancers perform a Bollywood dance. I also saw chefs making spicy Indian curry and samosas.
7 Circulate and check for accuracy.
8 Have some students share their conversations with the class.

Exercise 13 EXPAND

1 Have students unscramble the sentences independently and then check answers with a partner.
2 Assign some pairs to share the answers orally or write them on the board.

Answers
1 Tell us why you think fiction is so intriguing.
2 Do you have a similar feeling about literature?
3 I would like to see the writer's elaborate process.
4 Sometimes I hear the characters' voices when I'm reading.

Exercise 14 WHAT'S YOUR ANGLE?

1 Have students work independently to make notes on a novel or author they like.
2 Have students share their ideas with a partner.
3 As they listen, have students note the vocabulary from Exercise 8 that they hear.

Answers
Students' answers will vary. Sample answers include:
I really like the children's author Roald Dahl because his stories are original and creative. He uses interesting adjectives and descriptions that capture children's imaginations. He uses word play to make his books more readable for young children and adults alike.

Lesson 2.4 I Take It Back

Student Book pages 24 – 25

Exercise 1 ACTIVATE

1 Direct students to look at the two video stills. Ask them what they think will happen in the video.
2 Explain the idioms *in the heat of the moment* and *take it back*.
3 Have students work in small groups to discuss the questions.
4 Ask volunteers to share their experiences with the class.

Answers
Students' answers will vary. Sample answers include:
I told my co-worker that I think my boss is really rude behind her back, which I immediately regretted. My co-worker responded condescendingly and that made me feel worse and afraid that she would tell my boss what I said.

Exercise 2 IDENTIFY

1 Direct students to the questions. Have volunteers read them aloud. Explain the idiom *put someone down*.
2 Have students watch the video and write their answers independently.

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3 Have pairs discuss the questions and their responses.
4 Share answers as a class.

Answers
1 Andy tells Max that Dave is rude and only boasts about his own work.
2 Max says Dave is a great artist and compares him to Salvador Dali.
3 Max will confront Dave immediately next time he is rude to him.

Video Script

English For Real Video Unit 2

Max Hey, Andy.
Andy Max! Stop reading that review!
Max Er… What? I …
Andy I know you were reading it again. I think you're a bit obsessed.
Max Not really… I was just…
Andy And you've been pretty miserable ever since the art show. Come on, you need to get over it!
Max I can't help it. Dave is a great artist. And I'm just not as creative.
Andy Yes, you are! And all Dave does is boast about himself. He's just rude!
Max Well, artists tend to be somewhat arrogant. Look at Salvador Dali!
Andy Stop making excuses for his behavior. You need to stand up to him!
Max That's easy for you to say! You work with lawyers all day.
Andy One of these days…you're going to get so fed up, you're gonna lose it.
Max Maybe you're right. The next time he says something, I'm just gonna tell him off!
Andy That's the right attitude!
Max Yeah! Yeah! Thanks for the advice.
Andy Come on, I know what'll cheer you up! I'll make my famous mac and cheese.
Max Mac and cheese? Yeah… last time, it was great but… a little bit dry.

Real-World English

Defending someone

Direct students to the Real-World English box, and have them read it independently.

Extra Practice

1 Brainstorm the names of some famous people on the board such as Justin Bieber, Elvis Presley, Frida Kahlo, and Pablo Picasso.
2 Make a criticism of one of the listed people. For example: *Justin Bieber is so arrogant, and his behavior can be so annoying sometimes.* Ask students to defend the person with a counterargument softening the critique.
3 Have students work in pairs and take turns criticizing a famous person and defending the person.
4 Circulate and provide feedback.
5 Call on volunteer pairs to share their criticisms and defenses.

Real-World English Strategies

This unit explores how to defend a person who is being criticized by others. Another issue associated with this topic you could delve into is how to give criticism in a constructive way and how to apologize or handle it in case the person who is the object of criticism feels offended or upset.

Expand on Exercise 1. Have students work in pairs and write a dialogue in which one person says something negative about the other person. Ask them to include the following turns:

Person A criticizes person B.

Person B is offended or upset and responds.

Person A regrets and attempts to repair or fix the offense.

Ask students to role-play their dialogues in front of the class.

Together, analyze the different ways in which person B reacted and person A followed up.

Are there situations in which your students would not attempt to soften the original criticism, for instance, when we give honest criticism to family members because we feel that this is the only way to help them change their behavior? What are some other examples of those situations? What are the roles of the people involved in the interaction? For example, how is criticizing a close friend different from criticizing an employee?

Exercise 3 ANALYZE

1 Have students watch the video again and write down examples they hear.
2 Share answers as a class. Discuss whether students think Max defended Dave well. If so, how? If not, what could he have done better?
3 Ask students to come up with an alternative way to defend Dave with a partner: For example: *Well, Dave is pretty talented, and many talented people are confident.*
4 Call on students to share their ideas.

Answers
Max says, "Well, artists tend to be somewhat arrogant. Look at Salvador Dali."

English For Real Video Unit 2

Exercise 4 ASSESS

1 Ask students what *badmouthing* means. Explain that it is a synonym for criticizing someone.
2 Have students think about the answer and then discuss their answers in pairs.
3 Call on volunteers for their responses. Ask students if they have experienced badmouthing. How do / did they respond in such situations? Ask students if their response would depend on who is doing the badmouthing (e.g., parents, friend, manager, etc.).

Answers
Dave could have heard about all of the negative things Andy said about him. This could have been even more detrimental to Max and Dave's relationship.

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Exercise 5 NOTICE

1 Read the first scenario out loud, and work together to answer the questions as a class. For example: *I wouldn't feel the need to defend this person so much because he is a taxi driver who I don't know personally.*
2 Put students into groups to discuss the remaining scenarios.
3 Discuss answers as a class, and ask students which instances might be considered badmouthing. For example: *In the first situation, I would consider this badmouthing because the taxi driver probably heard, and he could have been insulted.*
4 Discuss as a class if it is common or acceptable to badmouth people in these situations in other cultures.

Exercise 6 DEVELOP

1 Call on students to read the critiques aloud. Discuss which critique is the most hurtful.
2 Have students work independently to write an effective softener for each critique and then share their responses with a partner.
3 Compare answers as a class.

Answers
Students' answers will vary. Sample answers include:
Situation 1: Sure, but it IS rush hour and maybe that's how people have to drive in order to get anywhere.
Situation 2: I think in order to get to where our boss is now, he did your job for a long time. Maybe he thinks you can handle it and he means it as a compliment?
Situation 3: Well, considering the limited type of food Miryam eats, maybe it doesn't keep very well. And imagine if we took her to a restaurant where she couldn't eat ANYTHING. I think that would be a worse situation for everyone.
Situation 4: It's possible that everyone was just trying to be polite. Besides, the most important thing about this trip is that we are all spending time together, it's not necessarily about WHAT we do.

Exercise 7 EXPAND

1 Have students work independently to write critiques and responses.
2 Circulate and provide feedback.

Exercise 8 INTERACT

1 Put students into pairs to share their critiques and responses from Exercise 7.
2 Share answers as a class, and discuss which is the most effective.

Exercise 9 BUILD

1 Have students work in pairs to prepare their role play. Encourage students to use some of the ideas from Exercise 7.
2 Circulate and provide feedback.

Exercise 10 SHARE

1 Have each pair perform their role play for the class.
2 When they are part of the audience, ask students to take notes on their classmates' dialogues. Have them pay careful attention to the degree of softening used in each.

Exercise 11 IMPROVE

1 Have students refer to their notes from Exercise 10 to respond to the question.
2 Discuss the use of softening language in each pair's dialogue as a class.

Lesson 2.5 Unusual Developments

Student Book page 26

Exercise 1 ACTIVATE

1 Put students into small groups. Ask: *What is a fairy tale? Can you name some?* Brainstorm ideas on the board.
2 Ask: *What are four typical "ingredients" of a fairy tale?* Explain to students that an ingredient is a device used to make a fairy tale distinctive like using a hero or heroine.
3 Provide the model of another ingredient: *a happy ending*. Discuss how this is an ingredient of a fairy tale. Have students work in groups and then brainstorm the answers as a class.

Answers
Students' answers will vary. Sample answers include:
happy ending, dreamlike, transformation of a main character, romance, hero / heroine versus villain, a protagonist (hero with a problem or challenge)

Exercise 2 IDENTIFY

OXFORD REFERENCE

1 Ask students what they know about Franz Kafka. Explain that he is a famous writer from the Czech Republic.
2 Direct students to the words in the box. Explain any difficult words to students.
3 Have students read the extract independently and fill in the blanks and then check their answers with a partner.
4 Discuss the answers as a class.

Answers

1 fiction	6 protagonist
2 twist	7 theme
3 characters	8 creature
4 society	9 human
5 classical	10 works

Exercise 3 IDENTIFY

1 Have students listen to the extract and then answer the question independently.
2 Go over the answer as a class.
3 Ask students what they thought of the extract. Then ask students what elements one should consider when critiquing a piece of literature. Write students' ideas on the board.

Answers
He is no longer human. He is a giant insect.

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Audio Script

CD 1, Track 8

One morning, as Gregor Samsa was waking up from anxious dreams, he discovered that in bed he had been changed into a monstrous bug. He lay on his armour-hard back and saw, as he lifted his head up a little, his brown, arched abdomen divided up into rigid arch-like sections. From this height the blanket, just about ready to slide off completely, could hardly stay in place. His numerous legs, pitifully thin in comparison to the rest of his stomach, kicked helplessly before his eyes.

"What's happened to me?" he thought. It was no dream. His room, a proper room for a human being, only somewhat too small, lay quietly between the four well-known walls. Above the table, on which an unpacked collection of sample cloth goods was spread out—Samsa was a traveling salesman—hung the picture which he had cut out of an illustrated magazine a little while ago …

Gregor's glance then turned to the window. The dreary weather—the rain drops were falling audibly down on the metal window ledge—made him quite melancholy. "Why don't I keep sleeping for a little while longer and forget all this foolishness," he thought. But this was entirely impractical, for he was used to sleeping on his right side, and in his present state he couldn't get himself into this position. No matter how hard he threw himself onto his right side, he always rolled again onto his back. He must have tried it a hundred times, closing his eyes so that he would not have to see the wriggling legs, and gave up only when he began to feel a light, dull pain in his side which he had never felt before.

Speaking

Critiquing and reviewing constructively

GO ONLINE

1 Tell students that they will have to review or critique a book, movie, or play.
2 Ask students to work in small groups to write down what elements they would look at when giving their critique.
3 Brainstorm ideas on the board before directing students to the Speaking box.

Extra Practice

1 Brainstorm some popular movies as a class. For example: *Titanic, The Godfather, Harry Potter, The Lord of the Rings,* etc.
2 Put students into pairs to discuss the movies considering some of the elements in the Speaking box: overall impression, dialogue, setting, characterization, plot/story line, language used, director's purpose. Circulate and provide feedback.
3 Ask students if there are any elements that should be included when reviewing a movie (e.g., themes, acting, score, cinematography).
4 Discuss one or two movies as a class.

Exercise 4 IDENTIFY

1 Direct students to the instructions, and play the recording.
2 Have students compare their answers with a partner.
3 Go over the answers as a class, and play the recording again if necessary.

Answers

	George	Marilyn
Overall impression	Weird Irritating / silly initially, but then fascinating	Weird / original / enjoyed
Plot/storyline	Loved plot. A good story. Strange, funny, and sad.	Compelling / gripping story. Sad and surprising ending.
Characterization	Main ones drawn well, but little about parents and other minor characters. Gregor and sis convincing (reasonably). Gregor complicated and real.	Drawn quite well. Gregor very credible.
Dialogue	Not covered.	Not covered.
Language used	Vivid, powerful descriptions.	Agreed, but thought some sentences over-complicated—had to re-read parts.
Setting —authentic or not	Narrow—all in family flat. Easy to imagine and fitted in with social and historical times.	Clear and simple. Social / historical aspects good.
Author's purpose	Shows how much of a struggle life was. Gregor felt trapped. Kafka thought people cruel.	He was having a bit of creative fun, playing with literature. Wanted to shock / entertain with a new genre.

Audio Script

CD 1, Track 9

George I wanted to tell you… I've just read this whacky novel. Kafka's *Metamorphosis*. You heard of it?
Marilyn I read that a month ago, funnily enough. A friend had recommended it to me.
George Really? Weird, isn't it?
Marilyn Yeah. I really enjoyed it, though. So original!
George Oh, I have to admit I found it a bit irritating, even silly at first. But, after a few pages, I got hooked! It was really fascinating.
Marilyn So did you like the basic plot, then?
George I loved it! I've never read anything like it. It's kind of like a fairy tale gone wrong, an early sci-fi novel! But Kafka tells a good story. So, there's this poor man … what's his name …
Marilyn Gregor Samsa.
George Yeah, him. He wakes up one day as this disgusting insect-creature-thing… Kafka describes the events in a factual way, as if it is strange but possible! Then he goes on to show how Samsa's family, particularly his sister, gradually lose all sympathy and love for him. It's strange, funny, and sad, all at once.

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Marilyn Yeah. I agree. I found the storyline quite gripping. Yeah, it was compelling. I really wanted to know what would happen to poor Samsa. It was sad how it ended, but really surprising. I thought the characters were drawn quite well, didn't you?

George Mmm. The main ones… We didn't really find out much about the parents and other minor characters, did we? But I thought that Gregor, as the creature, and his sister were reasonably convincing. I kind of liked the way that Kafka dealt with Gregor. I mean, Gregor didn't seem to hate being an insect. In fact, he almost seemed to like aspects of it! Gregor came across as quite complicated and real.

Marilyn Yeah. I agree. He seemed really credible. He just seemed to accept it as if it was his fate. In the end he lost the desire to live … poor man!

George And the language as a whole was really good, even in translation. I mean the fact that you could tell a fantastical story so successfully says a lot about Kafka. The descriptions were vivid and powerful.

Marilyn Yeah, though sometimes I found the sentences a bit overcomplicated. I think that was the style a hundred years ago, though. I found myself having to reread parts. But I felt that the setting was both clear and simple …

George Yes, me too. It was very narrow, in the sense that everything took place in the family apartment, so it was localized. But you could imagine the scene, and it fit in with the social and historical times. You can see why it has been dramatized for the stage.

Marilyn Definitely. The idea of the elderly parents and the teenage daughter, first all relying on Gregor, as the younger male, to bring the money home, and the sister, Grete, fantasizing about studying music. And social aspects like the need to keep a servant.

George Yeah, exactly. But why do you think Kafka wrote it?

Marilyn Why? I think he was just having a bit of fun, myself. Being creative! I think he was "playing" with literature. He wanted to shock and entertain readers with a new genre! And he did. The "fairy tale" of Gregor and Grete … NOT!

George He had something deeper to say, too, right? The novel describes how much of a struggle life was. Gregor was tired of his life at the start, and worked nonstop to support his family. He felt trapped in that world and lonely. He escaped from that, but into something more terrible. And in the end, his family wanted him dead. Kafka wanted to describe how cruel people and life can be.

Marilyn A bit pessimistic.

George Well, yeah …

Exercise 5 INTEGRATE

1 Put students into groups to discuss their notes.
2 Play the recording again if necessary.
3 Go over the answers as a class.

Answers
Answers will vary. For (b), the speakers' views are balanced in the sense that they cover several aspects of the story. They give mostly positive feedback since they both enjoyed the story. Both also mention some weaker aspects of the story.

Exercise 6 PREPARE

1 Brainstorm ideas for a book, story, or play as a class. Ask students to choose one for their critique.
2 Have students work independently to prepare for their critique. Circulate and provide feedback.

Exercise 7 SHARE

1 Have students share their critique in small groups. Circulate and provide feedback,
2 Ask some students if they were interested in seeing / reading their partner's book or play. Encourage students to provide reasons for their response.
3 Call on some students to share some reasons.

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Unit 2 Review

Student Book page 148

Vocabulary

Exercise 1

Answers
Students' answers will vary. Sample answers include:
As proud as a peacock, as stubborn as a mule, as strong as an ox, dry as bone

Exercise 2

Answers

1 mild	3 repulsive	5 difficult	7 simple
2 boring	4 unlikely	6 optional	

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

Grammar

Exercise 3

Answers

1 had been	5 signed	8 had sent
2 was going to	6 would take	9 was
3 were	7 worked	10 were celebrating
4 had been going		

Exercise 4

Answers
1 The girl thanked her aunt for having made the (wonderful) cake.
2 James apologized for having missed the earlier bus and (for) having made them all late.
3 I intend to have written another novel by this September.
4 The professor regretted not having continued with Latin at school.
5 Martha meant to have texted her neighbor that morning, but she forgot.
6 I hope to have finished the project by next Friday.
7 It was a relief to have finally passed the literature exam.

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

Discussion Point

Exercise 5

1 Brainstorm with the class various books that have been made into movies (e.g. *Harry Potter*, *Of Mice and Men*, *The Help*, *Life of Pi*, *The Great Gatsby*, *The Hunger Games*).
2 Read the quote aloud, and have students discuss its meaning.
3 Direct students to the question, and have them discuss their opinions in small groups. Ask volunteers to share their ideas with the class.

Answers
Students' answers will vary. Sample answers include:
In my opinion, it depends on the film. *The Lord of the Rings* was just as good as the book because Peter Jackson is a fantastic director and really brought the book to life.

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

Zoom In

Exercise 6

1 For Task 1, brainstorm possible short stories that students could choose. For example: "The Lottery" by Shirley Jackson, "The Little Match Girl" by Hans Christian Anderson, "Eve's Dairy" by Mark Twain, "Skylight Room" by O'Henry, "The Legend of Sleepy Hollow" by Washington Irving, "The Tell-tale Heart" by Edgar Allen Poe. Put students into pairs, and have them choose one and read it. Have students discuss with their partner the various elements of the story: plot, characters, purpose, etc.
2 For Task 2, ask students what books they have read and enjoyed. Have students choose one and write a review. Students can focus on various elements discussed in this unit: overall impression, setting, characterization, etc.
3 For Task 3, have students use their phones to look for attractive book covers. Alternatively, have students find a photo and bring it to class. Have students present their cover to the class and talk about its relationship to the book.

Answers
Students' answers will vary. Sample answers include:
1 I chose the story "The Lottery" by Shirley Jackson. It is set in a in a small town in America. It is an interesting tale in which a town takes part in a lottery. One name is chosen arbitrarily and the person is then stoned to death by the townspeople. There are several themes, one of which is exploring the idea that people in groups often act quite differently when under pressure to conform …
2 I recently read a book called *The Alchemist*. It is a great book about one's purpose in life and the lengths we go to find it. It is about a young shepherd boy called Santiago, and it is set in Spain, Morocco, and Egypt. The purpose of the book is to lead us to discover our personal legend or purpose through the story of Santiago …
3 I really like the cover of the book of Michael Crichton's *Jurassic Park*. It show the skeleton of a T-rex on the cover. This relates to the book because we expect dinosaurs to be extinct and this is how we see them in museums. Actually, in the story they are not, and they turn on humans to create a story of great science fiction.

Exercise 7

1 Have students complete the prompts and share their responses with a partner.
2 Have students identify areas they would like to improve upon in the coming units.
3 Brainstorm areas of improvement as a class.
4 As an option, have students prepare a list of two things that they want to focus on improving.

Answers
Students' answers will vary. Sample answers include:
I found Task 1 easy because I love talking about short stories.
I found Task 3 difficult because I had trouble relating the cover to the book. I need to improve my descriptive writing when reviewing a book.

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Unit Overview

Introduction to the unit

The title of this unit – *Decisions* – allows students to think about what it means to make decisions.

In ***Lesson 3.1***, the idea of decision-making is reflected in the following activities: discussion of and reading about the theory of behavioral economics and listening to a lecture on decision-making and bias. In ***Lesson 3.2***, the following exercises demonstrate the theme of decision-making: discussing owning a business and reading an expert opinion on the topic. In ***Lesson 3.3***, students will read about a woman's decision to live abroad and write a response. Students will use various linguistic devices such as attitude adverbs. In ***Lesson 3.4***, students will watch a video about interrupting and interjecting, and will practice these skills. In the *Real-World English Strategies* teachers will help students to interrupt and interject politely. Finally, in ***Lesson 3.5***, students will discuss jobs and learn to use paraphrasing effectively.

Lessons

3.1 Rational Human Beings

Listening Skill Distinguishing between fact-based opinion and speculation

Grammar in Context Quantifiers

- Vocabulary related to decisions (Oxford 5000)
- Read about and discuss the theory of behavioral economics
- Listen to a lecture on decision-making and bias
- Distinguish between fact-based opinion and speculation when listening
- Practice using quantifiers

3.2 Independent Thinking

Reading Skill Locating advantages and disadvantages

Grammar in Context Comparative sayings

Vocabulary Development Prefixes

- Discuss owning a business
- Read an expert's response about owning a franchise
- Practice comparative sayings in a variety of contexts
- Describe or compare yourself to others using adjectives and prefixes

3.3 Big Steps

Writing Skill Using attitude adverb

Pronunciation Skill Dropped syllables

Grammar in Context Articles

- Read a blog about an expat's experience living abroad
- Use attitude adverbs effectively in writing
- Discuss a blogger's experience and write a response
- Practice the pronunciation of dropped syllables
- Review article usage

3.4 Hey, Are You Busy?

Real-World English Interrupting versus interjecting

- Watch and analyze a video on interrupting and interjecting
- Practice different ways to interject and interrupt
- Role-play a conversation in which you must share exciting news and interject

3.5 Examining Pros and Cons

Speaking Paraphrasing

- Discuss reasons people choose certain jobs
- Listen to a conversation about going back to college
- Give a presentation on a topic using paraphrasing and referencing

Resources

Class Audio CD 1, Tracks 10–15

Workbook Unit 3, pages 15–21

Oxford Readers Correlations

The Accidental Tourist (9780194792158)

Teacher's Resource Center

Assessments: Unit test, Progress test

English For Real video

Grammar focus

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

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Unit Opener

Student Book page 27

The unit opener photo shows a woman walking alone in a field. She is coming to a crossroads. She must make a decision, and students are left to ponder which way she will go. The photograph relates to the unit theme and subsequent exercises because it focuses on what it means to make decisions, sets up the theme for the questions that follow, and encourages students to think about and discuss important decisions that we make in our lives.

Photographer

Krisanne Johnson

Krisanne Johnson (b. 1976) grew up in Xenia, Ohio. She graduated with a degree in journalism from the University of Colorado and pursued postgraduate work in visual communications at Ohio University. She is currently based in Brooklyn, 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, check students' understanding of the word *franchise,* and ask them to come up with examples (e.g., Subway, Krispy Kreme, McDonald's). Have students work in pairs to brainstorm possible problems setting up a franchise.
2 For question 2, ask students how they would know that their mind is independent. Encourage students to provide examples.
3 For question 3, ask students if they have ever felt homesick. If so, how did they feel, and what did they do to overcome it? Ask students to discuss the question with a partner, and call on students to answer.

Answers

Students' answers will vary. Sample answers include:
1 One problem is you are not completely free to make your own business decisions. You have to follow some guidelines. For example, you probably can't change the menu options.
2 I am independent but I always consider the opinions of my family and close friends before I make a decision.
3 I felt homesick on my last trip to visit my grandparents.

Discussion Questions

1 Direct students to the questions below the picture, and have them discuss them in small groups. Have volunteers share their ideas with the class.
2 Brainstorm some ideas on the board about how people make decisions. For example: intuition, research, facts, opinions, advice from friends, etc.
3 Call on volunteers to share their best decision with the class. Ask them what helped them make this decision.

Answers

Students' answers will vary. Sample answers include:
1 The woman may be making the long journey to get to work, or she might be walking to a party.
2 People make decisions based on previous experience and facts. Some people make decisions based on other people's advice or recommendations.
3 The best decision I ever made was to study for my master's degree because it has really opened doors for me.

Video Script

This photograph is of a woman walking a rural footpath in the country of Swaziland. Swaziland is a mountainous kingdom that is extremely rural. People often walk these footpaths to fetch water or to visit the shops or to see friends. A common greeting in Swati or the main greeting to say "hello" especially if you're on one of these paths would be "sawubona," which means "I see you." And the other person crossing you on the footpath would say "yebo," meaning "yes, I also see you."

The woman in this photograph is a good friend of mine and we had just been visiting a friend in a very rural area. So then we had to take this footpath to get back to a main road to catch a bus to a big city where then we took another bus to finally get to her house.

One of the best decisions that I've ever made has been to visit the kingdom of Swaziland. I have been super fortunate to be welcomed by the people of Swaziland and I've made so many close friends. I've been able to grow as a photographer and also as a person. As I've learned about the country's culture and their customs and the different rituals.

Exercise 1

1 Read the instruction aloud, and put students into small groups to discuss the changes they would make. Assign one student to be the team captain. The team captain will lead the discussion and take notes.
2 Go over the categories, and provide a model for students. Ask students if there are any other categories they would like to add to the list. For example: *One thing I would change about education in my country is the cost of higher education. I would make it more affordable for all students to go to college*

Exercise 2

1 Allow enough time for students to share their ideas.
2 Call on small groups to explain some changes they discussed.

Real-World Goal

By the end of this unit, students will be able to find out about the experience of someone who lived abroad because they will have explored the idea of living away from home, the decision-making process to do so, and homesickness. Have students report back to the class on what they found out about this person's experience.

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Lesson 3.1 Rational Human Beings

Student Book pages 28 – 29

Exercise 1 ACTIVATE

1 Read the lesson title aloud, and ask students what helps them make a decision. Discuss the idea of making decisions based on facts, research, gut feelings, emotions, and intuition.
2 Discuss the idea of a coin toss. Ask students: *Would you rely on a coin toss to make a decision? If so, would you choose tails or heads?*
3 Have students complete the questionnaire independently.
4 Circulate and provide support and feedback.

Exercise 2 INTERACT

Have students work in pairs to discuss their responses to the questionnaire in Exercise 1.

Exercise 3 INTEGRATE

1 Ask students: *What are a bias, an aversion, and a fallacy?* Explain these words by asking: *Do you have a bias toward odd or even numbers? Why? Do you have an aversion to certain foods? What is a logical fallacy? Do you know any?*
2 Explain the term *status quo*. Ask students*: Do you generally like to keep the status quo or rebel against it?*
3 Have students work with a partner to match the relevant biases to the questions.
4 Go over the answers as a class.

Answers
With respect to how humans think, the word bias means "a strong feeling in favor of or against one group of people, or one side of an argument, often not based on fair judgment."

CD 1, Track 10

Question 1 As human beings, we naturally think that each throw is dependent, so we interpret events in relation to what has gone before, in patterns. Therefore, most people will answer *B*, tails. But, actually, each throw of the coin is independent. This misconception is called "the fallacy of the maturity of chances."

Question 2 Most people will answer *B*, "stick with the original." This is because most people are nervous about change. This natural preference is called the "status quo bias."

Question 3 Most people will answer *C*, and this is due to what we call our "negativity bias." People tend to interpret information negatively. Human beings have a greater sensitivity to negative news.

Question 4 Many people will answer *A*, because of what we call the "spotlight effect," which essentially means that we believe people notice us or things about us more than in fact is true. People are probably too busy thinking about themselves!

Question 5 If answered truthfully, then most people will put *A*, because humans naturally want to see immediate results. This is what we call the "present bias," as opposed to the "future bias," and it's a natural tendency.

Question 6 Because of what we call the "anchoring effect," most people will choose answer *A*. As human beings, we need reference points, or anchors to start from. The anchoring effect causes us to be affected by the first number we hear.

Question 7 The majority of people will choose *B*, simply because there is a human tendency to strongly dislike losing personal objects and money. This is called "loss aversion." Given the choice, we humans will choose to avoid loss even if it means giving up the chance to acquire gains.

Exercise 4 LISTEN

1 Have students listen to the explanations and check their answers.
2 If necessary, have students listen to the explanations a second time.

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

Exercise 5 WHAT'S YOUR ANGLE?

1 Write the word *bias* on the board. Ask students if they have any biases regarding music, cuisines, school subjects, etc.
2 Tell students to work in groups, discuss, and take notes.
3 Have students share their findings from the interview, and write some behavior that affects their bias.

Answers
Students' answers will vary. Sample answers include:
I behaved in the typical human way and don't think it is always a good thing because I'll take early gains rather than wait for long-term gains. I just think about today or this week. For example, I don't save very much or invest it, so I need to work on that for my retirement.

Exercise 6 EXPAND

OXFORD REFERENCE

1 Direct students to the vocabulary before the reading. Ask students to work with a partner to underline and discuss the words they don't know. Circulate and provide feedback.
2 Ask students: *What is behavioral economics? Why do we use it?* Encourage students to use the vocabulary when discussing these questions.
3 Have students work independently to read and complete each sentence with a vocabulary word. Check answers as a class.

Answers
1 psychology and sociology
2 important decisions
3 surveys
4 crises and crashes
5 the weaknesses
6 ways of working

Exercise 7 INTEGRATE

1 Direct students to the instructions, and ask volunteers to predict what *System 1* and *System 2* might be.
2 Have students listen and take notes.
3 Ask students to discuss the answers to the questions in small groups.
4 Call on volunteers to provide the answers.

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CD 1, Track 11

Part 1

Host Good morning everyone. Welcome to this lecture, called Really Rational Human Beings. This is the last of our three lectures on the significance of psychology in other fields. I don't know if you came to either of the other two presentations, but … I'll start by asking you to think of a few decisions you have made this morning. They were probably small things, like choosing what to have for breakfast or whether to open or close all the blinds in the bedroom, or whatever. Just think for a few seconds. Most of these decisions were probably snap decisions, made quickly. Perhaps some of you had to reflect on a more significant decision. It's possible that neither the subway nor the bus was working, for example, so you had to find an alternative route, either by taxi or on foot. These fast decisions are made using what some psychologists call System 1. If you had these more difficult decisions, maybe you found yourself considering your goal, thinking carefully about the pros and cons and finally you arrived at a logical conclusion. Then you would probably use a different system in the brain—a slower, more logical system. Some psychologists call this System 2. Which system do you think we use most? Well, studies suggest we use the faster, emotional, much more intuitive system considerably more—so System 1. In fact, some of us possibly use System 1 all of the time! However, there are times when we should be using our slower, more rational system. So this means we are likely to be behaving much more irrationally than we think! We are certainly unaware of the many blind spots and biases that we have and of how these affect our decision-making.

Answers

System 1 controls small, quick decisions. This system is emotional and intuitive.

System 2 controls rational, reasoned decisions where perhaps pros and cons are considered. This system is slower and more logical.

Exercise 8 IDENTIFY

1 Read questions 1 and 2 aloud. Ask volunteers to predict the answer for each question. Ask: *What is a natural bias? If you had a choice of $1,000 now or $2,000 in three years, which would you choose? Do humans focus more on the present or the future?*

2 Have students listen to the second part of the lecture and answer the questions independently.

3 Instruct students to check answers with a partner, and then review answers as a class.

Answers

1 present bias, status quo, loss aversion; Present bias happens because our minds tend to focus on the present, so it's challenging for us to think about and act towards the future. Status quo is our tendency to do nothing given a choice, to resist change. With loss aversion, humans choose to avoid loss even if it means giving up the chance for a greater gain.

2 They chose the reliable "seller" and so played safe. They tried to avoid losing.

Audio script

CD 1, Track 12

Part 2

Host Studies have revealed that people have lots of natural biases, perhaps hundreds of them. Unfortunately, we have neither the awareness nor the ability to stop these tendencies. I'll give you one or two examples. To start with, our minds focus on the present, not the future—the *present bias*. This affects our ability to lose weight, give up a bad habit, or to save effectively. In other words, if you worry about your pension, but you want money now for a vacation, you tend to put off worries about retirement, justifying it to yourself "it will make me feel better, I may not have another chance," and so on. This is again natural but irrational. Ironically, we might use the rational brain afterward, but to justify each excuse that is made! These biases are particularly evident where money is concerned. There is the "status quo" bias, which predicts that most people, when faced with the choice of doing something or nothing, will do nothing. This explains why investors do not move their assets, even in the face of failure. And that leads onto a similar bias. It seems that each person is programmed to find losing money much more powerful than gaining money. Now this is called "loss aversion," which has also been demonstrated in monkeys. The research by Laurie Santos showed monkeys were given two choices: 1 a seller who sells one grape and then always adds a bonus of one, and 2 a seller who sells one grape, but sometimes adds either a bonus of two or zero. Monkeys will choose the first, reliable seller. Monkeys and humans do NOT like having a loss. They play safe. And this leads to a much stranger, connected behavior. Research has shown that both people and monkeys do NOT play safe in the opposite situation. They take more risks when losing than when winning, probably because they are so desperate to regain their money. But think of the consequences this has in real life.

Listening Skill

Distinguishing between fact-based opinion and speculation

GO ONLINE

Ask students to read the Listening Skill box independently. Clarify any difficult concepts.

Extra Practice

1 Tell students to imagine that they have made a decision to change careers and they will research a possible new career. Ask them to consider these questions: *Where can you study / train? How long will it take? What kind of jobs can you get or move into? What is the average salary? What is the projected increase in need? What do people say about this job, or what is the public perception in relation to job status or importance?* (For the last question, ask students to interview a few classmates for their opinions.)

2 Tell students to write a brief report with both fact-based opinion and speculation using the feedback from their classmates.

3 Have them share their brief report with the class. Tell students to use the language of speculation in the Listening Skill box.

4 Have students listen to their classmates' reports, noting down the information they hear in two categories: *Fact-based opinion* and *Speculation*.

5 Have students share what they heard about their classmates' new careers under the headings *Fact-based opinion* and *Speculation*.

Exercise 9 APPLY

1 Write *It is believed* … and *It might be because* … on the board. Ask students which phrase expresses an opinion and which expresses speculation.

2 Have students work independently to complete the paragraph and then check their answers with a partner.

3 Go over the answers as a class.

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Answers
1 O
2 S (though it is possible that this also is an accepted opinion and goes with the previous statement as supporting detail)
3 S

Exercise 10 IDENTIFY

1 Ask students: *Do you rely on intuition or fact when making decisions? In evolutionary terms, which do you think would be more common? Which is better, in your opinion?*
2 Direct students to read the questions and then listen to the third part of the lecture for answers.
3 Have students discuss their answers in small groups.
4 Ask volunteers to share some of their ideas with the class.

Answers
1 Evolution: the importance of finding food for today; the speaker also suspects it is because of our current pace of life.
2 Several: financiers, brokers, security and intelligence specialists, and sports people
3 Kahneman is the "grandfather" of behavioral economics, a psychology professor. He received a Nobel Prize in economics!
4 We could help by changing the world about us using technology, systems and our environments. The speaker also hopes that we may be able to fight these biases through education / training, e.g., talks like this one.

Audio script

CD 1, Track 13

Part 3

Host So, in fact our decisions are not rational at all! We rely heavily on our quick-thinking system, which means we depend too much on our intuition, or feelings. These might be appropriate when making a simple decision—like when we are choosing a flavor of yogurt—but not when we are faced with more serious decisions.

Why do we rely so much on System 1? Well, it is thought that evolution may provide a reason, particularly because of the findings with monkeys. It could be that in evolutionary terms, you would have been more worried about losing one day's food than gaining several for the future. I wonder if it may also be because of our current pace of life: we simply don't have time to think things through.

The fact is that intuition often wins over logic, causing predictable mistakes. What's more, experts are affected too: financiers, brokers, security and intelligence specialists, sports people. This is why other fields are starting to look with fresh eyes at these findings from psychology. Dr. Daniel Kahneman, the grandfather of behavioral economics, was a psychology professor. However, his Nobel Prize was in economics because his findings helped to explain why, for example, financial crashes happen.

How can we learn from each relevant finding? Some feel that we cannot change our behavior, as it is not conscious (and it may be 35 million years old!). However, others suggest that what we can change is our technology, systems and our environments to cope with these biases. In other words, we can build in safety mechanisms to fight against our natural biases. Personally, I am also more optimistic about the possibility of changing our behavior. I believe that raising awareness is crucial: talks like this one—and awareness-raising training—might help at least some people. Perhaps education could play a part? I like to…

Exercise 11 WHAT'S YOUR ANGLE?

1 Have students discuss the questions in small groups.
2 Brainstorm some ideas as a class. Write *How might behavioral economics be useful* on the board, and ask students to share their ideas.

Answers
Students' answers will vary. Sample answers include:
An interesting thing I learned is how much intuition plays a part in our decision-making. This was a new concept for me because I thought people relied more on data and science. This will be useful to know when you are trying to convince someone to do something. You need to appeal to both sides of their brain: logical and intuitive.

Exercise 12 VOCABULARY

1 Explain the concept of collocation to students before beginning this exercise. Write the word *time* on the board, and ask students what verbs, adjectives, and nouns they associate with it. For example: *have a good time / bad time*, *time management*, *take a timeout*, *tell time*, *ask for the time*, etc. Explain that in English we have many collocations, which should be learned when studying new vocabulary words.
2 Have students work independently to complete the collocations for the noun *decision* and then check their answers with a partner.
3 Go over the answers as a class.

Answers

1 valuable	4 around	7 double
2 placed	5 deathly	8 turned over
3 basic	6 gone to	9 mental

Oxford 5000 words

valuable	disastrous	double
costly	fatal	reversed
expensive	come to	turned over
made	reached	overturned
simple	gone to	conscious
straightforward	joint	mental
basic	mutual	rational

Grammar in Context

Quantifiers

GO ONLINE

1 Write the following sentences (or your own examples) on the board, and ask students if they are true or false. Include some students' names from the class.
   a *Neither Bob nor Sally thinks that behavioral economics is a valid theory.*
   b *Either John or Sally is happy to work overtime.*
   c *Every student in this class lives in an apartment.*
   d *Each one of the chairs in this class is comfortable.*
2 Underline the pattern words that show subject-verb agreement.
3 Have students read the Grammar in Context box independently.
4 For additional practice, see Grammar focus on page 161 in the Student Book.

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Extra Practice

1 Put students into teams of four or five. Ask teams compare their answers for the questionnaire in Lesson 3.1 Exercise 1.
2 Have students come up with some sentences using the information from their answers to Exercise 1. Provide a model for students: *Each student has loss aversion. In other words, every one of the students in our group chose the same answer for that question. Neither Bob nor Joan has present bias.*
3 Circulate and provide feedback. Encourage students to use a variety of quantifiers: *each, neither, either, every,* etc.
4 Have students report their findings to the class using quantifiers.
5 Alternatively, have students come to the board and write some of their sentences. Check for grammar mistakes, and ask some students to correct any errors.

Exercise 13 INTEGRATE

1 Have students work independently to choose the best quantifiers and then check their answers with a partner.
2 Ask volunteers to share answers with the class.

Answers

1 neither	2 either	3 either	4 Either

Lesson 3.2 Independent Thinking

Student Book pages 30 – 32

Exercise 1 ACTIVATE

1 Read the lesson title aloud, and ask students what they think it means. Ask students to discuss people they consider independent thinkers. Write the names *Bill Gates*, *Oprah Winfrey*, and *Mark Zuckerberg* on the board. Ask: *Are these independent thinkers? How did this help them in business?*
2 Have students work in small groups to discuss the questions.
3 Go over students' ideas as a class.

Answers

1 c	2 d	3 b	4 b

Exercise 2 SHARE

1 As a class, brainstorm what it takes to set up a successful business. Write students' ideas on the board. Brainstorming ideas before you approach a task will activate students' prior knowledge and vocabulary.
2 Have students work in small groups. Assign a team leader to write down each group's three most important things.
3 Have each team leader report and explain the group's choices.

Exercise 3 WHAT'S YOUR ANGLE

1 This activity can be done as a walk-around. Have students circulate, ask their classmates the questions, and take notes on their classmates' responses.
2 Call on volunteers to share their ideas and brainstorm the different companies they would like to start on the board.
3 Encourage students to share stories of people they know who have set up their own company. Ask students: *Was it their own business or a franchise?*

Answers

Students' answers will vary. Sample answers include:
I would prefer to set up my own business so that I have control.
My grandfather did this, and now he has three successful small markets in my hometown. He was able to make the decisions without asking for approval.

Exercise 4 INTERACT

1 Ask students if they would like to own a Subway sandwich shop or a Burger King and why or why not.
2 Have students work in small groups to discuss the questions about franchises.
3 Put a plus sign and a minus sign on the board, and have students brainstorm the advantages and disadvantages of franchises.

Answers

Students' answers will vary. Sample answers include: Possible responses for 3:
Advantages: fewer risks; overall it saves time and stress as you are part of a brand (not unknown territory); can save money in the long term because can get advice, avoid legal problems, get discounts, get loans more easily; cash flow starts more quickly
Disadvantages: amount of capital needed for a franchise is greater; you are restricted / can't be creative; may not suit your personality; you are less flexible so can't respond to customers; possibly less profit; frustrating having to give your money to a franchisor

Exercise 5 IDENTIFY

1 Explain to students that they will have a time limit of two minutes to read the article. Have students read the article independently.
2 Have students work with a partner to discuss the questions.
3 Go over students' ideas as a class.

Reading Skill

Locating advantages and disadvantages

GO ONLINE

1 Write *advantage*, *disadvantage*, *in addition*, and *on the other hand* on the board. Ask students to work in small groups to brainstorm synonyms for these words. For example: *pro / con*, *benefit / drawback*, *upside / downside*.
2 Direct students to the Reading Skill box, and have them read it independently.

Extra Practice

1 Have students work independently to brainstorm the advantages and disadvantages of one of the following topics:
   a working for a big company like Microsoft or Google
   b working in a foreign country
   c studying at a college away from home
2 Have students report to a partner using the vocabulary in the Reading Skill box. Write the following key words

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on the board: *one advantage, another benefit, what's more, too, on the other hand, however, one disadvantage, another drawback*. Encourage students to use a variety of key words when they report to their partner.

3 Have the listening partner note down the language they hear such as *benefit*, *on one hand*, *disadvantage,* etc.

Exercise 6 INTEGRATE

1 Ask students to work independently to find two advantages and two disadvantages in the expert's response and to identify the topic sentences and / or key words.
2 Have students share their answers with a partner.
3 Call on volunteers to share their answers, and write some key points on the board.

Answers
Advantages: fewer risks; can save money in the long term
Disadvantages: amount of capital needed for a franchise is greater; you are restricted / can't be creative

Exercise 7 WHAT'S YOUR ANGLE?

1 Ask students to work in pairs to discuss the questions. Encourage students to extend their answers.
2 Go over the answers as a class. Write *What would you do?* on the board, and call on volunteers to answer.

Answers
Answer will vary. Sample answers include:
1 I think she had very good advice because she looked at both angles: starting your own business and starting a franchise.
2 She seems to be impartial. She talks about the pros and cons of both.
3 I would start a franchise because she is quite young and inexperienced. She could benefit from some guidance and help.

Grammar in Context

Comparative sayings

GO ONLINE

1 Direct students to the Grammar in Context box, and have them read it independently.
2 For additional practice, see Grammar focus on page 161 in the Student Book.

Extra Practice

1 Put students into teams of 3–4.
2 Write *franchise versus starting a business* on the board.
3 Ask students to think about the following adjectives and nouns in relation to this topic:
Adjectives: *easy, difficult, restricting, creative, problematic*
Nouns: *time, cost, profit, capital, risk, problems, advice, discounts, knowledge, restrictions, creativity*
If possible, print out the lists and cut them into sets or have them on a handout.
4 Have groups create some comparative sentences using the adjectives and nouns provided. Model an example: *Having a franchise is much easier than starting your own business in the beginning. It is nowhere near as difficult. The more time you save in the beginning, the more time you will have for your business in the long term.*
5 Assign a team captain to record the sentences. Encourage students to use all five types of comparative sayings in the Grammar in Context box. Circulate and provide feedback.
6 Have students share their comparative sentences with the class either orally or on the board / poster paper.

Exercise 8 APPLY

1 Read the directions and the model aloud. Elicit some other examples from the class. For example: *My apartment is as many miles away as Johnny's apartment. Mimi's house is slightly closer than my apartment.*
2 Put students into pairs to complete the exercise.
3 Circulate and check for errors.
4 Have two pairs combine to form a group of four and share their answers. Then write some of the sentences on the board.

Answers
Students' answers will vary. Sample answers include:
Amelia is considerably more punctual than I am.

Exercise 9 EXPAND

1 Read the first item aloud. Write the following on the board:
Learning in a class doesn't allow as much_____ (noun) as learning on your own. Learning at home is nowhere near as _____ (adjective) as learning in a classroom.
2 Elicit some responses from the class for each blank (e.g., nouns: *freedom*, *fun*; adjectives: *interesting, active, stimulating*).
3 Have students work independently to make notes on modifiers that they could use for the next two statements. Circulate and provide feedback.
4 Call on volunteers to share their ideas with the class.

Vocabulary Development

Prefixes

GO ONLINE

1 Write the following adjectives and adverb on the board:

happy	*satisfied*
legal	*polite*
responsible	*likely*

2 Ask students how these adjectives would be made negative. Write the prefixes *ir-, il-, un-, dis-, in-, im-*, on the board, and elicit answers from the class.
3 Direct students to read the information in the Vocabulary Development box.

Extra Practice

1 Put students into teams of three or four for a prefix race. Assign a team leader for each team.
2 Call out a prefix, and give teams one minute to come up with as many adjectives and adverbs as they can. Have team leaders record the words.
3 The team that has the most correct adjectives and adverb for each prefix gets a point. The team with the most points at the end is the winner.

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Exercise 10 IDENTIFY

1 Ask students to work in pairs to complete the rules.
2 Check answers as a class, and write the completed rules on the board.

Answers

1 *ir-, dis-*
2 *im-*
3 *il-*
4 *un-, in-, dis-*

Exercise 11 USE

1 Using the rules created in Exercise 10, have students work independently to fill in the gaps with the appropriate prefixes.
2 Check the answers as a class.

Answers

1 dissatisfied
2 illiterate
3 immaturely
4 unsociable
5 insignificant
6 irregularly

Exercise 12 SHARE

1 Direct students to the two prompts. Have students work with a partner to prepare a short talk. Write *adjectives with prefixes and modifiers* on the board. Tell students to include some in their talk.
2 As the partner listens to the talk, encourage them to take notes on the prefixes and comparative sayings they hear.

Lesson 3.3 Big Steps

Student Book pages 33 – 35

Exercise 1 ACTIVATE

1 Ask students to look at the photo. Ask: *What is happening? Have you ever had this experience?*
2 Put student into pairs to discuss the different stages of decision-making.
3 Brainstorm ideas on the board as a class, and add any other important decisions people might have to make—for example, how many children to have, when to retire, whether to start a business.

Exercise 2 WHAT'S YOUR ANGLE?

1 Write the word *decisions* on the board. Ask students: *What are some small decisions you had to make today?* Brainstorm ideas as a class—for example, *what to eat for breakfast*. Then write *big* before *decisions*. Ask students how big and small decisions differ.
2 Have students work in groups of three to discuss the questions.
3 Circulate and provide feedback.
4 Call on volunteers to share their experiences.

Answers

Students' answers will vary. Sample answers include:
1 I had a hard decision to make about university.
2 I was accepted to a university in my hometown and one in another state. I had two options.
3 I wasn't sure what to do, so I talked to a lot of people including my family and friends. Ultimately, I decided to study out of state, and I am very happy I made that decision. It was hard at first, but I learned to be really independent.

Exercise 3 IDENTIFY

1 Ask students: *Would you like to work on a sheep or cow farm? Why or why not?* Ask students what a baby cow and a baby sheep are called, and write the singular and plural forms on the board: *lamb / lambs*, *calf / calves*.
2 Have students read the blog post independently and then discuss the question with a partner.
3 Have volunteers share their ideas with the class.

Answer

Student's answers will vary. Sample answers include:
She decided to leave farming in Scotland to take a job in Sydney, Australia. She was homesick and felt an absence of genuine happiness.

Exercise 4 WHAT'S YOUR ANGLE

1 Have students work with a partner to discuss the questions.
2 Circulate and provide feedback.
3 Call on volunteers to share their responses.

Answers

Students' answers will vary. Sample answers include:
1 She gave her feeling a chance to change when she started to feel homesick. I think this is a good idea.
2 I think she had valid reason to go home. Australia is a long way from her family.
3 I think I may have given it another year to see if my homesickness went away and I got used to the new lifestyle. Australia and Scotland are not so different culturally.

Writing Skill

Using attitude adverbs

GO ONLINE

1 Write the following sentences on the board.
I went on a great date last night. He didn't call me back, unfortunately.
2 Ask students how the writer feels. Now erase the adverb and put in the word *luckily*. Now ask students how the writer feels. Repeat with the words *predictably* and *funnily enough*. Explain that adverbs are used to show the writer's attitude.
3 Direct students to read the information in the Writing Skill box independently.

Extra Practice

1 Cut the adverbs *frankly, strangely, honestly, amazingly, unfortunately, personally, honestly, predictably, clearly obviously, ironically, ultimately* into enough sets for pairs of students.
2 Print the following story on a handout, and distribute it along with the sets of adverbs to pairs of students. Read the story aloud.

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_____ I am going to tell you about happiness. Love is the cornerstone to any happy life. _____ you can have a great career, drive a great car, travel the world, but _____ you might be unhappy. Look at John Paul Getty, one of the richest men alive, yet _____ he died a lonely old man. _____ what was missing from his life was the love of his family. _____ you need someone to share that life with. You will not go to your grave with memories of money. _____ you will go with the memories of the people who love you. Money might buy a comfortable life, but _____ it is empty without the love of family and friends.

2 Direct pairs to write the adverbs into the story. Circulate and provide feedback
3 Discuss as a class which adverbs fit best and why.

Exercise 5 IDENTIFY

1 Have students work independently to find at least five more adverbs and put them into three categories.
2 Have students share their answers with a partner.
3 Go over the answers as a class.

Answers
Possible answers for any of the categories:
luckily, frankly, astonishingly, (to be honest), not surprisingly, funnily enough, (naturally), (unfortunately), I have to admit (functions as an attitude adverbial), (in all honesty), actually, (of course), understandably

Exercise 6 PREPARE

1 Ask students to look at the first column of adverbs. Read the adverbs aloud, and ask students what they mean. Explain any difficult vocabulary: *bizarrely* (strangely), *naturally* (as expected).
2 Have students work independently to match the adverbs with similar meanings and check answers with a partner.
3 Circulate and provide feedback.
4 Call on volunteers to share their answers.

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

Exercise 7 APPLY

1 Have students work in pairs to choose the best adverb to complete each sentence.
2 Go over the answers as a class.

Answers
1 fortunately
2 Frankly
3 From my own perspective
4 clearly (*naturally* is also possible, but meaning is slightly different)
5 Naturally (*clearly* is also possible, but meaning is slightly different)
6 bizarrely

Pronunciation Skill

Dropped syllables

GO ONLINE

Direct students to read the information in the Pronunciation Skill box. Provide additional examples of words with unstressed syllables.

More to Say…

Focus: Working in small groups, students practice dropping syllables.
Grouping Strategy: Groups of 3-4 students
Activity Time: 30 minutes

Ready,

1 Prepare a list of words that often contain dropped syllables, such as:
different chocolate diamond business every
average aspirin camera opera temperature
reference beverage preference several conference
ivory desperate favorite boundary
actually usually basically privilege reasonably
practically evening fashionable sweetener fattening
2 Make a copy of the list for each student.

Set…

1 Hand out the list of words.
2 As a class, chorally repeat the words on the list. Have students cross out the vowels which disappear in each word.
3 Introduce the genre of "action film." Have them brainstorm various plot lines common to action movies and locations where conversations in these films might take place.
4 Put students into pairs or small groups.

Go!

1 Assign each small group a location from the action movie brainstorming session described above.
2 Instruct students to work together to write a short action movie dialogue that contains five of the words from the handout.
3 Give students time to act out their conversations, being careful to drop the syllables as appropriate.

Exercise 8 NOTICE

1 Have student work in pairs to predict the pronunciation and which syllable will be dropped.
2 Have students listen and repeat.
3 To extend the activity, have students take turns saying the sentences with a partner and focusing on dropping the syllable.

Answers
1 different = 2 syllables
2 reasonably = 3 syllables
3 comfortable = 3 syllables, actually = 3 syllables, miserable = 4 syllables
4 Naturally = 3 syllables
5 family = 2 syllables

CD 1, Track 14

Exercise 9 EXPAND

1 Direct students to the instructions, and check for comprehension.
2 Have students work independently to practice and then ask and answer questions in small groups.
3 Circulate and provide feedback.

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Answers

Words with dropped syllables:

interesting	restaurant
chocolate	vegetable
extraordinary	favorite, family

Grammar in Context

Articles

GO ONLINE

1 Write the following on the board:

Cars are necessary in a big city.

Yesterday I decided to buy a new car, and the car is a red Porsche! It is the fastest model in the showroom. Porsche has a great reputation.

2 Direct students' attention to the use of *the*, *a / an*, and zero article. Write the words *definite article* and *indefinite article* on the board, and elicit rules from the class.

3 Read the Grammar in Context box aloud, and check for comprehension.

4 For additional practice, see Grammar focus on page 161 in the Student Book.

Extra Practice

1 Put students into pairs, and distribute the following prompt and word list:
Last year, I made a big decision to change my life! Let me tell you about it.
Africa, volunteer, poor, farmer, seed, teacher, happiness, farm, goat, rich

2 Tell pairs that they must write a short story using eight of the words from the list. Encourage students to pay careful attention to the use of articles and be creative.

3 Have each pair write their story on poster paper or paper together.

4 Circulate and provide feedback.

5 Have pairs share their story, and as a class check for accuracy.

Exercise 10 APPLY

1 Model the first item for students. Ask students: *What is the answer? Why?* Try to elicit the correct answer response: zero article for general statements. Write *zero article*, *definite article (the)*, and *indefinite article (a / an)* on the board. Elicit the rules from the Grammar in Context box as well as some examples: *adjectives used as nouns (definite article): the poor, proper nouns: Microsoft (zero article)*.

2 Have students work independently to complete the blog comment and then check answers with a partner.

3 Go over the answers as a class.

Answers

1 Ø (none)	6 Ø (none)	11 the
2 Ø (none)	7 a	12 the
3 Ø (none)	8 the	13 the
4 a	9 the	14 a
5 Ø (none)	10 Ø (none)	

Exercise 11 APPLY

1 Have students read the sentences independently to find any problems with article use.

2 Instruct students to check answers with a partner. Encourage them to give reasons to support their choices using the rules from the Grammar in Context box about articles. For example: *I think in number 1 we don't need* the happiness *because we are talking about a general thing.*

3 Call on students to answer and give their reasons.

Answers

1 I think ~~the~~ happiness is the most important thing in life.
2 Most of the people I know have lived away from ~~the~~ home and survived!
3 I wouldn't like to live permanently in ~~the~~ a faraway place.
4 I was happy living in ~~the~~ Indonesia, and when I moved to the Philippines, ~~a~~ the difference was huge.
5 ~~A~~ The truth is that the beauty of a place is often connected with the people there.
6 My sister would like to work for the FBI or the CIA to protect the American people and the president.
7 While in ~~the~~ Britain last year, we saw the queen and we had ~~the~~ tea at the Ritz, one of the nicest hotels in London.

Exercise 12 EXPAND

1 Write the word *homesickness* on the board. Ask students: *Have you ever experienced this? How did it feel? What did you do? Did it get better with time?*

2 Direct students' attention to the use of articles with the words *homesickness, recommendations*, and *advice*. Ask students why there is zero article use. Draw students' attention to the use of count and non-count nouns in this situation.

3 Have students work independently to write their sentences.

4 Circulate and provide feedback as needed, reminding students to think about the use of articles.

Exercise 13 PREPARE

1 Have students work in groups to discuss their answers and choose one topic.

2 Make sure that there is some variation in the choice of topics.

3 Call on students to provide feedback on one topic.

Exercise 14 CREATE

1 Go over the instructions with students. Check for comprehension, and address any confusion.

2 Have students work independently to write their reply. Encourage students to underline the attitude adverbs they use. Alternatively, assign this exercise as homework.

Exercise 15 IMPROVE

1 Have students share their comment writing with a partner. Have partners check for accuracy in article use and attitude adverbs. Ask partners to provide feedback orally, using highlighting and circling mistakes, or using a combination of both methods.

2 Have students rewrite their comment using their partner's feedback.

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Lesson 3.4 Hey, Are You Busy?

Student Book pages 36 – 37

Exercise 1 ACTIVATE

1 Direct students' attention to the two video stills at the top of page 36, and ask what might be happening in the scenes.
2 Put students into small groups to discuss the question and situations.
3 Talk about the situations as a class, and elicit students' opinions.

Answers
Students' answers will vary. Sample answers include:
It is OK to interrupt people in an emergency even if it is a presentation. Safety comes before everything.

Exercise 2 ASSESS

1 Have students work in pairs to discuss the questions.
2 Ask volunteers to share their experiences with the class.

Answers
Students' answers will vary. Sample answers include:
Sometimes I'm worried about adding something to a conversation because I'm worried I may not be able to communicate my true meaning or that I will be made fun of because what I'm trying to say won't be understood. I once had a hard time expressing my thoughts at a work meeting when I was a new employee because I didn't know all of the company jargon, so it was helpful when my colleague filled in the gaps for me.

Exercise 3 IDENTIFY

1 Ask students how they interrupt a conversation politely. Brainstorm some ideas on the board.
2 Direct students to the questions, and have students watch the video and take notes.
3 Have students discuss their answers in pairs and then as a class.

Answers
1 Kevin needs help writing the essay for his application for a paid internship in Minnesota.
2 Students' answers will vary. Sample answers include: Kevin feels rushed and out of sorts because the application is due today. / Kevin seems nervous.
3 Andy is helpful to Kevin because he advises him to see Emma for help. / Rather than helping Kevin himself, Andy suggests Kevin should ask Emma for help.
4 Kevin is not satisfied with Emma's response and asks Phil for help. / Kevin is disappointed that Emma cannot help him today.

Video Script

English For Real Video Unit 3

Scene 1
Andy Hey, Kevin!
Kevin Oh, good, you're here.
Andy What's up?
Kevin Well, I have a favor to ask. I need your help with…
Andy Oh…you're applying for that paid internship! It's in…
Kevin Minnesota! And I have to finish it today and I haven't…
Andy Today? Oh, sorry. I don't have much time today.
Kevin But I haven't even started the essay. I really need your…
Andy Uh, why don't you talk to Emma? She's the one who…
Kevin I know… I know. We have an appointment in two hours. And I have nothing to show her.
Andy OK. Let me see the application.

Scene 2
Emma So, Kevin! Did you finish…
Kevin The application? Yes…
Emma Mm… can I see?
Kevin Sure, but the essay's not really…
Emma It's only a half a page!
Kevin Right. I'm not quite…
Emma Oh, um… Let's reschedule for early tomorrow morning.
Kevin Early tomorrow? But… it's due tomorrow.
Emma I know. Sorry… there's not very much for me to review. Send me a draft by 7 p.m. tonight. I'll look it over. I'm gonna go. See you!
Kevin But… but… I have tennis practice! Hey, Phil… are you busy?

Exercise 4 ASSESS

1 Have students work in pairs to discuss the question. Encourage students to give evidence from the video to support their responses.
2 Discuss the question as a class.

Answers
Students' answers will vary. Sample answers include:
Andy doesn't let Kevin finish his own sentences because he already knows what Kevin is going to say, so he is trying to move the conversation along. / Andy doesn't have time to help Kevin with his application, so he doesn't let Kevin finish his own sentences to redirect his attention to other options for help.

Real-World English

Interrupting versus interjection

1 Direct students to the Real-World English box, and have them read it independently.
2 Ask students to work in groups to discuss the different scenarios. Ask: *Is it polite to interrupt in these ways in your culture? What other ways do you use to interrupt someone? Does how you interrupt depend on the person's age or position? If so, how? Is it polite to touch someone when you interrupt them? If so, how? If not, why not?*

Real-World English Strategies

Whether it is or is not appropriate to interrupt someone depends not only on who this person is, but what reason we have to interrupt. In Exercise 1, in addition to asking your students if it is ok or not ok to interrupt in the situations listed there, invite them to consider various reasons.

Ask your students whether they would or would not interrupt to announce the following: (1) you have just found out that your sister is expecting a baby, (2) you have a question about something relatively unimportant.

Ask your students to work in pairs and write one detailed scenario in which they believe it is acceptable to interrupt, and one in which they believe it is not acceptable.

Have students share their scenarios with the class. Together, vote OK and NOT OK for each, and see if they agree.

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Another topic to expand on is what linguistic and non-linguistic means to use to interrupt in different situations.

As students are watching the video, ask them to pay attention to Kevin's body language. Discuss and model strategies such as using a gesture, clearing your throat, using proper timing (e.g., waiting until the speaker pauses to take a breath), and employing false backchanneling cues (e.g., showing interest when in fact you just want to get your word in).

Extra Practice

1 Put students into pairs, and have them role-play one of the following scenarios:
   a You are having dinner with an Irish friend. She is telling you a funny story that happened. You don't understand some of the slang because it's British English. You need to interrupt and ask some quick questions so that you can follow the story.
   b Your manager uses you as an example during a meeting, but the information he gives about you is inaccurate. You want to correct this because it paints a false impression of you.
2 Instruct students to write a script and practice. Tell them to pay special attention to interrupting and interjecting.
3 Circulate and provide feedback as needed.
4 Have pairs perform their role plays for the class. Have the audience pay special attention to the interrupting techniques being used.
5 As an extra activity, have students do their role play twice: once politely and once impolitely.

Exercise 5 NOTICE

1 Have students watch the video again and pay attention to the interjections.
2 Encourage students to take notes.

English For Real Video Unit 3

Exercise 6 ANALYZE

1 Have students work in small groups to compare the interjections.
2 Call on volunteers to share their responses.

Answers
Andy uses interjections with Kevin to move the conversation along, and the interjections are verbal. Emma's and Kevin's interjections involve more physical actions, and when Emma interrupts Kevin, she stops their ongoing conversation.

Exercise 7 APPLY

1 Direct students to the scenarios, and have them work independently to write down their responses.
2 Circulate and provide feedback.
3 Have students share their responses with a partner and then discuss some as a class.

Answers
Students' answers will vary. Sample answers include:
Situation 1: Ask the people at lunch to change the subject because you haven't seen the episode yet.
Situation 2: Raise your hand, and ask the teacher if he or she doesn't mind briefly going over what was lectured from the previous class.
Situation 3: Tell your friend that you are really sorry about their experience but have to take the phone call and you will call him or her right back.
Situation 4: Tell your friend and the group that you were there, and what actually happened.
Situation 5: Before letting the doctor move on to explaining another point, you paraphrase what you just heard back to her to make sure you understand and that she gave you the proper information.

Exercise 8 EXPAND

1 Have students read the conversations and mark them accordingly.
2 Put students into pairs to discuss their answers.
3 Go over the answers as a class.

Answers
Students' answers will vary. Sample answers include:
Conversation 1:
1 – I (because the conversation continues), or R (if it is considered disruptive)
2 – R
3 – I
Conversation 2:
1 – I
2 – I
3 – I
4 – R
5 – R

Exercise 9 NOTICE

1 Have students discuss the question in small groups.
2 Ask volunteers to share their responses with the class.

Exercise 10 INTERACT

1 Brainstorm some ideas on the board about types of exciting news people share.
2 Have each pair choose one type of news they want to share in a role play.
3 Have pairs create their conversations. Remind them that each speaker must interject three times.

Exercise 11 DEVELOP

1 Have students work with the same partner as in Exercise 10 to turn their conversation into a role play.
2 Circulate and provide feedback as needed.

Exercise 12 SHARE

1 Have each pair role-play their conversation for the class.
2 Ask students in the audience to note the types of interjection or interruption they heard in each role play.
3 Go over the different types used as a class, and discuss their effectiveness.

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Lesson 3.5 Examining Pros and Cons

Student Book page 38

Exercise 1 ACTIVATE

1 Ask students to brainstorm what is important when choosing a job. Write students' ideas on the board.
2 Direct students to the list in Exercise 1, and discuss any difficult words.
3 Have students chose three things from the list, and then ask them to compare their choices in groups. Remind students to give reasons for their choices.
4 Discuss the choices as a class, and take a class poll on the top three on the board.

Exercise 2 IDENTIFY

1 Ask students: *What are the benefits of having a master's? What are the drawbacks of getting a master's?*
2 Call on volunteers to read the statements.
3 Have students listen and then discuss with a partner whether the statements are true or false.
4 Go over the answers as a class.

Answers

1 F 2 T 3 F 4 T 5 T

Audio script

CD 1, Track 15

A So, have you made any decisions yet?
B About whether to leave or not?
A Yep. Any news?
B Well, I've been doing some investigating … As I see it, I've got three options. I'm stuck in my current job, and the management team isn't listening, as you know.
A Uh-huh.
B I've been there for four long years now, in the same position. So choice one, I stay where I am. After all, it's a reasonable place to work, my colleagues are good, my commute is short, and the money's not bad. On balance, it's acceptable, I suppose.
A Not bad at all, except you're really bored!
B Mmm. Well. I've done my research and … my second option is to go to grad school.
A Oh!
B Yes. Getting a higher degree would perhaps make me stand out from the crowd. I like the idea of studying again, too.
A Okay. It won't be cheap though—I mean, it's not just the course fees, it's the loss of income for what, two years?
B Exactly. It's huge. Looking online, there are various ways you can calculate the cost and several sources suggest that it will cost between 25 and 60 thousand dollars per year. So, quite considerable.
A Right.
B Not only that, but it's not a hundred percent clear whether it's actually worth it. I mean, in my area of Tourism and Hospitality, according to one expert —Hoffer, I think his name was—in this state, at least, you have only a ten to fifteen percent chance of getting a better job with an MA. That means it's not really worth doing. That's according to his research, at least, though I'm not quite sure how he reached that conclusion. It does make you think, though.
A Oh!
B Yeah. It's frustrating, and very different from what the various university websites advertise. No surprise there! A couple of sites I found include figures about your chances of getting a better, higher-paid job. However, the way I see it, they must use very different criteria: their figures are much more optimistic.
A Oh, so you're saying it's hard to get a really clear picture, and … umm … do you know other people who have done a master's degree?
B Not in tourism, but I did speak to our old college lecturer.
A No! Professor Morton?
B Yeah! He's been very informative. He's actually done research in this precise field. He's been collating information from past graduates, and so on.
A Great! He didn't contact me!
F Didn't he? Well, according to him, the tourism market is now flooded and a standard degree is just the starting point. You need more.
A It's not enough.
B Right. So he claims that a master's is the minimum you need to make yourself a competitive player. He and two other professors gave a talk at a major conference last month on this topic, and they all agreed that having a master's is essential to progress. That's not what Hoffer seemed to be saying.
A You mean this argument seems to contradict what he found. But Professor Morton's a good, reliable source.
B Yes, but it's still confusing. When I asked him what he thought of my chances of getting a better job afterwards, he assured me that I'd find one within 24 months.
A Right. I wonder what he'd say about the other statistics you mentioned, then.
B Well, actually I mentioned those. He said they used the data differently. One importantdifference, he said, was that you had to allow for up to a 24-month delay after doing the master's, to allow you time to look for work.
A Okay.
B Yeah. According to Morton, master degrees are "the new normal," but his findings show that it's not the greater knowledge you get, or the fact that employers might see a master's as evidence you're very motivated.
A No? What is it, then?
B Well, his research focuses on the importance of networking. I'm not sure I agree with him entirely, but I can see that it might be significant in certain contexts. If you go to a good college, you can meet people who might be useful to know in your business life. It's the whole connections thing.
A Makes sense!
B It does. So, to sum up, some sources say it's not worth doing, and others contradict that. But it sounds like it's a bit of a risk, either way, money-wise. I mean, even if a master's does help job prospects, you have to pay for two years studying, and possibly another two years trying to find work. And if the networking idea is true, you need to pay to go to a top college, like Cornell, which would cost a fortune.
A Yeah, overall, it sounds like a big risk to take. So, what have you decided?
B Well, that brings me to Option 3.
A Oh! Go on!
B Well, you know I've always …

Exercise 3 ASSESS

1 Have students work in pairs to discuss the questions. Play the audio again if necessary.
2 Discuss the questions as a class. Encourage students to provide evidence from the listening using: *She said that…* and *According to Freya…*

Answers

She seems to understand the pros and cons but hasn't made the decision yet. She is also considering "option 3."

CD 1, Track 15

Speaking

Paraphrasing

GO ONLINE

1 Ask students: *What is paraphrasing?* Have students work in small groups to discuss the question and what strategies they use to paraphrase in their own language. Write

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students' ideas on the board. Activating prior knowledge will help students digest the content of the Speaking box.

2 Direct students to the Speaking box. Have them read it independently. Ask if students have any questions.

Extra Practice

1 Read aloud the following excerpts from the audio in Exercise 2.
   a *So he claims that a master's is the minimum you need to make yourself a competitive player. He and two other professors gave a talk at a major conference last month on this topic, and they all agreed that having a master's is essential to progress.*
   b *According to one expert —Hoffer,….you have only a ten to fifteen percent chance of getting a better job with an MA. That means it's not really worth doing.*
2 Have students work in pairs to paraphrase what the speaker said using the strategies from the Speaking box. Circulate and provide feedback.
3 Have pairs share their paraphrase orally with another pair. Have them choose which one was the best paraphrase for each excerpt.
4 Share answers with the class.

Exercise 4 IDENTIFY

1 Write the words *referring, paraphrasing,* and *evaluating* on the board. Ask students how these are different. Elicit answers. Write the following on the board:

   According to …

   In a nutshell, the author said …

   It seems this idea might be …

   Ask students to match the sentence starters to the action of referring (R), paraphrasing (P) or evaluating (E) in the excerpt.
2 Have student work in pairs to complete the exercise.
3 Go over the answers as a class.

Answers
Referring: According to Morton
Paraphrasing: master's … networking.
Evaluating: I'm not sure … contexts.

Exercise 5 INTEGRATE

1 Have students choose a topic to research. Make sure all topics are chosen to add variety.
2 Allow students time to make notes and find sources. Discuss possible credible sources for research (newspapers, journals, etc.).
3 Circulate and provide feedback on possible sources. Students can use their phone, laptop, or a computer in a lab or at home as well.

Exercise 6 EXPAND

1 Have students prepare for their presentation, and write the following on the board: *synonyms, word class changes, shifting focus, positive to negative or vice versa.*
2 Have students cite their sources and paraphrase in a appropriate ways. Encourage them to use variety.
3 Circulate and provide guidance and suggestions on paraphrasing.

Exercise 7 APPLY

1 Have students give their presentation in groups of three.
2 Circulate and facilitate the asking of questions if needed. Encourage students to paraphrase when asking a question.

Exercise 8 WHAT'S YOUR ANGLE?

1 Ask: *Why do people typically leave their jobs?* Brainstorm some ideas on the board: boss, salary, co-workers, commute, change of career, retraining, personal reasons, etc.
2 Put students in pairs to discuss the questions.
3 Call on some students to paraphrase, refer to, or evaluate what their partner said regarding the topic of leaving a job. Write the following sentence starters on the board to guide students:

   According to Bob …

   In a nutshell, Bob said …

   It seems Bob's idea might be …

Answers
Student's answers will vary. Sample answers include:
I left my job because my boss was a micromanager. He was always breathing down my neck. I couldn't stand it any longer.

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Unit 3 Review

Student Book page 149

Vocabulary

Exercise 1

Answers

1 disorganized
2 immature
3 unqualified
4 inflexible
5 impatient
6 illogical
7 inexperienced

Exercise 2

Answers

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

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

Grammar

Exercise 3

Answers

1 In the photos, each person is outside.
2 Each person is doing something.
3 The second photo does not have as many people as the first photo.
4 Also, the crowd in the first picture is twice as large as the second picture.
5 In other words, there are much fewer people in the second picture.
6 A great deal of people are standing in the first picture.
7 Either way, the people in the first picture appear to be every bit as relaxed as in the second.

Exercise 4

Answers

1 Ø (none)
2 the
3 a
4 the
5 a
6 the
7 a
8 the
9 the, or Ø (none)
10 the
11 the
12 an
13 the
14 Ø (none)

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

Discussion Point

Exercise 5

OXFORD REFERENCE

1 Ask students if they know what a proverb is. Write the following proverbs on the board:

A stitch in time saves nine.

When in Rome do as the Romans do.

Don't bite the hand that feeds.

2 Have students discuss the meanings of the proverbs on the board in small groups and then share their ideas as a class.
3 Direct students to the two proverbs in Exercise 5, and have a volunteer read them aloud. Then have the small groups discuss the possible meanings of the two proverbs. Ask students how the proverbs' meanings might relate to making decisions.
3 Discuss as a class.
4 As an extra activity, have students share proverbs they know with their group.

Answers

Students' answers will vary. Sample answers include:
I think that the first quote means to go with your gut feeling. It is usually right. I feel that the second quote means that you should take action quickly when you need to make a decision.

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

Zoom In

Exercise 6

1 For Task 1, have students brainstorm some bad decisions.
2 For Task 2, have students think about an imaginary new job, role, or course. Encourage students to be creative.
3 For Task 3, have students brainstorm some major historical decisions that affected society and choose one. Have students use their phones to search for pictures or photos.

Answers

Students' answers will vary. Sample answers include:

1 My best friend recently quit school to join a band. This seems like a really bad decision when she was so close to finishing her degree!
2 This week I started a new cooking class, and I am excited to share with you what I have learned so far!
3 This photo shows soldiers pulling down part of the Berlin Wall. The decision to bring the wall down had a big impact on freedom and the spread of democracy.

Exercise 7

1 Have students complete the prompts and share their responses with a partner.
2 Have students identify areas they would like to improve upon in the coming units.
3 Brainstorm areas of improvement as a class.
6 As an option, have students prepare a list of two things that they want to focus on improving for the next unit.

Answers

Student answers will vary. Sample answers include:
I found Task 1 easy because I prefer talking about art to writing about it. I found Task 2 difficult because grammar is my weak point, and this is particularly true when I write. I need to improve my paraphrasing.

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Unit Overview

Introduction to the unit

The title of this unit – *Consequences* – allows students to explore the main theme of decision-making and the consequences these decisions might bring, both positive and negative. Students will explore the theme of consequences by reading about stress and its effects on the body, listening to a radio talk show about the consequences of eating meat, talking about the future and the use of robots, understanding the consequences of warnings, and discussing acts of kindness.

In ***Lesson 4.1***, the idea of consequences is reflected in the following activities: reading about the symptoms and causes of stress and talking about future consequences. In ***Lesson 4.2***, the following exercises demonstrate the theme of consequences: listening to a radio interview about an insect restaurant, reading about the consequences of eating meat, and discussing opinions on this theme. Students will also have the opportunity to write an opinion essay expanding on this subject. In ***Lesson 4.3***, students will discuss robots and listen to various speakers reflect on this subject. In ***Lesson 4.4***, students will watch a video and will then discuss the consequences of giving people warnings. In the *Real-World English Strategies* students will learn to understand the appropriate way to give both positive and negative warnings. Finally, in ***Lesson 4.5***, the following exercises will summarize what students have learned about the theme of consequences: discussing acts of kindness and using role-play to speculate and hypothesize on the consequences of people doing extraordinary acts.

Lessons

4.1 Fight or Flight?

Reading Skill Highlighting and annotating

Grammar in Context Talking about the future

- Discuss and read about stress and its effect on health
- Listen to some students discussing an article on stress
- Focus on skills for highlighting and annotating texts
- Talk about the future using a variety of tenses
- Vocabulary related to mental and physical health (Oxford 5000)

4.2 Future Food

Grammar in Context Noun phrases

Writing Skill Explaining

- Listen to an interview with a restaurant owner
- Identify and use noun phrases effectively
- Write an argument essay with clear arguments and a counterargument with supporting points

4.3 Living with Robots

Listening Skill Understanding the speaker's audience and purpose

Grammar in Context The future continuous and the future perfect

Vocabulary Development Approximating language

- Discuss the use of robots and artificial intelligence (AI)
- Listen to various speakers talking about robots and AI
- Talk about the future using future continuous and future perfect tenses
- Understand how to make language less specific

4.4 Ticket Trouble

Real-World English Warnings

- Talk about and analyze the purpose of warnings
- Watch a video about someone trying to buy tickets at a train station
- Role-play giving various warnings

4.5 The Consequence of Kindness

Pronunciation Skill Consonant clusters

Speaking Speculating and hypothesizing about causes and consequences

- Discuss the different ways we can help others
- Listen to people discussing various acts of kindness
- Hypothesize about and speculate on an act of kindness and role-play a scenario for the class
- Practice the pronunciation of consonant clusters

Resources

Class Audio CD 1, Tracks 16–22

Workbook Unit 4, pages 22–28

Oxford Readers Correlations

David Copperfield (9780194792196)

Teacher's Resource Center

Assessments: Unit test

Class video

English For Real video

Grammar focus

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

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Unit Opener

Student Book page 39

The unit opener photo shows a young boy who has climbed on top of an abandoned plane. It appears that he is alone, and we sense danger. If he falls from the plane, he might get hurt. The picture prompts the question: Who is responsible for this boy and his actions? The photograph relates to the unit theme and subsequent exercises because it draws our attention to the idea of consequences. It poses a dilemma for the reader to ponder. Furthermore, it asks us to consider choices and the possible consequences of those choices.

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, write the word *stress* on the board, and ask students what it means to them and in what situations we feel stress. Ask students to speculate why we might be grateful for stress.
2 For question 2, ask students what is used to make burgers now and to speculate about future ingredients.
3 For question 3, ask students what capabilities robots have now. Then ask them to speculate about the future of the robotics industry.

Answers

Students' answers will vary. Sample answers include:
1 We should be grateful for stress because without it we would not be inspired to do so much. It gives us motivation to do more.
2 I think that we will use fake meat more to make burgers because we will not farm animals so much in the future.
3 I think that robots will take over many jobs in the future such as waiters, cooks, and cleaners.

Discussion Questions

1 Direct students' attention to the questions below the picture. First ask students: *Where do you think the boy is? What is he doing?* Elicit answers from the class. Put students into small groups, and continue with the questions below the photo.
2 Call on students to answer and discuss the questions as a class.
3 Ask students if they have ever faced a dilemma or difficult choice.

Answers

Students' answers will vary. Sample answers include:
1 He is too young to understand the danger that he might be putting himself in.
2 This abandoned plane could have crashed here sometime ago and its remains as a reminder to the younger generation.

Video Script

In this photograph, a young boy is running and playing on an old military U.S. aircraft, which was shot down during the Vietnam War and currently sits as a reminder of the battle, in Binh Phuoc, Vietnam. This boy was probably not supposed to be playing on the aircraft, as it's a bit dangerous.

I think this picture shows that history does have direct impact on current and future generations. If Vietnam hadn't won the war, the country and the society would be very different, and this boy's life may not have been the same.

I don't think this boy really understands the significance, or the history, of the airplane he's playing on. I think he just sees it as a big toy, as something to run around and have fun with. But the Vietnam War was a long time ago, it was over 40 years ago, and it's not something that's really talked about or taught in schools in modern-day Vietnam. So I don't think he really understands what the plane really symbolizes.

Exercise 1

1 Ask students: *What is a dilemma?* Brainstorm ideas with the class.
2 Write the word *orphanage* on the board. Ask students what the words means, and explain in more detail if necessary.
3 Direct students to the dilemma, and call on one student to read it aloud.

Exercise 2

1 Ask students to work in small groups to consider the consequences of each choice. Have one group member act as the scribe.
2 Write the options *Accept the offer* and *Don't accept the offer* on the board. Call on each group to offer up the consequences of each choice.

Answers

Students' answers will vary. Sample answers include:
The consequence of not taking the offer is the orphanage will close and the children will lose their homes. The consequence of taking the offer is it will stay open three more years, but the money comes from criminal activity. It is an ethical or moral dilemma.

Real-World Goal

By the end of this unit, students will be able to visit a place where they can witness the positive effects of a scientific discovery or a historical event because they will be able to speculate and hypothesize and discuss the impact of technological and scientific advancement. Make some suggestions in your area, which could include museums, art galleries, laboratories, or local monuments.

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Lesson 4.1 Fight or Flight?

Student Book pages 40 – 42

Exercise 1 ACTIVATE

1 First, direct students' attention to the title of the lesson, and ask if they know what *fight or flight* means. Ask a few volunteers to share their ideas. Provide a brief explanation and examples if needed. Ask students what they think the lesson will be about.
2 Before directing students to the list of activities, ask: *What causes stress in people's lives?* Brainstorm some ideas on the board. Ask students to look at the situations independently and then work in small groups to discuss their answers. Ask for volunteers to share and write their responses on the board.
3 After completing the exercise, as an extension, take a class survey to see which situation would be most stressful.

Exercise 2 WHAT'S YOUR ANGLE?

1 Put students into pairs to brainstorm ideas about the symptoms of stress and ways to fight stress. Encourage students to think of both physical and psychological symptoms such as *depression*, *insomnia*, and *low immunity*.
2 Draw the word webs on the board. Call on volunteers to provide ideas, and write them in the webs.

Answers
Students' answers will vary. Sample answers include:
Symptoms of stress: headaches, insomnia, low immunity (getting sick all the time), high blood pressure, trouble concentrating, depression, anxiety
Ways to fight stress: exercise; talking to family, friends, or a therapist; yoga; meditation

Exercise 3 IDENTIFY

1 Direct students' attention to the photo, and ask them to consider the effect a stressful encounter like this might have on animals or humans. Ask students to contemplate whether stress is always a bad thing. If not, why?
2 Instruct students to work independently to read the magazine article and answer the question. Have them share their answer with a partner and explain why they chose it.
3 Discuss the correct answer as a class, and ask students to cite evidence from the article to support the answer.

Answer
c

Oxford 5000 words

sensations	exposure	increase
heart	risks	clarity
feel	acute	mind
stress	accelerate	damage
chronic	rate	health
disease	blood	collapse
combating	supply	under pressure

Exercise 4 IDENTIFY

1 Ask students: *What is paraphrasing?* Encourage students to answer, and explain that that they will have to find a paraphrase for the main idea of each of the first three paragraphs. Explain that the paragraph headings should be the main idea of the paragraph.
2 Have students work independently to first find the main idea of each paragraph and either underline it or make notes in the margin. Explain to students that the main idea is usually found in the beginning of the paragraph in the topic sentence. However, the main idea of the first introduction paragraph is often the last sentence, the thesis statement.
3 Direct students to the paragraph headings, and have them work independently to complete the exercise.
4 Ask students to work in pairs to compare their answers. Encourage students to point out the words or sentences that gave them their answers (for example: *long-term / chronic*).

Answers
The experience … : Paragraph 3
We generally … : Paragraph 1
Long-term stress … : Paragraph 2

Exercise 5 INTEGRATE

1 Have students work independently to underline the main idea of paragraphs 4 to 7. Then instruct them to use their notes to write their paragraph headings.
2 Put students in pairs, and have them select the best option for each paragraph. Circulate and provide feedback as needed.
3 Ask some pairs to write their headings on the board, and go over the headings as a class.

Answers
Students' answers will vary. Sample answers include:
Paragraph 4: Why we experience stress
Paragraph 5: When stress can be beneficial
Paragraph 6: How stress can be beneficial
Paragraph 7: Understanding stress and seeing it differently

Reading Skill

Highlighting and annotating

GO ONLINE

1 Ask students: *What do you do when you read something and have to take notes? What kind of strategies do you use?* Brainstorm some ideas on the board.
2 Ask students if they use symbols or abbreviations. Write the following on the board, and elicit common symbols or abbreviations: *for example (e.g.), positive (+), something (s/t), love (a heart symbol), at (@), happy (a happy face), approximately (approx.), in other words (i.e.).*
3 Direct students to read the information in the Reading Skill box.

Extra Practice

1 Copy and distribute the unit opener information about the photographers from Units 1–4. Have enough copies for each student. Each student should have one unit opener.
2 Ask students to read, highlight, and annotate their unit opener following the guidelines in the Reading Skill box.

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3 Tell students they will use their highlighting and annotations to paraphrase the information for their classmates.
4 Put students into teams, and have them share their paraphrase of each unit opener. In other words, the groups should include a paraphrase of each unit opener.
5 Circulate and provide feedback.

Exercise 6 APPLY

1 Direct students to look at paragraph 5 and highlight and annotate it.
2 Have students share their ideas with a partner.
3 Encourage students to retell the main idea and important details of the paragraph using their annotations.

Exercise 7 INTEGRATE

1 Direct students to the questions, and call on students to read them aloud.
2 Have students listen to the conversation and then answer the questions.
3 Call on some students to share their answers with class.

Audio script

CD 1, Track 16

A Yes, I think so. Did you read that one … the article about stress you left for me?
B Yeah, it was interesting. I'm going to try and look at stress differently now!
A Me too. I'm going to *enjoy* it and *embrace* it!
B Seriously, though, I'm sure it'll help me. The advice resonated with me. I plan to work on changing my attitude. I mean, stress can be positive!
A Yeah. Good idea. I'm actually thinking of going to the talk he'll be giving, since it's not too far. Tickets will be available online starting August first, it said. It's very relevant for us, since we're just about to take our final exams. I mean, knowing that those stress symptoms we will experience will actually make our brains more focused … That's helpful and reassuring to know.
B You're right, so right … Anyway, I think I'll go downtown now. Want to join me?
A I can't, thanks. I'm waiting for Charlie. He finishes at 4 p.m.
B Okay. In half an hour.
A Yeah. I'll wait because he's giving me a ride home!
B Ok. I'll see you tomorrow…

Answers

Students' answers will vary. Sample answers include:
1 Both found it useful.
2 The woman is going to the talk. The man is going to change his attitude.
3 They have exams soon.

Grammar in Context

Talking about the future

GO ONLINE

1 Ask student to imagine it is 2035. Ask students: *What will your life be like? What are you planning to do before then? What will you be doing? Do you have any plans regarding job / family / travel / education?*
2 Brainstorm some ideas on the board, and try to elicit the different forms in the Grammar in Context box.
3 Direct students to read the information in the Grammar in Context box independently. Ask students if they have any questions.
4 For additional practice, see Grammar focus on page 162 in the Student Book.

Extra Practice

1 Put students into pairs. Ask them to imagine that they are now the president and vice president of their country. Brainstorm some areas for possible change on the board. For example: education, taxes, investment, foreign policy, health care, international aid. Have them write five things that they plan, intend, or hope to do. They can also make predictions and talk about future schedules. Tell pairs that they must use a mix of tenses: *will*, *be going to*, present progressive, and simple present. They can also use *plan* / *hope to*.
2 Circulate and provide feedback.
3 Have pairs present their plans to the class either verbally or on poster paper.

Exercise 8 IDENTIFY

1 Direct students to the models given in the first and second items. Discuss how we use simple present for schedules and the verbs *hope, aim,* and *plan to* for future intentions.
2 Brainstorm other ways we can talk about the future—for example, *will, be going to*, present progressive.
3 Ask students to work independently to match the statements and examples and then check their answers with a partner.
4 Go over the answers as a class.

Answers

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

Exercise 9 APPLY

1 Direct students to work independently to complete the sentences with the correct future form and then check their answers with a partner.
2 Have some students write their completed sentences on the board, and check the answers as a class. Discuss the possibility of other forms, and discuss why they would or wouldn't work.

Answers

1 I'll help
2 will be visiting
3 is going to rise
4 's going to faint
5 is on the point of leaving
6 'll take
7 's just about to start
8 will be leaving
9 will probably be installed

Exercise 10 EXPAND

1 Direct students to the model, and ask them to suggest why *will* has been used.
2 Have students work in pairs to complete the exercise. Circulate and provide feedback.
3 Call on students to provide answers and explain their choices.

Answers

Students' answers will vary. Sample answers include:
1 You won't be on your own. I'll come with you!
2 I'll help you if you like.
3 It's on the point of starting right now.
4 Yeah. I'll see you tomorrow.
5 No. I'm going by plane!
6 She's about to take them.
7 I'm sorry. I'm traveling to Denver that day.
8 Actually, I'll be seeing him on Thursday, at 11 a.m.

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Exercise 11 VOCABULARY

1 Direct students to the two vocabulary lists, and have them look at the first two collocations. Ask students for sentences that use these collocations, and write them on the board. For example: *Immunity should combat some diseases. I always feel a strange sensation when I ride on a roller coaster.*
2 Have students complete the collocations independently and then check their answers with a partner.
3 Go over the answers as a class.
4 As an additional activity, ask whether students know any other collocations using the following words: *feel*, *increase*, *damage*, *risk*, *disease*, *stress*, *your health*. For example: *feel sick / tired / under the weather / stressed out*, *increase your metabolism / absorption of nutrients*, *damage your internal organs / lungs*, *infectious disease*. Write students' ideas on the board, and clarify meaning as needed.

Answers

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

Exercise 12 WHAT'S YOUR ANGLE?

1 Direct students to work in small groups to discuss the questions. Assign one person to be the team leader and be responsible for directing the conversation.
2 Tell students that they should use the target language in their reply. For example: *The last time my heart rate accelerated was when …*
3 Circulate and provide feedback as needed.

Answers

Students' answers will vary. Sample answers include:
1 The last time my heart rate accelerated was when I was on a flight and we hit turbulence. I hate it.
2 I eat a lot of junk food and it is not healthy.
3 I think that you have to eat a balanced diet and exercise to combat disease.
4 If I mediate a few times a week, this helps me have clarity of mind.
5 Loud noises irritate me when I am stressed.
6 I think chronic stress is more common now because both parents work these days. This puts extra pressure on the family unit.

Lesson 4.2 Future Food

Student Book pages 43 – 45

Exercise 1 ACTIVATE

1 Direct student's attention to the lesson title. Ask students what they think the lesson will be about. Ask: *What will we eat in the future?*
2 Before beginning the exercise, ask students: *What constitutes a balanced diet? How many servings of each type of food should you have a day?* Write *food preparation* on the board. Start with *fried,* and brainstorm others with the class: *boiled*, *stir-fried*, *sautéed*, *grilled*, *raw,* etc.
3 Direct students to the table, and have them complete it independently and then compare their responses with a partner.
4 Call on volunteers to provide their responses. Have students focus on the preparation methods and brainstorm some ideas on the board for comparison. For example: *fried*, *barbecued*, *grilled*, *battered*, *breaded,* etc. Compare how different cultures prepare food.

Exercise 2 PREPARE

1 Direct students to the instructions, and have them look at the menu and identify five more insects independently and then compare with a partner.
2 Check answers as a class.
3 Have students work in pairs to write questions they would like to ask the restaurant owner. Write the question words *what, where, how, when, how long, why,* and *who* on the board to guide students.
4 Brainstorm some of the questions on the board.
5 Ask students: *Have you ever eaten an insect? If so, where, and what did you think?* Have students talk in small groups, and then have some students share their experience.

Exercise 3 IDENTIFY

1 Have students listen and note the questions they hear.
2 Discuss answers as a class, and refer back to the questions written on the board in Exercise 3. Check the questions students thought of before, and write the others on the board. This will help students in Exercise 4.

Answers

Students' answers will vary. Sample responses include:
Q: How long have you been in business? A: Around nine months.
Q: How is it going? A: We're doing well, particularly on weekends.
Q: Do you mean people come back? A: Yes, about a third of our customers have come here several times, not just once.
Q: What kinds of things are on the menu? A: Six to eight different types of insects.
Q: What is particularly popular? A: Scorpion toffees.
Q: Are they safe to eat? A: Yes, they have been heat treated.
Q: Would you like to taste one? A: I might give that one a miss!
Q: What other things sell well? A: Our bug burger.
Q: How do you serve them? A: With sweet potato fries.
Q: Where do you get the insects from? A: Some are from a British-based farm, all others are imported mainly from Europe.
Q: Can I ask how it all started? A: From curiosity at first, while traveling; then from a conscious need for sustainability.

Audio Script

CD 1, Track 17

Host So, Ted Beecham, this is The Grasshopper.
Ted That's right.
Host And how long have you been in business for now?
Ted We opened last spring, so around nine months now.
Host Right. And how is it going?
Ted Well, we're doing well, particularly on weekends, as you can imagine. Of course, it takes time to build up trade.
Host Do you mean people come back? They don't just come to try it, I mean for the novelty value?
Ted Well, that was our concern, that people would just come once, but not return. And, of course, that happens sometimes.
Host But …
Ted But actually we do get people coming back. The majority of our customers are still the experimenters, wanting a

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memorable evening, but about a third of our customers have come here several times. They choose different foods. And, by the way, we do have some standard food today, for squeamish guests. Just this lunchtime, someone asked for a meal that was insect-free!

Host So, tell me, what kind of things are on the menu?

Ted We offer six to eight different types of insects. We serve them in all different ways, depending on the flavor and size and texture of the insect.

Host So, what is particularly popular?

Ted Our best seller, as a snack or dessert, is our scorpion toffees. These are chewy and sweet. That's these ones here. They're very popular. You can order them crispier, if you prefer.

Host Oh, my goodness, they are about two inches long and reddish brown, after cooking. Are they safe to eat?

Ted Yes, they are. They've been heat treated. Would you like to taste one?

Host Um, I might give that one a miss, actually. What other things sell well?

Ted Well, our best seller by far is our bug burger.

Host Is this one here?

Ted That's right. The main ingredients for this are basically ground buffalo worms and meal worms with chickpeas, cumin spice, and several secret ingredients. Would you like to …?

Host Yes, I'll try that one. I don't feel so squeamish when it doesn't actually look like a live, jumping, leggy thing!

Ted Well, I think that's why they're so popular. And they taste pretty good, too.

Host And how do you serve them?

Ted With sweet-potato fries.

Host Mmmm. I have to say, that is actually very nice. It's got a slightly nutty taste, but it's very flavorsome.

Ted Going back to what I was talking about earlier, when we get return customers, that's what they usually return for. And over here are the locusts.

Host Oh, my! And where do you get the insects from?

Ted These are from a British-based insect farm, an hour's drive from here, in fact.

Host Really?

Ted But all the others we import, mainly from Europe. However, we think in the future that these insects will all be produced locally. We are planning to set up our own insect farm in a couple of years, in fact.

Host Gosh. So you are clearly looking ahead.

Ted Oh, yes.

Host And can I ask how it all started?

Ted Well, it started from curiosity, to be honest, after seeing locals eating insects on my travels when younger, in Mexico and Thailand. As I got older, I grew increasingly conscious of the need for sustainability in food, and realized that insects might be the answer. So then I researched whether it was feasible and

Host … And you decided it was.

Ted Well, the figures are shocking …

Exercise 4 INTEGRATE

1 Have students listen again for answers to the questions asked and then compare the answers with a partner.

2 Call on volunteers to provide answers to the questions on the board or have students act out the dialogue.

CD 1, Track 17

Exercise 5 WHAT'S YOUR ANGLE?

1 Have students work in small groups to discuss the questions. Circulate and proved feedback as needed.

2 Call on volunteers from groups to answer. Ask students: *Is anyone here a vegetarian or considering becoming one? If so, why?*

Answers

Students' answers will vary. Sample answers include:
I would like to go to an insect restaurant because I like to try new things. I would like to try fried insects like crickets or ants. I would probably avoid worms because they are soft and slimy. I don't think that an insect restaurant would be successful because we see insects as very dirty in my culture.

Exercise 6 IDENTIFY

1 Direct students to the statement: *It's time for people to stop eating meat.* Ask students what they think about this statement. Brainstorm some reasons people should stop eating meat on the board.

2 Have students work independently to quickly read the essay to find out what the numbers refer to. Explain that this skill is called scanning and they should move their eyes quickly through the text to find the numbers. Use *2050* as a model: *By that date, world population will have increased.*

3 Have students share their findings with a partner.

4 Call on volunteers to share their findings with the class.

Answers

6,000 square miles—dead zone in the Gulf of Mexico
Up to 10,000 animals are eaten on average per person per lifetime
3 percent of people in the United States are vegetarian
15,000 liters of water are needed to produce 1 kilogram of beef
10 billion—the world population predicted for 2050
18 percent of greenhouse emissions are caused by animal production, but if everything is included, then this figure reaches 50 percent of emissions (transport, feed, etc.)

Exercise 7 EXPAND

1 Have students reread the essay independently to identify four main reasons to support eating no or less meat. Encourage students to use the highlighting and annotation skills discussed in the Reading Skill box in Lesson 4.1. Have students repeat to identify arguments to support eating meat independently.

2 Alternatively, put student into pairs and assign each student one of the activities. Once they have annotated and highlighted the text, have each partner fill in a T-chart with the main points they found. Then have partners discuss their findings.

3 Go over the answers as a class.

Answers

For eating no or less meat:
meat production causes 18 to 50 percent of greenhouse gases
water requirements for animals and their feed
land requirements mean tree reduction, which in turn means less $C0_2$ absorption
run-off from animal farms goes into water, causing pollution
For eating meat:
it's delicious and nutritious
we've eaten meat for millennia
the meat industry provides thousands of jobs

Exercise 8 WHAT'S YOUR ANGLE?

1 Review the concepts of counterargument and refutation and their purpose with students. Use the example in the essay as a model. Have students identify the counterargument and the refutation in the last paragraph.

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2 Put students into small groups to discuss the points. Have each group choose a leader to read the questions and facilitate the discussion.
3 Circulate and provide feedback as needed.
4 Have the leader of each group provide an answer.

Answers
Students' answers will vary. Sample answers include:
1 I think the writer produced a strong argument and put forward many relevant facts to support and explain their point of view.
2 It really surprised me that animals create more emissions than transport worldwide.
3 These things concern me greatly. I think the government should put restrictions on the number of animals a farm can raise. They should allocate some land to crops.
4 The counterargument is used to show that the author is aware of both sides of the argument but feels that the refutation is stronger. In this case, we need to think about the environment first.

Grammar in Context

Nouns phrases

GO ONLINE

1 Direct students to read the information in the Grammar in Context box.
2 Explain to students that a noun can stand alone or be part of a noun phrase. A noun can also be modified with a pre-modifier and post-modifier. Use the following example: *He is a man. He is* ***a strange man****. He is* ***the strange, old*** *man* ***on the corner****.*
3 For additional practice, see Grammar focus on page 162 in the Student Book.

Extra Practice

1 Put students into teams. Write the following sentences on the board:
The road had holes.
The man is a farmer.
The woman is a vegetarian.
People like meat.
Vegetables have nutrients.
Cows cause damage.
Climate change is a problem.
2 Explain that students should work together to add noun phrases to make each sentence more interesting. Provide a model: *The road had holes. The long and winding road had a number of very large, deep, black holes that caused a lot of damage to tires, resulting in some accidents.* Explain that teams should use both pre-modifiers and post-modifiers.
3 Assign the first sentence, and give teams two minutes to write as long a sentence as possible. Have a member of each team share the team's answer verbally or write it on the board or poster paper.
4 Chose the best sentence and give that team one point. Repeat with the remaining sentences. The winning team has the most points.

Exercise 9 IDENTIFY

1 Before directing students to this exercise, try to elicit the model answers from students. Write the model sentence on the board four times. Call on four students to come to the board. Ask them to circle the "head" noun and underline the pre- and post-modifiers. Provide feedback.
2 Have students work with a partner to complete the exercise.
3 Go over the answers as a class.

Answers
1 Head = *vegetables*. Pre-modified by *several unusual;* post-modified by *available.*
2 Head = *chicken*. Pre-modified by *extremely fresh.*
3 Head = *chef.* Post-modified by *with experience and qualifications.*
4 Head = *shop.* Pre-modified by *butcher's;* post-modified by *where I went.*
5 Head = *vegetables*. Pre-modified by *roasted*; post-modified by *that I selected.*
6 Head = *meal.* Pre-modified by *five-course wedding*; post-modified by *at the hotel.*

Exercise 10 APPLY

1 Ask students: *What are some negative aspects of farming as we know it in the 21st century? Why do some people choose not to eat meat? Do you think we will move to a plant-based diet in the future?* Try to elicit the following words: *hormones, greenhouse gases, pesticides, antibiotics.*
2 First read the sentences aloud, and have students work in small groups to discuss whether they agree with the statements.
3 Read the directions aloud, and direct students to the model.
4 Have students work independently to complete the exercise and then share their answers with a partner.
5 Have pairs write some of their sentences on the board, and check answers as a class.

Answers
Students' answers may vary. Sample answers include:
1 Our knowledge of climate change is considerable.
2 The reduction of the amount of meat we consume is important.
3 Raising awareness of the environmental impact of meat-eating is necessary.
4 The digestion of food by animals releases gases into the air.
5 If toxic waste from farms enters the water, the death of river and sea life will occur.
6 The production of meat protein for human beings has a serious effect on land and water resources.
7 We may have to increase our reliance on plant-based food for our survival.

Writing Skill

Explaining

GO ONLINE

Direct students to read the information in the Writing Skill box.

Extra Practice

1 Put students into pairs. Give each pair the following prompts:
a An innovative new restaurant opened called The Grasshopper …
b The owner comes from Bristol …
c The restaurant has become very popular …
d The Grasshopper uses salads made of locust.…
e I recommend trying the couscous salad …
f A crowd favorite for dessert is scorpion toffee …

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2 Tell students to use one of the devices to explain the more complicated points or nouns the reader might not know. They must complete all prompts.
3 Circulate and provide feedback. Encourage students to use all four devices in the Writing Skill box.
4 Have students share some of their sentences on poster paper or the board.

Exercise 11 EXPAND

1 Ask students: *What is the difference between a vegetarian and a vegan?*
2 Have a volunteer read the directions aloud, and check for comprehension. Direct students to the model. Explain to students paraphrasing is important because when they speak or write, they shouldn't copy directly.
3 Put students into teams, and assign a leader for each team. Give the team leader a piece of paper or poster paper. Set a time limit, and have teams complete the sentences using the strategies from the Writing Skill box.
4 Circulate and provide feedback as needed.
5 Call on team leaders to present the sentences to the class.

Answers
Students' answers will vary. Sample answers include:
2 … they are a big cause of pollution today.
3 … means that a lot of the surrounding community is negatively affected.
4 … terrible living conditions for these cows and chickens.
5 … they are in very unhealthy condition by the time they reach our table.
6 … which are people who don't eat any form of animal products including eggs and dairy.

Exercise 12 PREPARE

1 Read the titles aloud, and ask students to discuss in small groups the title they think is the most interesting and why.
2 Circulate, ask questions, and provide feedback.

Exercise 13 PREPARE

1 Go over the checklist with students. Print a handout of five boxes for students to take notes. Label the boxes *introduction, body one, body two, counterargument*, and *conclusion*. Explain the concept of a counterargument and how acknowledging the other side makes your argument stronger.
2 Assign research for homework, or allow students to use their phones or computers to find fact-based arguments and plan their essays.
3 Put students into pairs. Encourage students to share their fact-based arguments and counterarguments. Have partners provide feedback on each other's plans.
4 Circulate and facilitate discussion and sharing of ideas. Encourage students to extend their answers using verbs, signaling devices, relative clauses, and colons.

Exercise 14 WRITE

1 Assign the writing as homework, or allow quiet time for students to complete the task in class.
2 Encourage students to use noun phrases and various explaining strategies such as verbs, signaling devices, relative clauses, and colons.
3 Tell students to look ahead to Exercise 15. Instruct them to use the criteria as a guideline for their writing.

Exercise 15 IMPROVE

1 Have students work with a partner to review each other's writing. Instruct students to pay careful attention to each point on the checklist. Alternatively, use the criteria to create a rubric, and distribute copies to be used in peer review.
2 Call on some students to share the feedback they received and how they plan to improve their second draft.
3 Have students revise their writing using their partner's suggestions.

Lesson 4.3 Living with Robots

Student Book pages 46 – 47

Exercise 1 ACTIVATE

1 Before starting the lesson, direct students to the title. Ask them what they think the lesson will be about.
2 Read the instructions aloud, and ask students what topics they think will be discussed.
4 Have students watch the video and circle the topics they hear mentioned.
5 Compare answers with the class. Ask what clues students heard that provided the answers.

Answers

computers	work	ambitions
transportation	family life	recycling

Video Script

Talking about the Future

Jill	I can't believe you're moving out!
Maria	It seems like we met just yesterday!
Eric	I know. But hey, we will definitely see each other.
Maria	Hopefully, I get a job around here too.
Tom	Of course you will!
Jill	Eric, why are you throwing that glass bottle away?
Eric	What? I don't need it. I prefer plastic bottles anyway.
Maria	Plastic breaks down extremely slowly.
Jill	Yeah. Keep it. You can use it later.
Eric	OK. That's a really good idea.
Tom	Do you guys think laptops will exist in twenty years?
Maria	No, people won't use laptops because there will be large computer screens that look like TVs everywhere! People will be able to use the computers anytime they want, so they won't need their own!
Eric	Wow. That sounds cool. Have you guys thought about what life will be like in the future? Maybe, cars will finally fly!
Jill	I think cars will run from energy in plants.
Tom	Twenty years from now, I think things will be just as they are now.
Maria	Maybe, but things can't be exactly the same. Things are changing so quickly these days.
Tom	That is true… Hey Eric. What should I do with the stuff inside your desk?
Eric	I plan to clean my desk later.
Tom	OK.
Maria	What are all your goals in twenty years?
Tom	I want to have a family and have a really cool job where I travel around a lot.
Eric	I hope I've found the cure for cancer.
Maria	I want to have my own place and be financially independent.

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Jill	I want to have my own website with millions of visitors.
Eric	What if they don't have websites in twenty years?
Maria	It might be something else!
Jill	Maybe, one of us will think of something better!
Maria	You guys want to get coffee?
Eric and Jill	Sounds good! OK!
Tom	Yes, before coffee becomes a thing of the past!

Exercise 2 INTERACT

1 Put students into groups of three to discuss their opinions.
2 Ask one member of each group to add positive and negative ideas to the chart.
3 Compare responses as a class, and brainstorm some ideas on the board.

Listening Skill

Understanding the speaker's audience and purpose

GO ONLINE

1 Ask students to brainstorm genres in which people have to speak: presentations, announcements, lectures, chatting, advertising, etc. Ask students to think about the purpose of these genres (explain, persuade, entertain, etc.) and discuss their ideas in small groups
2 Direct students to read the Listening Skill box independently.

Extra Practice

Have students watch the video again and decide the genre and the purpose. Discuss possible options as a class.

Video Script

Talking About the Future

Exercise 3 APPLY

OXFORD REFERENCE

1 Ask students to think about how the use of robots and artificial intelligence will affect our lives in the future.
2 Review the directions with students, and clarify the two tasks as needed.
3 Play the recordings, and have students write their answers independently.
4 Put students into small groups to discuss their answers.

Answers

Audio	(a)	(b)
1	an informal telephone chat or one friend talking to another	to describe and entertain
2	academic lecture or (college) lecturer to (computer science) students	to inform
3	radio interview or museum exhibition director and interviewer to general public	to advertise (a new exhibition to listeners)
4	radio documentary or expert talking about AI to the public	to explain and warn

Audio Script

CD 1, Track 18

Audio 1

A Hi, Lisa. So, how is it?
B This hotel?
A Yeah!
B It's incredible. So high tech! A robot greeted us and showed us to our room, carrying our luggage. It even asked, "Will you be joining us for dinner in our restaurant this evening?" Another robot put our valuables away—a machine with arm-like extensions. And in the room everything's activated by motion sensors—the curtains, lights, music. In the shower, you wave your hand and the glass turns opaque.
A Wow.
B There are large touchscreens everywhere—in corridors, in hallways, by the elevators. And, apparently, the luxury suites have their own personal human-like robots!
A Oooh! Strange!
B The room door has face-recognition technology, so you just look at it and it opens. And there are mini robots—smallish robots with no legs—that deliver snacks to your room.
A Cool.
B And … and … we chose our own lighting and artwork—we picked reddish-pink on the Mood Pad and even the bedroom floor changed color. And Tim's been playing virtual golf on his favorite courses—there are 15 or so to choose from! At the swimming pool a robot brings you towels.
A That's amazing. Gosh. We'll be living in houses like this before long.
B Yeah! Yeah! I mean, we'll have been staying here three full days by this evening, and we're already getting used to it!
A Food for thought! Now, how long …

Audio 2

Now, moving on … As an area of study, artificial intelligence (or AI) has fuzzy boundaries and no clear definition. Its goals are practical-- "making computers intelligent" or "building machines capable of performing intelligent behavior and/or cognitive tasks." Such goals apply to many different situations in our everyday lives: like generating language and texts, any kind of problem-solving from puzzles to scientific discoveries, analyzing visual images in fractions of seconds, planning and learning, and … uh … so on.
AI was first conceived of by a man called Alan Turing, who was an early computer scientist and who proposed a test that could decide whether a machine is thinking or not. The machine passes the Turing test if a human interacting with a computer believes that the observed communication is being conducted between two *humans*.
AI was officially launched at a conference at Dartmouth College, at which leading experts in the fields of computer science, psychology, linguistics, and cybernetics met and outlined the program of artificial intelligence.
Having expanded greatly in terms of theoretical improvement, resources, and applications, AI now influences both the academic world and everyday life, such as …

Audio 3

C The public can see somewhere in the region of 150 robots at the exhibition.
D All modern?
C No! We think of robots as something from the last five decades or thereabouts, but actually they were mentioned by the ancient Greeks, two thousand years ago or more. Then, the artist Leonardo da Vinci gave us one of the first recorded designs in … in the late 1400s … Examples of early robots are in the exhibition.
C And tell us why we should come along.
D Well, first and foremost, it's extremely interesting! We have a large collection and you can see for yourself how robots have developed over time. The range is fascinating too—search and rescue robots, robots that care for the elderly, robots for construction and space exploration …
C And which exhibits do you think will draw the most crowds?
D The humanoid robots. The Japanese ones, in particular, are so lifelike. Some of them react very naturally.
C Amazing.
D If you want to know what the future will look like in 30 years, give or take a few years, then now is your chance! It's inevitable that

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even somewhere between 10 and 15 years' time, many people will be using robots in their homes and workplaces.
C So far, how has the public responded?
D Well … we've been open three days, and by Friday we'll have already had 15,000 visitors, more or less.
C Well, I'll certainly be taking my kids… You can find details …

Audio 4

E Today we're going to look at the nature of AI and future society. First, we hear from Jerry Bhaduri, a sociologist.
F It's clear that AI and robots can improve our quality of life considerably. However, by 2045 it's estimated that robots will have taken over 50 percent of the jobs in the global workforce. Here in the U.S., it'll be around 47 percent. In countries like China and India, the figures will be higher. Those people on lower incomes will suffer first, for instance, manual workers in the food service industry, and taxi and truck drivers. For example, this means that approximately 5 million drivers will have lost their employment in the U.S. in the next few years. Soon after, lawyers, doctors, and teachers will also lose aspects of their work to robots.
Already many large companies are using or developing AI. Yet real research and planning into how society is going to deal with this has hardly started. If people don't work, how will they get an income? How will the economy function? Education and retraining play a key role. For those with young children now, in 10 to 15 years' time, when they'll have completed school, the world of work will look very different but will they be equipped?
By December this year, our team will have been researching this area for precisely a decade. We urgently need support from government ministers. New policies are needed to cope with these massive changes.
E And research on the other side of the world in Australia, at …

Exercise 4 IDENTIFY

1 Replay the first recording, and have students note their answers to the two questions independently.
2 Brainstorm answers on the board as a class.
3 Ask students to think of some other high-tech features that could be included in a hotel in the future. Ask students how these types of changes will affect jobs.

Answers

1 Students' answers will vary. Sample answers include:
robot greeted and showed guest to room and asked about dinner plans
another robot for valuables
motion sensors everywhere in room
touchscreens everywhere
face-recognition technology at door (no key)
mini robots with snacks
personal human-like robot for some rooms
mood pad to change artwork and color in room
robot at pool
virtual golf course selection
2 Students' answers will vary. Sample answers include:
This will soon be the future for everyone.
The speaker is already getting used to it.

CD 1, Track 19

A Hi, Lisa. So, how is it?
B This hotel?
A Yeah!
B It's incredible. So high tech! A robot greeted us and showed us to our room, carrying our luggage. It even asked, "Will you be joining us for dinner in our restaurant this evening?" Another robot put our valuables away—a machine with arm-like extensions. And in the room everything's activated by motion sensors—the curtains, lights, music. In the shower, you wave your hand and the glass turns opaque.
A Wow.
B There are large touchscreens everywhere—in corridors, in hallways, by the elevators. And, apparently, the luxury suites have their own personal human-like robots!
A Oooh! Strange!
B The room door has face-recognition technology, —so you just look at it and it opens. And there are mini robots—smallish robots with no legs—that deliver snacks to your room.
A Cool.
B And … and … we chose our own lighting and artwork—we picked reddish-pink on the Mood Pad and even the bedroom floor changed color. And Tim's been playing virtual golf on his favorite courses—there are 15 or so to choose from! At the swimming pool a robot brings you towels …!
A That's amazing. Gosh. We'll be living in houses like this before long.
B Yeah, y! Yeah!. I mean, we'll have been staying here three full days by this evening, and we're already getting used to it!
A Food for thought! Now, how long …

Exercise 5 IDENTIFY

1 Ask students how other jobs will be affected by the use of robots and AI. Brainstorm some ideas with the class, and elicit ideas they remember from the fourth recording.
2 Play the fourth recording, again and have students note their answers to the questions independently.
3 Have students discuss their answers in the same groups as Exercise 4.
4 Call on some students to provide answers.

Answers

1 Fifty percent of jobs currently done by humans will be done by robots. He gives the following examples: food service manual workers and taxi / truck drivers (5 million drivers in the United States); aspects of work to be done by professionals—lawyers, doctors, and teachers.
2 Little research and planning has gone in into how society will change. How will people get an income? How will the economy work?

CD 1, Track 20

E Today we're going to look at the nature of AI and future society. First, we hear from Jerry Bhaduri, a sociologist.
F It's clear that AI and robots can improve our quality of life considerably. However, by 2045 it's estimated that robots will have taken over 50 percent of the jobs in the global workforce. Here in the U.S., it'll be around 47 percent. In countries like China and India, the figures will be higher. Those people on lower incomes will suffer first, for instance, manual workers in the food service industry, and taxi and truck drivers. For example, this means that approximately 5 million drivers will have lost their employment in the U.S. in the next few years. Soon after, lawyers, doctors, and teachers will also lose aspects of their work to robots.
Already many large companies are using or developing AI. Yet real research and planning into how society is going to deal with this has hardly started. If people don't work, how will they get an income? How will the economy function? Education and retraining play a key role. For those with young children now, in 10 to 15 years' time, when they'll have completed school, the world of work will look very different, but will they be equipped?
By December this year, our team will have been researching this area for precisely a decade. We urgently need support from government ministers. New policies are needed to cope with these massive changes.
E And research on the other side of the world in Australia, at …

Grammar in Context

The future continuous and the future perfect

GO ONLINE

1 Write the following on the board:
1 By 2045, robots will be doing some of our jobs.
2 By 2045, robots will have taken over 50 percent of the jobs worldwide.

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3 *By 2045, robots will have been doing some food industry jobs for many years.*

2 Draw students' attention to the different forms (*will be + -ing*, *will have* + past participle, *will have been + -ing*).

3 Copy and cut up the following definitions, and hand them out to groups of three. Have groups match the definitions to the sentences on the board.

a an ongoing action at some point in the future

b focuses on how long an action will have been happening up until a certain point in the future

c an action that will be finished or completed before some point in the future

4 Go over the answers as a class.

Answers: 1—a, 2—c, 3—b

5 Have students read the information in the Grammar in Context box.

6 For additional practice, see Grammar focus on page 162 in the Student Book.

Extra Practice

1 Put students into pairs, and ask them to imagine what life will be like in 2045. Ask them to make some predictions about what we will be doing in the future and / or what they will have accomplished personally and for how long by this date in regard to the following topics: *education, food / diet, family life, jobs and occupations, health, fashion, technology, hobbies.*

2 Model some examples, and write them on the board:
People will be working in the robotics industry more because of AI and robots. (jobs)
I personally will have finished my PhD. (education)
I will have been working at a big university for two years. (occupation)

3 Allow pairs time to write some sentences for each category.

4 Have students share their ideas with another pair and take notes.

5 Circulate and provide feedback.

6 Have students share with the class verbally or by writing some of their more interesting sentences on the board.

7 Give emphasis to the forms *will be + -ing*, *will have* + past participle, and *will have been + -ing*.

Exercise 6 ASSESS

1 Have students work independently to complete the exercise.

2 Have students compare their answers with a partner.

3 Go over the answers as a class.

4 Be sure to check that students understand that one action is ongoing at a future time and one action is completed before a future time. Also, remind students that stative or non-action verbs can't be used in the progressive form; for example, *I will be hearing a lot of different types of music.* is incorrect because *hear* is a non-action verb.

Answers

Sentences 4 and 5 are incorrect.

4 Driverless cars will have become normal in five years' time… (idea of completion)

5 Over the next few years, young people will be learning very different skills… (the activity will be in progress / no sense of completion given)

Exercise 7 WHAT'S YOUR ANGLE?

1 Have students work in small groups to discuss the statements in Exercise 6.

2 Circulate and encourage students to negate the statements if they don't agree and explain their reasons for disagreeing.

3 Call on individuals to express their opinions to the class.

4 As an additional activity, encourage students to make a list of pros and cons for one or more of the statements.

Exercise 8 EXPAND

1 Model the first sentence for students: *By the end of the lesson, I will have been teaching you for two hours!* Underline the use of future perfect progressive.

2 Ask students to work independently to complete the sentences. Circulate and provide feedback and guidance with the verb form.

3 Have students share their answers in small groups.

4 Ask volunteers to come to the board and write their sentences. Check for any grammar errors as a class.

Extra Practice

1 Have students work in teams to write four sentences using the prompts from Exercise 8. Tell students that three should be true and one must be false. They each must write one sentence and decide in advance who will write the false one.

2 Have a representative of each team read the team's sentences aloud, and ask the other teams to listen and then guess which sentence is false. For example: *Sally will have finished her bachelor's degree by the end of the year. In 20 years' time, Jose will have had three children. In the summer, Jose will be lying on the beach in Chile. This time tomorrow, I will have finished one of my assignments for this class.*

3 The team that guesses the false sentence gets a point. If nobody guesses the false sentence, the team that is presenting the sentences gets a point.

4 Repeat until all teams have presented, and tally the points to determine the winning team.

Vocabulary Development

Approximating language

GO ONLINE

1 Write the following sentences on the board:

He is a dog who is kind of small, and he acts like a cat.

He is a smallish *dog with a* cat-like *manner.*

2 Underline the words indicated, and ask students whether this type of language makes the sentence more or less concise.

3 Write the following sentences on the board:

It is 15 miles.

It is about *15 miles or* thereabouts.

4 Ask students whether the underlined words make the sentence more or less specific.

5 Direct students to read the Vocabulary Development box.

Extra Practice

1 Put students into groups. Ask them to write five sentences describing themselves or family members, including pets. Instruct them to include a striking feature

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about the person or animal and use adjectives in their description. Provide the following model:
My mother is very tall with gray hair. My mother's striking feature is her long legs. Her age is 73.

3 Have students exchange sentences with a partner, and have partners attempt to make the sentences less specific and / or more concise. Encourage students to be creative. Provide an example:
My mother is a tallish woman with grayish hair. She has giraffe-like legs. She is 70 or so.

4 Have some students write their more creative sentences on the board.

Exercise 9 APPLY

1 Have students close their books, and read the description aloud. Ask students: *Where are they? Was the line long? What made the wait easier? Who took their ticket when they got to the front?*
2 Read the first sentence of the description aloud. Write *-ish* and *-like* on the board, and elicit answers for items 1 and 2 from the class.
3 Have students work independently to complete the exercise.
4 Ask students to compare their answers with a partner.
5 Circulate and provide feedback
6 Go over the answers as a class.

Answers
Students' answers will vary. Sample answers include:
1 longish
2 traveled snake-like down the steps
3 was rather clown-like in his behavior
4 smallish
5 girl-like
6 was string-like
7 greenish-blue
8 bubble-like

Exercise 10 INTEGRATE

1 Have students work independently to complete the exercise.
2 Have students share their answers with a partner.

Answers
Students' answers will vary. Sample answers include:
1 I'll be earning more or less double what I earn now!
2 The population of my country will have increased by 20 percent, give or take.
3 I think we'll be doing a work week of 15 hours or more.
4 People will retire at 55 or so since there will be less work.
5 The school graduation age will have been raised to 21 or thereabouts.
6 Somewhere between 70 and 80 percent of the working population will work from home.

Exercise 11 WHAT'S YOUR ANGLE?

1 Have students discuss the questions in small groups.
2 Circulate and provide feedback.
3 Alternatively, do the activity as a walk-around. Have students interview their classmates and write down their responses.
4 Draw a chart on the board with the headings *Pros* and *Cons*. Encourage students to express the pros and cons of robots and AI, particularly in relation to jobs in the future.

Answers
Students' answers will vary. Sample answers include:
1 Robots and machines have already replaced some workers in the car industry. I think they will replace baristas in the future. A machine will make my coffee at a coffee shop.
2 I think my job as a teacher can't be replaced by a robot. You need empathy which will be hard for a robot. However, my uncle is a mechanic and his job might be replaced by a robot.
3 The future is positive if you work in IT and technology. If you work in a field that technology can replace, the future is not so bright.
4 In the future, I feel we will have the technology to produce thinking and feeling machines. Anything is possible.
5 Students answers will vary.

Lesson 4.4 Ticket Trouble

Student Book pages 48 – 49

Exercise 1 ACTIVATE

1 Before starting the lesson, direct students to the title. Ask them what kind of tickets can cause trouble. For example: *parking tickets, jaywalking, not having a ticket for a bus or train*. Ask students to look at the video stills, and discuss what kind of ticket trouble might be depicted.
2 Write the word *warning* on the board. Elicit one type of warning a teacher might give a student.
3 Have students work with a partner to discuss the questions.
4 Call on volunteers to share their ideas with the class.

Exercise 2 IDENTIFY

1 Direct students to the statements, and have them read them silently.
2 Encourage students to take note of words, intonation, expressions, and body language they hear or see that will help answer the questions.
3 Play the video, and have students work independently to decide if the statements are true or false or they don't know.
4 Go over the answers as a class.
5 If necessary, play the video again to ensure full comprehension.

Answers
1 T 2 T 3 T 4 T 5 T 6 DK

Video Script

English For Real Video Unit 4

Dave	Uh, what are you doing in line? Use the machine or else you'll be here forever!
Max	Oh, uh, OK.
Dave	Having trouble, Max?
Max	I'm not sure how this works. Can you please help?
Dave	Sure! First, insert your credit card.
Max	OK. Do I enter my PIN?

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Dave	No! Your reservation number! You know, the code you got when you bought your ticket online? Don't you know anything?
Max	I haven't bought my ticket yet. And please, can you stop yelling, it's not helpful.
Dave	OK, well now you got to start over.
Announcer	May I have your attention! Passengers for train 63, please proceed to track 11 for boarding.
Dave	Hurry up, Max, come on, I mean everyone else is waiting!
Max	I've had enough of your attitude! I'm warning you, Dave, you can either help me or leave!
Dave	OK. Well, start over.
Max	OK. Now the station name?
Dave	Yep. Insert your credit card. Come on, this is not rocket science.
Announcer	Passengers for train 63 please go to track 11.
Dave	Press enter!
Max	Right, it's working. Er, you can go now.
Dave	Great! Good luck finding a decent seat, Max.
Max	Ha…I have a great seat! It's in Business Class!

Exercise 3 NOTICE

1 Direct students back to the video stills at the top of the page. Ask students to choose two adjectives to describe Dave and Max using the video stills and the video.

2 Ask students to work in small groups to compare their answers.

3 Remind students of the approximation language from Lesson 4.3, and encourage students to go back and reword the adjectives they wrote. For example: *He looks angry-ish. He is acting child-like.*

Answers
Students' answers will vary. Sample answers include:
Dave—annoyed; Max—frustrated, irritated, angry, confused, flustered, rushed, stressed

Exercise 4 ASSESS

1 Put students into small groups to discuss the questions. Encourage students to use examples from the video to support their views. For example: tone, intonation, body language, verbal cues.

2 Compare answers as a class, and encourage students to provide examples they noticed.

Answers
Students' answers will vary. Sample answers include:
Max probably became annoyed when Dave spoke to him loudly/yelling. He was probably irritated with both the machine and Dave.

Real-World English

Warnings

1 Knowing how to give warnings may seem easy, but doing so varies from culture to culture. Ask students to consider the following situation:

You are driving to a meeting, and your co-worker is driving very slowly, talking on the phone, and not paying attention. You are going to be late, and you are getting really nervous.

2 Have students talk in small groups about what they would do or say in the situation, and ask students to offer some warnings they would use.

3 Read the information in the Real-World English box aloud to students.

Extra Practice

1 Put students into pairs, and hand each pair one of the following role cards:

a *A mother is telling a daughter it is time to clean up her room. The mother has asked the daughter three times already.*

b *A manager is asking an employee to fix his mistakes on a report. The worker has made many, and the report is due in one hour.*

c *Two friends are driving together in a car. The driver is speeding, and the passenger is worried they will get into an accident or get a ticket.*

d *Two architects are working together. One architect notices the other is using some outdated software that their client will not like.*

e *Your co-worker keeps tapping her pencil on the desk. It is noisy, and you can't concentrate. You have asked her politely to stop before, but she hasn't. It is driving you crazy.*

2 Ask students to write a dialogue and perform a role play for the class. Have students use some of strategies from the Real-World English box.

3 At the end of each role play, reflect as a class on the outcome of each situation. Is it negative or positive?

Real-World English Strategies

Warnings can be expressed in more or less formal ways depending on the situation. You can help your students select appropriate warnings by conducting the following activity.

In Exercise 5, students are asked to re-watch the video and write down the warnings that Max and Dave give. Have them write the useful expressions found in these utterances on strips of paper, for example, when Dave says "Well, now you have to start over!" they should write:

Well, now you have to…

Distribute additional strips of paper with other ways of issuing warnings, for instance:

Beware of…

Watch out! / Watch yourself!

I have to warn you that…

It is advisable…

Ask students to talk with a partner and decide which of the expressions can be used in situations with different people, for example, with a stranger, with a family member or a friend, with a boss or a professor, etc.

Share and discuss as a class. You can provide your students with a simple table in which they write down different expressions that can be used in those situations, or just ask them to take notes.

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Warnings you can use with:

a stranger	a parent	a friend	your boss	your professor
Watch out!		Watch yourself! Well, now you have to…		

Exercise 5 ANALYZE

1 Play the video again, and have students note more warnings given by Max and Dave.
2 Ask students compare their answers with a partner.
3 Go over the answers as a class.
4 Ask students to consider what kind of warnings are polite in their culture and how these warning might change if it were a manager and an employee, a mother and her son, or a very elderly grandparent and a grandchild.

Answers
Max: That's it, I've had enough of your attitude. I'm warning you Dave, you can either help me or leave!
Dave: Use the machine or you'll be here forever!.; Hurry up, everyone's waiting for you!

English For Real Video Unit 4

Exercise 6 BUILD

1 Complete the first item as a class. Elicit several possible outcomes.
2 Put students into small groups to discuss the possible outcomes.
3 Call on groups to provide their answers and discuss the variations as a class. Ask students if it is appropriate to use these types of warning in their cultures.

Answers
Students' answers will vary. Sample answers include:
1 Negative: James could get a speeding ticket.
2 Negative: The new employee may need the pass to access all parts of the building.
3 Positive: The neighbor will fix his or her fence and keep the dog safe. Negative: The dog might escape and get injured.
4 Negative: The customer could burn his or her hand.
5 Negative: If the teenager doesn't call his or her mom, he or she could get in trouble.
6 Positive: The parent might take the time to help the child study and get a better grade. Negative: The parent might become angry at the child.
7 Positive: The student will work harder and get a passing grade. Negative: The student will flunk the class.

Exercise 7 EXPAND

1 Model thinking through the possibilities for the first item: *A positive outcome is that the driving instructor can relax and James will be more likely to pass his test. A negative outcome is that James might get a speeding ticket.*
2 Put students into pairs to brainstorm ideas about the positive and negative outcomes in Exercise 6.
3 Go over the positive and negative outcome possibilities as a class.

Exercise 8 ASSESS

1 Direct students to the scenario, and read it aloud. Discuss some possible positive outcomes; for example: *be on time for the flight; go through customs, security, and / or immigration quickly; interact with the locals; see a lot of sights*; etc.
2 Have students work independently to write their warnings and then share their answers in pairs.
3 Have pairs choose some of their warnings to share with the class.

Answers
Students' answers will vary. Sample answers include:
1 Remember to set your alarm.
2 Make sure you don't pack your passport in your checked luggage.
3 Be sure to get to the airport three hours before your flight.
4 Have your passport handy at all times.
5 Wear loose-fitting and comfortable clothing for the flight.
6 Bring a sweater or jacket to wear on the plane in case it gets cold.

Exercise 9 BUILD

1 Put student into pairs to prepare their role plays.
2 Circulate and provide feedback.

Exercise 10 SHARE

1 Have students perform their role plays for the class.
2 Discuss the different warnings used as a class, and call attention to any cultural differences. For example, in some cultures, it is not appropriate for children to tell their parents what to do directly. Discuss the subtleties of warnings.

Lesson 4.5 The Consequence of Kindness

Student Book page 50

Exercise 1 ACTIVATE

1 Have students work in small groups to discuss the pictures and question.
2 Call on some students to share their ideas with the class. Put the words *friend*, *family*, and *stranger* on the board. Elicit a response for each.
3 Ask students to discuss whether helping a stranger is something they are encouraged to do in their culture. Ask: *Why or why not?*

Exercise 2 IDENTIFY

1 Ask students to brainstorm some ways a person might help a stranger, and write their ideas on the board. For example: *give money, food, shelter, or charity*; *help someone carry or move something*; *give directions to someone who is lost*.
2 Play the audio, and have students listen for the main idea.
3 Ask students to identify the type of help Joshua gave.

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Answers
He donated one of his kidneys to a sick stranger.

Audio Script

CD 1, Track 21

A Hey, you two, did you hear what Josh did?
B Josh Bentley, from school? Tennis player?
A Yeah, that's him.
C No, what?
A It was in our local paper. He's just given away a kidney, to help a complete stranger.
C Really? Wow. Is he okay?
A Both he and the woman he donated it to are doing well.
B I suppose it helps that he's young and healthy.
A Definitely. It's a major thing to do, though.
C To be honest, I don't remember him being particularly selfless. He kicked and scratched me once, on purpose, in a tennis game when I beat him! That was spring 2001!
A Your memory! Well, he's clearly a changed man now. There was a really nice article about him, with a picture of him sitting next to the woman whose life he saved, in the hospital.
B That's incredible. Don't they give it a special name … umm …
A Yeah. He's an "altruistic donor." He just did it to help someone, from the goodness of his own heart.
C That is impressive. Why do you think he, and others like him, do that? I mean, there are possibly negative consequences after having the operation, living with just one kidney …
A Yes. He put himself at some risk. The woman is a mother of two twelve-year-olds and she was desperate for a donor.
B So, maybe Josh just felt really sorry for her.
A I don't think he knew at the time that his kidney was going to that woman.
C Perhaps there was someone in his family with a similar problem, so he really understood.
A Maybe. No… no… Now that I think about it, the article said there was nothing like that.
C I suppose it would have made him feel good, I mean, doing such an incredible act of kindness.
A What do you mean? Do you mean he did it for himself, for selfish reasons?
C Well, not exactly, but don't you think that might be one of the reasons?
A I don't know what to think. He was asked that in the article. His replies were just honest and factual. He said he simply wasn't worried about having only one kidney and that the risks were small.
B It could be that he just enjoys taking risks, living life on the edge!
C No!
B So why did he do it? Such a big thing. And it'll take him weeks, if not months to recover.
A Well, apparently he works in IT. He said he couldn't help people directly in his work—he wasn't a doctor, a soldier, or whatever. He wanted to do something good, to help people who were suffering. This particular woman had been seriously ill for six months.
C Good for him. I don't think I could do it.
A Me, neither. Not for a stranger. He's one of the youngest in this country to do it too, at just 23. I hope it works out.
C He might regret it later. I mean, if for some reason his kidney is damaged. What if something unexpected happens? What if he gets sick himself?
B The chances of anything happening are really slim. He'll be fine … In fact, I'm going to send him a message to congratulate him. I'm blown away by that. Joshua Bentley. Wow.
A and C Yeah. Incredible.

Exercise 3 IDENTIFY

1 Play the audio again, and have students take notes in the table.
2 Have students compare their tables with a partner.
3 Call on volunteers to share their answers with the class.

Answers

Facts we find out about Joshua	Facts we find out about the woman	His reasons
liked tennis; is doing well now; hurt the speaker in 2001; works in IT; wanted to do something good; is one of the youngest donors in the country (23)	mother of two young children; desperate for a donor; doing well in hospital; was seriously ill for six months	wanted to do something good for others; his job does not involve helping others; wasn't worried about having one kidney as risks are small

CD 1, Track 21

Exercise 4 WHAT'S YOUR ANGLE?

1 Have students read the questions and then complete the exercise as a walk-around activity. Have students ask 4 to 5 classmates their opinions and take notes as they interview.
2 Circulate and provide feedback. Encourage students to extend their answers with examples and details.
3 Call on volunteers to share their and their classmates' ideas.

Answers
Students' answers will vary. Sample answers include:
I think that Joshua is very brave. I think people are motivated to do these types of things because they genuinely want to help people. They have a love of humanity.
I don't know if I could do this because I am really afraid of operations. I know of Mother Teresa and her great acts of kindness. She dedicated her whole life to charity.

Pronunciation Skill

Consonant clusters

GO ONLINE

Read the information in the Pronunciation Skill box aloud.

More to Say…

Focus: Working in small groups, students practice pronouncing onset consonant clusters.

Grouping Strategy: Whole class

Activity Time: 10 minutes

Ready,

1 Prepare a list of 10 to 15 words that contain challenging consonant clusters at the beginning of the words, such as *strategy, thrill,* etc.
2 Divide the consonant clusters of each word. For instance, strategy would become *s-t-r-ategy* and thrill would look like *th-r-ill*.

Set…

1 Write all of the back ends of the words, like *ategy* and *ill*, on the board in a well-spaced, easy-to-read list. Give yourself plenty of space before each word to add the consonant clusters.

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Go!

1 Read the first back-end of a word out loud, for instance, *"ategy."*
2 Have students chorally repeat it several times.
3 Add the first part of the preceding consonant cluster, for example, "r" to "ategy," making "rategy." Write it and pronounce it clearly.
4 Have students chorally repeat.
5 Add the second part of the preceding consonant cluster, for example, "t" to "rategy," making "trategy." Write it and pronounce it clearly.
6 Have the students chorally repeat.
7 Add the next part of the preceding consonant cluster, for example, "s" to "trategy," making "strategy." Write it and pronounce it clearly.
8 Have students chorally repeat.
9 Continue with the rest of the words.

Exercise 5 NOTICE

1 Have students work with a partner to decide on the number of syllables in each word.
2 Play the recording for students to check their answers.
3 Play the recording again, and have students listen and repeat.
4 Call on some students to say the words, and emphasize paying special attention to the pronunciation of the consonant clusters.
5 As an additional activity, ask students to write 5 to 6 questions using these words. Have pairs ask and answer using the key words in their answers. Circulate and check pronunciation. For example: *Have you ever been on a date with a **stranger**? I have not been on a date with a **stranger**. How many **months** do you plan to study English? I plan to study English for many **months**.*

Answers

stranger - 2	incredible - 4	scratched - 1
months - 1	asked - 1	kicked - 1
risks - 1	spring - 1	twelve - 1
changed - 1	special - 2	

CD 1, Track 22

Exercise 6 APPLY

1 Have students complete the exercise with a partner.
2 Circulate and provide feedback.
3 Have some students perform the tricky sentences for the class.

Speaking

Speculating and hypothesizing about causes and consequences

GO ONLINE

1 Ask students the following question: *Why do some people perform acts of great kindness?*
2 Discuss the idea of philanthropy as a class. If possible, bring in or show some pictures from history of notoriously kind or philanthropic people (e.g., Mother Teresa, Bill and Melinda Gates.)
3 Write the following prompts on the board:
It could be that … (they want to win the Nobel Peace Prize).
It might be because … (she is motivated to help humankind).
Perhaps … (she is not motivated by money).
I suppose … (she might want to make the world a better place).
I wonder if … (he wants to educate people by using his celebrity).
Elicit responses from volunteers for each prompt. Examples are given in parentheses.
4 Direct students to read the information in the Speaking box.

Extra Practice

1 Bring in 4–5 famous photos from history. Use a Google search of "famous photos" for ideas.
2 Choose one photo to discuss as a class. Ask: *What is happening in the photo? Who are these people? Why are they there? Where are they? What will they do next?* Elicit responses using the language in the Speaking box. For example: *They **might be** construction workers. They **could be eating** lunch and enjoying the view. **I suppose** it is New York city because you can see the Empire State Building. **I wonder if** they are immigrants. **Perhaps** they will fall if they are not careful.*
3 Put students into small groups, and distribute the remaining photos. Ask students to speculate on what is happening in the photos using the following sentence starters:
I wonder if …
I suppose …
It /He / She / They might be …
It could be that …
Perhaps …
4 When groups have finished, have students write some speculations on poster paper or the board. Circulate and check for mistakes and grammatical accuracy.

Exercise 7 PREPARE

1 Have students read the directions carefully.
2 Have students work with a partner to write down some ideas to use to dissuade Joshua. Reiterate that they must use the speculative language in the Speaking box.

Exercise 8 APPLY

1 Have students work with a partner to perform their role plays. Then have them trade roles.
2 Circulate and provide feedback.
3 Call on some students to share their role plays with the class. Go over the different types of warning or speculations that were used, and discuss which ones would be the most effective and why.

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Unit 4 Review

Student Book page 150

Vocabulary

Exercise 1

Answers

1 survival
2 acute
3 clarity
4 chronic
5 sensations
6 accelerates
7 supply
8 expose
9 combat
10 damage
11 collapse

Exercise 2

Answers

1 or so
2 human-like
3 greyish, boyish
4 somewhere in the region of
5 give or take

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

Grammar

Exercise 3

Answers

1 will be coming back
2 will be visiting
3 'll have bought myself
4 'll have been using
5 will you be staying
6 will have replaced
7 will have been studying

Exercise 4

Answers

1 One of the biggest questions people ask is what cars will look like in the future.
2 Many people speculate that cars of the future will likely be driverless.
3 If a car is driverless, will there still be a need for a steering wheel?
4 With technological advances, cars will be able to make ethical life-and-death decisions.
5 It is believed that there will be fewer car accidents because of a decrease in human error.
6 Even so, there is a concern that driverless cars are vulnerable to hacking.

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

Discussion Point

Exercise 5

OXFORD REFERENCE

1 Ask students what *illiterate* means. Discuss the term *computer illiterate.* Ask students if this would be a problem in today's job market.
2 Direct students to the quote. Have a volunteer read it aloud. Then have small groups discuss the possible meaning of this quote.
3 Discuss as a class. Write some different fields on the board: *hospitality, education, health care.* Ask students to discuss how these fields may be affected in the future. For example: *The hospitality industry might be affected by robots used as waiters and for food preparation. Teaching in higher education might be affected by teaching online replacing teaching in the classroom. Health care might be affected by having robot surgeons or nurses.*

Answers

Students' answers will vary. Sample answers include:
I think this means that technology will change so rapidly that we will have to retrain and adapt if we want to survive in the workplace.

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

Zoom In

Exercise 6

1 For Task 1, have students work with a partner to discuss the question. Instruct students to come up with examples to support their points of view.
2 For Task 2, ask students to brainstorm both positive and negative views on the future before they start writing. Allow students enough time to write their view of the future. Have students share their writing with a partner.
3 For Task 3, have students brainstorm some recent major events and use their phone to search for relevant photos. Allow students time to jot down some notes. Call on students to present their photos in small groups.

Answers

Students' answers will vary. Sample answers include:

1 I think some people are naturally kind and others are not. I think you are born with certain genetic traits and then nature takes over.
2 I think that some aspects of the future will be positive. For example, I think we will find cures for many diseases, but we will also have new diseases that occur.
3 This photo shows the devastation of a hurricane and its negative effects on the population. Houses have been destroyed and people are without adequate food and clean drinking water.

Exercise 7

1 Have students complete the prompts and share their responses with a partner.
2 Have students identify areas they would like to improve upon in the coming units.
3 Brainstorm areas of improvement as a class.
4 As an option, have students prepare a list of two things that they want to focus on improving in the coming units and share them with a partner.

Answers

Students' answers will vary. Sample answers include:
I found Task 2 easy because I could use a variety of future tenses that we learned in this unit. I found Task 1 difficult because I had trouble coming up with answers to support my opinion. I need improve my speaking fluency.

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Unit Overview

Introduction to the unit

The title of this unit – *Innovations* – allows students to think about what it means to be creative. Throughout the unit students will explore what being innovative entails through reading about new and innovative fabrics made from produce, writing opinions on creativity, listening to interviews on music, and expressing ideas about what it takes to be successful in the creative realm.

In ***Lesson 5.1***, the idea of innovation is reflected in the following activities: discussing and reading about the use of different fabrics and using relative clauses for description. In ***Lesson 5.2***, the following exercises demonstrate the theme of innovation: discussing an innovation and reading a review of the product. In addition, students will analyze various features of a review including the organization and linguistic features used. Finally, students will review a gadget and provide feedback for a partner. In ***Lesson 5.3***, students will listen to audio about 3-D printing and its applications in the food industry. The focus will also be on vocabulary development, in particular noun suffixes. In ***Lesson 5.4***, students will watch a video about drawing out information and use role plays to practice this skill. In the *Real-World English Strategies* students analyze and identify body language and intonation to check for willingness to provide extra information. Finally, in ***Lesson 5.5***, the following exercises will summarize what students have learned about innovation and new products: listening to the pros and cons of various apps and reaching a consensus.

Lessons

5.1 Fabulous Fabrics

Reading Skill Making an inference

Grammar in Context Relative clauses

- Vocabulary related to fabric (Oxford 5000)
- Talk and read about different types of fabrics and how they are used
- Analyze a text and make inferences
- Use relative clauses in description

5.2 Fun with Food

Pronunciation Skill Linking

Writing Skill Language to praise and criticize

Grammar in Context *Whoever*, *whatever*, *whichever*, *whenever*, *wherever*, and *however*

- Talk about a new innovation
- Read and analyze a review of a product
- Write a review of a gadget that discusses its strength and weakness
- Provide feedback on a partner's review

5.3 New Ink

Listening Skill Understanding participle clauses

Grammar in Context Participle phrases and clauses

Vocabulary Development Nouns formed from verbs

- Discuss 3-D printing and its implications
- Listen to a talk show on the use of 3-D printing in the food industry
- Practice listening for and using participle phrases and clauses effectively

5.4 One More Thing …

Real-World English Drawing out information

- Watch a video for ways to draw out information
- Analyze body language and intonation for willingness to give information
- Practice drawing out information through pair work and role plays

5.5 Appreciating Apps

Speaking Reaching a consensus

- Discuss how the Internet has changed our lives
- Listen to some people talking about the pros and cons of various apps
- Practice reaching a consensus

Resources

Class Audio CD 2, Tracks 2–11

Workbook Unit 5, pages 29–35

Oxford Readers Correlations

The Riddle of the Sands (9780194657587)

Teacher's Resource Center

Assessments: Unit test

Class video

English For Real video

Grammar focus

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

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Unit Opener

Student Book page 51

The unit opener photo shows someone in a factory or other facility busy at work, possibly on a new product. The worker is wearing industrial glasses, and he is concentrating intently on his work. He is surrounded by machines and equipment. The photograph relates to the unit theme and subsequent exercises because it focuses on what it means to be innovative, sets up the theme for the questions that follow, and encourages students to discuss and think about what the man might be at work on. We are drawn to the equipment around him and wonder how it might help him in his endeavors.

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 to come up with one or two common fabrics used for clothing (e.g., cotton, silk, polyester, wool). Ask students to think about how one could wear food—in particular, milk. Brainstorm some ideas on the board.

2 For question 2, ask students to think about foods that are difficult to eat (e.g. spaghetti, ramen, buffalo wings, corn on the cob, enormous burgers). Write the word *a spaghetti fork* on the board, and discuss how it might be used to eat spaghetti.

3 For question 3, write *printed food* on the board. Ask students why people might need to eat food that has been printed.

Answers

Students' answers will vary. Sample answers include:

1 You might wear milk in some kind of dried form that could be used as a fabric.
2 A spaghetti fork might be circle-shaped with many prongs so that it is easier to eat.
3 Because we will have a shortage of food in the future, we may have to print it.

Discussion Questions

1 Direct students' attention to the picture. When you ask students to describe the image, ask specific questions: *Where is the man? What might he be doing? What equipment is he using? What product is he making?*

2 Direct students' attention to the title of the unit and the questions below the picture. When you ask students to discuss the questions, check that they understand the following vocabulary words: *innovation, innovate*. Elicit examples of innovations in the past century—for example: *the Internet, smartphones, the PC*.

3 Have students work in groups to discuss the questions. Circulate and provide support as needed. Have students share their answers with the class, and write some answers on the board, particularly for the last question.

Answers

Students' answers will vary. Sample answers include:

1 I think that some innovation is always based on tradition. We have always needed to communicate with loved ones. Therefore, recent innovations such as FaceTime and Skype have replaced more traditional methods like letter writing and writing emails.
2 People innovate because they want to make things more convenient to use and to make improvements on the original. Look at the cell phone 20 years ago and today's smartphone as an example.
3 Sometimes traditions are better than innovations. For example, children traditionally used to play a lot more outdoors in the neighborhood, but now with technology they spend a lot of time indoors.

Video Script

I took this photo of the jeweler Massimo Izzo in Catania, Italy. He is working on an 18-karat gold ring with sea motifs and a coral starfish from Sardinia, here in his workshop. Massimo Izzo is a designer and creator of high-end jewelry inspired by Sicilian and Mediterranean culture.

Innovation and tradition are inextricably linked. Many of the things being handed down as tradition were once associated with innovation. Neither can be fully understood in isolation. I personally think that tradition and innovation are linked in photography as well. I always look at what has been done before me and how that can inspire my work and how I can bring something new.

People want to achieve a higher level of mastery over time in the areas they focus on, whatever those areas may be. This is an internal, innate drive to improve performance and achieve a level of excellence. People want to be contributing and impacting the world in a way that goes beyond fulfilling their own personal self-interest. A purposeful life means contributing to a greater good.

Exercise 1

Have pairs discuss their ideas before going over the puzzle as a class. Ask for any guesses before you reveal the solution.

Answers

The man first takes the chicken across, leaving it on the other side. He returns alone in the canoe and picks up the bag of grain. After bringing across the grain, he takes the chicken back to the original side, dropping him off, and picking up the fox. After taking the fox to the other side and leaving it with the grain, the man returns to the original side, retrieving the chicken, and making his third and final trip crossing of the river. At no point was the fox left alone with the chicken or the chicken with the grain.

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Real-World Goal

By the end of this unit, students will be able to try an amazing innovation or new product because they will have gained insight about the innovative process through reading about innovative fabrics, writing a product review, and discussing an innovation's strengths and weaknesses. Have students report back to the class and answer the following question: *How was this innovation amazing?*

Lesson 5.1 Fabulous Fabrics

Student Book pages 52 – 54

Exercise 1 ACTIVATE

1 Explain the word *fabric*. Put students into groups of three to make a list of different fabrics. Encourage students to write the word in their language and try to paraphrase the meaning to their group.

2 After students complete the exercise, have them share some of their ideas with the whole class. Write the answers on the board. Make a list of fabrics and vocabulary associated with fabrics: *cotton, silk, wool, hemp, felt, polyester, leather, rubber rayon, nylon fibers, textiles, man-made, etc.* As an option, make a chart on the board with the headings *Natural* and *Man-made*, and have students sort the types of fabrics into the correct categories.

Exercise 2 WHAT'S YOUR ANGLE?

1 Provide a model for students using your own clothing. For example: *My dress is made out of cotton, but my scarf is made of a rayon / cotton blend.* Direct students' attention to the structure: *to be made of / to be made out of, rayon / cotton blend.*

2 Have students work with a partner to discuss their own clothing. Ask them to take notes on the different fabrics or textiles they are wearing.

3 Circulate and provide guidance or feedback as needed.

4 Call on some students to share their answers with the class.

Answers

Student answers will vary. Sample answers include:
My shoes are made of leather with rubber soles. My coat is made of wool. My shirt is made of cotton.

Exercise 3 PREPARE

1 Read the instructions aloud. Divide the class into teams of three or four. Assign each team one of the products: milk, pineapple, banana, coconut, or fish.

2 Give each team 4–5 minutes to come up with as many ideas as possible.

3 Call on each team to present their ideas to the class.

Exercise 4 INTEGRATE

1 Before students read the article, explain the words *garment* (clothing), *sustainable, hypoallergenic, synthetic fabric, renewable, biodegradable*, etc. Ask students: *Why might environmentalists be excited about using natural material or fabrics? People with allergies?*

2 Have students read independently and take notes on what parts of the plants are being used.

3 Have students work in small groups to discuss their notes.

4 Call on students to share their responses with the class.

Answers

Milk: milk proteins are made into a powder
Coconut: the hair or "coir"
Banana: the stem
Pineapple: the hard leaves
Fish: the milky glue or "slime" it gives off

Exercise 5 IDENTIFY

1 On the board, write a chart with the following column headings: *Item, Where it is made / found, Traditionally used for, Kind of clothes it is suited to, Two interesting facts.* Have students copy it in their notebooks.

2 Have students work independently to reread the article and take notes in their chart for each image.

3 Put students in small groups to discuss their answers and share their interesting facts.

4 Call on volunteers to share some answers and facts.

Answers

Item	Where it is made / found	Traditionally used for	Kind of clothes it is suited to	Two interesting facts
Milk	Germany	Used for clothes in 1930s	Very soft, like silk. Good for dresses, underwear, nightwear, (linen and car upholstery) Easy to clean / quick to dry / hypoallergenic and antibacterial	Students' answers will vary. Sample answers include: I think it's interesting that less water is used to make milk fabric than fabric made from cotton, and …
Coconut	India	Brushes, ropes, door mats	Sports wear Quick-drying / absorbent/ durable and wrinkle-resistant / soaks up sweat and odors	Students' own answers
Banana stem	(India and Japan)	Blankets, saris, and kimonos	Raincoats Soft, lightweight / water-repellent	Students' own answers

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Pineapple plant	Philippines	Luxury clothing, e.g. wedding dresses	Formal wear Washable / transparent / lightweight / Stiff / shiny	Students' own answers
Hagfish	On the ocean floor	-	Sportswear and bullet-proof vests Strong and stretchy	Students' own answers

Oxford 5000 words

texture fibers spun
weave harvest thread

Exercise 6 WHAT'S YOUR ANGLE

1 Have students discuss the questions in small groups.
2 Write the following headings on the board: *Milk*, *Tropical fruits*, *Fish*.
3 Call on volunteers to share their opinions with the class and take notes under the headings. Discuss the most popular, and ask students to provide a reason it is so popular with the class.

Answers
Students' answers will vary. Sample answers include:
The writer seems to be in favor of these products because he or she says they are sustainable and comfortable. I like the sound of the fabric made from the milk product because it doesn't irritate the skin.

Reading Skill

Making an inference

GO ONLINE

1 Write the following question on the board: *Can you come to my party?* Call on volunteers to ask you the question four times. Reply as follows:
Reply 1: Yes, I'll be there.
Reply 2: Ummm … I'm really busy at work this week.
Reply 3: I can't. Sorry.
Reply 4: (cough, cough) I'm feeling under the weather, actually.
2 Ask students: *Which replies were direct, and which were indirect? What inferences can you make from the indirect sentences?* Explain the term *read between the lines* in this context.
3 Have students read the Reading Skill box independently, and answer any questions they have about the content.

Extra Practice

1 Write the following situations on the board:
a Someone asks you on a date, and you don't want to go.
b Your neighbor asks you to watch her cat, and you don't want to.
c Your friend has a new boyfriend whom you don't like. Someone asks what you think of him.
2 Put students in pairs, and assign each pair one of the situations. Tell pairs to role-play their situation. They must explain without being direct in a way that allows the listener to make an inference about their answer or opinion.
3 Circulate and provide feedback.
4 Have some pairs perform for the whole class.

Exercise 7 APPLY

1 Direct students to the questions before they reread the last paragraph. Encourage students to answer from their memory from the first reading.
2 Have students read the last paragraph independently and then share their answers with a partner. Ask students what inferences they made to determine the answers.
3 Discuss the answers as a class.

Answers
Students' answers will vary. Sample answers include:
The writer feels cautious because so-called environmental products may lose the qualities mentioned when produced on an industrial level, such as bamboo. The writer suggests we need to be cautious with new "environmental" products and not jump to conclusions. However, an explicit warning, such as "We need to be very careful," is avoided. This would probably sound too negative for this article, which details the huge potential of alternative fabrics. The inference is that more research into making new fabrics from natural sources is necessary.

Exercise 8 APPLY

1 Direct students to the instructions and the model. Ask students what inferences they could make to get the answer. For example: *white dress = wedding gown*
2 Have students work independently to write their inferences and then share their answers with a partner.

Answers
Students' answers will vary. Sample answers include:
2 She pricked her finger with the needle.
3 She had been there for a long time.
4 She wanted more fruit.
5 Perhaps the weather wasn't good.
6 He was excited because it was a new car.

Exercise 9 VOCABULARY

1 Have students look at the vocabulary words and discuss the meanings. Read the first item, and model determining what part of speech would fit in the blank: adjective, noun (plural or singular), verb, or adverb (adjective). Look at the words together as a class, and decide which words might work. Ask students which word could be changed into an adjective to fit the sentence: *spin > spinning*. Explain to students what a spinning wheel is.
2 Have students work independently to match the rest of the vocabulary words. Remind them to pay special attention to the grammar and the context to guess the meaning.
3 Have students share their answers with a partner. If their answers disagree, have them work together to choose the best answer for each item.
4 Call on volunteers to share the answers with the class, and check the parts of speech, paying careful attention to the grammar.

Answers
1 spinning
2 garments
3 harvest
4 weaving
5 fibers
6 thread(s)
7 texture

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Exercise 10 WHAT'S YOUR ANGLE?

1 Before starting the activity, work with students to brainstorm some different items of clothing: *sportswear*, *evening wear*, *outdoor wear*, *office attire*, *nightwear*, *wedding garments*, *beach wear,* etc.
2 Put students into small groups to discuss their three items of clothing.
3 Call on some students to share their ideas with the class.

Answers
Students' answers will vary. Sample answers include:
I like sportswear because it is comfortable. I also like my hiking boots because they are practical for hiking in the mountains. My pajamas are made of cotton, so they don't irritate my skin.

Grammar in Context

Relative clauses

GO ONLINE

1 Direct students to read the information in the Grammar in Context box independently. Go over any questions as a class.
2 For additional practice, see Grammar focus on page 163 in the Student Book.

Extra Practice

1 Print the following sentence frames on a handout:
My mother is a person _____.
My hometown is a place _____.
I come from _____ *(city),* _____.
I really enjoy movies _____.
My best friend is _____ *(name),* _____.
My dream is to travel to a place _____.
Technology is something _____.
I generally like apps _____.
Innovation is something _____.
My dream is to work at Snapchat, _____.
2 Have students complete the sentence frames with relative clauses. Then have them share their sentences with a partner.
3 Explain to students that after a proper noun we use non-defining relative clauses. Also, the relative pronoun *where* must be followed by a subject and a verb: *My hometown is a place where you can find many tourist attractions.*
4 Call on volunteers to write sentences on the board. Check for accuracy as a class.

Exercise 11 IDENTIFY

1 Write the following relative pronouns on the board: *who*, *which*, *that*, *whose*, *where*. Explain that when we use a non-defining relative clause, we can only use *which*, *who*, or *whose*. In defining relative clauses, we use *that* for things and *who* for *people*. Explain that we use *where* for places and *whose* for possessives.
2 Have students work in pairs to decide whether the clause in each item is defining or non-defining. Then have them complete the exercise.
3 Ask students to decide in which sentences the relative pronoun can be omitted.
4 Postpone going over answers until the next exercise.

Exercise 12 NOTICE

1 Have students listen to the recording and check their answers in Exercise 11.
2 Review answers as a class.
3 Play the recording again, drawing students' attention to the use of commas in non-defining clauses and the dropping intonation when the comma is used.

Answers
Sentences 2, 3, 7, 8 have non-defining clauses
1 no pronoun needed
2 *which*
3 *who*
4 *that* (preferred) or *which*
5 *that* (preferred) or *which*
6 *that* (preferred); no pronoun is needed, in which case, omit *is*; or *which*
7 *where*
8 *whose*

Audio Script

CD 2, Track 2
1 Milk fabric is one solution we can use in response to the problem of waste.
2 Qmilch fabric is odorless, which might surprise some people.
3 Domaske, who studied microbiology, launched Qmilch in 2011.
4 Some companies use coconut husk waste to make fabric and products that are very light and strong.
5 Coconuts can be blended with other materials to make fabrics which last longer than other organic choices, such as cotton.
6 Three quarters of the cotton produced on large-scale farms in the U.S. is genetically modified.
7 Farmers in China and the US, where cotton is largely produced, need not worry yet about the rise in eco-friendly products.
8 The coconut, whose shell, meat, and milk are already widely used, is both a fruit and a nut, according to botanists.

Exercise 13 EXPAND

1 Model the first sentence for students, emphasizing the falling intonation when using a non-defining relative clause.
2 Have students practice the sentences in Exercise 11 with a partner. Circulate and provide feedback.

Exercise 14 APPLY

1 Write the first item on the board. Elicit possible answers from students. Reemphasize that when using a non-defining relative clause, *that* cannot be used as a relative pronoun. We must use *which*, *who*, or *where*.
2 Have students work independently to rewrite the sentences and then share their answers with a partner.
3 Have volunteers share some of their sentences with the class. Ask students to emphasize the falling intonation as they read aloud.

Answers
Students' answers will vary. Sample answers include:
1 The leaves of the pineapple plant, which are used to make soft fabric, can also be used to make an alternative to leather.
2 The pineapple plant, which is naturally shiny and hard, lends a natural protective layer to the fabric.
3 In the Philippines, where there are nearly 60,000 hectares of pineapple plantations, it makes sense to use this resource more effectively.
4 Banana fabric, which is commonly used for cushions and blankets, is (also) well suited to outer wear.

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5 The hagfish, which scientists estimate has been around for 300 million years, is practically blind.
6 Hagfish, whose slime threads have been likened to spider silk in terms of strength, produce threads around six inches in length.

Lesson 5.2 Fun with Food

Student Book pages 55 – 57

Exercise 1 ACTIVATE

1 Have students work with a partner to brainstorm objects that have been (re)designed in the past ten years. Write the following categories on the board to guide students: *Home*, *Work*, *Transportation*, *School / college*.
2 Once students have brainstormed some ideas, direct them to discuss the two questions posed with their partner.
3 Come together as a class, and call on volunteers to share their answers. Put the words *usefulness* and *effects* on the board. Write ideas about the usefulness and the effects of the products on the board as students share them.

Exercise 2 INTEGRATE

1 Ask students: *Who likes spaghetti? Do you find it difficult to eat? Why?*
2 Direct students to the advertisement, and ask them to read it and discuss the questions with a partner.
3 Focus on the last statement: *It makes us laugh and also works like a dream!* Ask students what they think the statement means.
4 Call on volunteers to share their answers with the class.

Exercise 3 ASSESS

1 Have students watch the video without sound.
2 Direct students to create a conversation about the video with a partner.
3 Circulate and provide feedback.
4 Play the video without sound as pairs take turns performing their conversations.

A Cool Innovation

Exercise 4 ASSESS

1 Have students watch the video with sound. Then have them compare their conversations with the video.
2 Discuss some of the differences as a whole class.

Video Script

A Cool Innovation

Clare So, Tanya, what do you think of my homemade spaghetti?
Tanya It's great. But what's that funny utensil you're using?
Clare Oh, this? It's my electric spaghetti fork. See? It spins around so I can get more pasta on my fork. It's a cool innovation!
Tanya Hmm. I don't know. I hope you didn't spend a lot on that.
Clare Oh, no. My friend gave it to me as a joke gift.
Tanya I got a gift like that once. It was this thing called a watch phone.
Clare No! That sounds really useless. If I had received that as a gift, I would have returned it to the store.
Tanya I did. But why didn't you return your electric fork?
Clare Because it really works. Here, try it.
Tanya Wow, it's great! I wouldn't have made fun of it if I'd known it was this useful!

Pronunciation Skill

Linking

GO ONLINE

Direct students to the Pronunciation Skill box, and have them read it independently.

More to Say…Note

More advanced learners might benefit from knowing that when the first words ends with a stop consonant (/p/, /b/, /g/, /k/, /t/ or /d/) we don't release it when linking it to the next consonant sound, as in "job description."

More to Say…Activity

Focus: Working in small groups, students listening for connected speech.

Grouping Strategy: Groups of two students

Activity Time: 25 minutes

Ready,

1 Find a listening on an interesting topic from the Internet, or choose a listening from the Student Book.
2 Isolate a 3–5 sentence segment of the listening that contains examples of consonant-to-consonant linking, consonant-to-vowel linking, and vowel-to-vowel linking.
3 Prepare a transcript of the listening.
4 Identify and mark all the instances of linking.
5 Replace all the linked words with a blank and a number indicating the number of words that have been removed. For instance, in the case of the linked words, *some money,* they would be removed and replaced with _____ (2). In the case of the linked words, *go away and,* the text would show _____ (3).
6 Prepare copies of the gapped text for each student.

Set…

1 Put 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 2 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.

Exercise 5 NOTICE

1 Read the instructions aloud, and have students read the sentences independently.

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2 Ask students to work in pairs to identify linking in the sentences.
3 Go over the answers as a class.

Answers
1 I've never seen anything like it.
2 It takes the work out of eating spaghetti so /w/it's a wonderful tool for lazy children!
3 Cheap at the price! I didn't regret it at all! We/j/ are planning to /w/order another!

Exercise 6 APPLY

1 Have students practice the sentences in Exercise 5 aloud with a partner.
2 Circulate and provide feedback.
3 Play the recording for students to compare.

CD 2, Track 3

Exercise 7 EXPAND

1 As a class, brainstorm a possible customer comment. For example: *It is easy to carry and convenient to use.* Point out the linking in the example: *The two* t *sounds could be blended into one.*
2 Ask students to work with a partner to write two or three comments. Have them check the sentences for possible linking.
3 Have students practice their sentences with their partner.
4 Ask volunteers to share their customer comments aloud, and call students' attention to pronunciation and linking.

Exercise 8 ASSESS

1 Before having students read the review, ask them what they think of gadgets. Explain what a gadget is, and brainstorm useful gadgets: staple remover, can opener, Fitbit, etc. Ask student to predict the possible pros and cons of using the Spaghetti Fork. This will activate prior knowledge for students before they read.
2 Have students read independently and then compare their responses with a partner.
3 Make sure that students provide evidence from the text to support their responses.

Answers
Students' answers will vary. Sample answers include:
The customer who wrote the review is very satisfied: he or she mentions many positive things such as a long battery life, it helps his or her son to eat normally, it's easy to disassemble, and it's dishwasher safe.

Exercise 9 IDENTIFY

1 Before starting the exercise, print copies of the review and cut the paragraphs apart. Have students close their books and rearrange the paragraphs in the correct order.
2 Write the following words on the board: *introduction, body paragraphs, conclusion.*
3 Ask students to look at the product review and identify each part with a partner.
4 Have students look at the body paragraphs and identify the main idea of each.
5 Ask students: *What is the purpose of each body paragraph?* Write *body 1*, *body 2*, and *body 3* on the board, and ask volunteers to write their answers on the board.
6 Check the answers as a class.

Answers
First paragraph: introduction
Second paragraph: strengths and explanation
Third paragraph: more strengths
Fourth paragraph: negatives
Last paragraph: overview

Writing Skill

Language to praise and criticize

GO ONLINE

1 Ask students what the words *praise* and *criticize* mean. Write the following comments on the board: *She writes effortlessly. It is rather hard to understand if you read quickly.* Discuss which is praise and which is criticism.
2 Use this as an opportunity to discuss cultural differences when it comes to criticizing and giving praise. Ask: *Do you give a lot of praise in your culture? If you criticize, do you do it directly or indirectly?* Then direct students to read the information in the Writing Skill box.

Extra Practice

1 Present the following scenarios:
   a *Your friend is a really slow driver, and you want to get to a party on time: Give her some polite criticism.*
   b *Your friend is great public speaker, and you want to tell her how much you admire her skill. Give her some praise.*
   c *Your boss just gave a presentation with great visual and main points, but the conclusion was missing. Give him some praise and some criticism.*
   d *Your son came home with his report card: all A's and one D. Give him some praise and some criticism.*
2 Put students into pairs to respond to the scenarios using the devices in the Writing Skill box.
3 Have students share their responses with the class, and discuss how one might soften the criticism by using language such as *rather* and an *if* clause.

Exercise 10 IDENTIFY

1 Read the directions aloud. Ask students to identify what is required for each item. Model the first item: *For the first item, I must find examples of positive adjectives and adverbs in the advertisement.*
2 Ask students to work in pairs to find different examples in the advertisement.
3 Have students write the examples they found on the board.
4 Go over the answers as a class.

Answers
Students' answers will vary. Sample answers include:
1 ideal, immediately, as soon as, robust, strong, convenient, enjoyable
2 absolutely, extremely, certainly, really (easily)
3 though, however, although, but, unfortunately
4 quite slow, not small enough (better than *too big*), a little irritating, it didn't seem to function so well

Exercise 11 DEVELOP

1 Ask students to work with a partner to rewrite the sentences.
2 Circulate and provide feedback.

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3 Ask volunteers to share their answers with the class. Have the rest of the class decide whether the sentence is more positive or less negative.

Answers
Students' answers will vary. Sample answers include:
1 The product is extremely cheap and picks up your noodles effortlessly.
2 It's possibly a little heavy for a young child to lift.
3 I personally found it a little hard to remove the head, but I have slight arthritis in my hands.
4 Delivery was really quick and extremely / remarkably efficient.
5 Customer service wasn't too helpful overall, though I believe it was a busy day.

Exercise 12 WHAT'S YOUR ANGLE?

1 Put students in small groups to discuss the questions.
2 Circulate and provide feedback.
3 Go over the questions as a whole class, and ask how technology has changed the way we review products or services.

Grammar in Context

Whoever, whatever, whichever, whenever, wherever*; and *however

GO ONLINE

1 Direct students to read the Grammar in Context box.
2 For additional practice, see Grammar focus on page 163 in the Student Book.

Extra Practice

1 Put students in groups of three. Tell students that they are going to review a new product for the future, Chip Language—a chip that is inserted into your brain so you can instantly speak a new language.
2 Have groups write five sentences highlighting possible strengths of the product and using *whoever, whatever, whichever, whenever, wherever,* or *however*. Provide an example: *Whenever you need to travel to a new country, you can use Chip Language!*
3 Ask students to share their sentences with the class on poster paper or the board.
4 Check for accuracy of comma usage and grammar.

Exercise 13 APPLY

1 Review words that end in *-ever* with the class, and write them on the board: *whoever, whatever, whichever, whenever, wherever, however.*
2 Have students work independently to add the appropriate *-ever* word in each sentence.
3 Go over the answers as a class.

Answers
1 Whenever
2 Whichever or Whatever
3 whatever
4 however
5 Whoever

Exercise 14 APPLY

1 Play the audio, and pause after the first sentence to model the correct response: *wherever*.
2 Continue playing the audio and pausing after each sentence to elicit a correct response from students.

Answers
1 Wherever
2 Whatever
3 Whichever
4 Whoever (you like)
5 However (you want)
6 Whenever

Audio Script

CD 2, Track 4
1 Shall I sit over here?
2 Would you like fresh fruit for breakfast?
3 What would you prefer? Tea or coffee?
4 Can I bring Isabelle and Linda to the restaurant then?
5 Should I cut these carrots lengthwise or into …?
6 Do you think I should get to your place before 7 p.m., then?

Exercise 15 PREPARE

1 Brainstorm some popular gadgets on the board. For example: *Apple Watch, Fitbit, Amazon Echo, Amazon Kindle, iPad, Segway, drones*, etc. Have students choose one to review. Make sure there is a mix of product choices.
2 Go over the directions with students, and check for comprehension.
3 Give students some time to make notes. Circulate and provide feedback.
4 Have students share their ideas with a partner using their notes.

Exercise 16 WRITE

1 Before assigning the writing, have students work in groups to brainstorm some different adjectives or adverbs to describe their gadgets. For example: *exceptional / exceptionally*, *convenient / conveniently*. Write their ideas on the board for them to reference while they write.
2 Read the instructions aloud, and allow time for students to write their review in class or as homework.
3 Encourage students to use all the skills focused on in Lesson 5.2: language to praise and criticize, *-ever* words, and organization (introduction, body paragraphs, and conclusion).

Exercise 17 IMPROVE

1 Have students work in pairs to do a peer review of the writing assignment.
2 Ask students to take notes on the five criteria and give their partner feedback. Tell them to pay attention to the way they praise and criticize.
3 Circulate and provide feedback.
4 Ask students to rewrite their review using their partner's feedback.

Lesson 5.3 New Ink

Student Book pages 58 – 59

Exercise 1 ACTIVATE

1 Direct students to the title of the lesson, and ask them to predict what it will be about.
2 Put students into small groups to answer the three questions about 3-D printing.
3 Call on some students to share their responses with the class.

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Exercise 2 PREPARE

OXFORD REFERENCE

1 Have students work independently to read the description two or three times and then work with a partner to fill in the missing words.
2 Call on volunteers to share their answers with the class. Focus students' attention on the parts of speech for the missing words (the first is a noun, the second is an adjective, and so on).
3 Go over the answers as a class, and explain any difficult words.

Answers

1 process	3 dimensional	5 other
2 physical	4 layers	

Exercise 3 INTERACT

1 Read the list of professions aloud, and model an idea for students: *A builder can print out the model of the building from the architect before starting construction.*
2 Ask students to work with a partner. Instruct one partner to take notes in a chart under each profession.
3 Circulate and provide feedback.
4 Have volunteers share their ideas with the class.

Answers

Students' answers will vary. Sample answers include:
A surgeon will use 3-D printing to model a part of the body before surgery to help nurses and the patient.

Exercise 4 INTEGRATE

1 Have students work independently to match the fields to the ideas.
2 Have students share their answers with a partner.
3 Call on volunteers to share their answers.

Answers

1 builders	6 nutritionists
2 farmers	7 surgeons
3 fashion designers	8 dentists
4 engineers	9 musicians
5 chefs	10 the military

Listening Skill

Understanding participle clauses

GO ONLINE

Direct students to read the Listening Skill box. Read the content aloud, and clarify any confusing information.

CD 2, Track 5

CD 2, Track 6

Extra Practice

1 Ask students to write some sentences using two clauses (subject and verb) about the different professions listed in Exercise 3. Provide an example: *Farmers use a lot of different machinery, and they cultivate crops.*
2 Have them exchange the sentences with a partner and try to write their partner's sentences using a participle clause. For example: *Using a lot of different machinery, farmers cultivate crops.*
3 Have students read the new sentences aloud to their partner, paying careful attention to the intonation.

Exercise 5 DEVELOP

1 Before beginning the exercise, have students practice the sentences independently.
2 Put students into pairs, and have them take turns reading the sentences aloud, paying attention to the intonation.
3 Call on some students to read the sentences aloud for the whole class.

Exercise 6 NOTICE

1 Play the recording, and have students listen to the sentences and repeat using proper intonation.
2 Ask students to work with a partner to discuss how similar their intonation was to the recording.

CD 2, Track 7

Exercise 7 IDENTIFY

1 Read the instructions aloud. Ask students to predict two or three professions that will be mentioned.
2 Play the recording, and have students take notes on what they hear.
3 Have students compare what professions or jobs they heard.
4 Go over the answers with the whole class.

Answers

military	builders / engineers
medicine	nutritionists
dentistry	chefs

Audio script

CD 2, Track 8

Host: Welcome to this week's *I Like Science*, where we'll be discussing the topic of 3-D printing. Today, we have with us the comedian Robyn Dexter, game show host, Zoe Firth, neither of whom were told the topic in advance. And finally our expert, Professor Malcolm Pacito, author of *3-D Printing Made Simple* and specialist in care for the elderly. Let's start as usual by asking our celebrities what they know about it? Zoe?

Zoe: Argh. I was hoping you'd ask me second!. What do I know? Very little, if I'm honest. Umm … it's used in a wide variety of areas—the military, NASA, medicine, to make things. 3-D printing can be used to make a prosthetic limb, for those who need a leg or an arm. It's similar to an ink printer, except that instead of ink, it uses materials like plastic or metal or rubber. However, being in the world of TV, nothing in my work has been 3-D printed … I don't think. Why don't you ask Robyn now!

Robyn: Thanks! Well … 3-D printing requires polymers, an additive function, and advanced technology. Yes, as you can see, I'm joking. I don't really understand it, either. However, my dentist did mention last week that you can now get replacement teeth—mine are real, by the way! He was talking about someone else. And crowns, too. Printing them saves time and money, apparently, assuming he was telling me the truth. Never trust a dentist, though!

Zoe: Yeah, my dentist gave me a crown last month and it cost practically the same as my mortgage!

Host: Professor, can you enlighten us at this point?

Prof. Pacito: Of course. Hearing your suggestions, I'm confident that most of the audience have a similar understanding. I've spent the last two years investigating its potential! And having traveled widely, having seen 3-D printing in

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action, I am convinced this technology is going to revolutionize our world.

Robyn: Wow! I'd better listen carefully!

Prof. Pacito: When invited to be a guest on this show, I felt excited to tell you what is already happening in the food industry for the elderly. This is my own area of expertise. Of course, I could talk about lots of other exciting innovations.

Zoe: Please do!

Prof. Pacito: Well, for example, last year in China, a two-story, forty-three-hundred square foot house was built in six weeks using a massive 3-D printer. Can you believe that? *Printed* with layers of concrete, not paper. The walls appear perfectly normal.

Robyn: But how … ?

Zoe: Yeah, how … ?

Prof. Pacito: Okay, not wishing to go away too far from my own area of interest—medicine and care for the elderly—I'll tell you how it can work. Look at these carrots, made by a 3-D printer. And these foods here.

Host: For the rest of you, the professor is just passing us some photos of food that look remarkably food-like. Here they are on the screen now.

Zoe: Are they 3-D printed?

Prof. Pacito: They are. Basically, the process is similar to a normal printer, where things are copied in 2-D onto paper: a scan or picture is put into the software and interpreted and then fresh food is provided. The printer knows what shape, size, and texture to make these carrots.

Zoe: Sorry, but isn't it easier to buy real carrots?

Prof. Pacito: Good point. For you, probably, yes. But what about for the elderly? Having problems chewing or digesting food is very common as you age, often as a result of certain illnesses. Giving pureed or mashed food to old people is time-consuming to make and also it doesn't look very attractive or appetizing. The appearance of food is important for appreciation. Not wanting to eat pureed meals all the time, old people may lose interest in food and become weaker. To fight this problem, the *smoothfood* solution started, as part of a European collaborative project called Performance, led by a company called Biozoon. Established only a few years ago, this project allowed food to be printed so that it not only looked like normal food, but amendments could be made for each individual's dietary requirements.

Zoe: Ooh!

Prof. Pacito: Yeah. The printer can cater to this, adding to fresh food vitamins and minerals, less salt or fat or whatever the person needs, and can give exactly the right number of calories, too. It can also cater to any personal preferences, for example, if someone prefers a spicier option. Mixing it all together, the food is then printed out by adding layer upon layer. The layers are fixed together using an edible glue. Coming out, each serving is then boxed up and clearly labeled for each individual.

Zoe: And doesn't it have to be eaten immediately?

Prof. Pacito: The meals can be frozen and then distributed to nursing homes.

Robyn: Do they do home delivery?

Prof. Pacito: Not yet! Seriously, realizing how nutritional, efficient, and cost-effective this process is, several hundred nursing homes are now using this in Germany. There are thousands of very elderly people happily eating such food. I've seen it work myself.

Zoe: Wow.

Prof. Pacito: This, for me, is the most interesting area of development in the world of food. However, 3-D printing is already being used to make amazing shapes with chocolate and icing, for example, on celebration cakes. There is also a company called FoodInk producing exquisite-looking food, sweet and savory, all from 3-D printing. It even prints the utensils you use to eat with and the furniture! In the future …

Exercise 8 IDENTIFY

1 Direct students to the details they will have to listen for. Have them write *1*, *2*, and *3* in their notebooks. Then play the recording again, instructing students to listen and take notes for each item.

2 Call on volunteers to write the details on the board. Check answers as a class.

Answers

Possible details noted:

1 The printed house—2 stories; built in 6 weeks; concrete layers.
2 The process of printing food—similar to normal printer; scan or picture plus software equals fresh food; printed layer by layer and fixed with edible glue
3 Reasons for printing food for the elderly—it saves time and / or money; can make food look attractive / resemble normal food; can individualize, depending on health requirements, weight, vitamin needs, and so on; easy to transport (frozen) and deliver

CD 2, Track 8

Exercise 9 WHAT'S YOUR ANGLE?

1 Put students into small groups to discuss the questions.

2 Circulate and provide feedback.

3 Ask a representative from each small group to share the group's ideas. Encourage students to give reasons for their answers by asking why or how.

Answers

Students' answers will vary. Sample answers include:
I have learned that 3-D printers can cater to individual's needs. I would like to sample this because I would like to add some vitamins and minerals to my food. I think it will revolutionize the world because it is innovative.

Grammar in Context

Participle phrases and clauses

GO ONLINE

1 Write the following sentence onto the board:

Because they are important in many industries, 3-D printers are going to be used more often.

2 Explain to students that you plan to reduce the initial clause to a participle phrase. Elicit possible answers from students. Model the sentence: *Being important in many industries, 3-D printers are going to be used more often.* Demonstrate clearly how you remove *because* and the subject and change the verb to the *-ing* form. Explain that this is the present participle.

3 Direct students to read the information in the Grammar in Context box independently.

4 For additional practice, see Grammar focus on page 163 in the Student Book.

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Extra Practice

1 Print out the following sentences, and cut them into clause and participle phrase sets. Have students work in pairs to match them together as quickly as possible. Tell the first pair to finish to raise their hand.
   a Being convenient and easy to use, the Spaghetti Fork has become a popular product.
   b Using the Spaghetti Fork, you should be able to avoid cutting up food.
   c Having used the Spaghetti Fork, I decided it was a great gadget.
   d Loving the great new product the Spaghetti Fork, many customers think it is a big hit.
   e Coming out in the early 2000s, the Spaghetti Fork was considered a novelty at the time.
   f Considered a novelty, the Spaghetti Fork is especially popular with kids.
   g Having a short life span, the batteries in the Spaghetti Fork can be considered a drawback.
2 Circulate and provide feedback.
3 The first pair to finish with all matches correct is the winner. Go over the answers as a class.

Exercise 10 IDENTIFY

1 Read the first item aloud. Elicit the full sentence from students using an adverb clause, and write it on the board: *Because I felt tired, I stopped listening to the professor.* Underline *because*, and ask students for the correct letter.
2 Have students work with a partner to complete the exercise. Encourage them to extend the participle phrase into a clause using *if*, *because*, or *when* if they are unsure.
3 Go over the answers as a class.

Answers
1 R 2 S 3 C 4 C 5 R 6 S 7 R

Vocabulary Development

Nouns formed from verbs

GO ONLINE

1 Write the following verbs on the board: *inform*, *excite*, *deviate*.
2 Ask students to turn these verbs into nouns using the suffixes *-ment*, *-ence / -ance*, and *-tion / -ation / -ion*.
3 Elicit the answers from students: *information*, *excitement*, *deviance*. Explain to students that we can use these noun suffixes to change a verb into a noun.
4 Direct students to the Vocabulary Development box, and read it aloud.

Extra Practice

1 Put the class into groups of four or five.
2 Ask groups to assign a leader, and instruct the group leaders to number a piece of paper *1–12*.
3 Tell students that you will call out 12 verbs and each group must change them into nouns using the appropriate noun suffixes.
4 Call out the following verbs: *educate*, *enjoy*, *inform*, *describe*, *appreciate*, *replace*, *avoid*, *appear*, *assign*, *decide*, *resist*, *locate*. Allow time between each verb for the group to reach a consensus.
5 Have groups swap answers and check as a class. Answers: education, enjoyment, information, description, appreciation, replacement, avoidance, appearance, assignment, decision, resistance, location
6 The team with the most correct answers is the winner.

Exercise 11 NOTICE

1 Before starting the exercise, ask students to bring in a dictionary or electronic dictionary. Have them look up the word *information*. Ask how many syllables are in the word. Direct students to the structure and the four syllables: *in-for-ma-tion*. Direct students to the stress pattern in the dictionary: inforMAtion.
2 Model the first two verbs: aDAPT, reQUIRE
3 Ask students to work in pairs to mark the stress.
4 Go over the correct word stress as a class.
5 Have students work in the same pairs to practice reading the words with the correct stress.

Answers
All are stressed on second syllable.

Exercise 12 BUILD

1 Write the chart on the board, and have students copy it into their notebooks.
2 Model the first verb from Exercise 11: *adapt = adaptation*.
3 Have students work in pairs to build the nouns from the verbs and complete the chart in their notebooks.
4 Call on volunteers to come to the board to complete the chart.

Answers
-ance/ence: disturbance, allowance, acceptance, avoidance, preference
-(a)tion/-ion: adaptation, collaboration, consideration, appreciation, distribution
-ment: requirement, replacement, adjustment, establishment, amendment

Exercise 13 INTEGRATE

1 Have students work with a partner to identify the stress on the nouns from the chart in Exercise 12. Before listening, go over the stress with the class.
2 Have students listen and repeat both the verbs and nouns.
3 Have students form generalizations in pairs, and go over the answers as a class.

Answers
Nouns ending in *-ion* are stressed on the syllable prior to the suffix ending.
Nouns ending in *-ence* and *-ment* tend to keep the same stress as the verb with one or two exceptions, such as *prefer*, as in *preference*.

Audio Script

CD 2, Track 9
adapt, adaptation
appreciate, appreciation
collaborate, collaboration
consider, consideration
distribute, distribution
accept, acceptance
allow, allowance

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avoid, avoidance
disturb, disturbance
prefer, preference
adjust, adjustment
amend, amendment
establish, establishment
replace, replacement
require, requirement

Exercise 14 APPLY

1 Direct students to the instructions and the model.
2 Have students work independently and then check their answers with a partner.
3 Circulate and provide feedback.
4 Call on volunteers to write their answers on the board. Work together as a class to check and correct the answers as needed.

Answers
2 Efficient distribution of all the meals is important.
3 The avoidance of tasteless and unattractive food is the motivation behind 3-D food printing for the elderly.
4 The adaptation by software of the contents of each dish means that every individual's needs can be catered to.
5 The adjustment of salt and fat levels are possible.
6 The acceptance of 3-D printing has now begun.

Exercise 15 WHAT'S YOUR ANGLE?

1 Have students complete the sentences so they are true for them and then share them with a partner.
2 Circulate and provide feedback, paying special attention to pronunciation.
3 Have volunteers share their sentences with the class.

Answers
Students' answers will vary. Sample answers include:
1 Having learned about 3-D printing, I want to learn more about its practical implications.
2 After being helped to understand participle clauses, I feel more confident using them in my writing.
3 Knowing a lot of vocabulary and grammar, I can communicate better in English.
4 Being a student of English, I still have a lot to learn.
5 When doing my English homework, I often listen to music.

Lesson 5.4 One More Thing …

Student Book pages 60 – 61

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills. Ask students: *What might the two men be doing?*
2 Read the questions aloud. Ask students to circulate around the room and ask 4–5 other students the questions.
3 Discuss students' findings as a class. Spend time discussing any cultural differences regarding sharing this type of information.

Exercise 2 IDENTIFY

1 Before starting the activity, draw students' attention to the painting. Ask them if they know the painter, Henri Matisse. If so, what do they know about him and / or the painting?
2 Ask students: *Have you ever written a paper for a class? If so, what was difficult about writing the paper? What was easy for you*? Discuss with the class the difficulties when writing a paper. Discuss finding an appropriate topic, research, first draft, and second draft.
3 Have students read the email independently and then discuss the two items in the instructions with a partner.
4 Continue the discussion as a class. Ask volunteers to share their ideas.

Answers
a Max is doing really well, and Professor Armstrong complimented him on his refreshing and interesting approach.
b Professor Armstrong suggests that Max cut back on the biographical / background section of his paper because that aspect has been overdone.

Exercise 3 ANALYZE

1 Direct students to the list of adjectives, and discuss any difficult meanings. Write the headings *Positive, Neutral,* and *Negative* on the board. Ask students to categorize the adjectives according to their connotations, and write the words on the board under the headings. Provide an example: *I think* arrogant *has a negative connotation.*
2 Have students watch the video and circle the adjectives that describe Max's and Andy's attitudes.
3 Have students discuss their answers with a partner.
4 Go over the answers as a class.

Answers
Student's answers will vary. Sample answers include:
a Max is embarrassed / quiet / slightly secretive (the news comes out in fragments!) but also pleased.
b Andy is curious, slightly amused, confused, and then pleased at the end for his friend.

Video Script

English For Real Video Unit 5

Andy You look happy. Have you heard back on your project?
Max Yeah, as a matter of fact, yes! I just got an email from Professor Armstrong.
Andy OK. Give me a little more information!
Max Well, he said he was pleased so far.
Andy Is that all? "Pleased so far"? What did he say?
Max He said, er…that he liked the approach I'd taken.
Andy Approach? What does that mean, exactly?
Max Well, you know, he said it was different from what he'd seen before on Matisse.
Andy In what way?
Max Well, he said my approach was different.
Andy Yeah, different! You said that already. And?
Max Well, I described the development of Matisse's style during his life. Professor Armstrong seemed to like that.
Andy Wow, so do you need to revise it?
Max Oh yeah, just one thing.
Andy And that is…?
Max He said I should cut down on the biographical section a bit.
Andy So basically, you did really well!
Max Seems so! Yeah. He says, "Excellent work!"
Andy Finally! I got it out of you! Good job, Max.
Max Thanks. Yes, it's a relief.

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Exercise 4 EXPAND

1 Have students answer the questions in small groups.
2 Circulate and provide feedback.
3 Call on students to answer, providing examples from the video to justify their answers.
4 If necessary, replay the video for students' reference.

Answers
Max wants to tell Andy because he smiles and looks at Andy when he begins to tell him the good news about Professor Armstrong, and he maintained eye contact.

Real-World English

Drawing out information

1 Ask students what strategies they use to get people to share information. Provide a situation: *Your friend has just gotten an A+ on an assignment. She is shy about telling you. How would you draw out the information?*
2 Brainstorm some phrases you could use: *Tell me more. And? I'm curious to know more.*
3 Ask students what clues the speaker might give to show they do not want to give more information. Model some of these for students. Have students ask you: *Hey, Teacher, how was your weekend?* Respond with short replies, no eye contact, and folded arms.
4 Direct students to the Real-World English box, and have them read it independently.

Extra Practice

1 Put students into pairs, and have them discuss one of the following scenarios:
You just received an email / text and
a you won a spot on the Olympic team.
b you won the lottery.
c you won the Nobel Peace Prize.
You are shy about sharing your news.
2 Have pairs role-play a dialogue, and make sure they use language that encourages their partner to share their news.
3 Choose 2-3 pairs to perform their role plays for the class.

Real-World English Strategies

How people draw out information or ask probing questions differs between cultures as well as between people. While some people feel that it is acceptable to ask personal questions even of people whom they do not know well, others think that asking any questions that are personal or could cause embarrassment is completely inappropriate. For example, it may be more difficult or unacceptable for some people to ask follow-up questions if they receive bad news.

Print out the video script of the conversation between Max and Andy and hand it out to your students.

Next, ask students to imagine a situation where Professor Armstrong was not pleased with Max's assignment and had given Max negative feedback instead in Exercise 2. What kinds of follow-up questions would Andy ask? How would Andy draw out information from Max? Ask students to rewrite the video dialogue in this situation.

Ask a few volunteers to share their dialogues with the rest of the class.

Discuss whether the new dialogues are similar or different? Why did students decide to write what they did? Is it because of how people behave in their cultures or is it because of their individual communication styles?

Exercise 5 NOTICE

1 Have students watch the video again and write down the clues they see.
2 Discuss students' findings as a class.

English For Real Video Unit 5

Exercise 6 IDENTIFY

1 Have students read the instructions, and check for comprehension.
2 Have students work independently to write responses and then share them with a partner.
3 Call on volunteers to share their responses, and discuss as a class.
4 As a class, discuss the possible relationships between the people using these requests for information—for example, friends, siblings, boss and employee, teacher and student, parent and child, etc.

Answers
Students' answers will vary. Sample answers include:

1 greater distance	5 3
2 smaller distance	6 smaller distance
3 greater distance	7 smaller distance
4 3	8 smaller distance

Exercise 7 ASSESS

1 Write the following themes on the board: *dating, marital status or situation, divorce, money / finance, family problems, salary, age*, etc.
2 Put students into groups to discuss in which situations it is acceptable to ask further questions.
3 For each theme listed on the board, take a class vote and write *acceptable* or *not acceptable*. Have volunteers give reasons for their votes from their own language and culture.

Exercise 8 ANALYZE

1 Direct students to the instructions, and have them read the dialogues independently. Alternatively, ask a volunteer to read the dialogues aloud with you, with the student as A and you as B.
2 Have students discuss in small groups and share answers with the class. Ask students to provide examples of language used or possible clues that they read or heard.

Answers
Situation 1 The speaker is reluctant and provides short answers and interjects to move the conversation along. Then the speaker redirects the conversation.
Situation 2 The person seems genuinely in a hurry and has a good excuse but seems willing to talk.

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Exercise 9 INTERACT

1 Brainstorm with the class topics in which it might be hard to draw out information—for example, money (a raise, salary), some personal details (age, health problems), marital status, love life.
2 Have students work in pairs to create their two conversations. Draw students' attention to clues from the Real-World English box. On the board, write *body language, eye contact and facial expressions, short responses*. Tell students to use some of these clues in their conversations.
3 Circulate and provide feedback.

Exercise 10 SHARE

1 Have students role-play their two conversations from Exercise 9 for the class.
2 Discuss as a class the different intonations and body language, eye contact, facial expressions, and responses used.

Lesson 5.5 Appreciating Apps

Student Book page 62

Exercise 1 ACTIVATE

1 Write the word *innovation* on the board.
2 Have students write down their definition in fewer than 16 words.
3 Have students work with a partner to compare descriptions, and then share some ideas as a class.

Exercise 2 WHAT'S YOUR ANGLE?

1 Ask students to work with a partner to discuss the Internet and create a list of at least five benefits.
2 Go over ideas as a class, and write some benefits on the board.

Exercise 3 INTEGRATE OXFORD REFERENCE

1 Direct students to the numbers, and ask students: *In what situation might you use these numbers? Do any of these numbers have a significance for you?*
2 Read the first item aloud, and ask a volunteer for the answer.
3 Have students read and complete the text independently. Then have them compare their answers with a partner.
4 Go over the answers as a whole class.

Answers

1 20th	3 15	5 70	7 100
2 40	4 4	6 3.2	

Exercise 4 INTERACT

1 Write the word *apps* on the board. Ask students what it stands for (*applications*). Ask students: *How many apps do you have on your phone?*
2 Put students into small groups to discuss the question.
3 Brainstorm different apps as a class, and write students' ideas on the board.

Exercise 5 IDENTIFY

1 Play the audio and have students make notes on the pros and cons of each app. Play the audio as many times as needed.
2 Put students into pairs to discuss.
3 Compare answers as a class.

Answers

Be My Eyes: Uses live video messaging to help sighted and blind people communicate.
ParkIt: Helps you remember where you parked your car.
Spin Me Alarm: Requires you to physically get up and move in order to turn off your alarm.
Thief Tracker: Takes a photo of the user after three failed attempts to unlock your phone.
Word Lens: Uses photos you take with your phone to translate signs or text.

Audio Script

CD 2, Track 10

A I rather liked all of them, actually.
B Me too, especially Spin Me. That's because I've got two teenage boys and they won't wake up in the morning for school. Is it just relevant to me, though?
A Mmmm.
C I like the idea, but I have to say, I don't think I'll be using it myself. I can see why you're attracted to it, though. Let's look at the others. I was interested in the Word Lens one, as it seems really practical.
B Yes, useful if you want to read road signs or notices, say at an airport abroad. But I think with that app you need to download an extra language package. And I'm not sure how good the translation would be.
A Oh, really?
B Yes, but on the plus side, it's immediate, and with these translation apps, the quality seems to improve very quickly.
C Yeah. I can imagine using that in a restaurant abroad. You can just translate the whole menu, to save ordering food you don't like!
B Yes. Why don't we keep that one, since we all like it?
A/C Agreed / Yes.
C And what about ParkIt ? My grandmother has a similar app. Because she lives in a city where there are lots of multistory parking lots, she finds it pretty useful. And the timer, too, which gives you reminders of how many minutes you have left.
B Yes, I've seen this one, and it gives you easy-to-read maps of where your car is. Do we agree that we all like this one, then?
A I think that's another possibility, in an increasingly urbanized world! What about the Thief Tracker?
C Well, I like this one, too. I had my phone stolen last year and it cost me a lot of time and money. Such a hassle. Anything that gives you a chance to retrieve your missing or stolen phone is worth it.
B I understand, and it may sound strange, but I think I would prefer not to know who has it! I mean, if you recognize the face, you'd then have to approach them. Call me a coward, but I'm not sure I like this one. And using the video function …? No, thank you.
A You mean you wouldn't like to see or hear the thief? I hadn't thought of that. Your phone might not have been stolen, though, just lost and someone has found it for you … I quite liked it, but wasn't so sure of the practicality—I mean, how many times do you lose your phone?
C True, although when you do, you remember it!
A Yes! Right. Are we happy to discount, then, the Thief Tracker and the Spin Me alarm?
B/C Yeah.
B So that leaves us so far with the ParkIt app and the Word Lens. And there's one left—Be My Eyes.
C Well, I've heard about this one and think it's very useful. It's efficient and collaborative.
A Yes, I presume it does happen that if you're blind, you're occasionally in a position where you need a hand, especially if you live alone. For example, if you had a serious leak in the kitchen, say, or if you had a nut allergy …

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B Yes, and you wanted to read the ingredients on a package. Yes, and I like the fact that you can get this bit of help in your own kitchen, instantly, and by someone who might be on another continent!
C Incredible, really! Though my neighbor is blind and he's so fiercely independent. He never asks for help of any kind. I suppose you could say this app doesn't have the potential to help us specifically.
B That's true, not at the moment, but we might benefit from it at some point, or members of our family might. In fact, should we keep this one, and perhaps get rid of the language one? I mean, there are lots of other translation apps.
C I'm happy to do that. Ralph?
A I can see what you mean. This app for blind people is unique, as far as I know. That leaves us with just two then—the Be My Eyes app and the ParkIt app.
B I don't know about you, but in some ways these are not comparable. I mean, the Be My Eyes app could really help someone in trouble.
C Well, couldn't the ParkIt app?
A It could, but surely if you remember to switch the app on when you park, you could almost as easily make a note or take a quick photo reminder.
C Mmm. You're right. So are we agreed that we're left with …

Exercise 6 IDENTIFY

1 Write the words Pros and Cons on the board. Brainstorm some synonyms with the class: *for and against, benefit and drawback, advantage and disadvantage.*
2 Have students listen again and write down the pros and cons and then share their answers with a partner. Encourage students to use a variety of expressions. For example: One advantage of Thief Tracker is that it can save time and money. One disadvantage is that it is awkward to use if you know the thief.
3 Go over the answers as a class.

Answers
Thief Tracker: Pros (for)—helpful, as can save time and money. Cons (against)—one person would prefer not to know, as hard to face the thief if they knew him or her!; very little use for this app
Word Lens: Pros—useful, e.g., at an airport / restaurant for menus; quality of translation improves with time / users; immediate translation. Cons—need to download language package, not sure about accuracy of translation, lots of translation apps available
Spin Me Alarm: Pros—helps with waking up teenagers. Cons—may not be useful for someone who doesn't have teenagers
ParkIt: Pros—useful in a city where lots of parking lots (for older people implied?), timer handy, easy-to-read road maps. Cons—if you remember to switch the app on, then just as easy to make a note or take a photo without the app!
Be My Eyes: Pros—useful, efficient, collaborative, e.g., useful if you had a nut allergy and needed to read the ingredients; instant help (perhaps by someone on another continent!); could help someone in trouble; unique. Cons—many blind people fiercely independent; also limited only to users with visual impairments (not these individuals themselves)

CD 2, Track 10

Speaking

Reaching a consensus

GO ONLINE

1 Write the following question on the board: *Can we reach a consensus?* Ask students what the word *consensus* means.
2 Ask students: *Do smartphones have only benefits for society, or do they have some drawbacks?* Write the headings *Benefits* and *Drawbacks* on the board, and brainstorm the pros and cons as a class.
3 Then ask students: *So, do we agree that smartphones have both benefits and drawbacks?* Explain that this is a consensus.
4 Direct students to the information in the Speaking box, and have them read it independently.

Extra Practice

1 Ask students to work in pairs and choose one of the following controversial topics:
Have smartphones had positive or negative effects?
Will robots have a negative or positive impact on jobs in the future?
What are the benefits and drawbacks of AI replacing teachers?
2 With students, discuss the pros and cons and come to a consensus. Write the following phrases on the board, and encourage students to use them.
Why don't we keep this point … ?
Do we both agree that … ?
So that leaves us with …
Should we keep this point?
Can we agree that … ?
3 Call on some students to share pros and cons with the class.

Exercise 7 APPLY

1 Direct students to the phrases, and have students work independently to match them.
2 Have students check their answers with a partner.

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

Exercise 8 IMPROVE

1 Have students listen and repeat the phrases in Exercise 7.
2 Have students practice the phrases with a partner.

Audio Script

CD 2, Track 11
1 Why don't we keep that one, since we all like it?
2 Do we agree that we all like this one, then?
3 Right. Are we happy to discount, then, the Thief Tracker and the Spin Me alarm?
4 So, that leaves us, so far, with the ParkIt and the Word Lens apps.
5 Should we keep this one, and perhaps get rid of the language one?
6 So, are we agreed that we're left with…?

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Unit 5 Review

Student Book page 151

Vocabulary

Exercise 1

Answers

1 blouses
2 cotton blouses
3 suits
4 polyester

Exercise 2

Answers

1 disturbance
2 adjustments
3 collaboration
4 consideration
5 allowance

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

Grammar

Exercise 3

Answers

1 d 2 a 3 c 4 d 5 a or b

Exercise 4

Answers

1 whichever or whatever
2 whenever
3 however, whatever, or whichever
4 Whoever
5 whatever

Exercise 5

Answers

Students' answers will vary. Sample answers include:

1 (On) learning how 3-D printing could… , the students were fascinated.
2 Often used in cake decoration, 3-D printing can produce incredibly detailed designs.
3 Farming in a remote area you can save a lot of time and money with access to a 3-D printer.
4 When asked to explain about 3-D printing, she didn't know what to say.
5 After being shown how the process worked, they were amazed.

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 if they know who John Wooden is and discuss his achievements as the inspirational head coach of the UCLA men's basketball team.
2 Direct students to the quote. Have a volunteer read it aloud. Then have small groups discuss the possible meaning of the quote in relation to innovation.
3 Have small groups come together as a class and share their ideas.
4 As an extra activity, have students find other quotes from famous coaches and share them with their groups.

Answers

Students' answers will vary. Sample answers include:
I think this means that you have to adapt to changes in new technology or you may get left behind

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, brainstorm some ideas for alternatives uses for 3-D printing with the class. Have students work in pairs to choose one idea and discuss it.
2 For Task 2, have students work in small groups to talk about any new apps they have acquired. Have students choose one app and write a review as a group. Encourage students to write about the pros and cons of the app and use relative clauses: *wherever, whoever,* etc. When groups have finished, have them share their reviews with the other groups. As a class, decide on which is the best review and why.
3 For Task 3, have students find a photo on their phone and share it with their partner. Have students explain why this product or service is useful and revolutionary.

Answers

Students' answers will vary. Sample answers include:

1 I'm interested in the use of 3-D printing to create toys at home. Parents can save money and entertain their children by making custom-made toys that are just what their children want.
2 I do not recommend the app QuietTime. I recently downloaded it to help me concentrate while studying, but it is hard to use and ends up taking more time away from my work …
3 This omelet maker is both useful and revolutionary. I can make an omelet without a stove or even a pan. And when I finish I can just wipe it clean!

Exercise 8

1 Have students complete the prompts and share their responses with a partner.
2 Have students identify areas they would like to improve upon in the coming units.
3 Brainstorm areas of improvement as a class.
4 As an option, have students prepare a list of two things that they want to focus on improving for the next unit.

Answers

Students' answers will vary. Sample answers include:
I found Task 1 easy because I know a lot about the subject of 3-D printing. I found Task 2 difficult because I need to organize my ideas more clearly in my writing. I need to improve my organization in general.

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Unit Overview

Introduction to the unit

The title of this unit—*Rules*—allows students to think about laws, the reasons we have them, and the consequences of not following them. Throughout the unit students will explore various rules through reading a blog about traffic laws in another country, writing about being a victim of identity theft, listening to a report of a burglary, and listening to two friends discussing the circumstances surrounding a particular punishment.

In ***Lesson 6.1***, the idea of following rules is reflected in the following activities: discussing different driving laws and rules, reading a travel blog about someone's experience breaking a driving law in another country, and focusing on modals of obligation. In ***Lesson 6.2***, the following exercises demonstrate the theme of rules: discussing identity theft and reading about one woman's experience with identity theft. Finally, students will write their own story on the subject. In ***Lesson 6.3***, students will listen to audio about a burglary. The focus will be on listening for idioms and metaphors. In ***Lesson 6.4***, students will watch a video about redirecting a negative conversation and use role plays to practice these skills. In the Real-World English Strategies students analyze and identify various strategies we can use to redirect a negative conversation. Finally, in ***Lesson 6.5***, the following exercises will summarize what students have learned about laws and punishments: listening to two friends discussing a crime and its circumstances and practicing conceding a point.

Lessons

6.1 Strange Laws Abroad

Reading Skill Recognizing and understanding mood and atmosphere

Grammar in Context Expressing obligation, prohibition, and advice

Vocabulary Development Collocations

- Vocabulary related to international laws (Oxford 5000)
- Talk about and compare different laws and rules in other countries
- Read travel blogs on breaking traffic rules in other countries
- Discuss crime using appropriate collocations

6.2 The Trick of Trust

Grammar in Context Retrospection

Writing Skill Reporting a real event

- Discuss the definition of a crime
- Read about a victim of identify theft and discuss the consequences
- Research and write a story about being a victim of identity theft

6.3 One More Job

Listening Skill Using metaphors and idioms

Grammar in Context Modals of speculation

- Vocabulary related to crime (Oxford 5000)
- Discuss burglaries and safe-deposit boxes
- Listen to a report of a burglary
- Listen for idioms and metaphors and try to understand meaning in context
- Speculate on what happened

6.4 Look on the Bright Side

Real-World English Redirecting a negative conversation

- Watch a video about redirecting a negative conversation
- Analyze how people redirect a conversation by showing active listening and empathy and using less negative expressions
- Practice responses thorough pair work and role plays

6.5 Fair Is Fair

Pronunciation Skill Assimilation

Speaking Conceding a point

- Watch a video about two friends discussing punishments
- Discuss punishments and listen to facts that might influence a judge when giving a punishment
- Practice conceding a point in groups

Resources

Class Audio CD 2, Tracks 12–19

Workbook Unit 7, pages 36–42

Oxford Readers Correlations

Oliver Twist (9780194792660)

Teacher's Resource Center

Assessments: Unit test, Progress test

Class video

English For Real video

Grammar focus

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

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Unit Opener

Student Book page 63

The unit opener photo shows some people sitting on top of some field lights. They might be trying to watch a game or a concert for free, and they sit high off the ground. The photograph relates to the unit theme and subsequent exercises because it focuses students' attention on the fact that these people are probably breaking some rule or law. The viewer is left to ponder what the consequence or outcome might be if they were to be seen by authorities or perhaps to wonder if this is really an offense.

Photographer

Edu Bayer

Edu Bayer is a New York City–based award-winning documentary photographer. With more than 10 years of experience in several countries, he has worked for most leading international outlets like *The New York Times*, *National Geographic*, *Time*, *The New Yorker*, *The Wall Street Journal*, *Newsweek*, Aljazeera, *El País Semanal*, *Foreign Policy*, *Le Monde,* and *The Guardian*, among others. He is the recipient of accolades such as Picture of the Year, Pulitzer Prize Finalist, and Arts for Social Improvement La Caixa. Edu recently published the books *Microcatalalunya* about rural life and *Els fets de l'1 d'Octubre* (the events of October 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: *Who has run out of gas?* Discuss places where it is not a good idea to run out of gas.
2 For question 2, explain the idea of suspicious behavior to students. Ask: *What kind of behavior makes you suspicious? How about in a job interview?*
3 For question 3, ask: *What is the retirement age in your country? What is a burglar, and when should they retire?*

Answers

Students' answers will vary. Sample answers include:
1 You should never run out of gas on the freeway.
2 If someone asked for my Social Security number at an interview, it would make me suspicious.
3 A burglar should retire when they are too old to do the physical work.

Discussion Questions

1 Direct students' attention to the picture. When you ask students to describe the image, provide words to help them as necessary—for example, *speakers, stadium*. Ask specific questions about the picture: *Where are these people? What are they doing, and why?*
2 Direct students' attention to the questions below the picture. Call on students to read the questions aloud and then discuss answers in small groups. Ask students to delegate a notetaker for their group. Call on some students to share their ideas with the class.

Answers

Students' answers will vary. Sample answers include:
1 These people should not be sitting on top of the lights because it is dangerous. I'm sure this is against the rules.
2 People follow rules because there are consequences if these rules are broken.
3 People like to break rules because they don't want to conform to what society thinks is acceptable. They may want to rebel against authority.

Video Script

Soccer fans who could not get tickets for the match tried to catch a glimpse of the game from outside Amahoro Stadium in Kigali, in Rwanda. In Kinyarwanda, "amahoro" means peace. So, this is a stadium of their reconciliation. These guys, they could get a bird's-eye view from sitting on the top of the tall sound system. This is the type of unexpected and deep manifestations of life that I love to find in Africa.

I'm not sure about the actual rules in the city of Kigali, but I'm guessing that climbing on those speakers [was] not particularly allowed for safety reasons. However, these people seem to be enjoying life and the breeze up there because I'm telling you that they weren't able to see anything from the game.

The fact that we live in a society makes the existence of rules, rights, and obligations necessary. In a healthy society that provides work, freedom, and safety for its citizens, people should want to follow the rules, and agree to preserve this system. Depending on how much we stick to it, it describes us as individuals, and also our culture.

Exercise 1

1 Before students embark on this activity, check comprehension of the vocabulary word list. Explain more difficult vocabulary: *tax evasion, corruption*.
2 Have students work independently to choose three crimes for each category. Put students into groups of three or four to discuss.
3 Put the categories *Most likely* and *Most serious* on the board. Call on some students to discuss one example with the class.

Exercise 2

1 Have students think of five more crimes independently.
2 Circulate and provide feedback and help if needed. Have students share their ideas with the class as a walk-around activity. Tell students to find out about five other crimes from their classmates.
3 Encourage students to paraphrase the meaning for other students. Model an example: *Forgery is when you sell someone an object, but it is not real. For example, you sell a Monet painting, but it is a fake painted by someone else to look like a Monet painting.*
4 Work together as a class to list crimes on the board.

Real-World Goal

By the end of this unit, students will be able to talk about a rule or law that used to exist in their country because they will be able to analyze and express why the law was used and why it is no longer useful. Have students report back to class using modals of obligation and prohibition to answer the following question: *Why is this law no longer useful or applicable in today's society?*

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Lesson 6.1 Strange Laws Abroad

Student Book pages 64 – 66

Exercise 1 ACTIVATE

1 First, direct attention to the title of the lesson, and ask what students think it means. Ask a few volunteers to share their ideas.
2 Ask students: *Who has a driver's license? Was it difficult to pass your driver's test? Why?*
3 Ask students about driving rules in their country. Ask them to compare these rules with a partner. Focus students' attention on the rules regarding passengers and drivers wearing seat belts. Ask students: *Why do we have rules regarding seat belts?*
4 After students complete the exercise with a partner, have them share some of their ideas with the whole class. Brainstorm the ideas on the board under the heading *Driving laws.*

Exercise 2 WHAT'S YOUR ANGLE?

1 Direct students to the photo, and ask them to discuss what they see (lights on the top of a police car).
2 Have students discuss the questions with a partner. Encourage students to tell a story in a suspenseful way. Model a story of your own: *I was driving on vacation in the United States when suddenly a police officer stopped me. I was scared and anxious. I didn't know what I had done …*
3 Circulate and provide guidance or feedback as needed.
4 Have some students share their experiences with the whole class. Ask students: *Did you get a ticket or have to pay a fine? Or did the police officer let you go with a warning?*

Answers
Students' answers will vary. Sample answers include:
I ran a red light on my way home from work. I was caught by a camera and had to pay a fine.

Reading Skill

Recognizing and understanding mood and atmosphere

GO ONLINE

1 Read the following aloud and / or project it on the board:
Alarmingly, my sleep last night was interrupted by a terrible noise. I awoke suddenly and bolted upright. There was a strange scratching noise on my door. My heart raced. My heart pounded. My heart skipped a beat. Could it be Timmy my cat or something more menacing?
Funnily enough, I awoke from a serious slumber suddenly last night to a funny noise. My heart was beating faster than a freight train. To my great amusement, it was the sound of my cat Timmy scratching on the door in his crazy little way.
2 Put the following on the board: *light mood, dark mood*.
3 Ask students to identify which story has a light mood and which has a dark mood. Brainstorm ideas on the board by asking the question: *What features did the writer use to convey this mood?* Elicit some answers from students.
4 Direct students to the Reading Skill box, and have them read it independently.

Extra Practice

1 Tell students that they will write a short story about a time they were pulled over by a police officer for a traffic violation. The story can be real or imagined. Brainstorm some reasons people might be pulled over by a police officer on the board: speeding, not wearing a seat belt, no registration on plates, running a red light.
2 Have students work independently to write their story. Instruct them to write in either a dark tone or a light tone and to use at least two of the features in the Reading Skill box. Circulate and provide help as needed.
3 When students have finished, have them read their story aloud in groups of four.
4 When they have finished reading, ask members of the group to say whether the tone was light or dark and identify some of the features they heard that conveyed the mood or atmosphere.

Exercise 3 IDENTIFY

1 Ask students: *Have you ever read a travel blog? If you wrote a travel blog, what would it be about?*
2 Explain that students will read travel blogs about driving in Germany and Spain. Ask students: *What is the autobahn?* Discuss the pros and cons of having no speed limit on a freeway.
3 Have students read the travel blogs independently.
4 Ask students to identify the two laws that were broken and whether they have these laws in their country.
5 Go over the answers as a class.

Answers
The first driver ran out of gas on the German autobahn.
The second driver was wearing flip-flops while driving in Spain.

Oxford 5000 words

vehicle	criminal	warrant	give
police	law	stolen	warning
pay	armed	goods	
fine	inspected	broken	

Exercise 4 INTEGRATE

1 Direct students to the vocabulary words, or print the list and cut the words into sets for each pair of students.
2 Have students complete the exercise with a partner.
3 Write the headings *Travel blog 1* and *Travel blog 2* on the board. Call out the vocabulary, and call on students to come to the board and write the vocabulary under the correct title and explain their classification.

Exercise 5 ASSESS

1 Have students check their answers in Exercise 4 against the texts.
2 Circulate and provide feedback.
3 Check answers as a class.

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Answers

Story 1	Story 2
radio play	flashlight
pay a fine	terrible noise
gas station	vehicle check
bright lights	shapeless figures
flight home	beautiful beach
initial panic	black clouds

Exercise 6 IDENTIFY

1 Have students read the travel blogs again and answer the questions independently.
2 Have students work in pairs, and assign each student odd or even numbers. Have students ask the assigned questions and check answers together.
3 Call on volunteers to share their answers with the whole class. For the last question, write *Humorous* and *Dark* and *More serious* on the board. Ask students: *What in the text made you feel the tone was different?*

Answers

1 They had fun and no family arguments.
2 No, he'd noticed an orange light earlier but had not paid full attention to it.
3 He'd been eating cookies.
4 They were lucky because they were near a gas station and still had time catch their plane. They were unlucky because they were fined.
5 Students' answers will vary.
6 Students' answers will vary. Possible that the dark shapes were connected to the criminals in the area.
7 The police were hunting for criminals trafficking luxury goods.
8 Their offense was minor, and the police were busy.
9 Both are about driving abroad. Both tell about contact with local police. Both drivers felt panicked. Both stories had a relatively happy ending. Both drivers should have checked out driving laws in advance.
10 The moods are different. The first is humorous and the second is a little dark and ominous at times.

Exercise 7 INTEGRATE

1 Write *Lighter mood* and *Darker mood* on the board. Brainstorm the features of each from the Reading Skill box. Read the following aloud: *chatty style, short sentences, repetition of some words, amusing vocabulary, positive vocabulary, descriptive adjectives that convey emotion, comment adverbs, serious tone.* Ask students to classify the terms under the headings according to the Reading Skill box.
2 Have students read and find examples in the text and then check with a partner.
3 Review answers with the class on the board under the two headings.

Answers

Students' answers will vary. Sample answers include:

A chatty style, perhaps with exclamation marks—Example: *The kids slept through the entire incident!* (exclamation point)
Conversely, perhaps a serious tone used to describe things that are not serious—Example: *In my relief, I gobbled up the remaining cookies.*
Amusing choice of vocabulary—Example: *munching cookies*
Positive vocabulary—Examples: *happily, fabulous*
Comment adverbs—Example: *fortunately*
Short sentences to convey tension—Examples: *We had to stop completely. We couldn't hear ourselves think, let alone talk. Then, from nowhere, two large, shapeless figures in black passed by.*
Repetition of some words or phrases—Examples: *We; balls of ice; the size of golf-balls; The clouds became black; Then the storm started* (similar sentence structure)
Descriptive adjectives, adverbs, and verbs to convey emotion…senses—Examples: *terrified,* or to describe the senses, e.g., *crashing down, shapeless figures*

Grammar in Context

Expressing obligation, prohibition, and advice

GO ONLINE

1 Ask students to identify some rules from the travel blogs using the following sentence stems:
In Germany, you can't …
They had to …
In Spain, you shouldn't …
They didn't have to …
In my country, …
2 Elicit answers regarding the rules using *have to / don't have to, should, can, can't*, etc. For example: *In my country, you can stop on the freeway. In my country, you can wear flip-flops, but you probably shouldn't.*
3 Direct students to the Grammar in Context box. Explain to students that subject-verb agreement only applies to *have to / don't have to*. Otherwise, it is just modal + base form. For example:
I / You / We / They have to go …
He / She / It has to go …
versus
She / We / They / It can't wear …
4 For additional practice, see Grammar focus on page 164 in the Student Book.

Extra Practice

1 Tell students that they must create new rules or laws for using a new product: a time machine. First, discuss with students the features of a time machine and some possible problems (e.g., license, seat belts, etc.).
2 Write on the board:
Obligation: must / have to / don't have to
Advice: should / shouldn't
Permission: can
Prohibition: can't, must not
3 Provide some examples:
You can't change what happens in the past.
You should only use it once a week.
You don't have to wear a seat belt.
You can only go into the future of your own life.
4 Put students into small groups to write their rules. Circulate and prove feedback.
5 Have students share their answers with the class or write them on poster paper. Check for any grammar errors. Have the class vote on the team with the most creative rules.

Exercise 8 IDENTIFY

1 Before starting the exercise, have students read the sentences and discuss with a partner whether they are true or false (except 3). Model the second item: *I think*

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this is true if you have a driver's license from that country, but maybe you need a passport if you have a foreign driver's license. What do you think?

This will allow students to think about the meaning of the sentences rather than just matching the rules.

2 Have students work independently and then compare answers with a small group to match the modals and the examples in the Grammar in Context box.

3 Write the headings *Obligation, Permission, Lack of obligation, Prohibition,* and *Advice* on the board. Check answers with the whole class under the headings on the board.

Answers

1 obligation
2 lack of obligation
3 permission
4 prohibition
5 advice, obligation
6 advice
7 prohibition

Exercise 9 INTEGRATE

1 Put *Peculiar Laws around the World* on the board. Ask students: *Do you know any strange laws from other countries?* Explain that *strange* is a synonym of *peculiar*.

2 Call on students to read the laws aloud. Have them discuss the question in small groups.

3 Go over responses as a class. Write the headings *Reasonable* and *Unreasonable* on the board, and ask students to classify the laws under these headings.

4 Encourage students to identify the modals or language that expresses obligation, prohibition, and so on in the sentences.

Exercise 10 WHAT'S YOUR ANGLE?

1 Have students discuss the questions as a walk-around activity. Tell students to interview 4–5 classmates and take notes.

2 Put students into pairs and assign them one rule. Call on students to use their notes from the interview and their own views to explain the logic for each rule and whether it would work in their country.

Answers

Students' answers will vary. Sample answers include:

1 I find the law in Samoa the most surprising.
2 I think it is possibly dangerous to wear high heels around ancient ruins so that is why it is against the law.
3 Number 3 wouldn't work in the United States because many adult children live in other states and it is too hard to visit parents often.

Exercise 11 APPLY

1 Direct students to the words and phrases in the box. Ask which express obligation, prohibition, and permission.

2 Write a model for the first sentence on the board: *You* <u>are</u> *not allowed to step on bank notes.* And not: *You not allowed to step on bank notes.* Explain to students that the *be* verb is hard to hear in speaking because of the reduction *you're*.

3 Ask students to rewrite the rules from Exercise 9 and then compare their rewritten rules with a partner.

4 Circulate and provide feedback.

5 Assign a sentence from Exercise 9 to each pair, and have pairs write their sentences on the board. If it is a large class, some sentences will be written more than once. Check for form and accuracy.

Answers

Students' answers will vary. Sample answers include:
It is obligatory to visit your parents in China. In Japan, you are not allowed to be obese.

Vocabulary Development

Collocations

GO ONLINE

1 Write the word *crime* on the board. Ask students what verb we use with crime: *do* or *commit* (*commit*).

2 Ask students what adjective best fits with *crime*: *serious* or *strong* (*serious*).

3 Ask students what noun best fits with *crime*: *scene* or *house* (*scene*).

4 Direct students to read the information in the Vocabulary Development box independently. Clarify any confusing points.

Extra Practice

1 Tell students to take out a piece of paper and write two columns with the headings *Make* and *Do*. Tell students you will call out some nouns and they will have to place it into the correct column to form a collocation.

2 Write the two columns on the board, and model the task with the noun *noise*. Ask students: *Do we make or do noise?* Write *noise* in the *Make* column.

3 Call out the following nouns in random order, and have students write them in the correct column.
Make: a mistake, money, your bed, a change, progress, fun of someone, a complaint, a mess, plans, a wish
Do: your hair, housework, your best, a favor, research, the laundry, exercise, damage, the dishes

4 Have students compare their answers with a partner, and go over the answers on the board.

Exercise 12 IDENTIFY

1 Have students look at the vocabulary before starting the exercise. Discuss any difficult words: *enforce, warrant, offense, a checkpoint, a warning, a fine, a vehicle*. Ask students: *What is a warrant? Do the police need one before they search someone's home in your country? Are your police armed? Have you ever had a warning from a police officer? Can police just randomly stop you at a checkpoint in your country?*

2 Have students work independently to match the parts of the collocations and then share their answers with a partner. Alternatively, print out the words as sets of column A and column B. Distribute the words to students so some have A words and some have B words. Ask students to circulate until they find their match. Check the matches as a class, and write the completed collocations on the board.

Answers

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

Oxford 5000 words

arrest

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Exercise 13 USE

1 Write the first sentence on the board, and elicit the answer from the class. Ask students what context clue helped them choose the correct answer. Encourage students to look at the context of the sentence to help them choose.
2 Have students work with a partner to complete the exercise, and then go over the answers as a class.
3 Have students discuss items 1, 4, and 6 in small groups. Ask students if these statements are true in their country. Encourage students to use the collocations in their responses.

Answers

1 armed police	4 broken the law
2 search warrant	5 given a warning
3 stolen goods	6 enforce the law

Lesson 6.2 The Trick of Trust

Student Book pages 67 – 69

Exercise 1 ACTIVATE

OXFORD REFERENCE

1 Read the lesson title aloud, and ask students: *Have you ever been tricked by someone? For example, have you ever thought the person was honest but they were not?*
2 Direct students to the definition, and have them read it independently.
3 Put students in small groups to discuss the definition and brainstorm examples. Circulate and give feedback.
4 Elicit the answer and some examples from the class.

Answer
Students' answers will vary. Sample answers include: fraud

Exercise 2 IDENTIFY

OXFORD REFERENCE

1 Write *biometric information* on the board. Ask students if they know what this means. If so, have students explain. If not, explain that they will read about it in the following exercises.
2 Ask a volunteer to read the definition aloud. Direct students to read along on their own.
3 Ask students if they have heard about this type of crime before and call on students to identify the crime.
4 Ask students: *Do you know anyone who has suffered from identity theft?*

Answer
identity theft

Exercise 3 IDENTIFY

OXFORD REFERENCE

1 Ask students: *How can we combat the crime of identify theft?*
2 Direct students to the vocabulary words, and discuss any difficult meanings. Ask students to determine the part of speech for each vocabulary word. Write *noun, verb,* and *adjective* on the board, and have students classify the vocabulary words by their part of speech. Make sure to explain that *face* and *speed* can be used as a noun and a verb.
3 Have students read the text for meaning first and then go back to identify the missing part of speech and choose the correct word. Have students check their answers with a partner.
4 Go over the answers as a class.

Answers

1 physical	4 face	7 pattern
2 speed	5 shape	
3 errors	6 properties	

Exercise 4 INTERACT

1 Ask students: *Do you know of any biometric checks we haven't discussed? What kind of biometric checks will be used in the future?*
2 Have students discuss their experiences with a partner. Circulate and prove feedback.
3 Have volunteers share their experiences with the class.

Exercise 5 WHAT'S YOUR ANGLE?

1 Write the scale *100%* to *0%* on the board.
2 Direct students to the adverbs, and have them decide where they go on the scale.
3 Have students work independently to complete the sentences and then discuss in small groups.
4 Circulate and provide feedback.
5 As a class, have volunteers share stories in which they were the victim of fraud.

Answers
Students' answers will vary. Sample answers include:
I never give my bank details over the phone because it is difficult to know who you are talking to.
I sometimes leave my bills lying around, but I shouldn't because someone could look at my personal information.

Exercise 6 IDENTIFY

1 Direct students to the instructions, and call on students to read the statements aloud.
2 Ask students to work with a partner to discuss which they think which will be true and which will be false.
3 Have students listen and check. Then go over the answers with the class.

Answers
1 T 2 T 3 F 4 F 5 T 6 T 7 F 8 F

Audio script

CD 2, Track 12
So, did anyone leave their front door unlocked when they left the house this morning? Anyone leave their windows wide open or perhaps their car unlocked? Of course not. We are careful about securing our home and actual belongings. So why don't we guard our personal details in a similar fashion, online or otherwise? If criminals get ahold of your personal information-- name, address, email address, pin number, account details, passwords, mother's maiden name, or whatever-- they know exactly how to use this information. The most common crimes are related to credit card fraud, where criminals buy things with your card that they have perhaps copied or if they have somehow stolen the number. It's not hard if you pay for many items over the phone by credit card, if you think about it.

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Very recently, one of my colleagues—herself a policewoman—went away for a long weekend. She bought a drink and a sandwich in a smart café. Three hours later her bank back home contacted her to check if she would authorize a credit card purchase of $750. Of course she declined. Fortunately for her, the bank was alert, but this does not always happen. Sometimes it can be days or even weeks before you find out that your personal details have been stolen. The longer you remain unaware, the worse it is. Meanwhile, the consequences for you as a victim can be extreme. Unlike normal theft, those committing identity theft may not take anything that actually belongs to you. They may not even take money. However, because they commit a crime in your name, this means that you may become a police suspect. False bank accounts may be set up in your name, for example. Innocent victims are on the increase. Innocent people may find themselves under investigation by the police, which can be very stressful. In addition, once you are a victim of financial fraud, you may end up with large debts, at least temporarily. Usually the banks are responsible, but proving that you are innocent can be difficult and time-consuming. And this is the main problem—the time it can take to prove your innocence. Meanwhile, your credit score can be damaged. In other words, you may find it difficult to borrow money, such as for a mortgage, or start a new cell phone contract because your records are not clean. As more and more companies refuse you, your credit rating goes down. It can take a long time to clear all this, even if you are totally innocent. If people have your identity, the number of crimes that they can commit is almost endless. They can move illegal goods, enter countries illegally, and so on. They are, in effect, invisible because they have a false identity—your identity. More and more such crimes are being committed. In the UK, in 2016 there were 173,000 recorded, making identity fraud the main type of fraud there. And 90 percent of these are committed online. In the U.S., around 7 percent of people are victims of identity theft per year at the moment—that is around 18 million people. So here is a list of the main things that you, the public, need to be aware of. To protect yourself, you should …

Exercise 7 WHAT'S YOUR ANGLE?

1 Have students discuss the questions in small groups.
2 Call on volunteers to share their groups' ideas. Write ideas on the board under the headings: *Surprising, Something I learned*, and *Who can benefit*.

Answers
Students 'answers will vary. Sample answers include:
I was surprised that 7 percent of people are victims of identity theft each year.
I learned that it is quite easy for your identity to be stolen if you are not careful.
People who buy a lot of things online might benefit from this presentation.

Exercise 8 EXPAND

1 Before starting this exercise, as an option, print and cut up the pictures for students to put in order. Have students check the order on page 68.
2 Have students look at the pictures. Ask students: *What do you think has happened?*
3 Have students work with a partner and take notes on what happened in the story.
4 Call on students to say what they think happened in the story.

Exercise 9 ASSESS

1 Have the students pull their chairs into a circle (if possible), and call on a volunteer to read each paragraph aloud. At the end of paragraph 4, ask students: *What is going to happen next?* Discuss as a class.
2 Continue until the end of the story. Ask students what type of crime was committed (identify theft).
3 Ask students if their predictions about the story matched and, if not, what parts were different.

Exercise 10 WHAT'S YOUR ANGLE?

1 Have students remain in a circle, and conduct this exercise as a class discussion.
2 Encourage students by asking: *Would you have been a victim of this scam? What might have made you suspicious? What would you have done differently?* This will lead into the grammar skill that follows: retrospection.

Answers
Students' answers will vary. Sample answers include:
I have been on many job interviews, so I know the types of things they ask for, so I don't think I would have been a victim.
I would have become suspicious when they asked for my bank account and passport.
I would have thanked them for their time and left. Then I would have reported it to the police.

Grammar in Context

Retrospection

GO ONLINE

1 Ask students to turn back to the unit opener photo. Tell students that they are police officers and will have to write a ticket. Ask: *What would you say to the lawbreaker you are ticketing?*
2 Write the following sentence starters on the board:
You should have …
You ought to have …
You shouldn't have …
3 Elicit some sentences from the class. For example: *You should have bought a ticket to the event. You should not have sat up there because it is dangerous. You ought to have checked the sign saying it is illegal to sit there.*
4 Draw students' attention to the form *should have* + past participle. Also, tell students that *ought to* is used more in British English and is rare in American English.
5 Read the Grammar in Context box aloud to the class as students follow along.
6 For additional practice, see Grammar focus on page 164 in the Student Book.

Extra Practice

1 Put students into teams of three or four. Have teams assign a team leader to be the scribe. Have students turn back to Lesson 6.1 Exercise 9.
2 Tell students that they have broken these laws and they have to write sentences to express what they should have done differently. Model the first one on the board: *I should have walked around the bank note. I ought to have picked it up. I should have had my glasses on so I could see it.*
3 Set a time limit of 15 minutes. Have the scribe for each group write their answers on poster paper. Encourage groups to write one or two sentences for each law and to be creative.
4 Go over the groups' sentences as a class, and choose the best or most creative response for each law. The winning team is the one with the most winning responses.

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Exercise 11 APPLY

1 Ask students to turn back to Anna's story in Exercise 9, and discuss some of the mistakes she made. For example: *She trusted the men too easily. She didn't ask for any identification.*
2 Have partners complete the exercise independently and then compare their answers with a partner. Circulate and provide feedback as needed.
3 Call on some students to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
She should've checked out / researched the company online beforehand.
She shouldn't have agreed to them doing her records check for her.
She ought to have been cautious when they asked her for bank details.
She ought to have been more sensible.
She should have checked up on them immediately after the interview.

Exercise 12 INTERACT

1 Write on the board: *I didn't get very good grades in high school.* Ask students: *What is my regret?* Try to elicit answers from the students: *I should have studied harder in high school.*
2 Have students work independently to write down three regrets.
3 Have students work in pairs to share their regrets.
4 Circulate and encourage students to ask another question. For example: *What should you have done instead?*
5 Call on students to share some of their regrets with the class. Encourage students to reflect on what they ought to have or should have done differently. For example: *I should have gotten a tutor. I ought to have gone to the library more. I should not have hung out with my friends after school everyday,* etc.

Writing Skill

Reporting a real event

GO ONLINE

Direct students to read the information in the Writing Skill box, and call on different students to read the bullet points aloud.

Extra Practice

1 Print a handout with the following boxes:

Background information
Details of what happened
Details leading up to the climax
What happened as a consequence
A brief reflection

2 Put students into pairs, and ask them to think of a real-life event they want to tell their partner about. Allow enough time for students to take notes in the boxes.
3 Allow 5–10 minutes for pairs to relay their stories to each other. Circulate and provide feedback.
4 Once pairs have finished, call on students to read their stories aloud to the whole class.

Exercise 13 IDENTIFY

1 Write the following headings on the board: *Background information, Details of what happened, Details leading up to climax, Consequence, Reflection.*
2 Ask students to identify the different elements in Anna's story under these headings independently and then share them with a partner.
3 Call on some students to share their ideas with the class.

Exercise 14 PREPARE

1 Give students time to make notes and do research to prepare for their writing assignment.
2 Print a handout with the following headings so students can make notes and organize their writing to include these elements: *Background information, Details of what happened, Details leading up to climax, Consequence, Reflection.*
3 Give students time to use their story plan to share their story with a partner before they start writing. Have partners provide any feedback on what they might be able to improve. For example: *You need some more background details. You didn't use enough reflection.*

Exercise 15 WRITE

Give students time in class to do their writing, or assign the task for homework. Tell students to include a *should have* or *ought to have* construction in the reflection.

Exercise 16 IMPROVE

1 Have students peer-edit their partner's story using the checklist.
2 Have students share their feedback with their partner.
3 Call on some students to identify what areas they need to improve and discuss some ways they can do this as a class. For example: *You could use more background details about the character.*

Exercise 17 DEVELOP

1 Have students rewrite their story using their partner's feedback.
2 Collect the stories, and provide feedback.

Lesson 6.3 One More Job

Student Book pages 70 – 71

Exercise 1 ACTIVATE

1 Ask students: *What is a burglary? Do you know anyone who has been a victim of burglary?* Have students share some answers with the class.
2 Put students into pairs to brainstorm some answers.
3 Brainstorm some answers with the class.

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Answers
Students' answers will vary. Sample answers include: jewelry, paintings, electronics, cash, laptops, clothing, etc.

Exercise 2 PREPARE

1 Direct students to the photo, and ask them: *What do you see? What has happened? Are safe-deposit boxes popular in your country?*
2 Have students work in pairs to discuss what could have been taken.
3 Call on volunteers to share their ideas with the class.

Answers
Students' answers will vary. Sample answers include: jewelry, money, cash, other currency, bonds, stocks, a will, gold bars, letters, etc.

Exercise 3 SHARE

1 Ask students if they know of any famous burglaries or bank robberies. Have students share any stories they know.
2 Direct students to the list of elements and discuss any difficult words: *sapphires, elevator shaft.*
3 Put students into pairs to discuss what might have happened in the story. Circulate and provide feedback. Encourage students to use all the elements. Ask questions: *Who is "Basil"? What problem might they have faced? Why did they need dustbins? What does* one third in a cemetery *mean?*

Exercise 4 INTEGRATE

1 Have students listen to the audio and check their predictions from Exercise 3.
2 Have students share with the class which details they got wrong and which details they got right.

Audio Script

CD 2, Track 13

Yes… thank you Hugh … The Metropolitan Police in London have today arrested several men in connection with the burglary in Hatton Garden, the jewelry district in London, which took place on the long March Bank Holiday weekend, seven weeks ago. A minimum of 14 million pounds worth of cash, jewelry, diamonds, sapphires, gold, wristwatches, and valuables were taken from 73 security boxes in the building. However, as time passes, this figure is growing and it's thought it may increase to around 25 million as more victims come forward and further details of missing items come to light. The gang of elderly men have been arrested following a detailed police investigation. The police have been following the suspects since the incident and have now caught the members of the gang, including the ringleaders. There is one missing suspect, however, a man police have named "Basil," who was heavily involved in the crime and is thought to be in hiding or on the run. The Metropolitan police have offered a £20,000 reward for information regarding this man. This burglary, which some have described as the largest burglary in legal history, took around two years of careful and thorough planning. The burglars, aged between 59 and 77, dressed up as workmen in high-visibility jackets and hard hats on Thursday evening. After Basil had let the gang into the building and disabled the alarm system, they entered the very secure metal vault in the basement via the lift shaft. Using special cutting tools, they made a hole through the 50-cm-thick concrete wall. The criminals encountered a problem getting through to the actual safety deposit room. Realizing they needed some more equipment, the gang left on the Friday morning and returned the following night at 10 p.m. to complete the job. They removed the stolen goods in dustbins eight hours later. The criminals were careful to leave no forensic clues such as fingerprints or DNA in the building at all, and the crime was only discovered two days later, when business re-opened on Tuesday morning. In the weeks after the crime was committed, CCTV and digital tracking enabled the police to identify and then put the men under surveillance, although the criminals remained unaware. The police also managed to bug one of the suspects' cars. The gang are now in custody and their case will be heard in court next year. The sentence will take into account the fact that there was no violence, weapons, or assault involved. The accused are expected to be imprisoned for around ten years. However, the men could also be prosecuted in a later court hearing, too, when additional sentences will be given if they do not cooperate with police. Only around one third or less of the gold and jewels have been recovered so far: some precious stones and jewelry have been found, hidden in a North London cemetery. And now back to the newsroom. This is Sally-Anne Harding for Metro news. May 19th, 2015

Exercise 5 NOTICE

1 Have students listen again and then fill in the timeline with a partner.
2 Go over the answers as a class, and call on different students to relay the different parts of the story. Encourage students to use sentence starters such as *First…, Next…, After that…, Then…, Finally…, In the end…,* etc.

Answers
From the description any of the following details may be added: Basil let them in; disabled alarm; they entered basement via lift shaft; they made a hole through the wall but needed more equipment; left Fri morning; returned Sat night 10 p.m.; took stolen goods out in garbage cans on Sunday morning; crime discovered 8 hours later; men's movements monitored and one car bugged; men arrested

CD 2, Track 13

Exercise 6 VOCABULARY

1 Ask students: *What does CCTV do?* If necessary, explain closed-circuit television. Encourage students to answer and use the words *under surveillance.* Go over the words in the box, and explain any difficult words: *prosecuted, accused, bug, under surveillance, in custody.*
2 Read the first sentence aloud, and elicit the answer from the class: *under surveillance.*
3 Have students work independently and then compare their answers with a partner. Circulate and provide feedback.
4 Call on some pairs to share their answers.

Oxford 5000 words

prosecuted	surveillance	assault
cooperate	imprisoned	
accused	custody	

Answers

1 under surveillance	5 assault	9 cooperate
2 bug	6 accused	10 recovered
3 in custody	7 imprisoned	
4 be heard	8 prosecuted	

Exercise 7 ASSESS

1 Have students listen and check their answers in Exercise 6.
2 Go over the answers as a class.

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Audio script

CD 2, Track 14

CCTV and digital tracking enabled the police to identify and then put the men under surveillance, although the criminals remained unaware. The police also managed to bug one of the suspects' cars. The gang are now in custody and their case will be heard in court next year. There was no violence, and no weapons or assault were involved. The accused are expected to be imprisoned for around ten years. However, the men could also be prosecuted in a later court hearing, when additional sentences will be given if they do not cooperate with police. Only around one third or less of the gold and jewels have been recovered so far.

Listening Skill

Understanding metaphors and idioms

GO ONLINE

1 Write the following on the board: *The criminal was once a bad apple, but he finally saw the light when he got a college degree in prison.*
2 Ask students to deduce the meaning of the metaphor *a bad apple* and the idiom *see the light* using context clues.
3 Explain to students that metaphors and idioms are figures of speech that we use to describe things, but the meaning is not literal.
4 Direct students to the Listening Skill box, and have them read it independently.

Extra Practice

1 Print the following on a handout.

How do I look?
1)
2)
How do I feel right now?
1)
2)
How would you describe your personality or character traits?
1)
2)
Describe some of your family members.
1)
2)

2 Ask students to work independently to answer the questions using a metaphor, idiom, or simile.
3 Ask them to be as creative as possible. As an option, have students research different metaphors or idioms. Model an example for each: *My eyes are blue like the ocean. I feel like a sack of potatoes right now because I didn't sleep well last night. I can be a clown at times. I really love to throw a few jokes around. My sister and I are like two peas in a pod because we like the same things.* After you have read each one, have students guess the meaning of the idiom, metaphor, or simile from the context given.
4 Circulate and provide feedback. When students are finished, have them work in small groups to share their answers. Have students discuss the meaning of the metaphors, idioms, and similes using the context to help them.
5 Ask a member of each group to write the five best sentences from their group on the board.

Exercise 8 IDENTIFY

1 Read the first item aloud, and elicit answers from the class. Ask: *What does* pay *mean here? Is it the literal or figurative meaning?*
2 Have students work independently and then compare their answers with partner.
3 Circulate and provide feedback. Encourage students to use context clues to guess the meaning.
4 Go over the answers as a class. Ask students if they have similar idioms in their language.

Answers

1 pay for a crime—be punished
2 a stony expression—like a stone; no emotion
3 her face lit up—brightened up with a positive emotion
4 not have a leg to stand on—not have a case / evidence to support their argument
5 a change of heart—change one's mind, usually for sentimental reasons
6 the apple of his eye—someone you love (often in a parent and child relationship)

Exercise 9 ASSESS

1 Ask students: *Why do people use safe-deposit boxes? What are some reasons you might use one?*
2 Have students look at the list of topics and explain any difficult words.
3 Have students listen and then check their answers with a partner.
4 Discuss as a whole class. Ask: *What did they say about the victims? What mistakes did they make? What did they say about the punishments?*

Answers

victims mistakes their punishment

Audio script

CD 2, Track 15

A That's an interesting one, because of their ages.
B The Hatton Garden thieves?
A Yes. I mean, most of them were in their 70s. I couldn't help admiring their skill. They must have been over the moon when they thought they'd done it.
C But they did make some silly mistakes afterwards. The burglary itself was skilled, but afterwards I think they just got too full of themselves.
B Yes, they didn't realize that they were being watched, and one of the men used his white car to keep going back to the crime scene. They can't have been thinking very carefully. I mean, many of them were career criminals, so they should have known better.
C Yes. I think the judge must have been quite impressed with them, though, as he only gave them what … a seven-year sentence each?
A Mmmm, though I suppose the burglary was nonviolent. But I did read an interesting article about some of the victims and how they'd been affected by it.
B But who uses safe-deposit boxes anyway? They have to be criminals, surely, who want to hide stolen goods!
C Yeah!
B Or billionaires. I mean, otherwise, why wouldn't you just insure your items, like normal people?

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A Apparently people who may not have been able to afford the insurance, for example, or have inherited family jewels that they don't want to get stolen, use these boxes. One couple, originally from India, had been collecting gold jewelry for decades to pay for their daughter's wedding.
B Oh, that's sad. Do you think the stuff might be recovered?
C It's impossible to say. I think they'll have to catch the Basil character, and at the moment that seems unlikely. These hunts can take years and he could even get away with it, along with his diamonds… He's probably on a Caribbean island right now.
A Oh … And another family had fled their home country as young refugees, so had put their valuable items into Hatton Garden. In the burglary they lost everything that they'd managed to escape with as refugees all those years ago.
B Oh, they must have been so upset.
A They were beside themselves, apparently.
C Oh, dear. Interesting to hear the victims' stories. We heard so many details about the crime itself and how clever those old men were … but what do you think about the sentence? Is it long enough?
B The truth is, those men'll be let out before the seven years are up. It's hardly fair.
A Well, remember that if they don't cooperate with police and say where the goods are, or the stolen goods don't come to light, then the men could get extra years added on. They should find out in the next year or so.
C What a horrible place to grow old in. And at their age, what is the point, really, of giving them a prison sentence? I mean, when our prisons are so overcrowded?
B But these men have to be punished.
C I know. But if I'd been the judge, they might have been given a very different kind of sentence.
B Like what?

Exercise 10 BUILD

1 Have students listen again and say *Stop!* when they hear a metaphor or idiom.
2 Write the idiom on the board, and have students work in pairs to discuss the meaning.
3 Encourage students to use contextual clues to guess the meaning.
4 Go over the answers as a class.
5 As an extra activity, have students use the idioms in a sentence of their own. For example: *I was over the moon when my sister told me she was getting married.*
Circulate and provide feedback, and have students share their sentences in small groups.

Answers
Students' answers will vary. Sample answers include:

Over the moon	Get away with it
Got too full of themselves	Beside themselves

CD 2, Track 15

Grammar in Context

Modals of speculation

GO ONLINE

1 Ask students: *Why do people turn to a life of crime?* Elicit responses with modals of speculation: *They might have had a limited education. It could be a family business. They have been pressured by peers or other family members. They might have learned it from a peer.*
2 Direct students to read the information in the Grammar in Context box.
3 For additional practice, see Grammar focus on page 164 in the Student Book.

Extra Practice

1 Write the following sentences on the board: *What kind of person is Basil? What kind of life did Basil have? Will Basil change in the future?*
2 Ask students to work in small groups to speculate on Basil's life: present, past, and future. Have them write down sentences under those headings.
Some possible sentences: *He must be a very organized person. He could be a very persuasive person. He may have no retirement money saved. He has to have come from a family involved in crime. He might have lost all his retirement savings in a bad business deal. He may have been living on the streets as a child. He should change if he wants to avoid more prison time. He might not change because this is the only life he knows.*
3 Have groups share their responses with the class. Pay close attention to the grammar and form of the structures.

Exercise 11 NOTICE

1 Have students listen to the sentences and then write the contractions on the board. Say the contractions and weak forms aloud to show students how they sound when spoken versus in written form.
The judge must've *been*
People may not've *been*
They can't've *been*
They might've *been*
2 Explain to students that the weak form sounds like modal + *of* + past participle: *He* must of been.
3 Have students practice saying the past sentences in the Grammar in Context box to a partner. Circulate and provide feedback.
4 Have students listen and repeat.

Audio script

CD 2, Track 16
The judge must have been quite impressed with them.
People who may not have been able to afford the insurance, for example.
They can't have been thinking very carefully.
They might have been given a different kind of sentence.

Exercise 12 APPLY

1 Go over the instructions, and model the first item for students.
2 Have students work with a partner. Circulate and provide feedback as needed.
3 Call on some students to say their sentences aloud, and monitor for accuracy.

Answers
Students' answers will vary. Sample answers include:
2 They might not have had enough time to steal more valuables.
3 They must have known exactly which safe to open.
4 They could have heard the police arrive, and so they left in a hurry.
5 That piece by Picasso has to be worth at least $20 million, I'm sure.
6 At the moment, they can't state the value of the missing goods.
7 The thieves may have realized the piece was a fake but took it anyway.
8 The police should find them soon, according to reports.

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Exercise 13 EXPAND

1 Write the sentence starters on the board, and explain that *must* shows that you are more sure than *might*. *Could* is the weakest form. For additional scaffolding, add a scale next to the sentence starters such *90% must, 60% might, 50% could,* and *0% can't*.
2 Ask students to work in small groups to speculate.
3 Circulate and provide feedback.
4 Have volunteers share their answers, and encourage students to use a variety of sentence starters that show how sure they are about their speculation.

Exercise 14 WHAT'S YOUR ANGLE?

1 Read the first question aloud, and model a speculation for students: *I think they may have been looking for some excitement in their lives. What do you think?*
2 Have students work in small groups to discuss the questions using modals of speculation. Circulate and monitor sentence forms, correcting when necessary.
3 Call on some groups to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
1 They may have needed some excitement in their lives.
2 I think they should have gotten a longer sentence.
3 The best place to keep valuable items is a safe in your house.

Lesson 6.4 Look on the Bright Side

Student Book pages 72 – 73

Exercise 1 ACTIVATE

1 Direct students' attention to the lesson title. Ask them what they think it means, and explain it is an idiom. Ask if they know any similar idioms. For example: *Look at the cup as half full; When life gives you lemons, make lemonade;* etc.
2 Ask students: *Who has taken their driver's test? Did you pass the first time? If yes, how did you feel?* Or, *How would you feel if you didn't pass?*
3 Read the scenario aloud, and direct students to the responses below. Have students work with a partner to rate the responses on the chart. Explain to students that neutral means you don't have a negative or positive reaction.
4 Compare answers as a whole class.

Answers
Students' answers will vary. Sample answers include:
1 2, I don't think I would want to hear this response because it would mean my friend doesn't care.
2 1, I definitely wouldn't want to hear this. I think it sounds rude and uncaring.
3 5, If my friend says this, it would make me feel like he or she is really hearing my problem.
4 1, This would make me feel like my friend absolutely isn't listening to me at all.
5 3, I feel neutral about this because it depends on my mood. If I'm in a bad mood, this would anger me. If I'm in a good mood, this might make me feel better.

Exercise 2 IDENTIFY

1 Have students look at the video stills, and ask: *What do you think is happening in the photos?*
2 Have students watch the video and then answer the following question in small groups: *What went wrong for Andy, and how did Kevin react?*
3 Ask students if they have been in this situation and, if so, whether they got positive reactions from friends.

Answers
Kevin was running out of time in the chemistry lab, skipped a step, and didn't get the outcome he was supposed to.

Video Script

English For Real Video Unit 6

Andy Kevin! What's up?
Kevin Hey, Andy.
Andy Are you OK? Where were you last night?
Kevin At the lab until 10 o'clock!
Andy Doing what?
Kevin I was trying to finish my chemistry experiment. But I failed big time.
Andy Oh, I'm sorry. What happened?
Kevin Well, it was late and I was running out of time, so I…sort of took a short cut.
Andy A short cut?
Kevin Yeah, pretty much.
Andy Oh no! What did you do?
Kevin I skipped one important step and…POOF! I created a completely different chemical than the one I was assigned. I made glue!
Andy Look, I know you feel bad, but sometimes we can learn from mistakes.
Kevin Oh, I learned all right!
Andy But it's only ONE experiment you have to do this semester. It probably won't even count against you!
Kevin Mmm.
Andy Look…in all your other experiments you've gotten nearly perfect grades! You're a top student!
Kevin Wow, you always look on the bright side! Oh, this coffee's on me!
Andy Thanks!

Real-World English

Redirecting a negative conversation

1 Tell students that you have just lost your job because of downsizing. Ask students which response from a friend seems most positive and balanced:
   a *Oh, well, it is not the only job out there.*
   b *You were the best employee at that company, and another company will be lucky to have you because you are so smart and talented.*
   c *You have been saying you need a change, so this will be an opportunity to use all the skills you have gained at another company.*
2 Direct students to the Real-World English box. Discuss the word *fake* and *empathize* with students.
3 Have students discuss the comments in step 1 in light of the information in the box. Ask: *Which response was a little negative?* (a) *Which one casts the issue in a different light?* (b and c) *Which one is not too positive?* (c) *Which one talks about a previous success to make the situation seem better?* (c) *Which lacks empathy?* (a) *Which seems a little fake?* (b)

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Extra Practice

1 Put students into pairs, and have them role-play the following scenarios. One student has to tell another student their problem. Tell students to use responses that show empathy but are not too fake, that say words in a less negative way, that use an earlier success, and that show active listening.
   a You have just broken up with your boyfriend / girlfriend.
   b You didn't get the promotion you asked for.
   c A colleague has told you that your work is sloppy.
   d You got some negative feedback on your yearly review.
   e You are doing a presentation with a classmate, and they told you your portion needs a lot of revision.
   f Your boss just gave you a lot more work and told you to finish it over the weekend.
2 Circulate and provide feedback.
3 Discuss some good responses for each scenario with the whole class.

Real-World English Strategies

In addition to helping your students practice how to redirect a negative conversation and give positive support to another person, you can also help them pay attention to how people respond when someone else empathizes with them.

1 As your students watch the video, tell them to pay attention to how Kevin responds when Andy is being supportive. They should note the following two comments:
   - Oh, I learned all right!
   - Wow, you always look on the bright side!
2 Then discuss the following questions with the students:
   - What do these responses tell us about Kevin's feelings and attitude?
   - Have Andy's strategies been successful?
   - What other expressions can we use to communicate to the person who is trying to cheer us up that we appreciate their efforts?
   - How about if their strategies are not working?
3 When students work on the role plays in Exercises 7, 8, and 9, remind them to pay close attention to not only the strategies for redirecting a negative conversation, but also to the uptake, or the response, by the unhappy person.

Exercise 3 ANALYZE

1 Ask students: *Have you ever been in the same situation as Andy? What sort of things did you say to your friend?*
2 Have students watch the video again and take notes. Then have them compare their notes with a partner.
3 Call on students to share what they heard.

Answers

A It's only ONE experiment you have to do this semester. It probably won't even count against you!
B Look…in all your other experiments you've gotten nearly perfect grades! You're a top student!
C Oh no! What did you do…?

English For Real Video Unit 6

Exercise 4 EXPAND

1 Put students into small groups to discuss the questions. Circulate and provide feedback.
2 Discuss students' responses as a class. Ask how these responses might differ in their culture. For example, in some cultures, praising past achievements is not common or taking a tough approach is considered better (e.g., *get over it*).

Exercise 5 IDENTIFY

1 Call on students to read the different responses aloud and discuss.
2 Have students work in small groups to discuss.
3 Circulate and provide feedback. Ask students which one they would like to hear the most and why.

Answers

2 This sentence shows that the person was not actively listening and seems to be responding to a completely different situation.

Exercise 6 APPLY

1 Ask students: *Have you ever been on a job interview? If so, did you get the job? How would you feel if you didn't get the job?*
2 Call on a volunteer to read the situation aloud.
3 Have students work independently to write their responses and then share their responses with a partner.
4 Call on some students to share their responses with the whole class.

Answers

Student's answers will vary. Sample answers include:
Show active listening: Oh, wow, this sounds pretty frustrating. But just think of all the experience you are gaining while going on these interviews.
Less negative words: It's only five interviews! I've heard of people going on many more than that and it's worth it for your dream job.
An earlier success: You've always been a star employee at your other jobs. Maybe none of these are the right fit for you.

Exercise 7 EXPAND

1 Read the two situations aloud, and ask students whether they have had either of these experiences. Ask: *How did you feel? What did you do?* Or, *How would you feel? What would you do?*
2 Have students work in pairs to write their responses.
3 Circulate and provide feedback.

Exercise 8 BUILD

1 Have the same pairs from Exercise 7 choose one of the situations and write their role plays.
2 Tell students to employ the tactic in the Real-World English box: active listening, say words in a less negative way, use an earlier success, show empathy.
3 Circulate and provide feedback.

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Exercise 9 SHARE

1 Have volunteer pairs role-play their conversations for the class.
2 Ask students to note down what strategies they hear being used: active listening, say words in a less negative way, use an earlier success, show empathy.
3 Discuss what strategies were used at the end of each role play. Evaluate their effectiveness, and discuss any possible improvements.

Lesson 6.5 Fair Is Fair

Student Book page 74

Exercise 1 ACTIVATE

1 Direct students to the newspaper headlines, and call on students to read each one aloud.
2 Ask students to work in pairs to discuss what might have happened.
3 Discuss students' ideas as a class, and encourage them to give details about what might have happened in each incident using modals of speculations from Lesson 6.3. For example: *The driver must / might / could have* + past participle.

Exercise 2 INTEGRATE

1 Ask students: *Do you think the fine in the last headline is a lot? How much are speeding tickets in your country?*
2 Have students watch the video and compare thoughts about what happened.
3 Go over the answer as a class.

Answers
A driver in Switzerland was fined $300,000 for speeding. A judge ruled that it was permissible to fine the driver more because he was very rich.

Video Script

A $300,000 Fine in Switzerland

Marco Did you see that article about the world's most expensive speeding ticket?
Anthony No. what did it say?
Marco It said the ticket was for $300,000.
Anthony $300,000? That's crazy! That's got to be a mistake, right?
Marco I don't think so. The driver asked the judge why the fine was so high. And the judge said that since the driver was a millionaire, he could afford it.
Anthony But the law is the same for everyone, isn't it?
Marco Well, this was in Switzerland, and the judge told a reporter that it was legal to fine rich people more.
Anthony Then I'm glad I'm not in Switzerland!
Marco Or rich!

Exercise 3 WHAT'S YOUR ANGLE?

1 Have students work in small groups to discuss the questions.
2 Share some responses as a class. Take a class poll on the first two questions, and encourage students to share their opinions.
3 Brainstorm some ideas on the board about the different circumstances that might influence you as the judge. For example: texting while driving, speed limits, how many offenses.

Answers
Students' answers will vary. Sample answers include:
I think it is a lot of money for a speeding fine. However, I think that the judge needs to consider each case. He was driving through a village and could have killed someone.
I would consider how many times someone has committed the offense—for example, if this was his first time versus his third time.

Exercise 4 IDENTIFY

1 Have students listen and take notes on additional facts.
2 Write additional facts on the board, and have students compare their answers in small groups.

Answers
rural Switzerland, red Ferrari, had 23 million dollars, has four other fast cars, repeat offender

Audio Script

CD 2, Track 17

James Hey Rose.
Rose Hey James. How's it going?
James I got a parking ticket the other day, for $200.
Rose Oh, no. You poor thing! Where exactly?
James Just in town, next to the Diamond Mall. It was my fault, but I was so unlucky. I was waiting for a friend for about three minutes! Ironically, I'd come out of the parking garage! A parking attendant came by and gave me a ticket. Wouldn't listen to any excuses.
Rose How frustrating.
James Mmm.
Rose At least it wasn't $300,000.
James How do you mean? Oh, are you talking about that case in Switzerland?
Rose Yes, just for speeding, though, not parking. But seems a bit excessive to me.
James Well, he was driving around 140 km an hour, and that was through a village.
Rose Still, it was probably a very quiet place, when I think of rural Switzerland … I can see both sides.
James You don't know that, that it was very quiet.
Rose No.
James Why are you defending the guy? He was driving a red Ferrari!
Rose Yes, I know, though I don't think the color makes a difference! And he was said to have around 23 million dollars. But …
James And he has four other fast cars like that.
Rose What's your point?
James Well, he clearly has more money than sense and loves speed. He could do it again.
Rose You don't know that.
James We do know that he was a repeat offender, though.
Rose Was he?
James Yes.
Rose Oh, okay, that changes things. I hadn't realized that.
James Right.
Rose You may have a point, then. I just thought it seemed extreme to give someone that kind of fine, just because they are rich. I mean, my uncle has a fast car, but he's a very careful driver.
James Right. But then he hopefully never speeds.
Rose I'm still not sure, though, that judges should be affected by an individual's circumstances.
James In Switzerland it's wealth and also the speed that counts.
Rose But doesn't that mean that it all becomes very subjective? I mean, the judge can make up his or her own mind. They might decide that because someone has long hair and wears multiple earrings and not nice shoes, they are an irresponsible citizen. But that might not be the case.
James Yeah, but the context of a crime is always different. I think this is a great way to respond to an offense. After all, if you

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fine people who are millionaires 200 dollars, it's not likely to make them think.

Rose No. Maybe removing their license is the best option.

James Mmmm. I can see where you're coming from. I think you might be right, actually! Although this way the state treasury gets some income!

Rose Yes. In any case, be very careful if you ever go to Switzerland. Apparently their driving penalties are some of the most severe in the world …

Pronunciation Skill

Assimilation

GO ONLINE

1 Write *fast cars, fine people, nice shoes,* and *I'd come* on the board, and then read the examples aloud. Have students identify what sounds they hear, and mark the connections on the board as in the Pronunciation Skill box.

2 Direct students to read the information in the box independently.

CD 2, Track 18

More to Say

Focus: Working in small groups, students practice assimilating sounds.

Grouping Strategy: Groups of two students

Activity Time: 15 minutes

Ready,

1 Prepare a list of 20 phrases with assimilations, such as *fat cat, fun person, people's shoes, red car*. Try to ensure you have 5 phrases that contain each assimilation sound, /k/, /m/, /ʃ/ and /g/.

2 Prepare a handout with 4 columns. Label each column with one of the assimilation sounds.

/k/	/m/	/ʃ/	/g/

3 Make copies of the handout with the chart so that each pair of students has one.

Set…

1 Write the phrases from step 1 on the board.

2 Put students into pairs.

3 Give each pair a copy of the chart.

Go!

1 Have students work together to put the phrases into the correct categories.

2 Check the answers as a class. Have students chorally repeat the word connections for each category.

Exercise 5 NOTICE

1 Model the first the first sentence on the board for students: *Secret police:* t *changes to a* p *sound.*

2 Have students work in pairs. Write the numbers *2* to *9* on the board, and assign a number to each pair. Have students read the words aloud and explain how the sound is assimilated. Write the answers on the board.

Answers

1 secrep'police	4 goob'man	7 Bos'sides
2 Greap'Britain	5. foreigm'man	8 quipe'big
3 ham'bag	6 credik'card	9 reg'car

Exercise 6 NOTICE

1 Have students listen and compare their answers.

2 Discuss if their answers were correct from Exercise 5.

3 Have students take turns reading the sentences to a partner using the assimilation.

Audio Script

CD 2, Track 19

Answers

1 They're the *secret police.* [pronounced as *secrep'police*]
2 The criminals were based in *Great Britain.* [pronounced as *Greap'Britain*]
3 They stole a *handbag.* [pronounced as *ham'bag*]
4 The offender was a *good man.* [pronounced as *goob'man*]
5 The victim was *a foreign man.* [pronounced as *foreigm'man*]
6 My *credit card* was taken. [pronounced as *credik'card*]
7 *Both sides* have a case. [pronounced as *bos'sides*]
8 The fine was *quite big.* [pronounced as *quipe'big*]
9 He's been driving a *red car.* [pronounced as *reg'car*]

Speaking

Conceding a point

GO ONLINE

1 Ask students: *Should smoking in a car be illegal?* Explain to students that this has become a controversial issue. Ask students to think of any countries where smoking inside a car is illegal.

2 Ask students: *Why should people be allowed to smoke in a car?* Ask students to respond with some reasons. For example: *It is a personal freedom. It is not hurting anyone.* Once students have finished speaking, give them this fact: *Smoking inside a car with children will force them to breath in secondhand smoke, which could be harmful.* Ask students if they think this is a strong counterargument to their previous responses.

3 Write the following sentence on the board: *I see that you have a good point there.* Explain to students that this shows that you might concede this point. Have students come up with other expressions for conceding a point: *I see your point. That is a strong argument you have there. OK, I understand that point of view now.*

4 Direct students to read the information in the Speaking box.

Extra Practice

1 Brainstorm some controversial issues about crime and punishment with the whole class. For example: *Smoking should be banned in public areas such as parks. Everyone in a car should be required to wear a seat belt. Car seats should be a requirement for children under five. There should be no speed limit on the freeway like in Germany.*

2 Have students work in groups of four. Read the first issue aloud. Tell students that their group will work in teams of four. One pair is for, and the other is against. If needed, have pairs flip a coin to determine which will take each role. Allow students a couple minutes to come up with

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some points. They must put forward their points, and the other pair must concede at least one of their points.

3 Repeat with the next controversial issue. Have students swap for and against positions. Circulate and provide feedback.

Exercise 7 PREPARE

1 Have students listen again to the two dialogues in Exercise 4.

2 Go over the answers as a class.

Answers

Rose, when she realizes that the man was a repeat offender: Oh, OK, that changes things. I hadn't realized that. You may have a point, then.

James, when he agrees that removing an offender's license is good idea: I can see where you are coming from. I think you might be right, actually!

CD 2, Track 17

Exercise 8 SHARE

1 Call on volunteers to read the statements aloud. Ask students: *Are policemen and women well paid in your country? Are they armed? Do you know any countries where they are not armed?* (Examples: Britain and New Zealand) *What does* pity *mean?*

2 Brainstorm some expressions students have learned to concede a point. Write them on the board: *I see your point now. I see what you mean. I see where you are coming from. Wow, I never looked at it like that before. You have a strong point there.*

3 Put students into small groups, and allow time for them to prepare their answers. Have groups discuss their points of view and concede some points.

4 Circulate and provide feedback.

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Unit 6 Review

Student Book page 152

Vocabulary

Exercise 1

Answers

1 warning
2 made
3 corrupt
4 weaponed
5 investigated
6 stealing
7 legal

Exercise 2

Answers

1 assaulted
2 under surveillance
3 bugged
4 in custody; cooperated; recover
5 prosecuted; was heard

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

Grammar

Exercise 3

Answers

Students' answers will vary. Sample answers include:

1 In Denmark, parents have to choose their children's names from a list of about 7000.
2 In Singapore, you can't chew gum in a public place.
3 In Singapore, if you are caught littering, you need to do community work.
4 In the UK, you can't import potatoes if you think they might be Polish.
5 In Sweden, you should drive with your headlights on all the time.

Exercise 4

Answers

1 might have been
2 must have been
3 could have been
4 may have
5 may never be
6 can't have
7 must
8 must

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

Discussion Point

Exercise 5

OXFORD REFERENCE

1 Ask students what a proverb is. Elicit some examples from their culture.
2 Direct students to the proverb. Then have small groups discuss if this is a pessimistic view of crime. Check for comprehension of the word *pessimistic*.
3 Discuss students' thoughts as a whole class.
4 As an extra activity, have students find other proverbs in English and share them with their group.

Answers

Students' answers will vary. Sample answers include:
I think that this isn't a pessimistic view because some criminals can't be rehabilitated.

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

Zoom In

Exercise 6

1 For Task 1, have students use their phones to research recent crimes, take notes, and share the information with a partner.
2 For Task 2, have students brainstorm some questions for the interview first as a class. For example: *How did you fall into a life of crime? What was your biggest robbery? What is the best thing about your job?* Give students time to write their exclusive interview and then share it with the class or in small groups.
3 For Task 3, have students search online for famous stolen objects or a famous thief. Put students into pairs to discuss their photo.

Answers

1 Recently in Venice there was a jewel heist in which a group of thieves stole priceless jewels from an exhibition in the middle of the day!
2 Thanks for speaking with me today! I think what is really on everyone's mind is what are you going to do with the jewels now that you…
3 This photo shows Tucker's Cross, which was stolen…

Exercise 7

1 Have students complete the prompts.
2 Have students identify areas they would like to improve upon in the coming units. Encourage students to take notes on their weak areas and to reflect on areas they have improved in from the previous unit.
3 Have students identify areas they would like to improve upon in the coming unit after completing the prompts.
4 Brainstorm areas of improvement as a class.

Answers

Students' answers will vary. Sample answers include:
I found Task 1 easy because I have seen a lot of stories about recent crimes. I found Task 2 difficult because I have never conducted an interview before. I need to improve my listening comprehension.

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Unit Overview

Introduction to the unit

The title of this unit—*Inspiration*—allows students to think about what it means to be inspired and what are our sources of inspiration. Throughout the unit students will explore what it means to be inspired by something or someone through reading about the power of inspiration, writing an essay on an inspirational hero, listening to talk about the impact of certain emotions on inspiration, discussing words of encouragement, and talking about personal opinions on what one finds personally inspiring.

In ***Lesson 7.1***, the idea of inspiration is reflected in the following activities: reading about inspiration and creativity, discussing what characteristics are needed to be creative, and a review of conditional forms. In ***Lesson 7.2***, the following exercises demonstrate the theme of inspiration: discussing heroes and their accomplishments, reading about an American hero, and, finally, writing an essay on an inspirational figure. In ***Lesson 7.3***, students will listen to audio about the impact of negative emotions on creativity. In ***Lesson 7.4***, students will watch a video about giving encouragement and role plays to practice this skill. In the *Real-World English Strategies*, students analyze and identify various implied meanings. Finally, in ***Lesson 7.5***, the following exercises will summarize what students have learned about inspiration: listening to a conversation about one writer's source of inspiration and expressing opinions about ways in which one can be inspired.

Lessons

7.1 Get Inspired

Reading Skill Working out meaning from context

Grammar in Context Conditionals

- Vocabulary related to inspiration (Oxford 5000)
- Read about and discuss the power of inspiration and its connection to creativity
- Practice guessing meaning from context
- Practice identifying and using the first, second, and third conditionals
- Discuss the characteristics needed to be successful

7.2 The Importance of Heroes

Grammar in Context Structures for unreal situations

Writing Skill Selecting appropriate vocabulary

- Discuss heroes and how they can be a source of inspiration
- Read about an American hero, Jimmy Carter
- Write a paragraph on a person who inspires others using descriptive language
- Practice using unreal conditionals
- Focus on selecting vocabulary depending on genre and audience

7.3 Are You Psyched?

Vocabulary Development Literal and figurative meaning

Listening Skill Recognizing word boundaries

Grammar in Context Alternatives to *if*

- Discuss the impact of negative emotions on creativity
- Listen to a talk on the impact of emotions on inspiration
- Write a paragraph about creativity
- Focus on the difference between literal and figurative meanings
- Learn to recognize word boundaries when listening
- Practice using alternatives to *if*

7.4 You Can Do It

Real-World English Giving encouragement

- Watch a video about giving encouragement
- Discuss various ways encouragement can be given both formally and informally
- Practice giving encouragement through pair work and role plays

7.5 What You Need to Create

Pronunciation Skill Pace and spacing in natural speech

Speaking Expressing opinions and reasons for opinions

- Listen to a conversation about one author's source of inspiration
- Express opinions on what is inspiring and give reasons to support a view
- Practice pace and spacing when speaking

Resources

Class Audio CD 2, Tracks 20–26

Workbook Unit 7, pages 43–49

Oxford Readers Correlations

Jane Eyre (9780194614443)

Teacher's Resource Center

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

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Unit Opener

Student Book page 75

The unit opener photo shows a fully dressed man sitting in a bathtub. The man is staring out at the audience contemplatively. The photograph relates to the unit theme and subsequent exercises because it focuses on what it means to be inspired, sets up the theme for the questions that follow, and encourages students to discuss and think about the question of what inspiration is and where we can find inspiration.

Photographer

Edu Bayer

Edu Bayer is a New York City–based award-winning documentary photographer. With more than 10 years of experience in several countries, he has worked for most leading international outlets like *The New York Times*, *National Geographic*, *Time*, *The New Yorker*, *The Wall Street Journal*, *Newsweek*, Aljazeera, *El País Semanal*, *Foreign Policy*, *Le Monde,* and *The Guardian*, among others. He is the recipient of accolades such as Picture of the Year, Pulitzer Prize Finalist, and Arts for Social Improvement La Caixa. Edu recently published the books *Microcatalalunya* about rural life and *Els fets de l'1 d'Octubre* (the events of October 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 about the following emotions: envy or jealousy, happiness, disappointment, optimism. Work as a class to classify them as negative and positive. Ask how these emotions may or may not inspire someone.

2 For question 2, ask students, in small groups, to think of some world leaders who might fit this profile.

3 For question 3, brainstorm types of personal tragedies. For example: death of a family member, a divorce, bankruptcy, etc. Ask students discuss how a personal tragedy might be used by a writer.

Answers

Students' answers will vary. Sample answers include:

1 Joy might inspire someone to write about happy experiences, for example, getting married or having a baby.

2 I think that the Shah of Iran was more successful once he left the country.

3 A personal tragedy might make a writer more empathetic to life's struggles.

Discussion Questions

1 Direct students' attention to the picture. When you ask students to describe the image, provide words to help them as necessary, for example, *bathtub.* Ask specific questions about the picture: *Who is the man? Why is he sitting in a bathtub?*

2 Direct students' attention to the questions below the picture. When you ask students to discuss the questions, check that they understand the vocabulary word *inspiration*. Take apart the word into prefix, root, and suffix. Explain the different parts: *in*: into, *spir*: breath, *ation/ tion*: noun ending. Therefore, *inspiration* means breathing life into something. Have students work in groups to discuss the questions. Circulate and provide support as needed. Have students share their answers with the class, and write some answers on the board.

Video Script

I photographed the theater actor Eduard Fernandez in a very nice theater in Barcelona. I encountered this bath set and I thought that placing him in the bathtub would be a good idea because it would create like a very daily and intimate moment. We have little chances to see it, and it's a place where we can unleash the imagination, having a shower, having a bath.

Inspiration is the sudden and natural influx of new ideas that may impact on your creation or your life. I can get inspiration from anywhere or anytime, but I like those limbo moments in between mechanic activities when you are by yourself. You use those moments to align your thoughts, reflect about your life, and get inspired. I think that they are very nice, and very important to have.

Inspiration may be the extra spark on top of your hard work that takes it all to the next level. Inspiration can also come from our subconscious, making your work more personal and profound. It's like putting the signature to your work. I like to build up a personal connection with the subjects I photograph and the situations I photograph too, and from that feeling, and with this personal link, I try to make photographs that hopefully will contain some sort of that intimacy.

Exercise 1

1 Before students embark on the discussion of the list, check comprehension of the vocabulary.

2 Have students check the things that inspire them, and then put students into pairs to explain to their partner why they chose them.

3 Have students share their ideas with the class. Finally, ask students to add to the list of things they find inspirational.

Answers

Students' answers will vary. Sample answers include: Inspiration can come from nature or music. Inspiration can achieve great ideas like Alexander Graham Bell's invention of the telephone. Art inspires me to be creative.

Real-World Goal

By the end of this unit, students will be able to write about a walk in a natural setting because they will have read about various sources of inspiration, listened a talk on the power of emotions, and discussed and written about what it means to be inspired. Provide students with some options in your area such parks, national parks, lakes, hiking trails, beaches, deserts, botanical gardens, etc. Have students report back to the class about what they found inspirational.

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Lesson 7.1 Get Inspired

Student Book pages 76 – 78

Exercise 1 ACTIVATE

1 Direct students' attention to the photos, and ask students: *What is happening in each picture?* Ask a few volunteers to share their ideas.
2 Put students into pairs to discuss what might be inspiring about each photo.
3 After students complete the exercise, have volunteers share some of their ideas with the whole class.

Answers
Students' answers will vary. Sample answers include:
The man on the mountain is inspired by the nature around him and by the clean fresh air he is breathing.

Exercise 2 WHAT'S YOUR ANGLE?

1 Have students discuss the questions in small groups.
2 Circulate and provide guidance or feedback as needed.
3 Write the headings *Nature*, *Art*, *Music*, and *Classroom* on the board. Discuss ideas as a class, and write the sources of inspiration on the board under each heading.

Answers
Students' answers will vary. Sample answers include:
I find music the most inspiring because it takes me to another place in my mind. I think about the lyrics and what they might mean.

Reading Skill

Working out meaning from context

GO ONLINE

1 Direct students to read the Reading Skill box independently.
2 Ask students if they have any questions about the box content.

Extra Practice

1 Put students into pairs, and give them the following sentences on a handout:
   a *Unlike his sister who was quite _____, Harry was very good-looking.*
   b *The _____ moved slowly down the river, carrying fruits and vegetables.*
   c *The _____, a nocturnal, flightless creature with brown feathers, has been put on the endangered species list.*
   d *Juan jumped into his _____, turned on the radio, and rolled down the windows.*
   e *When the baseball hit the window, it _____.*
2 Have students use context clues to guess the missing words.
3 Discuss the answers with the class. Explain that we only have to get a feeling for the word and not understand it 100 percent. Ask students for the context clues they found to help them.
   Possible answers: homely, barge, kiwi, Mustang convertible, shattered

Exercise 3 IDENTIFY

1 Put students in pairs to read the title of the article and the quote and discuss what they think they will read about. Confirm that students understand *perspiration*. Ask students: *Do you agree with the quote?*
2 Direct students to the question, and ask them to predict the answer before they read. Check for comprehension of *passive* versus *active*.
3 Have students read the article and then discuss their answers with a partner.
4 Go over the answer as a class.

Answers
Creativity involves being novel and useful, whereas inspiration involves the reason one does something.

Oxford 5000 words

healthy	optimism	competitive
self-esteem	competence	

Exercise 4 ASSESS

1 Have students complete the exercise independently and then check their answers with a partner. Tell students to circle the context clues that helped them with the meaning.
2 Call on individuals to give answers and provide the context clues in the reading that helped them. For example: *I used the comma and the information after* evokes *to guess that it means "to cause a feeling."*

Answers

1 evoke	3 effort	5 compel
2 novel	4 motive	

Exercise 5 INTEGRATE

1 Direct students to the sentences, and have them write the correct form of the words from Exercise 4.
2 Have students share their answers with a partner.
2 Go over the answers as a class.

Answers

1 motivation	3 novel	5 compel
2 evokes	4 effort	

Exercise 6 EXPAND

1 Direct students to the sentences. Before they reread the article, have them work with a partner to try to complete the sentences. Encourage them use context clues to help them.
2 Have students reread the article and find the answers independently. Then put students in pairs to discuss the answers.
3 Call on volunteers to answer the questions.

Answers

1 perspiration, or effort	4 creativity
2 outside	5 more, shorter, simpler
3 have / need	6 new experiences

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Exercise 7 WHAT'S YOUR ANGLE?

1 Have students discuss the questions with a partner. Circulate and provide feedback.
2 Discuss as a class. Direct students back to the photos in Exercise 1, and ask: *Where would you be most inspired to write, and why?*

Answers
Students' answers will vary. Sample answers include:
1 I find it difficult to find inspiration when I write.
2 I need to think carefully and make a detailed plan.
3 It is harder for me to write in English because it is not my first language.

Grammar in Context

Conditionals

GO ONLINE

1 Direct students to the Grammar in Context box. Ask students if there are any forms that are completely new to them.
2 Write these sentences on the board:
   a *If I* see *my mom today, I* will *hug her.*
   b *I* would *hug my mom if I* saw *her today.*
   c *If I* had seen *my mom today, I* would have hugged *her*
3 Ask students: *Which is a student stating a conditional that is possible or probable in the future?* (a): *It is possible to see his / her mother today.*
   Which one is a student expressing a conditional that is unlikely or improbable in future? (b): *This student has little or no chance because his / her mother doesn't live in the area.*
   Which one is expressing conditional about a past action? (c)
4 Emphasize the grammar of each statement. Often students think that the second conditional is the past, but make sure that they know it is unreal or improbable now or in the future. Underline the verbs used in each on the board.
5 Also point out that in academic writing we use *were* in the second conditional with all subjects. For example: *If I / he / she / you were the president of my country, I / he / she / you would…*
6 For additional practice, see Grammar focus on page 165 in the Student Book.

Extra Practice

1 Put students into pairs. Ask one member of each pair to write the numbers *1* to *10* on a piece of paper. Call out the following sentence starters, and ask pairs to work together to complete the sentences. Encourage students to be as creative as possible.
   1 If you go to my hometown, you _____.
   2 If I had not studied English, I _____.
   3 If you lie, you _____.
   4 I would be happy if _____.
   5 If I could travel anywhere, I _____.
   6 I will go hiking this weekend if _____.
   7 If you drop an egg, _____.
   8 If I could be anything in the world, _____.
   9 If could have one talent, _____.
   10 I will be happy if _____.
2 Have pairs share their sentences with the whole class. Choose the most creative example for each sentence starter, and award one point. Check carefully for the correct form of the conditional. The pair with the most points wins.

Exercise 8 IDENTIFY

1 Complete the first sentence as a class. Draw students' attention to the form and the meaning: *If I listen to music, I feel more inspired.* (zero conditional: result is always true, and we use simple present in both clauses)
2 Have students complete the exercise independently and then share their answers with a partner.
3 Go over the answers as a class, emphasizing the form of each verb.
4 Ask students to discuss the first four statements in pairs. Do they agree with each statement? Why or why not?

Answers
1 feel
2 are
3 would excel
4 improve, might / could / can / may / will improve
5 had been

Exercise 9 WHAT'S YOUR ANGLE?

1 Ask students to read the questions, and ask: *What kind of conditional is the verb: zero, first, second, third?*
2 Put students into pairs to discuss the questions.
3 Walk around and provide feedback. Make sure that students are using the correct form of the conditional—for example, *I would explain* and not *will explain* for question 5.
4 Bring a soft stress ball into class. Tell students that if you toss them the stress ball, they must answer question 1. Once the student has finished, they must toss the stress ball to another student to answer question 2. Repeat until every student has had a chance to participate.

Answers
Students' answers will vary. Sample answers include:
1 You can go outdoors to feel inspired.
2 I go to the library and get a lot of reference books.
3 I will use the Internet and the advice from my friends.
4 I can search the Internet or go to the library.
5 It means to feel the breath of life fill your lungs and mind.

Exercise 10 VOCABULARY

1 Ask students to look back at the article on page 77. Have students check the Oxford 5000 words in orange, and ask them to guess their meaning from any context clues.
2 Have students complete the exercise independently and then share their answers with a partner.
3 Go over the answers as a class.
4 Alternatively, print out the words and definitions and cut them up. Give some students the words and others the definitions. Have students walk around the room, read their word or definition aloud, and try to match it with other students. Once they are finished, have students put the words and matching definitions on the board.

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Answers

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

Oxford 5000 words

innovative approach
attitude
sense of demonstrate
active imagination

Exercise 11 BUILD

1 Have students work independently to use the phrases from Exercise 10 to complete the sentences and then check their answers in small groups.
2 Have students listen and check their answers.

Answers

1 become competitive
2 innovative approach
3 demonstrate competence
4 sense of optimism
5 tolerant attitude
6 healthy self-esteem
7 active imagination

Audio Script

CD 2, Track 20

1 A good résumé can really help you become competitive in the job market.
2 The company took an innovative approach to solving the problem.
3 Finishing the project on time is one way to demonstrate competence.
4 I think everything will turn out well. I have a strong sense of optimism.
5 Someone with a tolerant attitude can get along with different kinds of people.
6 If a child has a healthy self-esteem, she usually does better in school because she is confident.
7 I always picture the worst happening—I have an active imagination.

Exercise 12 WHAT'S YOUR ANGLE?

1 Have students discuss their answers in small groups. Circulate and provide feedback
2 Discuss the questions as a whole class, and encourage students to extend their answers by providing reasons and details.
3 Write *A* to *G* on the board. Have students vote for the characteristic they think is most linked to inspiration and the one that is the most important for success. Tally the votes.

Answers

Students' answers will vary. Sample answers include:
1 I definitely have a sense of optimism. I always look on the bright side.
2 I think a creative imagination is linked to inspiration.
3 In order to be successful, I think that being competitive is very important.

Lesson 7.2 The Importance of Heroes

Student Book pages 79 – 81

Exercise 1 ACTIVATE

1 Read the lesson title aloud, and ask students what they think it means. Elicit any heroes they have in their country or any personal heroes they might have such as a friend or family member.
2 Direct students to the photos, and have students study the photos and discuss the questions in small groups.
3 Discuss the heroes as a whole class. Ask students: *Who is the most important hero pictured, and why?* Ask volunteers to give their opinions and reasoning.

Answers

a Usain Bolt
b Malala Yousafzai
c Mahatma Gandhi
d Wangari Maathai

Exercise 2 IDENTIFY

1 Put students into small groups to complete the exercise.
2 Go over the answers as a class.

Answers

1 d	2 a	3 b	4 c

Exercise 3 WHAT'S YOUR ANGLE?

1 Ask students to draw a circle and write the name of the person from Exercise 1 they find most inspiring. Instruct students to take notes around the circle using branches. The braches should have a reason or an example to support why they feel this way.
2 Put students in pairs to share their ideas.

Answers

Students' answers will vary. Sample answers include:
I believe Mahatma Gandhi is the most inspiring because he led his country to freedom and independence from Great Britain. He stood up to a country that had colonized India for a long time.

Exercise 4 ASSESS

OXFORD REFERENCE

1 Write *U.S. presidents* on the board. Ask students to come up with the names of as many U.S. presidents as possible.
2 If Jimmy Carter is not mentioned, add his name to the list. Ask students what they know about him and his presidency.
3 Ask students what a *humanitarian cause* is. Ask students what humanitarian cause Martin Luther King, Jr. fought for (civil rights). Write *Habitat for Humanity* on the board. Ask students: *What does Habitat for Humanity do?*
4 Tell students to read the essay and make notes on why the writer admires Jimmy Carter.

Answers

The writer seems to admire Jimmy Carter because he has helped many people through his compassion, hard work, and commitment.

Exercise 5 IDENTIFY

1 Tell students that each paragraph in the essay in Exercise 4 has a main idea and that the main idea comes in a topic sentence. Tell students that the topic sentence is often but not always at the beginning of a paragraph. The rest of the paragraph will provide details, reasons, and examples to support the main idea.
2 Read the list of topics aloud, and ask students to work independently to match the topics to the paragraphs. Encourage students to underline the topic sentence of each paragraph.

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3 Ask students to compare their answers with a partner and indicate in the text where they found evidence to support each answer.
4 Go over the answers as whole class.

Answers

3–His presidency
2–His early life
5–Regrets and accomplishments
4–An active postpresidency
1–A source of inspiration

Exercise 6 INTEGRATE

1 Discus any vocabulary in the exercise that students find difficult, such as *vivid*.
2 Ask students to scan the essay in Exercise 4 to complete the phrases. Explain to students that scanning is choosing a key word and reading very quickly through the text to find the key word and then the information they need. Tell students that in this instance the key words will be the vocabulary listed in the exercise.
3 Have students compare their answers with a partner.
4 Call on volunteers to share their answers.

Answers

1 blue sky
2 soccer player
3 college
4 treaties
5 humanitarian causes
6 Habitat for Humanity
7 human rights and peace

Exercise 7 EXPAND

1 Remind students that collocations are words that go together.
2 Assign group leaders, and have them pick teams of two or three. Have students work in their groups to think of other collocations for the words in Exercise 6.
3 Have the group leader write down the group's ideas and share with the class. For example: *negotiate a contract, became involved with a business deal, devoting oneself to studying English, vivid dreams*, etc.

Grammar in Context

Structures for unreal situations

GO ONLINE

1 Ask students if there is something they regret doing in high school. Write this example on the board: *I didn't study hard in high school,* and ask students if any of them have this regret.
2 Write *If only I had + past participle…* and *I wish that I had + past participle…* on the board, and elicit examples demonstrating regret. If necessary, review the past participle with students.
3 For additional practice, see Grammar focus on page 165 in the Student Book.

Extra Practice

1 Ask students to write four sentences expressing regret about their life: three true and one false. Model an example set of sentences on the board:
   a *If only I had studied advanced math.*
   b *I would rather my major was law because lawyers make a lot of money.*
   c *I wish I had gotten my driver's license years ago.*
   d *I wish I had learned how to play an instrument.*
2 Ask students to discuss which one they think is false about you, giving reasons.
3 Ask students to work in groups of three or four and read their sentences aloud. Have the other group members try to guess which ones are true and false. Circulate and check for accuracy.

Exercise 8 ASSESS

1 Ask students to work with a partner to discuss how they express the ideas in the Grammar in Context box.
2 Call on some students to come to the front of the class and briefly explain the use of conditionals in their first language.

Exercise 9 INTEGRATE

1 Ask students to work independently to complete the sentences with their own ideas from the essay. Write the first item on the board, and elicit possible answers from students, checking for form and accuracy. For example: *have become president, have had the chance to run for president*.
3 If necessary, tell students to go back to the essay in Exercise 4 and scan for possible answers.
4 Circulate, paying special attention to the accuracy.

Answers

Students' answers will vary. Sample answers include:
1 have become president
2 received more recognition
3 he could do more
4 he might have been re-elected
5 live a more private life

Exercise 10 INTERACT

1 Ask students to work in groups to share their ideas.
2 Assign each group one of the sentences, and have them present their ideas to the whole class.

Writing Skill

Selecting appropriate vocabulary

GO ONLINE

1 Write the following words on the board: *a cool dude, a nice guy, a wonderful man, a gentleman*. Ask students which description is best for texting, for speaking to a friend, in a work email, and when writing an academic essay. Ask students why they feel this way.
2 Explain the word *connotation*: some words have a negative, positive, neutral, weak, or strong connotation. Write the following on the board, and discuss whether the connation of these words is negative, positive, neutral, weak, or strong.

   That politician is arrogant. That politician is overly confident. Which has a more negative connotation? (*arrogant*)

   The social worker is empathetic. The social worker is overly sensitive. Which has a more positive connotation? (*empathetic*)

   I am really tired. I'm really exhausted. Which sounds stronger? (*exhausted*)
3 Direct students to read the Writing Skill box independently, or call on individual students to read the three parts of the box aloud.

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Extra Practice

1 Ask students to imagine they are writing a text about the following situation: *You are having a party this weekend, and you want to invite your partner.* Tell students you will give them different scenarios and they will have to adjust their language accordingly. Call out the first scenario, and have students compose their messages and pass them to their partner. Once the partner "receives" the message, have pairs compare the texts and look at the language used.
Scenario 1: your best friend
Scenario 2: your co-worker
Scenario 3: your mom
Scenario 4: your boss
2 Repeat each step with the other scenarios. Have students pay attention to the vocabulary they use.

Exercise 11 ASSESS

1 Have students work independently to complete the exercise. Model the first item for students, and elicit reasons why this response is more appropriate for the text.
2 Once students have finished, have them share their answers with a partner and explain their choices.
3 Go over the answers as a class.

Answers

1	people	4	foreign adventures
2	countries	5	wonderful
3	retired	6	experiences

Exercise 12 INTEGRATE

1 Draw two bubbles on the board labeled *Positive* and *Negative*. Ask students to make a list of four positive and three negative words to describe Jimmy Carter. Ask volunteers to share their words, and write them on the board in the corresponding bubbles. Tell students they can use what they remember from the text or their own knowledge.
2 Have students work independently to read paragraphs 3 and 4 of the essay in Exercise 4 and decide which is more negative and which is more positive. Tell students to underline words that support this view and then discuss their ideas with a partner.
3 Call on students to share their ideas with the whole class.

Answers
Paragraph 4 is more positive.
Answers regarding word connotations will vary. Possible answers:
Positive—integrity, more efficient, successes, avoided wars, awarded, Nobel Peace Prize, peaceful solutions, promote rights
Negative—lacked, mediocre, disastrous, worsened, collapsed, lost, spectacular failure, depressed, discouraged, conflicts, disease, poverty, criticize

Exercise 13 APPLY

1 Ask students to work in pairs to categorize the descriptive words in the text that they underlined in Exercise 12.
2 Copy the T-chart on the board. Go over the answers as a class, and write the words in the chart.

Answers
Positive: appreciated, admirable, accomplished, serious, determined, inspirational
Negative: failures of his presidency, lacked experience, mediocre record, discouraged

Exercise 14 PREPARE

1 Ask students to work in small groups to brainstorm people who inspire them. Draw a circle on the board, and write *Inspiring people* inside. Brainstorm ideas as a class, and write the people's names as branches off the circle. Encourage students to give reasons why the people are inspiring.
2 Ask students to work independently to fill in the chart and then share it with a partner. Make sure that students extend their answers by providing details and examples to support them. Provide a model: *My inspirational figure is Michael Jordan. He is inspiring to me because he has perseverance. A young Michael Jordan was told by his coach that he would never play college basketball, let alone in the NBA. He took the advice and then practiced harder than ever before. He didn't give up, and as a result of his determination, he made it to the NBA. If he had given up, he wouldn't have become one of the greatest basketball players of all time.*
3 Circulate and provide feedback.

Exercise 15 WRITE

1 Ask students to write their paragraph, either as a timed writing in class or for homework.
2 Tell students to include selected vocabulary and conditionals. Remind students that this is an academic writing so they should choose the appropriate vocabulary.
3 Write the checklist from Exercise 16 on the board. Tell students to be mindful of these points because a peer will review their writing using this checklist.

Exercise 16 SHARE

1 Have students read their paragraph and check grammar and spelling. Tell them to make changes if necessary.
2 Have students peer-edit a partner's paragraph using the checklist.
3 Have some students share with the class the improvements they need to make.

Exercise 17 IMPROVE

Call on students to identify what areas they want to improve and areas they are happy with in their writing. Encourage students to explain using their partner's feedback. Write the following prompts on the board:

I need to work on…

I am happy with…

Lesson 7.3 Are You Psyched?

Student Book pages 82 – 83

Exercise 1 ACTIVATE

1 Direct students to the title, and ask if they know what *psyched* means. Explain that it means "motivated or excited to do something."

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2 Call on a student to read the caption aloud. Ask students: *How do you think emotion might affect inspiration?*
3 Have students work in small groups to brainstorm some positive and negative emotions.
4 Write two circles on the board: *Positive emotions* and *Negative emotions*. Brainstorm ideas as a class, and record students' ideas on the chart on the board.

Vocabulary Development

Literal and figurative meaning

GO ONLINE

1 Write the following sentences on the board.
I pulled the curtains *before I went to bed.*
It was a curtain of darkness *outside.*
2 Ask students to look at the meaning of the word *curtain* in each sentence and decide which sentence uses the most basic meaning and which uses the word to give us a picture or description of something. Explain to students that these examples demonstrate literal and figurative language. Also point out that the second example is what we call a metaphor.
3 Read the information in the Vocabulary Development box aloud, and answer any questions students have.

Extra Practice

1 Print the following sentence frames on a handout:
a All the world is a _____, and we are merely the _____.
b She has a heart made of _____. She is very generous.
c You are my _____. I can depend on you for anything.
d He has terrible table-manners. He eats like a _____.
e My room was as dark as _____.
f The storm outside turned everything into _____ of misery.
g Big cities can be like _____.
2 Put students into pairs, and ask them to complete the sentence frames to create similes or metaphors. Provide a model: *All the world is a ship, and we are merely the sailors.*
2 Circulate and prove feedback.
3 Write the following nouns on the board, or print them out and cut them into sets: *sunshine, pig, jungle, sand, gold, stage, night, education, rock, sea, actors.* Have students match the nouns with the appropriate sentences.
4 Go over the answers as a class, and have some students share their original ideas.

Exercise 2 BUILD

1 Have students complete the exercise independently and then check their answers with a partner.
2 Call on volunteers to share their answers with the class. Discuss the meanings of the figurative language with the class. Print out the following definitions or write them on the board, and have students match them using the context clues in the sentences.
ahead of the curve: up with current trends or developments
bring up to speed: give someone information they need
uncharted territory: a new experience or situation you are not familiar with
cut from a different cloth: very different
ahead of the pack: having an advantage over someone

Answers

1 F	3 L	5 L	7 F	9 L
2 L	4 F	6 F	8 L	10 F

Exercise 3 USE

1 Ask students to work independently to complete the sentences with the expressions from Exercise 2.
2 Have students check their answers with a partner.
3 Discuss the completed sentences as a whole class, and brainstorm other times these expressions might be used. For example: *uncharted territory: living in a foreign country, cut from a different cloth: pilots and accountants, my sister and I,* etc.

Answers

1 cut from a different cloth
2 bring us up to speed
3 ahead of the curve or ahead of the pack
4 uncharted territory
5 ahead of the pack or ahead of the curve

Listening Skill

Recognizing word boundaries

GO ONLINE

1 Direct students to read the information in the Listening Skill box independently.
2 Write the examples in the box on the board, and number them *1* to *3*. Read the examples aloud. Read them again but in random order, and ask students to listen carefully to identify the sentences they hear.

CD 2, Track 21

Extra Practice

1 Print the following sentences onto separate handouts for each partner:
Partner A
a We stopped for lunch. (We stopp(ed) for lunch.)
b You and I can go. (You an(d) I can go.)
c Please tell him. (Please tell (h)im.)
d You must tell him. (You mus(t) tell him.)
e We need law and order. (We need lawr an(d) order.)
Partner B
a You shouldn't have told him. (You shouldn't (h)ave told (h)im.)
b Are you coming out tonight? (Are you coining ou(t) tonight?)
c It's no joke. (It'snow joke.)
d Not at all. (notatall.)
e It's the tallest building. (It's the talles(t) building.)
Please note: The letter in () are to be omitted in connected speech.
2 Put students into pairs. Assign one as partner A or partner B, and give them the corresponding handout.
3 Have them read each sentence aloud twice, the first how it is written and the second how it is said.

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4 As they say it the second time, have the partner write what they hear and repeat it back to them. Have students then check the word boundary on their partner's handout to make sure it matches.

Exercise 4 IDENTIFY

1 Read the first set of sentences for students, and make it clear where one word ends and the next word starts. Read the sentences again, but this time link the words together. Write the two sentences on the board:

Is Jean around?

Is Gina around?

Explain that *Jean* + *around* can be linked to sound like *Jeana*, which sounds like *Gina*.

2 Have students mark any linking in the sentences that may occur before they practice. Circulate and provide feedback.

3 Put students in pairs. Have students take turns saying sentences aloud and having their partner identify which sentence they heard.

4 Call on some students to read sentences in random order aloud, and have the whole class identify which sentences were heard.

Exercise 5 ASSESS

1 Ask students: *What qualities do inspirational people have? Are they generally more positive or negative?*

2 Call on students to read the sentences aloud, and then have students discuss which are true.

3 Discuss as a whole class, and have students explain their answers giving specific examples from their own experience to support their views.

4 Postpone going over the correct answers until Exercise 6.

Exercise 6 ASSESS

1 Have students listen to the podcast and check their answers from Exercise 5.

2 Go over the answers as a class. Remind students to use evidence form the podcast. Write the following sentence starters on the board:

He said that…

I heard him say that…

He clearly stated that…

I am pretty sure he said that…

Answers
3, 4 and 5 are true, although students' answers may vary.

Audio script

CD 2, Track 22

Jared I'm Jared Abrams the host of *Are You Psyched?* a podcast about the latest news you can use in psychology. Today I'm going to be talking with Elisa Masters, a PhD student who's doing research on using negative emotions as a way to find inspiration and get fired up. Thanks, Elisa, for joining me today.

Elisa Thanks Jared. I'm happy to be here.

Jared So our listeners are pretty sharp and they like to stay ahead of the curve on topics that can help them in their relationships at home and at work. For the last couple of weeks, we've been talking about creativity and inspiration. Can you bring us up to speed on the role of emotions in inspiration?

Elisa Sure. It's really an interesting field of research right now. You might think that positive affect, emotions like excitement, happiness, or fun… well, you might think they would make you feel the most creative or inspired. But unless you have some negative emotions, too, you might not be so creative.

Jared Really? Are you saying that we create more when we're angry or sad?

Elisa Not exactly. It's more complicated than that. It might involve the shift from a negative emotion to a positive emotion. In one study, researchers interviewed more than 100 employees and found that the most productive showed a predictable pattern of emotion. They started the day with a negative emotion like stress, hostility, or guilt, but they showed a decrease in that negative affect over the rest of the day and an increase in positive affect, like inspiration, excitement, and alertness.

Jared But they ended with positive emotions. Could that be the key?

Elisa Sort of. It's important provided that they started out with negative emotions. It was the shift in emotions that was critical. The researchers did a follow-up experiment. They had 80 students think about a positive or negative event. Then they asked the students to brainstorm. If students thought about a negative event first, they were more creative in their ideas.

Jared So we need both positive and negative emotions for creativity?

Elisa Yes, the research seems to suggest that. When we have positive and negative emotions at the same time, that's emotional ambivalence. It means we're not all one way or another, but in a mixed state. Studies show that people with emotional ambivalence are better able to see relationships between ideas. It's like they know they're in uncharted territory so they pay more attention. Suppose you went to Japan for the first time, you might pay more attention, noticing signs for the train or smells from a restaurant. You'd be focused on finding your way.

Jared Is focus important in creativity?

Elisa Great question! Yes, it is. And some negative emotions seem to help us focus. For example, if we feel rejected, sometimes that leads to greater creativity because we think we're somehow special, cut from a different cloth, maybe ahead of the pack.

Jared What else is important in creativity?

Elisa Actually, we think creativity requires both the ability to focus and the ability to broaden one's attention, to use your imagination. These abilities take place in different parts of the brain. It turns out that creative people have more connections between these two parts of the brain. So they can think big and small at the same time. Creativity involves both inspiration and focus.

Exercise 7 INTEGRATE

1 Ask students if they think each blank will be a noun, verb, adjective, number, name, subject, etc.

2 Have students work in pairs to complete the notes from memory before they listen.

3 Have students listen to the podcast and check their notes.

4 Go over the answers as a class.

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Answers
Speaker: Elisa Masters Field: Psychology
Positive emotions: excitement, happiness, and fun
Negative emotions: stress, hostility, and guilt
Study of employees: Most productive started negative and ended positive.
Study of 80 students: thought about negative event → more creative
People with mixed emotions → see relationships between ideas
Creativity = ability to focus + ability to broaden one's attention

CD 2, Track 22

Exercise 8 WHAT'S YOUR ANGLE?

1 Have students work in small groups to discuss the questions.
2 Have students share their answers on what emotions make them feel more creative or inspired. Ask students: *What do you do to create these emotions in your life? Where do you go? Who do you spend time with? What activities might you do?* etc.

Answers
Students' answers will vary. Sample answers include:
The research doesn't surprise me because bad times can bring out the best in people and they can become inspired to make your life better by coming up with a creative solution.
The emotion of empathy can make me more inspired to help someone.

Exercise 9 EXPAND

1 Before students listen again, have them predict in pairs what they will hear using their knowledge of the podcast.
2 Have students listen to the audio again and complete the sentences.
3 Go over the answers as a class.

Answers
1 we create more when we're angry or sad
2 the shift in emotions that was critical
3 not all one way or another (but) in a mixed state
4 else is important in creativity

Audio script

CD 2, Track 23
1 Are you saying that we create more when we're angry or sad?
2 It was the shift in emotions that was critical.
3 It means we're not all one way or another, but in a mixed state.
4 What else is important in creativity?

Exercise 10 APPLY

1 Have students listen and repeat the sentences.
2 Call on some students to repeat the sentences aloud after listening.

CD 2, Track 23

Grammar in Context

Alternatives to *if*

GO ONLINE

1 Write on the board: *If I study really hard for this test, I will probably pass* Erase *if,* and elicit other words that could replace it: *assuming*, *provided that*, *only if*. Explain to students that these are alternatives to *if*.
2 Write the following sentences on the board:
If I were an actor, I would want to play dramatic roles.
If I had been a creative person, I would have liked to be a painter.
Explain to students we can change these sentences by removing the expression *if* and inverting the verb and the subject.
Were I an actor, I would want to play dramatic roles.
Had I been a creative person, I would have liked to be a painter.
3 Write: *If you have a parent who is creative, you have a strong chance of being successful in that field.*
Erase *if*, write *Unless,* and change the second clause to a negative: *Unless you have a parent who is creative, you do not have a strong chance or being successful in that field.*
4 For additional practice, see Grammar focus on page 165 in the Student Book.

Extra Practice

1 Put students in teams of three or four. Read Story 1 (in item 3 below) aloud. Then read the first prompt aloud, and have groups work together to come up with a way to finish the prompt as quickly as possible. The team that finishes first must raise their hand.
2 Have that team read their sentence aloud. If the grammar is correct, the team gets one point. If not, call on another team to answer until a good example is provided.
3 Write a tally on the board. The winning team is the one with the most points at the end. Repeat with all the prompts for Story 1 and Story 2.
Story 1: Gina wants to be an actress in Hollywood, but her first language is Italian. Unfortunately, her English is poor. She has won many awards in her native country and is really talented. She will have to go on many auditions, but she must get an agent first.
a Unless Gina learns English, _____.
b Provided that she gets an agent, _____.
c She might become famous assuming _____.
d She can go on auditions only if _____.
Story 2: Bob wants to get into fashion design. He is very creative and wants to start his own fashion label. His family doesn't have much money, but he is thinking about getting some investors. He needs to graduate from design school with a good grade on his last assignment.
a Unless Bob gets investors, _____.
b Provided that Bob gets a good grade on his final assignment, _____.
c Bob wants to have his own fashion label, assuming that _____.
d Bob can start a business only if _____.
e Were Bob's family rich, _____.
f Bob will become a famous designer provided that _____.

Exercise 11 IDENTIFY

1 Work through the first sentence with students. Read the sentence aloud, and ask students which expression fits best (*only if*).

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2 Have students work independently and then check their answers with a partner.
3 Go over the answers as a class.

Answers

1 only if	3 unless	5 provided that
2 Had they felt	4 assuming	6 Were you

Exercise 12 INTEGRATE

1 Ask students what effects they think exercise and meditation can have on our mood.
2 Have students work independently to read the text and choose the best expression to complete each sentence. Encourage students to look at the text for what fits grammatically.

Answers

1 unless	3 provided	5 Were
2 Suppose	4 no matter	

Exercise 13 EXPAND

1 Have students choose one of the sentences in Exercise 12 to write a paragraph about. Encourage students to add their ideas and the ideas discussed in their groups.
2 Have students use at least four or five different alternatives to *if* in their paragraph. For example: *provided that, only if, assuming, unless,* etc.

Exercise 14 WHAT'S YOUR ANGLE?

1 Read the first sentence aloud, and encourage students to come up with ideas to complete it. Provide the correct answer if necessary.
2 Ask students to complete their sentences with their own ideas, and circulate to provide feedback and guidance.

Answers

Students' answers will vary. Sample answers include:
1 I am in total silence
2 ask my boss for help first
3 it has a positive effect
4 they have the opportunity
5 how to network better

Lesson 7.4 You Can Do It

Student Book pages 84 – 85

Exercise 1 ACTIVATE

1 Before starting the lesson, direct students to the title. Ask students: *Have you ever been in a situation where someone asked you to do something difficult? Did you think, "I can do it"? Or did you have doubts?*
2 Read the situation aloud, and direct students to the scenarios. Review any difficult vocabulary: *shrug shoulders.*
3 Have students choose independently how they would respond and then compare their answers with a partner.
4 Discuss the answers as a whole class. Ask students: *Which is the best response in your opinion? Why?*

Exercise 2 ASSESS

1 Direct students to the pictures, and have them discuss the questions in small groups.
2 Encourage students to use their imagination about what is happening in the images. Circulate and provide feedback.
3 Draw students' attention back to the lesson title. Go over some other words of encouragement that students might use. For example: *Don't give up; Go for it; I have no doubt you will be able to do it; You are the person for the job.*

Answers

Students' answers will vary. Sample answers include:
Cathy might be assigning a project to Andy in the first photo and in the second photo Andy is having trouble with his computer and Sam and Phil have offered to help.

Exercise 3 IDENTIFY

1 Have students watch the video and answer the questions independently. Then ask students to check their answers with a partner.
2 Ask students how they would react in this situation if they were Andy: *Would you accept the challenge? If so, why? If not, why not? Would the answer change if it were a co-worker or a manager asking? Would you help Andy in this situation? Why or why not?*

Answers

1 Cathy asks Andy to install some software.
2 Andy isn't sure he can do it.
3 Sam and Phil come to meet Andy for lunch.
4 Yes, they give encouragement and help with the computers.
5 Yes, he does with Phil and Sam's help.

Video Script

English For Real Video Unit 7

Cathy	Andy, this report looks great!
Andy	Thanks Cathy! Glad to hear it.
Cathy	Could you do me a favor this afternoon?
Andy	Of course.
Cathy	We've got a new software package that needs to be installed on all of the office computers. Do you think you can do it?
Andy	Uh, I'm not sure. I've never really done that before. But, I'll try. Cathy Well, do your best. I have confidence in you.
Sam	Hey, Andy. Are you ready to go out to lunch?
Andy	Sorry, I can't. I'm trying to install that new software program, and it's not working.
Phil	Really? I thought you were great with computers.
Sam	How hard can it be? Come on, you can do it!
Andy	Uh, I'm good with video games. This is tricky.
Sam	I can help.
Phil	Yeah, Sam's great with computers.
Andy	OK, Sam! Give it your best shot.
Sam	Hm. So, what if we just re-install the program. You know, start over?
Andy	Great idea!
Phil	OK! You two work on that and I'll take this computer over here.
Andy	We did it! It's working!
Sam	They're all working!
Phil	Teamwork – it's always the best method.

Exercise 4 ASSESS

1 Put students in pairs to discuss which statements are true. Ask students to give examples from the video to support their choices.

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2 Share answers as a class. Ask students to describe any clues they saw in the video. For example: Andy's willingness to accept show he wants to please her, but his hesitation in the beginning and his body language after show he might be nervous.

Answers
1 and 3 are true.

Real-World English

Giving encouragement

1 Ask students what words of encouragement they heard in the video. Write the following on the board:
Do your best. I have confidence in you.
2 Ask students: *Who said this in the video?* (Cathy) *Why did she say this? Was this to encourage someone in the beginning or near the end of a task?* (beginning) *What might you say to encourage someone at the end of a task?*
3 Ask students if they have similar expressions in their language, and write them on the board. Examples include *Gambate* (Japanese) and *Si, se puede* (Spanish). Ask students if the wording changes depending on the relationship to the speaker (e.g., friend or boss).
4 Direct students to read the Real-World English box independently. Ask students if they have any questions.

Extra Practice

1 Put students into pairs, and give them the following scenarios on index cards:
   a *You are a college student writing a final assignment, and you are worried you won't be able to finish it. Tell your friend about it.*
   b *You want to start a small business, but you are unsure it will be successful. Tell your friend about it.*
   c *You are having trouble with a project at work. Tell your boss about it.*
   d *You have been asked to do a presentation at a conference, and you are nervous. Tell your manager about it.*
2 Have students role-play the situations, and write the following words of encouragement on the board: *You can do it; Give it your best shot; Keep going; Don't give up; Keep up the good work; I have faith in you.* Ask students to use the words in the appropriate scenarios.
3 Call on some pairs to perform their role plays for the class.

Real-World English Strategies

Sometimes words of encouragement can go a long way, but there are instances where our actions demonstrate how sincere we are with our words. Some situations are quite complex and serious and may require more "doing" than just "saying," but what is acceptable to say and do varies depending on the context as well as people's cultural backgrounds.

Present your students with a few scenarios that are more serious than the situation in the video, for example:

Your cousin is very depressed because of some serious personal troubles, e.g., divorce.

Your boss is very stressed because there have been serious mistakes in the report the team wrote.

Your neighbor is very sad because her cat was hit by a car.

Next, give your students a list of ways in which they could react, for example:

Give the person a hug

Suggest that you go out to lunch together

Give the person a compliment

Do nothing

Etc.

Ask the students to work in pairs and decide which reactions would be appropriate in each situation.

Encourage them to come up with other ways to react.

The whole class shares. Are there any personal or cultural differences? Discuss.

Exercise 5 ASSESS

1 Have students watch the video again and complete the exercise independently.
2 Go over the answers as a class.

Answers
Students' answers will vary. Sample answers include:
1 It probably would not be OK for Andy to say this to Cathy because she is his superior and they do not have a close relationship. It could be viewed as Andy talking down to Cathy.
2 No, it wouldn't be appropriate because Cathy might get suspicious about Andy and Sam's activities. It could also be misunderstood that Sam and Andy are goofing around.
3 Yes, it would be OK because she is his superior, but it might come off as a little awkward because they aren't that close.

English For Real Video Unit 7

Exercise 6 IDENTIFY

1 Write the following as column headings on the board: *Friend or family member (F)* or *Someone you don't know well (S)*. Discuss who someone else might be (e.g., boss, manager, colleague).
2 Have students listen to the phrases and complete the exercise. Then have them compare their answers with a partner.
3 Discuss the answers with the class, and write the expressions under the headings.

Answers
Students' answers will vary. Sample answers include:

1 F or S	5 F or S	9 F or S	12 F
2 F	6 F	10 F or S	13 F or S
3 F or S	7 F	11 S	14 F or S
4 F or S	8 F		

CD 2, Track 24

Exercise 7 INTERACT

1 Call on volunteers to read the scenarios aloud.
2 Ask students: *Which phrase of encouragement would work best in each situation for Exercise 1?* Elicit possible phrases from students, and check for appropriateness.
3 Put students into pairs to role-play the scenarios. Circulate and provide feedback.
4 Call on pairs to perform the role plays for the class using the two different roles. Ask students to note down the words of encouragement they hear for the two different roles (i.e., one formal, one informal).

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Lesson 7.5 What You Need to Create

Student Book page 86

Exercise 1 ACTIVATE

1 Display a famous painting—for example, the Mona Lisa (Leonardo da Vinci) or Sunflowers (Van Gogh). Ask students: *Who painted this? Could you do something creative like this? What other ways can people be creative?* Elicit answers, and write them on the board: *writing poetry or fiction, acting, sketching, painting, cooking*, etc.

2 Have students discuss the questions with a partner.

3 Discuss students' ideas as a class. On the board, record what inspired students. For example: *a cooking show, a visit to the Louvre, a trip to some gardens, reading a book about…, someone famous,* etc.

Exercise 2 IDENTIFY

1 Ask students: *Do you think we get inspiration more when we are on vacation and have downtime or when we are at work? When would a light bulb more likely go off? Do you think a difficult experience can be inspirational?* Draw student's attention to the phrases *have downtime* and *light bulb … go off,* and discuss their meaning.

2 Have students read the questions aloud before listening.

3 Have students listen to the conversation, answer the questions independently, and then compare their answers with a partner.

4 Call on volunteers to share their answers with the class. Discuss how the speakers find inspiration in different ways, and ask students if they have had the same experience.

Answers

1 Isabel Allende
2 a personal tragedy
3 Lin-Manuel Miranda
4 a book and being on vacation
5 when they're daydreaming

Audio Script

CD 2, Track 25

A Have you read anything by Isabel Allende?
B I don't think so. Is she the Latin American writer who wrote *House of the Spirits?*
A Yeah, that's her. She's a great writer. And inspirational, too, in my opinion.
B How so? I don't know much about her.
A Most of the well-known writers from South America are men, but she breaks that stereotype.
B What does she write?
A Her best-known works are novels, but she also wrote a powerful memoir inspired by a personal tragedy.
B If you ask me, I'd rather be inspired by something more positive. Did you know that Lin-Manuel Miranda got his inspiration on vacation?
A Who's that?
B He's a playwright and the composer who wrote the songs for *Moana*. According to him, he was only able to write his hit play, *Hamilton*, because he was reading a book on vacation.
A I believe that's true. I think we need downtime. In my psychology class, we learned that creative people often solve problems when they're daydreaming.
B Is that why I always get my best ideas in the shower?
A Yeah. If you ask me, running is the best way to get new ideas. I can just let my mind wander. I always try to go for a run when I have a paper to write.
B Really? That wouldn't work for me. In my experience, running is exhausting. I can't concentrate on anything else.
A Ah, but that's the exactly the point. Supposedly, we don't get creative ideas when we concentrate, but when we're distracted.
B Oh, I see. I think that's true. When I really focus on something like writing a paper, my mind goes blank. But then when I'm doing something completely different, the light bulb goes off.
A Exactly.

Pronunciation Skill

Pace and spacing in natural speech

GO ONLINE

1 Write the model from the Pronunciation Skill box on the board:

Most of the well-known writers from South America are men, but she breaks that stereotype.

2 Read the model aloud twice: once without pausing and again with the pausing marked in the box. Ask students which version sounds more natural, and mark where the pauses go:

Most of the well-known writers / from South America / are men, / but she breaks that stereotype.

3 Direct students to the information in the Pronunciation Skill box, and have them read it independently.

More to Say…

Focus: Working in small groups, students practice chunking speech into thought groups.

Grouping Strategy: Groups of two students

Activity Time: 20 minutes

Ready,

1 Prepare a list of 4 pairs of similar sentences that have different meanings when thought group boundaries are changed. For example

Did you see / the sixty / three-foot fish?
Did you see / the sixty three-foot fish?
I'd like the steak / pasta / salad / and a water.
I'd like the steak / pasta salad / and a water.
We took ten / day trips.
We took ten-day / trips.
Let's eat / Grandma!
Let's eat Grandma.

2 Write the first four sentences on one piece of colored paper. Write the second four sentences on another piece of paper that is a different color. (If you have a large class, you may want to make a few sets of each paper.)

3 Prepare a blank paper for each pair of students.

4 Make up one "demo" set of sentences, for instance:

The panda eats shoots / and leaves.
The panda eats / shoots / and leaves.

Set…

1 Hang up the papers on the wall in different places around the classroom.

2 Put the students into pairs. Make sure they have a pencil or pen.

3 Explain that one of them will be the "reader, runner, and speaker" and the other student will be the "listener and writer."

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4 Explain that there are 4 sentences on each paper. Tell students that the words in each pair of sentences are the same, but the pausing makes their meanings different.
5 Model the running dictation with the example sentences.

Go!

1 Have the "reader, runner, and speaker"'s stand up and run to one of the papers. They should read the sentences carefully and run back to their partners.
2 Have the students say the sentences to their partners, pausing in the appropriate places. The other students who are "listener and writer"'s should write down what they hear, putting slash marks (/) for the pauses. The "reader, runner, and speaker" students can run back and forth between the paper and their partner as many times as necessary.
3 Once the students have written the first 4 sentences, have them switch roles so that the "reader, runner, and speaker" becomes the "listener and writer" and vice versa.
4 When students are finished, read the sentences to the class, pausing on the slash marks. Discuss the different meanings of the sentence pairs.

Exercise 3 NOTICE

1 Have students work in pairs to first read the sentences and mark where the pauses might go. Write the first sentence on the board, and elicit responses from the class.
2 Have students listen and check their work. Then put students in pairs to compare their answers.
3 Have students listen to and repeat the sentences. Call on some students read the sentences aloud with the proper pauses. Monitor and provide feedback as needed.

Answers

1 Her best-known works / are novels, / but she also wrote a powerful memoir / inspired by a personal tragedy.
2 If you ask me, / I'd rather be inspired / by something more positive.
3 Did you know that Lin-Manuel Miranda / got his inspiration on vacation?
4 According to him, / he was only able / to write his hit play / because he was reading a book on vacation.
5 In my psychology class, / we learned / that creative people / often solve problems / when they're daydreaming.

CD 2, Track 26

Exercise 4 BUILD

1 Put students into pairs, and have them decide which partner is A and which is B. Direct them to their sentences. Have them work independently to mark the pauses. Circulate and provide feedback on this task.
2 Have pairs take turns reading to their partner and listening and marking the pauses. When both partners have finished, have them work with another pair to compare where they put the pauses.
3 Go over the correct placement for the pauses as a whole class.

Answers

Students' answers will vary. Sample answers include:

1 The writer's daughter, / Paula, / became seriously ill, / so she wrote a letter / to Paula / that formed the basis / of the memoir.
2 I'm more inspired / by people / who help others / than by people / who make a lot of money.
3 Anita Roddick founded a company / called the Body Shop / that is environmentally friendly / and even uses recycled containers.
4 In my opinion, / creative people / like artists and musicians / are more easily inspired / than the rest of us.
5 One of the most inspirational places / I've ever visited / was Macchu Pichu / in Peru.
6 Some of my best ideas / have come to me / when I've been walking / through the woods.

Speaking

Expressing opinions and reasons for opinions

GO ONLINE

1 Write the following questions on the board: *Do you think that creativity is inherited? Why or why not?*
2 Ask students to discuss the questions in small groups. Tell students to support their view with a detail, example, or reason.
3 Write the following expressions on the board:

I personally (don't) believe…

In fact, it is my belief that…

I strongly disagree with the idea that…

Ask some students to express their opinions. Encourage students to use the sentence starters on the board or one of their own.

3 Direct students to read the Speaking box, and ask them if they have heard these expressions before.

Extra Practice

1 Write the following statements on the board, or print them on a handout:
Do you believe the following?
a There should be no censorship of art.
b Creativity is mostly a product of hard work.
c Actors and actresses are grossly overpaid.
d Graffiti art has no merit.
e Classical music is not relevant anymore.
f Opera as an art form is dying.
g Today's pop stars rely more on luck than talent.
h Abstract art is misunderstood by most people.
i Movies should have happy endings.
2 Go over the statements with the class. Explain any difficult words such as *censorship, merit,* and *relevant*. Discuss what modern art is. Provide some examples of artists: Picasso, Jackson Pollack, Mondrian.
3 Conduct this as a walk-around activity. Play some music, and tell students to walk around the room. When you stop the music, have them ask the nearest person their opinion on the first statement. Model the first question for students: *Do you think that there should be no censorship of art?* Have students discuss their opinions together. Tell them that they must provide support for their opinions by giving examples, details, and reasons.
4 Start the music again, and repeat until all the questions have been asked.

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5 Call on some students to discuss what interesting ideas they heard from their classmates. Model this for students: *Sam said that he believes that pop stars are not talented these days and rely mostly on luck. For example, the Beatles were immensely talented and wrote all their own music. Pop stars of today just look good and don't create their own music; it is done for them by producers.*

Exercise 5 PREPARE

1 As a class, brainstorm some ideas about inspiration and creativity. Ask: *What activities inspire you? What time of day or the week are you most creative? What are the characteristics of a creative person?*
2 Read the sentence frame aloud, and have students work independently to complete the sentences.
3 Circulate and provide feedback.

Exercise 6 DEVELOP

1 Read the following models aloud for the students:
   a *I feel inspired by great movies. I just really like them. It is kind of cool when they tell a good story.*
   b *I feel inspired by great movies. For example, the movie Titanic was based on a tragic, real event, but it brought the characters to life and told a beautiful story. This inspires me to want to write my own screenplay.*

   Ask students which opinion was better supported and why. Make sure that students know that they can't be too general with their support as in the first model.
2 Tell students that they must support their opinions from Exercise 5 with strong examples, details, or reasons.
3 Circulate and provide feedback as needed.

Exercise 7 INTERACT

1 Have students work with a partner to share their opinions with support. Write the following sentence starters on the board, and encourage students to express their opinions on what their partner said.

   In my view,…

   If you ask me,…

   In my opinion,…

   I don't feel that…

   I don't believe…
2 Call on students to share whether they agree with their partner's opinions. Ask why or why not.

Exercise 8 WHAT'S YOUR ANGLE?

1 Call on the leader of each group to talk about some strong reasons they heard in their group.
2 Ask students if they changed their mind about anything after hearing their group's opinions. Ask why or why not.

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Unit 7 Review

Student Book page 153

Vocabulary

Exercise 1

Answers
Students' answers will vary.

Exercise 2

Answers
1 ahead of the curve
2 a sense of optimism
3 an active imagination
4 competence
5 in uncharted territory

Exercise 3

Answers
Students' answers will vary.

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

Grammar

Exercise 4

Answers
1 Assuming
2 might get
3 Suppose
4 could use
5 unless
6 won't be
7 had known

Exercise 5

Answers
Students' answers will vary. Sample answers include:
If I need to be creative, I go for a walk on the beach.
I don't feel inspired unless I am listening to music.
If I had taken art classes in high school, I wouldn't have been so bad at drawing.
Anyone can become more creative provided that they have the proper training.
I wish that I could sing better than I do.

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

Discussion Point

Exercise 6

OXFORD REFERENCE

1 Read the quote aloud, and have students work in small groups to discuss it. Assign one member of each group to take notes.
2 Come together as a class, and go over the groups' notes. Write some different fields on the board: science, technology, art and literature, and history. Discuss the different ways one can be inspired in each field.

Answers
Students' answers will vary. Sample answers include:
I think that scientific discovery is inspired by research. For example, Alexander Fleming didn't discover penicillin while walking in a park. He discovered this in his laboratory while conducting research.
Technological development is inspired by competition. Companies like Facebook are inspired to be more competitive and come up with new ideas to keep pace with Snapchat.

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, have students brainstorm areas of daily life in which they might find inspiration—for example, looking at art around a city, hiking, listening to music. Have them choose three to share with their partner.
2 For Task 2, brainstorm some music, art, or writing that students could use—for example Monet's Water Lilies, the Power of Now by Eckhart Tolle, Journey: Don't Stop Believing. Allow time for students to write one paragraph about why it inspired them. Have them share their paragraph with a partner or in small groups.
3 For Task 3, have students use their phones to search for inspirational images and describe them to the class.

Answers
Students' answers will vary. Sample answers include:
1 I will find inspiration in the artwork around my city. There are many buildings with graffiti, and I appreciate how creative it truly is. It inspires me to be more artistic.
2 I am really inspired by the writer Eckhart Tolle. He writes about the power of being in the moment and focuses on the positive aspects of life. His writing inspires me to be in the moment and not worry about the future.
3 This photo of Dr. Martin Luther King, Jr. giving a speech inspires me to do good in the world and to stand up for what I believe in.

Exercise 8

1 Have students complete the prompts and share them with a partner. Have students identify areas they would like to improve upon in the coming units.
2 Brainstorm areas of improvement as a class.

Answers
Student answers will vary. Sample answers include:
I found Task 1 easy because I prefer talking about inspiration to writing about it. I found Task 2 difficult because grammar is my weak point, and this is particularly true when I write. I need to improve my grammar in generral.

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Unit Overview

Introduction to the unit

The title of this unit—*Feelings*—allows students to think about what it means to feel different emotions. Throughout the unit, students will explore feelings through listening to a lecture about the philosophy of leading a happy life, reading about emoji and their purpose, and writing an email describing a difficult or joyful experience. Students will also practice showing feelings of empathy and discussing how we express different feelings or emotions.

In ***Lesson 8.1***, the idea of feelings is reflected in the following activities: discussing what it means to be happy and listening to a lecture on the philosophy of leading a happy life. In ***Lesson 8.2***, the following exercises demonstrate the theme of feeling: discussing the use of emoji and reading about their purpose. In ***Lesson 8.3***, students will read about a woman's decision to live abroad and write a response. The focus will be on various linguistic devices to help this such as attitude adverbs. In ***Lesson 8.4***, students will watch a video about showing empathy and practice this skill. In the *Real-World English Strategies*, teachers will help students to show empathy appropriately and politely. Finally, in ***Lesson 8.5***, students will discuss and listen to a conversation about feelings and practice expressing different emotions.

Lessons

8.1 A Happy Life

Listening Skill Recognizing features of connected speech

Grammar in Context Ellipsis with nouns

- Vocabulary related to emotions (Oxford 5000)
- Practice identifying features of connected speech
- Discuss what brings happiness to some people and what it means to live a happy life
- Listen to a lecture on the philosophy of happiness
- Practice using ellipsis to avoid repetition in writing and speaking

8.2 Thrilled to Bits

Reading Skill Subjective versus objective information

Grammar in Context Ellipsis after modals, auxiliaries, question words, and *if* clauses

Vocabulary Development Idioms for expressing joy

- Discuss the use of emoji
- Read about the reason we use emoji and their rise in popularity
- Discuss the use of subjective and objective information in a text
- Focus on and practice using ellipsis after modals
- Describe feelings of joy using a variety of idioms

8.3 The Worst Ever

Grammar in Context Ellipsis with infinitives

Pronunciation Skill Intonation to show surprise and certainty

Writing Skill Conveying feelings

- Read an email about a difficult experience
- Discuss and practice ways we can express ourselves through intonation
- Talk about a difficult or joyful experience
- Practice showing surprise and certainty using different intonation
- Practice using ellipsis with infinitives
- Write an email describing an experience and conveying specific feelings

8.4 I Get That

Real-World English Expressing empathy

- Watch a video about a scenario in which someone must respond with empathy to a friend's concern
- Discuss and analyze different ways to show empathy
- Role-play a situation in which one must show empathy

8.5 Forget about It!

Speaking Expressing attitudes and feelings

- Discuss how we express feelings in different situations
- Listen to a conversation about expressing feelings
- Practice expressing attitudes and feelings when giving personal opinions

Resources

Class Audio CD 2, Tracks 27–34

Workbook Unit 8, pages 50–56

Oxford Readers Correlations

Vanity Fair (9780194657723)

Teacher's Resource Center

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

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Unit Opener

Student Book page 87

The unit opener photo shows a photo of a young man climbing a wall on a deserted street. Perhaps he is practicing parkour and is doing this because it is exhilarating for him. The photograph relates to the unit theme and subsequent exercises because it focuses our attention on the activity and what emotions the young man might be feeling as he takes part in this activity.

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 to predict what the answer might be, and have them give some reasons to support this. Ask students what else could contribute to a happy life (e.g., money).
2 For question 2, ask students to talk about their favorite emoji in groups and discuss why they like using this emoji so much.
3 For question 3, put students into groups to discuss how people display their attitude. For example: fashion, blogs, body language, style of speech, facial expressions etc.
4 Write their answers on the board so students can check the accuracy of their predictions later when they watch the photographer video.

Answers

Students' answers will vary. Sample answers include:
1 Yes, a happy life is a good life because it usually means you are doing things you enjoy like work, travel, and hobbies.
2 Emoji can express a variety of emotions that can convey meaning when we are writing.
3 People often express their attitude through fashion. How a person dresses can often say a lot about their general attitude e.g., formal dress versus informal.

Discussion Questions

1 Direct students to the questions below the picture, and have them discuss them in small groups.
2 Ask students to note down what feelings the picture evokes.
3 Have volunteers share their ideas with the class.

Answers

Students' answers will vary. Sample answers include:
1 This image invokes a feeling of freedom for me. The individual appears be to practicing something, and he has the total freedom and ability to do it.
2 For me, a picture speaks 1,000 words. Pictures portray feelings more than words in my opinion.
3 I think we feel emotion because it helps us make better decisions, which in the long run helps us survive.

Video Script

This photograph is of a young man doing a flip on the side of a wall in a house in Swaziland. I was hanging out with him and some of his friends that were practicing, sort of, dance moves and gymnastics. Just, sort of, on the streets around their neighborhood homes. And suddenly this guy just ran across the street and I picked up my camera and he just did this flip and I was really lucky just to catch him mid-flight.

I feel like this image evokes multiple feelings or I hope it might. I think that's, sort of, the power of photography is that when you look at a picture you're not always sure what you're feeling. Because he's mid-air it adds a little mystery of "what is this guy doing?" Is he flipping off of a wall? Where is he going? But, there's also, I think, a little joy and a little feeling of being carefree. And so, yeah, I hope that we can feel multiple feelings.

I think that words and images are both equally important in expressing emotion. It would be very difficult for me to choose one over the other. The reason photography is so great is that you have this moment that you enter as a viewer and you get to, sort of, feel lots of different emotions. But I think the same is true for a novel or a short story or a poem. You also enter a story and have similar emotions. So for me they are both just as important.

Exercise 1

1 Read the list of emotions aloud, and discuss any difficult meanings with the class. Ask students to match any emotions from the list to the picture and explain why they think this.
2 Have students rank the emotions independently and then share their answers with a partner.
3 Discuss any cultural differences as a class. Ask students: *How common is it for you to express these emotions freely in your culture? What is the easiest emotion for you to express? What is the most difficult?*

Real-World Goal

By the end of this unit, students will be able try something new that makes them feel nervous because they will have read about difficult experiences and practiced expressing attitudes and feelings. Students will also be able to talk to a partner or small group about their experiences and express their feelings of empathy in response.

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Lesson 8.1 A Happy Life

Student Book pages 88 – 89

Exercise 1 ACTIVATE

1 Read the lesson title aloud, and ask students what they think this lesson might be about.
2 Direct students to the photos, and have them discuss with a partner what is happening in each picture.
3 Read the questions aloud, and have students discuss these with their same partner.
4 Brainstorm some ideas on the board about what makes one happy. Discuss different kinds of happiness in relation to family, job, free time, success, travel, and adventure.

Listening Skill

Recognizing features of connected speech

GO ONLINE

1 Read the following aloud: *I had a nice view of the ocean. I could only see part of it though. It looked beautiful.*
2 Write the following on the board:
view of
could only
part of
looked
3 Read the sentences again without using connected speech and then with the features of connected speech. Ask students to listen carefully to the pronunciation of the words on the board. Call on students to describe what they heard.
4 Call on students to read different parts of the Listening Skill box aloud. Practice each skill (insertion, catenation, and assimilation) with students by reading the examples aloud and having students repeat.

Extra Practice

1 Give students the following sentences (either on a handout or written on the board), and ask them to read the sentences aloud to their partner using the features of connected speech. Tell them to say each sentence five times and say it faster each time.
   a *You are just in time.*
   b *Doesn't anyone want to let me in?*
   c *To eat is to live.*
   d *We are having chocolate cake for dinner.*
2 Circulate and provide feedback.
3 Call on some students to read each tongue twister aloud.

Exercise 2 NOTICE

1 Have students listen to the sentences and mark them to show connected speech.
2 Write the sentences on the board, and have students come up to mark the connected speech pattern.
3 Have students work with a partner to repeat the sentences using the connected speech. Circulate and provide feedback.

Answers

1 Remember that we/j/are exploring what it means to lead an ethical, or good, life.
2 Bentham and Mill's view /w/of happiness focuses on the consequences.
3 Mill is aware that Bentham's view/w/is too simple.
4 These are some of the/j/"ingredi/j/ents" that make up a life of happiness.

CD 2, Track 27

Exercise 3 APPLY

1 Play the recording again, and have students repeat.
2 Call on some students to read the sentences aloud to the class. Check for accuracy with the features of connected speech.

CD 2, Track 27

Exercise 4 WHAT'S YOUR ANGLE?

1 Have students think about the questions independently and then discuss them in small groups. Assign a member of each group to take some notes.
2 Call on students to name the two things a person needs to have a life of happiness. Record the ideas on the board. Take a class poll. Ask the class: *Would you have answered differently when you were younger? Why?* Discuss some advice about how to live a good life. Encourage students to use modals: *You should* … / *You could* …. (weaker advice) or You *have to* … / *You must* … (stronger advice).

Answers

Students' answers will vary. Sample answers include:
1 You need to have money and family to have a life of happiness.
2 I think being happy is more important. If you lead a good life in my opinion, you will be happy.
3 I am trying to treat other people as I would like to be treated. Nowadays I focus on my family more than myself. When I was younger, I only worried about myself.
4 You should do something you love and this will lead to a happy life.

Exercise 5 IDENTIFY

1 Ask students what their philosophy is regarding happiness and leading a good life. Ask them to write a sentence or two describing it and read the description to a partner. Call on some students to read their descriptions aloud to the class, and discuss.
2 Call on students to read the summaries in the exercise aloud. Conduct this as a walk-around, and have students discuss which summary they agree with and explain why.
3 Call on some students to report back their findings. For example: *Most people agreed with summary 3 because… Two people agreed with summary 1 because … Anna agrees with summary 2 because …*

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Exercise 6 ASSESS

OXFORD REFERENCE

1 Ask students: *Is there a link between happiness and morality? Do we need to live a good life in order to be truly happy?* Discuss the questions as a class.
2 Direct students to the three philosophers' names, and ask them if they have heard of them. Discuss as a class. Write *Utilitarianism* on the board, and explain to students that they will hear three views on this subject.
3 Play the recording, and have students match the summary to the philosopher.
4 Have students check their answers with a partner. Go over the answers with the class.

Answers

Aristotle–2 Jeremy Bentham–1 John Stuart Mill–3

CD 2, Track 28

Welcome back. Today, we're going to talk about Utilitarianism and its view of happiness. Remember that we are exploring what it means to lead an ethical, or good, life. Aristotle, who lived nearly 2,500 years ago, had a view that focused on the person. Only a person with a good character could truly be happy. He emphasized that morality and happiness have to do with the quality of one's life as a whole; he thought we could only really measure happiness at the end of a life. For Aristotle happiness is to be identified above all with the achievement of one's human potential. Utilitarianism has a different view of happiness. The Utilitarian philosophy was founded by Jeremy Bentham in the eighteenth century and modified by John Stuart Mill in the nineteenth. Like Aristotle, the Utilitarians link the concept of happiness with the ideas of achievement and self-realization. The Utilitarians assert that happiness is the ultimate aim of all human actions and that it is therefore the ultimate standard by which to judge the *rightness or wrongness* of actions. According to Mill, actions are right if they "promote happiness"—by which he means, "the general happiness," or the happiness of all concerned. Unlike Aristotle, who focused on the character of the person involved, Bentham and Mill's view of happiness focuses on the consequences. Mill, like Bentham, equates happiness with "pleasure and the absence of pain." For Bentham, the identity of happiness and pleasure is quite straightforward. An action, happiness, is determined simply by adding up the amounts of pleasure it produces and subtracting the amounts of pain. It is a result of how intense the pleasurable and painful feelings are and how long they last. Think of it as an equation. You're at a birthday party and experience two units of appreciation for a thoughtful gift, plus one for an enthusiastic greeting from an old friend, minus one of embarrassment at forgetting someone's name or guilt that you broke an expensive plate. Mill is aware that Bentham's view is too simple. Happiness, he acknowledges, depends not only on the *quantity* of pleasures but also on the *quality*. People require more to make them happy than the accumulation of pleasurable feelings. They are made truly happy not by the lower pleasures, like say, eating a piece of chocolate cake, but by the higher ones —the pleasures of education, art, and doing good in the world. Mill also recognizes that happiness is not just a sum of unrelated experiences but an ordered whole. People can pursue happiness as well as pursue more specific goals such as knowledge, or artistic and cultural activity, or moral goodness, and that they pursue these things for their own sake. These are some of the *ingredients* that make up a life of happiness. That may be why you're here studying philosophy, even though you experience the torture of getting up early, the discomfort of these hard chairs, and the occasional frustration with a poor grade. You may not always be eager to come to class, but you're probably hopeful that your academic journey will end in triumph—a thoughtful life. Mill is here attempting, perhaps unsuccessfully, to combine two traditions of thought about *happiness*—the view of happiness as linked to pleasure, and the Aristotelian view as the achievement of human potential over the course of a lifetime. To sum up, in Utilitarianism the good life is the happy life. Tomorrow we'll take a look at another theory, one proposed by Kant, who focuses not on goodness, but on rightness. Let's stop here and see if there are any questions …

Exercise 7 INTEGRATE

1 Direct students to the statements, and have them underline key words that might help them identify whether each statement is true or false. To model the first item, write it on the board, and underline *Aristotle* and *eighteenth century*.
2 Have students listen and complete the activity.
3 Ask students to check their answers with a partner.
4 Call on volunteers to answer, and go over the answers as a class.

Answers

1, 3, 4, and 5 are true.

CD 2, Track 28

Grammar in Context

Ellipsis with nouns

GO ONLINE

1 Write the following on the board:
I met two people at a party last night. One person was very interesting, but the other person was kind of rude to me.
2 Ask students to look at the word *person* used in the second sentence. Ask students: *Can we delete the word* person*?*
3 Explain to students that leaving out words this way is called ellipsis. Explain that we use this to avoid repetition and to be more efficient when we are speaking or writing.
4 Ask students to read the Grammar in Context box independently. Answer any questions students have about the content.
5 For additional practice, see Grammar focus on page 166 in the Student Book.

Oxford 5000 words

appreciation enthusiastic embarrassment guilt

Extra Practice

1 Print the following story on a handout:
Juan ran to the supermarket to buy some happiness. There were many boxes of happiness to choose from at the supermarket. There were three kinds of boxes. There were small boxes, big boxes, and medium boxes all filled with some happiness. Finally, he went home with the biggest box of happiness that he could find. And at the end of the day at home, he opened the box of happiness to find the box of happiness empty.
2 Put students into pairs, and ask them to use the strategies in the Grammar in Context box to remove as many of the nouns (*supermarket*, *happiness*, *boxes*) as possible. Circulate and provide feedback.
3 Have students share their shortened story with a partner.
4 Distribute the model answer, and discuss the strategies used as a whole class.
Model answer: *Juan ran to the supermarket to buy some happiness. There were many boxes to choose from there. There were three kinds. There were small, big, and medium*

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ones all filled with some. Finally, he went home with the biggest that he could find. And at the end of the day, he opened the box to find it empty.

Exercise 8 APPLY

1 Ask students to look at the first sentence, and ask them how ellipsis could be used to avoid repetition. Elicit the answer form students, and write it on the board.
2 Have students work independently to change the sentences and then compare their answers with a partner.
3 Go over the answers as a class.

Answers
1 Both Bentham and Mill were Utilitarian philosophers, but Mill was the more famous.
2 In theory, an action that brought happiness to two individuals would not be as morally good as an action that brought happiness to three.
3 According to the lecturer, there are four major moral theories, but he only mentioned two.
4 A number of philosophers have thought about happiness, but the earliest may have been Aristotle.

Exercise 9 VOCABULARY

1 Direct students to the first sentence, and call on a volunteer to read it aloud. Encourage students to guess the correct meaning of the word using the context, and ask: *If you go to bed late, is it easy or difficult to wake up in the morning?* Confirm the answer as a class.
2 Have students work with a partner to choose the best definitions for the bold words. Circulate and provide feedback.
3 Call on volunteers to provide answers, and check them as a class.

Answers

1 b	3 a	5 b	7 a	9 b
2 a	4 b	6 a	8 a	

Oxford 5000 words

torture	triumph	hopeful
eager	frustration	

Exercise 10 BUILD

1 Ask students to read the paragraph once to get the "gist," or main idea.
2 Look at the first item as a class. Model looking at the context and connotation of the word that should go in the sentence. Ask students if the word should have a positive or negative connotation given the context (positive). Ask students which word has a positive connotation: *appreciation* or *frustration* (*appreciation*).
3 Have students work independently to choose the best word for each item. Remind them to check the part of speech by asking themselves: *Is the missing word a noun, verb, adjective, etc.?*
4 Play the recording, and have students check their answers.

Answers
1 appreciation
2 optimism
3 embarrassment
4 guilt
5 torture

Audio Script

CD 2, Track 29

Do you want to be happier? If so, you can practice habits that will help. Cultivate an appreciation for everyday pleasures, such as a beautiful sunset or fresh-baked bread. Surround yourself with people who are filled with optimism rather than those who have a gloomy outlook on life. And don't sweat the small stuff. So you forgot someone's name at work—let go of your embarrassment. Remember that everyone makes mistakes, so feel less guilt. If you think your job is torture, find another one. It's as simple as doing more things that give you pleasure and fewer things that cause you pain.

Lesson 8.2 Thrilled to Bits

Student Book pages 90 – 92

Exercise 1 ACTIVATE

1 Write the word *emoji* on the board. Ask students: *Why do we use emoji?* Brainstorm different emotions on the board: surprise, frustration, happiness, embarrassment, sadness, amusement, boredom, worry, anger, guilt, etc.
2 Ask students to work with a partner to discuss the emotion each emoji in Exercise 1 expresses.
3 Go over students' ideas as a class.
4 Direct students to the title of the lesson. Ask students if they know this expression. Explain that it means very, very happy. Ask students which emoji might fit this expression.

Answers
Students' answers will vary. Sample answers include: surprise, frustration, happiness, anger, sadness, amusement

Exercise 2 WHAT'S YOUR ANGLE?

1 Have students discuss the questions with a partner.
2 Call on students to report back their findings. Elicit from students how emoji help express emotion when we are writing—in other words, how they are like speaking.
3 On the board, write: *You are late again*. Ask students to consider the sentence with each emoji after it, and ask how it changes the meaning.
4 Finally, ask students to share their favorite emoji with the class and say why they like it.

Answers
Students' answers will vary. Sample answers include:
1 Yes, I use them when I am texting and in a hurry.
2 They are so cute, and they also represent feelings such happiness, sadness, anger, etc. It is easy to use them.
3 They say that a picture speaks a thousand words, so I think that one emoji can express a clear meaning much like language.

Exercise 3 IDENTIFY

1 Say the phrase: *You are late.* Repeat the phrase a few different ways using different stress, tone or intonation, facial expressions, and gestures to show surprise, amusement, frustration, anger, etc. Ask students: *What nonverbal cues do we use when we are speaking?* Elicit answers such as facial expressions and gestures. Ask students how intonation, tone, and stress affect meaning when we speak.

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2 Ask students to read the online article and then check their answers from Exercise 2 with a partner.
3 Discuss answers as a whole class. Ask students: *Do you think emoji will become more popular in the future?*

Answers
Answers will vary. Sample answers will include:
1 Yes, they're fun and quick.
2 They're good at expressing emotions, and tone.
3 They express ideas and feelings. You can tell stories. They are similar to intonation and facial expressions.

Exercise 4 ASSESS

1 Ask students to read the statements and try to remember whether they are true.
2 Have students scan the text to find the answer and then share their findings with a partner.
3 Go over the answers a class, and ask students to identify where they found the evidence for each statement in the text.

Answers
2, 3, 5, and 6 are true.

Reading Skill

Subjective versus objective information

GO ONLINE

1 Write the following on the board:
The word emoji *comes from Japanese.*
Perhaps emoji might be best for expressing a range of emotions quickly when we are writing.
2 Ask students which is a fact and which is an opinion. Underline the words used in the second sentence that indicate a subjective view: *perhaps, might, best, quickly*.
3 Direct students to the Reading Skill box, and have them read it independently.

Extra Practice

1 Tell students to write a brief biography of someone famous they know about. Instruct them to include some objective and some subjective information, including facts, historical dates, and personal opinions about the person. Allow students to use their phones for research if desired.
2 When students have finished writing their biographies, ask them to exchange papers with a partner. Have them underline objective information once and subjective information twice.
3 Circulate and provide feedback as needed.

Exercise 5 IDENTIFY

1 Look at the first example as a class. Read the sentence aloud, and ask students whether it has the features of objective or subjective information. Elicit some ideas from students such as the hedging word *sometimes* and the adverbs *truly*.
2 Have students work independently and then share their answers in small groups. Encourage students to explain their answers using information from the Reading Skill box.
3 Go over the answers as a class. Call on volunteers to explain the reasons for their choices.

Answers

1 S	3 O	5 O	7 S
2 S	4 O	6 O	

Exercise 6 ASSESS

1 Write a plus sign (for) and negative sign (against) on the board.
2 Read the directions aloud, and have students work in pairs to categorize the information into the two categories.
3 Call on volunteers to share their answers and classify them under the positive and negative signs on the board.
4 Discuss some positive arguments for the use of emoji as a class. For example: to provide feeling or emotion in a text, save time writing text, etc.

Answers
They are all negative.

Exercise 7 INTEGRATE

1 Read the directions aloud, and direct students to the model. Ask students which piece of objective information in Exercise 6 this supports.
2 Have students write some subjective sentences to support the information in Exercise 6. Tell students to use the features of subjective speech: hedging words, modals, and adjectives and adverbs.
3 Circulate and provide feedback as needed.

Answers
Students' answers will vary. Sample answers include:
1 Emoji can be very confusing.
2 Many people disagree about the emotions an emoji represents.
3 Some emoji might appear to be negative even when they are supposed to be positive.
4 Many people confuse the meaning of any particular emoji.

Exercise 8 EXPAND

1 Have students share their ideas from Exercise 7 in small groups.
2 Write the numbers *1* to *4* on the board. Ask the groups to come up and write one example of subjective support for each statement in Exercise 6.
3 Discuss the examples as a class, and underline the features of subjective speech.

Grammar in Context

Ellipsis after modals, auxiliaries, question words, and *if* clauses

GO ONLINE

1 Write the following on the board: *auxiliary verbs, modals, question words,* if *clauses.*
2 Elicit some examples from students. For example:
Auxiliary verbs: *be, do, have*
Modals: *might, can, should, may, must*
Question words: *when, why, how, where*
If clauses: *If you use emoji, you will avoid confusion when you text.*
3 Direct students to the Grammar in Context box, and have them read it independently.

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4 Write the following sentence on the board:
It is not a question if emoji will replace written language but when.
Have students discuss whether they agree or disagree with the statement. Ask students to determine what type of ellipsis it is (question word).
5 For additional practice, see Grammar focus on page 166 in the Student Book.

Extra Practice

1 Print out the following sentences and cut them up into sets.
   a *Emoji can be used as you might use a facial expression.*
   b *Ever wonder why people use emoji? Read this article, and you will find out.*
   c *It is easy to understand how people use emoji and also why.*
   d *My sister has used emoji as much as I.*
   e *In the future, written text might become less popular, but emoji might not.*
   f *It is not a question of who invented emoji but why.*
   g *People use texting these days as you might speech.*
2 Ask students to work in small groups and sort the sentences by the type of ellipsis used: auxiliary, modal, question word, *if* clause. Tell students that this is a race, and have the team that finishes first raise their hand.
3 When the first team finishes, check their answers. If they are not correct, instruct teams to continue until a team finishes with the correct answers.
4 Go over the answers as a class, and have volunteers expand the sentences to include the original forms. Answers:
   a Emoji can be used as you might use a facial expression. (auxiliary)
   b Ever wonder why people use emoji? If you have ever wondered why people use emoji, read this article, and you will find out. (*if* clause)
   c It is easy to understand how people use emoji and also why people use them. (question word)
   d My sister has used emoji as much as I have. (auxiliary)
   e In the future, written text might become obsolete, but emoji might not become obsolete. (modal)
   f It is not a question of who invented emoji, but why they were invented. (question word)
   g People use texting these days as you might use speech. (auxiliary)

Exercise 9 APPLY

1 Have students work independently to rewrite the sentences and then share their rewritten sentences with a partner.
2 Go over the answers as a class. Encourage students to explain why they omitted certain nouns.

Answers
Students' answers will vary. Sample answers include:
1 Do you like to use emoji? If so, you're not alone.
2 Young adults find it easy to use emoji, but older adults sometimes don't.
3 I read a study about emoji use, but I don't remember where.
4 My sister uses emoji often when she texts, but I don't think my brother does.

Vocabulary Development

Idioms for expressing joy

GO ONLINE

1 Tell students: *I got into Harvard! I am over the moon about it!*
2 On the board, write *over the moon*. Ask students what emotion they think this conveys. Write the word *joy* on the board. Ask students if they know any other idioms or expressions of joy: a happy camper, a grin from ear to ear, walking on air, on cloud 9.
3 Direct students to the Vocabulary Development box, and read the content aloud to the class.

Extra Practice

1 Put students into pairs.
2 Ask students to think about a situation in which people generally feel joyful. Brainstorm some ideas on the board: graduating from college, getting a new job, getting engaged or married, having a baby, buying a house, getting a promotion, getting a raise, winning the lottery.
3 Tell pairs to create a short dialogue in which they act out one of the situations. One person will announce some great news to their friend. In the dialogue, they must each use one or two idioms to express joy: walking on air, on cloud nine, over the moon, etc. For example:
   A: *Hey Mary, I am over the moon. I just got a big promotion at work!*
   B: *I am so happy to hear that. You worked so hard and so many weekends to show your worth! You must be walking on air right now.*
   A: *Indeed! I am one happy camper because I also got a raise!*
4 Circulate and provide feedback.
5 Call on some pairs to perform their dialogues for the whole class.

Exercise 10 IDENTIFY

1 Read the idioms aloud. Discuss the meaning of difficult vocabulary words like *tickled* and *thrilled*.
2 Ask students to work in pairs to match the idioms to the pictures.
3 Draw students' attention to the formation of these idioms. For all idioms, a pronoun + *be* verb (*He is on cloud nine*) is used in construction except *It is music to my ears,* which is *it* + *be*.
4 Ask some follow-up questions: *When were you last on cloud nine? What would be music to your ears right now? What usually makes people feel thrilled to bits? What recent news made you jump for joy? What music makes you feel on top of the world?*

Answers

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

Exercise 11 BUILD

1 Have students listen to and repeat the idioms from Exercise 10.
2 When they are finished, have them practice with a partner.

CD 2, Track 30

Exercise 12 USE

1 Read the first sentence aloud for students, and elicit the answer from the class.

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2 Have students complete the sentences with idioms from Exercise 10.
3 Call on students to share their answers with the class.

Answers

1 the moon	5 on air
2 of the world	6 pink
3 to bits	7 cloud nine
4 jump for joy	8 music to my ears

Exercise 13 APPLY

1 Have students think about how idioms of joy are similar and discuss this with a partner. For example: They often talk about things that are high up or in the sky. They use expressions of happiness: thrilled, joy, etc.
2 Direct students to the idioms, and have them choose which ones they think present joy or sadness and compare their answers with a partner.
3 Write *sadness* and *happiness* on the board. Read the first idiom aloud, and ask students which heading this would go under and why. Repeat for each idiom.
4 Discuss some situations in which you might use these expressions. For example: *I feel blue when I don't have enough free time. I was down in the dumps when I broke up with my girlfriend. I was in seventh heaven when I went to France for the first time.*

Answers
Happiness: 2, 4, and 5 (*stars* and *sky* refer to something that is up high, and roses are something beautiful)
Sadness: 1, 3, and 6 (*down* and *sinking* refer to something low, and in English, the color *blue* is often associated with sadness)

Exercise 14 WHAT'S YOUR ANGLE?

1 Put students into pairs to ask and answer the questions. Tell them that they must use the idiom in their reply.
2 Ask students to share some of their stories with the class.

Answers
Students' answers will vary. Sample answers include:
1 If my boss gave me a raise, it would be music to my ears.
2 I saw my nephew jump for joy when his baseball team won their league championship.
3 I always feel on top of the world when I spend time with my best friend.

Lesson 8.3 The Worst Ever

Student Book pages 93 – 95

Exercise 1 ACTIVATE

1 Ask students to look at the photo. Ask: *What is happening? Have you ever had this experience?* Elicit the vocabulary *have your car towed*, *tow truck*. Ask students what feeling the person who is having their car towed might be feeling (embarrassed and frustrated).
2 Call on students to read the list of items aloud. Check that students understand the meaning of *delight*, *fulfillment*, and *satisfaction*.
3 Put students in pairs, and tell them to choose one item from the list and describe it.
3 Circulate and provide feedback.
4 Brainstorm ideas about what causes certain feelings or emotions on the board as a class under the headings *Embarrassing*, *Frustrating*, *Delight*, *Satisfaction / fulfillment*, and *Frightened*.

Exercise 2 IDENTIFY

1 Have students read the email independently.
2 Ask students to discuss with a partner which emotions the writer was feeling.
3 Discuss as a class. Ask students to support their reasons with evidence from the text.

Answers
Students' answers may vary. Sample answers include:
The writer describes frustration, embarrassment, discomfort, and disappointment.

Exercise 3 ASSESS

1 Ask students to look at the sentences and identify what part of speech will go in each blank: noun (singular, plural, count / non-count), infinitive, adjective, etc. Model the first one for the class.
2 Have students complete the sentences independently and then check their answers with a partner. Encourage students to refer back to the text to confirm their answers.
3 Go over the answers as a class.

Answers

1 friends	3 the mountains	5 cough
2 singer	4 a café	6 a tow truck

Exercise 4 INTEGRATE

1 Read the questions aloud, and have students discuss them in small groups.
2 Circulate and provide feedback.
3 Call on volunteers to share their responses. Ask students if they would have similar feelings to Jamal in this situation. For example: *Would you be disappointed if your weekend plans got disrupted like this? Why or why not?*

Answers
1 He didn't go to the mountains.
2 He felt embarrassed for Ben.
3 Because a man was coughing.
4 the interruptions
5 He gets stressed out.

Grammar in Context

Ellipsis with infinitives

GO ONLINE

1 Write the following sentence on the board: *Jamal couldn't go to the mountains. It is not that he didn't want to.*
2 Ask students what could come after the last *to* in the sentence. Ask students if the meaning is clear if we leave off *go* (the base form of the verb): *Is it necessary to repeat* go*?*
3 Direct students to read the information in the Grammar in Context box independently.
4 For additional practice, see Grammar focus on page 166 in the Student Book.

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Extra Practice

1 Write the following sentence frames on the board:
I wanted to _____, *but* _____.
I planned to _____, *but* _____.
I like to _____, *but* _____.
Ask students to get into groups of five or six. Tell the first student in each group that they must start with one of the phrases and end with a negative about the person sitting next to them: *I wanted to go to the beach, but Kyle didn't want to.*
2 The person sitting next to them must repeat the phrase: *Juan wanted to go to the beach, but I didn't want to.* Then tell them to add a new one: *I planned to do my homework this morning, but John didn't plan to.* Have them continue until all members of the group have added a sentence.
3 As an option, have groups keep going until a group member can't remember all the sentences.

Exercise 5 ASSESS

1 Have students work independently to choose the words to delete and then check their shortened sentences with a partner.
2 Go over the answers as a class. Call on students to say what part of the sentence they omitted.

Answers
1 Many people check their email on vacation, even if they don't plan to ~~check their email~~.
2 I've never tried meditation, but I've often wanted to ~~try meditation~~.
3 Jamal went to the performance because Ben asked him to ~~go to the performance~~.
4 My advice—don't do anything on the weekend that you don't have to ~~do on the weekend~~.

Exercise 6 INTEGRATE

1 Go over punctuation patterns on the board. For example, we use *but* in the middle of a sentence and with a comma. *Although* and *even though* are subordinating conjunctions. We only use a comma if the conjunction comes in the beginning of a sentence. On the board, write: *I went to the event, but I didn't want to. Although I didn't want to go, I went to the event. I went to the event, although I didn't want to.*
2 Ask students to look at the first item in the exercise, and model it on the board for the class.
3 Have students work in pairs to combine the sentences and use ellipsis where possible.
4 Call on volunteers to write their sentences on the board.

Answers
1 I went to the event, although I didn't want to.
2 Many people came, although they didn't plan to.
3 Ana didn't help me with the project, even though I asked her to.
4 We didn't get a ticket to the concert, but we hope to.

Exercise 7 WHAT'S YOUR ANGLE?

1 Read the questions aloud, and have students answer them independently and then discuss their answers with a partner.
2 Tell students to use ellipsis in their sentences when possible. Provide a model: *I don't find time to do the things I want to because I have a family and they need a lot of support.*
3 Call on students to report back on some of the ideas they discussed. Encourage students to use ellipsis.

Answers
Students' answers will vary. Sample answers include:
1 I don't find time to do the things I want to even though I want to because I have a family and they need a lot of support.
2 I feel bad I can't do what I want to because I don't have much free time.
3 Although I write a lot of emails, I can't express all the feelings I would like to such as sarcasm or urgency.

Pronunciation Skill

Intonation to show surprise and certainty

GO ONLINE

Direct students to read the information in the Pronunciation Skill box.

CD 2, Track 31

More to Say…

Focus: Working in small groups, students practice intonation to show surprise and certainty.

Grouping Strategy: Groups of two students

Activity Time: Ten minutes

Ready,

1 Prepare a list of ten statements with the words *sure* and *surprised* after them. For example:

We won the award.	sure	surprised
I'm going to be late.	sure	surprised
We're going to New York.	sure	surprised
The game will be on Tuesday.	sure	surprised
My entire family is coming.	sure	surprised
You're happy to hear that.	sure	surprised
The appointment is for 10:00.	sure	surprised
She was fired last night.	sure	surprised
They are getting married next year.	sure	surprised
It's starting to snow.	sure	surprised

2 Write five of the sentences on one piece of paper and the other five sentences on a different piece of paper. Leave a space between each sentence.
3 Make copies of the papers so that each student gets 1 paper.

Set…

1 Divide the class into pairs.
2 Give each pair of students a copy of the sentences so that one partner has sentences 1 to 5 and the other partner has sentences 6 to 10.
3 Give students five minutes to read their sentences and decide whether they want to read each of them with sure intonation or surprised intonation. Instruct them to circle *surprised* or *sure*. Then have them mark the appropriate intonation with arrows above the focus word in each sentence. Instruct them to read the sentences quietly to themselves.

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Go!

1 Have students take turns reading their sentences to each other. As the speaker is reading his / her sentences, remind them to focus on using appropriate intonation. The listener should decide if the speaker is sure or surprised at the end of each sentence.
2 Have students read a sentence aloud to the whole class one by one. Have the class decide if the student sounds sure or surprised.

Exercise 8 NOTICE

1 Have students listen to the sentences and mark the intonation.
2 Have students work with a partner to check their answers.
3 Replay the sentences, pausing after each to discuss the intonation.

Answers

1 R	3 R	5 RF
2 RF	4 RF	

CD 2, Track 32

Exercise 9 INTERACT

1 Have students work with a partner and take turns saying the sentences in Exercise 8.
2 Circulate and provide feedback.
3 Call on volunteers to read sentences with different intonation to the whole class.

Exercise 10 WHAT'S YOUR ANGLE?

1 Brainstorm some situations that cause joy and sorrow on the board:
Joy: marriage, graduation, promotion, birth of a child
Sorrow: death, demotion, loss of a job, sickness, divorce
2 Have students work independently to answer the questions. Encourage students to use idioms of joy or sorrow: over the moon, feel blue, on cloud nine, have a sinking feeling, jump for joy.
3 Have students share their answers with a partner. Circulate and provide feedback.
4 Call on some students to share their stories.

Answers

Students' answers will vary. Sample answers include:
1 I got a promotion at work.
2 It happened about two years ago.
3 When I found out the news, I was actually with my friend at a restaurant.
4 I was at a restaurant, and I received an email from my boss saying that she wanted me to step into her shoes because she was retiring.
5 I absolutely felt over the moon! I was on cloud nine for weeks.
6 I wanted to tell my family first. They were also tickled pink.

Writing Skill

Conveying feelings

GO ONLINE

1 Write the following on the board, and ask students which sentence portrays stronger feelings and why:
She was happy about the news. She was over the moon about the news.
She was completely devastated by the news. She was upset by the news.
2 Direct students to read the Writing Skill box independently.

Extra Practice

1 Put students into pairs, and have them look back at the email in Exercise 2. Instruct them to find four or five examples of particularly soft or strong language. Provide an example for students: *My plans were completely disrupted.*
2 Once students have finished, call on them to provide examples, and write them on the board.
3 Ask students to change the language to soften or make it stronger. For example: *My plans were changed.* (softer than *completely disrupted*)
Other examples:
I was sort of embarrassed for him. I was completely devastated for him. (stronger)
I could tell he was getting very frustrated. I could tell he was a little annoyed. (softer)
I knew this experience could make his anxiety worse. I knew this experience could completely freak him out. (stronger)
He finally lost it. He became upset. (softer)
What a disappointment. I was bitterly disappointed. (stronger)
It was the worst ever. It was absolutely the very worst day of my life! (stronger) Let's say it was a bad day. (softer)

Exercise 11 PREPARE

1 Direct students to the sentences, and ask volunteers to read them aloud. Work through the first one with students. Ask: *Which is stronger:* nervous *or* terrified*? Which would you use in this situation? Are the situation and relationship formal or informal?* Discuss how this might affect the language used.
2 Have students complete the exercise and share their answers with a partner.
3 Go over the answers as a class. Discuss the idea of informal and formal situations. Items 2, 3, and 4 require a more formal style, and items 1 and 5 are more informal.

Answers

1 terrified	4 personal satisfaction
2 delight	5 thrilled
3 a little uncomfortable	

Exercise 12 WRITE

1 Direct students back to the email in Exercise 2. Ask students how the writer started the email: with a question and then a comment. Brainstorm some different questions to start their email with and an appropriate comment. Give an example: *How are things with you in San Francisco? I heard you were enjoying your new apartment. How is your new job? I spoke to your mom and she said you love it. How is sunny California? I am sure you are enjoying the weather and the beach. How is married life treating you? Your wedding was such a great celebration and I had a great time there.*

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2 Have students work independently to write their email using their responses to Exercise 10 to guide them and the email in Exercise 2 as a model.

Exercise 13 DEVELOP

1 Read the guidelines aloud. Have students read their email and check it against the guidelines. Encourage students to underline the examples for each question.
2 Circulate and provide guidance and feedback as needed.
3 Call on some students to share some of their findings with the class.

Exercise 14 SHARE

1 Have pairs exchange their emails and answer the questions in Exercise 13, looking for instances of a question, detail, ellipsis, and conveying feelings effectively.
2 Have students provide feedback to their partner on how they can improve their email.
3 Brainstorm some ideas as a class, and ask volunteers to share some of the feedback they received.

Exercise 15 IMPROVE

Have students rewrite their email using their partner's feedback.

Lesson 8.4 I Get That

Student Book pages 96 – 97

Exercise 1 ACTIVATE

1 Discuss the concepts of feeling down and insecure. Brainstorm some examples of when someone might feel down or have insecurities: homesickness, breaking up with a boyfriend / girlfriend, losing a job, not getting into a college you applied to (feel down), starting a new business, moving to a new place to live by yourself (insecure).
2 Read the scenario aloud. Have students work in small groups to discuss what they would say to the person in this situation. Brainstorm some ideas: *I'm sorry to hear that. It will get better. Wow, that is a downer. I don't blame you for feeling that way.*

Answers
Students' answers will vary. Sample answers include:
I would ask this person what exactly is making them feel insecure. And then I would perhaps try to provide solutions or reasons to help solve their issues. OR I would say that I'm sorry this person feels this way, but it's none of my business and I don't want to be personally involved, so I would leave it at that.

Exercise 2 ASSESS

1 Direct students' attention to the two video stills at the top of page 96, and ask students what might be happening in the photos and how the people might be feeling.
2 Read the two responses aloud. Ask students which response fits each photo.

Answers
Picture 1—"What's up? You seem…down."
Picture 2—"That's…wow! Amazing. Good for you."

Exercise 3 IDENTIFY

1 Direct students to the questions, and have students watch the video and take notes.
2 Have students discuss their answers in pairs and then as a class.

Answers
1 Andy is upset about his exam score. During the test, he froze and didn't finish the last five questions.
2 Kevin is thrilled because his chemistry experiment mistake yielded good results.
3 Max is surprised because Kevin accidentally invented a new kind of glue.

Video Script

English For Real Video Unit 8

Max Hey, Andy. What's up? You seem… down.
Andy Yeah. I got my exam results. I'm not too thrilled because I got a 76.
Max I get that, especially since you studied so hard for that exam.
Andy Professor Jackson said she was disappointed because I didn't finish the last five questions.
Max No wonder you look so upset.
Andy Yeah. I didn't sleep and then during the test… my brain froze.
Max Sorry Andy. Maybe you could talk to Professor Jackson.
Andy Come in.
Kevin Hey…Andy. You're not going to believe this!
Andy Kevin. What's going on?
Kevin My experiment…
Andy Yeah…your short cut. What happened?
Kevin So… my professor wants to enter my experiment in this big chemistry competition! Apparently, I invented a new kind of glue by mistake!
Max That's … wow. That's amazing. Good for you.
Andy I can't believe it. Wow.
Kevin Uh … unfortunately, I failed the assignment. I have to do it over again.
Andy That's too bad Kevin. I understand.
Kevin Well… I should go. See you!
Max Hey. It's just one test.
Andy Some people are just really lucky.

Real-World English

Expressing empathy

1 Write these two problems on the board:
Your friend gets a parking ticket.
Your friend loses his job.
Write the word *empathy* on the board. Ask students to work in small groups to discuss the question: *How would you express empathy in these situations in your culture?*
2 Discuss some ideas as a class.
3 Direct students to the Real-World English box, and have them read it independently.

Extra Practice

1 Put students into pairs, and assign each partner one of the following problems:
a You have just gotten some bad news about your car. It will cost $1,500 to repair.
b You have just been passed over for a promotion at work. Someone with less experience got it.
Instruct students to role-play each scenario. Have students follow the steps in the Real-World English Box: notice a problem with their partner, respond

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appropriately to the problem, validate the person's feelings, offer a suggestion.
2 Circulate and provide feedback.
3 Call on some students to perform their role play for the class.
4 As an extension, have students role-play what *not* to do. For example: not really notice a problem, respond appropriately, not validate the person's feelings, and offer a bad suggestion.

Real-World English Strategies

Your students probably understand that it is important to show empathy when their friends, family members, or other people they know experience problems. Nevertheless, they may lack English expressions that can be used to show that they notice the other person's emotions, to prompt for a clarification, to validate the other person's feelings and to gently offer a suggestion.

Create a list of as many expressions of empathy as you can. You can do this jointly with your students by asking them to pay attention to the language used in the video by Max and adding more expressions that they are already familiar with. Here are other examples you can use:

I understand how you feel.

You must feel so hopeless.

I wish you didn't have to go through that.

Oh, wow, that sounds terrible.

No wonder you're upset.

Prepare 8–10 scenarios that require an expression of empathy. For example:

You just found out you failed an important test.

You just got into a minor car accident.

Your house was robbed.

You just found out that you have cockroaches in your bedroom.

Etc.

Divide the class into teams of 3 students. Students in each group take turns at the following roles: (1) Student A: the upset person, (2) Student B: the empathizer, (3) Student C: the scorekeeper. Tell them that they will have to listen to a scenario and then improvise a dialogue – on the spot.

Read out the first scenario. Give students 30 seconds to get ready. When you say "Go!" Student B starts the conversation by saying: "You look upset, what happened?" and Student A responds by explaining the situation. Student B has to use as many different expressions as possible to try to make Student A feel better. The score-keeper keeps the score – the group gets one point for each correctly used expression of empathy.

The group that used the most different empathy expressions wins. You can keep the overall score and continue with as many different scenarios as you see suitable.

Exercise 4 ANALYZE

1 Direct students to the sentences. Have students watch the video again and label the moves Andy makes when speaking to Max.
2 Discuss the answers as a class. Brainstorm some other ways Andy might have responded on the board. For example: *For item 2, I would feel bad too if I were you. For item 3, I'd be upset too. For item 4, You should try meditation. It really helped me.*

Answers
1 Max notices Andy's emotions.
2 Max responding to Andy to show he understands with his prior knowledge of the situation.
3 Max validates Andy's feelings.
4 Max offers a gentle suggestion of how to resolve this difficulty.

English For Real Video Unit 8

Exercise 5 BUILD

1 Write the words *notice, respond,* and *validate* on the board, and confirm understanding. Direct students to the scenarios, and have them work independently to complete the conversations.
2 Circulate and provide feedback.

Answers
Situation 1: Students' answers will vary. Sample answers include:
Notice his or her emotions: What's up? You seem down.
Respond to show you understand, and ask for clarification: Really? How bad is it?
Validate your roommate's feelings: No wonder you're upset. And you studied so hard for that exam, too!
Gently offer a suggestion: Maybe you could ask your professor if there is any extra credit you could do to boost your grade?
Situation 2: Students' answers will vary. Sample answers include:
Notice his emotions: Hey Professor, is everything OK?
Respond to show you understand, and ask for clarification: That's terrible! Were you in the car? Are you OK? Even in a parking lot, a moving car can be so dangerous!
Validate your professor's feelings: I can imagine!
Gently offer a suggestion: My schedule for the rest of the week is pretty clear. We could meet on a different day.

Exercise 6 DEVELOP

1 Have students share their answers with a partner.
2 Call on some volunteers to share some of their responses and take notes under the headings *Notice, Respond,* and *Validate*.
3 Discuss which situation is more formal or informal. In this case, with the roommate, the speaker would feel more comfortable expressing more empathy than with the professor.

Exercise 7 INTERACT

1 Have students continue in their pairs from Exercise 6, and instruct them to choose one conversation to role-play. Allow time for students to develop their script and practice before performing for the class.
2 Circulate and provide feedback.
3 Have pairs perform their role plays for the class. As the other students watch the role plays, direct them to take notes under the three headings on the board.
4 When each pair has finished, encourage feedback from their peers regarding their use of noticing, responding, and validating. Provide a model for students: *Maria, I really*

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like the way you responded to Faisal when you smiled at him sympathetically. I also thought you responded well by saying, "You will get through this." I think you could have offered a suggestion at the end like "You will have to use the library more to study because it is noisy here with three roommates."

5 Take time at the end to expand on how showing feelings of empathy might be different in each culture. In particular, is it appropriate to touch or hug someone to show empathy? Is it always appropriate to offer a suggestion, and, if so, how would you phrase it to a roommate versus a professor?

Exercise 8 ANALYZE

1 Call on a volunteer to read each scenario aloud.
2 Have students work with a partner to complete the conversation with the appropriate form of empathy.
3 Circulate and provide feedback.
4 As an optional activity, call on some students to role-play their conversation to the class.

Exercise 9 EXPAND

Discuss with the class how empathy can be expressed in the situations in Exercise 8, and brainstorm some ideas on the board.

Lesson 8.5 Forget about It!

Student Book page 98

Exercise 1 ACTIVATE

1 Direct students to the photos on page 98. Put students into small groups to discuss the questions.
2 Brainstorm some adjectives on the board that might describe the feelings in the photos: angry, stubborn, frustrated, inquisitive, interested, focused, jubilant, and triumphant.
3 Ask students to support their views with evidence from the photos. Provide an example: *The woman is crossing her arms, and this body language indicates that the listener is not open or is frustrated with the speaker.*

Exercise 2 WHAT'S YOUR ANGLE?

1 Write the words *indirect* and *direct* on the board. Ask students: *If you express your emotions or feelings, do you do it more directly or indirectly? Is this a cultural difference?* Discuss students' ideas as a class.
2 Ask students to work with a partner to discuss the questions.
3 Call on some students to share the reasons they might feel uncomfortable. Discuss any cultural differences. Ask questions such as: *Are you comfortable expressing your feelings directly to a close friend? Or are you more indirect? If you are at work, is it polite to express your feelings or opinions to a superior? If you are happy about a situation, would you express it publicly or privately? Why or why not?*

Answers

Students' answers will vary. Sample answers include:
1 I would feel comfortable expressing my feelings to a friend. I am very open in this situation.
2 I wouldn't feel comfortable sharing my feelings or opinions with a superior.
3 I wouldn't feel comfortable expressing this kind of emotion. We are more humble in this situation and would celebrate privately.

Exercise 3 IDENTIFY

1 Explain the meaning of *to take credit for something, to fume,* and *to clear the air.* Ask students questions such as: *Have you ever taken credit for work that is not your own? What kinds of things make you fume? Have you ever had to clear the air after an argument with a friend?*
2 Have students read the statements independently.
3 Play the recording, and have students choose the true statements.
4 Have students compare their answers with a partner.
5 Call on students to answer and give reasons for their choices.

Answers

1 and 4 are true.

Audio script

CD 2, Track 33

Allie Hi, Leila. You look upset. Is something bothering you?
Leila Hi, Allie. No, not really.
Allie Are you sure? You've been staring at the photocopier for ten minutes.
Leila Actually, I do feel a little stressed.
Allie Why? What's up?
Leila Peter took credit for my idea, and now Mr. Gutierrez thinks he's brilliant.
Allie Peter's the new intern, right?
Leila Yes. And I didn't say anything because first, I was surprised, but then even though I was mad, I just sat there and fumed.
Allie Why was it so hard to say anything?
Leila To be honest, I thought Mr. Gutierrez might think I was being competitive or whiny. He likes a positive attitude, and I didn't want him to think badly of me.
Allie So, do you think it was a good idea to keep quiet?
Leila Well, I figured Peter would realize he had done something wrong and set the record straight. Or I thought Mr. Gutierrez would ask me for my input. Apparently, they didn't even notice anything was wrong. They just kept talking about the project.
Allie Clearly, you're not over it.
Leila You're right. I think I should say something to Peter, don't you?
Allie Maybe, or you could just let it go. Think about it some more.
Leila I'll see how things go tomorrow. I might try to clear the air.

Exercise 4 ASSESS

1 Have students work with a partner to discuss the questions. Encourage students to provide evidence from the listening. For example: *I think that they are a co-workers because this is a workplace situation.* Play the recording again if necessary.
2 Share answers as a class.

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Answers

Students' answers will vary. Sample answers include:

1 Leila and Amy are co-workers because Amy has mentioned the word *photocopier*.
2 Leila feels stressed because she tells Amy how she feels, and Amy notices that she looks upset.
3 Leila didn't say anything at first because she was surprised. Leila also mentions she didn't want to appear to be competitive or whiny to Mr. Gutierrez.
4 Amy seems to be less confrontational than Leila because she mentions *letting it go*.
5 I think Leila will try to clear the air after taking a day to think about it because it really negatively affected her.

CD 2, Track 33

Speaking

Expressing attitudes and feelings

GO ONLINE

1 Ask students: *What would you say to Peter if you were Leila?* Have students work with a partner to discuss the question. Write the following prompts on the board: *To be honest, Peter … , Actually, Peter …*
2 Call on some students to express their feelings using the prompts.
3 Direct students to the Speaking box. Have them read it independently. Ask if students have any questions.

Extra Practice

1 Put students into teams of four. Put a set of cards in the middle of the table. The four cards say: *tell the truth, tell the truth, tell the truth, tell a lie*. Have one student shuffle the cards and deal the cards face down to each of their team members. Have students look at their card but keep it a secret. Explain to students that one person will have to tell a lie about their opinion. The groups must guess who is lying.
2 Put the following prompts on the board:
I feel …
To be honest, …
Actually, …
Apparently, …
Obviously, …
Tell students to use the prompts to express their attitudes or feelings.
3 Read the first prompt aloud.
   a *It is appropriate to tell younger siblings when they are acting badly even if it hurts their feelings.*
   b *A friend shouldn't give you advice you don't want to hear.*
   c *It is a parent's job to watch their children make mistakes and not always help them.*
   d *It is better to speak directly to your colleagues if they are doing something wrong at work.*
   e *In a work situation, the boss is always right.*
   f *You should keep your personal feeling private at work.*
   g *A victory should be celebrated privately to show respect to others.*
4 Allow enough time for each student to discuss the prompt and then ask students who they think was lying in their group. Repeat for the next prompt and so on. Make sure teams reshuffle and distribute the cards each time. Write the following the board: *Do you agree or disagree with the idea that …*

Exercise 5 DEVELOP

1 Have students read the statements aloud and work independently to respond to them.
2 Provide a model for the first statement for students: *To be honest, I feel that it is impossible to know how someone is feeling all the time. Obviously, some people are very demonstrative and it is easy to tell. Others are more private, and it is very difficult to read their emotions.*
3 Circulate and provide feedback, focusing in particular on encouraging students to use support.

Exercise 6 SHARE

1 Have students form groups of three or four to discuss their ideas from Exercise 5. Encourage students to use the expressions and adverbs in the Speaking box.
2 Call on volunteers to share their ideas and discuss any cultural implications such as how acceptable it is to express positive and negative emotions in general.

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Unit 8 Review

Student Book page 154

Vocabulary

Exercise 1

Answers

1 frustration
2 triumph
3 guilt
4 eager
5 embarrassment
6 hopeful

Exercise 2

Answers

1 delight
2 appreciation
3 you thought was torture
4 walking on air
5 tickled pink

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

Grammar

Exercise 3

Answers

1 don't
2 most popular
3 ones
4 to
5 why

Exercise 4

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 5

OXFORD REFERENCE

1 Ask students: *Who is Eleanor Roosevelt?* Elicit responses from the class, and, if desired, ask them to use their phones to research some facts about her.
2 Call on a volunteer to read the quote aloud.
3 Have students discuss the quote in small groups and then discuss as a class.
4 As an extra activity, have students research some other quotes by Eleanor Roosevelt and share them with the class.

Answers

Students' answers will vary. Sample answers may include:

I think this means that if you do things you like in life, happiness will follow. For example, I love reading and I always feel good when I do it.

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

Zoom In

Exercise 6

1 For Task 1, brainstorm some different feelings we express, and write them on the board: *answer, grief, sadness, happiness, joy, excitement*. Put students into pairs to discuss how emotions will be expressed in the future, and walk around and provide feedback.
2 For Task 2, have students work independently to write a paragraph about a poem, story, or movie. Then have them share their paragraph with a partner or collect the paragraph and provide feedback.
3 For Task 3, have students find an image that makes them feel a strong emotion. Have students share their image and describe it to the class. Encourage students to ask questions about the different emotions they see in the images.

Answers

Students' answers will vary. Sample answers include:

1 I will express my feelings of joy more freely in the future by being more demonstrative with people. For example, I will hug and touch people more in general even though this is not popular in my culture.
2 Recently, I saw a movie called *The Notebook*. It made me feel both great sadness and joy. I was a great love story that had a very unhappy ending but ultimately it tells of the power of true love …
3 This image makes me feel great happiness because you can see clearly the great expression of joy in the child's eyes as he put his arms around his pet dog.

Exercise 7

1 Have students complete the prompts and share their responses with a partner.
2 Have students identify areas they would like to improve upon in the coming units.
3 Brainstorm areas of improvement as a class.
4 As an option, have students prepare a list of two things that they want to focus on improving for the next unit.

Answers

Students' answers will vary. Sample answers include:

I found Task 1 easy because I have thought about many ways I can express my feelings better in the future. I found Task 3 difficult because it is difficult for me to describe images that show emotion. I need to improve my descriptive vocabulary in writing.

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Unit Overview

Introduction to the unit

The title of this unit—*Developments*—allows students to think about developments in technology and also how we develop personally. Throughout the unit students will explore various different developments through listening to a podcast about expertise, reading about human enhancement, writing an email to complain about a vacation, and discussing various advancements in the medical field.

In ***Lesson 9.1***, the idea of development is reflected in the following activities: discussing expertise, listening to a podcast about being an expert, and reading about developing musical ability. In ***Lesson 9.2***, the following exercises demonstrate the theme of development: discussing superheroes and reading about developments in human enhancement. Finally, students will write their own story on the subject. In ***Lesson 9.3***, students will discuss vacations and write a formal email of complaint. In ***Lesson 9.4***, students will watch a video about defending a belief and use role-plays to practice these skills. In the *Real-World English Strategies* students analyze and identify various strategies we can use to defend opinions appropriately. Finally, in ***Lesson 9.5***, students will discuss various advancements in the medical field and watch a video on robotic technology.

Lessons

9.1 You Too Can Be an Expert!

Listening Skill Taking notes

Vocabulary Development Synonyms of change

Grammar in Context Passive voice

- Vocabulary related to change (Oxford 5000)
- Talk about what it takes to become an expert at something
- Listen to a podcast on becoming an expert
- Learn to listen and take effective notes
- Read about developing musical ability
- Use passive voice to redirect the focus of the action

9.2 The Powers of a Superhero

Reading Skill Recognizing and understanding rhetorical questions

Grammar in Context Tag questions

Pronunciation Skill Intonation in tag questions

- Vocabulary related to superpowers (Oxford 5000)
- Learn to understand the purpose of rhetorical questions in text
- Talk about superheroes and their powers
- Read about human enhancement and its latest developments
- Learn to read for, use, and pronounce tag questions

9.3 Writing to Complain

Grammar in Context Use of the passive in impersonal reporting

Writing Skill Using formal email language

- Discuss various types of vacations
- Read a formal email about a vacation complaint
- Analyze elements of a formal email
- Write a formal email to a vacation company
- Use the passive voice in an informal and objective style

9.4 If You Ask Me

Real-World English Defending a belief

- Watch a video about two friends discussing their opinions
- Analyze the different steps we take when defending a belief
- Practice defending a belief through pair work and role plays

9.5 I'm Not Sure about That

Speaking Expressing shades of opinion and uncertainty

- Listen to a conversation about using robots to perform surgery
- Watch a video on the use of robots in hospitals
- Practice listening for shades of opinion and uncertainty

Resources

Class Audio CD 3, Tracks 2–7

Workbook Unit 9, pages 57–63

Oxford Readers Correlations

A Passage to India (9780194792714)

Teacher's Resource Center

Assessments: Unit test, Progress test

Class video

English For Real video

Grammar focus

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

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Unit Opener

Student Book page 99

The unit opener photo shows a man walking in a field in which we can see a wind farm. He is walking purposefully, and the wind turbines are moving to make energy. The photograph relates to the unit theme and subsequent exercises because it focuses students' attention on technological development. The viewer is left to ponder the implications of such developments and to think about what kind of impact these developments have on society and the environment.

Photographer

Edu Bayer

Edu Bayer is a New York City–based award-winning documentary photographer. With more than 10 years of experience in several countries, he has worked for most leading international outlets like *The New York Times*, *National Geographic*, *Time*, *The New Yorker*, *The Wall Street Journal*, *Newsweek*, Aljazeera, *El País Semanal*, *Foreign Policy*, *Le Monde,* and *The Guardian*, among others. He is the recipient of accolades such as Picture of the Year, Pulitzer Prize Finalist, and Arts for Social Improvement La Caixa. Edu recently published the books *Microcatalalunya* about rural life and *Els fets de l'1 d'Octubre* (the events of October 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, brainstorm some different fields of expertise (medicine, accounting, psychology, chess, sports), and then have students discuss the question. Have students work in small groups to brainstorm some answers.
2 For question 2, explain the word *prosthetic.* Ask students what other parts of the body can be prosthetic, and then have them discuss the question.
3 For question *3,* ask students to think back to Unit 5, *Innovations*, and brainstorm some ideas for using robots in hospitals.

Answers

Students' answers will vary. Sample answers include:
1 For many fields, intensive study is required to become an expert. For some, intensive training and practice matters more in such as sports and chess.
2 I think in the future prosthetic hands will be able to feel.
3 I think robots will be able to do the job of a nurse and take blood pressure and give injections.

Discussion Questions

1 Direct students' attention to the picture. When you ask students to describe the image, provide words to help them as necessary—for example, *wind power, wind turbines, alternative energy sources*. Ask specific questions about the picture: *Do you have this source of power in your country? Do you think it is efficient? Do you think it is an attractive addition to the landscape? What other energy sources and alternative energy sources do you have in your country?*
2 Direct students' attention to the questions below the picture by Edu Bayer. Call on students to read the questions aloud and then discuss answers in small groups. Ask students to delegate a notetaker for their group. Call on some students to talk about their ideas as a class.

Answers

Students' answers will vary. Sample answers include:
1 This shows development in alternative energy sources for farmers and society in general.
2 Development is a two-edged sword. It benefits some people but may disadvantage others.
3 We can take courses, attend professional conferences, and network with the right people.

Video Script

This photo shows a peasant sowing barley on his farmland to feed his horses in Terra Alta, in Spain. In the distance, we also can see the windmills. They represent a modern economic alternative for many farmers who find no future in working the land. It might be sad, but they make more money selling the electricity than harvesting the crops.

Traditional agriculture has been threatened by new consumption habits all over the world. It is putting the whole economic activity of rural areas in the western world at risk because the previous activity is not economic[al]. Energy companies pay a lot of money to set windmills in windy areas offering the owners of those lands other options for their use.

I believe that hard work and continuous education and training are crucial. Taking chances, trying new things is very important. Also, working with other people, trying to learn as much from them as possible, all these things can move our careers forward. In my life, I explored several career paths. I studied chemical engineering, then I worked for a while as a cook, and finally I found in photography a perfect vehicle to explore life and go to different areas of interest for me.

Exercise 1

1 Brainstorm as a class things student would like to change—for example, *environmental damage caused by the use of plastic, global warming, diseases, aging population, lack of clean drinking water, access to fresh food,* etc.
2 Have students work with a partner, choose one problem, and answer the question.
3 Have students present their idea to another pair of students.
4 Discuss some ideas as a class. Discuss some ways that society must change in order for the changes to take effect.

Real-World Goal

By the end of this unit students will be able to practice a new skill every day for a week because they will have listened to and discussed a podcast about what it takes to become an expert at something and apply these strategies. Have students report back to the class about how challenging it was to practice this new skill.

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Lesson 9.1 You Too Can Be an Expert!

Student Book pages 100 – 101

Exercise 1 ACTIVATE

1 First, direct students to the photos, and ask them to identify what they see: chess player, athlete, and musician.
2 Ask students to work with a partner to discuss what it takes to excel at each activity.
3 Brainstorm some ideas on the board for each:

Chess: concentration, strategy, patience, competitiveness

Sports: persistence, competiveness, intense training, natural talent, dedication, skill

Music: talent, training, dedication

Exercise 2 IDENTIFY

1 Read the statements aloud to the class, and have students discuss their ideas with a partner.
2 Brainstorm some ideas with the class, and have students explain the reasons for their answers. Have students refer back to the photos to illustrate their points.

Exercise 3 ASSESS

1 Ask students: *How many hours do you have to practice something to become an expert?* Write some of the responses on the board.
2 Ask students to listen to the podcast and check their answers for Exercise 2. Have students discuss their findings with a partner.
3 Go over the answers as a class, and ask students if they were particularly surprised by any answers.

Answers
All statements can be argued to be true.

Audio script

CD 3, Track 2

Maya Welcome to the podcast *A Better Mousetrap*. As always, we're here to help you do something better. Each episode will cause you to think, not only about where you are now, but also how to alter the future. Today we will explore how to become not only good at something, but expert. Our guest is Gina Roberts, a graduate student in psychology, who is studying just what it takes to become an expert in any field. Gina is a co-author of a number of articles on expertise. Gina, welcome! As someone who is not an expert in many areas, I can't wait to hear what you have to say.

Gina Thanks so much, Maya. I'm happy to be here.

Maya Let's start at the basics. What is an expert?

Gina Good question. I would argue, as others do, that true expertise depends on three things. First, that the person performs demonstrably and consistently better than others in the field. Second, an expert's actions produce clear results. For example, a runner can win races, or a pianist can play any piece after hearing it only once. And finally, the results have to be measurable in some way.

Maya I can see how athletes' performances can be evaluated objectively, but what about experts in more subjective fields, such as art or a helping profession such as counseling?

Gina You're right—some fields are trickier than others. But research has shown that there are ways to apply objective criteria to something like visual art. For example, you can use a panel of judges to evaluate paintings from different people. Of course, the paintings have to be judged blindly, without the judges knowing who the artists are. But the judges usually agree on which painting is better.

Maya Okay, so can anyone be an expert? Or do you have to have special talents?

Gina Some people are naturally better at certain things. So having talent helps, but it isn't sufficient to make you an expert. I think expertise can be acquired by anyone if he or she is willing to invest the time. How much time? As much as 10,000 hours or more. Malcolm Gladwell wrote about this in *Outlier*, how most people who are exceptionally good at something have devoted hours, even years, to the pursuit. If you look at the majority of people who are really, really good at something, they probably started at a young age and practiced hours every day for a decade or more. Anders Ericsson has actually done a lot of research in this area. He began by studying people who develop amazing memories—the ability to remember strings of numbers hundreds of digits long.

Maya I thought we could only remember seven or so.

Gina That's exactly right. But some of the participants in the study were trained to remember many more numbers after hearing them only once. Dozens of digits could be memorized if the study participants used certain strategies that they practiced every day. Through practice, they completed their transformation into super-memorizers.

Maya Are you saying that if we practice anything long enough, we will become an expert at it?

Gina Unfortunately, no, because most experts start at a young age and they may already have some aptitude, but you can become much better providing you make adjustments to your practice. They had to keep modifying their techniques in order to keep improving. Ericsson says that expertise is developed through deliberate practice.

Maya Can you explain what deliberate practice is?

Gina Absolutely! Deliberate practice involves being coached and using feedback to revise your technique or strategy. What do I mean? Let's say you want to become an exceptional swimmer. You know how to swim and you start practicing hours every day. You get stronger, but after some improvement, you hit a plateau and don't seem to get better. That's because you're practicing the same thing over and over. At this point, you need to focus on what you are doing poorly. You need feedback. Maybe you get a coach, or you use video to find your areas of weakness, and then you work on those specific things. When you are being coached, you are forced to look at your performance in a new way. Eventually your technique will evolve and you'll reach a new level of performance.

Maya This discussion has been fascinating. I can't wait to try some of these ideas. I've always wanted to learn to play tennis …

Listening Skill

Taking notes

GO ONLINE

1 Ask students: *How do you take effective notes in your language?* Ask students: *Do you write sentences or key ideas? How do you organize your notes?* Brainstorm some ideas on the board.
2 Direct students to the Listening Skill box, and have them read it independently.

Extra Practice

1 Tell students to listen to a podcast, TED talk, or other talk given by someone who is an expert in a field—for example, Simon Sinek, "How Great Leaders Inspire Action," or Ken Robinson, "Do Schools Kill Creativity?"

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2 Have the students choose one talk and take notes as they listen using the strategies from the Listening Skill box.
3 Once students have finished, have them tell their partner about their talk using the notes they have taken. Make sure to pair up partners who have listened to different talks.
4 Circulate and provide feedback on various aspects of the note-taking.
5 As an extension, build this into a weekly activity whereby students complete a weekly listening log and share it with a partner using their notes. Effective note-taking takes practice, and this activity is a great way to build upon the skills practiced in this unit.

Exercise 4 EXPAND

1 Direct students to the incomplete notes, and ask them to try to remember what could go in the blanks.
2 Play the podcast again, and ask students to check their answers with a partner.

Answers
Speaker: Gina Roberts, grad. Psych.
Expert, 3 things:
1 Performs demons. & consist. better
2 Actions produce clear results.
3 Measurable results
Can measure both objective and subjective fields
Ex: art and counseling
Talent helps, but time more imp., ~ 10,000 hrs, ten years
Anders Ericsson stud. Ppl who memorized numbers.
Practice strategies everyday ⟶ super memorizers
Practice necessary
Have to modify ⟶ keep imprv
Deliberate practice: coached + feedback ⟶ revise
Ex: swimming

CD 3, Track 2

Oxford 5000 words

adjust	revise	evolve	transformation
accordingly	amend	convert	

Vocabulary Development

Synonyms of change

GO ONLINE

1 Write the word *change* on the board. Ask students to think of as many synonyms as possible. Write their ideas on the board as well.
2 Direct students to read the information in the Vocabulary Development box independently.
3 Clarify any confusing points. Write the following on the board:
I am _____. (emphasis on subject)
I need to _____*my essay.* (emphasis on object)
Ask students which words would fit: *evolving / evolve*, *revising / revise*, *modifying / modify*, and *transitioning / transition*.

Extra Practice

1 Put students into teams. Ask students to write down the following column headings: *Preparation, Dedication, Talent*.
2 Cut up the following words, and explain to students they must work in teams to match the following synonyms to the appropriate words. Explain there are six synonyms for each.
For *preparation*: *planning, development, putting together, devising, getting ready, drawing up*
For *dedication*: *commitment, application, resolve, diligence, tenacity, perseverance*
For *talent*: *ability, flair, aptitude, gift, knack, ability*
3 The first team to finish and have all the words sorted correctly is the winner

Exercise 5 BUILD

1 Have students work independently to choose the best word to complete each sentence. Remind students of the rule pertaining to subjects and objects.
2 Play the recording for students to check their answers.
3 Go over the answers as a class.

Answers

1 transform	4 adjust
2 adjust	5 evolve
3 modifying	

CD 3, Track 3

1 Through practice, they were able to transform into super-memorizers.
2 You can become much better, providing you adjust your practice.
3 They had to keep modifying their techniques.
4 Deliberate practice involves using feedback to adjust your technique or strategy accordingly.
5 Your technique will continue to evolve and you'll reach a new level of performance.

Exercise 6 WHAT'S YOUR ANGLE?

1 Have students answer the questions independently and then discuss them in a group.
2 Circulate and provide feedback.
3 Call on volunteers to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
1 Yes, I have decided that I will spend a lot more time on tasks that are measurable to ensure I become an expert.
2 Coaches often use a variety of methods to ensure success such as interval training, hill training, sprints, and weights.
3 I was learning a new computer program recently. It was tough, but I asked my colleague for help, and I practiced a lot at home.

Grammar in Context

Passive voice

GO ONLINE

1 Write the following sentences on the board:
Malcolm Gladwell wrote the book Outliers.
People might need practice.
Tell students that the focus in these sentences is on the author and people. Ask students to switch the focus to the objects of the sentences: the book's title and practice. Write the following on the board:
Outliers *was written by Malcolm Gladwell.*
Practice might be needed by people.

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2 Draw attention to the structure of the passive voice: *be* + past participle and modal + *be* +past participle.
3 Underline *by Malcolm Gladwell* and *by people,* and identify both as the agents. Ask students if we can remove the agent in each sentence. We can't remove *Malcolm Gladwell*, but we can remove *people* because it is obvious. Explain to students that we can omit the agent if it is obvious or not known.
4 Direct students to the Grammar in Context box.
5 For additional practice, see Grammar focus on page 167 in the Student Book.

Extra Practice

1 Explain to students that they are preparing a political campaign. They are running for president of their country. They must write a list of promises they will make to their constituents. Brainstorm a couple of areas for improvement with the class: infrastructure, education, health care, taxes, the environment, immigration, etc.
2 Provide some examples: *Freeways will be widened to improve traffic. Taxes will be increased on the rich.* Tell students they must write in the passive voice.
3 Have students work with a partner and write as many new policies as possible. To encourage creativity, provide students with various roles: high school students, new immigrants, retired people, working mothers, unemployed youth, or pets.
4 Call on students to present their policies to the class. Write some interesting ones on the board. Check for grammar errors.
5 For extra work on form, ask students to imagine these new polices are being put in place or have been put in place. Encourage students to put these sentences into the following forms: *The freeways are being widened. The freeways have been widened.*

Exercise 7 IDENTIFY

OXFORD REFERENCE

1 Bring in some pictures of some famous musicians, or ask students to Google famous musicians—for example, David Bowie, Jimi Hendrix, Elton John, Elvis Presley, Mozart, John Lennon. Ask students the following questions: *Do you think successful musicians have more innate ability, or do they just practice more? How can we assess musical ability quantifiably? For example, who has more musical ability: Mozart or John Lennon?* Have students discuss with a partner, and call on some students to share their ideas.
2 Have students work independently to choose the active or passive voice. Work through the first one with students. Ask: *Should this be active or passive? Who is the agent? Why has the agent been omitted?*
3 Have students check their answers with a partner.
4 Write the numbers *2* to *13* on the board, and assign each pair a number.

Answers

1 may be distinguished
2 are exposed
3 provide
4 involves
5 shows
6 indicate
7 have led
8 are commonly attributed
9 is engaged
10 have practiced
11 has been shown
12 are influenced
13 have been attempted

Exercise 8 INTEGRATE

1 Model the first example on the board. Underline the subject and the object in the original sentence. Discuss with the class why we would remove the agent. For example: *People is obvious, so it can be omitted.* Discuss which form is better—active or passive—and why. (Passive is better in all cases as the emphasis is not the agent. The agent can be omitted.)
2 Have students work with a partner to change the sentences from active to passive.

Answers

1 Expertise can be developed …
2 Awards will be given …
3 Musical skills are often acquired …
4 Research has been done …

Exercise 9 ASSESS

1 Play the audio for students, and have them check their answers.
2 Emphasize that in all cases the agent can be removed because it is obvious.

Audio script

CD 3, Track 4

1 Expertise can be developed through deliberate practice.
2 Awards will be given to the winning athletes.
3 Musical skills are often acquired through early training.
4 Research has been done on memorization techniques.

Exercise 10 WHAT'S YOUR ANGLE?

1 Read the questions aloud, and ask students to identify which are passive and which are active.
2 Have students answer the questions and then work in small groups to discuss them.
3 Call on some students to share their answers with the class.

Answers

Students' answers will vary. Sample answers include:

1 I think that you need to have some natural skill or talent to begin with. For example, I have a terrible ear for music, so I feel I could get better with practice. However, I would never be an expert.
2 I have spent a lot of time practicing golf. I go to a golf course and a driving range five times a week.

Lesson 9.2 The Powers of a Superhero

Student Book pages 102 – 104

Exercise 1 ACTIVATE

1 Write the word *superhero* on the board. Ask students: *Who is your favorite superhero, and why?* Elicit some examples from the class: Batman, Spiderman, Superman, Supergirl, Ironman, Wonder Woman, etc.
2 Have students look at the photos and elicit the names of the two superheroes: Supergirl and Spiderman. Have students identify what superpowers each character has and share them with a partner.

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3 Write *superpowers* on the board. Call on students to provide examples—for example, ability to fly, ability to climb walls, able to stop moving objects, X-ray vision, super-human strength, etc.

Exercise 2 WHAT'S YOUR ANGLE?

1 Read the question aloud, and have students discuss it with a partner. Encourage students to provide reasons to support their responses.
2 Call on students to share their ideas with the class.

Answers
Students' answers will vary. Sample answers include:
I would like to have the ability to fly because I could go anywhere I want conveniently.

Exercise 3 VOCABULARY

1 Remind students that we can guess the meaning of a new word from the context it is used in. Work through the first item with students. Ask them: *Do glasses make your vision better or worse? Therefore, do you think* enhance *means "increase or further improve" or "control or restrict"?*
2 Have students answer independently using any context clues and then share their answers with a partner.
3 Go over the answers with the class.

Answers

1 a	3 b	5 b	7 a
2 a	4 b	6 a	8 a

Oxford 5000 words

facilitates	function	horizon	apparatus
ability	intervention	devise	specialized

Exercise 4 IDENTIFY

1 Read the title and introductory text aloud. Ask students to predict the answer in pairs. Ask: *What kind of abilities are currently being enhanced?*
2 Have students read the article independently to answer the question, and encourage students to take notes as in Lesson 9.1 Listening Skill: Taking notes. Explain to students that the same format can be used for taking notes while listening or reading.
3 Have students share their answers with a partner.
4 Elicit answers from the class, and write them on the board: biomedical intervention, brain computer interfaces, robotic exoskeletons, prosthetic devices, replacement body parts, TDCS. Ask students: *What are some applications mentioned in the article? Which ability is the most useful in your opinion?*

Answers
Abilities currently being enhanced are: brain-computer interface for people with locked-in syndrome, robotic exoskeletons for paraplegic people, and prosthetic devices for people missing a body part.

Exercise 5 BUILD

1 Go back to Exercise 3, and write the Oxford 5000 words on the board. Put students into pairs, and assign them one word to research. They can use their dictionaries to find the different forms / parts of speech. Model the first one for students on the board: *enhance* (verb), *enhancement* (noun), *enhanced* (adjective)
2 Circulate and provide feedback.
3 Have each pair come up and write the different parts of speech on the board.
4 Read the first sentence aloud, and elicit the answers from students using the correct form (e.g., singular or plural).
5 Have students work independently to use the correct form of a word from the list in Exercise 3 and then share their answers with a partner.

Answers

1 interventions, function	4 devise
2 enhance	5 apparatus
3 on the horizon	

Exercise 6 USE

1 Have students answer the questions independently and then share their ideas in small groups. Encourage students to refer back to the text for details or examples.
2 Circulate and provide feedback.
3 Call on volunteers to provide responses to the whole class. Record students' ideas for each item on the board.

Answers
Students' answers will vary. Sample answers include:
1 Human enhancement isn't necessary like other medical interventions might be.
2 If the medical field provided medical enhancements that could fix themselves, it would help people be more independent.
3 Any kind of apparatus that can help lift heavy loads quickly and efficiently helps people perform their jobs more effectively.
4 Human enhancement might keep people healthy.
5 Technology at work or on teams makes processes much faster.

Reading Skill

Recognizing and understanding rhetorical questions

GO ONLINE

1 Read the following aloud: *Have you ever wondered how we can use biomedical intervention? Today I am going to tell you the many uses of this human enhancement. Do you know all the answers? Some will surprise you.*
2 Have students reflect on the purpose of the questions in the introduction of the speech. Ask: *Do you have this style in your language?*
3 Direct students to read the information in the Reading Skill box.

Extra Practice

1 Write *funny rhetorical questions* on the board.
2 Have students use their phone to search for some funny rhetorical questions. For example: *What do batteries run on? Which is the other side of the street?*

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3 Have students work in small groups to share some of their funny rhetorical questions. Have students reach a consensus on the top three.
4 Call on a member of each group to share the group's top three funny rhetorical questions.

Exercise 7 ASSESS

1 Write the following list on the board:
- *make a point without expecting a reply*
- *present the writer's main ideas*
- *assert or rebut an argument*
- *obtain agreement*
- *effect a response*

2 Have students work independently to find examples of rhetorical questions in the reading and discuss why the writer is using them. Have students share their ideas with a partner.
3 Go over the answers with the whole class, and categorize the use of the rhetorical questions.

Answers
Rhetorical questions from the article:
What is human enhancement?
It sounds scary, doesn't it?
You remember the movie *Iron Man*, right? With the scientist in a special robotic suit?
What is on the horizon for these replacement body parts?
How else might a person take advantage of enhancement technology?
There's no way to predict how far we can go, is there?
Student answers may vary regarding the reasons for asking the questions. In this article, most are used to introduce a new topic.

Exercise 8 IDENTIFY

1 Complete the first item as a class. Read the rhetorical question aloud, and work as a class to match the idea.
2 Have students work independently to complete the exercise and then share their ideas with a partner.
3 Go over the answers with the class.

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

Grammar in Context

Tag questions

GO ONLINE

1 Write *True or false?* on the board.
2 Read the following: *Prosthetic devices take the place of limbs in the human body, don't they?* Ask students to look back at the text on page 103 to determine if this statement is true or false. Have students compare their answer with a partner. Then discuss as a whole class. (The answer is true; they take the place of a missing body part.)
3 Read the following aloud and repeat step 2:
Prosthetic limbs are now equipped with the ability to feel, aren't they? (false; they will be in the future)
No one can use a prosthetics limb to participate in sports, can they? (false; there was the case of Josef Metelka, among others)
4 Have students read the Grammar in Context box.
5 For additional practice, see Grammar focus on page 167 in the Student Book.

Extra Practice

1 Tell students to write down some things they think they can remember about their classmates. For example: *Juan lives in a three-bedroom apartment. Angela lived in Japan for two years. Ali is a father to two children. Sally can sing really well.*
2 Give students a few minutes to write down their sentences.
3 Conduct the activity as a walk-around. Have students check their information using tag questions. For example: *Juan, you live in a three-bedroom apartment, don't you? Angela, you lived in Japan for two years, didn't you? Ali, you are a father to two children, aren't you? Sally, you can sing really well, can't you?*
4 Circulate and provide feedback.
5 Tell students to use rising intonation if they are not so sure and falling intonation if they are certain.
6 As an extension, put students into teams of three, and give them a few minutes to write down as many statements about the teacher as they can think of. Call on students to verify their information using tag questions. Provide feedback as needed.

Exercise 9 APPLY

1 Write the first tag question on the board. Underline the subject and verb, and have students invert the *be* verb and the subject pronoun and make it negative: *isn't it*? Remind students to use the auxiliary *do* or *does* with other verbs. Make a positive tag question for certain words such as *no one*, *nobody*, etc.
2 Have students complete the tag questions independently and then share their answer with a partner.
3 Circulate and provide feedback.
4 Call on students to read their answers aloud and check for the correct auxiliary.

Answers
1 isn't it
2 have you
3 do they
4 aren't there
5 didn't they

Pronunciation Skill

Intonation in tag questions

GO ONLINE

1 Say the following aloud:
You are going to the party, aren't you? (rising intonation)
You are going to the party, aren't you? (falling intonation)
Ask students which one sounds certain and which one sounds more uncertain. Discuss as a whole class how rising intonation in tag questions is used to show uncertainty about the answer and falling intonation is used to show the speaker is more sure and is checking for confirmation.
2 Direct students to read the information in the Pronunciation Skill box.

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More to Say…

Focus: Working in small groups, students practice intonation in tag questions.

Grouping Strategy: Changing groups of two students

Activity Time: Ten minutes

Ready,

1 Prepare a set of index cards or small pieces of paper for each student.

Set…

1 Hand out the index cards.
2 Have students write three sentences with tag questions on their card.
3 Instruct them to make the intonation about the tag questions to indicate if the question is rhetorical or genuine.

Go!

1 Have students stand up and walk around the room.
2 As they meet with a partner, they should take turns reading out their questions and having their partner respond appropriately. For instance, if the intonation indicates that the question is rhetorical, as in "The weather is nice today, isn't it?" (said with rising / falling intonation) then the listener should respond, "Yes, it's lovely." But if the intonation indicates that the question is genuine (said with rising intonation), then the listener might respond with, "Yes, I just checked and it's sunny."
3 Have them meet with 5 different partners.

Exercise 10 NOTICE

1 Play the recording, and have students choose the intonation pattern they hear in each item.
2 Have students listen and repeat.
3 Call on some students to read the sentences aloud using the correct intonation.

Answers

1 RC 2 EU 3 EU 4 RC 5 RC

CD 3, Track 5

Exercise 11 ASSESS

1 Put the words *certain* and *uncertain* on the board.
2 Have students read the exchanges and predict the intonation: rising = uncertain, falling = certain. Have students share their predictions with a partner and practice reading the sentences aloud.
3 Have students listen and check their answers.
4 Go over the answers as a class.

Answers

The second and third should use falling intonation.

CD 3, Track 6

Exercise 12 WHAT'S YOUR ANGLE?

1 Call on students to read the questions and mark the rising and falling intonation. Call on some students to read the questions aloud and discuss the intonation. Encourage students to use rising or falling intonation depending on whether they are certain or uncertain when asking their partner.
2 Have students work independently to answer the questions and then work with a partner.
3 Circulate and provide feedback as needed.

Answers

Students' answers will vary. Sample answers include:
1 I would love to fly because traffic in my city is so bad.
2 No, I used to read them when I was young, but not anymore.
3 I don't fully understand all the ways we can make rhetorical questions yet, but I will practice.

Lesson 9.3 Writing to Complain

Student Book pages 105 – 106

Exercise 1 ACTIVATE

1 Ask students to look at the photos and speculate on what type of vacation each could be from—for example, a safari, a retreat, an adventure vacation, a culinary vacation.
2 Put students in pairs to discuss the questions.
3 Discuss students' ideas as a class, and ask students to think about the reasons the vacations are fun or relaxing.

Exercise 2 WHAT'S YOUR ANGLE?

1 Ask students to choose one of the vacations and brainstorm some reasons why they chose it. Have students work with a partner to discuss the question.
2 Ask students to consider some pros or cons of their choice of vacations. Have them continue working with their partner to make a brief list.

Answers

Students' answers will vary. Sample answers include:
I would love to go on a safari because I love adventure and wild animals in particular.

Exercise 3 IDENTIFY

1 Ask students to look at the second picture and discuss what kind of vacation is pictured (a retreat). Ask students: *What would you expect to do on this kind of vacation?* (yoga, meditation, eat healthy food, drink juice)
2 Ask students to discuss this question: *What would you do if you were not happy with the vacation you went on?* Brainstorm some ideas on the board: weather issues, food allergies, unqualified instructors, uncomfortable yoga studio, etc.
3 Brainstorm the various reasons we write emails (ask for advice, inform, complain, request information, apologize).
4 Ask students to read the email and identify the writer's purpose.

Answers

Students' answers will vary. Sample answers include:
The writer's purpose is to complain to a representative of the retreat she went on.

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Exercise 4 INTEGRATE

1 Have students work with a partner to answer the questions.
2 Circulate and provide feedback.
3 Call on volunteers to provide the answers. Ask students to discuss whether they think the writer's complaints are valid.

Answers
Students' answers will vary. Sample answers include:
1 She hoped to find a way forward after some setbacks.
2 She wanted to help herself and the world.
3 The yoga class was in a parking lot, and it rained. They listened to houseplants.
4 The instructor and other participants were pleasant.
5 She wants them to refund her money.

Exercise 5 INTERACT

1 Have students work with a partner to ask and answer the questions.
2 Call on volunteers to share their responses. Brainstorm some ideas for the first question and write the following on the board: *It is believed that a yoga retreat is a place where people go to relax, unwind, de-stress, get healthy.*

Grammar in Context

Use of the passive in impersonal reporting

GO ONLINE

1 Have students look at the sentence from Exercise 5, and explain the use of the passive: *It is believed that …*

It is believed that a yoga retreat is a place where people go to relax, unwind, de-stress, get healthy.

2 Write the following sentence frame on the board:

A hiking holiday is considered to be … (a great holiday, one of the best ways to experience nature, a way to get in shape).

Ask students to complete the sentence frame with their own ideas. Some answers are provided in parenthesis above.

3 Direct students to the Grammar in Context box, and have them read it independently. Point out the use of infinitives and *that* clauses after this structure in the sentences on the board.

It is believed that a yoga retreat is … A hiking retreat is considered to be …

4 For additional practice, see Grammar focus on page 167 in the Student Book.

Extra Practice

1 Ask students to work with a partner to choose one of the photos from Exercise 2 and brainstorm some ideas for a short promotional blurb about their vacation. They can write using the passive for reporting. Read the following aloud as a model:
Come on our wonderful Personal and Planetary Retreat. Yoga is said to be the best way to unwind after a stressful time at work. It is understood that our retreat provides people with the opportunity to clear their mind and start anew. We serve a combination of vegetarian and vegan food. A meat-free diet is recommended to cleanse your digestive system. In addition, our guided meditation is considered to be the best of its kind on the West Coast. Join us for our next session. You won't be disappointed.
2 Write the following verbs on the board: *say, think, suggest, recommend, consider, report, hope, expect, understand*. Encourage students to use a variety of verbs in their reporting.
3 Give students some time to think of some ideas with their partner. Circulate and provide feedback. Tell students they must aim to include three or four passive sentences in their blurb.
4 Have students read their blurbs to the class.
Examples: *It is said that a safari is … (an adventure, a way to get in touch with nature, a time to enjoy wild animals).*
It is understood that a hiking vacation is … (a good way to experience nature, a good way to get fit, a challenge for avid hikers).
A culinary vacation is considered to be … (a good way to learn about new food, a place we can learn how to cook exotic food).

Exercise 6 APPLY

1 Model the first sentence for students on the board. Write: *It is mentioned on the website that …* , and elicit the answer from the class.
2 Have students work in pairs to rewrite the sentences using the passive.
3 Call on students to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
1 It was mentioned on the website that the food was excellent.
2 It was said that the accommodations were unattractive. / The accommodations were said to be unattractive.
3 It is believed that the retreat center provides a good experience. / The retreat center is believed to provide a good experience.
4 It has been suggested before that the website provide more accurate information.

Exercise 7 WHAT'S YOUR ANGLE?

1 Brainstorm some possible vacation destinations with the whole class—for example, Paris, Hawaii, Los Angeles, Tokyo, etc.
2 Have students complete the sentences with their own ideas and then share them with a partner.
3 Call on some students to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
1 It has been said that Paris is a great place to visit, but I disagree.
2 Hawaii is considered to be a great place to go on vacation.
3 I've always wanted to try hiking to base camp at Mt Everest because it has been described as life changing.
4 Vacations are believed to be relaxing.

Writing Skill

Using formal email language

GO ONLINE

Direct students to read the information in the Writing Skill box. Ask students to discuss in small groups what formal language they use when writing a letter or email in their language.

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Extra Practice

1 Read the following situation aloud: *You are looking for your next great adventure vacation. You would like to go on a trip with Safari Vacations in Kenya. Write a formal email to the owner, Jonny Boorman, asking for more information about the trip. You must use formal language in your email. Your concerns are about safety, food options, and activities included.*
2 Brainstorm some questions on the board—for example, *What safety measures are taken? Do you provide all meals? Are there vegetarian/kosher/halal options? Are your guides trained? Can I touch the animals? Do we go out on safari every day? What activities are included at night? Can I go into the local village?*
3 Give students some time to write their formal email and then share it with a partner. Tell students to include all elements in the Writing Skill box and one passive construction. Circulate and provide feedback.

Exercise 8 IDENTIFY

1 Have students turn back to the email in Exercise 3 and identify examples of formal language.
2 Elicit ideas from the class (formal greeting, explain, appropriate vocabulary, conclude).
3 Write the following on the board: *I am writing to you to express, to ask, to inquire, to request because* … Tell students that it is common to use this wording when stating your reason for writing. The wording will depend on the purpose of the email. Brainstorm some ideas about the purpose of a formal email: request information, inquire about something such as a job, complain, etc.
4 Ask students if they have similar elements in their language and discuss other features as a class.

Answers
Students' answers will vary. Sample answers include:
Formal greeting or salutation: Dear Ms. Sanders
Explain reason for writing: Beginning of paragraph 1
Use appropriate vocabulary: According to the testimonials on your website … The typical morning schedule … , However, they didn't really live up to the description …
Closing and your name: It is said that "what doesn't kill you makes you stronger," and that may be true … , Best regards, Anna Scott (used full name because she doesn't know Ms. Sanders well)

Exercise 9 PREPARE

1 Ask students what "self-help" is. Ask: *Why do people go on self-help vacations?*
2 Have students discuss the questions in small groups. Have students chose a team leader to take notes. Circulate and provide feedback.
3 Call on students to provide some answers. Brainstorm some things that would disappoint students on the board.
4 Ask students: *Have you ever complained about a vacation? If so, how did you do it?*

Exercise 10 WRITE

1 Read the directions aloud, and ask students if they have any questions. Tell students to use passive construction where appropriate and to include all the features of a formal email.
2 Allow students time to write their email.

Exercise 11 DEVELOP

1 Direct students to the guidelines, and have them check their email.
2 Have students adjust their email to fit the guidelines.

Exercise 12 SHARE

1 Have students share their email with their partner, and have the partner check it against the guidelines.
2 Have students provide feedback to their partner.
3 As a class, ask students which areas were difficult and which were easy.

Exercise 13 IMPROVE

Have students rewrite their email to incorporate their partner's feedback.

Lesson 9.4 If You Ask Me

Student Book pages 108 – 109

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills at the top of page 108, and ask them to describe what is happening.
2 Ask students: *What kind of beliefs do you feel comfortable discussing?* (different customs, politics, religion) Ask what eating customs they have regarding utensils, sitting at a table or on the floor, using hands while eating, waiting for everyone to sit before starting, eating all the food on your plate, communal eating, etc.
3 Direct students to the situations, and have them discuss with a partner.
4 Discuss ideas as a class, and emphasize the cultural differences students bring up.

Real-World English Strategies

In some cultures, defending one's beliefs with certain people may not be at all appropriate. For example, in some cultures, it is not acceptable to argue one's point of view with one's superiors; a boss or a teacher might assume that their authority is being questioned.
Exercise 2 provides a wonderful opportunity to examine this issue in more depth. Ask the students how many of them chose *Don't say anything* and encourage them to explain why this is the answer they chose. Together, explore how people would defend their beliefs to friends (through humor, sarcasm, teasing) versus to people above them (assertive, professional). Some example situations to consider include:

A student is defending the quality of his assignment in front of a teacher after receiving a low grade.

An employee is defending his work ethic after his / her boss declines a promotion or pay raise.

Link this discussion to the strategies for defending a belief listed in the Real-World English box.

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Exercise 2 EXPAND

1 Have students discuss the question regarding chopsticks in small groups. Call on students to discuss some reasons for and against this belief.
2 Direct students to the comments in the box, and read them aloud. Talk about the first comment with the whole class: "Don't say anything." Ask students how they would respond in the two situations. Discuss the differences and how they differ in their culture. Discuss whether it is considered rude not to say anything.
3 Allow students time to talk about their responses in small groups. Circulate and provide feedback.
4 Call on students to discuss their responses, and have them pay attention to politeness and appropriateness in each situation.
5 As an extra activity, call on students to role-play the different situations and their responses in the two situations.

Exercise 3 IDENTIFY

1 Ask students: *What do you think about wearing uniforms? What are the pros and the cons?*
2 Read the questions aloud.
3 Have students watch the video and answer the questions.
4 Call on students to share their answers with the class.

Answers

1 They are discussing Phil's belief that everyone should wear uniforms every day.
2 They disagree because Phil supports his belief several times during the conversation in response to Andy's comment about it being boring and Kevin's comment about it not being trendy.
3 No. Andy makes a joke about having five of the same type of white shirts at home, which Phil laughs at. This lightens the mood, but it doesn't really show that Andy has changed his opinion.

Video Script

English For Real Video Unit 9

Kevin Wow… Look at you! Do you have an interview or something?
Andy No, this is what we wear at the law office for client meetings.
Kevin You look like you're in a uniform.
Phil Well, I think it would be easier if we all wore uniforms. In school *and* at work!
Andy Uh, have you actually *worn* a uniform before?
Kevin I have! At a fast food restaurant!
Phil I wore one from kindergarten through high school.
Kevin Really?
Andy Wow, I didn't know that about you, Phil.
Phil Yep. Choosing what to wear can be stressful and a big waste of time!
Kevin That doesn't leave any room for being trendy, but…
Phil I think there are more benefits to wearing uniforms than there are to being trendy.
Andy Like?
Phil Well, I'm a huge believer in freeing up brain space … when you wear a uniform you don't have to think about what to wear!
Andy It sounds kind of boring to be honest, but I get your point.
Phil Fewer items of clothing means less maintenance!
Andy True! See this white shirt? I have five more just like it at home!

Real-World English

Defending a belief

1 Ask students: *Do you like to express your personal beliefs? If someone disagrees with you, do you defend your position? If so, how?*
2 Have students read the Real-World English box independently. Write the following on the board: *introduce your belief, demonstrate experience, clarify purpose, list reasons for your belief, provide a takeaway.* Call on students to paraphrase the information in the box.

Extra Practice

1 Put students into pairs. Give each pair a list of beliefs:
Partner A: Eating insects is healthy. A self-help retreat is a waste of time. Eating with your hands is the most convenient.
Partner B: I think eating with one chopstick is best. Wind power is the most efficient. An adventure vacation is the best.
2 Ask students to share their beliefs with their partner. The partner must react with one of the following: *Are you for real? You really think that? Why do you believe that?*
3 The partner must defend their belief and finish with a takeaway. Allow students some time to write notes for each belief. Tell students that this is supposed to be a light-hearted activity.

Exercise 4 NOTICE

1 Put students into small groups to discuss the questions. Circulate and provide feedback.
2 Discuss the ideas *letting something go* and *getting the last word*. Discuss in which situations students feel more comfortable doing each: formal or informal.

Exercise 5 ANALYZE

1 Direct students to the functions of defending a belief. Have students read the excerpts from the video and predict with a partner what the function might be.
2 Play the video again, and have students write down the function of each statement.
3 Ask students to check their answers with a partner and then call on students to answer.

Answers

1 Demonstrate experience
2 List reasons for your belief / clarify your purpose
3 List reasons for your belief
4 Providing a takeaway
5 Introduce your belief

English For Real Video Unit 9

Exercise 6 ASSESS

1 Conduct this as a class activity. Ask a volunteer to read the question aloud.
2 Call on volunteers to share their opinions.
3 Discuss the cultural differences regarding defending your beliefs to a peer or a superior.

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Exercise 7 BUILD

1 Read the topics aloud, and ask students to choose one opinion to defend.
2 Write the steps of defending a belief on the board: *introduce, demonstrate experience, clarify, reasons, takeaway.* Have students write down the steps as a checklist.
3 Have students work independently to prepare for their responses using the steps.
4 Circulate and provide feedback as needed.

Exercise 8 INTEGRATE

1 Have the students work with their partner and take turns defending their belief from Exercise 7.
2 Have the partner tick off the different steps they hear their partner use.
3 Have volunteers share with the class what they liked and suggest one area of improvement.

Exercise 9 SHARE

1 Have volunteer pairs role-play their conversation for the class.
2 Ask students to note down what functions of defending a belief they heard being used from the Real-World English box.
3 Discuss the various functions used at the end of each role play. Evaluate their effectiveness, and discuss any possible improvements. For example: *Bill introduced his belief, but he didn't really demonstrate any experience that established his reason for it.*

Lesson 9.5 I'm Not Sure about That

Student Book page 110

Exercise 1 ACTIVATE

1 Direct students to the two photos, and ask: *What is happening in the photos?*
2 Ask students to work in pairs to discuss what the robots might be used for.
3 Discuss students' ideas as a class. Ask students if they have any experience with these types of robots and what applications they might have.

Exercise 2 IDENTIFY

1 Direct students to the expressions, and have them predict which ones express certainty or uncertainty.
2 Have students listen to the conversation, complete the exercise, and then check their answers with a partner.
3 Call on volunteers to share their answers.

Answers

1 C	3 U	5 C	7 U
2 U	4 C	6 U	8 C

Audio Script

CD 3, Track 7

A Look at this article! They're doing absolutely amazing things with robots these days—even surgery.
B I'm not sure I'd want a robot to operate on me. They might be reliable, but I have my doubts.
A Really? I bet they're more accurate than surgeons sometimes. I'm quite certain these robots have been tested over and over again.
B I'm sure you're right about that, but I still don't trust robots.
A That's interesting. You're probably not alone in that. It's possible that robots make us uneasy when they are too perfect.
B Are you saying good robots make mistakes?
A Well, let's say, more human.
B What do you mean?
A In one study that I read, it was suggested that people respond more warmly to robots who aren't always right. It's hard to empathize with something that has no emotions and is never wrong.
B It's likely you're right about that.

Exercise 3 INTEGRATE

1 Have students listen to the conversation again and write their answers.
2 Go over the answers as a class.

Answers

1 surgery and robots
2 He's not sure.
3 the first speaker
4 imperfect
5 yes, somewhat

CD 3, Track 7

Speaking

Expressing shades of opinion and uncertainty

GO ONLINE

1 Write the following prompts of the board in order from most to least sure.
(Sure) I'm sure that… It's likely… I'm not sure that… It's doubtful that… (Not sure)
2 Ask students the following question, and have them discuss their answer with a partner starting with one of the prompts on the board: *Do you think a robot could be a good surgeon?*
3 Direct students to read the information in the Speaking box. Discuss with students which would be politer when talking to a superior or elder. Discuss any cultural implications of this. Draw students' attention to *of course* and *of course not,* and tell students these can sound sure, but if they are said harshly enough, they can imply what the speaker said is unnecessary or too obvious.

Extra Practice

1 Put students into pairs, and have them brainstorm some questions to ask their classmates about the future of technology and its impact on society. Brainstorm some areas that will be affected by technology as a class: healthcare, education, jobs, automotive industry, food, etc.
2 Tell students to start with *Do you think that … ?* Provide students with a model: *Do you think we will have devices that will detect cancer early in the future?*
3 Give students ten minutes to write down as many questions as they can to elicit their classmates' opinions. Circulate and provide feedback.
4 Conduct the interview as a walk-around activity, and have students interview their classmates. Tell students to use the phrases in the Speaking box when they respond, depending on how certain or uncertain they are.

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Exercise 4 PREPARE

1 Ask students: *What other jobs could robots do?*
2 Discuss the possibility of robots helping during surgery or being doctors, nurses, couriers, etc.
3 Have students work with a partner to read the excerpts from the video and predict what words could fit in the blanks. Go over parts of speech: count / non-count nouns, singular or plural nouns, verbs, adjectives. For example: *This is probably a count noun.*
4 Have students watch the video and complete the sentences and then check their answers with a partner.
5 Call on volunteers to provide the answers.
6 Ask students what they know about speech recognition software and what other application it might have.

Answers
1 a doctor, screen, GPS, nurse
2 delivers, commands
3 cleaners, germs and bacteria, 50 to 90 percent
4 surgeries, protocol, speech recognition

Video Script

Robots helping in hospitals

Presenter Good morning. My research project focuses on the incorporation of robots in the field of medicine. Many people don't know that today thousands of robots are already doing a wide range of tasks in hospitals, and their numbers are expected to increase dramatically over the next few years. I'm going to explain some of the ways hospitals plan to incorporate all these new robots into their healthcare systems, and how robots can improve healthcare practices and the general welfare of patients. As I'm talking, if you have any questions, please feel free to stop me at any time. Okay then, one recent development has been the use of remote presence robots in hospitals. So, if a doctor is far from the hospital, maybe on vacation or something like that, he or she can control a robot that moves around the hospital, checking on patients and even inspecting them. These robots have large screens on them which show a video of the doctor's face, so patients can talk with their doctors. Yes, Alex…

Alex Sorry to interrupt, but I was wondering, could you tell us how these robots are able to move around the hospitals. I just picture sick patients and busy doctors bumping into huge robots and causing injuries all over the hospital.

Presenter That's a great question. The robots use very sensitive, high-tech GPS equipment that helps them move around the hospital without damaging things or injuring people.

Lynn Yes, I'd like to make a remark on that actually. I'm kind of worried that if we use robots in this capacity, we'll lose the important bonds that form between patients and their doctors. You know, that's a part of healthcare too. Would you be able to tell us whether or not doctors have commented on this potential problem?

Presenter Sure, Lynn. That's something I thought about as well. The screens on these robots allow for face-to-face communication. And of course, there is a nurse in the room, so I think that helps. I found that some doctors say it's a great system, but others aren't sure yet. Now, another interesting robot is the Robo-Courier. The Robo-Courier travels around the hospital delivering medications and tools. It uses laser detection and voice commands to make people aware of its presence. There are also robots operating on this technology that do a lot of cleaning around the hospital, which is saving time and money.

Lynn If I could just interject for a moment, I know that many cleaning companies have begun to incorporate robots into their tasks, but it doesn't seem possible that robots would be able to follow the important health and safety protocols used in hospitals. If possible, could you explain how they expect robots to be able to do this?

Presenter That's certainly a fair point and something I checked out myself. But actually, what I've found is that robots are far better at cleaning than humans are. They use a powerful ultraviolet light that kills the germs and bacteria that people can't kill because people have to use cleaners that are safe for humans. As a matter of fact, some studies have shown that robots have helped reduce infections by 50 to 90 percent. So to answer your questions, the robots are actually strengthening health and safety protocols at hospitals. Other robots being used more and more are surgical robots. These are computer-controlled devices used to assist with surgeries. Each one can be taught a protocol for a particular operation. Surgical robots also have video cameras and microphones. Some even have speech recognition software so that a human surgeon can use his or her voice to control the robot.

Alex I'm sorry to stop you, but I don't think I would want a robot operating on me. [laughter from presenter and classroom] I'm not sure if the information is available, but would you tell us about their performance?

Presenter Actually, yes, the information is available. It turns out that surgical robots are cleaner and more accurate than human surgeons. Because of this, surgical robots are improving our health and welfare. But, it's important to remember, too, that when people undergo surgery, the surgical robots are being controlled by a highly-skilled doctor. So those are some of the robots that you're going to be seeing around hospitals more and more. But, you can expect new robots to be incorporated into healthcare systems as they become available. Advancements in technology are ongoing and changing all the time. It's an extremely fascinating field at the moment. Well, that was my research. Thank you all for your great questions and your attention.

Exercise 5 DEVELOP

1 Play the video again, and have students fill in the expressions they hear and then check their answers with a partner.
2 Go over the answers with the class.

Answers
1 maybe on vacation or something like that
2 of course
3 aren't sure yet
4 Sure
5 certainly a fair point
6 don't think, I'm not sure

Robots helping in hospitals

Exercise 6 SPEAK

1 Have students read the questions and. Encourage students to take notes.
2 Have students discuss their ideas in small groups. Write some expressions of certainty and uncertainty from the Speaking box on the board, and encourage students to use a variety of these expressions.
3 Have students share their ideas with the class. Each time you hear an expression of certainty / uncertainty, cross it off the board. Call on another student, and explain that they must use another expression of certainty or uncertainty from the list.

Robots helping in hospitals

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Exercise 7 WHAT'S YOUR ANGLE?

1 Have students think about their answers independently and then share their answers with a partner.
2 Circulate and provide feedback.

Answers

Students' answers will vary. Sample answers include:

1 I know about robots that work in car factories, and they install various parts in a car engine.
2 I would want a robot house cleaner who could clean my whole house while I am at work.

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Unit 9 Review

Student Book page 155

Vocabulary

Exercise 1

Answers

1 modify
2 transform
3 evolve
4 amend
5 undergo

Exercise 2

Answers

1 function
2 specialized
3 apparatus
4 interventions
5 devise
6 enhance

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

Grammar

Exercise 3

Answers

1 didn't you
2 has he
3 can I
4 isn't there
5 wouldn't they

Exercise 4

Answers

1 The curriculum needs to be completely transformed.
2 Our methods of production have been modified.
3 The retreat center had been described as life changing.
4 My expectations have been adjusted since I read the latest reviews online.
5 Everyday life has been radically changed by technology.

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

Discussion Point

Exercise 5

OXFORD REFERENCE

1 Read the quote aloud, and ask students to discuss the meaning with a partner.
2 Read the quote again to the class, and ask students if they have ever experienced this while learning something.

Answers

Students' answers will vary. Sample answers include:
I think this quote means that the more you learn about something the more you realize you have so much to learn. For example, when I studied European history I kept coming across different names and dates. I realized the more I read the more questions I had.

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

Zoom In

Exercise 6

1 For Task 1, have students work in pairs to discuss various inventions and how they have transformed society. Brainstorm some ideas for inventions on the board before beginning the activity to facilitate discussion. Alternatively, conduct this as a walk-around activity, and have students change partners every 2–3 minutes.
3 For Task 2, have students work independently to write their email. Before students begin, brainstorm some ideas as a whole class. Circulate and provide feedback. Collect the work and / or have students read their email aloud to a partner.
4 For Task 3, have students use magazines, textbooks, or their phone to find an image that shows how something has developed. Have students share their task with the class. Encourage students to take notes during their classmates' presentations and provide feedback.

Answers

Students' answers will vary. Sample answers include:
1 An invention that has transformed society is the Internet. We have access to all kinds of information that we never had before. In the past we had to go to a library or ask an expert to get information, but now it is just a click away.
2 I joined a new gym recently and I was very unhappy with the service. The staff were not that helpful when I asked them how to use the equipment and the personal trainer that I was assigned to was not very motivating…
3 This is an image of the development of the computer. In the first image you can see a whole room is being occupied by one computer. It takes up a lot of space …

Exercise 7

1 Have students complete the prompts and share their responses with a partner.
2 Have students identify areas they would like to improve upon in the coming units.
3 Brainstorm areas of improvement as a class.
4 As an option, have students prepare a list of two ways they will improve their weak points in the following unit and tell a partner.

Answers

Students' answers will vary. Sample answers include:
I found Task 3 easy because I like to describe processes and a visual image represents this well. I found Task 1 difficult because it was difficult to explain how these inventions affected me personally. I need to improve my use of passives in writing.

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Unit Overview

Introduction to the unit

The title of this unit—*News*—allows students to think about what makes a good news story and how news affects us both positively and negatively. Throughout the unit students will explore the theme by listening to a news report on a natural disaster, reading about fake news, listening to a report on a traffic accident, writing a news report, watching a video on sharing news at work, and listening to a conversation in which two colleagues share some good and bad news.

In ***Lesson 10.1***, the theme of news is reflected in the following activities: discussing the impact of natural disasters and listening to a news report about a major storm in Haiti. In ***Lesson 10.2***, the following exercises demonstrate the theme of news: discussing elements of a good news story and reading about fake news. In ***Lesson 10.3***, students will discuss news headlines and listen to a news report about a traffic accident. Finally, students will write their own news report. In ***Lesson 10.4***, students will watch a video about evading uncomfortable questions and use role plays to practice these skills. In the *Real-World English Strategies* students analyze and identify various steps we can use to evade questions and redirect the conversation. Finally, in ***Lesson 10.5***, the following exercises will summarize what students have learned about news: listening to two co-workers give and receive bad news and practice hedging in a conversation.

Lessons

10.1 Storm of the Century

Vocabulary Development Phrases for giving estimates
Listening Skill Understanding the use of attitude adverbs
Grammar in Context *It* as an introductory subject

- Talk about natural disasters and their impact
- Listen to a news report about a natural disaster
- Use a variety of phrases to guess or give estimates
- Practice identifying attitude adverbs
- Practice identifying and using *it* as a subject

10.2 Fake News

Reading Skill Identifying and understanding analogy
Grammar in Context Adverbs

- Vocabulary related to news (Oxford 5000)
- Talk about natural disasters
- Read about the spread and impact of fake news
- Learn to recognize and interpret analogies when reading
- Practice identifying and using different types of adverbs

10.3 Then It Burst into Flames

Grammar in Context Discourse markers
Writing Skill Using discourse markers

- Discuss and read about various news headlines
- Listen to a news report about a traffic accident
- Analyze the use of various discourse markers
- Write a news report using discourse markers

10.4 I'm Not Really Sure

Real-World English Evading

- Watch a video about colleagues at work discussing an internship position
- Analyze the different steps taken when evading questions
- Practice evading difficult questions and situations through pair work and role plays

10.5 I'm Sorry to Say

Speaking Expressing certainty, probability, and doubt
Pronunciation Skill Hesitating with hedging

- Listen to a conversation in which two people give and receive good and bad news
- Practice listening for and expressing certainty, probability, and doubt
- Practice identifying hedging and using it in role plays

Resources

Class Audio CD 3, Tracks 8–18
Workbook Unit 10, pages 64–70
Oxford Readers Correlations
Night Without End (9780194792653)
Teacher's Resource Center
Assessments: Unit test
English For Real video
Grammar focus
Grammar Worksheets
Oxford Reference Worksheets: upper/lower
Vocabulary cards
Newslea articles
Word list

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Unit Opener

Student Book page 111

The unit opener photo shows a cruise ship sinking in the ocean. It is capsized and about to be submerged. There is a rescue boat pictured, and we can see some people standing on land. The photograph relates to the unit theme and subsequent exercises because it focuses students' attention on a particular type of news. We are left to ponder what happened to the ship and what happened to the passengers who were on board.

Photographer

Nadia Shira Cohen

Nadia Shira Cohen (b. 1977) was born in Boston. At the age of 15, Nadia was diagnosed with cancer, and at the same time received her first camera. She began documenting her physical transformation in portraits as well as documenting her peers in 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 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 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, have students brainstorm the possible effects of a hurricane.

2 For question 2, ask students to think about the different types of news stories they typically see or read about and then think about what information is provided.

3 For question 3, write *fake news* on the board, and ask students to define the term before discussing the question.

Answers

Students' answers will vary. Sample answers include:

1 I think the effects included loss of electricity for residents, damage to property such as houses, and a lack of water.

2 I think news stories typically provide information on where, when, who, how, and why something happens. They should provide objective facts to inform us—the public.

3 We see a lot more fake news because some people want to influence how we think, act, or even vote.

Discussion Questions

1 Direct students' attention to the picture. Ask students to describe the image. Ask specific questions about the picture: *What is happening in the picture? Why did this happen? Do you think the passengers have been evacuated? How would you feel in this situation? Have you seen similar disasters on the news recently?*

2 Direct students' attention to the questions below the picture. Call on students to read the questions aloud and then discuss the answers in small groups. Ask students to delegate a notetaker for their group. Call on some students to talk about their ideas as a class. Discuss some of the social benefits of news as a whole class, such as *to inform, to educate, to make people aware,* and then ask students: *Who decides what is news?* Brainstorm some ideas on the board: the media, government, the public, etc.

Video Script

The picture was taken just days after a large cruise ship, known as the Costa Concordia, sunk off the coast of the island of Giglio, in Italy, after irresponsible actions by the captain had cause the ship to veer into rocks in shallow waters.

You know, I've seen a lot of disasters. A disaster like this is something unbelievable and epic to see; the oddness of a boat so huge that was meant for pleasure, half submerged in the ocean is just something very odd and rare. Unfortunately it is in our human nature to become voyeurs of trauma, and therefore a tragedy such as this, where there are injuries and deaths, becomes the material of curiosity and front page news.

News can have a social benefit if it encourages change, although too often people become indifferent to news. And in the case of this incident, I do believe that both the cruise company Carnival, and other cruise companies did revise their antiquated security protocols after the incident.

Exercise 1

1 Brainstorm the types of news we read about or watch with students first. Elicit categories from students, and write them on the board: *Politics, Sports, Finance, War (civil and international), Technology, Business, Economics, Entertainment, Natural disasters*, etc. Have students work with a partner to brainstorm 8–10 news stories. Circulate and provide feedback.

2 Call on students to provide answers and write their ideas on the board under the corresponding headings. Make sure students explain why these news stories were in the news. For example: *Recently a couple canceled their wedding and donated all the food from the reception to the homeless. This shows that every cloud has a silver lining and this couple made the best out of this situation.*

Real-World Goal

By the end of this unit, students will be able read a news article to determine if is trustworthy or fake news because they will have read about fake news. Students will have learned to listen for attitude adverbs, practiced assessing the truth of news statements, and been exposed to the concepts of evasion and hedging. Have students report back to the class about their article and discuss how they decided whether or not the news article was trustworthy.

Lesson 10.1 Storm of the Century

Student Book pages 112 – 113

Exercise 1 ACTIVATE

1 First brainstorm some natural disasters with students: *tornado, hurricane, tidal wave / tsunami, volcanic eruption, cyclone, flood, mudslide, wildfire, earthquake*. Write them on the board.
2 Direct students to the photos, and ask students to identify what they see with a partner and discuss the questions.
3 Call on students to identify the natural disasters in the photos. For example, the first photo is a tornado. Ask students to give their reasons for why natural disasters are news.

Exercise 2 WHAT'S YOUR ANGLE?

1 Read the statements aloud to the class, and have students consider their responses independently and then discuss their ideas with a partner. Have students use their phones to research their country's worst disaster.
2 Circulate and provide feedback.
3 Call on some students to share their answers with the class.

Answers

Students' answers will vary. Sample answers include:
1 I experienced an earthquake in 1994 in Los Angeles.
2 The worst natural disaster in my country was a hurricane. There was a lot of damage to houses, especially the roofs. Also, there was no electricity for a week, and we had no clean drinking water.

Vocabulary Development

Phrases for giving estimates

GO ONLINE

1 Write the following phrases on the board:
It's difficult to say, but…
Off the top of my head…
If I had to guess…
2 Have students look back at the photos in Exercise 1. Ask students to guess or give an estimate using the phrases on the board about the following questions: *How many houses were destroyed in the tornado? How much damage was caused by the volcanic eruption in dollars? How many acres were burned in the fire?*
3 Direct students to read the Vocabulary Development box independently. Clarify any phrases whose meaning is unclear.

Extra Practice

1 Tell students they will choose a famous disaster from history. Brainstorm some ideas with students: the *Titanic*, San Francisco Earthquake, 2004 Indian Ocean Earthquake, Hurricane Katrina, etc.
2 Put students into groups of three or four. Have each student chose a different disaster and research five facts. When students are finished, have them write five questions about these facts. Model an example for students using the 1931 China floods: *How many people drowned during these devastating floods?* (about 150,000) *How many people succumbed to disease and starvation after the initial flood?* (hundreds of thousands over the coming years) *How many more people were affected by the flood?* (25 million) *What percentage of crops were destroyed?* (15 percent of wheat and rice crops in China)
3 Have students ask their teammates the questions. Tell their teammates that they must answer with an estimate or guess using phrases from the Vocabulary Development box. Once all students in the group have given their estimate, the correct answer can be provided.
4 Circulate and provide feedback as needed.

Exercise 3 BUILD

1 Model how to do the activity on the board using the first item. Underline the word *If* on the board. Ask students to refer back to the Vocabulary Development box and decide which expression to use. *If I were to take a guess …*
2 Ask students to complete each sentence with a phrase from the Vocabulary Development box and then compare their answers with a partner.
3 Have students listen and check their answers.

Answers

1 I were to take a guess
2 in the ballpark
3 wouldn't be surprised
4 talking about maybe
5 difficult to say
6 Knowing

Audio script

CD 3, Track 8

1 If I were to take a guess, I'd say one hundred thousand homes lost power.
2 How much oil was spilled? It's in the ballpark of twenty thousand gallons.
3 I wouldn't be surprised if a dozen people were injured in the accident.
4 We're talking about maybe twenty towns.
5 It's difficult to say, but I think there were between one hundred fifty and two hundred passengers.
6 Knowing the current levels, the water will rise two meters or more.

Exercise 4 USE

1 Write the word *tsunami* on the board, and ask students: *What kind of damage does a tsunami cause?*
2 Direct students to the details about a tsunami. Model the first question for students: *Where was the tsunami?* Have students work in pairs to ask and answer questions.

Exercise 5 IDENTIFY

1 Write the words *Haiti* and *earthquake* on the board. Ask students: *What do you know about the earthquake in Haiti?* Elicit some responses from students.
2 Have students read the statements independently.
3 Play the recording, and have students choose the true statements and then check their answers with a partner.
4 Call on students to identify the true statements.

Answers

1, 3, and 5 are true.

Audio script

CD 3, Track 9

Host Tropical Storm Helena has been upgraded to a level 3 hurricane, and meteorologists expect the storm to increase in intensity over the next 12 hours, reaching level 5 by landfall on the Caribbean island of Hispaniola. Marie Baptiste is a meteorologist in Haiti, and she's here to explain just what's so special about this storm. Marie, this has been called the storm of the century. What does this mean? What should people be prepared for?

Marie Well, what's happening is that Helena now is headed directly for Haiti. An unusual mass of cold air is dipping down from the east coast of the United States, meaning that the storm is going to become stronger as it goes. As you may recall, Hurricane Matthew in 2016 had a similar path and similar conditions and it devastated this island.

Host Marie, remind us of what happened with Matthew.

Marie In 2016, 90 percent of some parts of Haiti were destroyed and a thousand people were killed. I wouldn't be surprised if the damage from Helena was even more widespread, affecting most of the country. Knowing Haiti's already compromised infrastructure, this storm will certainly bring down more buildings and close roads.

Host So what kind of help is being mobilized in advance of the storm?

Marie Surprisingly, most of the aid organizations seem to be underprepared. In 2016, 175,000 people were living in shelters. Off the top of my head, I'd say that there's only shelter space for about half that number at the moment. Obviously, a critical factor will be how much money is available to provide basic needs for the people who are left homeless by the storm. It's difficult to say, but I think rebuilding after this storm could take more than $120 million. As you know, here in Haiti we have suffered a number of disasters, beginning with the earthquake in 2010. It was the first earthquake of that size in more than six decades and it devastated the country. Frankly, Haiti has never recovered.

Host And there's another factor here that may increase the damage from this storm, right? The full moon, which causes higher tides?

Marie You're exactly right. We're talking a wave height now of maybe 20 to 25 feet. It's impressive how high the waves already are. A full moon can cause spring tides that, combined with the storm surge, can send waves much higher. Astonishingly, a storm surge caused by a cyclone off the coast of Australia sent waves about 45 feet high crashing into Bathurst Bay. Hopefully, Haiti won't see waves that high. If I had to take a guess, I'd say waves may reach 30 to 35 feet in this storm.

Host And then the storm is moving toward Florida?

Marie It looks that way. After Haiti, it's likely to hit Cuba and the Bahamas before moving on to Florida. It's time for people in the storm's path to close houses up, evacuate if they need to, secure anything that can fly away in the storm.

Host Any chance that the storm will move out to sea and avoid the coast of the U.S.?

Marie It's possible, but that may not be a good thing. It's somewhat common for these storms to bounce back out to sea and reform with greater strength. Unfortunately, if it happens with this storm, the hurricane will run into colder air up the coast and potentially causing blizzards as it heads north. As I say, it's about time we all began to prepare for what could truly be the storm of the century.

Host That's meteorologist Marie Baptiste in Port au Prince, awaiting Hurricane Helena. Thanks, Marie, and good luck.

Exercise 6 ASSESS

1 Call on students to read the statements aloud. Check the pronunciation of *2016* (two thousand sixteen) and *2006* (two thousand six), *17,000* (seventeen thousand) and *175,000* (one hundred and seventy-five thousand), *$120 million* (a hundred and twenty million dollars) and *$210 million* (two hundred and ten million dollars), *20–25 feet* (twenty to twenty-five feet) and *30–35 feet* (thirty to thirty-five feet).

2 Have students listen again for the details and check their answers with a partner.

3 Call on volunteers to share the answers with the class.

Answers

1 Haiti	4 175,000	7 blizzards
2 2016	5 $120 million	
3 a thousand	6 30–35 feet	

CD 3, Track 9

Listening Skill

Understanding the use of attitude adverbs

GO ONLINE

1 Put the following adverbs on the board: *hopefully, sadly, surprisingly*. Read the following sentence aloud: *Many people were injured in the earthquake in Haiti.* Ask students what adverb goes with this sentence. Read the sentence aloud again, including the adverb: *Sadly, many people were injured in the earthquake in Haiti.*

2 Direct students to the Listening Skill box, and have them read it independently. Explain any difficult vocabulary to students: *to be frank, to be blunt*, etc.

Extra Practice

1 Tell students to work independently to prepare to deliver a short news report on a funny subject. Give them the following headlines to choose from or allow students to create their own:
Birds Protest in London
Cats Rob a Bank
Dogs Take Over the Government in France
Ants Go on Strike
Tell them to outline what happened, where it happened, who was involved, why it happened, and the final outcome. Explain that they must use four or five attitude adverbs and one or two adverbial phrases.

3 Circulate and provide feedback.

4 When students finish preparing their news report, have them work in groups of three or four and read their news report to their group. As group members listen, have them note down the adverbs they hear.

5 Have some students share their stories with the class.

Exercise 7 ASSESS

1 Direct students to the excerpts. Before playing the recording, brainstorm with students what attitude adverbs could be used: for example, 1a. *obviously* (information is easy to confirm), 1b. *astoundingly* or *surprisingly* (the information is unexpected).

2 Play the excerpts, and have students complete the exercise independently. Then ask them to check their answers with a partner.

3 Go over the answers as a class, and ask students to identify the speaker's attitude or stance.

Answers

1 a	2 b	3 b	4 a

Audio script

CD 3, Track 10

1 Obviously, a critical factor will be how much money is available to provide basic needs for the people who are left homeless by the storm.
2 Astonishingly, a storm surge caused by a cyclone off the coast of Australia sent waves about 45 feet high crashing into Bathurst Bay.
3 Hopefully, Haiti won't see waves that high.
4 Unfortunately, if it happens with this storm, the hurricane will run into colder air up the coast and potentially causing blizzards as it heads north.

Exercise 8 APPLY

1 Direct students to the statements. Ask them to predict what attitude adverbs could be used for each statement with a partner. Model the first item for students: *luckily*, *fortunately*, *amazingly*.
2 Play the recording, and have students order the statements.
3 Have students check their answers with a partner. Circulate and provide feedback. Play the recording again if necessary.
4 Go over the answers with the class. Call on students to identify the attitude adverb they heard.

Answers

2—The speaker thinks the news is lucky.; Fortunately
5—The speaker is surprised by the information.; Somewhat amazingly
1—The speaker thinks the news is unfortunate.; Sadly
4—The speaker thinks the information is clear.; Obviously
3—The speaker is being honest.; To be frank
6—The speaker is optimistic.; Hopefully

Audio script

CD 3, Track 11

1 Sadly, more than a hundred people are confirmed dead after the sinking of the ferry.
2 Fortunately, rescuers have saved dozens of passengers.
3 To be frank, authorities don't have the resources they need to deal with the situation.
4 Obviously, much more aid is needed.
5 Somewhat amazingly, two small children swam to shore.
6 Hopefully, more survivors will be found.

Grammar in Context

***It* as an introductory subject**

GO ONLINE

1 Direct students to the Grammar in Context box, and review it as a class.
3 For additional practice, see Grammar focus on page 168 in the Student Book.

Extra Practice

1 Print out the following phrases, and cut them up into sets A and B for students to match in pairs. Tell students that they have to match the sentences according to the structures in the Grammar in Context box. When students have finished, have them check with another pair. Tell students that some stems can be matched more than one way.

A	B
It is common for	people to hug in my country.
It is not possible to	wear shoes inside in my country.
It is time for	me to settle down and get married soon.
It is high time that	my country changed some laws.
It is about time that	I saved some money to buy a house.
It is clear who	the best speaker in the class is.
It is impressive	how well my teacher sings.
It is impossible	for me to pronounce the *th* sound.

2 Go over the sentences pairs created as a class. Refer to the rules in the Grammar in Context box. For example: *It is high time that you* + past tense.
3 Ask students to discuss whether these statements are true or false for them with their partner. If they are false, ask students to rewrite the sentences so they are true for them.
4 Call on volunteers to share their rewritten sentences with the class.

Exercise 9 INTEGRATE

1 Write some patterns on the board:
It is + adjective…
It is time to…
It is high time…
It is + adjective + *how, why, what*…
It looks like it is + adjective + *for / of*
2 Model the first sentence on the board for students: *It looks like the storm will make landfall in Bali.*
3 Have students work independently to order the sentences and then compare their answers with a partner. Circulate and provide feedback.
4 Postpone going over the answers as a class until Exercise 10.

Exercise 10 ASSESS

1 Play the recording, and have students check their answers.
2 Go over the answers as a class.

Answers

1 It looks like the storm will make landfall in Bali.
2 It's unusual for the waves to reach that height.
3 It's time to consider other options.
4 It's about time we leave.
5 It's tragic how so many people died.

CD 3, Track 12

Exercise 11 EXPAND

1 Have students try to match the sentence halves before they listen and then compare their answers with a partner.
2 Play the recording, and have students check their answers.
3 Discuss answers with the class.

Answers
1 c 2 b 3 d 4 e 5 a

Audio script

CD 3, Track 13
1 It's highly likely the hurricane will hit Haiti.
2 It's terrible how much of Haiti was destroyed by Matthew.
3 It's not the first time this has happened to the country.
4 It's time for people to get ready for the storm.
5 It's possible the storm will get stronger if it goes back out to sea.

Lesson 10.2 Fake News

Student Book pages 114 – 116

Exercise 1 ACTIVATE

1 Ask students: *What makes a great news story?* Have students discuss their thoughts in pairs.
2 Read the list aloud. Write *most important* on the board, and ask students to discuss which factors are most important for them or if are equally important. Have students work with their same partner.
3 Discuss as a class. For example: *Location is important to me—I am very interested in South American news because my family come from there. I tend to place more importance on news from that area.*

Exercise 2 WHAT'S YOUR ANGLE?

1 Read the question aloud, and have students work independently to answer and then discuss with a partner. Encourage students to provide reasons to support their answers.
2 Call on volunteers to share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
1 I like to read news about the economy because my major is economics.
2 I get my news online these days.
3 I read from sources with a good reputation such as the *LA Times* and *The Washington Post*.

Exercise 3 VOCABULARY

1 Read the words in the box aloud, and have students repeat after you to check pronunciation.
2 Work through the first item by reading it aloud and eliciting the answer from students: *funny*. Tell students that not all the words are used and there is one distractor.
3 Have students work independently to match the synonyms and then check their answers with a partner.
4 Go over the answers as a whole class.

Answers

1 funny	4 reference	7 remove
2 observe	5 discover	8 pass from person to person
3 fair	6 deceive	9 prove

Oxford 5000 words

humorous	neutral	exclude	verify
monitor	source	circulate	

Exercise 4 BUILD

1 Have students determine which statements in Exercise 3 are true for them and work with a partner to discuss their ideas.
2 Encourage students to use the target vocabulary when they discuss their ideas. Model an example for students: *I love humorous stories. I saw one last week about a man who made a mistake ordering food in a restaurant. Hilarious! How about you, Jose? Do you like humorous stories?*
3 Circulate and provide feedback.
4 Call on students to share their ideas with the whole class.

Exercise 5 USE

OXFORD REFERENCE

1 Ask students the following: *Are most news outlets neutral in your country? What bias do you see in news reporting? Would you agree that fact checking is a major responsibility of a news organization?*
2 Read the first item aloud, and model determining which word would fit in the blank and what form it should be. *In this case, the word will need to be the present participle form of* verify*: verifying facts.*
3 Read the entire story aloud, and have students work independently to match the words and then check their answers with a partner.
3 Call on students to provide the answers, and review them as a class.

Answers

1 verifying	4 misinform	7 humorous
2 neutral	5 monitor	
3 trustworthy	6 exclude	

Exercise 6 IDENTIFY

1 Direct students to the article title, and ask students to discuss the following in small groups: *Is this a problem in your country? For what purpose do people create fake news? Do you think the Internet and social media have made it easier to spread fake new? How?*
2 Ask students to read the article independently and identify the main idea and then check their answer with a partner.
3 Discuss the main idea as a class, and call on students to identify how fake news deceives readers—for example, social media and viral news stories, advertising, and political gain.

Answers
Fake news deceives many readers.

Exercise 7 ASSESS

1 Call on students to read the sentences aloud and guess from memory whether each statement is true or false.
2 Have students read the article again and check their answers. Encourage students to underline where they found the information in the article.
3 Have students compare their answers with a partner.
4 Call on volunteers to share their answers with the class.

Answers
2, 4, 5, 6, and 8 are true.

Reading Skill

Identifying and understanding analogy

GO ONLINE

1 Write the following on the board: *How can we avoid the trap of fake news?* Ask students: *How can fake news trap us? What things can we check for according to the article?*
2 Write the word *analogy* on the board, and ask students what fake news is being compared to in the sentence written on the board (a trap). Tell students that metaphors and similes can be a type of analogy.
3 Direct students to read the information in the Reading Skill box.

Extra Practice

1 Write the following news headline on the board: *Political Storm Brewing in DC*. Ask students to identify the analogy. (Politics is likened to a storm.)
2 Put students into small groups, and ask each group to come up with 3–5 headlines for the main page of a newspaper. Where possible, have them create an analogy. Encourage students to be creative or humorous. If needed, work with students to create analogies before they write their titles (e.g., politics / politicians: a circus / full of hot air; stock market / roller coaster ride, etc.).
3 Circulate and help students if they have trouble with ideas.
4 Allow enough time for students to create their news story headlines and then write them on the board or poster paper. Circulate and provide feedback.
5 Have the class vote for the best news title and analogy.

Exercise 8 INTEGRATE

1 Have students read the statements and then reread paragraph 3. Instruct them to underline any analogy they find.
2 Go over the answers with the whole class, and ask students how effective the analogy *fake news is like a virus* is.

Answers
Checked: 1, 3, 4

Exercise 9 EXPAND

1 Have students read the statements first and identify the analogies with a partner (e.g., social media = beehive). Check the analogies as a class before starting the discussion.
2 Have students share their ideas with a partner.
3 Go over the answers with the class.

Grammar in Context

Adverbs

GO ONLINE

1 Write the following on the board:
Social media sites are usually *the main source of fake news. The Internet is used to spread fake news more* widely. Basically, *we have to be careful of this* highly infectious *disease: fake news. There are* hardly *any clues sometimes, so we have to work* hard *to verify facts, especially online.*
2 Underline the adverbs as shown, and draw students' attention to the position of the adverbs in the sentence as well as the punctuation. Explain to students that a comma is needed before an adverb that modifies the whole sentence. Point out the difference in the meaning of *hard* (difficult to do) and *hardly* (refers to frequency or how many). Use the example on the board to demonstrate the difference.
3 Have students read the Grammar in Context box.
4 For additional practice, see Grammar focus on page 168 in the Student Book.

Extra Practice

1 Put students in pairs, and give them the following list of manner adverbs: *anxiously, sadly, angrily, happily, carefully, calmly, politely, elegantly, noisily, quietly, oddly, busily, frankly, dramatically, humorously, seriously*. They can add to this list as well.
2 Explain that one partner must ask a question: For example: *What time is it?* Their partner must respond using the manner of one of the adverbs. For example: *It is 12.* (whispering in a quiet voice: quietly). The question asker must then guess what manner was used. For example: *She gave me the answer quietly.*
3 Have partners take turns asking a question and giving an answer using a different manner 5–6 times each.

Exercise 10 IDENTIFY

1 Write the first sentence on the board. Ask students what position the adverb should take in the sentence. Have students work with a partner to place it in the sentence. Call on a student to come up and place the adverb in the correct position.
2 Have students work in pairs to complete the exercise.
3 Circulate and provide feedback and guidance.
4 Write the numbers *2* to *6* on the board, and assign some pairs a number to write on the board. Ask them to check with another pair before they write their answer.

Answers
1 I hardly looked at social media last week.
2 Generally, she avoids social media. / She generally avoids social media. / She avoids social media generally.
3 We worked hard on the website but had some problems with implementation.
4 News organizations are highly motivated to increase traffic (the number of users) to their websites.
5 If someone is fatally injured in an accident, it may be on the local news.
6 Unfortunately, people don't recognize fake news.

Exercise 11 ASSESS

1 Write *Frequency, Degree, Manner*, and *Attitude* on the board. Model the first item from Exercise 10 by identifying *hardly* as an adverb of degree. Ask students to look at the position in the sentence and which word the adverb modifies (*looked*). Direct students to the Grammar in Context box and the rule about the position of adverbs of degree.
2 Have students work in pairs to identify the kinds of adverbs according to the position and function in the sentence.
3 Call on students to provide the answers. Remind students to pay special attention to the use of commas in attitude adverbs.

Answers

1 Degree	3 Manner	5 Degree
2 Frequency	4 Degree	6 Attitude

Exercise 12 INTEGRATE

1 Unscramble the first sentence as a class. Ask students to identify what could be the subject, verb, object, and adverb in the sentence.
2 Have students work with a partner to construct the sentences. Circulate and provide feedback.
3 Postpone going over the answers until Exercise 13.

Exercise 13 ASSESS

1 Play the recording for students, and have them check their answers.
2 Go over the answers as a class.

Answers

1 The article gave perfectly clear guidelines regarding sources.
2 Basically, you should always cite sources by name.
3 Some articles on social media are totally misleading.
4 Some ridiculous stories are widely believed.
5 The reporters hardly moved all afternoon.
6 Some stories spread very quickly.
7 That website is extremely unreliable.
8 The best stories are written by highly motivated journalists.

CD 3, Track 14

Lesson 10.3 Then It Burst into Flames

Student Book pages 117 – 119

Exercise 1 ACTIVATE

1 Call on students to read the headlines aloud. Ask students to speculate about what each article will be about. For example: *I think this is about a volcanic eruption and many people having to leave their homes*. Discuss the meaning of the underlined words, and encourage students to guess the meaning from the context.
2 Put students into pairs to match the vocabulary.
3 Discuss the answers as a whole class.
4 Discuss the meaning of more difficult words such as *flee* and *loom*. Ask students: *What is looming over you right now: a big exam, a big decision, a problem you have? In what situation do some people have to flee their country?*

Answers

1 scare	3 urged	5 seize	7 flee
2 negotiate	4 attacks	6 looms	8 campaign

Exercise 2 BUILD

1 Ask students to work independently to complete the sentences with the words from Exercise 1 and then check their answers with a partner.
2 Go over the answers as a class.

Answers

1 seized	3 looms	5 flee	7 negotiate
2 campaign	4 attacks	6 urged	8 scare

Exercise 3 WHAT'S YOUR ANGLE?

1 Have students answer the questions independently and then discuss their answers with a partner.
2 Circulate and provide feedback.
3 Call on volunteers to share their answers with the class. Ask them to explain their reasoning and provide examples and details to extend their answers.

Answers

Students' answers will vary. Sample answers include:

1 Unless it is a problem that could happen again, I focus on the solutions.
2 You need to have good communication skills to be a good negotiator, and you need to be able to read people (e.g., watch body language).
3 I plan everything very well, and I don't like to leave anything to chance.
4 I campaigned for equal rights for all the students at my school. Some students were not being represented the same way as others, and I felt it was unfair.
5 I am scared about news regarding a war involving nuclear weapons.

Exercise 4 IDENTIFY

1 Call on students to read the headline options aloud. Have students discuss with a partner what each headline's article might be about. Explain the meaning of the word *overturn*. Ask students: *Have you ever seen an overturned vehicle or truck? What would cause a vehicle to overturn?*
2 Play the recording, and encourage students to take notes under the headings: *Who, What, Where, When, Why,* and *How*.
3 Have students choose the best headline and discuss their choice with a partner. Play the recording again if necessary for students to check their notes.
3 Discuss the answer as a class, and have students refer back to their notes when they answer. Ask students: *What information did you hear that gave you this answer?*

Answers

Oil Truck Overturns, Closes Highway

Audio script

CD 3, Track 15

A tractor-trailer truck carrying oil overturned on the interstate outside Harwich on Sunday around 4 p.m., causing a 14-car collision that closed the highway for three hours. Traffic backed up for twenty miles on both sides of the road. The accident spilled thousands of gallons of oil across all eight lanes. The driver, William Hodge, had attempted to avoid crushing a car that veered into his lane. The tractor-trailer struck the guardrail in the median and turned over. The driver escaped and then the engine burst into flames. Hodge sustained only minor injuries. He was taken to Harwich Hospital where he was treated and released. According to witnesses, Hodge lost control of his truck because of another driver's erratic driving. The other driver fled the scene on foot and has not yet been identified. The car, a 2007 Toyota Camry, was towed immediately, although it took several hours to remove the truck. Police said pileup was due to the spilled oil as cars failed to brake on the slippery road surface. "Fortunately, no one besides the truck driver was injured," Officer Miguel Garcia said. "It's a small miracle." However, some of the stranded motorists did not share this rosy view. After a lengthy wait, some got out of the cars and began verbally attacking rescue personnel for moving too slowly. Finally, at 7 p.m., the road reopened.

Exercise 5 ASSESS

1 Have students work independently to answer the questions using their notes and then check their answers with a partner.
2 Check the answers as a class.
3 Play the recording from Exercise 4 again if necessary, and pause after each answer to clarify.

Answers
1 William Hodge
2 A tractor-trailer truck carrying oil overturned on the interstate.
3 Harwich
4 Sunday around 4:00pm
5 Hodge lost control of his truck because of another driver's erratic driving.
6 After waiting a long time, some of the affected motorists got out of their cars and began verbally attacking the rescue personnel for moving too slowly.

CD 3, Track 15

Exercise 6 INTEGRATE

1 Have students work independently to identify the true and false statements and rewrite any false statements to make them true Then put students in pairs to compare answers.
2 Play the audio again for students to check if necessary.

Answers
1 T
2 F, Traffic backed up for 20 miles.
3 F, No one was fatally injured.
4 T
5 F, The highway was eventually cleared but did not reopen quickly.
6 F, Miguel Garcia was the police officer on the scene.

Grammar in Context

Discourse markers

GO ONLINE

1 Write the following on the board. *I was biking home from work on Friday. A big rig pulled out in front of me. I had to slam on the brakes. He missed me by 1 inch. I fell onto the ground and hurt my hip.* Write the following discourse markers on the board: *Suddenly, Next, Luckily, However.* Ask students where they could be placed into the text to show order or convey attitude or contrast.
2 For additional practice, see Grammar focus on page 168 in the Student Book.

Extra Practice

1 Ask students to work with a partner. Have each pair use a sheet of paper to draw a chart with four column headings: *Link ideas, Show attitude, Contrast, Order*.
2 Call out the following discourse markers in random order, and have students categorize them under the correct headings.
Link ideas: *moreover, in addition, therefore, in spite of, as a result*
Show attitude: *surprisingly, sadly, hopefully, honestly*
Contrast: *on the one hand, while, whereas, conversely*
Order: *first of all, next, after that, then, in the end*
3 Have pairs swap their paper with another pair, and check and correct the answers as a class. Write the correct answers on the board under the headings.
4 The winning pair is the team with the most correct answers.

Exercise 7 IDENTIFY

1 Write the following column headings on the board: *Purpose, Contrast, Reason, Similarity, Result, Order*.
2 Read the item aloud, and call on students to elicit the answer.
3 Have students work in pairs to complete the exercise. Circulate and provide feedback.
4 Call on volunteers to share their ideas with the class. Write the correct answers under the headings on the board,
5 Brainstorm some other discourse markers that could be used under the headings on the board.

Answers
1 a 2 c 3 a 4 c 5 b

Exercise 8 ASSESS

1 Ask students to work in pairs to match the sentences.
2 Circulate and provide feedback.
3 Call on students to provide answers.
4 Brainstorm some alternative adverbs for each sentence as a class. For example, for the first sentence, *fortunately*, *luckily*, *thankfully*.

Answers
1 d 2 a 3 e 4 b 5 c

Writing Skill

Using discourse markers

GO ONLINE

1 Write the following column headings on the board: *Contrast, Similarity, Purpose, Result, Order, Reason*.
2 Brainstorm with students some different words we can use in writing to indicate the relationship between ideas.
Contrast: *on the other hand, while, whereas* (contrast differences), *despite, in spite of, however* (unexpected result as a contrast)
Similarity: *likewise, similarly*
Purpose: *so that, in order to*
Result: *therefore, because*
Order: *first, next, after that, in the end*
Reason: *as a result, consequently*
2 Have students read the Writing Skill box independently.

Extra Practice

1 Put students into groups of three or four. Ask groups to look back at the headlines from Exercise 1 and choose one. Explain to students they will write a chain story. Each student has to write a few sentences about what happened and end with a discourse marker. For example:
Volcano Erupts, Thousands Flee

Smoke first started to fill the air about two weeks ago. After that there was an explosion, and hot lava ran down the side of the mountain. People started to panic. As a result, …

2 Instruct students to fold up their story and leave the last sentence with the discourse marker showing. The next student must write a few more sentences and end with a final sentence and a discourse marker as above.
3 Have students repeat the activity five or six times and then return the story to the original author for them to read.
4 Call on some groups to read their story aloud.

Exercise 9 EXPAND

1 Have students complete the sentences with their own ideas and then share their answers with a partner.
2 Circulate and provide feedback and ideas as needed
3 Call on some students to share their ideas with the class.

Answers
Students' answers will vary. Sample answers include:
1 Unfortunately, the local authorities don't want to do anything about it.
2 However, there are going to be several new community centers starting up to keep our youth off the streets and out of trouble.
3 Consequently, many coastlines have seen a dramatic rise in water levels.
4 First, the pollution level in the lake has started to go down.
5 To be honest, he is extremely noisy in the morning and leaves his trash on the back step!

Exercise 10 WHAT'S YOUR ANGLE?

1 Brainstorm some topics that are popular in the news: the economy, sports, celebrity gossip, natural disasters, the environment, politics, foreign relations, business, scientific developments.
2 Ask students to prepare some ideas for the questions independently and then share their ideas with a partner.
3 Call on some students to share their answers. Brainstorm some recent news stories, and discuss with the class why they are newsworthy and interesting.

Answers
Students' answers will vary. Sample answers include:
1 The decision to tear down a landmark building and the election of a new mayor were big news in my community.
2 They are newsworthy because they affect people's lives both positively and negatively, so this information is necessary for the public.
3 The most interesting to me is the landmark building because I am a history student and don't like to see parts of the past torn down.

Exercise 11 PREPARE

1 Before starting this activity, explain to students that a good news story will answer a series of *wh*- questions. Write the first question on the board: *What happened?* Elicit some other questions from students. If necessary have students close their books so that they can't "cheat" by reading the questions.
2 Have students choose one of the news stories they discussed in Exercise 10.
3 Have students complete the exercise by answering the questions.
4 Put students in pairs to share the details of their report. Encourage students to use discourse markers in the telling of their story and encourage feedback from their partner. Ask students to consider the following. *Were there enough details? Did you include all the main events in the right order? Did you use a variety of discourse markers?*

Answers
Students' answers will vary. Sample answers include:
1 The city voted to tear down the building…
2 The entire community was really involved…
3 It happened in the downtown area…
4 It all started last year…
5 A building developer wanted the real estate to build new condos…
6 People in the community were disappointed to lose a landmark…

Exercise 12 WRITE

1 Have students work independently to write their news report in class or for homework.
2 Play the news story again for students as a model if necessary.

Exercise 13 IMPROVE

1 Call on students to read the guidelines aloud.
2 Have them review their news report and check that it follows the guidelines.
3 Circulate and provide feedback on areas that could be improved upon.

Exercise 14 SHARE

1 Have students exchange their news story with a partner.
2 Have the partner read the news story and answer the questions in Exercise 13. Have the partner write the numbers *1* to *4* on a piece of paper and take notes on ideas and areas for improvement.
3 Have the partner provide feedback using their notes.

Exercise 15 IMPROVE

1 Have students rewrite their news report in class or for homework.
2 Call on some students to share their finished reports in groups of three or four.
3 Ask some students to share their reports with the whole class.
4 Call on some students to reflect on what they found difficult and had to improve.
5 As an extra activity, publish a class newspaper using the news reports produced by students.

Lesson 10.4 I'm Not Really Sure

Student Book pages 120 – 121

Exercise 1 ACTIVATE

1 Direct students' attention to the video stills at the top of page 120, and ask them to describe what is happening.

Ask: *How are Sam and Andy feeling?* Ask students to speculate on the reason they might be feeling that way.

2 Call on students to read the situations aloud, and put them into groups of three or four to discuss how comfortable they would feel talking about these to someone they are not close to.

3 Circulate and facilitate discussion.

4 Discuss ideas as a whole class, and call attention to cultural differences. Ask students: *How would you avoid talking to someone about these situations in your culture?*

Exercise 2 IDENTIFY

1 Before students watch the video, direct them to the questions and read them aloud. Ask students: *What is an internship? Have you ever had an internship?*

2 Have students watch the video and answer the questions. Then have them share their answers with a partner.

3 Discuss the answers with the whole class, and ask students: *How would you react in this situation if you were Sam or Andy?*

Answers

1 Cathy told Sam she is pulling him off the training project.
2 Cathy's reason is that she thinks Sam's writing is not good enough.
3 Cathy offered Andy the paid internship position.

English For Real Video Unit 10

Exercise 3 ASSESS

1 Read the question aloud to students.

2 Put students into small groups of three or four, and have them discuss the question. Assign one person to take notes on things people avoid talking about so as not to make someone feel bad. Encourage students to provide details from their own experience.

3 Call on groups to share their ideas with the class. For example: *Juan avoids talking about money with his brother because he is unemployed right now and doesn't want to make him feel bad. Hiroko doesn't talk about his new girlfriend with his friend John because he just broke up with his fiancé and is very sensitive.*

Real-World English

Evading

1 Ask students: *How do you avoid talking about things that might make you or the listener uncomfortable?* Have them work in small groups to discuss three strategies they use.

2 Call on students to share their strategies with the class.

3 Have students read the Real-World English box.

Extra Practice

1 Ask students to work with a partner and choose one of the situations from Exercise 1 to role-play. Write the following on the board:
   a Stall or soft denial
   b Answer honestly and softly
   c Ask a question in return
   d Offer reassurance or a compliment
   e Transitional device to end the conversation

2 Explain that you will be assigning two roles to students: good job and bad job. Those with the good job role will follow the steps listed on the board. Those with the bad job role will miss some of the steps or do the opposite of those steps. Elicit some examples of how you might do the opposite of the good job steps, and write them on the board. For example:
   a Speak directly and in a harsh manner
   b Answer rudely
   c Don't redirect focus and make the person feel worse by bragging
   d Abruptly end the conversation and walk away

3 Distribute one card to each pair: either good job or bad job. Allow students time to finish their dialogue and practice their role play.

4 Call on students to perform their role play for the class. When each role play ends, ask the class if the speakers did a good job or a bad job. Ask students the various strategies they saw that led them to their choice.

Real-World English Strategies

In the video, when pressed about what Cathy told him, Andy admits that she offered him the paid internship by saying Um, actually… Yes, she did. The Real-World English box in this chapter also suggests that answering gently and honestly when confronted with a delicate question is the best thing to do. Not all of your students may agree with this advice because in some cultures, admitting success when others have failed can be perceived as bragging. Help your students become more aware of how they react in their first language and how they can react in English.

Use a simple scenario in which evasion may be needed, for example:

An annoying friend is persistently asking nosy questions about a topic you do not want to talk about.

A parent asks a teenager where they were last night.

Person A confronts person B. Person B has to react in English, but in a way that would be the most appropriate in their first language.

Students walk around the room confronting several of their classmates. They record all the responses they get on a piece of paper.

List various responses they collected on the board and discuss them together. Which ones would work well in English and which ones would not? Why?

Exercise 4 IDENTIFY

1 Have students watch the video again and answer the question.

2 Have students share their answer with a partner. Ask students to provide examples from the video to support their answer.

3 Go over the answer with the class, and call on students to provide examples or evidence from the video to support their answer.

Answers

Andy doesn't want to admit that he got the paid internship position in front of Sam because he knows it will make him feel bad. Answering this question might also embarrass Sam.

Video Script

English For Real Unit 10

Scene 1

Sam You're next.
Cathy Hey, Andy, do you have a minute?
Andy Sure.

Scene 2

Cathy Good job, Andy. OK, I'm off to a meeting. I'll see you later.
Andy Sam…what's going on?
Sam Well, I just got some bad news from Cathy.
Andy What?
Sam She's pulling me off the training project.
Andy Oh, no. You've been working so hard on that. What happened? Jenna, do you know?
Jenna I'm not quite sure why.
Andy Did Cathy give you a reason?
Sam Well, she said that my work wasn't quite there yet. My writing, you know.
Andy Sorry to hear that.
Sam What about your meeting with Cathy?
Andy Um…well…nothing really.
Jenna I think she offered you the paid internship position!
Andy Um, actually…yes, she did.
Jenna Wow! I knew she might do that today.
Sam Congratulations, Andy! You deserve it!
Andy Thanks, Sam. I really appreciate that. Are you going to stay on here?
Sam I'm not really sure. Um…maybe I'm not meant to be a lawyer.
Jenna Don't give up! You might be disappointed now but…anything can happen!
Andy Hey…it's nice outside, and I think we're all due for a break. Coffee is on me.

Exercise 5 ANALYZE

1 Assign three students the roles of Andy, Jenna, and Sam, and have them read the script for the class.
2 Direct students to the lettered list of tactics, and have them match independently and then share their answers with a partner.
3 Go over the answers with the class, and discuss whether there might be any areas of improvement for Sam and Andy. Ask students if they would react as graciously as Sam in this situation.

Answers

1 e 2 a 3 d 4 c 5 b

Exercise 6 EXPAND

1 Ask students to think about the question independently and then work in small groups to answer.
2 Have the groups come up with a compliment that Andy could have given Sam and share it with the class. For example: *You worked really hard as well Sam. I'm sure you will go on to better things. It was great working with you. You are a great colleague.*

Answers

Immediately after Jenna said, "Don't give up."

Exercise 7 BUILD

1 Read the situation aloud. Ask students to guess the meaning of the word *vying* from the context of the conversation.
2 Ask students to work in pairs to complete the dialogue using the tactics provided.
3 Circulate and provide feedback as needed.
4 Have students perform the dialogue with another pair.
5 Have students compare the tactics they used and offer any suggestions for improvement.

Answers

Students' answers will vary. Sample answers include:
Stall: Oh…that was nothing really. You know…lunch time.
Answer the question honestly and gently: Um…yes, I, we, went out for a quick bite together at that new place.
Redirect the focus: How about you? Have you eaten yet?
Offer reassurance: Well, she / he really loved the food and I'm sure will ask you to go there for lunch together.
Transition to end the conversation: Well, I've got to prepare for my next meeting. Maybe we can get coffee later?

Exercise 8 INTERACT

1 Put students into pairs to role-play the situations. Have them swap roles to practice both points of view.
2 Have students use the model from Exercise 7 to ensure they use all the tactics from the Real-World English box.
3 Circulate and provide feedback and guidance.
4 Call on some pairs to perform their role plays for the whole class.
5 Ask students to reflect on the use of the tactics they saw at the end of each role play and provide feedback.

Lesson 10.5 I'm Sorry to Say

Student Book page 122

Exercise 1 ACTIVATE

1 Direct students to the photos. Put students into pairs to discuss the questions. Ask: *What is happening in these photos? What are these people doing?*
2 Discuss the different roles in the two photos: doctor / patient and manager / worker. Elicit from students the types of news each would receive, and write them on the board. For example:

Doctor and patient: diagnosis, treatment options, prescription information, advice on diet and exercise

Manager and worker: organize projects, discuss areas for improvement, talk about taking time off, talk about promotions or demotions, raises or bonuses

Answers

Students' answers will vary. Sample answers include:
1 A doctor may have to deliver some bad or good news about a medical condition. In the business situation, they may be discussing trends in the business, and this could be good or bad news.
2 How you deliver the news will depend on the position of the person. If he is your manager, you will be more formal than if he is a co-worker.

Exercise 2 WHAT'S YOUR ANGLE?

1 Read the questions aloud.
2 Have students discuss the questions with a partner and call on some students share their answers with the class.

Answers
Students' answers will vary. Sample answer include:
I received a diagnosis from a doctor last year. It was bad news and I had to have an operation on my eyes. I was really scared, but it all worked out in the end.

Exercise 3 IDENTIFY

1 Ask students to look back at the photos. Write the headings *Good news* and *Bad news* on the board. Ask students to brainstorm some types of good and bad news they might hear in the two situations. Students can use the ideas brainstormed in Exercise 1.
2 Have students read the questions independently.
3 Play the recording, and have students write down the answer they hear.
4 Have students compare their answers with a partner.
5 Call on students to answer and give reasons for their choices.
6 Ask students to discuss with their partner if they would share this type of good news with their manager in their culture. Also, discuss how bad news like losing your job is usually communicated. For example: a private face-to-face meeting or an email. Discuss as a whole class.

Answers
1 They are supervisor and employee.
2 Ellen invites Marie to her wedding. Marie tells Ellen the company is letting her go.
3 She's getting married.
4 Ellen's position is being eliminated.
5 Students' answers will vary.

Audio script

CD 3, Track 16

A Hi, Marie. Do you have a minute?
B Sure. I've been wanting to talk to you, too. What's up?
A I have some great news to share!
B What is it?
A Mark and I are getting married—finally! We've been talking about it for a while, but just made it official this past weekend. I really hope you can come.
B Congratulations! That's wonderful news! Have you already told your family?
A Yes. In fact, my parents and sister were actually there when Mark asked me. We were at a restaurant by the lake when he pulled out a ring and proposed. People started clapping and that's when I realized that my family had been sitting in a booth behind me. It was such a surprise!
B I'm so happy for you. And Mark seems like a very good guy. When will the wedding be?
A In June. That's why I wanted to tell you right away. I feel bad I have to say this because I know spring and summer are our busiest times, but there's a chance I'll have to take both May and June off. There's a great deal of planning to do, and then, of course, we hope to take a trip after the ceremony itself.
B That makes perfect sense. You want to enjoy such a special time. Actually, that leads me to why I wanted to talk to you. I really don't know how to say this, but sales are down and management is making some changes. Basically, what I'm trying to say is, it looks like your position may be eliminated. It's likely that some of the work will be done by contract employees. I've been arguing on your behalf, but there's only so much I can do. You're such a good employee and you've done excellent work in your time here. I hate to lose you.
A Wait—are you saying that I won't have a job at all? That's pretty devastating news. We were counting on the income to pay for the wedding and save for a house. As you can imagine, this news is coming at a very difficult time.
B I do sympathize. The timing is terrible and you don't deserve it. I'll continue to urge the vice president to keep you on in this department. However, you should probably begin exploring other options.
A Did you say the company will be using contract employees instead?
B To the best of my knowledge, that's the plan. We'll save on salaries and benefits.
A There's a distinct possibility that Mark could be transferred to London. If that happens, could I work remotely as a contract employee?
B I suppose that could work. Let's see what management has to say.

Exercise 4 ASSESS

1 Direct students to listen to the conversation again and take notes on what they hear. Have students compare their answers with a partner.
2 Share the answers as a class. Discuss some other ways you could reply to such good or bad news. Model some examples:
I'm so pleased to hear that! Congratulations! You must be over the moon! Great news.
I'm so sorry about that! That is such a pity. I am truly sorry.

Answers
Good news: Congratulations! That's wonderful news! I'm so happy for you!
Bad news: I'm sorry to hear that. I do sympathize.

CD 3, Track 16

Speaking

Expressing certainty, probability, and doubt

GO ONLINE

1 Ask students to look at the picture at the top of page 122. Write the following prompts on the board:
It is likely that…
I suppose that…
I doubt that…
Ask the following question: *Is the woman in blue in the photo on the left a nurse or a doctor? Could she be a cleaner?* Encourage students to answer using one of the prompts. *It is likely that she is a doctor. I suppose that she could also be a nurse. I doubt that she is a cleaner because of the way she is dressed.*
2 Direct students to the Speaking box. Have them read it independently. Ask if students have any questions.

Extra Practice

1 Print the following on a handout:
Two passports: one Japanese and one U.S.
A driver's license with the name Jamie Kotaro
Seven credit cards
A knife
Some crossword puzzles
A cell phone with a picture of a man and two children on the screen
$100,000 in Japanese yen
An English–Chinese dictionary
A return ticket form New York to Beijing, China

A book about doing business in China
Three receipts from McDonald's
A pair of reading glasses
Tickets to the opera in Tokyo, Japan
A photo of a family playing tennis
An ID for a tennis club
Questions
a What gender is the owner of the briefcase?
b What nationality is he or she?
c What is his / her job?
d How old is he or she?
e Why do they have two passports?
f What is his / her marital status?
g Why does he / she have a knife?
h Why does he / she have $100,000 cash? For travel? For a bribe? For a business transaction?
i Does this person like to stay fit?
j Who are the people on the phone? Family? Friends? A brother with his children?
k Is the owner a vegetarian or vegan?
l Who will he / she take to the opera? A husband / wife, a child, a friend, a boss, a client?
m Does this person speak fluent Chinese? Japanese?

2 Put students into teams of three or four. Assign a group leader. Tell students that you will tell them a hypothetical story. Say: *I found a briefcase in the back of a taxi. I took it in hope of returning it to the owner. I found the following items inside the briefcase.* Ask volunteers to take turns reading the list of items from the handout.
2 Ask teams to work together to answer the questions below the list on the handout using the clues from the briefcase. Tell them to use the expressions of certainty, probability, or doubt from the Speaking box in their answers. Circulate and provide feedback.
3 Call on teams to answer. Check for different uses of the expressions in the Speaking box. For example: *There is a distinct possibility she could be American with a Japanese parent. It is likely that she is married and the man on her phone is her husband with their children. It is not likely it is her friend.*

Exercise 5 PREPARE

1 Have students listen to the expressions they hear and compare their answers with a partner.
2 Go over the answers as a class.

Answers
there's a chance
it looks like
It's likely
There's a distinct possibility
I suppose

Audio script

CD 3, Track 17

1 I feel bad I have to say this because I know spring and summer are our busiest times, but there's a chance I'll have to take both May and June off.
2 Basically, what I'm trying to say is, it looks like your position may be eliminated.
3 It's likely that some of the work will be done by contract employees.
4 There's a distinct possibility that Mark could be transferred to London.
5 I suppose that could work. Let's see what management has to say.

Pronunciation Skill

Hesitating with hedging

GO ONLINE

1 Read the following aloud to students using the drawn-out *a* sound in *say* and the flat intonation pattern: *Basically, what I'm trying to say is, it looks like your position may be eliminated.*
2 Direct students to read the information in the Pronunciation Skill box.

More to Say…

Focus: Working in small groups, students practice hesitating with hedging.
Grouping Strategy: Whole class
Activity Time: 5–10 minutes

Ready,

1 Prepare a list of 10 sentences that communicate bad news and contain hedging, such as "Uh, that was the boss's car you just hit."

Set…

1 Write the sentences on the board or project them in a PPT slide.
2 Remind students that research shows that body movements that accompany choral repetition can help learners to integrate the pronunciation of a new language more completely.
3 Instruct students to stand up.

Go!

1 Say the first sentence out loud. As you do this, hold your hand out in front of you, palm down. Move it in a flat line from right to left. As you reach the focus word of the sentence, lift your hand up and then drop it down. In other words, "conduct" the intonation pattern of the sentence.

Uh, that was the boss's car you hit.

© Tamara Jones

2 Have students chorally repeat the sentences several times with you, mirroring your body language.
3 Repeat with the rest of the sentences.

Exercise 6 NOTICE

1 Print out or project the audio for students. Have students listen to the excerpt and mark the places they hear the hesitation with /a/and the flat intonation.
2 Have students compare their answers with a partner.
3 Write: *Actually…uh…* + bad news. Have students practice the dialogue from memory using the hesitation with /a/ and the flat intonation.

Answers
Ellen pauses after saying *Actually* and *uh*. Students may give different reasons for the pauses and make different observations regarding intonation.

Audio script

CD 3, Track 18

That makes perfect sense. You want to enjoy such a special time. Actually, that leads me to why I wanted to talk to you. I really don't know how to say this, but … sales are down and management is making some changes. Basically, what I'm trying to say is, it looks like your position may be eliminated. It's likely that some of the work will be done by contract employees. I've been arguing on your behalf, but there's only so much I can do. You're such a good employee and you've done excellent work in your time here. I hate to lose you.

Exercise 7 IDENTIFY

1 Do the first sentence as a whole class. Read the sentence aloud and call on students to discuss where they may hesitate (*I hate to say this, but….uh… you didn't get the job.*)

2 Have students work independently to mark the places where they may hedge. Circulate and provide feedback.

3 Have students work with a partner and take turns reading the sentences.

4 Call on some students to read sentences aloud to the class.

Exercise 8 INTERACT

1 Have students work in pairs to brainstorm three situations involving bad and good new. Students can use some the scenarios from Exercise 3.

2 Brainstorm some ideas on the board for each. For example:

Good news: getting engaged, getting a promotion, getting an A+ on an assignment, going on a great vacation, birth of a child or a pregnancy

Bad news: a demotion, a bad grade on an assignment, an illness or sickness, a car accident, a pay cut

3 Have students choose one to role-play with their partner. Tell students to use the expressions of certainty and doubt and hedging. Circulate and provide feedback.

Unit 10 Review

Student Book page 156

Vocabulary

Exercise 1

Answers

Students' answers will vary. Sample answers include:

1 I monitor sports news and news about my local community.
2 I know if it's trustworthy if I can find the same information in several well-known publications.
3 If something doesn't sound right to me, I will verify the details.
4 To see if the writer is neutral, I would consider whether both sides are presented fairly in the article.
5 I exclude stories about celebrities from my newsfeed.

Exercise 2

Answers

1 the top of my head
2 talking about
3 difficult to
4 were to take a guess
5 the ballpark

Exercise 3

Answers

1 looms
2 campaign
3 attack
4 scare
5 urge
6 seize

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

Grammar

Exercise 4

Answers

1 I worked hard on this unit, but it was extremely difficult to understand.
2 To be honest, I think political news articles are very boring.
3 Surprisingly, I sometimes believe fake news articles.
4 Unfortunately, I got caught in a really frightening storm.
5 I read news very carefully every day to understand the world. / Every day I read news very carefully to understand the world.
6 Hopefully, someone will give me very bad news directly. / Hopefully, someone will give me bad news very directly.

Exercise 5

Answers

Students' answers will vary. Sample answers include:

1 It's possible that I will be elected to public office.
2 It's unbelievable that we have known each other for 15 years!
3 It's been difficult for me to keep track of all my class assignments this year.
4 It's time to think about what to have for dinner.
5 There are several ways to verify a news story. First, find out who wrote the story.
6 As a result of social media, the news has become much easier to find out about.

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: *Who is Arthur Miller?* Elicit responses from the class, and, if possible, ask students to use their phones to research some facts about him.
2 Call on a volunteer to read the quote aloud.
3 Have students discuss the quote in small groups and then as a class.
4 As an extra activity, have students research some other quotes by Arthur Miller and share them with the class.

Answers

Students' answers will vary. Sample answers may include:
I think this means that a good newspaper reflects the background and views of its readers, and so it's like a personal conversation.

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

Zoom In

Exercise 7

1 For Task 1, brainstorm some different feelings we express, and write them on the board: *grief, sadness, happiness, joy, excitement*. Put students into pairs to discuss how emotions will be expressed in the future, and walk around and provide feedback.
2 For Task 2, have students work independently to write a paragraph about a poem, story, or movie. Then have them share their paragraph with a partner, or collect the paragraph and provide feedback.
3 For Task 3, have students find an image that makes them feel a strong emotion. Have students share their image and describe it to the class. Encourage students to ask questions about the different emotions they see in the images.

Answers

Students' answers will vary. Sample answers include:

1 I will express my feelings of joy more freely in the future by being more demonstrative with people. For example, I will hug and touch people more in general even though this is not popular in my culture.
2 Recently, I saw a movie called *The Notebook*. It made me feel both great sadness and joy. I was a great love story that had a very unhappy ending but ultimately it tells of the power of true love …
3 This image makes me feel great happiness because you can see clearly the great expression of joy in the child's eyes as he put his arms around his pet dog.

Exercise 8

1 Have students complete the prompts and share their responses with a partner.
2 Have students identify areas they would like to improve upon in the coming units.
3 Brainstorm areas of improvement as a class.
4 As an option, have students identify how they will improve any particular area of weakness.

Answers

Students' answers will vary. Sample answers include:
I found Task 2 easy because I like reporting on news. I found Task 3 difficult because it is hard for me to describe images in the news. I need to improve my speaking fluency.

Unit Overview

Introduction to the unit

The title of this unit – *Communication* – allows students to explore and think about various forms of communication. Throughout the unit students will be encouraged to consider different ways we communicate through listening to a podcast about how animals communicate, reading about body language and gestures, writing about a communication problem and suggesting some solutions, practicing clearing up a misunderstanding, and discussing the art of negotiation.

In ***Lesson 11.1***, the idea of communication is reflected in the following activities: discussing different ways animals might communicate with each other and us and listening to a podcast on animal communication. In ***Lesson 11.2***, the following exercises demonstrate the theme of communication: reading about the cultural significance of body language and gestures. In ***Lesson 11.3***, students will read an essay on how context affects communication. The focus will be also be on essay structure and students will write a problem–solution essay. In ***Lesson 11.4***, students will watch a video about a disagreement and practice the skill of clearing up a misunderstanding. In the *Real-World English Strategies* teachers will help students clear up a misunderstanding appropriately and politely. Finally, in ***Lesson 11.5***, students will listen to a husband and wife trying to reach a consensus and practice the skill of negotiating.

Lessons

11.1 Talking to the Animals

Vocabulary Development Phrasal verbs

Listening Skill Understanding the use of thinking and reporting verbs

Grammar in Context Verb patterns in reported speech

- Discuss ways animals might communicate with humans and each other
- Listen to a podcast on the ways animals communicate
- Listen for thinking and reporting verbs
- Use thinking and reporting verbs and identify patterns

11.2 A Nod Means No?

Reading Skill Reading from the perspective of historical or cultural context

Grammar in Context Subjunctive and *should*

- Vocabulary related to communication (Oxford 5000)
- Discuss different communication styles among cultures
- Read about how the use of body language and gestures has changed over time and how it differs culturally
- Discuss and analyze the effect of historical and cultural context on meaning
- Practice identifying and using the subjunctive and *should* plus infinitive

11.3 Context Is Everything

Pronunciation Skill Elision

Writing Skill Using appropriate register

- Discuss ways we communicate
- Practice listening for elision
- Read a problem–solution essay about how context is important when communicating
- Analyze essay structure
- Check for and practice the use of appropriate register in writing
- Outline, write, and revise a problem–solution essay

11.4 All Clear

Real-World English Clearing up a misunderstanding

- Watch a video about a misunderstanding between two friends
- Analyze the different steps of clearing up a disagreement
- Talk about different situations in which misunderstanding might occur

11.5 Hypothetically Speaking

Speaking Negotiation

Grammar in Context Causatives with *have* and *get*

- Discuss how we express feelings in different situations
- Listen to a conversation about expressing feelings
- Practice expressing attitudes and feelings when giving personal opinions

Resources

Class Audio CD 3, Tracks 19–25

Workbook Unit 11, pages 71–77

Oxford Readers Correlations

Barchester Towers (9780194792547)

Teacher's Resource Center

Assessments: Unit test

English For Real video

Grammar focus

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 ship's captain steering his ship into what is perhaps a harbor. He is distracted briefly by a young man who has probably come to ask him a question. He is giving the young man an answer or some instructions, and the young man is listening to the captain's reply with intensity. The photograph relates to the unit theme and subsequent exercises because we are left to wonder for what purpose he must communicate with the captain and what information the captain is relaying to the young man.

Photographer

Edu Bayer

Edu Bayer is a New York City–based award-winning documentary photographer. With more than 10 years of experience in several countries, he has worked for most leading international outlets like *The New York Times*, *National Geographic*, *Time*, *The New Yorker*, *The Wall Street Journal*, *Newsweek*, Aljazeera, *El País Semanal*, *Foreign Policy*, *Le Monde,* and *The Guardian*, among others. He is the recipient of accolades such as Picture of the Year, Pulitzer Prize Finalist, and Arts for Social Improvement La Caixa. Edu recently published the books *Microcatalalunya* about rural life and *Els fets de l'1 d'Octubre* (the events of October 1) about the independence struggle in Catalonia. He has shown his photography in exhibits in New York, Berlin, Budapest, Habana, 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, brainstorm ideas with the class about why animals might use scent, and have students work in pairs to think about various animals that use scent to communicate.
2 For question 2, ask students to predict what countries use nodding one's head up and down to mean no.
3 For question 3, have students brainstorm the different ways they use texts to communicate and think about how communication has been affected by this medium.

Answers

Students' answers will vary. Sample answers include:
1 I know that dogs use scent to communicate things like fertility, and they use scent to stake their territory.
2 In most Western countries, nodding your head up and down means yes, so I would think it would have to be a non-Western country.
3 I think texting has affected the way we communicate because it has made it much easier through the use of acronyms and emoji. We can get our message across much more quickly.

Discussion Questions

1 Direct students to the picture. Ask students to note down some reasons the young man may have to communicate with the captain. Before directing students to the questions, discuss the idea of hierarchy in communication and ask students if they have different types of language depending on the person's level in society. For example, they may use different prefixes for formal or informal communication.
2 Have students talk about the questions in small groups.
3 Call on volunteers to share their ideas with the class. Ask students which they identify more with: being a good listener or good talker? Why?

Answers

Students' answers will vary. Sample answers include:
1 I talk more politely and formally to people in positions above me. With friends, I use more slang and informal language.
2 I think that you can covey some things with body language and a smile, but details have to be expressed through a common language.
3 I think you need to have both skills in equal measure. In order to communicate, you must listen first.

Video Script

This photo shows a passenger on a transport boat speaking to the captain in eastern Myanmar. Myanmar is a big country with a huge extension covered by jungles, and rivers provide an excellent, natural way to get into remote areas and reach very far villages.

These are two different things. Hierarchy and the relationship of power has little to do with the quality of the communication. However, if there is an equal relationship, it's more likely that people will be able to speak freely, and without the constraints of the authority. So, it will be more natural, more spontaneous.

Western societies are surrounded by noise, I would say even flooded. So, I think it would be good to learn to talk less and say a bit more. Active listening is also very important to try to establish true relationships with others and not just caring about ourselves. I'm not sure what I'm better at. I think I have a natural tendency for speaking, as you may have noticed but I also want to take much good care about listening [to] others and paying attention to what is around me. I think the balance between this giving and receiving is the key for the game.

Exercise 1

1 Have students work with a partner to identify different forms of communication. Guide students by writing the following on the board: *family, friends, teacher / professor, co-workers, managers, customer, strangers*. Ask students to think about the different forms of communication we use with each of these people—for example, texting, blogs, advertisements, spoken communication, body language, email, phone calls, presentations.
2 Instruct students to draw the chart on a piece of paper to organize their ideas.
3 Call on students to read their ideas aloud, and discuss the benefits and drawbacks associated with each form of communication.

Real-World Goal

By the end of this unit, students will be able to learn about body language gestures in an unfamiliar culture because they will have read and discussed different ways people communicate through nonverbal communication. Students will also be able to talk to a partner or small group about what they have found out about these various gestures and forms of body language and for what purpose they are used to communicate.

Lesson 11.1 Talking to the Animals

Student Book pages 124 – 125

Exercise 1 ACTIVATE

1 Read the different ways to communicate aloud, and check for understanding. Have students check those that apply, and then put them in pairs to discuss their responses.
2 Ask students to think of an example of an animal that uses each method of communication. Alternatively, print out some pictures of different animals and insects, and have partners match the animals to the communication types.
3 Call on students to answer and provide an example to support their response. For example, a dog uses noises to communicate, such as growling and barking.

Vocabulary Development

Phrasal verbs

GO ONLINE

1 Read the following aloud to students: *The teacher distributed the papers to the students.* Ask students what other verbs could replace *distribute*. Write the following on the board: *passed out, handed out*. Explain to students that these are phrasal verbs, which consist of a verb and one or two prepositions. They function as a verb in the sentence.
2 Call on a student to read the Vocabulary Development box aloud.

Extra Practice

1 Prepare an index card for each student. Write a phrasal verb from the list on the front of the card. Additional phrasal verbs can be found with an online search. Also print a handout with a table with three columns with the following headings: *Phrasal verb*, *Meaning / synonym*, and *Sentence*.
ask for
ask out
bring up
back down
beef up
blow off
brush up
bump into
come down with
cool off
get back to
2 Hand out an index card to each student. Tell students they will provide information about the phrasal verb to teach their classmates. Ask them to include the following: the meaning and / or synonym, a sentence using the phrasal verb, and a picture or drawing showing the meaning of the phrasal verb. For example:
Phrasal verb: pick up
Meaning: to collect someone or something
Sentence: Bobbi picked up her mother from the airport yesterday.
Picture: a sketch of a car, an airplane, and two stick figures
3 Allow students ten minutes to complete their phrasal verb cards. Circulate and provide feedback. Tell students that some phrasal verbs have more than one meaning.
4 Once students have finished, conduct a walk-around activity in which students show the phrasal verb to their classmate and teach them the meaning using the information on the other side of the index card.
5 Allow enough time for students to circulate, and then ask students to return to their seats.
6 Distribute the table handouts, and have students fill in as much information as they can remember about the verbs they learned about.
7 Alternatively, ask students to fill in the handout as they circulate and get information about phrasal verbs form their classmates.

Exercise 2 BUILD

1 Read the first sentence aloud, and elicit the correct response from the class.
2 Have students work independently to choose the meaning of each phrasal verb using the context. Have students share their answers with a partner.
3 Go over the answers with the class.

Answers

1 a	3 b	5 b	7 a
2 a	4 a	6 a	8 a

Oxford 5000 words

rule out account for

Exercise 3 USE

1 Ask students: *What is hard for you to pronounce in English? What is a difficult sound for people learning your language?* Discuss as a class.
2 Have students read the paragraph through once to get the gist, or overall meaning.
3 Model the first example for students. Read the sentence aloud, and choose the correct answer. Ask students why *rules out* doesn't fit as a choice.
4 Have students complete the paragraph independently and then share their answer with a partner.

Answers

1 cuts across	3 bears this out
2 account for	4 narrows down

Exercise 4 WHAT'S YOUR ANGLE?

1 Have students discuss the questions with a partner.
2 Circulate and provide feedback.
3 Call on some students to answer, giving reasons and examples to support their point of view.

Answers

Students' answers will vary. Sample answers include:
1 I agree that animals are not capable of language as we know it. They may be able to grunt, moan, or use gestures, but so far nobody has been able to train an animal to speak.
2 I disagree with this statement because even ants have a sophisticated method of communication that enables them to perform a variety of tasks and functions.
3 I absolutely agree that humans should communicate with other species through sign language, sounds, or gestures. We might learn a lot about their inner workings.
4 I disagree with this because scientists have already figured out how to communicate with dolphins and monkeys.

Listening Skill

Understanding the use of thinking and reporting verbs

GO ONLINE

1 Ask students: *Who thinks that monkeys have the power of speech?* Use some students' names to write a sentence on the board: *Juan and Mary believe that monkeys have the power of speech.* Ask students: *What did Juan and Mary suggest about monkeys?* Write: *Juan and Mary suggested that monkeys have the power of speech.*

2 Call on a student to read the Listening Skill box aloud.

Extra Practice

1 Write the following sentence starters on the board, or make sets of flash cards:
I believe that …
I think that …
I have noticed that …
I have observed that …
I remember when …
I understand that …
I know that …

2 Print out the following list of questions:
a Do you think dogs communicate better than cats?
b If a monkey could talk, what would it say?
c How do whales and dolphins communicate?
d Do you think that humans communicate with scent?
e Have you seen an animal use a gesture to communicate?
f Do you think it is possible for dogs to understand language? Give an example.
g What mammal is the smartest in your opinion?
h Do you think it is possible to teach a cat sign language?
i What land animal is the best communicator?

3 Have students work in groups of three or four. Assign a group leader to ask the questions and facilitate a group discussion. Instruct students to take notes on the answers using one of the provided sentence starters. Model the first question: *I know that dogs can communicate better than cats because they use a lot more body language.* Or *I have noticed that cats are much better at getting their point across because they use their paws a lot to get their owner's attention.*

4 Have group members report back what was mentioned to the class using reporting verbs. Model some examples for the class: *Juan reported that dolphins communicate by using clicks and snorts underwater. Mary suggested that cats are capable of using sign language. For example, they can use their paws to indicate they are hungry. Faisal said that his bird can talk to him using different tones.*

Exercise 5 IDENTIFY

1 Ask students to read the sentences and predict what thinking or reporting verb could go in each.

2 Play the recording, and have students complete the sentences and then compare their answers with a partner.

3 Call on volunteers to read the sentences aloud to check the answers as a class.

Answers

1 think	4 remember
2 report	5 understand
3 suggested	6 notice

Audio script

CD 3, Track 19

1 I think that other creatures communicate in a variety of ways.
2 Researchers report that dogs are especially attentive to people.
3 A recent study suggested that elephants signal to each other.
4 Some people remember exactly, word for word, what they hear.
5 Some people don't understand the role human activity plays in global warming.
6 I notice that animals have their own body language.

Exercise 6 ASSESS

1 Write the following words on the board: *dog, chimpanzee, iguana, bird, ant*. Put students into pairs to discuss the various ways these animals might communicate. Brainstorm ideas around each animal on the board as a class.

2 Ask students to read the statements and discuss with a partner whether they agree or disagree with each statement.

3 Play the podcast, and have students take notes and then work independently to check the main ideas.

4 Have students compare their answers with a partner, and then go over the answers with the whole class. Ask students to support their answers with examples from the podcast.

5 Discuss as a class the various ways that animals communicate in the podcast. Ask students: *What surprised you in the podcast?* Use the brainstorming activity at the beginning of this activity, and add any methods of communication discussed in the podcast—for example, *sign language, scent, specific songs*.

Answers

Main ideas: 1, 2, 4, 6

CD 3, Track 20

A Welcome to the podcast *Talk On*. Today's episode is a lot of talk on animal communication—the kind they do with each other, and the kind they do with us, or we do with them. Listen and you'll figure out the difference.
We've got two up-and-coming researchers on the podcast today. Erik Jansen is doing post-doctoral studies in animal communication systems, that is, in how other species communicate among themselves. Sihem Bingol is doing her research on the human–animal communication interface, or more simply put, how people communicate with animals. This promises to be a very interesting discussion.
Let's start with what I think I know more about. Sihem, let me ask you to start this off. How did you get interested in communication between people and animals?

B I've always thought that dogs were amazing. I think it's because they are so people-focused. Scientists say that dogs are one of the few species that can follow a pointed finger. They understand that the human is showing them a third object that is some distance away. A recent study reported that they were much better than chimps at this task. Their adaptation to life around humans may account for their extraordinary ability to understand us and keep track of what we're doing and saying. One dog has learned more than a thousand words. For example, if his trainer tells him to take the blue ball to the toy duck, the dog will do that. It's easy to get through to dogs. Other animals aren't as used to taking cues from people. Even apes, who are very intelligent, are less focused on human interaction.

A What exactly are you getting at? I've read that apes have been taught to use sign language. Are you saying that takes a lot of training?

B Yes. The chimpanzees, gorillas, and bonobos that communicate with humans through sign language or keyboards have usually worked with trainers for a long time. They sometimes live for years with a human family.
A Erik, does your research tell us that great apes communicate with each other?
C Yes, recent research bears this out. Dr. Catherine Hobaiter and her team studied chimpanzees and reported that chimps have 66 gestures they use to send specific messages. For example, if a mother chimp shows the sole of her foot, she's telling her offspring to climb onto her back. Not every gesture was clear to the researchers however. A grab might say "stop that" but they couldn't rule out "move away" as the intended message.
B But chimps have a lot in common with people, don't they? They're smart, they use tools. It's not surprising they're good at communication. I'm fascinated by those species that are really different from us but still effective communicators. Take birds for example. Did you know that parrots can be taught to use meaningful speech, and that they understand concepts like colors and shapes?
A Wow. Of course, I knew that parrots could repeat speech, but I didn't know that they understood it.
C And what's amazing is that birds can teach each other to "talk." In Australia, observers report that wild birds, including galahs and cockatoos, are repeating phrases they've learned from escaped pet birds. Songbirds, parrots, and hummingbirds seem to be able to make sounds that are new for their species. Songbirds, as you may know, often have to learn their very specific song during a certain critical period when they're young. If they are exposed to the song of another species, they may pick that song up rather than their own. It can lead to some very confused bird interactions.
A I'd love to hear those wild birds 'talking"! Imagine if you were walking through a park, having a conversation, and the birds above you chipped in! What other species communicate with humans or with each other?
B This ability really cuts across a wide variety of species. Many animals can understand what people say, or at least what they mean, especially if they live with people—not only apes and dogs and birds, but also cats, horses, dolphins, and elephants.
C And almost all animals communicate with each other, but it can be in really different ways. For example, iguanas in the desert leave a glowing scent trail that only other iguanas can see. Dolphins use whistles, and wolves use howls. Even ants call out with a high-pitched sound when under attack, and stink bugs vibrate.
A So, I think what our conversation boils down to is that people are not the only species that have sophisticated systems of communication, right?
B That's right. I'd encourage your listeners to pay attention to other animals. They might learn something.

Exercise 7 EXPAND

1 Have students work with a partner to recall the information using their notes and the previous class discussion.
2 Call on students to answer using their predictions.
3 Play the podcast again, and have students complete the sentences.
4 Call on volunteers to answer, and go over the answers as a class.

Answers
1 Dogs
2 keep track of
3 sign language
4 learn their songs during a specific period when they're young.
5 Iguanas
6 vibrate

CD 3, Track 20

Grammar in Context

Verb patterns in reported speech

GO ONLINE

1 Write the following on the board: *"Float like a butterfly, sting like a bee."* Ask students who said this quote and what it means.
2 Write: *Muhammad Ali said that he could float like a butterfly and sting like a bee. Muhammad Ali claimed to float like a butterfly and sting like a bee.* Ask students: *Do the two sentences both report what Muhammad Ali said? How are the structures different?*
3 Ask students to read the Grammar in Context box independently. Call on students to answer the question of how the structures are different once they have read the skills box.
4 For additional practice, see Grammar focus on page 169 in the Student Book.

Extra Practice

1 Have students research five or six inspirational quotes from famous people. Some examples include Oscar Wilde, Ernest Hemingway, Winnie the Pooh, Eleanor Roosevelt, Martin Luther King, Jr., and Maya Angelou.
2 Have students work in small groups to discuss the quotes and what they mean. Have groups choose their four favorite quotes.
3 Have group members report back to the class using the different patterns of reported speech. Allow students time to write their four quotes using reported speech on a piece of paper. Provide this model for students: *Muhammad Ali suggested that we should float like a butterfly and sting like a bee. Muhammad Ali told us that we should float like a butterfly and sting like a bee. Muhammad Ali claimed to float like a butterfly and sting like a bee. Muhammad Ali encouraged us to float like a butterfly and sting like a bee.*

Exercise 8 INTEGRATE

1 Look at the first example as a class, and ask students to identify the possible subject and the reporting verb. Write the first part of the answer on the board: *The politicians agreed* … Elicit answers from students to complete the sentence.
2 Have students work independently to put the words in the correct order and then compare their answers with a partner.
3 Have students listen to check answers.

Answers
1 The politicians agreed to work on climate control.
2 Our teacher encouraged us to practice outside of class.
3 Recent research tells us that animals communicate in many ways.
4 The study confirmed that wild birds can learn speech.
5 The journalist offered to record the interview.

CD 3, Track 21

Exercise 9 APPLY

1 Ask students to work independently to complete each sentence. Circulate and provide help as needed.
2 Have students work with a partner to compare their answers. Encourage students to refer back to the Grammar in Context box to check their answers.
3 Call on volunteers to provide answers, and go over them as a class.

Answers

1 to use
2 claimed that the dog
3 that animals communicate
4 that we pay

Exercise 10 WHAT'S YOUR ANGLE?

1 Ask students to study the photo and complete the sentences with their own ideas.
2 Have students discuss their ideas with a partner.
3 Write the numbers *1* to *4* on the board in four columns. Assign each pair a number, and ask them to write their sentence for that number on the board. (Depending on the size of the class, each number may have two or three examples).
4 Go over the sentences with the whole class, and check for any errors made. Alternatively, assign one or two students to go to the board to make any necessary corrections.

Answers

Students' answers will vary. Sample answers include:
1 In the photo the trainer is instructing the dog to lie down.
2 A good trainer encourages their animal by making a hand signal and giving them food.
3 If an animal refuses to do the task, then the trainer will not offer food.
4 The photo convinces us that communication with animals is possible.

Lesson 11.2 A Nod Means No?

Student Book pages 126 – 128

Exercise 1 ACTIVATE

1 Have students look at the illustration and answer the questions with a partner.
2 Circulate and provide feedback.
3 Write the word *etiquette* on the board. Ask students to describe some etiquette in Victorian England. For example, discuss eye contact, showing emotion, and nonverbal gestures (tipping a hat and curtsying).

Exercise 2 VOCABULARY

1 Read the vocabulary words aloud, and have students repeat the words.
2 Read the first sentence aloud, and ask students to guess the meaning of the word in bold using the context. Have them match the meaning to one of the vocabulary words.
3 Have students match the words independently and then share their answers with a partner.
4 Go over the answers as a whole class.
5 Discuss as a whole class if students agree with statements 1, 2, 7, and 8. Ask students some follow-up questions: *What nonverbal gestures facilitate communication — smiling, eye contact, and so on? What language would you assert is universal? Are people from your culture straightforward? Why or why not? What are signs of aggression in humans?*

Answers

1 help
2 declare
3 description
4 look
5 self-control
6 failure
7 honest
8 attack

Oxford 5000 words

promote	commentary	restraint	straightforward
asserted	glimpse	breakdown	aggression

Exercise 3 USE

1 Have students work independently to complete the sentences and then share their answers in small groups.
2 Go over the answers as a class. Call on volunteers to explain the reasons for their choices.

Answers

1 restraint
2 assert
3 commentary
4 breakdown
5 aggression
6 promote
7 glimpse
8 straightforward

Exercise 4 WHAT'S YOUR ANGLE?

1 Call on volunteers to read the questions aloud. Ask students to decide whether they agree or disagree.
2 Have students discuss their opinions with a partner.
3 Call on students to share their responses and explain their reasoning, and discuss the statements as a whole class.

Answers

Students' answers will vary. Sample answers include:
1 I don't agree because gestures vary from country to country.
2 I agree because some gestures and body lanague can be very offensive and rude if used improperly.
3 I don't agree because of technology and globalization we are learning new gestures.
4 I agree that that it is more important to be straightforward. Then you know where you stand.
5 I agree because the descriptions can give us so much information.

Exercise 5 ASSESS

1 Read the title of the blog aloud. Ask students what they think the blog will be about.
2 Have students read the blog and underline main points and ideas.
3 Have students choose what sentences the writer would agree with from Exercise 4. Have students compare their answers with a partner.
4 Go over the answers as a class.

Answers

2, 5

Exercise 6 IDENTIFY

1 Ask a student to read the first statement aloud. Ask the class what key words they would use to scan the text for the necessary information. Have students underline *Cassell's Household Guide*.
2 Have students scan the text for the underlined words and read the information surrounding them to determine whether the statement is true or false.
3 Have students compare their answer with a partner, and if there is disagreement, have students refer back to the text to show their partner where they found the information.
4 Ask students whether the first item is true or false. Because the answer is false, have students work with a partner to rewrite it so it is true. Elicit rewritten sentences from the class, and write the true sentence on the board.
5 Have students complete the activity independently and then compare their answers with a partner.
6 Go over the answers as a class. Call on volunteers to write their rewritten sentences on the board.

Answers
1 F, *Cassell's Household Guide* describes society in Victorian England.
2 T
3 F, Looking someone in the eye signals you are being straightforward in Arab cultures, Spain, and Greece.
4 F, People in the United States stand farther apart than people in Latin America. People in Latin America stand closer together than people in North America.
5 T
6 F, In Victorian England, a soft handshake was considered polite.

Reading Skill

Reading from the perspective of a historical or cultural context

GO ONLINE

Direct students to the Reading Skill box, and have them read it independently.

Extra Practice

1 Have students bring in a copy of their favorite book, poem, or short story. Allow students time beforehand to take some notes and underline any parts in their piece of writing that would indicate the historical or cultural context.
2 In small groups, have students discuss the four questions in the Reading Skill box in relation to their book, poem, or short story.
3 Circulate and provide feedback.

Exercise 7 IDENTIFY

1 Call on students to read the quotes aloud. Discuss any difficult words such as *insolent*, *pie crust*, and *breeding*.
2 Go over the list of speakers, and draw students' attention to the speakers' professions and nationalities. Also, have students talk about the period of time they were alive. Ask students: *What else do you know about these people and these times?*
3 Have students work independently to match the quotes to the speakers and then discuss their answers with a partner.
4 Go over the answers with the class. Call on students to explain the historical and cultural clues that helped them guess.

Answers

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

Exercise 8 APPLY

1 Have students reread the section *Nonverbal Clues Can Change Over Time*.
2 Have students work in groups of four or five to discuss the questions. Assign one member of each group to direct the conversation. Encourage students to refer back to the blog post to support their opinion. Have students take notes.
3 Circulate and provide feedback.
4 Call on students to discuss what their group members said using reported speech patterns from Lesson 11.1 Grammar in Context: *Juan suggested that … Bill told us that … Ali said to us that … Ryu claims to know that …*
5 Discuss how the role of women has changed in all societies over the past 150 years. Ask students to cite examples for their own country and / or culture.

Answers
Students' answers will vary. Sample answers include:
1 It is now acceptable for women to be engaging and expressive, whereas 150 years ago, women were considered polite by avoiding eye contact and not making a lot of noise in a concert audience.
2 British fashion also played a role in politeness. For instance, in Victorian England, men wore hats, and they would greet someone by raising their hats.
3 People valued a combination of appearance and politeness in Victorian England.

Grammar in Context

Subjunctive and *should*

GO ONLINE

1 Ask students to think of one or two demands teachers make of their students. Discuss as a whole class. Use the following demand as an example: *You need to do your homework*. Write on the board: *Ms. Bobby requested that we do our homework*.

   Then say: *You should do your homework*. Point to one student in the class. Write on the board: *Bobby insisted that Ali do his homework*.
2 Write the following on the board:

   Bobby requested that we do our homework.

   Bobby insisted that Ali do his homework.

   Bobby suggested we not do our homework.

   Direct students' attention to the use of the base form in both sentences, and underline it on the board. Also, draw attention to the use of *not* instead of *don't*.
3 Direct students to the Grammar in Context box, and read the content aloud to the class. Discuss the meaning of the reporting verbs used in the subjunctive: *ask, demand, insist, recommend, request, suggest*.
3 For additional practice, see Grammar focus on page 169 in the Student Book.

Extra Practice

1 Put students into small groups. Distribute index cards with the following roles to each member of the group: teacher to student, student to teacher, roommate to roommate, and manager to worker.

2 Tell students to write five demands they have on the back of the role card. Model some on the board: *Teacher to student: Be on time.* *Roommate to roommate: Clean up after yourself.* Encourage students to be humorous. For example: *Student to teacher: Give us no homework. Teacher to student: Bring me coffee every morning.* When students have finished writing their demands, have them explain their roles to their teammates.
3 Have students swap their cards with a group member. The group member must report back the demands using reported speech and the subjunctive. Allow students some time to write these sentences. Put some examples on the board: *Ali requested that his student be on time. Bill suggested his roommate clean up after himself. Juan insisted that the teacher correct his homework on time.* Circulate and provide feedback.
4 Call on some students to share their sentences with the whole class using reported speech with the subjunctive. Check for the correct usage.

Exercise 9 IDENTIFY

1 Read the first item aloud. Elicit answers from students, and write the correct form on the board.
2 Have students complete the sentences independently and then check their answers with a partner.
3 Postpone going over answers as a class until Exercise 10.

Exercise 10 ASSESS

1 Have students listen and check their answers.
2 Go over the answers as a class.

Answers

1 be
2 order
3 not eat
4 take
5 not applaud

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1 The group facilitator asked that we all be respectful of each other.
2 I had to insist that he order first. After all, he arrived at the restaurant before I did.
3 The doctor recommended that I not eat red meat. Too much is bad for my health.
4 Her supervisor suggested that she take a management course.
5 The announcer requested that we not applaud until everyone had received their awards. Clapping for each person slows the program down.

Exercise 11 INTEGRATE

1 Call on a student to read the instructions aloud. Have students work independently to check the sentences.
2 Put students into pairs to check their answers.
3 Call on students to answer. Ask students to identify what is wrong with the sentence if incorrect and read the correct form aloud.

Answers

1 I, The royal court demanded that all subjects kneel before the king or queen.
2 I, His host requested that he remove his shoes upon entering the house.
3 C
4 C
5 I, It is recommended that guests bring a hostess gift.

Exercise 12 EXPAND

1 Have students turn back to the illustration on page 126. Read the instructions aloud, and model an example for the students using the subjunctive. For example: *I recommend that people wear very formal attire.*
2 Allow time for pairs to come up with some more ideas. Encourage students to use the different forms in the Grammar in Context box. Circulate and provide feedback.
3 Call on some pairs to read their suggestions aloud.

Exercise 13 WHAT'S YOUR ANGLE?

1 Have students complete the sentences independently using the subjunctive or *should*.
2 Circulate and provide feedback.
3 Have students share their completed sentences with a partner.
4 Call on some students to share their ideas with the class.

Answers

Students' answers will vary. Sample answers include:
1 I insist that people be on time.
2 I don't like it when other demand I help them when I am busy.
3 My parents always asked that I do my homework.
4 When someone requests that I drive them somewhere, it makes me uncomfortable.
5 When you travel to my country, I suggest that you not wear a suit unless it is a very formal meeting.

Lesson 11.3 Context Is Everything

Student Book pages 129 – 131

Exercise 1 ACTIVATE

1 Brainstorm some ways people communicate with students on the board. Ask them: *How has communication changed over time? How was it different 20 years ago? 50? 100?*
2 Direct students to the situations, and read them aloud.
3 Have students work with a partner and discuss the best way to communicate.
4 Call on students to answer and support their opinion with reasons.
5 If desired, extend this activity by talking about how these situations were handled in the past.

Pronunciation Skill

Elision

GO ONLINE

1 Read aloud both examples from the Pronunciation Skill box. Draw special attention to the omission of the /t/ and /d/ sounds before *that*. Have students practice reading the examples with a partner. Write the following prompts on the board, and have students complete them with ideas from Lesson 11.2:
In Victorian England, they thought that . . .
They also believed that . . .
2 Direct students to the Pronunciation Skill box, and have them read it independently.

More to Say…

Focus: Working in small groups, students practice elision.

Grouping Strategy: Groups of two to three students

Activity Time: 15 minutes

Ready,

1 Prepare a list of ten sentence prompts that contain a verb ending in /t/ or /d/ followed by the word *that*. For instance:

My father always said that …

I was surprised when I read that …

We all felt happy when we heard that …

I felt angry when the news reported that …

My teacher recommended that …

Until recently, I had always thought that …

I was really sad when I heard that …

I didn't believe it when my friend said that …

I agreed when my parents asserted that …

I was shocked when I heard that …

2 Make copies of the list of prompts so that each group has a copy.

Set…

1 Put students into groups.

2 Give each group a copy of the prompts.

Go!

1 Have students work together to complete the prompts.

2 As they work, remind them to elide the /t/ and /d/ sounds before the word *that*.

3 Circulate and assist as necessary.

Keep going!

1 Encourage students to read their three best sentences out to the class.

Exercise 2 IDENTIFY

1 Have students read the sentences and predict where elision will occur and then check with a partner.

2 Circulate and provide feedback.

3 Call on some students to read the sentences aloud, paying special attention to the omission of the /t/ and /d/ sounds.

Exercise 3 ASSESS

1 Play the recording, and have students check their answers from Exercise 2.

2 Go over the answers as a class.

3 Play the recording again and have students repeat.

Answers

1 One expert said that teenagers need to learn interpersonal skills.

2 The article asserted that body language and gestures provide context.

3 I suggested that you should show respect for other people.

4 Who recommended that we read the article first?

5 The study reported that six billion text messages are sent every day.

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Exercise 4 IDENTIFY

1 Write *thesis statement* on the board. Ask students: *What is a thesis statement?* Elicit answers from the class, and clarify if needed: The thesis statement is a sentence that provides the main idea of the text. Explain that it is usually located in the first paragraph and is often the last sentence.

2 Have students read the essay, locate the thesis statement, and then check their choice with a partner.

3 Call on a volunteer to identify the thesis statement.

Answers

Modern communication often lacks such context, which creates problems we need to solve.

Exercise 5 INTEGRATE

1 Go over the outline with students. First work on the introduction. Discuss the various hooks that can be used in the introduction. Have students look back at the introduction paragraph and decide which type of hook or hooks were used. Discuss as a class that a rhetorical question and anecdote were both used.

2 Write *topic sentence* on the board. Ask students: *What is a topic sentence?* Discuss the position and purpose of a topic sentence in a paragraph. Explain that the topic sentence will give the main idea of the body paragraph and is often (but not always) the first sentence in the paragraph. Have students work independently to find the topic sentence in the first paragraph and then complete the information in the other body paragraphs. Have them compare with a partner when they are done.

3 Go over the purpose of a conclusion with students, and then have them read the conclusion again to check that all features are present. Have students underline each example in the text.

4 Have students compare with a partner, and then go over the answer with the whole class.

5 If desired, photocopy the answer below for students.

Answer

I. Introduction

Hook: anecdote

Thesis: Modern communication often lacks such context, which creates problems we need to solve.

II. Body Paragraph 1

Topic Sentence: Technology promotes rapid communication and the exchange of ideas, but it also can remove necessary context.

Problem: Lack of context can cause the removal of necessary context.

III. Body Paragraph 2

Topic Sentence: However, many people today conduct a lot of their "conversations" through texts.

Problem 2: Young people don't learn essential interpersonal skills

IV. Body Paragraphs 3 & 4

Topic Sentence: Although texting is useful, convenient, and nearly impossible to avoid, there are ways to combat its negative effects.

A. Solution 1: Provide context

B. Solution 2: Practice empathy

V. Conclusion

Restatement of thesis, summary of main points, and tie back to intro are all present.

Exercise 6 EXPAND

1 Read the questions aloud, and have students work with a partner to discuss and expand on the essay format.
2 Call on students to answer the questions using ideas from the text for support.

Answers
1 To provide a hook
2 They all provide a lack of context.
3 The writer explains that face-to-face interactions provide body language, gestures, facial expressions, and intonation to convey information. The writer also mentions that phone conversations provide auditory cues to help decipher meaning.
4 When texting, you can provide an emoji to convey emotions and attitude, or you can also expand on the message in your text. You can also imagine how the person on the other end of the text or email feels in order to be a better communicator.

Writing Skill

Using appropriate register

GO ONLINE

1 Write the following on the board: *friend, co-worker, professor.*
2 Read the following texts aloud, and ask students to match the text to the recipients:
Would you be free for lunch today at 12:30?
You free for lunch?
Can you grab lunch today at 12:30?
3 Go over the answers with the class, and ask students to identify why they chose each text for each recipient.
4 Direct students to the Writing Skill box, and have them read it independently.

Extra Practice

1 Have students work in pairs. Ask them to exchange phone numbers so that they can text each other for this exercise. If you prefer, have students write their "texts" on paper instead of using their phones.
2 Write the following recipients on the board: *friend, mother, co-worker, manager, president / leader of your country*.
3 Read the first task aloud, and point to one of the prompts on the board. Have students send a text using the appropriate register. Advise them to refer to the Writing Skill box as needed.
Say congratulations on your new promotion.
Ask someone to your 30th birthday party.
Remind someone about a meeting.
Report a problem you have at home.
Tell someone about a concert coming up.
4 Once the text is sent, have students check that their partner's register is appropriate. Encourage feedback. Provide an example: *I think you did a good job because you used very informal language and abbreviations with your friend. I feel that you need to improve your grammar because this is your manager.*
5 Call on some students to read the text message they received aloud and comment on the register.
6 Repeat with a new task, and change the recipient. You could also repeat the same task and change the recipient before moving on to the next.

Exercise 7 IDENTIFY

1 Have students work independently to read the sentences and choose the most appropriate setting.
2 Have students compare their answers with a partner.
3 Go over the answers as a class. Have students identify language and types of register in each. For example, the first item is familiar and informal and has incomplete sentences.
4 Encourage students to think about any possible cultural differences regarding communicating and the age of the recipient. For example: *My grandmother will always communicate in a phone call and never by text or email.*

Answers

1 a	3 b	5 a
2 c	4 c	

Exercise 8 ASSESS

1 Have students read the email through once to get the gist. Ask students to identify the purpose of the email and who the recipient might be. Ask students to determine which register is best: familiar, informal, formal.
2 Have students work independently to complete the email and choose the appropriate register and then check their answers with a partner.
3 Go over the answers as a whole class.

Answers

1 let you know	4 team
2 turns out	5 meet
3 that his assistant didn't know about	6 leave us some time

Exercise 9 WHAT'S YOUR ANGLE?

1 Put students into groups of three or four to discuss the statements. Give students some time to flag which of the statements they think are problems. Allow students some time to put forward their position to the group and to come up with some solutions.
2 Write the numbers *1* to *4* on the board, and call on some students to express their opinion to the whole class and outline any solutions they have. Write notes under each number outlining the position and solutions suggested.

Answers
Students' answers will vary. Sample answers include:
I personally think that smartphones have destroyed our family or social life because people are constantly "on". They have their head buried in a phone checking social media, work emails or texts instead of being in the moment. It is sad to see. One solution could be to have cell phone free restaurants, cafes, or bars where cell phones must be placed in handbags or pockets and not on the table when we eat or drink with friends and family.

Exercise 10 PREPARE

1 Direct students to the outline. Have them choose one topic from Exercise 9 or their own idea. Put students in

small groups by topic, and have them brainstorm more ideas for their topic.

2 Have students work independently to create their outline, and encourage students to write their hook and thesis statement. Circulate and provide feedback.

3 Put students with different topics into pairs, and have them share their outline as well as their hook and thesis statement. Have partners provide feedback on any areas that need improvement.

Exercise 11 WRITE

Have students complete their essay in class, or assign the task for homework.

Exercise 12 DEVELOP

1 Read the guidelines aloud. Have students read their essay and check it against the guidelines. Encourage students to underline the examples for each question.

2 Circulate and provide guidance and feedback as needed.

Exercise 13 SHARE

1 Have pairs exchange their essay with a partner and answer the questions in Exercise 12 about their partner's essay.

2 Have students provide feedback to their partner on how they can improve their essay.

3 Brainstorm some ideas as a class, and ask volunteers to share some of the feedback they received. Provide an example: *My conclusion is a little weak. I need to restate the main points I made.*

Exercise 14 IMPROVE

Have students rewrite their essay and incorporate their own and their partner's feedback.

Lesson 11.4 All Clear

Student Book pages 132 – 133

Exercise 1 ACTIVATE

1 Put students into small groups to discuss the question and situations. Discuss the vocabulary *end on a bad note* and *let something go*. Circulate and provide feedback.

2 As a whole class, brainstorm how disagreements are resolved between various people: siblings, parents, extended family, close friends, acquaintances, co-workers, a friend of a friend, a manager, a stranger you just met.

Answers

Students' answers will vary. Sample answers include:
I'm a pretty stubborn person, so even if I'm close to someone, I may not be willing to resolve our disagreement. If it's someone I'm not close to, I really don't care about whether or not I resolve a disagreement unless it's a person I work with because that could make the workplace atmosphere feel tense.

Exercise 2 IDENTIFY

1 Direct students' attention to the two video stills at the top of page 132, and ask students what might be happening in the photos and how the people might be feeling.

2 Read the questions aloud, and play the video for students to watch and find out what happened. Discuss the meaning of *a high note* if it is difficult for students.

3 Have students answer the questions and then compare answers with a partner.

Answers

1 No, the conversation between Kevin and Max was not left on a high note because Kevin left the lunch feeling annoyed and brushes Max off by saying, "Whatever."
2 No, at the apartment, Kevin and Max talk privately.
3 No, they both misunderstood each other.

Video Script

English For Real Video Unit 11

Scene 1

Max What? Why would Andy want to go to Minnesota when he can spend his summer in the UK?
Kevin How is a trip to the UK going to help his career in American law? That's a waste of time!
Max Being in England is not a waste of time.
Kevin Working in Minnesota will be far more useful!
Max London is a great place to study International Law! Seriously!
Kevin Whatever. I got to get to class. Thanks for lunch.

Scene 2

Max Hey Kevin.
Kevin Um, could I talk to you for a second?
Max Yeah, OK.
Kevin I just wanted to apologize for what I said earlier. I didn't mean to be so harsh.
Max It just felt like you were putting down the UK! And you know how much I love my home, too.
Kevin Sorry. I didn't even consider how negative that sounded. You're right. It could be a great opportunity for Andy.
Max Well, we both just want what's best for him, right? Sorry, mate!
Kevin Me too, mate!

Exercise 3 ASSESS

1 Direct students to the questions, and have students discuss them with a partner.

2 Have students discuss their answers with the whole class. Ask: *How would you have cleared up this misunderstanding?* Discuss any cultural differences when clearing up disagreements.

Answers

Students' answers will vary. Sample answers include:
1 Kevin and Max are arguing about whether or not the UK versus Minnesota are the best places for Andy to go to.
2 Kevin thought that he was being harsh to Max during lunch and wanted to apologize.
3 Probably not because it would have made it very awkward for all three of them. Also, this discussion could possibly have upset Andy.

Real-World English

Clearing up a misunderstanding

1 Read the following problem aloud:

Your friend overhears you talking about a character in a movie in a negative way. They think you are talking about them. You see him looking at you and frowning. He walks over to you and says, "Wow, now I now what you think of me," and storms off.

2 Ask students to write down the steps they would take to resolve this misunderstanding.
3 Discuss some ideas as a class, and outline some steps students suggest to resolve the misunderstanding.
4 Direct students to the Real-World English box, and have them read it independently.
5 Have students work with a partner to identify the four key steps outlined in the box. Discuss the meaning of *clear the air* and *get it off your chest.*

Extra Practice

1 Print the following misunderstandings on a handout, or create your own.
   a *You and your co-worker, who you are not very close to, are preparing a presentation for some clients. When your co-worker shows you some pictures and graphs that she or he would like to include in the presentation, you don't say anything because you are thinking about something else. For the remainder of your time together, your co-worker is very quiet and when you say goodbye, he or she doesn't say anything, only walks out of the room loudly and in a hurry.*
   b *Your roommate has a very close friend over who brought over a pie. The pie is in the refrigerator. When you walk into the kitchen and open the fridge, you notice some of your food has spoiled and turned moldy, and you say loudly, "Oh my goodness! What is that?!? That's disgusting!" Then you close the refrigerator and leave. When you come home later you say hi to your roommate, who is very upset.*
2 Put students into pairs, and assign each pair one of the misunderstandings. Have them write out a dialogue to clear up their misunderstanding. Explain that they have to use all four of the steps from the Real-World English box
3 Give students enough time to write their dialogue and practice. Circulate and provide feedback.
4 Have students perform their dialogue for another pair. When both dialogues have been performed, have students give feedback on how well their dialogue adhered to the Real-World English box.
5 Make sure that listening students give constructive criticism. Provide the following prompts:
   I really like how you …
   I felt you … very well.
   I feel you need to improve …
   You could have … better.

Real-World English Strategies

Clearing up a misunderstanding can save a friendship and prevent further conflict. However, not all ways of apologizing work equally well. Help your students think about how to select effective language when clearing up a misunderstanding.

Prepare four or five apologies, ranging from good to bad to funny (for example, to a friend: *I am sorry I told you that your house looks old and dirty.* Or to a teacher: *Please let me apologize for not handing in my assignment on time. I am really ashamed of my behavior, and I promise this will not happen ever again.*). Write the apologies on flash cards.

After students have watched the video and read the information in the Real-World English box, divide your students into small groups. Each group receives one flash card with an apology written on it.

Tell your students to read the apology and decide if it is a good apology, whether it is sincere, and why or why not.

Next, divide students into new groups so that each group has one representative per apology. For example, you can have them count off students *1, 2, 3, 4* and then group all the 1s together, 2s together, etc.

Students take turns presenting their conclusions about the apologies they analyzed in the original groups. They should explain if each apology is good or not; whether it is sincere, and why or why not; and how it could be improved to be more sincere.

Then, together revisit the information in the Real-World English box and discuss their conclusions in the light of the information found there.

Exercise 4 ANALYZE

1 Write the following on the board in random order: *speak in private, apologize, state what you did wrong, paraphrase what the other person said.*
2 Play the video again, and have students listen for the strategy used and choose one from the list on the board.
3 Discuss the answers as a class. Ask students if they would have done the same thing. In particular, ask students about apologizing in general in their culture. Ask students: *Would you apologize in this situation? When is it appropriate not to apologize: parent to child? Older brother to youngest brother? If you are the manager, is this a sign of weakness in your culture?*

Answers
1 Ask to speak to the person in private.
2 Apologize for miscommunication.
3 Get off your chest what you think you misunderstood from the previous conversation.
4 Apologize and show you've understood their feelings / paraphrase back.

English For Real Video Unit 11

Exercise 5 ASSESS

1 Read the question aloud, and have students discuss it with a partner. Ask students to note any nonverbal cues they may have seen.
2 Discuss the answer as a class.
3 If necessary, play the video again, and pause at the correct place in the conversation.

Answers
Students' answers will vary. Sample answers include:
Kevin probably felt he needed to clear the air with Max after he left the apartment earlier.

Exercise 6 ANALYZE

1 Model the first misunderstanding for students. Read it aloud, and then respond using all of the following prompts: For example:
   a *It's not worth it because my mom will get over it.*
   b *It is not super urgent to me because my mom is a great cook and I just wasn't feeling well that day.*

c *It would really bother me not to because it is really important to respect your parents feeling in my culture.*

2 Call on students to say which of the three options is most appropriate for them.

3 Put the following prompts on the board:

It is not worth it (to clear the air) because …

It is not super urgent because …

It would really bother me not to (get it off my chest) because …

4 Put students into groups of three or four to discuss the different misunderstandings. Tell students to give reasons to support their point of view.

5 Circulate and provide feedback.

6 Write the scale on the board. Call on different students to come up and explain where they put the misunderstanding on the scale and why to the class.

Exercise 7 EXPAND

1 Put students into groups of three, and call on students to read the situations aloud.

2 Have students look back to Exercise 6 first and decide where on the scale each misunderstanding might fall.

3 Then allow enough time for students to discuss how they would clear up the misunderstanding if necessary.

4 Discuss the ideas of each group as a class.

Exercise 8 BUILD

1 Put students into pairs and have them choose one of the scenarios from Exercise 7.

2 Allow students enough time to write a dialogue and practice their role play. Encourage students to use the different steps in the Real-World English Box and the ideas from the previous exercise.

3 Circulate and provide feedback to students.

Exercise 9 SHARE

1 Have students perform their role play for the class.

2 At the end, have students vote on the best role play and call on some students to explain why they choose this role play.

Lesson 11.5 Hypothetically Speaking

Student Book page 134 – 135

Exercise 1 ACTIVATE

1 Put students in pairs to discuss the word *negotiation* and whether they have any experience with negotiating.

2 Call on students to share their ideas and share with the class any experience they have with negotiating.

3 Ask student to brainstorm some common times we may need to negotiate.

Exercise 2 IDENTIFY OXFORD REFERENCE

1 Write the words *competitive negotiation* and *cooperative negotiation* on the board. Ask students to work in pairs and discuss how these might be different. Call on students to provide some ideas. Give students the following definitions, and ask them to match the meaning from the listening:

a parties embrace a problem-solving approach in an attempt to find a more creative and satisfactory outcome

b tends to be more adversarial because one party's gain often results in the other party's loss

2 Ask students to think of a time they had to negotiate and which type it was: cooperative or competitive.

3 Have students read the questions independently.

4 Play the recording, and have students write down the answers they hear.

5 Have students compare their answers with a partner.

6 Call on students to answer and give reasons for their choices. Ask students to discuss what kind of negotiating was happening in the listening: cooperative or competitive.

Answers

Students' answers will vary. Sample answers include:

1 They are a married couple because they are talking about picking up kids.

2 The woman has an assignment she needs to finish for tomorrow.

3 Her assignment is on negotiation and she is negotiating with her husband about picking up the kids.

4 They reach an agreement. The man will pick up the kids and take care of them for a couple of hours for one day. The man would like to alternate weeknight evenings.

5 The woman needs a couple of hours over the next two days to do homework. And the man meet Han to play basketball.

Audio script

CD 3, Track 24

A Hey, I'm supposed to meet Han soon. Can I get you to pick up the kids today?

B Sorry, I've got to finish my assignment for tomorrow. It's on negotiation, and it's got my head spinning.

A For your business class?

B Yes, but the ideas apply to everyday life, too. Listen: "Negotiation is a strategic communication process used to put deals together or resolve conflicts. "Negotiation always involves communication—whether it is in writing, on the telephone, across the conference table, or by email. Sending and receiving messages is fundamental to the process. If effective, that communication is strategic; it reflects thought and deliberate action with a clear objective in mind. Finally, negotiation, as a communication dynamic, is a process."

A Okay, maybe we can put a deal together regarding chores?

B Hmm. Here's some more background for you. "Negotiation strategy generally reflects two approaches. 'Competitive negotiation" 'usually takes place when parties have opposing positions on a matter or perceive that there is a limited resource—such as money, time, or authority—that must be divided between them. Competitive negotiation tends to be more adversarial because one party's gain often results in the other party's loss."
'Cooperative negotiation' generally occurs when parties are motivated to find an agreement, often one that can more completely meet both parties' needs. While real differences exist, parties embrace a problem-solving approach in an attempt to find a more creative and satisfactory outcome.

A Gotcha. I think we can be cooperative here and meet both our needs. Hypothetically speaking, what would you want in exchange for picking the kids up today?

B As long as I can have a couple of hours the next two days for homework, I might consider it.

A Two days? That might be difficult to swing. What do you say to one day?
B If you could commit to two evenings per week going forward, I think it's a good compromise.
A Okay. This might not work, but what if we alternate weeknight evenings? I could probably have Han reschedule our basketball practices.
B You've learned fast! Provided nothing unexpected comes up, I think this is a great plan!

Speaking

Negotiation

GO ONLINE

Direct students to the Speaking box. Have them read it independently. Ask if students have any questions.

Extra Practice

1 Prepare index cards with the following scenarios:
   a *You work at a coffee shop. You want a bigger pay raise from your manager. He gave you 50 cents more an hour, and you want $1.50.*
   b *You want to buy a car at a car lot, but the price is too high. It is $12,000, but you can only afford $10,000.*
   c *You and your colleague are doing a one-hour presentation. She only wants to do the visuals. You want her to help with the content, too.*
   d *Your roommate doesn't want to do any chores, but you are sick of doing everything. Enough is enough.*
2 Put students into pairs, and distribute one scenario to each pair. Make sure you have enough index cards for your class.
3 Have them work together to practice a conversation in which they must negotiate to reach agreement. Have students follow the strategies in the Speaking box: hedging expressions, conditionals, proposing expressions.
4 Circulate and provide feedback.
5 Have students perform their role play for another pair. Have them first read the scenario aloud and then perform the negotiating dialogue.
6 Once the role plays have been performed, encourage students to provide feedback using the following prompts. Write these on the board.
   I really like how you _____.
   You could improve on _____.

Exercise 3 IDENTIFY

1 Have students listen and write in the phrases they hear and then check with a partner.
2 Call on some students to answer and check the answers with the whole class.

Answers
2—as long as
1—hypothetically speaking
5—if
4—that might be difficult
3—might consider
6—this might not work

Audio script

CD 3, Track 25

A Gotcha. I think we can be cooperative here and meet both our needs. Hypothetically speaking, what would you want in exchange for picking the kids up today?
B As long as I can have a couple of hours the next two days for homework, I might consider it.
A Two days? That might be difficult to swing. What do you say to one day?
B If you could commit to two evenings per week going forward, I think it's a good compromise.
A Okay. This might not work, but what if we alternate weeknight evenings? I could probably have Han reschedule our basketball practices.

Grammar in Context

Causative with *have* and *get*

GO ONLINE

1 Put the following on the board:
   I bought a new house last week, but it needed some work! Therefore, I had my new house …
   Elicit some responses from students. For example: *remodelled, painted, renovated, modernized*.
2 Write: *I got my contractor.* Elicit some answers in light of the first example: *to expand the deck, to redo the bathrooms, to modernize the kitchen appliances*.
3 Direct students to the Grammar in Context box. Have them read it independently. Ask if students have any questions.
4 For additional practice, see Grammar focus on page 169 in the Student Book.

Extra Practice

1 Put students into teams of three or four. Assign a team leader.
2 Tell students that they must plan a surprise birthday party, a family road trip, to attend a big awards show like the Academy Awards, or anything that might require a lot of details and errands.
3 Give students time to write a list of things they must have or get done and who will do the tasks or errands. You can use poster paper for this. Provide an example: *For the road trip, I had my tires checked. I got my husband to make sandwiches. I had someone top up my oil. I got my son to clean out the trunk.*
4 When teams have finished, have the team leaders share their lists with the class.
5 The team with the longest list and the correct usage of causatives is the winner.

Exercise 4 INTEGRATE

1 Have students work with a partner to complete the conversations. Tell students that they can use causatives or vocabulary from the Speaking box.
2 Circulate and provide feedback.
3 Have pairs practice the conversations and then switch roles.
4 Call on some pairs to read their conversations aloud to check the answers.

Answers

1 have	5 Provided that
2 If	6 unless
3 have	7 get
4 Hypothetically speaking	

Exercise 5 PREPARE

1 Have students discuss the situations with a partner.
2 Discuss all the situations with the class, and call on some students to explain their opinions. Ask students to discuss why in some situations a call or text might be inappropriate. Brainstorm ideas on the board.

Exercise 6 DEVELOP

1 Put students into pairs to create a conversation for one of the situations in Exercise 5. First allow students time to brainstorm some ideas about the misunderstanding and the steps they will need to take to negotiate a solution. Have students refer back to the Speaking box and use hedging expressions, conditionals, and proposing expressions.
2 Circulate and provide feedback, and have students practice their conversation.
3 Have students perform their conversation for the class or for another pair. Encourage students to take notes on any negotiating language they heard under the headings *Hedging, Conditionals, Proposing expressions*. Ask students for feedback on how well the solution was negotiated.

Exercise 7 WHAT'S YOUR ANGLE?

1 Read the situations aloud, and discuss any difficult vocabulary, such as *household chores*.
2 Have students discuss the situations with a partner, and have volunteers share their answers with the class.

Answers
Students' answers will vary. Sample answers include:
I bargained at a market in Thailand. I eventually got the hat for half the price. This doesn't happen in my country. The price is the price—typically no bargaining.
I was involved in a legal disagreement with my neighbor. His tree was dripping sap onto my car and driveway. I asked him to trim it, but he refused. I took him to court and won.

Unit 11 Review

Student Book page 157

Vocabulary

Exercise 1

Answers

1 We can rule out the third option.
2 Can you account for your behavior?
3 I need to keep track of my assignments.
4 Do you have any good ideas to chip in?
5 There are many good candidates for the position, but we have narrowed it down to two.

Exercise 2

Answers

1 commentary	4 aggression
2 glimpse	5 facilitated
3 restraint	6 assert

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

Grammar

Exercise 3

Answers

1 I told him to call 911.
2 The writer asserts that technology has changed communication.
3 We offered to meet the clients earlier.
4 The researchers reported that young people text more than they email.

Exercise 4

Answers

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

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

Discussion Point

Exercise 5

OXFORD REFERENCE

1 Call on a volunteer to read the quote aloud.
2 Have students work in groups of three or four to discuss whether they agree with the quote.
3 Call on some students to share their opinion and defend it with reasons.
4 Ask students to think of a memory they have that might be complicated by the reasons listed in the quote and discuss the memory in their groups.

Answers

Students' answers will vary. Sample answers include:
I agree that the past can be clouded by false memories. As time goes by, we tend to forget, reinvent, or exaggerate what we remember happening in the past. That is why the memories of an event recalled by siblings can vary dramatically.

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

Zoom In

Exercise 6

1 For Task 1, have each partner brainstorm the main pieces of advice they want to give their partner first. They can use their own insights from learning English and also advice for people visiting their country. Encourage students to talk about verbal and nonverbal communication discussed in the unit.
2 For Task 2, brainstorm some ideas with the whole class about a problem related to communication. For example, lack of context when texting, body language and gestures, lack of knowledge of another language, etc. Have students first make an outline before they begin writing. Tell them to refer back to Lesson 11.3 Exercise 10 when making their outline. Allow students time in class to do their writing, or assign the task as homework.
3 For Task 3, have students find an image that shows what they know about communicating. Have students share their image and describe it to the class. Ask the class to reflect on which picture presented by their classmates made the biggest impact on them and why.

Answers

Students' answers will vary. Sample answers include:
1 You should really find out about the culture of that person before you communicate with them. For example, some cultures like physical intimacy such hugging and touching, whereas other find this very uncomfortable.
2 A big problem with communication is the lack of context while texting. This can result in many misunderstandings. You can't hear the person's voice or see their face so … One solution would be to use emoji as these help the reader. If you are meaning to be funny, you can use a happy face. If you are unhappy, you can use a sad face, etc.…
3 This image shows two people hugging, and I feel that this is an important part of communicating: the human touch. In my culture, this is very important and shows a strong connection between people, a connection that goes beyond words alone.

Exercise 7

1 Have students complete the prompts and share their responses with a partner.
2 Have students identify areas they would like to improve upon in the coming units.
3 Brainstorm areas of improvement as a class.
4 As an option, have students prepare a list of two things that they want to focus on improving for the next unit.

Answers

Students' answers will vary. Sample answers include:
I found Task 3 easy because I have a lot of descriptive vocabulary I can use to describe my image of two people hugging. I found Task 1 difficult because I only know about my culture so it was difficult to give advice. I need to improve my outlining skills so that I include all the important points in an essay.

Unit Overview

Introduction to the unit

The title of this unit – *Impressions* – allows students to explore various ways we make impressions on people. Throughout the unit students will explore impressions through watching a lecture in which a career counselor gives advice, reading about advertisements and their purpose, writing an effective cover letter, and discussing various ways to make a good impression. Students will also practice ways to persuade someone appropriately.

In ***Lesson 12.1***, the idea of making an impression is reflected in the following activities: discussing what it means to make a good impression and watching a video about the role of a career counselor. In ***Lesson 12.2***, the following exercises demonstrate the theme of feeling: discussing and reading about the purpose of advertising. In ***Lesson 12.3***, students will read a cover letter. The focus will be on various linguistic devices to help write an impactful cover letter. In ***Lesson 12.4***, students will watch a video about someone trying to persuade a friend to take a great opportunity. In the *Real-World English Strategies* teachers will help students to persuade someone effectively using a variety of strategies. Finally, in ***Lesson 12.5***, students will listen to a conversation about interviewing a roommate and discuss different ways to make an impression.

Lessons

12.1 To Avoid Getting Fired

Grammar in Context Cleft sentences

Listening Skill Understanding unusual word order for emphasis

- Discuss proper attire for a job interview
- Practice using cleft sentences
- Practice listening for emphasis of important words
- Watch a video about a career coach and fill out an outline
- Complete a lecture outline
- Talk about different aspects of finding and keeping a job

12.2 Capture the Market

Reading Skill Understand complex sentences

Grammar in Context Inversion

- Vocabulary related to marketing (Oxford 5000)
- Discuss and read about effective methods of advertising over time
- Practice using a variety of complex sentences
- Focus on and practice using inversion in writing

12.3 Involuntarily Separated?

Vocabulary Development Euphemisms

Grammar in Context Using auxiliaries to avoid repetition

Writing Skill Using inversion and cleft sentences for emphasis

- Practice identifying and using euphemisms
- Analyze the different functions of a cover letter
- Practice using auxiliaries to avoid repetition in writing and speaking
- Practice using inversion and cleft sentences to add emphasis
- Plan, write, and share a cover letter with a classmate

12.4 Been There, Done That

Real-World English Persuading

- Watch a video about someone trying to persuade someone to take an opportunity to study in another state
- Discuss and analyze different ways to persuade people effectively
- Role-play a situation in which one person must try to persuade someone to do something they are unsure about

12.5 Making a Good Impression

Speaking Emphasizing a point, feelings, or an issue

Pronunciation Skill Pausing with inversion and cleft sentences

- Listen to a conversation about interviewing a potential roommate
- Practice emphasizing points, feelings, or issues using adverbs, cleft sentences, inversion, and phrases
- Practice the pronunciation of cleft and inverted sentences
- Discuss making impressions in a variety of contexts

Resources

Class Audio CD 3, Tracks 26–29

Workbook Unit 12, pages 78–84

Oxford Readers Correlations

Pride and Prejudice (9780194792677)

Teacher's Resource Center

Assessments: Unit test, Progress test, End of Course test

Class video

English For Real video

Grammar focus

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

Unit Opener

Student Book page 135

The unit opener photo shows two women wearing traditional attire. One woman is staring straight ahead and the other is looking down in front of her. Both women are wearing different traditional clothing. Maybe they are about to take part in a local ceremony and must wear these clothes for that special purpose. The photograph relates to the unit theme and subsequent exercises because it draws attention to the idea how of clothing make impressions on people. The style of clothing being worn may have cultural significance and that will vary depending on the viewer of this photograph.

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: *What is a career counselor?* Have students brainstorm the different roles of a career counselor.
2 For question 2, write the word *personal brand* on the board, and ask what companies they know that have a distinctive personal brand (e.g., Apple, Vans, Tesla, etc.). Ask students to discuss in groups how entrepreneurs might create a personal brand. What steps would they take? For example: create a logo, use gimmicks, advertising slogans, etc.
3 For question 3, ask students if they have ever written a cover letter. Then ask students to brainstorm what information is included in a cover letter.

Answers

Students' answers will vary. Sample answers include:
1 A career counselor advises students on what they should do once they leave high school and helps with college applications if the student is college bound.
2 I would create a very distinctive logo, so that my product would be easily recognizable.
3 Information in a cover letter will include the skills you have that are a good fit for the job.

Discussion Questions

1 Direct students to the picture. Ask students to note down some reasons the young woman may be wearing traditional dress. Ask students to talk about what types of dress they wear for different occasions in their culture.
2 Have students talk about the questions below the picture in small groups.
3 Have volunteers share their ideas with the class. Discuss as a class what things we judge people on when making a first impression, e.g. clothes, make-up, brand accessories, facial expressions, tattoos, piercings.

Answers

Students' answers will vary. Sample answers include:
1 Clothes are important because they can say a lot about who you are. For example, if you wear colourful creative styles, you are probably creative. If you wear sportswear and sneakers, you probably play sports.
2 First impressions are very important for a job, for example. You want to wear the right clothes and present the professional side of yourself.
3 If someone has a good attitude and is polite, this makes a good impression on me.

Video Script

I took this photo in Swaziland. It is a photograph of two young women waiting for a traditional dance ceremony to begin.

Clothes can be very important when marking a special occasion. For example, these women are wearing a traditional style in their culture to show respect for their customs.

Someone who makes a good impression on me would be someone who is kind and respectful. A person's appearance can also make an impression as it shows us their individual style and how they express themselves through fashion.

Exercise 1

1 Model the activity first by asking students to say their first impressions about you, the teacher. Make sure to tell students to be sensitive when writing their comments. For example, they should avoid comments like *He had a funny-looking face* or *She looked angry and mean*.
2 Have students mingle, writing their comments on each other's papers.

Exercise 2

1 Divide students into small groups and have them discuss their reactions to the first impressions.
2 Call on small groups to share what surprised them most about the descriptions.

Real-World Goal

By the end of this unit, students will be able to introduce themselves to someone they don't know but have wanted to meet. They will be able to determine appropriate ways to make a good first impression because of the skills learned in this unit. Students can report back on how the introduction went and what strategies they used to make a good first impression.

Lesson 12.1 To Avoid Getting Fired

Student Book pages 136 – 137

Exercise 1 ACTIVATE

1 Write the following words on the board: *well-groomed, suit and tie, casual, clean shaven, professional attire, a little*

sloppy, briefcase, messenger bag. Ask students to match these words to the two applicants in the photos.

2 Have students work in pairs to discuss the question.

3 Call on students to answer and provide an example to support their answer. Ask students if they have a dress code for interviews, and if so, what is it?

Exercise 2 VOCABULARY

1 Read the vocabulary words and phrases aloud.

2 Have students work independently to match the vocabulary words and phrases to the definitions. Have students compare their answers with a partner.

3 Go over the answers with the class.

4 Discuss the following to give students some more context for new or less familiar words: *What types of associations would a city have? Do you know anyone who has been laid off? Is it important to network in your field or industry? Why or why not? Would you like to be a counselor? What kinds of things do teachers need to brush up on in their career?*

Answers

1 brush up on
2 association
3 professional
4 counselor
5 networking
6 be laid off

Oxford 5000 words

association professional

Exercise 3 BUILD

1 Ask students: *What would you do if you were laid off? What steps would you take to improve your job opportunities?*

2 Have students read the paragraph once to get the gist.

3 Have students complete the paragraph independently and then compare their answers with a partner.

4 Write the numbers *1* to *6* on the board, and assign students a number to answer verbally.

5 Ask students: *What steps did this person take?*

Answers

1 was laid off
2 professional
3 association
4 networking
5 brush up on
6 counselor

Grammar in Context

Cleft sentences

GO ONLINE

1 Have students read the Grammar in Context box.

2 For additional practice, see Grammar focus on page 170 in the Student Book.

Extra Practice

1 Write *A bad job interview* on the board, and put students into groups of three.

2 Call out the following sentences one by one. Allow time for teams to change each sentence into a cleft sentence using *it*, *all*, or *what*. The first team to finish raises their hand and says their cleft sentence aloud. If they have a good cleft sentence, they get a point. Repeat with all ten sentences.

a My interviewer was late when I arrived at my job interview.
b I thought constantly about getting out of there.
c I focused on the strength of my résumé.
d My interviewer fell asleep!
e I thought about waking him up.
f My interviewer started snoring.
g I am talking about very loud snoring.
h I wanted to leave right then.
i My interviewer suddenly awoke and said I was hired.
j I thought about celebrating.

Possible answers:

a It was my interviewer who was inappropriate when …
b All I thought about was getting out of there.
c What I focused on was the strength of my résumé.
d It was my interviewer who fell asleep.
e All I could think about was waking him up.
f It was my interviewer who started snoring.
g What I am talking about is very loud snoring.
h All I wanted was to leave right then.
i It was my interviewer who suddenly awoke and said I was hired!
j All I thought about was celebrating.

Exercise 4 INTEGRATE

1 Model rewriting the first sentence for students.

2 Put students into pairs to rewrite the sentences.

3 Circulate and provide guidance if needed.

4 Call on some students to answer. Go over the answers as a class.

Answers

1 I wanted to go to sleep.
2 She remembered then.
3 She advises that you know your skills.
4 I think about getting fired. / I think I might get fired.
5 It promotes good health.

Exercise 5 EXPAND

1 Read the sentences aloud.

2 Have students work with a partner to write cleft sentences.

3 Write the numbers *1* to *4* on the board, and assign pairs a number. Have them write their cleft sentence on the board under the corresponding number.

4 Assign some students to check for accuracy in the sentences and mark any necessary changes.

Answers

1 What I don't understand is the application form.
2 All you think about is appearance.
3 It was the schedule that was difficult.
4 What I tell applicants is to focus on their skills.

Listening Skill

Understanding unusual word order for emphasis

GO ONLINE

1 Read the following aloud: *What I talk about is wearing a business suit!* Emphasis the words *wearing a business suit*. Ask students which part of the sentence was stressed and why.

2 Call on a student to read the Listening Skill box aloud.

Extra Practice

1 Explain that they will write a short paragraph about either going on an interview or getting a promotion at work. They can use cleft sentences to add emphasis to important points.
2 Brainstorm some ideas for each as a class. Put two bubbles on the board: *getting a promotion* and *a job interview*. Write students' ideas that could be included in the story around each bubble—for example, for job interview: *arrived on time, asked questions*; for job promotion: *showed initiative, asked for more responsibility*.
3 Write the following sentence prompts on the board:
It was …
All I could think about was …
What I talk about is …
… is what I talk about.
Examples include the following:
It was being on time that was important.
All I could think about was being on time.
What I talk about is being on time.
Being on time is what I talk about.
4 Allow time for each student to write about their experience and use some cleft sentences for emphasis. Circulate and provide feedback.
5 Have students read their experience with cleft sentences aloud to a partner. Have students pay attention to emphasis as indicated in the Listening Skill box.
6 As students listen, instruct them to note down the words that were emphasized in the story.

Exercise 6 IDENTIFY

1 Have students listen to the sentences and choose what the speaker is emphasizing.
2 Ask students to check their answers with a partner.
3 Go over the answers with the class.

Answers

1 b	3 b	5 c
2 a	4 c	

Audio Script

CD 3, Track 26

1 What I think about is saving enough money to retire early.
2 All they care about is selling more products.
3 It was the packaging that fooled us.
4 What made things worse was he forgot the client's name.
5 All you can do is hope for the best.

Exercise 7 ASSESS

1 Ask students: *What is a career coach? What do they do as part of their job?* Elicit some ideas from students before looking at the list as a class.
2 Read the list aloud. Have students work in small groups to discuss and check.
3 Discuss as a class before watching the video. Ask students to state their reasons for their choices. For example:
A coach is probably not responsible to set up interviews because this is students' responsibility. It is their responsibility to practice possible questions before we go so that we have confidence.

Exercise 8 INTEGRATE

1 Play the video, and have students take notes on what the career coach, Satya, does.
2 Have students discuss their answers with a partner.
3 Write *career coach* on the board, and record the ideas students heard on the board.
4 Ask students: *Would you like to have this job? Why or why not?*

Answers

Satya is a career counselor. Some people who have been laid off for a year or a year and a half go to her for help. She talks to her clients about networking. Some of her clients are worried that they may get laid off, so she recommends that her clients start brushing up on their job search skills, attend professional conferences, and join associations in their fields.

Video Script

Career coach

Hi my name is Satya, and I'm a career counselor and coach.
I work a lot with people who have been out of work for a few years and that would like to go back to work. Some people also come to me who have, um, been laid off for a while. Usually a year, a year and a half. And at this point in their lives they realize they need some help because they're not finding anything.
Well, initially when I get contacted by a client, our first, um, conversation is an intake. I find out their background information about their education, their past work history, what the reason is that they're coming in for career counseling. I also find out about their skills, their strengths, what their hopes, their dreams are, what their ideal career would be. A lot of my clients are looking to get promoted in their jobs, and I recommend that they build relationships with their colleagues and with the management at their jobs. I talk about attire, um, what you wear to work, your work attire. I always say, "dress for the job you want, not the job you have." Look at what the people in your company wear, the people at the higher-up levels, the management levels and wear that type of attire. I also, um, talk about networking and building relationships at work and going out to lunches with your colleagues to build relationships. The best way to get, get a raise is first do your research. Research the type of position that you hope to get and what the salary range is for that position. Ask for more responsibility, um, so that your supervisor knows that you deserve some type of promotion or raise. Some of my clients are worried that they may get laid off or fired either due to the economy or to what's happening within the company. What I'd suggest for my clients who are in this situation is start brushing up on your job search skills, your networking skills, and, um, start making relationships outside of work with, you know, people in your industry; attend professional, um, conferences, join associations in your field. To avoid getting fired from work some of the things I tell my clients is to make sure you show up to work on time every day. Make sure you're producing quality work. Make sure you have a very positive attitude and you're asking for feedback along the way to make sure you're improving anything that might be wrong. If you have to take a pay cut, one thing I would suggest is to talk to your manager about ways that you could possibly avoid this pay cut, ask for a flexible work schedule, or ask for more vacation time to make up for the pay cut. Many of my clients when they're looking for jobs, um, are looking for benefits such as maternity and paternity leave, or they're looking for jobs that, uh, provide health insurance, um, that cover their families. When I'm working with clients, um, in preparing for an interview, I also advise clients to really know their resume, to know everything that's on their resume, their past experience, their education, their accomplishments. One of the first questions that's usually asked in an interview is, "tell me about yourself." I help clients answer this question by teaching them how to talk about their educational and professional background and talk about how they fit the needs of the company. I love my job. I really enjoy working with people one-on-one when it's a difficult time for a lot of my

clients to find jobs. So when they do, it's very gratifying to me as a career counselor.

Exercise 9 ASSESS

1 Read the statements aloud, and have students try to remember whether they are true or false according to the video they watched.
2 Play the video, and have students check if the statements are true or false.
3 Have students discuss their answers with a partner. Have partners work together to rewrite the false sentence to make them true.
4 Call on students to answer and provide their rewritten sentences.

Answers
1 T
2 T
3 F, You can ask for a raise.
4 F, Everyone should read professional journals.
5 T
6 F, Benefits can be very important.

Exercise 10 EXPAND

1 Ask students to read the excerpt in the book and try to predict the answers with a partner.
2 Have students listen to the excerpt and check their answers.

Answers
1 'd suggest for my clients
2 start brushing up
3 start making relationships
4 professional conferences
5 associations

Video Script

Career coach

What I'd suggest for my clients who are in this situation is start brushing up on your job search skills, your networking skills, and, um, start making relationships outside of work with, you know, people in your industry; attend professional, um, conferences, join associations in your field.

Exercise 11 APPLY

1 Direct students to the outline. Explain that an outline incudes key words and main ideas, not sentences. Effective notes also include indenting and clear organization of ideas as illustrated in the model.
2 Have students complete this independently and then discuss their answers with a partner.
3 Alternatively, put students into groups of four and assign each group two parts of the outline (e.g., group number 1 completes I and II, group number 2 completes III and IV, and so on). Have each group complete their outline from memory. Allow time for each group to finish, and then have each group share their part of the lecture using their key words and notes: For example*: First of all, to get ahead you will need to do three things. It is important to build relationships with colleagues* … As students listen to the groups have them fill in the outline with the key words they hear.
3 You can play the video again to check. Discuss what key points were difficult to remember.

Answers
I Questions at intake: educ., past work exp., what the reason is that they are coming in for career counselling, skills, strengths, hopes, dreams, ideal career
II To get ahead
A Build relationships with colleagues
B Attire – dress for the job you want not for the job you have
C Networking – building rel. -- lunch
II To get a raise
A research type of position you hope to get & salary range
B ask for more responsibility
IV Worried about getting fired
A Skills – job search, networking
B Relationships outside of work – prof. conferences and join associations in field
V To avoid getting fired
A show up on time everyday
B produce quality work
C ask for feedback
VI If paycut
A talk to your mgr about how to avoid
B ask for flexible work schedule or more vacation time
VII Benefits
A maternity and paternity leave
B health insurance for them and families
VIII Prep. for interview
A need to know: past exp., education
B 1st Q: tell me about yourself

Exercise 12 WHAT'S YOUR ANGLE?

1 Ask students to work with a partner to discuss the questions. Tell students to refer back to their notes if needed.
2 Discuss answers with the class. Call on students to reflect on any cultural differences there might be regarding Satya's advice.

Answers
Students' answers will vary. Sample answers include:
1 Yes, I think that it is very competitive these days.
2 I agree that wearing formal attire makes a good impression, but it will depend on the culture of your company.
3 I like the advice about networking because you never know what door will open when you network with people both in and out of your industry.
4 In my culture, we would never approach a manager directly about a pay cut. It would be rude.
5 I need to brush up on my presentation skills because I will need to be giving many in the future.
6 I belong to a professional lawyer association that meets once a month.
7 I think that it is a great idea because they have practical advice and tips that will build confidence, especially if you have been laid off.

Lesson 12.2 Capture the Market

Student Book pages 138 – 140

Exercise 1 ACTIVATE

1 Have students look at the photo and answer the questions with a partner.
2 Call on some students to answer the questions with their ideas.

Exercise 2 VOCABULARY

1 Read the vocabulary words aloud, and have students repeat them.
2 Read the first sentence aloud, and ask students what type of word is missing: noun, verb, adjective, adverb. Have them identify which words are nouns in the box and which word fits in this context. Discuss some famous athletes who endorse various products (e.g., Michael Jordan: Nike; Lionel Messi: Adidas). Ask students to research other brands such as Under Armour, Puma, etc.
3 Have students work with a partner to match the words to the sentences. Have students take turns reading the sentence aloud and then look at the missing word as in step 2 above.
4 Go over the answers as a class.

Answers

1 endorsements	5 targets
2 imagery	6 strategic
3 gear	7 maximize
4 capture	8 differentiate

Oxford 5000 words

capture	differentiate	endorsements
gear	imagery	maximize
strategic	targets	

Exercise 3 BUILD

1 Have students work independently to match the sentence halves and then share their answers in small groups.
2 Go over the answers as a class. Call on volunteers to explain the reasons for their choices.

Answers

1 c	3 e	5 a
2 d	4 b	

Exercise 4 WHAT'S YOUR ANGLE?

1 Read the list of ways advertisers create interest in products or services aloud, and discuss the meaning of any difficult vocabulary: *word of mouth, jingles*. Alternatively, assign one method to each student, and have them research the method and (if relevant) bring in an example to show the class (e.g., a popular jingle, a logo in a sports arena).
2 Have students work in pairs to discuss the various methods and how effective each is.
3 Call on students to answer and explain their reasoning. Discuss as a class.

Answers

Students' answers will vary. Sample answers include:
I think that logos in sports arenas are very important because they are immediately identifiable and people watching see these logos many times during the game.
Social media is a great way to advertise products because everybody uses these platforms these days.

Exercise 5 IDENTIFY

OXFORD REFERENCE

1 Write the word *entrepreneur* on the board. Ask students what this word means to them and whether they know of any successful entrepreneurs from their country.
2 Have students read the article and underline the methods mentioned in Exercise 4 and the advice on how entrepreneurs would advertise themselves.
3 Have students compare their answers with a partner.
4 Call on students to share their answers with the class. Remind them to use information from the text to support their answers.

Answers

All are mentioned. Entrepreneurs should advertise themselves through social media and / or networking.

Exercise 6 ASSESS

1 Have students read the statements independently. Instruct them to underline a key word or words in each sentence that will help them scan the text to find the answer. Model the first item: *For this sentence, "nineteenth century" is the key word.* Tell students to complete the exercise independently, underlining in the text where they found the answers.
2 Have students check their answers with a partner, and if there is a disagreement, make sure students refer back to the text to determine the answer.
3 Have students rewrite the false sentences to make them true.
4 Go over the answers as a class. Have volunteers share their rewritten sentences.

Answers

1 F, In the nineteenth century, advertising mostly involved flyers along with newspaper inserts.
2 T
3 T
4 F, Viral marketing compensates ordinary consumers for promoting products by word of mouth.
5 T

Exercise 7 INTEGRATE

1 Read the first sentence aloud, and ask students what could be a key word (*radio*).
2 Have students scan the text for *radio* and a word that fits in the sentence (*jingle*).
3 Have students read the sentences independently and underline key words that will help them find the information in the text.
4 Have students scan the text to find the missing information and then check their answers with a partner.
5 Call on some students to answer.

Answers

1 jingle
2 the upper class
3 Animated advertisements
4 quality of life and on children
5 themselves

Reading Skill

Understanding complex sentences

GO ONLINE

1 Write the following on the board: *Advertising costs businesses a lot of money.* Ask student why this is. Write

because after the independent clause (IC) and write some dependent clauses (DC) after the subordinating conjunctions using students' ideas. Label the clauses *IC* and *DC* on the board. For example: *Advertising costs businesses a lot of money because it is expensive to pay for endorsements from celebrities like Michael Jordan or Lionel Messi*. Explain to students that the independent clause is the main or core information and the dependent clause gives extra information. In this case—an adverb clause—it gives more information about the verb in the independent clause. The dependent clause answers the question *Why?*: *Why does advertising cost so much?* Also explain to students that adverb clauses can be written two ways—IC, DC or DC, IC: *Because it is expensive to pay athletes for endorsements, advertising costs businesses a lot of money*. Point out the use of the comma.

2 Direct students to the Reading Skill box, and have them read it independently. Explain that a noun clause has the same function, but it acts like an object or a subject in the sentence. Write on the board: *I know that Michael Jordan endorses Nike.* An adjective clause gives more information about a noun in the independent clause. Write: *Adidas is endorsed by Lionel Messi, who is a famous soccer player.*

Extra Practice

1 Print out the following handout.
   a *My partner does not know why* _____.
   b *My partner's favorite food is* _____, *which* _____.
   c *My partner agrees that* _____ *(something about music).*
   d *I am* _____, *whereas my partner is* _____ *(a contrast).*
   e *My partner felt really tired before* _____.
   f *My partner feels really happy whenever* _____.
   g *My partner is someone who* _____.
   h *My partner know where* _____.
2 Have students work in pairs and complete the dependent clauses using guesses about their partner.
3 Circulate and provide feedback.
4 Have students read their sentences to their partner and check if any of their guesses are correct.
5 Call on students to share some of the complex sentences they were either wrong or right about.
6 Check for any grammar errors as a class.

Exercise 8 ASSESS

1 Have students work in pairs to answer the questions about the two excerpts. Encourage students to underline the subjects and verbs in the independent and dependent clauses.
2 Go over the answers as a class. Ask what kind of complex sentence is used and what other subordinating conjunction could be used in the adjective clauses. In this case, it is *which*.

Answers
1 technologies and modes of transportation
2 billboards, bumper stickers, posters on subways, animated advertisements
3 including billboards…internet users; The dependent clause gives examples.
4 two
5 Advertisers also have capitalized on the integrity of word-of-mouth endorsements between friends by using viral marketing
6 viral marketing
7 b

Exercise 9 IDENTIFY

1 Model how to do this activity with the first complex sentence. Write the sentence on the board, and elicit the answer from students. Label the sentence *DC* and *IC*. Circle the subordinating conjunction.
2 Have students work with a partner to underline the independent clause and dependent clause and circle the subordinating conjunction. Write the sentence on the board, and elicit the answer from students.
2 Have students keep working with their partner and do the same for the remaining sentences.
3 Circulate and provide feedback.
4 Go over the answers as a whole class. Call on students to identify the subordination conjunctions as well as the independent and dependent clauses.

Answers
1 it's too expensive
2 we won't be successful
3 I've been successful in business
4 Products … may do better than others
5 Impressions are important
6 people make accurate judgments after only 30 seconds

Grammar in Context

Inversion

GO ONLINE

1 Ask your students who makes the most in sports endorsements. Tell students that tennis player Roger Federer makes a lot of revenue by endorsing products. Ask students what products he endorses. They can check on their phone for examples. For example, Roger Federer endorses Lindt chocolate, Rolex, Wilson, Nike, etc. Write *all the time*, *sometimes*, *rarely*, and *never* on the board. Ask students if they eat Lindt chocolate, and tell them to respond using the scale on the board.
2 Write the following on the board:
   Not only does Roger Federer endorse sports brands like Nike, but he also promotes other kinds of products like Lindt chocolate and Rolex watches.
   Rarely does Juan eat Lindt chocolate.
   Direct students to the use of inversion in the sentences on the board. Explain that when we use negative or restrictive expressions, we use inversion—for example, *rarely*, *never*, *seldom*, *not only … but also …*
3 Direct students to the Grammar in Context box, and read the content aloud to the class.
4 For additional practice, see Grammar focus on page 170 in the Student Book.

Extra Practice

1 Put students into pairs.
2 Have them ask about some interesting facts, hobbies, or talents their partner has. Direct students to write sentences using the following prompts:
   a *Not only does (partner's name) _____, but he / she also _____.*
   b *When he / she was young, not only did (partner's name) _____, but he / she also _____.*
   c *Seldom does (partner's name) _____.*
   d *Never does (partner's name) _____.*
   e *So _____(adjective) is (partner's name) that he / she _____.*
3 Circulate and provide feedback.
4 Have students share their ideas about their celebrities. Call on some students to read their sentences aloud.

Exercise 10 INTEGRATE

1 Have students complete the sentences independently and then check their answers with a partner. Encourage students to think about the tense of the sentence and to pay attention to subject-verb agreement. Also have students check if the verb inverted is the *be* verb *(is / am)* or *do / does.*
4 Call on students to provide the answers.

Answers

1 does	3 did	5 am
2 are	4 do	

Exercise 11 EXPAND

1 Have students work in pairs to create the inverted sentences.
2 Call on students to read their sentences aloud or come to the board to write them. Check for the correct use of inversion.

Answers

1 Not only am I excited about the position, I also think I'm a good candidate.
2 Seldom do employers see the experience in multiple fields that I've got.
3 Never did I expect to get such an amazing job!
4 So impressive was her résumé that we didn't interview anyone else.

Exercise 12 WHAT'S YOUR ANGLE?

1 Read the sentence starters aloud.
2 Model the first one with an idea from the advertising article: *Never did I think that word of mouth was so important to advertising.*
3 Have students complete the sentences independently with their own ideas and then share their answers with a partner.
4 Call on students to share their answers with the class.

Answers

Students' answers will vary. Sample answers include:
1 Never did I think that viral marketing would become so popular.
2 Not only do ads use imagery, but they also use celebrity endorsements.
3 Rarely do I use social media to promote products I buy.
4 So important is a positive attitude that it is part of my personal brand.

Lesson 12.3 Involuntarily Separated?

Student Book pages 141–143

Exercise 1 ACTIVATE

1 Ask students to discuss the questions in small groups.
2 Call on students to answer, and ask students to talk about the steps that they took to find a job. Brainstorm some ideas on the board: *write a résumé, get letters of recommendation, join LinkedIn or other job posting sites, look for a job, apply for a job, write a cover letter, go to an interview, follow up after the interview,* etc.

Vocabulary Development

Euphemisms

GO ONLINE

Direct students to read the Vocabulary Development box independently.

Extra Practice

1 Print the following on a handout:
1 *Yuki comes from a very* poor *background.*
2 *I'm really* broke *right now.*
3 *Bill's cat is really* ugly*.*
4 *Look at that* old man *over there.*
5 *Juan's mom is a* terrible cook*.*
6 *They* got divorced *last year.*
7 *Omar is* unemployed *right now.*
8 *My company* fired *me!*
9 *He brought* a used car *last year.*
10 *The manager* told lies *about the company.*
   a *offered me an early retirement*
   b *split up amicably*
   c *cash flow negative*
   d *economically challenged*
   e *has challenges in the kitchen*
   f *looking for a job*
   g *relayed misinformation*
   h *pre-owned*
   i *rather plain*
   j *senior citizen*
2 Put students into pairs, and have them match the euphemisms to the words underlined in the sentences. Discuss the underlined words to make sure students understand their meaning.
3 Allow enough time for students to match their euphemisms, and circulate, providing feedback.
4 Call on students to share their answers with the class.

Answers

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

Exercise 2 BUILD

1 Have students work with a partner to match the euphemisms with their meanings.
2 Talk about the answers as a class. Ask students if they have similar expressions in their culture. Have them explain those expressions to a partner.

Answers

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

Exercise 3 USE

1 Read the first sentence aloud, and ask students to choose the best euphemism from Exercise 2.
2 Ask students to look at the sentences and identify what euphemisms would fit. Have students check their answers with a partner.
3 Discuss the answers as a class.

Answers
1 undergo a restructuring
2 a lack of adequate financial backing
3 administrative assistant
4 well-off, economically disadvantaged
5 involuntarily separated
6 courtesy calls
7 depressed socioeconomic environment

Exercise 4 IDENTIFY

1 Before students read the cover letter and answer the question, ask: *Why do people commonly leave their jobs?* Discuss some ideas as a class (e.g., problems with manager, want higher salary, being laid off, restructuring of company, changing careers, etc.).
2 Have students read the cover letter independently and then discuss the question with a partner.
3 Call on students to answer.

Answers
She lost her last job, and she wants to work in arts education.

Exercise 5 ASSESS

1 Have students answer the questions and then discuss their answers with a partner.
2 Circulate and encourage students to identify where they found the information to answer each question in the cover letter.
3 Call on some students to share their answers with the class.
4 Ask students: *Do you think this was a good cover letter? Why or why not?*
5 Have students discuss these questions in small groups, and then discuss as a class. For example, she has a good opening, she uses formal language, she used euphemisms, she talked about her education and job experience, she emphasized other skills useful for the job, she said why she would be a good fit, she ended the letter appropriately, etc.

Answers
1 arts program coordinator
2 marketing and visual art
3 administrative assistant
4 two years
5 she was involuntarily separated
6 interpersonal, communication, motivational, office software, Spanish
7 She can make a difference in children's lives.

Exercise 6 ASSESS

1 Read the descriptions aloud, and have students match the paragraphs independently and then check their answers with a partner.
2 Go over the answers as a class.

Answers
1 4 2 1 3 3 4 2

Exercise 7 WHAT'S YOUR ANGLE?

1 Have students answer the questions independently and then discuss them with a partner.
2 Go over the possible answers with the class.
3 Take a class poll on who would give the writer an interview and why or why not. When students answer, make sure that they state a reason using information from the cover letter.

Answers
Students' answers will vary. Sample answers include:
1 She has a degree in marketing and visual arts. She is trilingual. She can work with people of all backgrounds.
2 She doesn't have actual experience as a program coordinator or in education.
3 Yes, I would give her an interview because I think her skills could transfer to this position and she is taking management classes. Also, she speaks Spanish.

Grammar in Context

Using auxiliaries to avoid repetition

GO ONLINE

1 Write the following on the board: *Some of my colleagues or peers can't speak another language, but I can!* Ask students to discuss if this is true or false for them. Point out the use of the auxiliary (*can*) to avoid repetition.
2 Direct students to read the information in the Grammar in Context box independently.
3 For additional practice, see Grammar focus on page 170 in the Student Book.

Extra Practice

1 Print the following sentence frames on a handout:
a Many chefs didn't _____, but I did!
b Not many chefs know how to _____, but I do!

c *Many chefs have never_____, but I have!*
d *Many chefs cannot _____, but I can!*
e *Many chefs have _____, but I haven't.*
f *I am eager to _____, and I look forward to doing so!*
g *I am also really good at _____ and want to do so when I start working at your restaurant!*

2 Tell students to imagine that they are interviewing to be a chef at a top restaurant in Paris, Tokyo, New York, Shanghai, or another major metropolitan city of their choice. Have them complete the sentences on the handout with a partner. Emphasize that they really want the position of chef and want to impress the interviewer. Encourage them to have fun, be boastful, and be creative.
3 Model the first two sentences for students:
Many chefs didn't travel to Provence to learn from the top pastry chef, but I did!
Not many chefs know how to chop onions at 100 miles an hour, but I do!
2 Once students have finished, ask pairs to share their answers with the class. Some model answers include: *Many chefs didn't have a formal training at a culinary institute, but I did! Not many chefs know how to cook Indian, Asian, and French food well, but I do*.
3 Once everyone has read their sentences, have the class choose the pair with the most impressive list.
4 For fun, switch the role to the worst chef in the world. For example: *Many chefs have never burnt down a kitchen, but I have! Many chefs cannot burn toast, but I can!*

Exercise 8 INTEGRATE

1 Complete the first exercise as a class. Elicit possible answers from students. Write the word *but* on the board. Encourage students to identify the possible auxiliary that will be used—*did* (past), *do / does* (present) *have* (present perfect), or *could / can* (modals). Call on two or three students to come up to the board and write an answer. Clarify any misunderstandings.
2 Have students complete the exercise by combining the sentences independently and then check their answers with a partner.
3 Call on some students to read their sentences aloud or write them on the board.

Answers
1 The company didn't want to take chances, but I did.
2 The office relocated to another state, but I couldn't.
3 I've always wanted to work for a publishing company, and I look forward to doing so.
4 Although not many people have experience working in both education and business, I do.

Writing Skill

Using inversion and cleft sentences for emphasis

GO ONLINE

1 Write *Cleft sentence* and *Inversion* on the board. Ask students to recall a cleft sentence and inversion forms from Lessons 12.1 and 12.2, respectively. Write any examples on the board under the headings. If necessary, have students go back to refresh their memory.
2 Direct students to read the Writing Skill box independently.

Extra Practice

1 Print the following on a handout:
What makes me stand out is _____.
It is my skills in _____ that _____.
What this taught me is that _____.
Not only can I _____, but I can also_____.
2 Have students complete the sentence frames to write cleft sentences or inversion sentences using their skills or past experience. Then have them share their sentences with a partner.

Exercise 9 EXPAND

1 Complete the first item as a class. Write the two sentences on the board, and encourage students to combine the two sentences using *not only*. Remind students to pay attention to inversion and the position of the comma.
2 Have students work independently to combine the remaining sentences and then compare their answers with a partner.
3 Call on students to answer verbally or write the combined sentences on the board.

Answers
1 Not only can I play the piano, I can also sing.
2 Never did I expect to be the head of a company at 26.
3 Rarely have I enjoyed a job so much.
4 Little did he know it would change his life.
5 Only in this way will I be able to contribute.

Exercise 10 PREPARE

1 Brainstorm some ideas for possible jobs that students might want to apply for. Encourage students to think about their dream job and apply for that. If students already belong to LinkedIn or another job search platform, encourage them to look for an actual job posting.
2 Have students fill in their outline independently and then share their ideas with a partner. Circulate and provide feedback.
3 Encourage students to use some of the cleft and inversion sentences they wrote for the Writing Skill Extra Practice.

Exercise 11 WRITE

1 Read the instructions aloud, and have students complete the cover letter as an in-class activity or for homework.
2 Have student look at the guidelines in Exercise 12. Tell students to use at least one instance of cleft sentences or inversion and a euphemism.
3 Before they begin writing, direct students' attention to the first paragraph of the cover letter. Instruct students to follow this style: *I am writing in reply to the listing for the position of (position), which was posted on (where) on (date).* Have students practice this opening sentence in class. Remind students that first impressions are important!

Exercise 12 IMPROVE

1 Have students read their cover letter and check against the guidelines carefully.
2 Have students underline examples of cleft sentences, inversion, euphemism, and using auxiliaries to avoid repetition that they have used in their writing.

Exercise 13 SHARE

1 Put students into pairs. Have students exchange their cover letters and check their partner's work against the guidelines in Exercise 12.
2 Have students mark any areas they feel should be improved and provide feedback to their partner on how they can improve their cover letter and what areas of the cover letter were done well.
3 Ask volunteers to share some of the feedback they received.

Exercise 14 IMPROVE

Have students rewrite their cover letter using their own and their partner's feedback.

Lesson 12.4 Been There, Done That

Student Book pages 144 – 145

Exercise 1 ACTIVATE

1 Direct students to the video stills at the top of page 144. Ask students: *What is happening? How does Andy look? How about Max?*
2 Write the words *afraid* and *unsure* on the board, and ask students how these two feelings are different or similar.
3 Direct students to the title of the lesson. Explain that this phrase means to have done something already. Ask them to use this phrase if they have done one of the activities on the list. Put students into small groups to discuss the list. Provide a model:

A: Juan, have you been skydiving?

B: Been there, done that!

A: That's great! How was it? I'm a bit unsure about it, actually.

3 Go over some answers as a class. Encourage students to explain why the items in the list might or might not interest them. Be sensitive to any real issues related to possible phobias, such as fear of heights.

Real-World English Strategies

To activate your students' background knowledge about how to persuade people, you can expand Exercise 1 a bit further after students have watched the video. Use the activities listed there or other ones as a starting point to generate some expressions that we can use to be persuasive.

Give each group a cup and each student two pennies and tell them they will use the pennies as "talking chips." Each time they comment during the discussion, they put one penny in the cup. Everybody has to use both their pennies to ensure that everyone is involved.

Write the activities listed in Exercise 1 (skydive, perform in front of a group of people, speak to someone in a different language, quit a job, move away from home, try new food) on strips of paper and place those in one bowl. Write several different social roles (e.g., family member, friend, boss, professor, student, etc.) on strips of paper and place them in another bowl.

Have a volunteer draw one strip of paper from each bowl. Combine these using the following statement: *What would you say to convince your* (person) … *to* (activity) … For example, *What would you say to convince your boss to quit their job?*

Read the statement aloud or write it on the board. Invite your students to volunteer suggestions.

Remind students to comment as if they were talking to the person on the paper in person (i.e., verbatim). Once they have commented and responded to the situation after joining the strips of paper, instruct students to put one penny into the cup.

Once you have discussed a few different scenarios, and your students are out of pennies, look at the different responses and analyze different persuasion techniques used with different people.

Exercise 2 IDENTIFY

1 Read the questions aloud, and then have students watch the video to find out what happened.
2 Have students check their answers with a partner and then discuss as a class.
3 Ask students to discuss the following questions with a partner: *Would you take a job opportunity in another city? Country? Why or why not? Would you encourage a friend to take a job even if it meant moving away from you and his / her family and friends? Why or why not?*

Answers

1 The law firm in Minnesota offered Andy a job.
2 Andy encourages Kevin to attend the University of Minnesota.
3 Max is happy that Andy will be going to the UK.

Video Script

English For Real Video Unit 12

Andy That's great. I'll get back to you by Thursday. Thanks again. Bye.
Kevin What was that about?
Andy It was a firm in Minnesota. They offered me a job.
Kevin Really? Wow, that's great. Right?
Andy Eh… I'm kinda over going home for the summer.
Kevin So, you've already made up your mind then?
Andy Well, I'm thinking about Europe. Anyway, what about you? The University of Minnesota has one of the best pharmacy schools! Hasn't that always been your dream school?
Kevin Yeah, that's true.
Andy And they have a great fellowship program!
Max Who has a great fellowship program?
Andy The University of Minnesota. I'm trying to persuade Kevin to go there. It's always been his dream. You should follow your dream. And fellowship offers don't come along every day!
Kevin Yeah, that's true!
Max Speaking of summer plans, Andy, have you decided yet?
Andy Well, I Just got a job offer at a firm in Minnesota.
Max Really? Oh.
Andy But, I'm not taking it.
Max/Kevin What?
Andy I applied for an internship at an international law firm in London.

Kevin Wow. Sounds great, Andy. I'm going to miss you guys!
Max Well, if you get it, you can come stay with us at weekends! It's like nowhere else!
Andy OK, but first, I'll have to apply for my passport!

Exercise 3 SHARE

1 Direct students to the sentences, and have them discuss whether they are true or false with a partner. If a sentence is false, ask students to reword or rephrase it to make it true.
2 Circulate and provide feedback.
3 Call on students to answer and give a reason for their answer.

Answers
1 T 2 T 3 F 4 F

Exercise 4 ASSESS

1 Read the question aloud, and ask students to think about the answer and then share it with a partner. Ask students to think about evidence from the video.
2 Call on students to answer using evidence from the video.

Answers
Students' answers will vary. Sample answers include:
Andy said he is over going home for the summers, so he probably wants to experience something different.

Real-World English

Persuading

1 Ask students: *How did Andy try to persuade Kevin to go to Minnesota? What strategies did he use?* Discuss as a class.
2 Direct students to the Real-World English box, and have them read it independently.

Extra Practice

1 Write the following onto sets of index cards, one sentence per card and one set of cards per group:
You are unsure about accepting a job offer in New York.
You have been asked to go on a trip to New Zealand with your hiking group. You feel unsure because of the cost and the long flight time.
You got a gift certificate to go bungee jumping, but you feel apprehensive.
You have to give a big presentation at a conference, but you are not sure you can do it.
2 Put students into groups of three or four. Distribute a card to each member of the group. Have the group members read their situation aloud, and have the other members of the group taking turns trying to persuade them.
3 Write the following tips from the Real-World English box on the board as a guide for students:
Give a recommendation or advice.
Pitch an idea with powerful words.
Focuses on the future.
Explain opportunity is finite.
Encourage students to use a variety of strategies when persuading their group members.
4 Circulate and provide feedback.

Exercise 5 ANALYZE

1 Have students watch the video again and take notes on the various words Andy uses to try to persuade Kevin.
2 Have students discuss their answers in small groups.
3 Go over the answers as a class. Ask students: *Do you think that Andy did a good job at persuading Kevin? Why or why not?*

Answers
1 The University of Minnesota has one of the best pharmacy schools.
2 And, they have a great fellowship program.
3 It's always been his dream.
4 Fellowship offers don't come along every day!

English For Real Video Unit 12

Exercise 6 EXPAND

1 Have students discuss the question in small groups.
2 Call on some groups to explain their answer.

Answers
Students' answers will vary. Sample answers include:
Andy may actually be thinking of what's best for Kevin's future career.

Exercise 7 IDENTIFY

1 Call on a student to reach each statement aloud.
2 Ask students to discuss the difference between the two statements with a partner.
3 Write the words *Persuasion* and *Coercion* on the board. Ask students to classify the two statements under the headings. Explain that coercion is using force to make someone do something they are unsure about. Usually someone will focus on the negative outcome of not doing the action.
4 Discuss the answers with the class. Ask students: *Which tactic works better in your opinion: coercion or persuasion?*

Answers
The first statement is persuasion, while the second is coercion.

Exercise 8 ASSESS

1 Call on students to read the boxed list aloud, and model how to complete the exercise. Read the first item, and say: *My family would have a bit of influence because I am fully independent and make my own money. Appearance is very influential because I want to look good when I am sitting in my new car. If I am spending a lot of money, I want my car to look good. People I have just met have no influence on this decision. Not at all! I would consider my close friend's opinion in this case.*
2 Put students into pairs to complete the exercise. Encourage students to use the expressions on the scale when giving their answers.
3 Circulate and encourage students to extend their answers and give reasons.
4 Call on volunteers to share their responses with the class.

Exercise 9 INTEGRATE

1 Call on a volunteer to read each scenario aloud.
2 Write the following on the board or index cards (enough sets for each pair): *give recommendation or advice, pitch idea positively, focus on the future, explain opportunity is finite.*
3 Put students into pairs to discuss various ways you would persuade someone. Have students think of a variety of ways they could persuade someone using the strategies on the board or on the index cards.
4 Circulate and provide feedback.

Exercise 10 BUILD

1 Have students decide on one situation from Exercise 9 to role-play.
2 Allow time for students to prepare and practice their role play with their partner.

Exercise 11 SHARE

1 Have pairs perform their role plays for the class.
2 Encourage those students listening to take notes on the type of persuasion used in each role play.
3 After each role play, call on students to provide feedback and constructive criticism.

Lesson 12.5 Making a Good Impression

Student Book page 146

Exercise 1 ACTIVATE

1 Direct students to the lesson title. Ask students: *How do you make a good impression when you meet someone for the first time in your country or culture?* Ask students to think about greeting, eye contact, clothing, formality, etc.
2 Direct students to the photo. Put students into small groups to discuss the questions.
3 Discuss as a class, and ask students if the relationship between these people is formal or informal. Ask students why they might say that based on what the people are wearing and how they are acting in the photo.

Answers

Students' answers will vary. Sample answers include:
I see some young women out shopping. I think that they are probably friends or perhaps colleagues. They feel happy and carefree because they are smiling and appear to be having fun.

Exercise 2 IDENTIFY

1 Ask students: *Have you ever had a roommate? If so, how did you find them—through a friend, an ad on an online site, or some other way?* Have students discuss their roommate experiences in small groups.
2 Direct students to read the questions independently and then listen for the answers in the conversation.
3 Have them compare their answers with a partner.
4 Go over the answers with the class, calling on volunteers to answer. Ask students: *Do you think this was good advice? What other advice would you give? How else could he make a good impression?*

Answers

1 for prospective roommates
2 job opportunity
3 wants to make a good impression because one interviewer works at a bank and the other in publishing
4 near the park and really close to work
5 make eye contact and conversation, ask about their interests and what they are looking for in a roommate

Audio script

CD 3, Track 27

A Why the suit? Do you have a job interview?
B No. I'm meeting with prospective roommates. You know I can't afford this place after you move out. There's a great apartment near the park, and the two people living there now are looking for a third roommate.
A I'm really sorry I'm moving out on you. I just couldn't turn down the job opportunity.
B Of course you couldn't turn it down. I totally get that. What it means, though, is that I have to figure out a plan. And soon.
A So, are these two people lawyers? Or CEOs?
B No, why? Is it the suit? Too much?
A Way too much. Never have I seen you so dressed up. I think you might scare them.
B I just want to make a good impression. One works at a bank and the other in a publishing company.
A I'm sure they don't expect you to dress formally for the interview. You should look nice, I think, but not too businesslike. Show them who you really are.
B All I can think about is how much I'd love to live in that neighborhood. It's so close to work.
A It's more important that you all get along. Just be polite and friendly. You know—look them in the eye, make conversation, ask questions about their interests, what they're looking for in a roommate, and so forth. They'll like you.
B I hope so.

Speaking

Emphasizing a point, feelings, or an issue

GO ONLINE

Direct students to the Speaking box. Have them read it independently. Ask if students have any questions:

Extra Practice

1 Tell students they will be interviewing to be a potential roommate. They will be asked the following questions:
   a So, can you tell me about yourself?
   b What are your good qualities?
   c Are you an early bird or a night owl?
   d Do you like to cook?
   e Do you usually pay your bills on time?
   f Are you good with housework?
   g How do you feel about having people over? Do you mind when people have friends over?
   h Do you like a quiet atmosphere?
2 Allow students some time to think about their answers. Have students use a variety of strategies in the Speaking box to emphasize their points or feelings. Provide the following as a model (as a handout or read-aloud):
   I am a third-year biology student. What that means is that I need a lot of quiet time to study. Actually, I am pretty outgoing when I go out though. Not only do I cook, but I also do dishes! Rarely do I throw parties. I must say I am very prompt when it comes to paying bills! I totally get that people like to have friends over.
3 Have students conduct the interview in pairs. Have each partner do the full interview and then switch roles.

4 Call on students to give feedback to their partner about the points they raised.
5 For more fun, have students do the interview again, this time as a terrible candidate for a roommate!

Exercise 3 ASSESS

1 Have students read the conversation independently. Ask students: *What kind of job interview is this? What kind of candidate are they looking for? What skills does the candidate have?* Discuss the idea of being a self-starter and a team player. Ask students whether they possess those qualities and why they are important.
2 Direct students to the expressions in the box. To remind students of the inversion and cleft sentence structure, have them turn back to the Grammar in Context boxes on pages 136 and 140 to refresh their memory.
3 Have students place the expressions in the conversation independently and then compare their answers with a partner.
4 Play the audio, and have students check their answers.

Answers

1 Not only
2 do I speak
3 really
4 actually
5 Had I known
6 What
7 Above all
8 strongly

Audio script

CD 3, Track 28

A I see on your résumé that you lived in Japan for a while. Do you speak Japanese?
B Not only do I speak Japanese, but I've also tutored students in the language lab at school.
A That's really impressive. We're actually looking for someone who is fluent in Japanese.
B Had I known you were looking for proficiency in Japanese, I would have included my test results. I'd be happy to send them to you.
A That would be great. What we need is someone who's a self-starter. Japan is a potential new market for us, so we need someone who can contribute ideas. Above all, the successful candidate would also need to be a team player.
B In my work in the language lab, I had to set up my own tutoring curriculum. I also had to coordinate with the other tutors. I strongly believe that I have the background necessary to do the job.

Pronunciation Skill

Pausing with inversion and cleft sentences

GO ONLINE

1 Write the following on the board:
What I talk about is this wonderful résumé.
Never have I seen such a wonderful résumé.
2 Read the sentences aloud using pauses to show the pattern when we use cleft sentences or inversion. Ask students to listen for the pauses. Ask two volunteers to come to the board and mark where they hear the pauses (after *about*, *Never*, and *seen*).
3 Direct students to read the information in the Pronunciation Skill box independently.

More to Say…

Focus: Working in small groups, students practice pausing with inversion and cleft sentences.

Grouping Strategy: Groups of two students

Activity Time: Ten minutes

Ready,

1 Prepare a list of sentences that contain inversion and cleft sentences. Make enough sentences so that each pair of students gets one sentence.
2 Divide the sentences up so that they break where a pause would naturally occur. Write the first part of the sentence on one card and the second part on another card. For instance, in the sentence, "Never have I see such a mess," the first part, "Never have I seen" would be on one card and "such a mess" would be on another card.
3 Mix up the cards.

Set…

1 Give each student a card.

Go!

1 Have students stand up and mingle, reading their cards aloud until they find the match to their sentence piece.
2 Once all students have found their match, have students read their sentence aloud, pausing at the break in the sentence.

Exercise 4 INTEGRATE

1 Have students read the sentences independently and predict where the pauses will be. Then have them compare their answers with a partner.
2 Postpone going over answers until Exercise 5.

Exercise 5 NOTICE

1 Play the recording for students, and have them check their predictions.
2 Call on students to answer by reading the sentence aloud and pausing in the correct place. If desired, model the first sentence for students.
3 Have students work with a partner and practice reading the sentences aloud with the correct pauses.

Answers

1 All he wanted / was to make a good impression on them.
2 What I hope to do / is meet some new people.
3 Little did we know / that they were actually lost.
4 Not only / do I speak Spanish, / but I also understand German and Arabic.
5 Had I researched the company first, / I would have answered the question better.

CD 3, Track 29

Exercise 6 WHAT'S YOUR ANGLE?

1 Have students work with a partner to discuss the questions.
2 Discuss the answers as a class. Brainstorm some ideas about different contexts for making a good first impression on the board—for example, first day at a new job, meeting a new manager, meeting a new friend, meeting a future spouse's parents, meeting a potential roommate, etc.

Answers

Students' answers will vary. Sample answers include:

1 To make a good impression at a job, you should be more formal and polite. However, when you meet a friend for the first time, you should be relaxed and more casual.
2 Absolutely, my strategy changes. I will be way politer and wear formal attire at, say, a job interview.
3 I don't believe first impressions are always accurate. We sometimes have an unconscious bias that will affect our judgments of someone, for example, clothing, hairstyle, piercings, tattoos, etc. Once we really get to know someone, we discover who they really are as a person.

Exercise 7 INTERACT

1 Have students work with a partner to talk about making a good impression in different contexts.
2 Circulate and provide feedback.
3 Discuss some ideas with the class. Give particular emphasis to any cultural differences regarding these different contexts.

Unit 12 Review

Student Book page 158

Vocabulary

Exercise 1

Answers
1 involuntarily separated
2 is undergoing restructuring
3 courtesy calls
4 economically disadvantaged
5 deprived socioeconomic environment

Exercise 2

Answers
1 strategic
2 gear
3 capture
4 maximize
5 endorsements
6 imagery

Exercise 3

Answers
Students' answers will vary. Sample answers include:
1 Yes, I was laid off from my first job in a factory.
2 I should brush up on my interview skills before I look for a new job.
3 I don't belong to any professional associations, but when I get a job in my field, I will join a writers' association.

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

Grammar

Exercise 4

Answers
1 What you don't like is conflict.
2 Never have I seen such a mess.
3 All she cares about is money.
4 So interesting was the course that she signed up for another one.
5 It was the interviewer who rescheduled.

Exercise 5

Answers
Students' answers will vary. Sample answers include:
1 What I really notice about someone I meet is whether they are polite.
2 All most people notice is how the other person looks.
3 Never did I expect to learn how to speak in three languages.
4 Most of the people I know have been laid off from a job, but I haven't.

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

Discussion Point

Exercise 6

OXFORD REFERENCE

1 Read the proverb aloud, and have students form small groups to discuss whether they agree with it. Encourage students to give examples from their own experience regarding first impressions.
2 As an extra activity, have students research some other proverbs about making an impression and share with the class.

Answers
Students' answers will vary. Sample answers include:
I think the last impression someone makes on me is more lasting. It is not how you start the race, but how you finish. Or, I think that the first impression is very important because we all make judgments very quickly and these can make or break something like a job interview. You only have one shot, so you have to get it right the first time.

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

Zoom In

Exercise 7

1 For Task 1, have students make some notes before they share their story with a partner. Put students into pairs to discuss how a first impression was inaccurate. Walk around and provide feedback.
2 For Task 2, have students work independently to write a description of a job they had and the skills they acquired. Encourage students to use cleft sentences and inversion to emphasize these skills. Then have them share their description with a partner or collect the description and provide feedback.
3 For Task 3, have students find an image that reflects making an impression. Have students share their image and describe it to the class. Encourage students to ask questions about the different kinds of impression the image represents. Ask students to think about any cultural differences the image may also represent.

Answers
Students' answers will vary. Sample answers include:
1 When I first met my roommate, Hiroyuki, I thought he was really shy because he didn't talk much or make eye contact. Now I realize he was just being polite because that is his culture. He is really friendly and funny, actually. He has become a great friend.
2 I worked as a waitress in Japan. I had to greet and serve customers in a traditional Japanese restaurant. I learned how to be very polite with customers. I had to greet them in a very formal way and bow. Not only was I polite, but I also learned how to be efficient. I had to do things very quickly like making Japanese matcha for a party of 12! All I could think about was getting the tea out to the table as quickly as possible.
3 This image represents making a good impression because the man is confident and smiling when meeting a potential client. He is extending his hand for a handshake. He is making eye contact and has an air of confidence. He is clean shaven and well-groomed. All these aspects of the photo tell me he is making a good first impression.

Exercise 8

1 Have students complete the prompts and share their responses with a partner.
2 Have students identify areas they would like to improve upon in the coming units.
3 Brainstorm areas of improvement as a class.
4 As an option, have students prepare a list of two things that they want to focus on improving for the next unit.

Answers

Students' answers will vary. Sample answers include:
I found Task 2 easy because I have had my job for ten years. I have gained a lot of different skills working there. I found Task 1 difficult because I have trouble expressing my feelings about other people. I need to improve my speaking fluency when describing an image.