

# NEW FRONTIERS

TEACHER'S GUIDE

6

**B2**

Pre-Advanced

# Scope and Sequence

## HOW TO USE

..... Page 4

UNIT / PAGE	VOCABULARY	GRAMMAR & STRUCTURES	LISTENING
<b>GETTING READY FOR UNIVERSITY</b> Page 6 <b>1</b>	Education Interviews	Defining and non-defining relative clauses Present perfect simple Present perfect continuous	Listen to university interviews
<b>TIME TO SET SAIL</b> Page 18 Page 30 <b>Review 1-2</b> <b>2</b>	Travel Adventure	Present perfect simple vs. past perfect simple Past perfect simple vs. past perfect continuous	Listen to people talk about their travels to faraway locations
<b>HEALTHY THINKING</b> Page 32 <b>3</b>	Health Medical technology	Future forms for plans and predictions Future perfect simple and future perfect continuous	Listen to a fitness and exercise plan
<b>MONEY TALKS</b> Page 44 Page 56 <b>Review 3-4</b> <b>4</b>	Finance Consumerism	Zero conditionals Type 1 conditionals Type 2 conditionals	Listen to people talk about their spending habits
<b>CULTURES AROUND THE WORLD</b> Page 58 <b>5</b>	World cultures Rules and taboos	Comparatives and superlatives Bare infinitives	Listen to people talk about different cultural values
<b>IT'S A MASTERPIECE!</b> Page 70 Page 82 <b>Review 5-6</b> <b>6</b>	Art and design Reviews and critiques	Passive voice and active voice Personal and impersonal passive	Listen to a debate about art
<b>DECIDING FOR YOURSELF</b> Page 84 <b>7</b>	Memories Choices	If only / wish statements Type 3 conditionals Mixed conditionals	Listen to students' memories and regrets
<b>CRIME WAVE</b> Page 96 Page 108 <b>Review 7-8</b> <b>8</b>	Crime Morals and ethics	Reported speech	Listen to eyewitness accounts
<b>EAT UP!</b> Page 110 <b>9</b>	Food and cooking Taste and texture	Subjunctive mood Determiners	Listen to people talk about their relationship with food
<b>LEARNING CURVE</b> Page 122 Page 134 <b>Review 9-10</b> <b>10</b>	Education Expressing difference	Causative verbs Inversion for emphasis	Listen to students talk about their experiences with education

SPEAKING	READING	WRITING	PROJECT
Answer difficult interview questions	Read interview horror stories	Write a follow-up letter	Mock Interview
Talk about places you've been to or would like to go to	Read a story about an adventurer's discovery	Write a letter to the editor	Monologist
Talk about medical advice regarding health and diet	Read about health-related advancements	Write a persuasive article about a health-related issue	Awareness Campaign
Give advice or your opinion on spending habits	Read about market trends	Write about a financial concern or problem	Chat Show Host
Explain differences between your culture and another	Read about different cultures	Write a guide on the dos and don'ts of your country	Welcome to My World
Give polite criticism	Read a critical review	Write a critique of some artwork	This is Art
Talk about decisions you made during secondary school	Read about students' memories and regrets	Write an alternative timeline	Map Out a Story
Report what you and others have seen	Read about a criminal investigation	Write a police report	Detective
Talk about your relationship with specific foods and recipes	Read about a chef's inspiration and influences	Write a review of a meal	Feeling Food
Interview someone about their experiences with education	Read about different education systems	Write a progress report for a student	You're the Teacher

# How to Use

## QR Codes

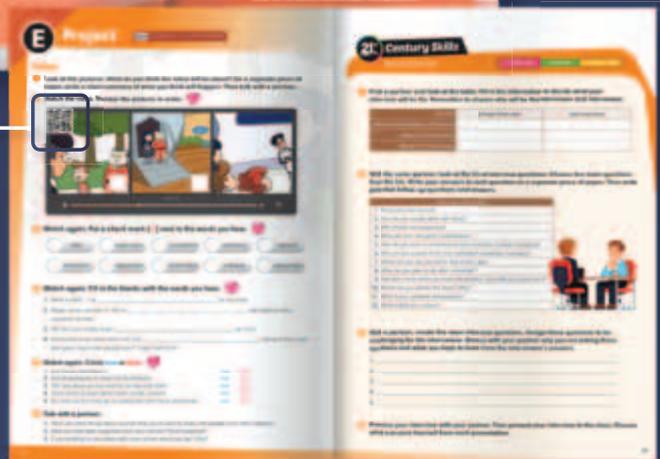
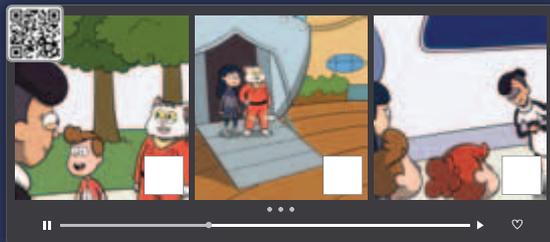
### AUDIO

Scan the QR Code at the start of each lesson to get the audio for the unit.



### VIDEO

Scan the QR Code on Project Lessons to link to animated shorts.



## Comics

Every animated short comes with a companion comic.



Download the comics at <https://www.compasspub.com/newfrontiersBE6>

## Class Booster

Every unit has a digital supplemental unit on the Class Booster platform. Download to enjoy additional activities and fun games.



# Classroom Language



Scan for Audio

## 1 Listen and number. 00-01

listen	talk with a partner
read	talk with a group
write	look at the board
speak	open your books
answer	close your books
repeat	research
role-play	watch

## 2 Read the questions.

How do you spell "board"?  
 Can you repeat that?  
 Can you say that again more slowly?  
 How do you say "\_\_\_\_\_"  
 in English?  
 What does "board" mean?  
 How do you pronounce this word?  
 I have a question.  
 What's the answer  
 to number four?



**NOTE**  
 Keep an eye out for Notes! They provide extra information and activities.



## Answer Key

7. listen
4. talk with a partner
10. read
12. talk with a group
5. write
8. look at the board
1. speak
14. open your books
6. answer
2. close your books
3. repeat
11. research
9. role-play
13. watch

## 2 Read the questions.

- Read the questions to students.
- Ask students if they understand the questions.
- Practise again. Ask students if they can ask you some questions.

## Classroom Language

### Teacher's Note

#### Classroom Language

Explain to students that this page is there to help them when they need to understand a direction line or need help asking questions.

## 1 Listen and number. 00-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the number of the word / phrase next to each word / phrase in the book.
- Practise again. Give the classroom commands. Ask students to follow along.
- Ask students if they have any questions.

This unit will give students the ability to talk about difficult college interview questions and handle difficult interview university using the present perfect and present perfect continuous tenses, as well as defining and non-defining relative clauses.

Scan the QR code to download the Unit 1 audio.

## WHAT YOU WILL DO IN THIS UNIT

### Unit 1 AIMS

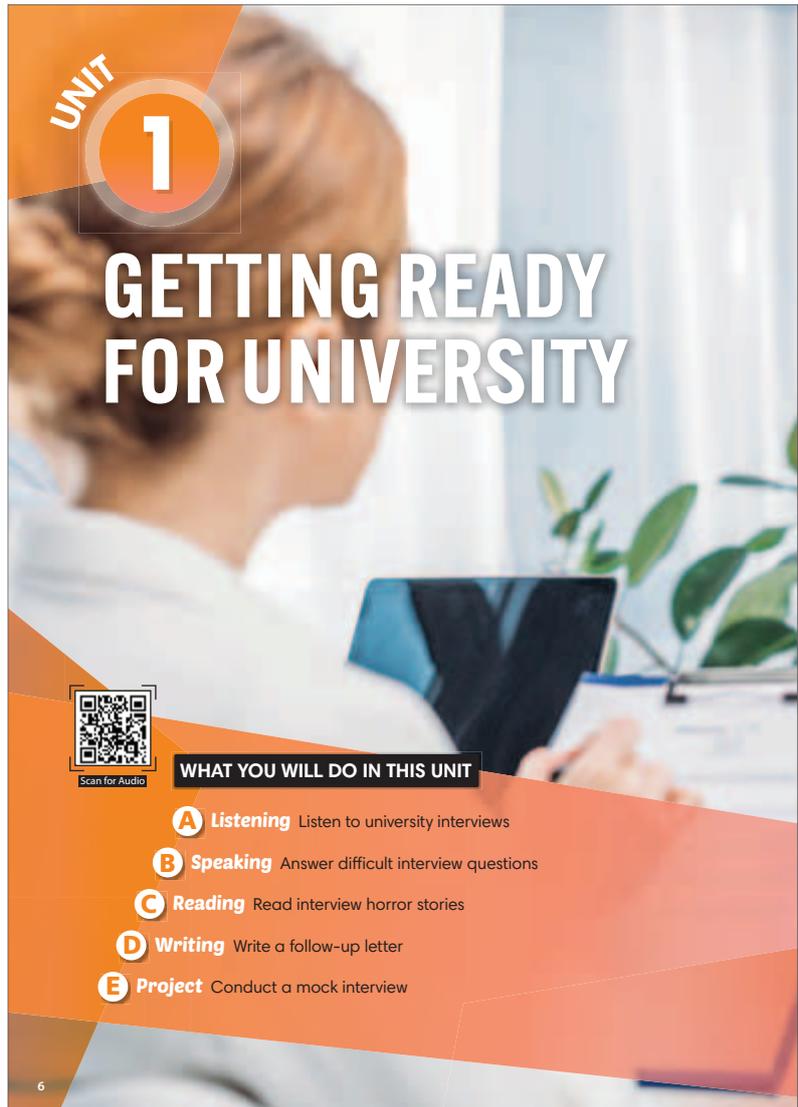
Lesson A: Listen to university interviews  
Lesson B: Answer difficult interview questions  
Lesson C: Read interview horror stories  
Lesson D: Write a follow-up letter  
Lesson E: Conduct a mock interview

### Target Skills

Lesson A: Listening  
Lesson B: Speaking  
Lesson C: Reading  
Lesson D: Writing  
Lesson E: Project

### Target Vocabulary

Lesson A	Lesson B
association award behalf capable competitive institution strength weakness	assume circumstance commit cope intention respond sufficient tough
Lesson C	Lesson D
abandon betray collapse combination encounter occur reputation suspicious	deliberate ideal initially outstanding overall relief selection truly



UNIT  
**1**

# GETTING READY FOR UNIVERSITY



Scan for Audio

## WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to university interviews
- B Speaking** Answer difficult interview questions
- C Reading** Read interview horror stories
- D Writing** Write a follow-up letter
- E Project** Conduct a mock interview

### Key Grammar

#### present perfect vs. present perfect continuous

The present perfect and present perfect continuous tenses can often both be used for the same meaning. We use these tenses to talk about actions taking place between the past and now.

Present Perfect Simple	Present Perfect Continuous
I <i>have lived</i> here for five years. I <i>have studied</i> French since I was child.	I <i>have been living</i> here for five years. I <i>have been studying</i> French since I was a child.

The present perfect simple can be used to talk about finished events in the past. The exact time it happened is not important. The present perfect simple can also be used with stative verbs.



**Look at the photo and answer the questions.**

1. What is happening in the picture?
2. What are some reasons to be interviewed?
3. What are some common interview questions?
4. What advice would you give to someone preparing for an interview?

7

**Example**

I *have been* to China five times.  
 I *have tried* New York bagels before.  
 I *have loved* that singer since her debut single came out last year.

The present perfect continuous is often used for unfinished actions, temporary actions, and to emphasise the duration of an activity. We cannot use present perfect continuous with stative verbs.

**Example**

I *have been working* on this essay all morning, and I'm still not done!  
 I *have been working* for my dad on weekends recently to get some extra money for university.  
 I *have been learning* piano for 10 years now.

**defining and non-defining relative clauses**

Defining relative clauses give information that we need in order to understand what or who is being referred to. A defining relative clause usually comes immediately after the noun it describes. Relative pronouns include *who*, *that*, *which*, *whose*, and *whom*.

**Example**

Those are the offices *that* got damaged by the typhoon.  
 He's the friend *whose* car I borrowed.

Non-defining relative clauses give extra information about a person or thing. A relative pronoun (*who*, *which*, *whose* or *whom*) is always used to introduce a non-defining relative clause. Commas are used to set apart the non-defining relative clause.

**Example**

My cousin, *who* lives in a different city, is coming to visit me this weekend.  
 The building over there, *which* is owned by the council, is going to be demolished soon.

Defining and non-defining relative clauses can sometimes look the same, but have different meanings.

Usage	Example
<b>Defining relative clause:</b> The speaker has more than one cousin. The one the speaker is talking about works in finance.	My cousin <i>who works in finance</i> got a huge bonus this year.
<b>Non-defining relative clause:</b> The speaker only has one cousin and he / she works in finance.	My cousin, <i>who works in finance</i> , got a huge bonus this year.

**Unit 1 Discussion**

Look at the photo and answer the questions.

- Ask students to look at the Unit 1 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

**Extra Practice More Discussion**

Ask more questions about interviews.

**Ex.**

Have you ever been interviewed? Describe it. What questions would you ask if you were an interviewer? Why would you ask those questions? What are some things people need to be interviewed for?

# Lesson A Listening

Aim: Listen to university interviews

## Vocabulary

### 1 Listen and number. 1-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to each word in the book.

#### Answer Key

From left to right, top to bottom

- |                |                |
|----------------|----------------|
| 8. association | 3. award       |
| 1. behalf      | 2. capable     |
| 6. competitive | 5. institution |
| 7. strength    | 4. weakness    |

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

- Ask students to read the sentences.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

#### Answer Key

- |                |                |
|----------------|----------------|
| 1. strength    | 2. institution |
| 3. capable     | 4. behalf      |
| 5. association | 6. award       |
| 7. competitive | 8. weakness    |

## Authentic Conversation

### 3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different interview questions and responses.

### 4 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

#### Teacher's Note

#### Turning Weaknesses into Strengths

Explain to students that a weakness can easily be turned into a strength. For example, if one has organisational problems, one can say, "I'm constantly working to improve my organisational skills." By doing so, one is showing that one is striving to improve oneself, which is a strength. Have students practise turning some of their weaknesses into strengths.

# A Listening

Aim Listen to university interviews

## Vocabulary

### 1 Listen and number. 1-01



### 2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

1. My greatest \_\_\_\_\_ is that I never get stressed about work.
2. This \_\_\_\_\_ has been around for 200 years. It's the oldest university in this city.
3. I studied computer science at university, so I am very \_\_\_\_\_ of working for this company.
4. On \_\_\_\_\_ of the whole team, I would like to thank you for your hard work.
5. The student \_\_\_\_\_ is looking for new members.
6. Tom got a(n) \_\_\_\_\_ for winning the writing contest.
7. This programme is very \_\_\_\_\_. Only one in 100 applicants are accepted.
8. Ricardo's \_\_\_\_\_ is that he worries too much about little things.

## Authentic Conversation

### 3 Talk with a partner.

Thanks for coming in, Billy. Please tell me a little about yourself.

Well, I was born in Glasgow but grew up in London, where I attended St. Mary's Secondary School. I'm really interested in computer programming, and I want to be a game developer.

So, why are you interested in attending this university?

Well, I know you have one of the best engineering programmes in the country. Also, I heard the social life here is amazing.

Yes, I think we have both of those things. So, why do you want to study engineering?

All the best game developers have a background in engineering, so it's the best place to start if I want to achieve my dreams.

OK, great. So, what are your strengths and weaknesses?

My strengths are that I'm hard-working, honest, and punctual. And my weaknesses... let me think...

### 4 Discuss with a partner.

1. Have you attended any interviews? What was your experience like?
2. How should you prepare for an interview?

## Extra Practice Strengths and Weaknesses

Have students practise talking about their strengths and weaknesses using the patterns below.

"Describe your greatest strength / weakness." / "My greatest strength / weakness is (description)."

"What are (some of) your strengths and weaknesses?" / "I feel that (description) is one of my strengths / weaknesses."

#### Ex.

Describe your greatest strength. / My greatest strength is my ability to adapt and overcome challenging situations.

What are some of your weaknesses? / I feel that my inattention to detail is one of my weaknesses.

## Listen Up

NOTE

In some schools, a head girl or head boy is chosen. They act as a link between pupils and teachers. They also help teachers to organise events.

### 5 Listen to the conversation. Then answer the questions. 1-02

- How long has Ms Benitez lived in Durham?
  - since secondary school
  - since she was 4
  - all of her life
- What is true about Ms Benitez?
  - She's not too determined to reach her goals.
  - She was the president of a robotics association.
  - She got the highest marks in her class.
- What is one of Ms Benitez's strengths?
  - She works hard.
  - She is narrow-minded.
  - She is very flexible.
- What will Ms Benitez likely do in two months?
  - check to see if she was accepted to the university
  - enter a new robotics competition
  - have another interview with Dr Venkman

### 6 Listen again. Then answer the questions with a partner. 1-02

- Write down all of Dr Venkman's questions.
- Summarise the woman's answers.
- Did the woman do a good job of answering the questions? Discuss.
- How would you have answered the questions? Take turns asking and answering the questions with your partner.
- What other questions do you think Dr Venkman could have asked? List two questions.



## Challenge

### 7 Look at the table.

#### Additional Interview Questions

- How do you plan to contribute to this institution / university / company?
- Why are you a good fit for this institution / university / company?
- Where do you see yourself in five to ten years?
- What do you plan to do after university?
- Describe a time when you had a lot of stress. How did you overcome it?
- Whom do you admire the most?
- What is your greatest achievement?
- In what ways are you unique?



### 8 Find a partner. Then practise asking and answering five of the questions from 7. Write down your answers and your partner's.

Question	Your Answers	Your Partner's Answers

### 9 With a partner, think of four more interview questions. Write them on a separate piece of paper. Then practise asking and answering your questions.

9

## Listen Up

### 5 Listen to the conversation. Then answer the questions. 1-02

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

#### Answer Key

- b
- a
- c
- a

### 6 Listen again. Then answer the questions with a partner. 1-02

- Tell students to find a partner.
- Listen to the audio.
- Ask students to discuss and answer the questions.
- Check students' answers.
- Ask students if they would like to share their answers with the class.
- Ask follow-up questions.

#### Answer Key

#### 1.- Tell me about yourself.

- When did your family move to Boston?
- Why are you interested in attending MIT?
- Why do you want to study robotic engineering?
- What makes you think you would be a good fit for our institution?
- What are your other strengths?
- Can you give me an example of a time when you showed understanding?
- Please describe your weaknesses.

#### 2-5. (Answers will vary.)

## Challenge

### 7 Look at the table.

- Read the contents of the table.

OR

- Ask students to read the table.
- Ask students if they know what kinds of questions are being highlighted.

### 8 Find a partner. Then practise asking and answering five of the questions from 7. Write down your answers and your partner's.

- Tell students to find a partner.
- Ask students to take turns asking and answering five of the questions from activity 7.
- Tell students to write their answers and their partner's answers in the book or on a separate sheet of paper.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.

### 9 With a partner, think of four more interview questions. Write them on a separate piece of paper. Then practise asking and answering your questions.

- Tell students to work with the same partner from activity 8.
- Ask students to think of four new interview questions.
- Ask students to take turns asking and answering their new questions.
- Tell students to write their new questions and answers on a separate sheet of paper.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.

# Lesson B Speaking

Aim: Answer difficult interview questions

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  1-03

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

### Answer Key

1. sufficient
2. commit
3. assume
4. respond
5. intention
6. circumstance
7. tough
8. cope

- Practise again. Point at different pictures and ask students to say the words.

2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

### Answer Key

1. tough
2. intention
3. cope
4. commit
5. sufficient

## Grammar

3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of grammar points are being highlighted.

4 What is the purpose of each sentence? Read and circle the answers.

- Ask students to read the sentences.
- Ask students to circle the correct purpose of each sentence.
- Check students' answers.

### Answer Key

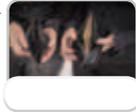
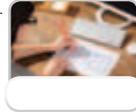
1. d
2. a
3. c
4. c

# B Speaking

Aim Answer difficult interview questions

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  1-03

	assume intention	commit tough	circumstance sufficient	cope respond
1.				
5.				

2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

1. This assignment is too \_\_\_\_\_. I don't think I can do it.
2. Theresa's \_\_\_\_\_ was for everyone to do a different part of the presentation.
3. Stewart couldn't \_\_\_\_\_ with all of the extra responsibilities. It was too much for him.
4. I don't think I can \_\_\_\_\_ to the party this weekend. I have too many other things to do.
5. Our class didn't have a(n) \_\_\_\_\_ number of students, so it was cancelled.

## Grammar

3 Look at the table.

Present Perfect Simple	Present Perfect Continuous
Talk about finished actions: <i>The students have studied for two hours.</i> Talk about long-term actions: <i>The students have studied maths for 12 years.</i> Emphasise the repetition of an action: <i>He has attended five interviews this month.</i>	Talk about unfinished actions: <i>The students have been studying since this morning.</i> Talk about temporary actions: <i>They have been studying in the library for an hour.</i> Emphasise the duration of an action: <i>He has been writing the report for two hours.</i>

4 What is the purpose of each sentence? Read and circle the answers.

1. Mitch has been learning karate since last year.
  - a. to emphasise the repetition of an action
  - b. to talk about a long-term action
  - c. to talk about a finished action
  - d. to talk about an unfinished action
2. Steve has been to the library five times this week.
  - a. to emphasise the repetition of an action
  - b. to emphasise the duration of an action
  - c. to talk about an unfinished action
  - d. to talk about a long-term action
3. Danielle has been walking her dog for half an hour.
  - a. to talk about a finished action
  - b. to emphasise the repetition of an action
  - c. to talk about a temporary action
  - d. to talk about a long-term action
4. My mum has been working at that company for 15 years.
  - a. to talk about a finished action
  - b. to talk about a temporary action
  - c. to emphasise the duration of an action
  - d. to emphasise the repetition of an action

## Extra Practice Present Perfect Simple / Continuous Race

Before class, prepare a list of the different uses of both the present perfect simple and the present perfect continuous. During class, split students up into two teams. Have each team line up at the front of the class. Take the first student from each line. Read one of the verb tense uses from your list. These two students then have to choose which verb tense to use and say a correct sentence using that verb tense and the usage you said. The student that says a correct sentence first wins a point for their team. Tell those two students to then move to the back of their respective lines. Repeat this process until each student has had a turn. Make sure to say an even mix of uses for each tense. The team with the most points at the end of the game is the winner.

**5 Listen and complete the conversation with the words you hear.**  1-04

Ms Anderson: So, Mr Hernandez, how long have 1. \_\_\_\_\_ on going to our university?  
 Mr Hernandez: Let me think about that... I guess I've been planning to go here since I was a kid.  
 Ms Anderson: Oh, really?  
 Mr Hernandez: Yeah. It 2. \_\_\_\_\_ to go here because it's the same university my parents and older sister attended.  
 Ms Anderson: I see. And why do you think you would be a good fit for this university?  
 Mr Hernandez: That's an excellent question, but a little tough. I'm not quite sure how to respond.  
 Ms Anderson: Take your time.  
 Mr Hernandez: Well, I've always been interested in technology. In fact, 3. \_\_\_\_\_ engineering classes at the local college since last summer. So, I think I'd be a good fit because my interests match this university's specialities.  
 Ms Anderson: I see. So, then, how do you plan to contribute to this university if you are accepted?  
 Mr Hernandez: To answer your question, I plan to commit my free time to the Robotics Association. And if I have a sufficient amount of time left over, I have been planning to try and join the rugby team.  
 Ms Anderson: Oh, you play rugby?  
 Mr Hernandez: Yes, I've been playing since I was in primary school. I'm pretty good at it.  
 Ms Anderson: That's great. Next question: What do you plan on doing after university?  
 Mr Hernandez: 4. \_\_\_\_\_ in the robotics field for a couple of years and then going to do a Master's if the circumstances are right.  
 Ms Anderson: OK, then where do you see yourself in 10 years?  
 Mr Hernandez: No one has ever asked me that before... In 10 years, I see myself working for a research institution.  
 Ms Anderson: Finally, what makes you unique?  
 Mr Hernandez: I've never thought about that before. I'm as unique as everyone else, I guess. I do have a talent for coming up with interesting ideas on how to use technology, and I 5. \_\_\_\_\_ quite well. Besides that, I don't think I'm especially unique. I'm just hard-working, and I have a passion to learn.



**Speak Up**

**6 Look at the table. Find the conversation pauses in 5 and underline them. Then practise using conversation pauses with a partner.**

Conversation Pauses
Let me think about that...
That's an excellent question...
To answer your question,...
No one has ever asked me that before...
I've never thought about that before...

**7 Find a partner. Then read the interview questions. Write two more. Then practise asking and answering the questions with your partner.**

Remember to use the conversation pauses from 6.

Interview Questions
1. Why should we hire / accept you over other candidates?
2. How would you benefit our company / university?
3. What is your greatest regret?
4. Tell me something impressive about yourself.
5. How much do you expect to learn / earn here?
6. _____
7. _____

11

**5 Listen and complete the conversation with the words you hear.**  1-04

- Listen to the audio.
- Ask students to write the words they hear in each gap.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

1. you been planning
2. has always been my intention
3. I've been attending robotics
4. I've been thinking of working
5. cope with stress and deadlines

**Speak Up**

**6 Look at the table. Find the conversation pauses in 5 and underline them. Then practise using conversation pauses with a partner.**

- Tell students to find a partner.
- Tell students to look at the table.
- Ask students to underline the conversation pauses in the dialogue of activity 5.
- Check students' answers.
- Tell students to take turns asking and answering questions using conversation pauses.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Give feedback.

**Answer Key**

Ms Anderson: So, Mr Hernandez, how long have 1. \_\_\_\_\_ on going to our university?  
 Mr Hernandez: **Let me think about that...** I guess I've been planning to go here since I was a kid.  
 Ms Anderson: Oh, really?  
 Mr Hernandez: Yeah. It 2. \_\_\_\_\_ to go here because it's the same university my parents and older sister attended.  
 Ms Anderson: I see. And why do you think you would be a good fit for this university?  
 Mr Hernandez: **That's an excellent question,** but a little tough. **I'm not quite sure how to respond.**  
 Ms Anderson: Take your time.  
 Mr Hernandez: Well, I've always been interested in technology. In fact, 3. \_\_\_\_\_ engineering classes at the local college since last summer. So, I think I'd be a good fit because my interests match this university's specialities.  
 Ms Anderson: I see. So, then, how do you plan to contribute to this university if you are accepted?  
 Mr Hernandez: **To answer your question,** I plan to commit my free time to the Robotics Association. And if I have a sufficient amount of time left over, I have been planning to try and join the rugby team.  
 Ms Anderson: Oh, you play rugby?  
 Mr Hernandez: Yes, I've been playing since I was in primary school. I'm pretty good at it.  
 Ms Anderson: That's great. Next question: What do you plan on doing after university?  
 Mr Hernandez: 4. \_\_\_\_\_ in the robotics field for a couple of years and then going to do a Master's if the circumstances are right.  
 Ms Anderson: OK, then where do you see yourself in 10 years?  
 Mr Hernandez: **No one has ever asked me that before...** In 10 years, I see myself working for a research institution.  
 Ms Anderson: Finally, what makes you unique?  
 Mr Hernandez: **I've never thought about that before.** I'm as unique as everyone else, I guess. I do have a talent for coming up with interesting ideas on how to use technology, and I 5. \_\_\_\_\_ quite well. Besides that, I don't think I'm especially unique. I'm just hard-working, and I have a passion to learn.



**7 Find a partner. Then read the interview questions. Write two more. Then practise asking and answering the questions with your partner.**

- Tell students to find a partner.
- Ask students to read the interview questions and then each write down two more questions.
- Tell students to write their questions in the book or on a separate sheet of paper.
- Ask students to take turns asking and answering the questions.
- Tell students to use conversation pauses in their answers.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.

**Teacher's Note**

**More on Conversation Pauses**

Explain to students that besides the conversation pause expressions listed in the book, people frequently physically pause their speech or trail off when thinking about how to answer a tough question. Demonstrate this to students. Then tell them to include some instances of paused speech or trailing off in their answers for activity 7.

# Lesson C Reading

Aim: Read interview horror stories

## Vocabulary

### 1 Listen and number. 1-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to each word in the book.

#### Answer Key

From left to right, top to bottom

4. occur
3. collapse
1. encounter
2. betray
8. suspicious
6. reputation
7. combination
5. abandon

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

#### Answer Key

- f
- h
- e
- d
- g
- b
- a
- c

## Pre-reading

### 3 Look at the pictures of people in interviews. Describe what they are doing wrong and what they should be doing. Then talk with a partner.

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to talk about what the people are doing wrong and what they should be doing.
- Check students' conversations to make sure they're speaking properly.
- Ask students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

# C Reading

Aim Read interview horror stories

## Vocabulary

### 1 Listen and number. 1-05



### 2 Match the words with the definitions.

- |                |   |  |
|----------------|---|--|
| 1. collapse    | • | a. to hurt someone who trusts you by doing something wrong       |
| 2. abandon     | • | b. the opinion that people have about someone or something       |
| 3. suspicious  | • | c. a result or product of combining two or more things or people |
| 4. encounter   | • | d. a brief meeting with another person                           |
| 5. occur       | • | e. not trusting someone or something                             |
| 6. reputation  | • | f. to fail or stop working suddenly; to break down completely    |
| 7. betray      | • | g. to happen   |
| 8. combination | • | h. to leave and never return to someone or something             |

## Pre-reading

### 3 Look at the pictures of people in interviews. Describe what they are doing wrong and what they should be doing. Then talk with a partner.



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## Teacher's Note

### Interview Etiquette

Explain some basic interview etiquette to students. Explain things such as the proper way to shake someone's hand and the importance of making eye contact and not slouching during an interview. Then as a class, come up with two lists of interview behaviour. One list should describe proper things to do, and the other list should describe improper things to do. Make sure students understand all of the items on each list.

## INTERVIEW HORROR STORIES

### 4 Read the stories. 1-06



Hi. My name is Marcus, and my first university interview, which took place at the University of Chester, was a complete failure. The interviewer, who was also a professor at the university, asked me normal interview questions. I answered all of his questions truthfully. Everything was going fine. Then he asked, "So, how have you been preparing for an education in engineering?" I had no idea how to answer his question. I got really nervous and started sweating like crazy. Finally, I lied and told him, "Oh, I've been working part-time at a company that makes electric cars near my house." I could tell that he was suspicious because he kept asking follow-up questions that I couldn't answer. [a] The interview quickly collapsed. The interviewer was furious with me for lying. He even told me that he could never admit someone who did what I had done into his university. I'll never forget that encounter!

I'm Clarice, and I had a really awkward university interview. The interview was conducted by a man and a woman at the University of Oxford. Because of a combination of reasons, the interview went downhill. First, I had an upset stomach and had to go to the toilet a lot. I must have eaten something that didn't agree with me at lunch. In total, I went to the toilet six times. By the sixth time I went to the toilet, the interviewers seemed pretty worried and annoyed. When I came back after the last toilet trip, the male professor got a phone call and started talking on the phone. [b] After he hung up, the woman scolded him for answering the phone in the middle of the interview. This started a long argument between the two professors. I felt so uncomfortable. I was so happy when the interview was over.



My name is Antonio, and my friend Ricardo, whom I have known my whole life, attended the same university interview as me. Our group interview was at the University of Canberra. [c] The interviewer asked us to give him a copy of our application essays. Unfortunately, I forgot to bring mine with me. I explained to the dean that I had emailed it to the university with my application. Suddenly, Ricardo said, "I can't believe you didn't bring your essay. That's so unprofessional!" He then handed the dean his essay. I couldn't believe what had just occurred! Why would my friend betray me like that? My confidence started slipping away, but I didn't abandon hope. Luckily, the interviewer had my essay in his email. After the interview, I asked Ricardo why he did what he did. He said that he wanted to improve his chances of getting accepted. [d] The whole situation totally ruined our friendship. A few months later, I found out that I was accepted to the university, but Ricardo wasn't.

### Comprehension

#### 5 Circle the answers.

- The university where Marcus interviewed is in \_\_\_\_\_.
  - Canberra
  - Oxford
  - Australia
  - Chester
- What is true about Clarice?
  - Her interview made her have an upset stomach.
  - She answered a phone call during her interview.
  - Her friend betrayed her during her interview.
  - She felt uncomfortable during her interview.
- What were the reasons for Clarice's bad interview?
  - She was sick, and she answered her phone.
  - The interviewers were sick and talked on their phones.
  - She was sick, and the interviewers argued.
  - One interviewer was sick, and the other used the phone.
- Where is the best place to insert the following sentence?  
Both of us have wanted to go there since we were kids.
  - [a]
  - [b]
  - [c]
  - [d]
- What can be inferred about Antonio and Ricardo?
  - They are probably still friends.
  - They are probably no longer friends.
  - They probably went to the same university.
  - They probably hung out together after the interview.

#### 6 Discuss with a partner.

- Do you know anyone who has lied about something important? What happened?
- Describe a time when you felt stressed out by an interview or when talking to a teacher.

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## Comprehension

### 5 Circle the answers.

- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

#### Answer Key

- d
- d
- c
- c
- b

### 6 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

### Extra Practice Bad Interviews

Tell students to work with a partner or in groups of three. Ask students to create a dialogue for a university interview. If students have three group members, tell one student to be the interviewee and the other two to be the interviewers, or vice versa. Tell students to have elements in their dialogues that make it a bad interview overall. Ask students to include awkward questions, answers, or behaviour. Tell students to use the readings in activity 4 as examples. Tell students to write their dialogues on a separate sheet of paper. Ask students to practise their dialogues and make sure to act them out. When everyone is done practising, ask each team to share their dialogue with the class. After each dialogue, discuss as a class what made the interview bad. Remember to ask follow-up questions and give feedback.

### 4 Read the stories. 1-06

- Listen to the audio.
- OR
- Read the stories aloud.
- OR
- Ask students to read parts of the stories aloud.
- Replay the audio if needed.

Aim: Write a follow-up letter

## Vocabulary

### 1 Listen and number. 1-07

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

2. deliberate
4. ideal
7. relief
3. overall
5. initially
1. truly
8. selection
6. outstanding

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

#### Answer Key

1. deliberated
2. selection
3. initially
4. truly
5. outstanding
6. overall
7. ideal
8. relief

## Grammar

### 3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

# D Writing

Aim Write a follow-up letter

## Vocabulary

### 1 Listen and number. 1-07



### 2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

1. The team \_\_\_\_\_ for three hours before they reached a decision.
2. The \_\_\_\_\_ process will take a long time because so many people applied.
3. \_\_\_\_\_, I was nervous, but I calmed down after a few minutes.
4. That was an incredible concert. The band members are all \_\_\_\_\_ great musicians.
5. Nasim got \_\_\_\_\_ marks in his final exams, so he's receiving a full scholarship to university!
6. Meg got the highest marks \_\_\_\_\_ by the end of the year.
7. My \_\_\_\_\_ holiday would be just relaxing on the beach.
8. I passed my test! What a(n) \_\_\_\_\_!

## Grammar

### 3 Look at the table.

Defining & Non-Defining Relative Clauses	
<p>Defining relative clauses give essential information about someone or something, information that we need in order to understand <i>what</i> or <i>who</i> is being referred to. Relative pronouns (<i>who</i>, <i>that</i>, <i>which</i>, <i>whose</i>, and <i>whom</i>) are used to introduce a defining relative clause.</p> <p><b>Ex.</b> They're the people <i>whom</i> I met last night. Those are the houses <i>that</i> were flooded during the storm. The money was given to the boy <i>whose</i> bike was stolen.</p>	<p>Non-defining relative clauses give extra information about a person or thing. It is not necessary information. A relative pronoun (<i>who</i>, <i>which</i>, <i>whose</i>, or <i>whom</i>) is always used to introduce a non-defining relative clause. Commas are used to set apart the non-defining relative clause.</p> <p><b>Ex.</b> My best friend, <i>who</i> lives next door, is called Jimmy. The red car over there, <i>which</i> belongs to Dirk, is 10 years old. That woman, <i>whom</i> I met last year, is talking to her friend.</p>
<p>Defining and non-defining relative clauses can sometimes look the same but have different meanings.</p> <p><b>Ex.</b> Defining relative clause: <i>My sister who works at the music shop has two cats.</i> → The speaker has more than one sister. The one he's talking about works at the music shop. Non-defining relative clause: <i>My sister, who works at the music shop, has two cats.</i> → The speaker only has one sister, and that sister works at the music shop.</p>	

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## Extra Practice Defining / Non-defining Relative Clause Race

Before class, prepare a list of 30 or so pairings. For each pairing, write "defining relative clause" or "non-defining relative clause" and one pronoun (*who*, *which*, *whose*, *whom*, or *that*). Make sure to have an even distribution of each type of clause and pronoun. During class, split students up into two teams. Have each team line up at the front of the classroom. Take the first student in each line and tell them one of your pairings. These two students then have to say a correct sentence using the type of clause and pronoun you said. The first student to say a correct sentence wins a point for their team. Tell those two students to then move to the back of their respective lines. Repeat this process until each student has had a turn or until your list has been exhausted. The team with the most points at the end is the winner.

**4** Combine the sentences so that they have the given clause: defining or non-defining. Answers will vary.

**Ex.** Eric's brother is coming home. Eric's brother is a university student. (non-defining)  
Eric's brother, who is a university student, is coming home.

- John has two sisters. He plays in the football team. (non-defining)  
\_\_\_\_\_
- Students prepare in advance. They tend to do well in interviews. (defining)  
\_\_\_\_\_
- That company makes trainers. It has a factory in the city centre. (non-defining)  
\_\_\_\_\_
- Mehmet is standing over there. He has long hair. (non-defining)  
\_\_\_\_\_
- Schools have good facilities. They receive lots of applications. (defining)  
\_\_\_\_\_

**5** Read and fill in the gaps with the words in the box. Then listen and check your answers.

1-08

which      overall      deliberating      that  
outstanding      selection      who      initially

To: Professor Ahmed Okhur  
Subject: Thank You for the Interview

Dear Professor Okhur,

This note is to thank you for the interview 1. \_\_\_\_\_ we had last week at Lincolnshire University. It was a(n) 2. \_\_\_\_\_ experience, and I truly appreciate you taking the time to interview me. I hope I successfully answered all of the questions that you asked me. To tell you the truth, I was 3. \_\_\_\_\_ a little nervous, but after we started talking, I became more relaxed.

I also really like the campus, 4. \_\_\_\_\_ I toured after our interview. 5. \_\_\_\_\_, everyone I talked to was nice and helpful, especially the person 6. \_\_\_\_\_ helped me find your office. I have been thinking about it all week, and Lincolnshire is definitely the ideal university for me.

Anyway, I know that you will be 7. \_\_\_\_\_ on which applicants to select over the course of the next week. I hope that you can keep me in mind during the final 8. \_\_\_\_\_. In the meantime, if you have any additional questions, please feel free to email them to me or call me directly. My phone number is in the application that I left with you.

Thank you for your time.

Best Regards,  
Muhammad Khan

**Writing**

**6** Write a thank-you letter to someone who has recently helped you. Include at least two defining and two non-defining relative clauses.

15

**4** Combine the sentences so that they have the given clause: defining or non-defining. Answers will vary.

- Ask students to read the sentences.
- Ask students to rewrite the sentences on each line as one sentence using the given clause.
- Check students' answers.

**Answer Key**

- John, who has two sisters, plays on the football team. / John, who plays on the football team, has two sisters.
- Students who prepare in advance tend to do well in interviews.
- That company, which has a factory downtown, makes sneakers. / That company, which makes sneakers, has a factory downtown.
- Mehmet, who has long hair, is standing over there. / Mehmet, whose hair is long, is standing over there.
- Schools which have good facilities receive lots of applications.

**5** Read and fill in the gaps with the words in the box. Then listen and check your answers.

1-08

- Ask students to read the passage.
- Ask students to write the correct word from the box in each gap.
- Listen to the audio.
- Check students' answers.

**Answer Key**

1. that
2. outstanding
3. initially
4. which
5. Overall
6. who
7. deliberating
8. selection

**Writing**

**6** Write a thank-you letter to someone who has recently helped you. Include at least two defining and two non-defining relative clauses.

- Ask students to write a thank-you letter to someone who has helped them recently.
- Tell students to include at least two defining relative clauses and two non-defining relative clauses in their letters.
- Tell students to write their letters on a separate sheet of paper.
- Check students' letters to make sure they're writing correctly.
- Ask some students to share their letters with the class.
- Give feedback.

**Teacher's Note**

**Thank-You Letter Basics**

Before activity **6**, explain some of the basics of writing a thank-you letter. Tell students that a thank-you letter should at least include the proper addressing of the person one is thanking at the start of the letter, a message saying thank you for what the person did, some specifics / details of the event and how it made the writer feel, another thank-you message (this time shorter), and a proper sign-off / conclusion. Point out these elements in the thank-you letter of activity **5**. Make sure students understand all the different elements. Finally, tell students to include them in their thank-you letters in activity **6**.

# Lesson E Project

Aim: Conduct a mock interview

## Video

- 1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
  - Ask students to look at the pictures.
  - Ask students to write a short summary about what they think will happen in the video.
  - Tell students to write their summaries on a separate sheet of paper.
  - Tell students to talk with a partner.
  - Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 1 video.

- 2 Watch the video. Number the pictures in order.
 

Video  
1

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right

2, 3, 1

- 3 Watch again. Put a tick (✓) next to the words you hear.
 

Video  
1

- Play the video again.
- Ask students to put a tick next to the words they hear.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right, top to bottom

relief, suspicious, reputation, circumstances, association

- 4 Watch again. Fill in the gaps with the words you hear.
 

Video  
1

- Play the video again.
- Ask students to write the words they hear in the gaps.
- Play the video again if needed.
- Check students' answers.

### Answer Key

1. been looking everywhere
2. seen so much
3. the people who helped us
4. what I am capable of

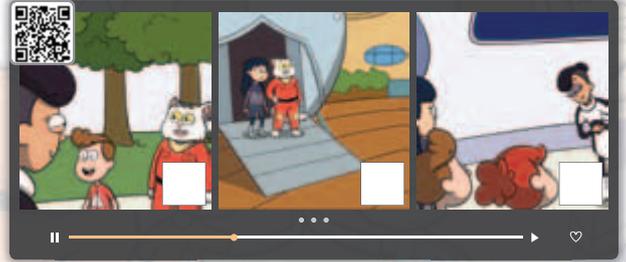
# E Project

Aim Conduct a mock interview

## Video

- 1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
- 2 Watch the video. Number the pictures in order.
 

Video  
1



- 3 Watch again. Put a tick (✓) next to the words you hear.
 

Video  
1

- |                                     |                                     |  |                                   |                                      |
|-------------------------------------|-------------------------------------|--|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> relief     | <input type="checkbox"/> suspicious | <input type="checkbox"/> competitive   | <input type="checkbox"/> weakness | <input type="checkbox"/> commit      |
| <input type="checkbox"/> intentions | <input type="checkbox"/> reputation | <input type="checkbox"/> circumstances | <input type="checkbox"/> collapse | <input type="checkbox"/> association |

- 4 Watch again. Fill in the gaps with the words you hear.
 

Video  
1

1. What a relief... I've \_\_\_\_\_ for you kids!
2. Please, Haras, consider it. We've \_\_\_\_\_ and made so many wonderful friends.
3. We can't just simply forget \_\_\_\_\_ get here.
4. I've learned more about who I am and \_\_\_\_\_ doing in these past few weeks than I ever would have if I hadn't left Earth.

- 5 Watch again. Circle true or false.
 

Video  
1

1. Lisa knows who Haras is. true false
2. Leinad apologises to Haras for his behaviour. true false
3. Tom and Jessie ask Lisa and Eric to stay with them. true false
4. Jessie wants to learn about other worlds' cultures. true false
5. Eric and Lisa will likely go on adventures with Haras and Leinad. true false

- 6 Talk with a partner.

1. What are some things about yourself that you'd want to share with people from other cultures?
2. Have you ever been separated from your friends? What happened?
3. If you could go to any place right now, where would you go? Why?

16

- 5 Watch again. Circle true or false.

- Play the video again.
- Ask students to circle the correct answers.
- Replay the video if needed.
- Check students' answers.

### Answer Key

1. false
2. true
3. false
4. true
5. false

- 6 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

7 Find a partner and look at the table. Fill in the information to decide what your interview will be for. Remember to choose who will be the interviewer and interviewee.

Choose	University Interview	Job Interview
Name of University or Company		
Name of Interviewer		
Name of Interviewee		

8 With the same partner, look at the list of interview questions. Choose five main questions from the list. Write your answers to each question on a separate piece of paper. Then write potential follow-up questions and answers.

Interview Questions
1. Please describe yourself.
2. How do you usually deal with stress?
3. Why should we accept you?
4. What are your strengths / weaknesses?
5. How do you plan to contribute to this institution / university / company?
6. Why are you a good fit for this institution / university / company?
7. Where do you see yourself in five to ten years?
8. What do you plan to do after university?
9. Describe a time when you had a lot of stress. How did you overcome it?
10. Whom do you admire the most? Why?
11. What is your greatest achievement?
12. What makes you unique?



9 With a partner, create five more interview questions. Design these questions to be challenging for the interviewee. Discuss why you are asking these questions and what you hope to learn from the interviewee's answers with a partner.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

10 Practise your interview with your partner. Then present your interview to the class. Discuss what everyone learned from each presentation.

## 21<sup>st</sup> Century Skills

7 Find a partner and look at the table. Fill in the information to decide what your interview will be for. Remember to choose who will be the interviewer and interviewee.

- Tell students to find a partner.
- Ask students to look at the table.
- Ask students to decide whether to have a university interview or a job interview.
- Ask students to fill in the table based on their interview type.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

8 With the same partner, look at the list of interview questions. Choose five main questions from the list. Write your answers to each question on a separate piece of paper. Then write potential follow-up questions and answers.

- Tell students to work with the same partner from activity 7.
- Ask students to read the list of interview questions.
- Ask students to choose five questions from the list.
- Tell students to write their answers to the questions they chose on a separate sheet of paper.

- Ask students to write follow-up questions and their answers to each question.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

9 With a partner, create five more interview questions. Design these questions to be challenging for the interviewee. Discuss why you are asking these questions and what you hope to learn from the interviewee's answers with a partner.

- Tell students to work with the same partner from activities 7 and 8.
- Ask students to write five new interview questions.
- Tell students to write difficult interview questions.
- Ask students to discuss what they hope to learn about the interviewee from the new questions.
- Tell students to write their new questions and answers on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

10 Practise your interview with your partner. Then present your interview to the class. Discuss what everyone learned from each presentation.

- Ask students to practise their interviews with their partners using the questions from activities 8 and 9.
- Check students' interviews to make sure they're speaking properly.
- Ask students to present their interviews to the class.
- Discuss as a class what was learned from each interview.
- Ask follow-up questions.
- Give feedback.

### Teacher's Note

#### Personal Interview Questions

Before activity 9, tell students to think about asking more personal interview questions. Have them come up with questions that will result in more personal information being divulged by the interviewee.

### Extra Practice Interview Mingle

After the project, ask each student to write three new interview questions or choose the best three they had from the project. Then have students walk around the classroom and ask five students their questions. Tell students to write down the names of the students they interview and the answers those students give. After everyone is done, discuss some of the questions and answers that students gave as a class. Remember to ask follow-up questions and give feedback.

This unit will give students the ability to talk about interesting travel experiences, point out factual errors, and write about travel locations and historical figures using the present perfect, past perfect, and past perfect continuous tenses.

Scan the QR code to download the Unit 2 audio.

### WHAT YOU WILL DO IN THIS UNIT

### Unit 2 AIMS

Lesson A: Listen to people talk about their travels to faraway locations

Lesson B: Talk about places you've been to or would like to go to

Lesson C: Read a story about an adventurer's discovery

Lesson D: Write a letter to the editor

Lesson E: Write a monologue

### Target Skills

Lesson A: Listening

Lesson B: Speaking

Lesson C: Reading

Lesson D: Writing

Lesson E: Project

### Target Vocabulary

Lesson A	Lesson B
aside from attractive extensive instant perspective proud quite stunning	destination dreadful exotic feature nonetheless pirate remarkable shipwreck
Lesson C	Lesson D
capture confirm determine drown seek significant / insignificant sophisticated / unsophisticated tremendous	astonishing classify furthermore port priceless sail therefore voyage

# TIME TO SET SAIL



Scan for Audio

### WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to people talk about their travels to faraway locations
- B Speaking** Talk about places you've been to or would like to go to
- C Reading** Read a story about an adventurer's discovery
- D Writing** Write a letter to the editor
- E Project** Write a monologue



Look at the photos and answer the questions.

1. What do you see in the photos?
2. Describe your travel style. Do you prefer adventure, rest, etc.?
3. Where are some places you want to go? Why?
4. What are some reasons people travel?

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## Key Grammar

### present perfect vs. past perfect

The present perfect is used to talk about an action which happened between the past and now. The past perfect is used to talk about an action which happened before another action in the past.

Present Perfect	Past Perfect
I <i>have visited</i> five different European countries this year.	I <i>had</i> just <i>left</i> Paris when I got a call from my mother.

### past perfect vs. past perfect continuous

The past perfect talks about an action that both *started* and *finished* before another action in the past. The past perfect continuous talks about an action that was in progress *before* or *up until* another event in the past.

Past Perfect	Past Perfect Continuous
Sarah <i>had</i> already <i>finished</i> secondary school when she decided to take a gap year in Brazil.	Sarah <i>had been waiting</i> all summer when she finally received the acceptance letter for university.

## Unit 2 Discussion

Look at the photos and answer the questions.

- Ask students to look at the Unit 2 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practice More Discussion

Ask more questions about travel.

#### Ex.

Describe the best place you've travelled to. Why did you enjoy it?

Describe the worst place you've travelled to. Why did you not enjoy it?

Do you prefer travelling to big cities, the beach, the mountains, or somewhere else? Why?

# Lesson A Listening

**Aim:** Listen to people talk about their travels to faraway locations

## Vocabulary

### 1 Listen and number. 2-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word / phrase next to each word / phrase in the book.

#### Answer Key

From left to right, top to bottom

6. stunning
3. perspective
2. quite
4. attractive
7. extensive
8. instant
1. proud
5. aside from

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word / phrase with the correct definition.
- Check students' answers.

#### Answer Key

- e
- h
- a
- b
- f
- c
- d
- g

## Authentic Conversation

### 3 Talk with a partner. Change the conversation to match your own plans and practise again.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different plans and ideas.

# A Listening

**Aim** Listen to people talk about their travels to faraway locations

## Vocabulary

### 1 Listen and number. 2-01



### 2 Match the words with the definitions.

- |                |   |  |
|----------------|---|--|
| 1. proud       | • | a. except for  |
| 2. perspective | • | b. very full or complete; wide in range                    |
| 3. aside from  | • | c. happening immediately; without delay                    |
| 4. extensive   | • | d. something that is interesting and appeals to someone    |
| 5. quite       | • | e. feeling very pleased because you've done something well |
| 6. instant     | • | f. a little or a lot but not completely                    |
| 7. attractive  | • | g. extremely beautiful                                     |
| 8. stunning    | • | h. a way of thinking about or considering something        |

**NOTE** Aside from is a linking phrase. Linking phrases are used to show a relationship between ideas.

## Authentic Conversation

### 3 Talk with a partner. Change the conversation to match your own plans and practise again.

**NOTE** A gap year is when students take a year off from their education to get world experience.

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## Extra Practice Present / Past Perfect Tense Race

Before class, prepare a list of 30 or so verbs. Next to each verb, write either "present perfect" or "past perfect". Make sure to have an even distribution of each. During class, split students up into groups of three. Tell each group to line up at the front of the classroom. Ask the first student in each line to step forward. Then tell the three students the first verb and tense from your list. Ask students to quickly say a correct sentence using the given verb and tense. The first student to respond correctly gets a point for their team. Tell those three students to then move to the back of their respective lines. Repeat this process until each student has had a turn or until you have exhausted all the items from your list. The team with the most points at the end is the winner.

**4 Complete the sentences to make statements that are true for you. Then talk with a partner.**

- One country I've thought of travelling to is \_\_\_\_\_
- If I go to university, I might study \_\_\_\_\_
- Once I finish secondary school, I'll \_\_\_\_\_
- One thing I've heard about my destination is \_\_\_\_\_

**Grammar**

**5 Look at the table.**

**NOTE**  
 Never use the present perfect tense with a finished time word.  
 Ex. I've been to another country yesterday. X

Present Perfect Simple vs. Past Perfect Simple
The present perfect is used to talk about an action which happened between the past and now. <b>form: have / has + past participle</b>
I <i>have travelled</i> to Madagascar three times in the last year. My uncle <i>has travelled</i> to London 20 times. Have you ever <i>been</i> to another country?
The past perfect is used to talk about an action which happened before another action in the past. <b>form: had + past participle</b>
I <i>had already been</i> to the shop before my brother woke up. Before I finished school, I <i>had filled</i> out several university applications.

**6 Fill in the gaps with the given verbs and tenses.**

- They \_\_\_\_\_ to Australia twice. (*travel*, present perfect)
- Stephen \_\_\_\_\_ for the airline for 25 years. (*work*, present perfect)
- You said that before you ate lunch, you \_\_\_\_\_ your mother. (*call*, past perfect)
- Kerry \_\_\_\_\_ the entire bottle of water before she got to the halfway point in the race. (*drink*, past perfect)
- I met them after they \_\_\_\_\_ to the countryside. (*be*, past perfect)
- I \_\_\_\_\_ my ticket, so I couldn't get on the plane. (*forget*, past perfect)

**Listen Up**

**7 Listen and fill in the gaps with the words you hear.** 2-02

- I did. I've \_\_\_\_\_ a few times over the years. Why do you ask?
- Well, I'm not sure what they \_\_\_\_\_ of education.
- You know... Instead of going \_\_\_\_\_, I'm taking some time off.
- It's an ancient city that's \_\_\_\_\_ for hundreds of years.
- \_\_\_\_\_ learning about the kings \_\_\_\_\_ ruled Royal Hill, you'll also learn about the city's extensive history.

**8 Listen again. Circle the answers.** 2-02

- What field will she be studying?  
 a. history      b. travel      c. culture      d. doesn't say
- What had the woman planned to do after finishing school?  
 a. go to university      b. work with her brother      c. go to Madagascar      d. doesn't say
- What is NOT true about the Royal Hill of Ambohimanga?  
 a. It's over 200 years old.      b. It was built in a special location.  
 c. It was built to be easy to defend.      d. It is where the current king lives.

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**4 Complete the sentences to make statements that are true for you. Then talk with a partner.**

- Ask students to read the sentence prompts.
- Ask students to complete each sentence with information that is true for them.
- Check students' answers.

**Answer Key**

*Possible Answers*

- One country I've thought of travelling to is Jamaica.
- If I go to university, I might study physics.
- Once I graduate from secondary school, I'll travel.
- One thing I've heard about my destination is that locals are friendly.

**Grammar**

**5 Look at the table.**

- Read the contents of the table.

OR

- Ask students to read the table.
- Ask students if they know what kinds of grammar points are being highlighted.

**6 Fill in the gaps with the given verbs and tenses.**

- Ask students to read the sentence prompts.
- Ask students to fill in each gap with the given verb in the specified tense.
- Check students' answers.

**Answer Key**

- have travelled
- has worked
- had called
- had drunk
- had been
- had forgotten

**Listen Up**

**7 Listen and fill in the gaps with the words you hear.** 2-02

- Listen to the audio.
- Ask students to write the words they hear in each gap.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

- been there
- offer in terms
- straight to university
- been preserved
- Aside from; who've ruled

**8 Listen again. Circle the answers.** 2-02

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

- d
- b
- d

**Extra Practice Gap Year Plans**

After activity **8**, tell students to find a partner. Tell students to pretend they will take a gap year after they finish secondary school. Ask students to create a dialogue discussing what they plan to do in their gap years. Tell students to use the present perfect and past perfect tenses at least two times in their dialogues. When everyone is done writing, have students share their dialogues with the class. Remember to ask follow-up questions and give feedback.

# Lesson B Speaking

Aim: Talk about places you've been to or would like to go to

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear. 2-03

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

### Answer Key

1. pirate
2. shipwreck
3. destination
4. feature
5. exotic
6. remarkable
7. dreadful
8. nonetheless

- Practise again. Point at different pictures and ask students to say the words.

2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

### Answer Key

1. remarkable
2. pirate
3. feature
4. Nonetheless
5. dreadful
6. shipwreck
7. exotic
8. destination

## Authentic Conversation

3 Talk with a partner. Change the conversation to match your own recommendations and practise again.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different recommendations and ideas.

# B Speaking

**Aim** Talk about places you've been to or would like to go to

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear. 2-03

dreadful remarkable	pirate nonetheless	shipwreck destination	feature exotic
1.	2.	3.	4.
5.	6.	7.	8.

2 Fill in the gaps with the best vocabulary words.

**NOTE** Nonetheless is a linking word used to show a contrast between ideas. It's usually found at the start of a sentence.

1. Meeting you here in Madagascar is a(n) \_\_\_\_\_ coincidence.
2. Have you ever heard of Edward Thatch, also known as Blackbeard? He was an English \_\_\_\_\_.
3. This house also has an amazing \_\_\_\_\_ in its back garden: a giant oak tree.
4. There were many flights going out that day. \_\_\_\_\_, it was difficult for us to get a ticket.
5. I really hated those shoes; they looked and felt \_\_\_\_\_!
6. We lost all of our belongings in the \_\_\_\_\_. Now they're at the bottom of the sea.
7. Have you ever tried \_\_\_\_\_ fruits such as durian, ackee, or chayote?
8. I've heard Paris is the most popular \_\_\_\_\_ for couples who just got married.

## Authentic Conversation

3 Talk with a partner. Change the conversation to match your own recommendations and practise again.

Hey, Lucy. Do you have any holiday recommendations?

Sure, I do. I recommend the Bahamas. I went there last term. It's especially popular with people interested in pirates. There are a lot of ancient shipwrecks there.

It sounds remarkable. What else is there?

I saw lots of amazing stuff there. The trip wasn't all good, though. I don't recommend the Caribbean stewed fish. It made me very sick, and I felt dreadful for at least three days.

But besides that, it was amazing.

That sounds terrible.

Lucy

Peter

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## Teacher's Note

### Making Recommendations

Explain some other phrases for making recommendations. Make sure students understand the different phrases and when and how to use them. Below is a list of different phrases for making recommendations.

Phrase	Example
I suggest ...	<i>I suggest you try visiting the Bahamas.</i>
I advise you to ...	<i>I advise you to stay at a bed and breakfast.</i>
You should ...	<i>You should travel there in early spring.</i>
You ought to ...	<i>You ought to try camping in the Grand Canyon.</i>
You had better ...	<i>You had better visit a less crowded place.</i>

## Grammar

### 4 Look at the table.

Past Perfect Simple vs. Past Perfect Continuous	
The past perfect talks about an action that both started and finished before another action in the past. <b>form:</b> <i>had + past participle</i>	The past perfect continuous talks about an action that was in progress before or up until another event in the past. <b>form:</b> <i>had + been + (verb + -ing)</i>
Examples	
Lenny <i>had brushed</i> his teeth by the time his taxi came.	Lenny <i>had been sleeping</i> when his taxi arrived.
Jill <i>had quit</i> her job when she went to Brazil.	Jill <i>had been saving</i> for 10 years so she could afford to go on holiday.
<i>Had she travelled</i> much before then?	How long <i>had she been travelling</i> before she got home?

### 5 Combine the sentences with the given words in the given tenses.

- I waited for two hours. My friend finally arrived. (*when, past perfect continuous*)
- I drank three cups of coffee. Then, I ate some cake. (*before, past perfect*)
- I walked to school. The school bell rang. (*when, past perfect continuous*)
- She drew 10 pictures. She had to go to bed. (*by the time, past perfect*)

**NOTE**  
A testimonial is a statement someone makes expressing appreciation for something.

## Speak Up

### 6 Read the testimonials. Circle the past perfect simple and underline the past perfect continuous.

**CANADA**



Join us in friendly Canada! We have 10 stunning provinces to choose from. Each has its own unique experience to offer. But don't just take our word for it; read these testimonials.

Jim: "I'd never been to such a remarkable aquarium before visiting the one in Nova Scotia. Sadly, I didn't take any pictures because I'd lost my camera. Nonetheless, it was a good trip."

Pam: "I had been visiting Manitoba when I saw my first moose. It was quite something!"

Pete: "I'd stayed up all night in Saskatchewan because I was afraid to miss my train. I felt dreadful because I was so tired, but the train ride to Alberta was so scenic, I perked right up!"

Sounds interesting, eh? Don't delay. Book your trip today!

**MEXICO**



Spice up your life with a trip to Mexico!

Joan: "I enjoyed the traditional spicy bean burritos in Mexico City. I just wish I hadn't eaten them before I got on my plane to come home."

Gary: "The Blue House was the home of world-famous painter Frida Kahlo. It had some nice features. I especially enjoyed the colour."

Fred: "Lacandon Jungle certainly had some exotic bugs."

Ken: "After our tour of the ancient pyramids of Teotihuacan, we had tacos. It was fantastic!"

Everywhere you look, there's something new for you to discover! Olé!

### 7 Talk with a partner. Give your own testimonial about a country you've visited.

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## Grammar

### 4 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of grammar points are being highlighted.

### 5 Combine the sentences with the given words in the given tenses.

- Ask students to read the sentences.
- Ask students to rewrite the sentences on each line as one sentence using the given time expression and verb tense.
- Check students' answers.

### Answer Key

- I had been waiting for two hours when my friend finally arrived.
- I had drunk three cups of coffee before I ate some cake.
- I had been walking to school when the school bell rang.
- She'd drawn 10 pictures by the time she had to go to bed.

## Speak Up

### 6 Read the testimonials. Circle the past perfect simple and underline the past perfect continuous.

- Ask students to read the testimonials.
- Ask students to circle the past perfect simple verbs and underline the past perfect continuous verbs.
- Check students' answers.

### Answer Key

**CANADA**



Join us in friendly Canada! We have 10 stunning provinces to choose from. Each has its own unique experience to offer. But don't just take our word for it; read these testimonials.

Jim: "I'd never been to such a remarkable aquarium before visiting the one in Nova Scotia. Sadly, I didn't take any pictures because I'd lost my camera. Nonetheless, it was a good trip."

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Pete: "I'd stayed up all night in Saskatchewan because I was afraid to miss my train. I felt dreadful because I was so tired, but the train ride to Alberta was so scenic, I perked right up!"

Sounds interesting, eh? Don't delay. Book your trip today!

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Spice up your life with a trip to Mexico!

Joan: "I enjoyed the traditional spicy bean burritos in Mexico City. I just wish I hadn't eaten them before I got on my plane to come home."

Gary: "The Blue House was the home of world-famous painter Frida Kahlo. It had some nice features. I especially enjoyed the colour."

Fred: "Lacandon Jungle certainly had some exotic bugs."

Ken: "After our tour of the ancient pyramids of Teotihuacan, we had tacos. It was fantastic!"

Everywhere you look, there's something new for you to discover! Olé!

### 7 Talk with a partner. Give your own testimonial about a country you've visited.

- Tell students to find a partner.
- Ask students to write a testimonial for a country they've visited, or for their own country if they haven't travelled abroad.
- Tell students to write their testimonials on a separate sheet of paper.
- Check students' testimonials to make sure they're doing them correctly.
- Ask students to take turns reading their testimonials to their partners.
- Ask some students to share their testimonials with the class.
- Ask follow-up questions.
- Give feedback.

### Extra Practice More Testimonials

List the places that students wrote their testimonials about in activity 7 on the board. Give each pair of students a different location from the ones listed on the board. Make sure no one gets their original location. Then ask students to write a new testimonial about their new location. Tell students to make something up if they haven't actually been to their new locations. Tell students to include at least two examples of the past perfect and the past perfect continuous in their testimonials. Ask students to present their new testimonials when they are done. Remember to ask follow-up questions and give feedback.

Aim: Read a story about an adventurer's discovery

## Vocabulary

### 1 Listen and number. 2-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

6. significant / insignificant
8. sophisticated / unsophisticated
2. tremendous
5. seek
1. drown
7. capture
3. determine
4. confirm

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

#### Answer Key

- e
- a
- h
- c
- d
- f
- b
- g

## Pre-reading

### 3 Look at the pictures. What do you think is happening? What kinds of treasures do you think can be found in the ocean?

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to talk about what they think is happening in the pictures and what kinds of treasures can be found in the ocean.
- Check students' conversations to make sure they're speaking properly.
- Ask students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

# C Reading

Aim Read a story about an adventurer's discovery

## Vocabulary

### 1 Listen and number. 2-04

**NOTE**  
In- is a common prefix. The addition of in- to a base word changes the meaning to its opposite.



significant / insignificant



sophisticated / unsophisticated



tremendous



seek



drown



capture



determine



confirm

### 2 Match the words with the definitions.

- |                    |   |  |
|--------------------|---|--|
| 1. unsophisticated | • | a. to look for   |
| 2. seek            | • | b. to say or show that something is certain or true                  |
| 3. tremendous      | • | c. to die because you are under water and cannot breathe             |
| 4. drown           | • | d. to discover the facts about something; to decide what will happen |
| 5. determine       | • | e. not complicated; simple   |
| 6. insignificant   | • | f. unimportant; not large or great                                   |
| 7. confirm         | • | g. to take control of someone or something by force                  |
| 8. capture         | • | h. large in size or amount   |

## Pre-reading

### 3 Look at the pictures. What do you think is happening? What kinds of treasures do you think can be found in the ocean?



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## Teacher's Note

### Pirates

Before class, research some of the more famous pirates from history. During class, ask students to name some pirates that they know of. Tell them to describe the pirates they name. Then introduce some of the pirates from your list. Below is a list of some famous pirates, their nationalities, and when they lived.

- William Kidd (Scottish, c. 1645–1701)
- Edward Teach / Thatch "Blackbeard" (English, c. 1680–1718)
- Bartholomew Roberts "Black Bart" (Welsh, 1682–1722)
- Henry Every "Long Ben" (English, c. 1653–unknown)
- Anne Bonny (Irish, c. 1700–1782)
- Sir Henry Morgan (Welsh, c. 1635–1688)
- Francois l'Olonnais (French, c. 1635–1668)
- Sir Francis Drake (English, c. 1540–1596)
- Cheung Po Tsai (Chinese, c. 1783–1822)
- Ching Shih (Chinese, c. 1785–1844)

**4** Read the article. 2-05

**NOTE**  
Boats or ships are often referred to with a female pronoun, rather than using it.  
**Ex** "What's your boat called?"  
"Her name is Floaty."

**Ahoy, Matey! (Hello There, Friend!)**

In 1716, a pirate named Samuel "Black Sam" Bellamy captured a trading ship called the *Whydah* and began raiding the east coast of North America. A year later, the dreaded vessel was caught in a tremendous storm and sank off the coast of Cape Cod. The storm was one of the worst of the century, and so, the ship's final resting place was lost. That is, it was lost until 1985, more than two hundred years later, when Barry Clifford fulfilled his childhood dream of finding the legendary shipwreck.

Barry had been searching for years when he finally located the *Whydah*. The first step in his discovery was finding a map created by a man who'd actually seen the ship sink back in 1717. On the map were the words: "Place where the pirate ship *Whydah* wrecked, Bellame Command, where I buried 102 men, drowned." Of the pirates that were on board when the storm hit, only eight survived.

Having determined an approximate location, Barry used sophisticated equipment to pinpoint the exact whereabouts of the ship. Finally, he believed he had found the *Whydah*. But he ran into a problem. When he ordered a scuba diver to investigate the location, the diver reported that he'd seen nothing but sand where the ship should be. Barry was discouraged, but he didn't give up. He was certain that he had the right location. He built machines to blow the sand aside. Approximately 30 feet below the sand, they discovered a coin from the year 1684. His intuition was correct. This was the right location!

The discovery of the *Whydah* has great historical significance because it was the first confirmed pirate ship ever discovered. The confirmation was made when Barry pulled an iron bell from the shipwreck. After analysing the bell, scientists determined that the words written on its side read "The Whydah Gally". Barry's discovery has since taught us a lot about pirate culture. For example, it is known that pirates were fair—sharing their responsibilities, as well as any treasure they took, equally. They also had diverse crews, meaning their ship contained teams of people from many different cultures. Nonetheless, it's important to remember that pirates were thieves who were sought after, arrested, and punished for their crimes.



**Comprehension**

**5** Circle the answers.

- How did the *Whydah* become a pirate ship?
  - It sank.
  - It was captured.
  - It was found by Barry.
  - It was buried in sand.
- What sank Bellamy's ship?
  - a huge storm
  - pirates
  - a naval battle
  - poor maintenance
- Why was the discovery of the wreck significant?
  - It held a lot of ancient treasures.
  - It revealed a lot about pirate culture.
  - It helped improve sea exploration technologies.
  - It held an important iron bell.
- Which statement is NOT true according to the reading?
  - The *Whydah* was the first confirmed pirate shipwreck discovered.
  - Pirates were surprisingly fair in their responsibilities.
  - Pirates usually had similar backgrounds.
  - Pirates were criminals who were chased and brought to justice.

**6** Write before or after.

- The *Whydah* began raiding North America \_\_\_\_\_ it was captured.
- The *Whydah* sank in a tremendous storm \_\_\_\_\_ Barry was born.
- Barry built machines \_\_\_\_\_ pinpointing the whereabouts of the *Whydah*.
- Scientists knew a lot about pirate culture \_\_\_\_\_ the *Whydah* was found.

**7** Discuss with a partner.

- What qualities do you think pirates had?
- Why do you think people romanticise the past?
- What are some significant discoveries that have been made recently?

**NOTE**  
If you romanticise something, it means you make it seem better or more exciting than it really is.

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**Comprehension**

**5** Circle the answers.

- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

- b
- a
- b
- c

**6** Write before or after.

- Ask students to read the sentence prompts.
- Ask students to write the correct word, *before* or *after*, in each gap.
- Check students' answers.

**Answer Key**

- after
- before
- after
- after

**7** Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

**Extra Practice** **Pirate Presentations**

Tell students to work with a partner or in groups of three. Ask students to select a pirate to research. Tell students to choose a pirate mentioned in the Teacher's Note or to do some research and choose another pirate. Ask students to research online some information on their pirate, such as dates of birth and death, region they pirated in, exploits, cause of death, and any other interesting details. Give students time to work. When everyone is done working, ask each group to present their pirate to the class. On the board, write up some basic information that is presented by each group. After everyone has presented, vote on which pirate was the most notorious and discuss why.

**4** Read the articles. 2-05

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the article aloud.
- Replay the audio if needed.

# Lesson D Writing

Aim: Write a letter to the editor

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  2-06

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

### Answer Key

- sail
- priceless
- classify
- port
- voyage
- astonishing
- furthermore
- therefore

- Practise again. Point at different pictures and ask students to say the words.

2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

### Answer Key

- astonishing
- therefore
- classify
- Furthermore
- sail
- voyage
- priceless
- port

## Writing Guide

3 Read the brochure and the letter.

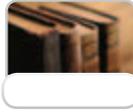
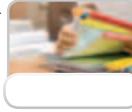
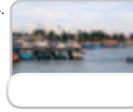
- Read the brochure and letter aloud.
- OR
- Ask students to read the brochure and letter.
- Ask students some questions about the brochure and letter.
- Discuss the correct and incorrect facts in the brochure as a class.
- Ask follow-up questions.
- Give feedback.

# D Writing

Aim Write a letter to the editor

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  2-06

astonishing therefore	furthermore priceless	voyage port	sail classify
1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 

2 Fill in the gaps with the best vocabulary words.

- The colours of that sunset are \_\_\_\_\_.
- I've never been there, and \_\_\_\_\_, have no opinion.
- You would \_\_\_\_\_ this as a ship, not a boat. A ship has different features from a boat.
- Scotland is a great place to visit. \_\_\_\_\_, it doesn't cost much to get there.
- The ship will \_\_\_\_\_ at noon. We have to be ready by then.
- We'll be on the ship for nearly 36 hours. It's going to be quite a difficult \_\_\_\_\_.
- This diamond ring belonged to my grandmother. That's why it's \_\_\_\_\_.
- We watched the ship leave the \_\_\_\_\_.

**NOTE** Furthermore is a linking word usually used at the start of a sentence to add to an idea or previous point. Therefore is a linking word used to show the result of a previous linking fact or action.

## Writing Guide

**NOTE** Before writing a letter of complaint, always fact-check the entire document. In this example, the correct facts are highlighted in green, and the incorrect facts are highlighted in red.

3 Read the brochure and the letter.

Why not travel to the fantastic **Island of India**, where you'll see **astonishing volcanoes** such as the famous **Mount Vesuvius**, which has erupted over 50 times. And don't forget to try the authentic Indian cuisine. **India is well known for its spicy dishes**. Once you're done chowing down, there are also a number of animals you can see on one of our world-famous safaris. Don't miss your chance to see **frightening tigers or the exotic Komodo dragon**.

So whether you're travelling for relaxation or travelling for your education, Real-Time Travel Co. has all the information you need!

**Dear Real-Time Travel Co.,**  
I'm writing to you because I've just received your brochure about travelling to India. I've been to India many times in the past, and I think your brochure has many inaccuracies. First of all, India is certainly not an island; it is surrounded by water on three sides. Therefore, it is classified as a peninsula. Furthermore, while it does have volcanoes, Mount Vesuvius is a volcano located in Italy. Lastly, Komodo dragons are only found in Indonesia. I do hope you'll take the time to consider my corrections and use them to modify your brochure.

Sincerely,  
Timothy Moe

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## Teacher's Note

### More Linking Words

Explain some other linking words to students. Make sure students understand when and how to use them. Below is a list of some common linking words.

Addition	Sequence	Consequence	Contrast
Moreover Similarly Also In addition Likewise	After this At this point Earlier Later Initially	Eventually In that case Thus Consequently As a result	Even though Despite In spite of Alternatively Although
Certainty	Reason	Condition	Summary
Obviously Certainly Plainly Undoubtedly Of course	Since Due to Owing to In order to Because of	If Unless Whether Provided that Depending on	In conclusion In summary To sum up To conclude In short

**4** Read the blog post. Pay attention to the highlighted sections.

**DINA'S TRAVEL BLOG**

After what felt like one of the longest voyages I'd ever been on, our ship finally sailed into port. There, before my eyes, was the most astonishing city I'd ever seen—**Rome!**

After arriving, I had to take a train **to the centre of the city**. Rome is such a busy city! It has a mix of modern and classical buildings, which show just how long people have lived here—since **753 CE**. I guess that's why some people call Rome the "Forever City".

Since I'd made the journey to Rome mainly to tour the historical parts of the city, I immediately set off for my main destination: the Colosseum. This monument is built of **steel, limestone, and volcanic rock**, and it's estimated to be able to hold an impressive 50,000 to 80,000 people.

Next, I went to see some of the ancient Roman fountains, such as the Trevi Fountain. Did you know that nearly **£7 million worth of coins** are thrown into the Trevi Fountain every year?

Overall, I have to say Rome was an expensive trip, especially **compared to some others** I've been on. Nonetheless, the experience I had was priceless!

**NOTE**  
Remember that facts are different from opinions. A fact is something known to have happened or existed; an opinion is how someone feels or an idea or belief they have about something. In your complaint letter, you should only argue over facts.

Port of Civitavecchia  
The Colosseum  
The Trevi Fountain

**5** Fact-check, research online, or read the article titled "The Real Rome" on p. 143 in the back of the book. Make a list of the incorrect facts in the space below.

Incorrect Facts (found in the blog post)	Corrected Facts (from research)

**Writing**

**6** Write a letter to the author of the blog in **4** using the factual errors you found in **5**. Write the letter on a separate piece of paper. Include at least three errors and their corrections.

1. Begin your letter with an opening; address the company or person you're sending the letter to and include why you're writing to them. "Dear \_\_\_\_\_,"
2. Using the list you made in **5**, detail all the facts you found that were incorrect and give their corrections. Include any personal experience you have to support your claims.
3. Write a closing paragraph that summarises why you think they should change their article.

**4** Read the blog post. Pay attention to the highlighted sections.

- Read the blog post aloud.
- OR
- Ask students to read the blog post.
- Tell students to pay close attention to the highlighted parts.

**5** Fact-check, research online, or read the article titled "The Real Rome" on p. 143 in the back of the book. Make a list of the incorrect facts in the space below.

- Ask students to check the facts in the blog post in activity **4**.
- Tell students to research online or refer to the article about Rome on page 143 for help.
- Tell students to write the incorrect and corrected facts in the book or on a separate sheet of paper.
- Check students' answers.

**Answer Key**

*Possible Answers*

**Incorrect facts**

- You can get to Rome by boat.
- Rome was founded in 753 CE.
- It's sometimes called the "Forever City".
- The Colosseum is built of steel, limestone, and volcanic rock.
- Nearly \$700,000 worth of coins are thrown in the Trevi every year.

**Corrected facts**

- You have to take a train to get to Rome.
- Rome was founded around 753 BCE, but it's even older than that.
- It is called the "Eternal City".
- It is built of limestone, volcanic rock, and concrete.
- Nearly 700,000 euros in coins are thrown in it.

**Writing**

**6** Write a letter to the author of the blog in **4** using the factual errors you found in **5**. Write the letter on a separate piece of paper. Include at least three errors and their corrections.

- Ask students to write a letter to the author of the blog from activity **4** complaining about the factual errors they found in activity **5**.
- Tell students to include at least three factual errors and their corrections.
- Tell students to use hints 1–3 to guide their writing.
- Tell students to write their letters on a separate sheet of paper.
- Check students' letters to make sure they're writing correctly.
- Ask some students to share their letters with the class.
- Give feedback.

**Extra Practice Factual Error Travel Writing**

After activity **6**, ask students to each write a blog post about a travel experience and location similar to the blog in activity **4**. Tell students to include at least three factual errors in their writing. Ask students to write their blog posts on a separate sheet of paper. Tell students to research online if needed. After everyone has finished writing, ask some students to share their writing with the class. As a class, try to guess the factual errors. If possible, correct the factual errors together. Finally, vote on who had the best factual errors. Remember to ask follow-up questions and give feedback.

Aim: Write a monologue

## Video

- 1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
  - Ask students to look at the pictures.
  - Ask students to write a short summary about what they think will happen in the video.
  - Tell students to write their summaries on a separate sheet of paper.
  - Tell students to talk with a partner.
  - Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 2 video.

- 2 Watch the video. Number the pictures in order.

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right

1, 3, 2

- 3 Watch again. Put a tick (✓) next to the words you hear.

- Play the video again.
- Ask students to put a tick next to the words they hear.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right, top to bottom

sailed, destination, astonishing, quite

- 4 Circle true or false.

- Play the video again.
- Ask students to circle the correct answers.
- Replay the video if needed.
- Check students' answers.

### Answer Key

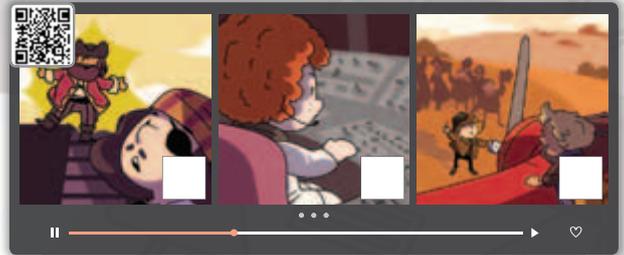
1. true
2. true
3. false
4. false
5. true

# E Project

Aim Write a monologue

## Video

- 1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
- 2 Watch the video. Number the pictures in order.



- 3 Watch again. Put a tick (✓) next to the words you hear.

<input type="checkbox"/> attractive	<input type="checkbox"/> sailed	<input type="checkbox"/> perspective	<input type="checkbox"/> destination
<input type="checkbox"/> sought	<input type="checkbox"/> astonishing	<input type="checkbox"/> quite	<input type="checkbox"/> extensive

- 4 Circle true or false.

1. Calico Jack claims he made the Jolly Roger Flag. true false
2. Amelia Earhart named her plane the "Little Red Bus". true false
3. Amelia flew solo around the world successfully. true false
4. There were three astronauts who landed on the moon's surface. true false
5. The boys are working on book reports about historical figures. true false

- 5 Talk with a partner.

1. Discuss a historical figure you are interested in.
2. Discuss a present-day figure you are interested in.
3. What qualities do your chosen historical figure and present-day figure share?

**NOTE**  
A figure is a person who is particularly important or distinctive in some way.

- 6 Unscramble.

1. enjoying / before this / my lunch / I'd been / horrible conversation.  
\_\_\_\_\_
2. these seas / with only one / for years / destination / I've sailed / in mind.  
\_\_\_\_\_
3. I've been / ever since / with Wilmer Stultz. / dreaming of / my flight in 1928 / this day  
\_\_\_\_\_
4. Harbour Grace, / I had / When I / set out from / in Paris. / planned to land  
\_\_\_\_\_

- 5 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

- 6 Unscramble

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the correct sentences on the lines.
- Check students' answers.

### Answer Key

1. I'd been enjoying my lunch before this horrible conversation.
2. I've sailed these seas for years with only one destination in mind.
3. I've been dreaming of this day ever since my flight in 1928 with Wilmer Stultz.
4. When I set out from Harbour Grace, I had planned to land in Paris.

## 21<sup>st</sup> Century Skills

### Monologist

Collaboration Creativity

- 7 Get into groups of six. Choose a historical figure. Research one online or choose one below and read about them on p.143.

#### EDWARD "BLACKBEARD" THATCH

Standing at a remarkable 193 centimetres, with a stunning thick black beard that covered nearly his entire face, Blackbeard was one of the most fearsome pirates to ever sail the seven seas.



NOTE

A monologue is a short play for one actor.

#### CAPTAIN JAMES COOK

Over 182 centimetres tall, described as an attractive man with long brown hair, James Cook was born in England on 27<sup>th</sup> October 1728. He died on 14<sup>th</sup> February 1779 in Hawaii. He was famous for his maps.



- 8 Pick a partner within your group. Each pair should choose one of the following categories. Read the instructions and complete the activity with your partner.

Setting and Character Appearance	Plot	Problems and Resolutions
Write about your character's appearance. Think about ways that it can be shown during the play. <i>Ex:</i> If your figure has a hat, pretend to put on the hat at the beginning of the play. Write a description of the time and place in which your character lived. Create props or costumes based on your research.	Write about what your character did during his / her life. Make a short list of his / her achievements. Choose the one you think is most impressive. Write about one thing that went wrong in his / her life.	Write about one or two problems your character had and how he / she solved their problems. <i>Ex:</i> Blackbeard's crew was sick, and they had no medicine. His crew was not happy with him. So Blackbeard gave a speech about how he was going to get them help.

- 9 Discuss what you've researched with your group. On a separate piece of paper, write a monologue for your character.

#### Beginning

##### Introduce "yourself"

- where you live
- when you lived

#### Middle

##### Talk about your life

- what you've done
- what went wrong

#### End

##### Talk about how it ended

Write a brief conclusion.

#### Bonus

Include a joke in your play.

- 10 Perform your monologue. Then discuss how each play's monologue could be improved.

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## 21<sup>st</sup> Century Skills

- 7 Get into groups of six. Choose a historical figure. Research one online or choose one below and read about them on p. 143.

- Tell students to get into groups of six.
- Ask each group to choose their own historical figure or one of the given figures.
- Tell students to research their historical figure online or read about the given historical figure they chose on page 143.

- 8 Pick a partner within your group. Each pair should choose one of the following categories. Read the instructions and complete the activity with your partner.

- Tell students to find a partner within their group from activity 7.
- Ask each pair of students to choose one of the given categories, with each pair in a group picking a different category.
- Ask students to read the directions for their categories and complete the assignment.
- Tell students to research online if needed.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

- 9 Discuss what you've researched with your group. On a separate piece of paper, write a monologue for your character.

- Ask students to discuss the information they researched about their historical figure with their groups.
- Ask students to write a monologue based on their historical figure and the category they chose in activity

8.

- Tell students to follow the given hints to write their monologues.
- Tell students to write their monologues on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

- 10 Perform your monologue. Then discuss how each play's monologue could be improved.

- Tell students to practise acting out their monologues.
- Ask students to perform their monologues in front of the class.
- Discuss as a class what was good about each monologue and what could be improved.
- Ask follow-up questions.
- Give feedback.

### Teacher's Note

#### Guess the Historical Figure

As an alternative to the project, instruct students to not divulge the identity of their historical figures to other groups, especially when they present. Then at the end of each performance, have the class guess who the historical figure is. Make sure to tell students to not be too obvious with the information they talk about in their monologues so that other students will have a tougher time guessing the identity of the historical figures.

### Teacher's Note

#### False Information

During the project, instruct students to include at least three false facts about their historical figures. Then after each group presents, give the class a chance to guess what the false facts were and to offer corrections. Discuss which group had the most believable false information. Remember to ask follow-up questions and give feedback.

## 1 Read and choose the best words to fill in the gaps.

- Ask students to read the article.
- Ask students to circle the best word for each gap.
- Ask students to write the word in each gap.
- Check students' answers.

### Answer Key

1. b, competitive
2. d, tough
3. b, weaknesses
4. a, responded
5. c, encounter
6. c, capable
7. d, circumstances

## 2 Read and fill in the gaps with the words in the box. One word will not be used.

- Ask students to read the passage.
- Ask students to write the correct word from the box in each gap.
- Check students' answers.

### Answer Key

1. pirates
2. exotic
3. voyage
4. destination
5. port
6. Therefore
7. remarkable

### Teacher's Note

#### Alternative Story Endings

As an alternative to activity 7, tell students to only use the first three pictures to write the first part of their story. Then tell each student to switch papers with the student to their right. Ask each student to read the other student's story and then write an ending to that story using the remaining three pictures. When students are done writing, tell each student to return their story to the original writer. Ask some students to share their stories with the class. Remember to ask follow-up questions and give feedback.

## 1 Read and choose the best words to fill in the gaps.

### Job Interview Tips

In today's fast-moving and dynamic economy, the job market has never been more 1. \_\_\_\_\_. Even if you have all the right qualifications, it can still be 2. \_\_\_\_\_ to get through the interview stage. So, in this article, we outline some effective methods for making a good impression and achieving interview success.

#### 1. Prepare answers for commonly asked questions

Job interviews will probably be different each time, but in most cases, the interviewer will ask some common questions which you can prepare for. Questions that are commonly asked include the following: Tell us about yourself. Why do you want to work here? What are your strengths and 3. \_\_\_\_\_? Can you give us an example of how you 4. \_\_\_\_\_ to a difficult situation?

#### 2. Give yourself time to think

Sometimes you might 5. \_\_\_\_\_ a question that you hadn't prepared for. In this case, you will probably need some time to think. If you just sit there thinking in silence, it will make the conversation awkward. So, instead, say something like: "That's a great question!" or "Let me think about that." If you can do this and answer the question effectively, it will show you are 6. \_\_\_\_\_ of thinking on the spot.

#### 3. Be positive

Overall, you want to show that you are a positive person who can work well even under difficult 7. \_\_\_\_\_. Try not to complain about your past or previous work experiences. Focus on the good things and what you learned from hardship.

- |                    |                |                 |                  |
|--------------------|----------------|-----------------|------------------|
| 1. a. dreadful     | b. competitive | c. suspicious   | d. capable       |
| 2. a. deliberate   | b. ideal       | c. priceless    | d. tough         |
| 3. a. selections   | b. weaknesses  | c. awards       | d. perspectives  |
| 4. a. responded    | b. occurred    | c. committed    | d. betrayed      |
| 5. a. abandon      | b. determined  | c. encounter    | d. capture       |
| 6. a. cope         | b. remarkable  | c. capable      | d. astonishing   |
| 7. a. institutions | b. intentions  | c. destinations | d. circumstances |

## 2 Read and fill in the gaps with the words in the box. One word will not be used.

destination	pirates	nonetheless	port
voyage	Therefore	remarkable	exotic

Ten years ago, I suddenly got a crazy idea for an adventure. When I was growing up, I'd always loved stories about 1. \_\_\_\_\_, shipwrecks, and 2. \_\_\_\_\_ islands full of adventure. I wanted to learn about life on the ocean, so I decided to go on a long sea 3. \_\_\_\_\_. The 4. \_\_\_\_\_ I decided on was a very remote group of islands located in the southern Pacific Ocean: the Pitcairn Islands. After learning about the Pitcairn Islands, I became fascinated by their history. In the 18th century, a group of British sailors escaped from their ship and started a new life on the islands. The people living there now are all descendants of those sailors.

Travelling to the Pitcairn Islands is no easy task. There is no airport there, only a small 5. \_\_\_\_\_. 6. \_\_\_\_\_, I could only reach the islands by boat. Fortunately, I found another adventurer who had a boat and was heading in the same direction as me. The trip was difficult, lasting over six months, but it was worth it because it was a(n) 7. \_\_\_\_\_ experience.

### Teacher's Note

#### Uses: Present and Past Perfect Simple and Continuous Tenses

Remind students of the different uses of the present perfect simple, present perfect continuous, past perfect simple, and past perfect continuous tenses. The present perfect tense is used to talk about finished actions and long-term actions, and to emphasise the repetition of an action. The present perfect emphasise is used to talk about unfinished actions and temporary actions, and to emphasise the duration of an action. The past perfect simple is used to talk about actions that happened before another action in the past. Finally, the past perfect continuous is used to talk about actions that were in progress before or up until another event in the past. Make sure students understand the differences between these tenses.

**3 Rewrite the sentences with a defining or a non-defining relative clause. Answers will vary.**

1. Some people talk loudly in the library. I don't like those people.  
\_\_\_\_\_
2. I want to go to that restaurant over there. It has vegetarian options.  
\_\_\_\_\_
3. My best friend is not here today. She speaks French and Spanish.  
\_\_\_\_\_
4. Some islands have attractive mountains. I want to visit one of them.  
\_\_\_\_\_

**4 Fill in the gaps with the correct present perfect simple or present perfect continuous forms of the verbs.**

Dear Mum,  
Sorry I 1. \_\_\_\_\_ (not write) to you in a while, but I 2. \_\_\_\_\_ (be busy) exploring this beautiful tropical island. I 3. \_\_\_\_\_ (stay) in a lovely little guest house near the beach. It's been great to relax here; I really needed time to rest. I 4. \_\_\_\_\_ (travel) non-stop for five months! Anyway, I'd better go. This afternoon I'm going to meet a local named Jorge. He will teach me how to climb trees to get coconuts. He's originally from Spain, but he 5. \_\_\_\_\_ (live) on this island for 20 years, so he knows the local customs very well.  
I'll write again soon.  
Love,  
Pete

**5 Listen and circle true, false, or doesn't say.**  **R1-01**

- |   |      |       |             |
|---|------|-------|-------------|
| 1. James is originally from London.                     | true | false | doesn't say |
| 2. James used to work as a tour guide on a cruise ship. | true | false | doesn't say |
| 3. James worked in Denmark for eight months.            | true | false | doesn't say |
| 4. James learned German after he'd learned Spanish.     | true | false | doesn't say |
| 5. Will has decided to give James the job.              | true | false | doesn't say |



**6 Listen and circle the answers.**  **R1-02**

- |   |   |
|---|---|
| 1. The Spanish galleon sank because _____<br>a. it was involved in a war with Brazil<br>b. it was hit by a violent storm<br>c. it was too heavy with gold<br>d. it was attacked by pirates  | 2. Ryan Bergman's team saw the shipwreck up close by _____<br>a. using a kind of robotic vehicle<br>b. using a long-range camera<br>c. using brave deep-sea divers<br>d. installing an automatic radar device |
| 3. There is a disagreement over _____<br>a. who discovered the shipwreck<br>b. who the shipwreck belongs to<br>c. how the ship originally sank<br>d. exactly where the shipwreck is located | 4. What is <i>Gold from the Abyss</i> ?<br>a. a documentary about the galleon<br>b. a new movie about the galleon<br>c. a three-part TV drama about the galleon<br>d. the name of the ship                    |

**7 Use the images in the boxes to write a short adventure story. Write at least one sentence in the past simple, one in the past continuous, and one in the past perfect continuous.**



Once upon a time, there was a...  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3 Rewrite the sentences with a defining or a non-defining relative clause. Answers will vary.**

- Ask students to read the sentences.
- Ask students to rewrite the sentences as one sentence on the lines using a defining or non-defining relative clause.
- Check students' answers.

**Answer Key**

1. I don't like people who talk loudly in the library.
2. I want to go to the restaurant over there, which has vegetarian options.
3. My best friend, who is not here today, speaks French and Spanish. / My best friend, who speaks French and Spanish, is not here today.
4. I want to visit an island that has attractive mountains.

**4 Fill in the gaps with the correct present perfect simple or present perfect continuous forms of the verbs.**

- Ask students to read the letter.
- Ask students to write the correct present perfect simple or present perfect continuous form of the given verb in each gap.
- Check students' answers.

**Answer Key**

1. haven't written
2. have been busy
3. have been staying
4. have been travelling
5. has been living / has lived

**5 Listen and circle true, false, or doesn't say.**  **R1-01**

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

1. false
2. false
3. doesn't say
4. true
5. doesn't say

**6 Listen and circle the answers.**  **R1-02**

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

1. b
2. a
3. b
4. a

**7 Use the images in the boxes to write a short adventure story. Write at least one sentence in the past simple, one in the past continuous, and one in the past perfect continuous.**

- Ask students to look at the pictures.
- Ask students to write an adventure story based on the pictures.
- Tell students to include in their stories at least one sentence in the past simple, one in the past continuous, and one in the past perfect continuous.
- Tell students to write their stories on a separate sheet of paper.
- Check students' writing to make sure they're doing it correctly.
- Ask some students to share their stories with the class.
- Ask follow-up questions.
- Give feedback.

This unit will give students the ability to talk about diet, health, and exercise using the future tenses. Students will also learn how to write a persuasive essay and how to create an awareness campaign for an important global health-related topic.

Scan the QR code to download the Unit 3 audio.

#### WHAT YOU WILL DO IN THIS UNIT

### Unit 3 AIMS

Lesson A: Listen to a fitness and exercise plan

Lesson B: Talk about medical advice regarding health and diet

Lesson C: Read about health-related advancements

Lesson D: Write a persuasive article about a health-related issue

Lesson E: Raise awareness about a medical condition

### Target Skills

Lesson A: Listening

Lesson B: Speaking

Lesson C: Reading

Lesson D: Writing

Lesson E: Project

### Target Vocabulary

Lesson A	Lesson B
adjust balance crucial current enable eventually maintain monitor	affect anxiety conventional faith gradual practical restore suffer
Lesson C	Lesson D
ensure factor infection massive medical needle potential treatment	alter appeal artificial aware expectation poisonous state valid

# HEALTHY THINKING



Scan for Audio

#### WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to a fitness and exercise plan
- B Speaking** Talk about medical advice regarding health and diet
- C Reading** Read about health-related advancements
- D Writing** Write a persuasive article about a health-related issue
- E Project** Raise awareness about a medical condition



Look at the photo and answer the questions.

1. What are the people in the picture doing?
2. What are the best kinds of exercise? Why do you think so?
3. How important is a person's diet? How can you eat more healthily?
4. Why do you think people make unhealthy eating choices? How can this problem be solved?

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## Key Grammar

### future forms

The present continuous, *be going to*, and the future continuous can be used to talk about future plans. The future simple is used to make quick decisions about the future.

#### Example

I *am going to* travel in Europe after I graduate.  
 I *am starting* my semester abroad next month.  
 I'll *be preparing* for the midterms all weekend.  
 Sure, I'll join you when I've finished this assignment.

The future simple and *be going to* can also be used to make predictions about the future.

#### Example

Remember to bring your umbrella. I'm sure it's *going to* rain today.  
 I'm confident he'll get into a top university.

### future perfect simple and future perfect continuous

The future perfect simple is used to talk about an action that will finish before another action in the future. The future perfect continuous is used to talk about an action that will be in progress up until another action in the future.

Future Perfect Simple	Future Perfect Continuous
Sara <i>will have finished</i> all her exams by the end of the year.	By the time he finishes secondary school, his sister <i>will have already been studying</i> at university for a year.

### Unit 3 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 3 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

#### Extra Practice More Discussion

Ask more questions about health and exercise.

#### Ex.

Do you exercise regularly? Why or why not? If so, how many times per week do you exercise?  
 Describe some healthy and unhealthy foods you eat.  
 What are some changes you can make to your life to be healthier? How would those changes help?

# Lesson A Listening

Aim: Listen to a fitness and exercise plan

## Vocabulary

### 1 Listen and number. 3-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

3. adjust
2. balance
6. crucial
7. current
5. enable
4. eventually
8. maintain
1. monitor

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

#### Answer Key

1. enable
2. crucial
3. maintains
4. balance
5. eventually
6. adjust

## Grammar

### 3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of grammar points are being highlighted.

### 4 Use the given words to write sentences in the given tenses.

- Ask students to read the sentence parts.
- Ask students to use the sentence parts to write a sentence in the specified verb tense on each line.
- Check students' answers.

#### Answer Key

1. I think it will rain this afternoon.
2. We will be playing football tonight.
3. By tomorrow, Sandra will have completed her homework.
4. My brother won't do anything all weekend.
5. I am competing in a triathlon next month.
6. The plane will have landed by the time school finishes.

# A Listening

Aim Listen to a fitness and exercise plan

## Vocabulary

### 1 Listen and number. 3-01



### 2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

1. Having a trainer will \_\_\_\_\_ you to work out more effectively.
2. The most \_\_\_\_\_ thing in weightlifting is to have the correct body position.
3. Roberta \_\_\_\_\_ her healthy diet even though everyone around her eats junk food.
4. To grow muscle, you need a good \_\_\_\_\_ of proteins, fats, and carbohydrates.
5. If you continue dieting like this, you will \_\_\_\_\_ reach your target weight.
6. Franco plans to \_\_\_\_\_ his workout to include more running.

## Grammar

### 3 Look at the table.

	Form	Future Forms	
			Usage
Future Simple	will + base verb	• To make a quick decision • To make an offer • To make a promise • To make a threat • To make a refusal • To predict	
	be + going to + base verb	• To talk about a prior plan • To talk about evidence / signs • To predict	
Present Continuous	be + verb + -ing		• To talk about short-term plans or arrangements
Future Continuous	will + be + verb + -ing		• To talk about a specific period of time in the future • To talk about future actions that have already been planned
Future Perfect	will + have + been + past participle		• To talk about something that will be completed by a specific time in the future

### 4 Use the given words to write sentences in the given tenses.

1. (I) (think) (rain) (this afternoon) (future simple)
2. (We) (play) (football) (tonight) (future continuous)
3. (By tomorrow,) (Sandra) (complete) (her homework) (future perfect)
4. (My brother) (not do) (anything) (all weekend) (future simple)
5. (I) (compete) (in) (a triathlon) (next month) (present continuous)
6. (The plane) (land) (by the time) (school) (finish) (future perfect)

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## Extra Practice Future Tenses Race

Before class, make a list of 30 or so verbs. Write down one of the four future tenses next to each verb. Make sure to have an even distribution of each tense. During class, split students up into three teams. Then have each team line up at the front of the class. Take the first student from each team and tell them one verb and tense from your list. These three students then have to say a correct sentence with that verb and tense as fast as they can. The student who says a correct sentence first wins a point for their team. Tell those three students to then go to the back of their respective lines. Repeat the process until each student has had a turn or until your list is exhausted. The team with the most points at the end is the winner.

## Listen Up

### 5 Listen to the conversations. Then answer the questions. 3-02

- What is NOT on Grace's shopping list?
  - blueberries
  - mushrooms
  - meat
  - carrots
- How far is Eddie going to ride this weekend?
  - 50 kilometres
  - 75 kilometres
  - 100 kilometres
  - 200 kilometres
- What is true about Sara?
  - She will start training Marco.
  - She doesn't think working out is important.
  - She thinks a good diet is the best way to lose weight.
  - She thinks jogging is better than cycling.
- Why is Adrian weight training?
  - He's doing it as a hobby.
  - He's planning to join a sports team.
  - He's monitoring Maria's progress.
  - He's trying to lose some weight.

**NOTE**  
Cardio exercises include things such as running, jogging, hiking, cycling, playing various high-energy sports, and so on.



### 6 Listen to the conversation. Then answer the questions. 3-03

- Where do you think Samantha and Bruce are?
  - at a nutrition shop
  - at a park
  - at a gym
  - at a marathon
- What is true about Bruce?
  - He is running the marathon for a friend.
  - He doesn't have set fitness goals.
  - He wants to improve his current routine.
  - He has a couple of goals in mind.
- What is Bruce asking about?
  - an exercise plan
  - a gym membership
  - a personal trainer
  - how to put on muscle
- What kind of plan will Samantha put Bruce on?
  - a plan with mainly cardio
  - a plan with mainly weight training
  - one with a balance of cardio and weight training
  - one with a balanced diet

## Challenge

### 7 Listen to the rest of the conversation. Then answer the questions. 3-04

- In the following sentence, what does *it* refer to?  
*We are probably going to do it after cardio.*
  - jogging
  - swimming
  - weight training
  - marathon running
- What can be inferred about Samantha?
  - She doesn't like waking up early.
  - She hasn't trained a lot of marathon runners.
  - She has won many marathons.
  - She doesn't like it when people are late.
- How does Bruce feel about starting an exercise plan?
  - He seems worried.
  - He seems excited.
  - He seems bored.
  - He seems upset.
- What is true about the conversation?
  - Bruce isn't going to be doing any cycling.
  - Bruce will put on a lot of muscle.
  - Samantha isn't confident Bruce will succeed.
  - Samantha is a relaxed trainer.



### 8 Discuss with a partner.

- How often should a person work out? Why do you think so?
- Why is it difficult for some people to exercise?
- Have you ever trained for something like a marathon or sporting event? What did you do to prepare?

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## Listen Up

### 5 Listen to the conversations. Then answer the questions. 3-02

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

#### Answer Key

- c
- c
- d
- b

### 6 Listen to the conversation. Then answer the questions. 3-03

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

#### Answer Key

- c
- a
- d
- c

## Challenge

### 7 Listen to the rest of the conversation. Then answer the questions. 3-04

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

#### Answer Key

- c
- b
- d
- a

### 8 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

## Teacher's Note

### Exercise Routines

Explain different kinds of exercise to students. Start by asking students the kinds of exercise they do. Then ask them to name other forms of exercise that they didn't mention. Next, talk about more types of exercise. After that, explain that a good weekly exercise plan involves doing different forms of exercise on different days. Explain why it's not ideal to just stick with one kind of exercise. Finally, have students get into small groups and come up with their own weekly exercise plans. After everyone is done working, ask each group to present their work to the class. Vote on which group had the best and most interesting exercise plan. Remember to ask follow-up questions and give feedback.

# Lesson B Speaking

**Aim:** Talk about medical advice regarding health and diet

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  3-05

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

### Answer Key

1. faith
2. restore
3. anxiety
4. practical
5. conventional
6. gradual
7. affect
8. suffering

- Practise again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

### Answer Key

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

## Authentic Conversation

3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different health advice.

4 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

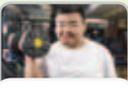
# B Speaking

**Aim** Talk about medical advice regarding health and diet

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  3-05

affect faith restore practical suffer gradual conventional anxiety

1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 

2 Match the words with the definitions.

- |                 |   |   |
|-----------------|---|---|
| 1. gradual      | • | a. moving or changing in small amounts                                  |
| 2. affect       | • | b. to return to an earlier or original condition                        |
| 3. conventional | • | c. relating to what is logical and reasonable in a particular situation |
| 4. restore      | • | d. to experience pain, illness, or injury                               |
| 5. suffer       | • | e. complete confidence in someone or something                          |
| 6. practical    | • | f. used and accepted by most people                                     |
| 7. anxiety      | • | g. a feeling of fear or nervousness about what could happen             |
| 8. faith        | • | h. to cause a change in something or someone                            |

## Authentic Conversation

3 Talk with a partner.

 Sarah

What should I do to improve my health?

I don't really have a lot of energy, though. What do I need to eat to have more energy?

I see. But I have no time to exercise at night, and in the morning I don't have any energy. How can I make time to exercise?

You will have to change your diet and get more exercise.

You're going to have to eat more fruits and vegetables and less junk food. You're also going to need to exercise regularly.

You're definitely going to have to start going to bed earlier. That way, you'll have more energy to work out in the morning.

 Dr Phillips

4 Discuss with a partner.

1. What are some common health problems experienced by students?
2. Whom do you go to when you need advice about your health and well-being? Why?

## Extra Practice Health Advice

Before class, make a list of common and uncommon health problems. Make sure to have enough items as there are students in your class. During class, give each student one of the health problems you listed. Make sure no one gets the same item as another student. Then tell students to find a partner. Ask students to practise talking about their health problems and giving advice to the said problems. Tell students to use the patterns in activity 3 as an example. Tell students to talk about both medical advice and home remedies. Give students enough time to practise talking about their problems. Then ask some students to present their conversations to the class. Remember to ask follow-up questions and give feedback.

**5 Listen and fill in the gaps with the words you hear. Then get into groups of four and practise the conversation.**  3-06

David: Hi, Sue. What are you eating?  
 Sue: This? This is a sweet potato. 1. \_\_\_\_\_ next month, so I am trying to lose some weight. This diet I'm on says I can only eat one sweet potato at every meal.  
 David: Hmm, a one-food diet? Is it working?  
 Sue: No, not really. It's actually giving me 2. \_\_\_\_\_.  
 David: 3. \_\_\_\_\_ try a more conventional diet. Why don't you try cutting the amount of food you eat by a third? That's what Ramone did. He said after his stomach adapted to less food, it was easy to lose weight. He lost about 10 kilograms.  
 Sue: Maybe I'll give it a try.  
 David: Hey, look. There's Ramone now. Hey, Ramone! Sit over here.  
 Ramone: Oh. Hey, guys. I didn't notice you there. How's it going?  
 Sue: We're good. But, Ramone, you look exhausted. What happened?  
 Ramone: I got back from holiday yesterday morning. I have a little jet lag, so 4. \_\_\_\_\_ my sleep. I got up at 3 o'clock this morning.  
 David: Whoa, you've been up since 3.00 a.m.?  
 Ramone: Yeah. I need a few more days to restore my energy and get on a regular sleep schedule.  
 Sue: 5. \_\_\_\_\_ some chamomile tea before bed.  
 Ramone: Hmm, chamomile tea... That sounds practical enough. Oh, Maria's coming over.  
 Sue: Hey, Maria.  
 Maria: Hi, everyone.  
 David: Whoa, Maria. Did you break your arm again?  
 Maria: Yeah, it happened yesterday at football practice.  
 Sue: That's the second time this year you've suffered an injury!  
 Maria: I know. The doctor said I have weak bones. I don't know what to do. I don't want to quit playing football, but I also don't want to keep getting injured.  
 Ramone: Hmm... You're 6. \_\_\_\_\_ calcium and omega 3 in your diet.  
 David: Yeah, eat more fish and cheese. It'll be a gradual process, but if you keep it up, your bones will get stronger.  
 Maria: I'll give that a try. Anyway, we'd better finish lunch fast. Otherwise, we are going to be late for Mr Harris's class again.

**6 Discuss with a partner.**

1. Have you experienced issues similar to those in the conversation?
2. What did you do to solve the issues?
3. Do you have any other advice for Sue, Ramone, and Maria?

**NOTE**  
 Your immune system is the system in your body that fights diseases and infections.

**Speak Up**

**7 Get into groups of four. Then look at the health issues. Write down all the things people in your country do when they have these issues.**

 sore back _____	 weak immune system _____
 weak muscles _____	 low energy _____

**8 With your group, use the health issues in 7 to make a conversation similar to the one in 5. Share with the class. Who gave the best advice?**

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**5 Listen and fill in the gaps with the words you hear. Then get into groups of four and practise the conversation.**  3-06

- Listen to the audio.
- Ask students to write the words they hear in each gap.
- Replay the audio if needed.
- Check students' answers.
- Tell students to get into groups of four.
- Ask students to practise the conversation with their groups.

**Answer Key**

1. I'm going to the beach
2. a lot of anxiety
3. You're going to have to
4. it's been affecting
5. You should try drinking
6. going to have to get more

**6 Discuss with a partner.**

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

**Speak Up**

**7 Get into groups of four. Then look at the health issues. Write down all the things people in your country do when they have these issues.**

- Tell students to get into groups of four.
- Ask students to look at the pictures.
- Ask students to write down all the things that they think people do in their country for the health issues in the pictures.
- Tell students to write in the book or on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Ask some students to share their work with the class.
- Ask follow-up questions.
- Give feedback.

**8 With your group, use the health issues in 7 to make a conversation similar to the one in 5. Share with the class. Who gave the best advice?**

- Tell students to work with the same groups as in activity 7.
- Ask students to write a conversation about the health issues and the advice or remedies from activity 7.
- Tell students to use the conversation in activity 5 as an example.
- Tell students to write their conversations on a separate sheet of paper.
- Ask students to practise their conversations.
- Check students' conversations to make sure they're speaking properly.
- Ask each group to share their conversation with the class.
- Vote on which group had the best health advice or remedies.
- Ask follow-up questions.
- Give feedback.

**Teacher's Note**

**Home Remedies**

Explain what home remedies are to students. Then describe some of the common home remedies from your country, such as chicken soup to combat a cold. Then ask students about some of the home remedies from their country. Make a list of the things they mention. Finally, talk about some of the stranger home remedies from around the world, such as Chinese lizard soup for a cold and German snail syrup for a sore throat. Research strange remedies from other countries online if needed.

Aim: Read about health-related advancements

## Vocabulary

### 1 Listen and number. 3-07

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

3. needle
1. infection
6. ensure
4. massive
8. potential
5. factor
7. medical
2. treatment

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

#### Answer Key

1. medical
2. potential
3. massive
4. needle
5. ensure
6. factors
7. infection
8. treatments

## Pre-reading

### 3 Look at the pictures and discuss with a partner. What are the items used for? How did they improve people's health? How have they been improved upon? Use the internet to do research if needed.

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to talk about what the items are used for, how they improved people's health originally, and how they have been improved upon.
- Tell students to research online if needed.
- Check students' conversations to make sure they're speaking properly.
- Ask students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

# C Reading

Aim Read about health-related advancements

## Vocabulary

### 1 Listen and number. 3-07

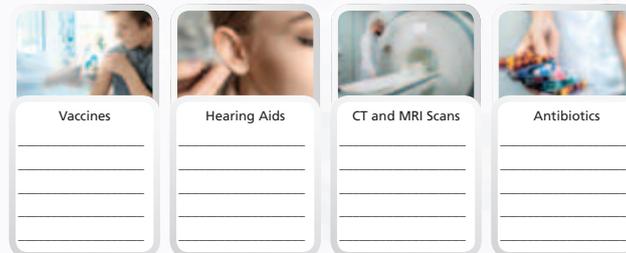


### 2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

1. What kind of \_\_\_\_\_ advice can you give me to make me healthier?
2. This new medicine has the \_\_\_\_\_ to save lots of lives around the world.
3. That's the largest hospital in the city. It's really quite \_\_\_\_\_.
4. Nurses always throw away the \_\_\_\_\_ after administering an injection.
5. To \_\_\_\_\_ that you have a good diet, you need to eat lots of fruits and vegetables.
6. What \_\_\_\_\_ do you consider when starting a new diet?
7. Take this medicine. It will cure that ear \_\_\_\_\_ you have.
8. Massages and ice-cold baths are good \_\_\_\_\_ for sore muscles.

## Pre-reading

### 3 Look at the pictures and discuss with a partner. What are the items used for? How did they improve people's health? How have they been improved upon? Use the internet to do research if needed.



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## Teacher's Note

### Medical Advancements

Explain some of the most common medical advancements to students. Make sure students understand them and what they entail. Below is a list of some of the more common medical advancements. Research more online if needed.

- Anaesthesia (1846)
- Germ theory (1861)
- Medical imaging (1895)
- Penicillin (1928)
- Organ transplants (1954)
- Antiviral drugs (1960s)
- Stem cell therapy (1970s)
- Immunotherapy (1970s)
- Artificial intelligence (21st century)

4 Read the article.  3-08

**Emerging Medical Breakthroughs**

Virtual Reality (VR) is quickly becoming a massive part of the medical industry. It is currently being used to aid in education and physical therapy. For example, a company called Ghost Productions offers 3-D animated content that medical professionals can access via VR headsets. Users claim that the company's technology is far more helpful and detailed than what textbooks and videos offer. [a] This technology is going to allow medical professionals to gain more knowledge and be better trained, thus helping them deal with real-life patients.



Another example of VR technology in the medical industry comes from a company called VR Health Group. This company is currently using VR to aid in physical therapy. Anyone who has ever broken a bone knows that time must be spent strengthening the part of the body that was affected. [b] People typically visit physical therapists for this. At such offices, patients get treatment where they have to do repetitive exercises and stretches to regain strength. Many patients get anxiety over this due to factors like boring exercises and difficulty in maintaining the proper positions. However, the VR Health Group has taken the anxiety out of physical therapy. The company's VR programs allow patients to play fun games which ensure patients properly perform exercises and stretches. Doctors hope that with this kind of treatment, the stress related to physical therapy will be taken away.

Drug companies will also be making ground-breaking advances in the medical industry soon. For example, the Japanese company Shionogi & Co. recently created a pill that gets rid of the flu within 24 hours. Up until now, the only real treatments for the flu were preventive flu shots and drugs that just lessened the effects of flu symptoms. [c] In the near future, though, no one is ever going to have to deal with scary needles, flu shots, or ineffective medicine ever again. We will all be taking a flu pill to get better faster.

Another potential breakthrough in the drug industry is probably going to come from a company called Decibel Therapeutics. This company will soon be developing a pill that treats hearing loss. Currently, people with hearing problems—old and young alike—have to wear uncomfortable devices in their ears. Even worse, those devices often suffer from malfunctions and battery loss. [d] If they succeed, Decibel Therapeutics will have changed the entire industry. The door will be opened for other drug companies to start developing pills that cure conditions from poor eyesight to memory loss. We aren't going to be taking pills just for headaches and infections in the future. The possibilities are endless.



**Comprehension**

5 Circle the answers.

1. What does Ghost Productions specialise in?  
a. VR-related hearing loss assistance  
b. VR physical therapy  
c. VR drug development  
d. VR training material
2. What does VR Health Group's products help with?  
a. hearing loss  
b. medical training  
c. physical therapy  
d. flu symptom relief
3. What is true about Shionogi & Co.?  
a. It created a 24-hour flu shot.  
b. It created a pill that lessens flu symptoms.  
c. It is a Japanese company.  
d. Its pill is used in physical therapy.
4. What are some problems with current hearing devices?  
a. They can break and the batteries can die.  
b. They are repetitive and hard to control.  
c. They cause anxiety and cost too much.  
d. Young people don't use them.
5. What can be inferred about Decibel Therapeutics?  
a. It has already created its pill.  
b. It hasn't created its pill yet.  
c. It failed to produce its pill.  
d. It won't produce its pill anymore.
6. Where is the best place to insert the following sentence?  
*The reason for this is that the company's technology provides a detailed, interactive view inside the human body.*  
a. [a]    b. [b]    c. [c]    d. [d]

6 Discuss with a partner.

1. Describe a medical breakthrough in the past. How did it help society?
2. What current medical breakthroughs do you know of? How will they help society?
3. If you could develop a pill to cure anything, what would it cure? Why?

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**Comprehension**

5 Circle the answers.

- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

1. d
2. c
3. c
4. a
5. b
6. a

6 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

**Extra Practice Medical Industry Inventions**

Tell students to find a partner. Ask students to think of a serious global health problem / disease. Ask students to describe what the health problem / disease is, who it impacts, and why it is a global problem. Tell students to research online if needed. Ask students to come up with their own invention / treatment that will combat or cure their chosen health problem / disease. Tell students to describe how it will do so. Ask students to come up with a name for their invention / treatment. Tell students to draw a picture of their invention / treatment in action. Finally, ask each pair of students to present their global health problem / disease and medical invention / treatment to the class. Vote on which invention / treatment was the best. Remember to ask follow-up questions and give feedback.

4 Read the article.  3-08

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the article aloud.
- Replay the audio if needed.

# Lesson D Writing

**Aim:** Write a persuasive article about a health-related issue

## Vocabulary

### 1 Listen and number. 3-09

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

- alter
- appeal
- artificial
- expectation
- aware
- poisonous
- state
- valid

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

#### Answer Key

- f
- h
- a
- g
- b
- c
- d
- e

## Grammar

### 3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of grammar points are being highlighted.

### 4 Read the sentences. Then rewrite them as one sentence using the future perfect simple or future perfect continuous tense. Answers will vary.

- Ask students to read the sentences.
- Ask students to rewrite the sentences as one sentence on each line using either the future perfect simple tense or future perfect continuous tense.
- Check students' answers.

# D Writing

**Aim** Write a persuasive article about a health-related issue

## Vocabulary

### 1 Listen and number. 3-09



### 2 Match the words with the definitions.

- |                |   |   |
|----------------|---|---|
| 1. state       | • | a. a belief that something will happen or is likely to happen               |
| 2. aware       | • | b. fair or reasonable   |
| 3. expectation | • | c. causing sickness or death by entering or touching the body               |
| 4. alter       | • | d. to have qualities that make someone or something attractive or enjoyable |
| 5. valid       | • | e. not natural or real  |
| 6. poisonous   | • | f. the overall condition of something                                       |
| 7. appeal      | • | g. to change  |
| 8. artificial  | • | h. knowing that something exists  |

## Grammar

### 3 Look at the table.

Future Perfect Simple & Future Perfect Continuous	
Future Perfect Simple: will + have + past participle	Future Perfect Continuous: will + have + been + -ing verb
To talk about a future action that will finish before another future action	To talk about a future action that will continue until another future action
<b>Ex.</b> I will have finished my homework when my parents come home. Sara will have travelled to Spain by the time summer holiday is over. Theo and Cliff will have eaten dinner before their favourite TV show starts.	<b>Ex.</b> They will have been waiting for over an hour by the time the plane lands. When he starts school, his sister will have been studying there for a year. Todd will have been playing football for three hours when his sister arrives.

### 4 Read the sentences. Then rewrite them as one sentence using the future perfect simple or future perfect continuous tense. Answers will vary.

- John finished his video game. His parents came home from work.  
\_\_\_\_\_
- Henrietta studied for an hour. The class starts.  
\_\_\_\_\_
- Rodrigo ate all the biscuits. I made more.  
\_\_\_\_\_
- My parents arrived. My plane lands.  
\_\_\_\_\_
- My sister and I play football for 30 minutes. Our friends join us.  
\_\_\_\_\_

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#### Answer Key

Possible Answers

- John will have finished his video game when his parents come home from work.
- Henrietta will have studied for an hour before the class starts.
- Rodrigo will have eaten all the cookies before I make more.
- My parents will have arrived when my plane lands.
- My sister and I will have been playing football for 30 minutes when our friends join us.

#### Teacher's Note

##### More on the Future Perfect Continuous Tense

Remind students that non-action verbs, such as *know*, *like*, *want*, etc., are not used in the future perfect continuous tense. Instead, they are used in the future perfect tense. Make sure students understand this.

#### Ex.

Correct: Tomorrow, I will have known you for a year.  
Incorrect: Tomorrow, I will have been knowing you for a year.

**5** Read and fill in the gaps with the words in the box. Then listen and check your answers. 3-10

alter    appeal    artificial    expectations    aware    poisonous    state    valid



Obesity is a problem that affects people all over the world. Since 1980, the condition has been increasing gradually every year. In the US, the 1. \_\_\_\_\_ of people's health in general is shocking, as roughly 80 million people are diagnosed as obese. What's even worse is that many of these people suffer from other serious health conditions which are caused by obesity. The problem of obesity, though, is something that can be fought with the proper action.

Overeating and unhealthy food choices are the major causes of obesity. In the US, the typical diet is full of things like junk food, processed food, and sugary foods. These foods are packed with unhealthy, 2. \_\_\_\_\_ ingredients that are borderline 3. \_\_\_\_\_ to the human body. A common reason that Americans eat this food is that processed foods are cheaper than healthy foods. Thus, they 4. \_\_\_\_\_ more to the average person. On top of this, many people eat oversized portions. By the time people realise their eating habits are hurting them, they will have been eating poorly for most of their lives.

One 5. \_\_\_\_\_ method to combat obesity is to educate children about healthy eating habits from a young age. It is the government's responsibility to teach young people how to live healthy lives. In America, many children simply aren't 6. \_\_\_\_\_ of what makes up a healthy diet. If one were to walk into a typical school during lunchtime, they would see children eating greasy french fries and other unhealthy foods. The good news, though, is that some US schools have started offering food education and healthier lunches.

When we look at other prosperous nations, we might have similar 7. \_\_\_\_\_ regarding the obesity crisis. However, in a lot of cases this is simply not true. In many European countries, children will have learned what a healthy diet is by the time they are in infant school. This is because they are served plenty of healthy foods and taught the importance of a healthy diet early on. Obesity rates in these countries reflect this. Italy and Germany, for example, have obesity rates of 10.3 and 14.7 percent, respectively. The US, on the other hand, stands at 35.9 percent. Americans clearly need to 8. \_\_\_\_\_ their eating habits.

Proper education on how to fight obesity should start at an early age. To do this, we need to properly educate our youth about obesity. If we fail to do so, then many people will continue to suffer.

**Writing Guide**

**6** Choose one of the statements to address. Then read the guide. What is your stance on the topic? Prepare to write a persuasive essay.

- Physical exercise and classes on nutrition should be mandatory in schools every year.
- Obesity is a serious problem that should be directly addressed by schools, companies, and governments.
- Medicine and medical treatment should be free for everyone.

		Notes
Intro	Hook (an attention-grabbing sentence about your topic)	
	Information (background information about the topic)	
	Thesis Statement (a clear, strong sentence telling the reader about your topic and your stance)	
Body	Main Idea (a statement that supports your thesis)	
	Supporting Sentences (two or three supporting facts or examples)	
Conclusion	Summary of the Topic (a brief summary of your arguments and solution)	
	Benefits (a list of the benefits of your solution)	
	Call to Action (a final sentence urging people to act)	

**Writing**

**7** On a separate piece of paper, write a persuasive essay about the topic you chose in 6. Then present it to the class. Who had the most persuasive essay?

41

**5** Read and fill in the gaps with the words in the box. Then listen and check your answers. 3-10

- Ask students to read the passage.
- Ask students to write the correct word from the box in each gap.
- Listen to the audio.
- Check students' answers.

**Answer Key**

- state
- artificial
- poisonous
- appeal
- valid
- aware
- expectations
- alter

**Writing Guide**

**6** Choose one of the statements to address. Then read the guide. What is your stance on the topic? Prepare to write a persuasive essay.

- Ask students to read the three statements.
- Ask students to choose one of the statements.
- Ask students to read the writing guide.
- Ask students to take a stance on the statements they chose.
- Ask students to make an outline for their persuasive essay by following the writing guide.
- Tell students to write their outlines on a separate sheet of paper.
- Check students' outlines to make sure they're doing them correctly.
- Give feedback.

**Writing**

**7** On a separate piece of paper, write a persuasive essay about the topic you chose in 6. Then present it to the class. Who had the most persuasive essay?

- Ask students to write a persuasive essay about the topic they chose in activity 6.
- Tell students to follow the writing guide and their outlines from activity 6 to write their essays.
- Tell students to write their essays on a separate sheet of paper.
- Check students' essays to make sure they're writing correctly.
- Ask each student to present their essay to the class.
- Discuss who had the most persuasive argument as a class.
- Ask follow-up questions.
- Give feedback.

**Extra Practice Persuasive Arguments**

After activity 7, tell students to get into groups of four. Ask each group to choose a controversial topic, health related or other, that they think is important. Make sure students choose topics that have clear pros and cons. Tell students to research controversial topics online if needed. Then ask each group to decide on two students who will be for the topic and two students who will be against the topic. Tell each pair of students in each group to prepare their arguments for or against their topic. Tell students to follow the writing guide from activity 6. Tell each pair of students to have at least two arguments for their side of the controversial issue. Give students time to work. Tell students to research their topics online if needed. Finally, ask each group to present their work to the class. Let the pro-side students present first, followed by the con-side students. After each presentation, vote on which side had the most persuasive arguments and why. Remember to ask follow-up questions and give feedback to the presenters and the rest of the class.

Aim: Raise awareness about a medical condition

## Video

1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.

- Ask students to look at the pictures.
- Ask students to write a short summary about what they think will happen in the video.
- Tell students to write their summaries on a separate sheet of paper.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 3 video.

2 Watch the video. Number the pictures in order.

Video 3

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right

2, 3, 1

3 Watch again. Circle the words you hear.

Video 3

- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right

ensure, aware, crucial, enable, balance

4 Watch again. Circle true or false.

Video 3

- Play the video again.
- Ask students to circle the correct answers.
- Replay the video if needed.
- Check students' answers.

### Answer Key

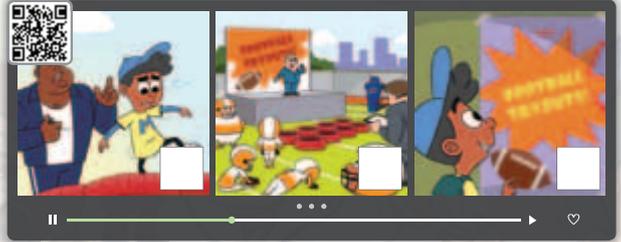
1. false
2. false
3. true
4. true
5. true

# E Project

Aim Raise awareness about a medical condition

## Video

- 1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
- 2 Watch the video. Number the pictures in order.



3 Watch again. Circle the words you hear.

ensure	aware	practical	crucial
expectation	state	enable	balance

4 Watch again. Circle true or false.

1. Max wants to sign up for the rugby team. true false
2. At first, Max's mum thinks he is big enough. true false
3. Lou used to play the sport Max wants to try. true false
4. Max stops eating sweets and drinking cola. true false
5. At the trial, Max is better than all the other kids. true false

5 Watch again. Fill in the gaps with the words you hear.

1. By the time I'm through with you, you \_\_\_\_\_ into a monster.
2. That's why this exercise is crucial. \_\_\_\_\_ your legs, chest, arms, and shoulders! Those other players won't know what hit 'em.
3. He said \_\_\_\_\_ my diet. I'll have to start eating \_\_\_\_\_ of protein and carbs.
4. But I \_\_\_\_\_ for, like, three hours by the time \_\_\_\_\_ 10 kilometres.
5. But if \_\_\_\_\_, it \_\_\_\_\_ that you have a better chance of making the team.

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5 Watch again. Fill in the gaps with the words you hear.

Video 3

- Play the video again.
- Ask students to write the words they hear in each gap.
- Replay the video if needed.
- Check students' answers.

### Answer Key

1. 'I'll have turned
2. It'll work out
3. I'll need to adjust; a good balance
4. will have been running; I reach
5. you try your best; will ensure

## Teacher's Note

### Other Awareness Campaigns

After activity 6, explain some other awareness campaigns to students. Make sure students understand what they are all about. Explain campaigns like the No Make-up Selfie campaign or the Water Is Life campaign. Research more awareness campaigns online if needed.

**6 Read about the Ice Bucket Challenge below.**

In 2014, the ALS Association started a social media campaign called the Ice Bucket Challenge to raise awareness of a serious disease called amyotrophic lateral sclerosis (ALS). The campaign was a huge success, and many people, including celebrities, participated. This resulted in many donations and more people becoming aware of this deadly disease.



**7 Get into groups. Choose a medical condition you'd like to raise awareness for, or choose one from the box below. Complete the table by doing research online or look on p. 144.**

- diabetes
- asthma
- depression
- Alzheimer's disease
- obesity

Medical condition	
Related symptoms and health issues	
Current treatment	
Who is affected?	
How many people are affected worldwide?	
Why is it a problem?	

**8 Plan your campaign with your group. Fill in the table to decide how to raise awareness about your cause.**

Social media site	
Goal of your campaign	
Target audience of campaign	
What viewers / participants have to do	

**9 With the same group, make a poster about your campaign in the space below or on a separate piece of paper. Remember to describe the illness, your viral campaign, and what you hope to accomplish by bringing it to people's attention.**



**10 On a separate piece of paper, make a storyboard for your video. Film your campaign or practise by acting it out in front of the class.**

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**21<sup>st</sup> Century Skills**

**6 Read about the Ice Bucket Challenge below.**

- Ask students to read the paragraph.
- Ask students questions about what they read.
- Give feedback.

**7 Get into groups. Choose a medical condition you'd like to raise awareness for, or choose one from the box below. Complete the table by doing research online or look on p. 144.**

- Tell students to get into groups of three or four.
- Ask students to choose a medical condition they'd like to raise awareness for.
- Tell students to choose a medical condition from the word box if they can't think of anything.
- Ask students to research their medical conditions online or look at page 144 in the book to find out more.
- Ask students to fill in the table with information about their chosen medical condition.
- Tell students to write in the book or on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

**8 Plan your campaign with your group. Fill in the table to decide how to raise awareness about your cause.**

- Tell students to work in the same groups as in activity 7.
- Ask students to fill in the table to help them plan their campaign.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

**9 With the same group, make a poster about your campaign in the space below or on a separate piece of paper. Remember to describe the illness, your viral campaign, and what you hope to accomplish by bringing it to people's attention.**

- Tell students to stay in the same groups.
- Ask students to create a poster about their campaign.
- Tell students to describe their chosen illness, their viral campaign, and what they hope to accomplish by bringing it to people's attention.
- Check students' posters to make sure they're making them correctly.
- Ask students to present their posters to the class.
- Give feedback.

**10 On a separate piece of paper, make a storyboard for your video. Film your campaign or practise by acting it out in front of the class.**

- Tell students to remain in the same groups.
- Ask students to come up with a video idea for their online campaign.
- Ask students to make a storyboard for their video.
- Ask students to film their video idea or act it out.
- Check students' work to make sure they're doing it correctly.
- Ask each group to share their video or skit with the class.
- Ask follow-up questions.
- Give feedback.

**Extra Practice Create a Homepage**

As an extra step to the project, have students design and make a homepage for their awareness campaigns. Alternatively, if the technology in the classroom permits, have students actually create a page for their campaign on a real social media website. Tell them to include all of the same information they came up with in the project so that viewers can easily understand what the campaigns are about. Check students' homepages to make sure they're doing them correctly. Remember to ask follow-up questions and give feedback. If making real homepages on social media sites, check back after a few days or a week to see how many people visited the sites and how many comments were left.

This unit will give students the ability to talk about spending and saving habits, financial problems, as well as financial advice and solutions using type zero, 1, and 2 conditionals.

Scan the QR code to download the Unit 4 audio.

#### WHAT YOU WILL DO IN THIS UNIT

#### Unit 4 AIMS

Lesson A: Listen to people talk about their spending habits

Lesson B: Give advice or your opinion on spending habits

Lesson C: Read about market trends

Lesson D: Write about a financial concern or problem

Lesson E: Produce a chat show about financial concerns

#### Target Skills

Lesson A: Listening

Lesson B: Speaking

Lesson C: Reading

Lesson D: Writing

Lesson E: Project

#### Target Vocabulary

Lesson A	Lesson B
charge foolish keep track mature percentage substantial typical wise	assess dedicated interest management panic point rate upset
Lesson C	Lesson D
consumer deal evaluate exclusive impact moderate recession standard	addiction allowance debit card guidance level obsession transfer withdraw

# MONEY TALKS



Scan for Audio

#### WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to people talk about their spending habits
- B Speaking** Give advice or your opinion on spending habits
- C Reading** Read about market trends
- D Writing** Write about a financial concern or problem
- E Project** Produce a chat show about financial concerns



Look at the photo and answer the questions.

1. What are some good financial habits?
2. What are some bad financial habits?
3. What do you spend your money on?
4. Are your spending habits good or bad?

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## Key Grammar

### zero and Type 1 conditionals

The zero conditional is used to talk about what happens whenever a condition exists: facts that are generally true, everyday actions, and advice. The Type 1 conditional is used to talk about things that may happen in the future.

Form	Example
<b>Zero conditional:</b> Both clauses use the present simple.	<i>If I want to make a big purchase, I use my credit card.</i>
<b>Type 1 conditional:</b> The <i>if</i> -clause uses the present simple, the main clause uses the future simple.	<i>If my boss gives me a holiday bonus, I will take my family on a nice trip.</i>

### Type 2 conditional

The Type 2 conditional is used to talk about hypothetical or unlikely situations in the present or future. It uses the form *if + past simple, would + base verb*.

#### Example

*If I won the lottery, I would travel the world for a year.  
If I had magical powers, I would use them for good.*

### Unit 4 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 4 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

#### Extra Practice More Discussion

Ask more questions about money and spending.

#### Ex.

Describe a time you saved money to buy something. Would you rather spend your money right away or save it? Why? Describe something you regretted buying? Why did you regret buying it?

# Lesson A Listening

Aim: Listen to people talk about their spending habits

## Vocabulary

### 1 Listen and number. 4-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word / phrase next to each word / phrase in the book.

#### Answer Key

From left to right, top to bottom

4. keep track
7. percentage
3. typical
5. wise
8. foolish
2. mature
6. substantial
1. charge

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word / phrase with the correct definition.
- Check students' answers.

#### Answer Key

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

## Authentic Conversation

### 3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different spending habits.

### 4 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

# A Listening

**Aim** Listen to people talk about their spending habits

## Vocabulary

### 1 Listen and number. 4-01



### 2 Match the words with the definitions.

- |                |   |  |
|----------------|---|--|
| 1. foolish     | • | a. of a significant size, amount, or degree                |
| 2. mature      | • | b. to ask for an amount of money for something             |
| 3. substantial | • | c. having or showing a strong understanding of life        |
| 4. percentage  | • | d. usual; what you would expect                            |
| 5. charge      | • | e. stupid; not smart                                       |
| 6. typical     | • | f. an amount of something expressed as a number out of 100 |
| 7. wise        | • | g. to continue to know about someone or something          |
| 8. keep track  | • | h. behaving in a responsible way; having good judgment     |

**NOTE** % is the symbol used to represent percent.

## Authentic Conversation

### 3 Talk with a partner.

**NOTE** Economics is the study of the way trade, industry, or money are organised.

**Karl:** Hey, Jill. I'm going to the shopping centre. Want to come?

**Jill:** I don't know, Karl. Maybe if there's a sale. I've spent most of my shopping budget already.

**Karl:** You keep track of your spending? That's pretty mature. How do you do it?

**Jill:** I use a spreadsheet. Every month, I set aside a percentage of my income to spend on things like shopping. I'm saving the rest for university.

**Karl:** Can you teach me?

**Jill:** Sure. It's easy. You just need to figure out how much you want to save and how much you want to spend.

**Karl:** That seems like a wise thing to do.

**Jill:** Yes. If you start saving now, you'll have a substantial nest egg for university.

### 4 Discuss with a partner.

1. Do you know anyone who is really good at saving money? How do they save?
2. How do you plan to save for the future?

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## Extra Practice Monthly Budgets

Tell students to work alone or with a partner. Ask students to create a monthly budget based on a monthly salary of £3,000. Tell students to think of the things they want to spend money on during the month. Ask them what they think adults spend their monthly salaries on. List their ideas on the board. Introduce any other items that they may have missed. Then ask students to create their monthly budgets on a separate sheet of paper. Tell them to include how much money they will spend on daily necessities and monthly bills, such as food, transportation costs, rent, and utilities. Tell them to think about how much they will set aside for fun and entertainment. Finally, ask them to think of how much they will save each month. Tell students to research online if they don't know the average cost of certain things. After everyone is done, ask some students to present their work to the class. Vote on which students had the most reasonable monthly budgets. Remember to ask follow-up questions and give feedback.

## Grammar

### 5 Look at the table.

**NOTE**  
For both zero and type 1 conditionals, if you reverse the clauses, you do not use a comma.

Zero Conditional	
Use the zero conditional to talk about what happens whenever a condition exists. Use it for actions, advice, and facts that are generally true. Both clauses in a zero conditional use the present simple tense.	
If + present simple	, present simple
If I have no money, I don't go out. If you keep track of your spending, you always know how much money you have. I get charged a substantial late fee if I don't pay my phone bill on time.	
Type 1 Conditional	
Use the type 1 conditional to talk about things that may happen in the future.	
If + present simple	, will / won't + verb
If you're foolish with your spending, you won't be able to save for the future. If you shop too much, you'll have no money left to put in your savings account. You'll have more money for university if you start saving now.	

### 6 Unscramble.

- put a substantial / university savings fund. / When I earn a lot / amount into my / of money, I typically \_\_\_\_\_
- a percentage / you'll have / If you / set aside / income now, / of your / spend later. / money to \_\_\_\_\_
- If / economics / Chelsea studies / this year, / me advice / she can give / on my budget. \_\_\_\_\_
- get good marks. / work if / keep track / You should / of your school / you want to \_\_\_\_\_

## Listen Up

### 7 Listen and circle the answers. 4-02

- What is the conversation mainly about?
  - making spreadsheets
  - how to be financially responsible
  - how much interest is charged
  - Willow's poor financial decisions
- What will happen if Willow can't pay the credit card bill in time?
  - She'll owe even more money.
  - Her dad will charge her a substantial fee.
  - The interest rate will increase.
  - She'll pay a percentage of what she's spent.
- What financial advice does Willow's father give her?
  - that she should make a budget before she goes shopping
  - that she should keep track of a percentage of her spending
  - that she should pay him back this week
  - that she should always buy something if she needs it
- What would be considered a "substantial purchase"?
  - a pair of jeans
  - a book
  - a video game
  - a car
- How do you think Willow can keep better track of her spending?
  - by keeping all her receipts
  - by considering what she needs versus what she wants
  - by not going shopping anymore
  - by only making substantial purchases

### 8 Read and put a tick ✓ if it's good advice and an X if it's bad.

- Only lend a substantial amount of money to someone your friends know well. \_\_\_\_\_
- If you don't earn enough to go out and eat, cook your meals at home. \_\_\_\_\_
- When you're interested in buying a product, read the reviews first. \_\_\_\_\_
- Charge a percentage of every purchase to your credit card and pay the rest in cash. \_\_\_\_\_

## Grammar

### 5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of grammar points are being highlighted.

### 6 Unscramble.

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the correct sentence on each line.
- Check students' answers.

#### Answer Key

- When I earn a lot of money, I typically put a substantial amount into my university savings fund.
- If you set aside a percentage of your income now, you'll have money to spend later.
- If Chelsea studies economics this year, she can give me advice on my budget.
- You should keep track of your schoolwork if you want to get good grades.

## Listen Up

### 7 Listen and circle the answers. 4-02

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

#### Answer Key

- b
- a
- a
- d
- a

### 8 Read and put a tick ✓ if it's good advice and a X if it's bad.

- Ask students to read the sentences.
- Ask students to put a tick in each gap if it's good advice or a cross if it's bad advice.
- Check students' answers.

#### Answer Key

- X
- ✓
- ✓
- X

## Teacher's Note

### Money and Banking Vocabulary

Explain some common money and banking vocabulary to students. Make sure they understand when and how to use them. Below is a list of some common money and banking vocabulary.

account	interest
account number	loan
balance	mortgage
bank card	open / close an account
bank statement	overdraft
cash	overdrawn
cheque (uk) / check (us)	passbook
credit card	PIN number
current account	savings account
debit card	transaction
deposit	transfer
direct debit	withdrawal

# Lesson B Speaking

Aim: Give advice or your opinion on spending habits

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear. 4-03

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

### Answer Key

1. rate
2. assess
3. point
4. interest
5. upset
6. management
7. panic
8. dedicated

- Practise again. Point at different pictures and ask students to say the words.

2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

### Answer Key

1. rate
2. panic
3. upset
4. dedicated
5. management
6. interest
7. point
8. assess

## Authentic Conversation

3 Talk with a partner. Then underline the conditional sentences.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different money-related recommendations and opinions.
- Ask students to underline the conditional sentences.
- Check students' answers.

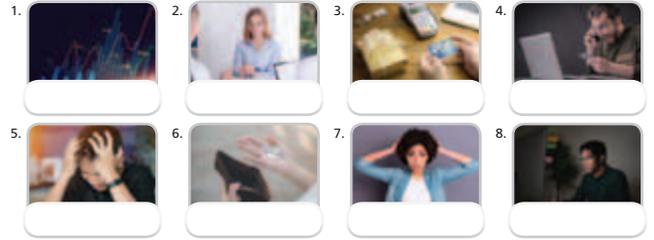
# B Speaking

Aim Give advice or your opinion on spending habits

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear. 4-03

upset management rate assess point panic interest dedicated



2 Fill in the gaps with the best vocabulary words.

1. At the \_\_\_\_\_ that we're saving, we'll have enough money to buy a car next year.
2. If you run out of money, don't \_\_\_\_\_. You can always borrow some from me.
3. I'm so \_\_\_\_\_. I spent way too much money at the shopping centre last month.
4. At this company, loyal and \_\_\_\_\_ employees are often promoted.
5. I've been learning about money \_\_\_\_\_. So far, I've made a budget and opened a savings account.
6. Before you get a credit card, check how much the \_\_\_\_\_ rate is.
7. This card rewards you with one \_\_\_\_\_ for every purchase.
8. Always \_\_\_\_\_ the situation before making a decision.

## Authentic Conversation

3 Talk with a partner. Then underline the conditional sentences.

**NOTE**  
To live off someone / something means to depend on someone or something for the money you need.

### Answer Key

## Extra Practice Type 2 Conditionals and Money

Tell students to find a partner. Ask students to each come up with five Type 2 conditionals related to money. Tell students to write their sentences on a separate sheet of paper. When everyone is done working, ask some students to share their sentences with the class. Remember to ask follow-up questions and give feedback.

## Grammar

### 4 Look at the table.

**NOTE** As with zero and type 1 conditionals, if you reverse the clauses, you do not use a comma.

Type 2 Conditional	
Use type 2 conditionals to talk about hypothetical or unlikely situations. Use them for unreal or improbable situations now or in the future.	
<b>If + past simple</b>	<b>present conditional or present continuous conditional</b>
If I met the Queen of England, I'd ask her to lend me some money.	
I'd fly to the moon if I had enough money to build a rocket.	

### 5 Combine the sentences to create a type 2 conditional sentence.

- William is the president. He lives in a mansion.  
\_\_\_\_\_
- I can fly. I travel all over the world.  
\_\_\_\_\_
- I'm an animal. I'm a wolf.  
\_\_\_\_\_



## Speak Up

### 6 Conduct an interview. Follow the steps.

#### STEP 1 Read the profiles.

Nicole just turned 18, and it's her last year of secondary school. She's currently enrolled in a special programme for gifted artists, and her marks are the highest in her class.

In addition to studying, she works almost every weekend. She uses the money to pay her phone bill, which is usually pretty high.

One of her favourite pastimes is shopping at the local shopping centre. Nicole would like to go shopping every week, but she's often too busy working or doing her homework. Plus, the shopping centre is pretty far from her house, and she can't always borrow her dad's car.

Nicole isn't sure if she'd like to go to university. She hasn't opened a savings account. She keeps a little extra money in a jar, but she's not sure how much.

It's Kevin's first year of university, and he doesn't have time to work. He took out a loan to pay for university, but he's not sure what the interest rate is.

He often forgets to pay his bills on time, which results in late fees. Sometimes he has to borrow money from his parents, which he doesn't like doing.

Thinking about his financial situation is upsetting because he's not sure what more he can do about it. He's good at maths and likes using spreadsheets, but he never keeps track of how much he's spending.

He's surprised by how expensive everything is. He's considering quitting university and getting a full-time job so he can pay his parents back. He wishes he'd saved some money when he was still at secondary school.

#### STEP 2 Talk with a partner. Decide who will be Nicole and who will be Kevin.

#### STEP 3 Take turns interviewing each other using the questions below.

##### Questions for Nicole

Nicole, if you won the lottery, what would you buy?

If you had three wishes, what would you wish for?

If you could have any career you wanted, what would it be?

##### Questions for Kevin

If you were given a large amount of money, how would you spend it?

If you could change anything in your life, what would it be?

If you were to start a club, what would it be about?

#### STEP 4 Give your partner one piece of financial advice. Discuss.



## Speak Up

### 6 Conduct an interview. Follow the steps.

- Tell students to find a partner.
- Ask students to read the profiles.
- Ask each pair of students to decide who will be Nicole and who will be Kevin.
- Ask students to take turns interviewing each other using the given questions.
- Tell students to give one piece of financial advice to their partner and explain why.
- Check students' interviews to make sure they're speaking properly.
- Ask some students to share their interviews with the class.
- Ask follow-up questions.
- Give feedback.

## Teacher's Note

### Money-Related Idioms

Explain some money-related idioms to students. Make sure they understand when and how to use them. Below is a list of some common ones. Explain that some idioms are not connected to the topic of money.

Idiom	Meaning
a dime a dozen	very common
a fast / quick buck	money which is easy to make
cash cow	a business / product which generates a stable flow of income / profit
cost a pretty penny	to be very expensive
daylight robbery	obvious, unfair overcharging
feel the pinch	to experience financial hardship
from rags to riches	from poverty to wealth
go bust	to become bankrupt
have money burning a hole in your pocket	to have money which you are eager to spend
if I had a pound for every time (this happened)	used to imply that this situation happens a lot
in for a penny, in for a pound	involved in seeing an undertaking through no matter how much money, time, or effort it requires
make big bucks	to make a lot of money
money doesn't grow on trees	money isn't easy to acquire
not have two nickels / pennies to rub together	to be very poor
on the money	right about something / someone
one man's trash is another man's treasure	what is worthless to one person might be valuable to another
penny pincher	a frugal person
strapped for cash	short of money
take someone to the cleaners	to cheat someone out of their money / possessions

## Grammar

### 4 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

### 5 Combine the sentences to create Type 2 conditional sentences.

- Ask students to read the sentences.
- Ask students to rewrite the sentences on each line as one Type 2 conditional sentence.
- Check students' answers.

#### Answer Key

- If William was / were the president, he would live in a mansion.
- If I could fly, I would travel all over the world.
- If I was / were an animal, I'd be a wolf.

Aim: Read about market trends

## Vocabulary

### 1 Listen and number. 4-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

6. deal
5. recession
8. exclusive
3. standard
1. moderate
7. impact
2. consumer
4. evaluate

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

#### Answer Key

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

## Pre-reading

### 3 Look at the pictures and answer the questions. Discuss as a group.

- Tell students to get into groups of three or four.
- Ask students to look at the pictures.
- Ask students to discuss the questions.
- Check students' conversations to make sure they're speaking properly.
- Ask students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

# C Reading

Aim Read about market trends

## Vocabulary

### 1 Listen and number. 4-04



deal



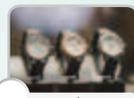
recession



exclusive



standard



moderate



impact



consumer



evaluate

### 2 Match the words with the definitions.

- |                |   |
|----------------|---|
| 1. evaluate •  | • a. expensive and only available to certain people       |
| 2. impact •    | • b. someone who buys goods or services                   |
| 3. exclusive • | • c. a middle amount; neither large nor small; average    |
| 4. deal •      | • d. to consider something carefully and decide its worth |
| 5. consumer •  | • e. an accepted measurement or value                     |
| 6. moderate •  | • f. a period of time when businesses aren't doing well   |
| 7. recession • | • g. to have an effect on a situation, person, or event   |
| 8. standard •  | • h. an arrangement or agreement, especially in business  |

## Pre-Reading

### 3 Look at the pictures and answer the questions. Discuss as a group.

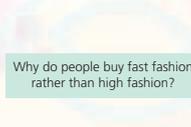


fast food



fast casual

Where would you prefer to eat?



Why do people buy fast fashion rather than high fashion?



fast fashion



high fashion

## Teacher's Note

### Shopping Alternatives

Explain some common expensive things people spend money on and their cheaper alternatives. For example, luxury cars vs. compact cars, real flowers vs. fake flowers, fresh produce vs. frozen produce, eating out vs. eating in, etc. Then ask students to name some of the common shopping and dining alternatives in their country. Make a list of them on the board. List products and places for each item. Ask students which ones they prefer and why. Explain that just because something is expensive, it doesn't mean it's good. Then ask students to describe some cheap things that are better than their more expensive counterparts. Remember to ask follow-up questions and give feedback.

**NOTE**  
A one-off is used to refer to something that is done only once.

**4** Read the article. 4-05

## WHO'S IN A HURRY?

If eating out isn't in the budget, why not try fast casual? Fast-casual dining isn't as fancy as a traditional, sit-down restaurant, but it offers a higher standard of dining than fast-food restaurants do. So you get to dine out without the high impact on your wallet. The idea originated in the early 1990s, but it didn't become all that popular until the 2000s. It's a growing trend, even in places that have suffered a recession. That's likely because it fulfils all the basic needs of today's consumer: the food is reasonably healthy, the cost is moderate, and it's trendy. So trendy, that even if everyone had tonnes of money, they'd probably still eat fast casual once in a while.

Fast fashion is yet another trend impacting upon the way people choose to spend. Like fast casual, fast fashion appeals to consumers' needs—it's marketed toward people who love fashionable clothing but don't want to pay ridiculously high prices. High-fashion brands are trendsetters that are unique and exclusive. Fast fashion uses these brands' exclusive styles but offers the clothing at a much lower price.

You may think fast-fashion clothing is a great deal, but it's really not—not when you factor in something called the "cost-per-wear". Cost-per-wear tells us the value of something beyond the price tag. For example, if you buy a pair of shoes for £30 and only wear them once, that's a cost of £30 per wear. If you buy a pair of shoes for £150 and wear them every day for a year, that's a cost of less than £1 per wear.

Cost-per-wear on fast-fashion items is high. Because the clothes are made of cheap material, they're easily ruined. If you're replacing your clothing frequently due to wear-and-tear, you won't be saving any money. Another reason is that the low price point causes many people to make one-off purchases, meaning they're buying things to wear only to special events. If you only wear something once, you're not getting good cost-per-wear. If you're looking to become a smarter shopper, cost-per-wear is a great way to evaluate how economical your purchases are.

Shopping for the latest trends or eating at a popular restaurant is fun, but it shouldn't break the bank. If you were a film star, you could buy whatever you wanted. But until you find a golden ticket or figure out how to grow money on trees, if you want to save money, you'll have to pay attention to how you're spending it!



If money grew on trees, we'd all plant a couple of forests.

You'll have lots of great opportunities if you find the golden ticket!

### Comprehension

**5** Circle the answers.

1. What is the purpose of this reading?
  - a. to convince people to stop shopping at "fast" retailers
  - b. to promote fast-casual dining
  - c. to help consumers evaluate "fast" retailers
  - d. to explain why "fast" retailers are popular
2. Fast-casual dining \_\_\_\_\_.
  - a. became popular quickly
  - b. caused a recession
  - c. is like fast food
  - d. is moderately priced
3. How can you make better decisions about what clothing you purchase?
  - a. by calculating your cost-per-wear
  - b. by buying many cheap items
  - c. by evaluating every pound you spend
  - d. by buying only exclusive items
4. The purpose of the fourth paragraph is to \_\_\_\_\_.
  - a. explain the difference between fast fashion and high fashion
  - b. explain why low prices are bad
  - c. explain saving money is beneficial
  - d. explain why fast-fashion items aren't a good deal

**6** Discuss with a partner.

1. How do things become trendy?
2. What trends do you like and what trends do you dislike right now?

## Comprehension

**5** Circle the answers.

- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

### Answer Key

1. c
2. d
3. a
4. d

**6** Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

### Extra Practice Better Alternatives

Tell students to find a partner. Ask students to choose two similar items or places people spend money on, such as an expensive car vs. a cheaper car of equal, lesser, or greater quality. Then tell students to choose the one item or place that they prefer more, the cheaper one or the more expensive one. Ask students to list reasons why their choice is better than the other. Tell students to use conditional sentences in their reasons. Tell students to research online if needed. When everyone is finished, ask each pair of students to present their work and ideas to the class. After each presentation, ask the class their opinions on the items they just heard about. Decide as a class whether the cheaper or more expensive items and places are better. Remember to ask follow-up questions and give feedback.

**4** Read the article. 4-05

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the article aloud.
- Replay the audio if needed.

# Lesson D Writing

Aim: Write about a financial concern or problem

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  4-06

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word / phrase under the correct picture.

### Answer Key

1. allowance
2. transfer
3. obsession
4. debit card
5. level
6. guidance
7. addiction
8. withdraw

- Practise again. Point at different pictures and ask students to say the words.

2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word / phrase in each gap.
- Check students' answers.

### Answer Key

1. guidance
2. transfer
3. withdraw
4. addiction
5. allowance
6. level
7. obsession
8. debit card

## Writing Guide

3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
  - Ask students if they know what kind of writing point is being highlighted.

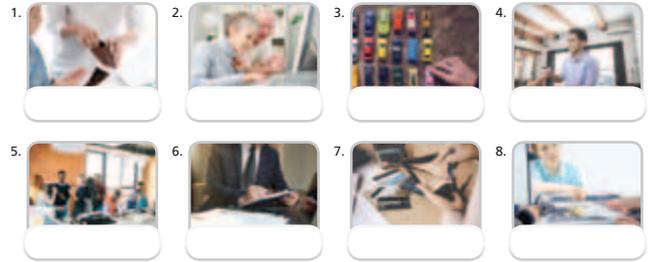
# D Writing

Aim Write about a financial concern or problem

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  4-06

debit card obsession	addiction level	transfer withdraw	guidance allowance
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2 Fill in the gaps with the best vocabulary words.

1. I'm trying to figure out what to buy. Can you give me some \_\_\_\_\_?
2. You can \_\_\_\_\_ money from your savings account into your debit account.
3. I need to \_\_\_\_\_ £2,000 from the bank.
4. I'm worried about Jane. She seems to have developed a(n) \_\_\_\_\_ to fast food.
5. Jamie, have I given you your \_\_\_\_\_ this week?
6. I can't believe these shoes! They take fashion to a whole new \_\_\_\_\_.
7. I have this new \_\_\_\_\_ with paper fans. I buy a new one once a month.
8. Have you seen my \_\_\_\_\_? It was in my wallet yesterday.

## Writing Guide

3 Look at the table.

**NOTE** Relevant means important to the event or topic.

Letter Writing	
	The aim is to include enough detail so that the reader has a strong understanding of the situation.
Step one	Write a brief explanation of why you're writing. Your first sentence should express the reason for your letter so that the recipient immediately knows what it's about.
Step two	Provide details about yourself that are relevant to the problem.
Step three	Provide details about the problem.
Step four	State what sort of help you are requesting and any questions you have.



4 Fill in the gaps with the words in the box. Then underline the conditional sentences. (There is one in each paragraph.)

guidance	transfer	withdraw	addition
allowance	level	obsession	debit card

Dear Money Talks,

I'm writing because you offer free financial advice. First, let me give you some background: I'm in Year 11, my parents give me a small 1. \_\_\_\_\_ each week, and I also work part-time. I used to spend the money I earned at the cinema or the arcade with my friends, but then I developed this 2. \_\_\_\_\_ with fast fashion. At one shop called Araz's, if you bring in old clothes to donate, they'll give you a 15% discount!

My parents say I have a shopping 3. \_\_\_\_\_. My dad said if he sewed all my blouses together, he could make a hot-air balloon and fly to the moon. They said they will even take away my 4. \_\_\_\_\_ if I keep it up.

I'm afraid they might be right. Last week, I decided to 5. \_\_\_\_\_ some money from my savings account so I could buy a pair of exclusive trainers. I know it was stupid to 6. \_\_\_\_\_ that money—it's supposed to be for university. I'm growing concerned about my 7. \_\_\_\_\_ of spending. I'm starting to think that even if I had a million pounds, I'd still manage to spend it in a week.

I love shopping. If I give it up, I'll be miserable. But I can't keep spending, or I'll be in serious trouble. So that's why I'm writing asking for your 8. \_\_\_\_\_.

Thanks, Money Talks!

Signed,

Anonymous

NOTE

Anonymous means a person not identified by name.

## Writing

5 Follow the steps to begin writing your own letter.

STEP 1 Choose a topic you have questions about. Circle a financial issue from the box below or write your own in the gap.

student loans    credit cards    paying a debt    budgeting    \_\_\_\_\_

STEP 2 Explain why you chose this topic.

STEP 3 Explain how this topic impacts your life.

STEP 4 Write one or two questions you have on this topic.

6 On a separate piece of paper, write a letter to "Money Talks" asking for financial advice.

4 Fill in the gaps with the words in the box. Then underline the conditional sentences. (There is one in each paragraph.)

- Ask students to read the letter.
- Ask students to write the correct word / phrase from the box in each gap.
- Ask students to underline the conditional sentences.
- Check students' answers.

### Answer Key

- |              |               |
|--------------|---------------|
| 1. allowance | 2. obsession  |
| 3. addiction | 4. debit card |
| 5. transfer  | 6. withdraw   |
| 7. level     | 8. guidance   |

Dear Money Talks,

I'm writing because you offer free financial advice. First, let me give you some background: I'm in Year 11, my parents give me a small 1. \_\_\_\_\_ each week, and I also work part-time. I used to spend the money I earned at the cinema or the arcade with my friends, but then I developed this 2. \_\_\_\_\_ with fast fashion. At one shop called Araz's, if you bring in old clothes to donate, they'll give you a 15% discount!

My parents say I have a shopping 3. \_\_\_\_\_. My dad said if he sewed all my blouses together, he could make a hot-air balloon and fly to the moon. They said they will even take away my 4. \_\_\_\_\_ if I keep it up.

I'm afraid they might be right. Last week, I decided to 5. \_\_\_\_\_ some money from my savings account so I could buy a pair of exclusive trainers. I know it was stupid to 6. \_\_\_\_\_ that money—it's supposed to be for university. I'm growing concerned about my 7. \_\_\_\_\_ of spending. I'm starting to think that even if I had a million pounds, I'd still manage to spend it in a week.

I love shopping. If I give it up, I'll be miserable. But I can't keep spending, or I'll be in serious trouble. So that's why I'm writing asking for your 8. \_\_\_\_\_.

Thanks, Money Talks!

## Teacher's Note

### Financial Advice

After activity 4, discuss as a class some possible financial advice for the writer of the letter. Tell students to get into groups of three or four. Ask each group to come up with their own financial solution for the writer of the letter. Give students time to work. Tell them to use conditionals when they explain their advice. Tell students to write their advice on a separate sheet of paper. When everyone is done working, go over each group's advice as a class. Vote on who had the soundest financial advice and why. Remember to ask follow-up questions and give feedback.

## Writing

5 Follow the steps to begin writing your own letter.

- Ask students to read the steps.
- Ask students to write their own information for each step.
- Tell students to write in the book or on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

6 On a separate piece of paper, write a letter to "Money Talks" asking for financial advice.

- Ask students to write a letter to "Money Talks" asking for financial advice.
- Tell students to use their information from activity 5 to write their letters.
- Tell students to use conditional sentences in their letters.
- Tell students to write their letters on a separate sheet of paper.
- Check students' letters to make sure they're writing correctly.
- Ask some students to share their letters with the class.
- Give feedback.

### Extra Practice Reply Letters

After activity 6, collect students' letters. Then hand out those letters to different students in the class. Make sure no one gets the letter they wrote. Ask students to read their new letters. Then ask them to write a reply to the writer of the original letter. Tell students to offer the financial advice that was asked for in the letters they just read. Ask students to include conditional sentences in their replies. Tell students to write their replies on a separate sheet of paper. After everyone is done working, ask some students to share their reply letters with the class. Ask them to name the writer of the original letter they now have. Afterward, discuss as a class whether the financial advice was sound or not. Remember to ask follow-up questions and give feedback.

# Lesson E Project

Aim: Produce a chat show about financial concerns

## Video

- 1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
  - Ask students to look at the pictures.
  - Ask students to write a short summary about what they think will happen in the video.
  - Tell students to write their summaries on a separate sheet of paper.
  - Tell students to talk with a partner.
  - Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 4 video.

- 2 Watch the video. Number the pictures in order.
 

Video  
4

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right  
2, 3, 1

- 3 Watch again. Circle the words you hear.
 

Video  
4

- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right, top to bottom  
panic, upset, exclusive, management

- 4 Watch again. Circle the answers.
 

Video  
4

- Play the video again.
- Ask students to circle the correct answers.
- Replay the video if needed.
- Check students' answers.

### Answer Key

1. a
2. b
3. c
4. a
5. b

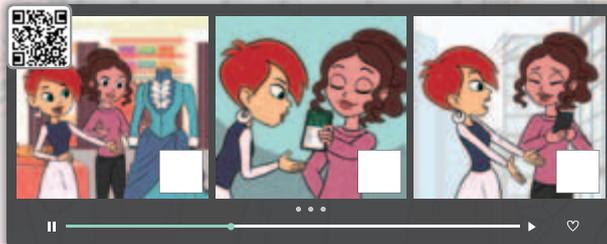
# E Project

Aim Produce a chat show about financial concerns

## Video

- 1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
- 2 Watch the video. Number the pictures in order.
 

Video  
4



- 3 Watch again. Circle the words you hear.
 

Video  
4

point	panic	assess	upset
evaluate	exclusive	management	impact

- 4 Watch again. Circle the answers.
 

Video  
4

1. Why is Anila upset at the first shop?
  - a. The shop charges too much.
  - b. The shop charges too little.
  - c. She thinks Ruby is foolish.
  - d. She thinks Ruby is boring.
2. The second shop Anila and Ruby visit is most likely \_\_\_\_\_.
  - a. a brand-new shop
  - b. a fast-fashion shop
  - c. a recession shop
  - d. an exclusive shop
3. Anila buys something; therefore, she is a(n) \_\_\_\_\_.
  - a. obsession
  - b. assess
  - c. consumer
  - d. addiction
4. Ruby was being \_\_\_\_\_ when she considered getting the credit card in order to get free shoes.
  - a. foolish
  - b. interest
  - c. mature
  - d. wise
5. What's true about the credit card Mr Green is offering?
  - a. It's free.
  - b. It has a high interest rate.
  - c. It gives lots of points.
  - d. all of the above

- 5 Watch again. Fill in the gaps with the words you hear.
 

Video  
4

1. Don't get \_\_\_\_\_. We can go to a shop where the prices are lower.
2. But if the prices aren't \_\_\_\_\_ lower, I'm going straight home.
3. What can I say? It's a(n) \_\_\_\_\_.
4. I mean, I'm still in money \_\_\_\_\_.

- 5 Watch again. Fill in the gaps with the words you hear.
 

Video  
4

- Play the video again.
- Ask students to write the word they hear in each gap.
- Replay the video if needed.
- Check students' answers.

### Answer Key

1. upset
2. substantially
3. recession
4. management

6 Make a group of six. Decide who will play the following roles.

££ MONEY TALKS ££

Many people are having financial difficulties. You've just been given substantial funding to create Money Talks!

Host	Guests	Audience
		
<b>Job Description</b>	<b>Job Description</b>	<b>Job Description</b>
<ul style="list-style-type: none"> <li>• Introduce guests</li> <li>• Read letters</li> <li>• Take questions from the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Chat with host</li> <li>• Answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions</li> </ul>
Total students: _____	Total students: _____	Total students: _____

7 Use the letters you wrote on p. 53 to introduce topics on the show. Submit your letters to the host.

8 Role-play.

Acting Points		
Host	Guest	Audience
<ul style="list-style-type: none"> <li>• Always be friendly and smile.</li> <li>• Always be polite.</li> <li>• Try to say something nice about each guest when you introduce them.</li> </ul>	<ul style="list-style-type: none"> <li>• Smile when you are introduced.</li> <li>• After you are introduced, thank the host for inviting you.</li> <li>• Do your best to answer the questions.</li> <li>• If you've ever had a problem like the one in the letter, talk about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Clap when the host is done introducing the guests.</li> <li>• Listen quietly while the guests and host are speaking.</li> <li>• Consider any questions you have about the topic being discussed.</li> <li>• Ask questions when the discussion about the letter is done.</li> </ul>

Mix it up!

Have the host read two letters for the guests and have the audience comment on them. Then change roles!

Bonus

Before you switch roles, take a vote on who was the best guest speaker.

9 Once you've read all the letters, discuss which financial problem was the worst.

8 Role-play.

- Ask students to read the acting points and to follow them in their role-plays.
- Ask students to start role-playing.
- Tell students to use their letters from Lesson D activity 6 as talking points.
- Tell students to have their group's host read out two letters for the guests to give financial advice.
- Tell students to have their group's audience ask the guests follow-up questions.
- Tell students to use conditional sentences throughout their conversations.
- Ask students to take turns playing the different roles.
- Check students' role-plays to make sure they're doing them properly.
- Give feedback.

9 Once you've read all the letters, discuss which financial problem was the worst.

- Ask students to perform their talk shows in front of the class.
- Tell students to take notes of the problems presented.
- After all groups have performed, discuss as a class who had the worst financial problem.
- Ask follow-up questions.
- Give feedback.

Teacher's Note

Financial Analysts / Advisors

As an alternative to the project, tell students to also include a financial analyst / advisor as one of the roles. Tell students that this role will be that of a financial expert who will give advice to the guests. Ask the groups to come up with relevant financial advice for each letter if using this role.

Extra Practice Sound Financial Advice

After activity 9, discuss as a class who had the soundest financial advice. Then go over each letter again and discuss how certain pieces of financial advice could have been better. Do this by listing the financial problems and advice for each letter on the board. Remember to ask follow-up questions and give feedback.

21<sup>st</sup> Century Skills

6 Make a group of six. Decide who will play the following roles.

- Tell students to get into groups of six.
- Ask students to read the three different roles.
- Tell students to assign group members to each role.

7 Use the letters you wrote on p. 53 to introduce topics on the show. Submit your letters to the host.

- Tell students to take out their letters from Lesson D activity 6.
- Ask students to give their letters to their group's host.

## 1 Read and choose the best words to fill in the gaps.

- Ask students to read the passage.
- Ask students to circle the best word for each gap.
- Ask students to write the word in each gap.
- Check students' answers.

### Answer Key

1. b, drugs
2. c, anxiety
3. a, potential
4. d, eventually
5. b, practical
6. a, ensure
7. b, expectations

## 2 Read and fill in the gaps with the words in the box. One word will not be used.

- Ask students to read the reading.
- Ask students to write the correct word / phrase from the box in each gap.
- Check students' answers.

### Answer Key

1. impact
2. recession
3. typical
4. management
5. keep track
6. consumers
7. guidance

### Teacher's Note

#### What Would You Do with a Million Pounds?

Have students practise conditional sentences with the question: *What would you do if you had a million pounds?* Tell students to find a partner. Have students take turns asking each other the question. Tell students to ask follow-up hypothetical questions to whatever answers their partners give. For example, "If I had a million pounds, I would buy a house." "If you bought a house, where would you buy it?" Ask some students to share their conversations with the class. Remember to ask follow-up questions and give feedback.

## 1 Read and choose the best words to fill in the gaps.

The discovery of antibiotic 1. \_\_\_\_\_ in the 20<sup>th</sup> century marked one of the most important medical advances in human history. Antibiotics have saved countless lives. However, doctors began prescribing them even when they weren't certain that their patients were suffering from a bacterial infection. Due to this overuse, these medicines are beginning to lose their effectiveness.

This is causing a lot of 2. \_\_\_\_\_ among scientists and healthcare professionals. While antibiotics are a major medical breakthrough, if they stop working, they also have the 3. \_\_\_\_\_ to cause a worldwide crisis. Scientists fear that, 4. \_\_\_\_\_, many kinds of bacteria will become permanently resistant to any kind of antibiotic treatment. This could result in many deaths.

It's not 5. \_\_\_\_\_ to stop using antibiotics altogether. However, there are some steps we can take to better this situation. First of all, we need to 6. \_\_\_\_\_ that antibiotics are only being used when they're actually needed. Additionally, patients need to alter their 7. \_\_\_\_\_; too many people think antibiotics can solve illnesses like the common cold. But the cold is a virus, so antibiotics are completely useless.

- |                   |                 |                |               |
|-------------------|-----------------|----------------|---------------|
| 1. a. needles     | b. drugs        | c. factors     | d. state      |
| 2. a. appeal      | b. state        | c. anxiety     | d. factor     |
| 3. a. potential   | b. massive      | c. expectation | d. faith      |
| 4. a. fortunately | b. conventional | c. affect      | d. eventually |
| 5. a. extensive   | b. practical    | c. massive     | d. artificial |
| 6. a. ensure      | b. maintain     | c. adjust      | d. enable     |
| 7. a. potentials  | b. expectations | c. appeals     | d. states     |

## 2 Read and fill in the gaps with the words in the box. One word will not be used.

keep track	management	impact	consumers
recession	typical	debit card	guidance

What would you do with a million pounds? What kind of 1. \_\_\_\_\_ would it have on your life?

I made my first million at the age of 27, even though we were in the middle of a(n) 2. \_\_\_\_\_. So pay attention, because today, I'd like to tell you how you can become a millionaire, too.

A lot of people think that the key to starting a successful business is to invent a unique product or service. This is a(n) 3. \_\_\_\_\_ misconception: people think if you have a great idea, the rest is easy. A good idea is important, but I believe that the most important thing you can learn is business 4. \_\_\_\_\_—you have to learn how to set up and run a business before you can be a success.



One important factor is your inventory and expenses. You'll want to 5. \_\_\_\_\_ of everything using spreadsheets. Another thing you'll have to identify is your market; you must be able to understand the needs of your 6. \_\_\_\_\_.

If you're interested in learning these valuable skills, please sign up for my thirty-day course, where you can get one-on-one 7. \_\_\_\_\_ from a dedicated online mentor. Buy it today for the low, low price of £49.95!

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### Teacher's Note

#### Zero, Type 1, and Type 2 Conditionals

Remind students of the differences between zero, Type 1, and Type 2 conditionals. Make sure students understand the differences. Below is a brief description.

Conditional	Usage	Example
Zero	common situations, actions, advice, and likely results	<i>If I have free time, I meet my friends.</i>
Type 1	real situations that may happen in the future	<i>If you bring a jacket, you won't get cold later.</i>
Type 2	hypothetical, unlikely situations and results	<i>If I met an alien, I would buy him dinner.</i>

**3 Answer the questions with the given words or tenses.**

- What are you going to do on your next holiday?  
\_\_\_\_\_ (going to)
- What are you doing later today?  
\_\_\_\_\_ (present continuous)
- What will you be doing at 8.30 p.m. tomorrow?  
\_\_\_\_\_ (future continuous)
- By the time you finish this term, what will you have done?  
\_\_\_\_\_ (future perfect)

**4 Use the sentence parts to write conditional sentences. Then identify what kind of conditional you wrote.**

**Ex.** (If I (be) (a doctor) (I) (tell him to exercise more.)  
If I were a doctor, I would tell him to exercise more. (type 2 conditional)

- (If you) (keep) (spending money like that) (you) (have a lot of debt.)  
\_\_\_\_\_
- (If you) (win) (money) (what) (you) (buy?)  
\_\_\_\_\_
- (If I) (be) (prime minister) (I) (improve the economy.)  
\_\_\_\_\_
- (You) (gain weight) (if you) (eat pizza every day.)  
\_\_\_\_\_



**5 Listen and circle true, false, or doesn't say.** R2-01

- |  |      |       |             |
|--|------|-------|-------------|
| 1. Stan started doing yoga after he lost weight.                       | true | false | doesn't say |
| 2. Stan had been suffering from back stiffness before he started yoga. | true | false | doesn't say |
| 3. There are seven yoga classes per week at the community centre.      | true | false | doesn't say |
| 4. It is unlikely that Kayla will go to yoga.                          | true | false | doesn't say |

**6 Listen and circle the answers.** R2-02

- |   |  |
|---|--|
| 1. Layla thinks that in the future most people will ____. | 2. Layla is optimistic about ____.                       |
| a. live to be one hundred                                 | a. advances in treatments                                |
| b. have more money  | b. people in their thirties                              |
| c. retire at an earlier age                               | c. a cure for polio and measles                          |
| d. have fewer children                                    | d. earlier retirement ages                               |
| 3. She thinks that people should ____.                    | 4. Layla thinks that the declining birth rate will ____. |
| a. start retiring at age 60-65                            | a. allow for earlier retirement                          |
| b. invest to make money later                             | b. cause people to live longer                           |
| c. exercise three times a day, every day                  | c. make pensions smaller                                 |
| d. live to be over 100 years old                          | d. cause economic problems                               |

**7 Listen again. Draw lines to match the person to the most likely information.** R2-02



Paul



Rachel

- Will collect a government pension
- Can retire at age 65
- Age 47
- Will live off investments
- Can retire at age 75
- Age 22

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**3 Answer the questions with the given words or tenses.**

- Ask students to read the questions.
- Ask students to write their answers on the lines using the given verbs or tenses.
- Check students' answers.

**Answer Key**

*Possible Answers*

- I am going to go to the beach.
- I am hanging out with my friends later today.
- I will be watching a film in my room at 8.30 p.m. tomorrow.
- By the time I finish the term, I will have published my first novel.

**4 Use the sentence parts to write conditional sentences. Then identify what kind of conditional you wrote.**

- Ask students to read the sentences parts.
- Ask students to use the sentence parts to write a conditional sentences on the lines.
- Ask students to identify which type of conditional they wrote on each line.
- Check students' answers.

**Answer Key**

*Possible Answers*

- If you keep spending money like that, you will have a lot of debt. (Type 1 conditional)
- If you won a lot of money, what would you buy? (Type 2 conditional)
- If I were prime minister, I would improve the economy. (Type 2 conditional)
- You gain weight if you eat pizza every day. (zero conditional)

**5 Listen and circle true, false, or doesn't say.** R2-01

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

- false
- true
- doesn't say
- false

**6 Listen and circle the answers.** R2-02

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

- d
- a
- b
- d

**7 Listen again. Draw lines to match the person to the most likely information.** R2-02

- Listen to the audio.
- Ask students to match each person to the information that fits them.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

Paul: Age 47; Can retire at age 65; Will collect a government pension  
Rachel: Age 22; Can retire at age 75; Will live off investments

UNIT  
**5**

# CULTURES AROUND THE WORLD

This unit will give students the ability to talk about similarities and differences across different cultures and countries, as well as write about the dos and don'ts of different cultures and countries, using comparatives, superlatives, and bare infinitives.

Scan the QR code to download the Unit 5 audio.

**WHAT YOU WILL DO IN THIS UNIT**

**Unit 5 AIMS**

- Lesson A: Read about different cultures
- Lesson B: Listen to people talk about different cultural values
- Lesson C: Explain differences between your culture and another
- Lesson D: Write a guide on the dos and don'ts of your country
- Lesson E: Create a fantasy world with its own culture

**Target Skills**

- Lesson A: Reading
- Lesson B: Listening
- Lesson C: Speaking
- Lesson D: Writing
- Lesson E: Project

**Target Vocabulary**

Lesson A	Lesson B
aspect campus diverse identity outgoing overwhelm pause reserved	concept exceptional familiar / unfamiliar manners obey / disobey peculiar strict vary
Lesson C	Lesson D
accent criticise frustrating harsh insult major / minor native straightforward	approve / disapprove gesture honour host indicate knock lap specific

**UNIT 5**

## CULTURES AROUND THE WORLD

**WHAT YOU WILL DO IN THIS UNIT**

- A Reading** Read about different cultures
- B Listening** Listen to people talk about different cultural values
- C Speaking** Explain differences between your culture and another
- D Writing** Write a guide on the dos and don'ts of your country
- E Project** Create a fantasy world with its own culture

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Look at the photo and answer the questions.

1. Where do you think the photo was taken?
2. What are the people in the photo doing?
3. What are some examples of cultural practices?
4. What are some characteristics of your culture?

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## Key Grammar

### comparatives and superlatives

Comparative adjectives compare the differences between two nouns. Superlative adjectives compare three or more nouns and show the noun with the highest degree. There are a number of common comparative and superlative expressions.

Form	Example
-er and -er / more and more + adj. / adv.	The application process got <i>more and more</i> competitive as the demand became <i>bigger and bigger</i> .
-er and -er / less and less + adj. / adv.	The painting was <i>less and less</i> impressive the <i>closer and closer</i> I looked.
The + comparative adj. / adv. + subject + verb, <i>the better</i>	The <i>bigger</i> it is, <i>the better</i> .
one of + superlative adj. + plural noun	It's <i>one of the nicest</i> places I have ever been.
intensifier ( <i>much, considerably, far and away, etc.</i> ) + comparative / superlative	That documentary was <i>much more interesting</i> than the one we watched last week. Paris is <i>far and away the most beautiful</i> city I've ever visited.

### bare infinitives

The infinitive form of a verb is used to describe an action of a non-finite duration. A bare infinitive is the same as an infinitive form, only without the word *to*.

Form	Example
after the verb <i>do / don't</i>	<i>Don't shout!</i>
after modal auxiliary verbs ( <i>will, could, can, should, may, might, must, needn't</i> )	You <i>shouldn't</i> do that in here!
after verbs of perception ( <i>see, watch, hear, feel, sense</i> )	We <i>saw</i> her <i>leave</i> the party.
after verbs of permission ( <i>make, bid, let, have</i> )	She <i>let</i> him <i>use</i> her computer.
after <i>had better</i> or <i>would rather</i>	You <i>had better</i> <i>work</i> hard this year.
With <i>why</i>	<i>Why</i> not <i>try</i> it?

## Unit 5 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 5 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practice More Discussion

Ask more questions about culture.

#### Ex.

What is your favourite aspect of your culture?  
 What foreign cultures are you most interested in? Why?  
 Describe a time you experienced a foreign culture.  
 What would you like to teach foreigners about your culture? Why?

# Lesson A Reading

Aim: Read about different cultures

## Vocabulary

### 1 Listen and number. 5-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

5. pause
6. diverse
2. identity
3. aspect
8. overwhelm
7. campus
1. reserved
4. outgoing

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words. Two words will not be used.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

#### Answer Key

1. reserved
2. outgoing
3. aspect
4. overwhelm
5. pause
6. diverse

## Pre-reading

### 3 Look at the pictures and guess the correct countries.

- Ask students to look at the pictures.
- Ask students to write the correct country name from the box under each picture.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

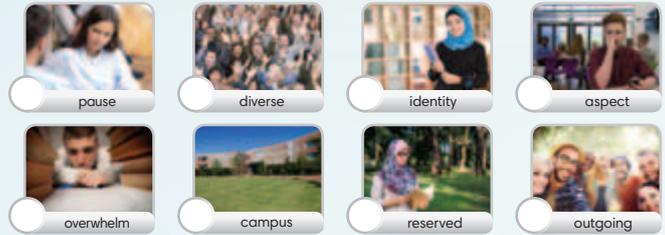
Japan, Mexico, Italy, United Kingdom, Egypt, Thailand

# A Reading

Aim Read about different cultures

## Vocabulary

### 1 Listen and number. 5-01

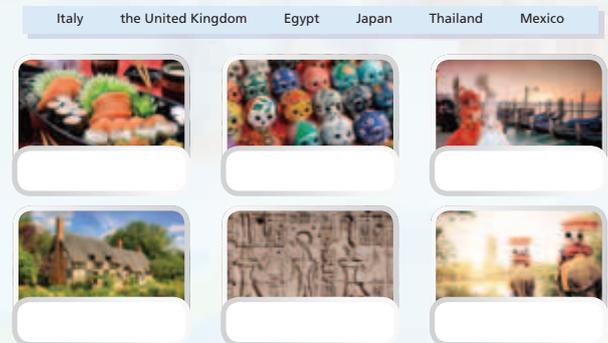


### 2 Fill in the gaps with the best vocabulary words. Two words will not be used.

1. Terry is quiet and \_\_\_\_\_, but he tells great jokes.
2. I really like Jen. She's energetic, friendly, and fun to hang out with. She's really \_\_\_\_\_!
3. One \_\_\_\_\_ of Mexican culture I really enjoy is the music.
4. Loud noises often \_\_\_\_\_ me. I sometimes have to leave parties and concerts.
5. There was an awkward \_\_\_\_\_ in the conversation.
6. I'm so glad I chose to study abroad. I've made such a(n) \_\_\_\_\_ group of friends.

## Pre-reading

### 3 Look at the pictures and guess the correct countries.



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## Teacher's Note

### Cultural Aspects

Explain some cultural aspects from each of the countries in activity 3. Before class, list some cultural aspects of each country. Research online if needed. During class, ask students what they know of each country's culture. List the things students say on the board. Discuss each item as a class. Then introduce some things students didn't mention. Make sure students understand each item that you mention. Remember to ask follow-up questions and give feedback.

**4** Read the article.  5-02

## FROM MY CULTURE TO YOURS

When I first arrived in the UK, I was pretty reserved. I couldn't help but wonder if I'd fit in. One thing I noticed as soon as I stepped off the plane was the sea of diverse faces! [a] Such diversity makes Britain a fascinating place because I get to see and experience different lifestyles.

Aside from being a bit more outgoing, British people are also into a lot of different activities. [b] It seems like there's a club for everything here! One day, our university hosted a huge club fair. I could hardly believe how many booths there were, and the campus was packed. By far, the coolest club I saw was the robotics club. I wondered if club members got to build actual robots that walked and talked and stuff.

I was about to register, but then I paused for a second. I felt dizzy. I started considering everything I didn't know about robots. I felt so overwhelmed. I didn't know whether I should join or not. Plus, there were so many clubs to choose from. What if one of them was even more fun? That was when a girl did something really cool: she shook my hand, and then she said, "konnichiwa!"—hello! [c] It reminded me of home; I couldn't help but smile.

It turns out my newfound friend Lila, who is the current president of the robotics club, had spent some time living in Japan! She told me she knew all about the overwhelming feelings that can come with culture shock. [d]

We went to a restaurant for lunch, which was the first time I'd gone to a sit-down restaurant in the UK. Instead of just getting takeaway or grabbing a coffee to go, Lila and I talked for hours. It turns out that she has some Japanese heritage, though she's spent most of her life in England. [e] Lila spoke about how complicated it can be when you don't know all the local customs, and she told me some funny stories from her time in Japan. We also talked about how diversity enriches us as individuals and adds immeasurably to our identities.



### Comprehension

**5** Circle the answers.

- What is the writer's purpose in writing this?
  - to talk about her travels
  - to talk about her best friend
  - to describe her experience in Britain
  - to describe her new friendship
- What did the speaker do at the robotics booth?
  - She registered for the club.
  - She made a friend.
  - She became president.
  - She built a robot.
- What is meant by the term "culture shock"?
  - Cultural differences can be surprising.
  - It can be difficult to adjust to a new culture.
  - Differences in culture can be confusing.
  - All answers are correct.
- Based on the reading, what is NOT true about British people and their culture?
  - They mostly eat "to-go" meals.
  - They like to do lots of activities.
  - They are friendly and outgoing.
  - They are a diverse group of people.
- What's the most likely reason Lila was in Japan?
  - She has Japanese relatives.
  - She went to school in Japan.
  - She was building robots.
  - She was learning Japanese.

**6** Circle the best place for each sentence to be included in the text.

- We discussed different aspects of the two cultures. [a] [b] [c] [d] [e]
- Apparently, lots of people have a hard time moving from country to country. [a] [b] [c] [d] [e]
- I was impressed and surprised by her outgoing nature. [a] [b] [c] [d] [e]
- There are many different types of people living in this country. [a] [b] [c] [d] [e]
- Popular pastimes range from collecting bugs to flying kites. [a] [b] [c] [d] [e]

**7** Discuss with a partner. What do you know about British culture? How does it differ from your culture?

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**4** Read the article.  5-02

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the article aloud.
- Replay the audio if needed.

### Comprehension

**5** Circle the answers.

- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

#### Answer Key

- c
- b
- d
- a
- a

**6** Circle the best place for each sentence to be included in the text.

- Ask students to read the sentences.
- Ask students to circle the letter corresponding to where each sentence should fit in the text.
- Check students' answers.

#### Answer Key

- e
- d
- c
- a
- b

**7** Discuss with a partner. What do you know about American culture? How does it differ from your culture?

- Tell students to find a partner.
- Tell students to discuss the questions in the directions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

#### Extra Practice Country Reports

Tell students to find a partner. Ask students to choose a country, or assign a country to each pair of students. Ask students to make a list of things they know about the countries. Tell students to research online if needed. Tell students to include as many things that they can about the countries. Ask them to include things like dishes people eat, music people listen to, languages spoken, holidays observed, appearance of the flag, and so on. Tell students to describe each item that they list. Give students enough time to work. When everyone is done, ask each pair of students to present the country they worked on to the class. After each presentation, discuss the country as a class. Ask the class what other things they know of each country. Remember to ask follow-up questions and give feedback.

# Lesson B Listening

Aim: Listen to people talk about different cultural values

## Vocabulary

### 1 Listen and number 5-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

5. familiar / unfamiliar
6. peculiar
4. manners
2. obey / disobey
8. strict
7. vary
1. exceptional
3. concept

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

#### Answer Key

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

## Authentic Conversation

### 3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different cultural aspects.

### 4 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

# B Listening

Aim Listen to people talk about different cultural values

## Vocabulary

### 1 Listen and number. 5-03



**NOTE**  
The addition of *dis-* to a base word gives the word the opposite meaning.

### 2 Match the words with the definitions.

- |                |   |  |
|----------------|---|--|
| 1. obey        | • | a. to know something or somebody well                            |
| 2. vary        | • | b. always behaving in a specific way because of beliefs or rules |
| 3. concept     | • | c. odd and unusual, sometimes used in a negative way             |
| 4. strict      | • | d. to listen to; to do what you're told                          |
| 5. exceptional | • | e. a set of behaviour done because it's considered polite        |
| 6. peculiar    | • | f. very good; among the best                                     |
| 7. be familiar | • | g. to differ from something of a similar type                    |
| 8. manners     | • | h. an idea about a particular subject                            |

## Authentic Conversation

### 3 Talk with a partner.

**NOTE**  
In a class of its own means something is the best of the best!



### 4 Discuss with a partner.

1. Are there any types of entertainment (music, TV, films, books, games) from other countries that you really enjoy? Describe them.
2. What can you learn about other countries and cultures from the types of entertainment they produce?

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## Extra Practice Comparatives and Superlatives Race

Before class, prepare a list of 30 or so adjectives. Next to each adjective, write either "comparative" or "superlative". Make sure to have an even distribution of each. During class, split students up into three teams. Have each team line up at the front of the class. Take the first student from each line and tell them one of the items from your list. These three students then have to say a correct sentence using the adjective in comparative or superlative form as specified. The first student that says a correct sentence gets a point for their team. Tell those three students to then go to the back of their respective lines. Continue this process until each student has had a turn or until the items on your list have been exhausted. The team with the most points at the end of the game is the winner.

## Grammar

### 6 Look at the table.

Comparatives and Superlatives		
Comparative adjectives are used to compare two nouns.		Superlative adjectives are used to compare three or more nouns and show the noun with the highest degree.
Base Adjective	Comparative	Superlative
strict	stricter, less strict	the strictest, the least strict
pretty	prettier, less pretty	the prettiest, the least pretty
exceptional	more exceptional less exceptional	the most exceptional the least exceptional
Expressions with Comparatives and Superlatives		
The price of tickets got <i>higher and higher</i> .		The band grew <i>more and more</i> popular.
The <i>more expensive</i> it is, <i>the better</i> .		It's <i>one of the cleanest</i> campuses in the UK.
Things are <i>much / a lot / far / considerably</i> cheaper.		Things are <i>by far / far and away</i> the cheapest.

### 6 Fill in the gaps and circle the correct comparatives or superlatives.

- The \_\_\_\_\_ (long) I watch this show, the happier / happiest / more happy I feel.
- The \_\_\_\_\_ (crazy) the weather, the less / more / worse the roads got.
- Jim grew lonely and loneliest / lonelier and lonelier / loner and loner the \_\_\_\_\_ (far) he moved from home.
- The less / more / better I stared, the more I thought that the kitty was one of the \_\_\_\_\_ (cute) pets I'd ever seen.
- Although the campus was by far / more / most expensive than others, it was by far / more / most the best.

## Listen Up

### 7 Listen and circle the answers. 5-04

- What was Matt's speech mainly about?
  - Japanese manners
  - Japanese machines
  - Japanese culture
  - Japanese technology
- Which of these items is more likely to be in a Japanese vending machine than a British one?
  - toothbrushes
  - ice cream bars
  - coffee
  - bubble gum
- What is NOT true about Japan?
  - There are busy underground trains.
  - There are lots of people.
  - There are few rules.
  - There are many customs.
- Matt says that Japanese homes and flats are \_\_\_\_\_.
  - expensive
  - clean
  - small
  - beautiful

### 8 Listen again and circle true, false, or doesn't say. 5-04

- Matt studied robots in Japan. true false doesn't say
- Heated toilet seats were one thing in Japan that surprised Matt. true false doesn't say
- Matt would sometimes buy his lunches from vending machines. true false doesn't say
- Matt thinks Japan is similar to Britain. true false doesn't say

### 9 Talk with a partner. What are some differences between Japan and your country?

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## Grammar

### 5 Look at the table.

- Read the contents of the table.

OR

- Ask students to read the table.
- Ask students if they know what kinds of grammar points are being highlighted.

### 6 Fill in the gaps and circle the correct comparatives or superlatives.

- Ask students to read the sentence prompts.
- Ask students to write the correct comparative or superlative form of the given adjective in each gap and circle the correct comparative or superlative.
- Check students' answers.

#### Answer Key

- longer; happier
- crazier; worse
- lonelier and lonelier; further
- more; cutest
- more; by far

## Teacher's Note

### Irregular Comparatives and Superlatives

Remind students that some adjectives have irregular comparatives and superlatives. Make sure students understand this. Below is a list of irregular comparatives and superlatives.

Adjective	Comparative	Superlative
far	further	furthest
good	better	best
well	better	best
bad	worse	worst
ill	worse	worst
many	more	most
much	more	most

## Listen Up

### 7 Listen and circle the answers. 5-04

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

#### Answer Key

- c
- a
- c
- c

### 8 Listen again and circle true, false, or doesn't say. 5-04

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

#### Answer Key

- doesn't say
- true
- true
- false

### 9 Talk with a partner. What are some differences between Japan and your country?

- Tell students to find a partner.
- Tell students to discuss the question in the directions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

# Lesson C Speaking

**Aim:** Explain differences between your culture and another

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  5-05

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

### Answer Key

1. insult
2. frustrating
3. harsh
4. native
5. straightforward
6. major
7. accent
8. criticise

- Practise again. Point at different pictures and ask students to say the words.

2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

### Answer Key

1. insult
2. minor
3. accent
4. criticise
5. harsh
6. native
7. frustrating
8. straightforward

## Authentic Conversation

3 Talk with a partner. Change the conversation to talk about different countries.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different countries.

4 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

# C Speaking

**Aim** Explain differences between your culture and another

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  5-05

	criticise accent	major / minor insult	frustrating straightforward	native harsh
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

2 Fill in the gaps with the best vocabulary words.

1. Don't \_\_\_\_\_ someone just because you don't understand their culture. It's rude.
2. Don't worry! People will still understand you if you make \_\_\_\_\_ pronunciation errors.
3. Did you hear her \_\_\_\_\_? I wonder where she's from.
4. If you have to \_\_\_\_\_ someone's writing, try to do it politely.
5. That teacher often makes \_\_\_\_\_ comments. Don't worry about it. She is just trying to help.
6. He might sound like he's from here, but he's not a(n) \_\_\_\_\_ speaker.
7. I can't understand this assignment! It's very \_\_\_\_\_.
8. I got lost twice. I thought the directions would be more \_\_\_\_\_.

## Authentic Conversation

3 Talk with a partner. Change the conversation to talk about different countries.

**NOTE** An accent is a way of pronouncing things usually associated with a particular nation, area, or social class. A dialect includes accents but also includes changes in grammar and vocabulary.



Ben



Jennie

I noticed you have an accent. Where are you from?

I'm from Germany.

Wow, I had no idea. Is it true that Germans are very straightforward people?

Hmm, I don't like to talk for others. I think I'm pretty straightforward, though.

Oh, I hope I didn't insult you.

No, of course not. I'm interested in learning about your country as well.

4 Discuss with a partner.

1. Do people in your country have different accents or dialects? How do they differ?

## Teacher's Note

### Cultural Taboos

Explain to students that a taboo is something that is forbidden or sacred based on religious or cultural beliefs or morals. Breaking a taboo is extremely objectionable in a society. Then describe some of the cultural taboos from your country. Make sure students understand what they are. Next, tell students to get into small groups and come up with a list of five cultural taboos from their country. Give students a few minutes to work. When everyone is done, ask each group to explain their list of cultural taboos to the class. List them all on the board, except for any overlapping items. Finally, discuss the different cultural taboos as a class. Ask students what would happen if a person were to break any of them. Remember to ask follow-up questions and give feedback.

5 Read the article. Fill in the gaps with the words in the box. Two of the words will not be used.

frustrating minor	harsh accent	insult straightforward	major criticise
----------------------	-----------------	---------------------------	--------------------

Singapore is an island south of Malaysia. There are a lot of people living there, so it has stricter laws than many other countries. Luckily for tourists, most of the rules are pretty 1. \_\_\_\_\_ . However, there are a couple you should learn before visiting.

First of all, you cannot sell gum there or bring more than two packs of it into the country. The law was written because people were using it to block the underground's electronic equipment, which caused trains to be delayed. This became very 2. \_\_\_\_\_ to the people who were always late for work. In fact, it was such a(n) 3. \_\_\_\_\_ problem that Singapore's government implemented a £1,000 fine for those caught discarding their gum. This may seem like a(n) 4. \_\_\_\_\_ punishment, but it helps to keep the city looking its best. Once you understand this issue, it's hard to 5. \_\_\_\_\_ Singapore for deciding on this large fine.

Another taboo is patting people on the head. Head patting is considered to be a(n) 6. \_\_\_\_\_. While this action won't result in a monetary fine, it definitely won't make you popular with the locals.

### Speak Up

6 Talk with a partner. Compare your culture with another country's culture. Write down some differences and make comparisons.

Other Culture	My Culture	Comparison
<i>Ex.</i> It's very important not to litter. The fine is very high.	<i>Ex.</i> It's important not to litter. There is a small fine.	<i>Ex.</i> Singapore has stricter laws on littering.

7 Use the information from the table in 6 to create a fun advert for tourists.



Our food is spicier!



We're the best place to visit because:

---



---



---



Our city is the prettiest!

8 On a separate piece of paper, create a fun advert for your country and share it with the group.

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5 Read the article. Fill in the gaps with the words in the box. Two of the words will not be used.

- Ask students to read the article.
- Ask students to write the correct word from the box in each gap.
- Check students' answers.

#### Answer Key

1. straightforward
2. frustrating
3. major
4. harsh
5. criticise
6. insult

## Speak Up

6 Talk with a partner. Compare your culture with another country's culture. Write down some differences and make comparisons.

- Tell students to find a partner.
- Ask students to choose another country's culture to compare with their own culture.
- Ask students to write down differences and similarities between the cultures.
- Tell students to use comparatives and superlatives where they can.
- Tell students to research online if needed.
- Tell students to write their lists in the book or on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

7 Use the information from the table in 6 to create a fun advertisement for tourists.

- Ask students to work with the same partner from activity 6.
- Ask students to make a fun advertisement for tourists to the foreign country they chose in activity 6.
- Tell students to use the information they wrote in activity 6.
- Tell students to use comparatives and superlatives where they can.
- Ask students to find some pictures for their advertisements.
- Tell students to make their advertisements on a separate sheet of paper.
- Check students' advertisements to make sure they're doing them correctly.
- Give feedback.

8 On a separate piece of paper, create a fun advertisement for your country and share with the class.

- Ask students to make a fun advertisement for their country with the same partner.
- Tell students to use the information they wrote in activity 6.
- Tell students to use comparatives and superlatives where they can.
- Tell students to make their advertisements on a separate sheet of paper.
- Check students' advertisements to make sure they're doing them correctly.
- Ask each pair of students to present their advertisements to the class.
- Ask follow-up questions.
- Give feedback.

### Extra Practice Cultural Differences Skits

As an extension to activity 8, have students create short skits based on the cultural similarities and differences they came up with. Tell students to demonstrate the cultural differences and similarities as best they can. Give students time to practise. Then have students perform their skits as part of activity 8. At the end of each skit, remember to ask follow-up questions and give feedback.

# Lesson D Writing

Aim: Write a guide on the dos and don'ts of your country

## Vocabulary

### 1 Listen and number. 5-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

6. knock
7. indicate
1. host
3. gesture
8. lap
5. honour
4. specific
2. approve / disapprove

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

#### Answer Key

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

## Grammar

### 3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

### 4 Circle the bare infinitives.

- Ask students to read the sentences.
- Ask students to circle the bare infinitive in each sentence.
- Check students' answers.

#### Answer Key

1. apologise
2. visit
3. talk
4. sit
5. watch

# D Writing

Aim Write a guide on the dos and don'ts of your country

## Vocabulary

### 1 Listen and number. 5-06



### 2 Match the words with the definitions.

- |               |  |
|---------------|--|
| 1. honour •   | • a. the upper legs' top surfaces when sitting               |
| 2. approve •  | • b. to show respect for someone or something                |
| 3. gesture •  | • c. to hit something repeatedly, making a noise             |
| 4. lap •      | • d. to make clear or show in some way                       |
| 5. host •     | • e. about one thing in particular                           |
| 6. knock •    | • f. a physical movement used to express something           |
| 7. specific • | • g. someone who throws a party or has guests                |
| 8. indicate • | • h. to feel positive or have a good opinion about something |

## Grammar

### 3 Look at the table.

Bare Infinitives	
The infinitive form of a verb is used to describe an action of a non-finite duration. A bare infinitive is the same as an infinitive form, only without the word "to".	
after the verb <i>do / don't</i>	<i>Don't look!</i>
after modal auxiliary verbs ( <i>will, could, can, should, may, might, must, needn't</i> )	<i>You needn't criticise his clothing!</i>
after verbs of perception ( <i>see, watch, hear, feel, sense</i> )	<i>We heard her speak German.</i>
after verbs of permission ( <i>make, bid, let, have</i> )	<i>She let him use her chopsticks.</i>
after <i>had better</i> or <i>would rather</i>	<i>You had better go to the cultural fair.</i>
With <i>why</i>	<i>Why wait?</i>

### 4 Circle the bare infinitives.

1. She made him apologise because he was being insulting.
2. If you're going out to eat tonight, why not visit the Italian restaurant?
3. He'd heard her talk and guessed she was from somewhere in England.
4. You shouldn't sit on the beach all summer—you'll get sunburnt!
5. Would you rather watch a horror film or a romance?

## Teacher's Note

### Cultural Faux Pas

Explain to students that making a cultural faux pas is not as severe as breaking a cultural taboo. Make sure students understand the difference between the two. Then introduce some cultural faux pas foreigners often make in your country. Talk about things such as mistaken hand gestures and words, customs, and manners. Then ask students about some of the cultural faux pas they see foreigners make in their country, or discuss cultural faux pas that they think foreigners would make in their country. List them on the board. Remember to ask follow-up questions and give feedback.

## Writing Guide

### 5 Look at the table.

Expository Writing	
Usage	Tips
<ul style="list-style-type: none"> <li>• Explain a subject</li> <li>• Give directions or instructions</li> <li>• Show how something works</li> <li>• Show the order of things</li> </ul>	<ul style="list-style-type: none"> <li>• Use a topic sentence to let the reader know what you're writing about</li> <li>• Assume the reader has no knowledge about the subject</li> <li>• Write a conclusion</li> </ul>
Examples of expository writing: rules of a game, a recipe, a textbook, a newspaper article	
Remember: You're not trying to persuade the reader; you're trying to inform them.	

### 6 Read the guide. Circle the bare infinitives.

**Introduce Your Topic**

Welcome to Germany! Here are a couple of rules you might not know about our country. Please honour our customs if you choose to visit our country.

Dos	Don'ts
<ol style="list-style-type: none"> <li>1. Be direct. Germans don't appreciate it when you beat around the bush.</li> <li>2. Do knock on the door if it's closed.</li> <li>3. Do use a "thumbs up" gesture to show you approve of something.</li> <li>4. Do keep your hands off your lap when eating.</li> <li>5. Do eat everything on your plate. It shows your host that you appreciated their meal.</li> </ol>	<ol style="list-style-type: none"> <li>1. Don't point your finger to your head. Doing this is considered an insult.</li> <li>2. Don't chew gum or place your hand in your pocket when talking. It's considered disrespectful and bad-mannered.</li> <li>3. Don't enter someone's house with your shoes on.</li> <li>4. Don't be early. But don't be late. Simply be on time!</li> <li>5. Don't disrespect quiet hours. Sundays are rest days, even in the privacy of your own home. Be quiet, please!</li> </ol>

**NOTE** Beat around the bush means to avoid talking about something in a straightforward way.

Thanks—danke—for checking out our guide to Germany! We hope to see you soon!



### 7 Discuss with a partner.

1. Does your country have similar rules to Germany? Which ones?
2. Do any of the gestures and actions mentioned have a different meaning in your country?

## Writing

### 8 Create a guide for your country.

Dos	Don'ts
1.	1.
2.	2.
3.	3.

### 9 Talk with a partner. Discuss your different dos and don'ts and why you think they're important.

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## Writing Guide

### 5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
  - Ask students if they know what kind of writing point is being highlighted.

### 6 Read the guide. Circle the bare infinitives.

- Ask students to read the guide.
- Ask students to circle the bare infinitives.
- Check students' answers.

## Answer Key

Welcome to Germany! Here are a couple of rules you might not know about our country. Please honour our customs if you choose to visit our country.

Dos	Don'ts
<ol style="list-style-type: none"> <li>1. Be direct. Germans don't appreciate it when you beat around the bush.</li> <li>2. Do knock on the door if it's closed.</li> <li>3. Do use a "thumbs up" gesture to show you approve of something.</li> <li>4. Do keep your hands off your lap when eating.</li> <li>5. Do eat everything on your plate. It shows your host that you appreciated their meal.</li> </ol>	<ol style="list-style-type: none"> <li>1. Don't point your finger to your head. Doing this is considered an insult.</li> <li>2. Don't chew gum or place your hand in your pocket when talking. It's considered disrespectful and bad-mannered.</li> <li>3. Don't enter someone's house with your shoes on.</li> <li>4. Don't be early. But don't be late. Simply be on time!</li> <li>5. Don't disrespect quiet hours. Sundays are rest days, even in the privacy of your own home. Be quiet, please!</li> </ol>

### 7 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

## Writing

### 8 Create a guide for your country.

- Ask students to create a dos and don'ts guide for their country.
- Tell students to use the guide from activity 6 as an example.
- Tell students to use bare infinitives wherever possible.
- Tell students to write their guides in the book or on a separate sheet of paper.
- Check students' guides to make sure they're writing correctly.
- Give feedback.

### 9 Talk with a partner. Discuss your different dos and don'ts and why you think they're important.

- Tell students to find a partner.
- Ask students to discuss why the dos and don'ts on their own guides are important.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

## Extra Practice More Dos and Don'ts

Tell students to get into groups of four. Then assign each group a different country, or let them choose a different country. Next, ask two students from each group to come up with a dos list for their new country. Ask the other two students to come up with the don'ts list. Tell students to research online if needed. Give students enough time to work. Then have each group present their new country's dos and don'ts to the class. Discuss other dos and don'ts that might not have been mentioned. Make sure students understand the ideas that are being discussed. Remember to ask follow-up questions and give feedback.

Aim: Create a fantasy world with its own culture

## Video

- 1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
  - Ask students to look at the pictures.
  - Ask students to write a short summary about what they think will happen in the video.
  - Tell students to write their summaries on a separate sheet of paper.
  - Tell students to talk with a partner.
  - Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 5 video.

- 2 Watch the video. Number the pictures in order.

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right

1, 2, 3

- 3 Watch again. Circle the words you hear.

- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right, top to bottom

peculiar, manners, lap, unfamiliar

- 4 Watch again. Circle the answers.

- Play the video again.
- Ask students to circle the correct answers.
- Replay the video if needed.
- Check students' answers.

### Answer Key

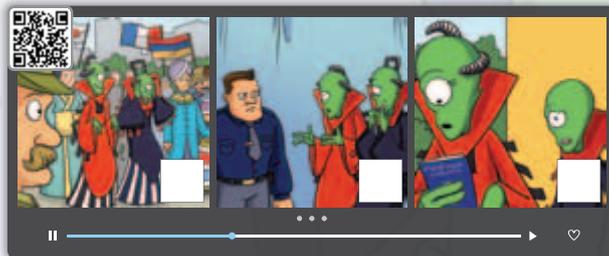
1. a
2. c
3. d
4. c

# E Project

Aim Create a fantasy world with its own culture

## Video

- 1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
- 2 Watch the video. Number the pictures in order.



- 3 Watch again. Circle the words you hear.

peculiar	gesture	reserved	manners
lap	obey	minor	unfamiliar

- 4 Watch again. Circle the answers.

1. Burble wishes the parade had been \_\_\_\_\_.
  - a. quieter
  - b. louder
  - c. brighter
  - d. all
2. What did Karble do that was bad manners?
  - a. She ate hot food.
  - b. She used a napkin.
  - c. She put her elbows on the table.
  - d. She wore the wrong clothes to dinner.
3. Karble finds the food to be a little \_\_\_\_\_ than she's used to.
  - a. spicy
  - b. most spicy
  - c. spiciest
  - d. spicier
4. What is NOT true about Karble and Burble's adventure?
  - a. They ate together.
  - b. They littered together.
  - c. They cleaned together.
  - d. They were in a parade together.

- 5 Look at the pictures. On a separate piece of paper, write what Karble and Burble are doing and describe how they feel about it.



- 5 Look at the pictures. On a separate piece of paper, write what Karble and Burble are doing and describe how they feel about it.

- Ask students to look at the pictures.
- Ask students to write what Karble and Burble are doing and how they feel in each picture.
- Tell students to write their answers on a separate sheet of paper.
- Check students' answers.

### Answer Key

Possible Answers

Karble and Burble are in a multicultural parade. Burble doesn't like the parade because it's bright and loud. He doesn't understand what is going on, so he wants to leave the parade.

Karble and Burble are at the food tent. Karble is excited to eat the food but doesn't know she's showing bad manners by putting her elbows on the table. She's embarrassed when Burble tells her to stop. He instructs her on how to eat properly.

Karble and Burble are worried about the rubbish on Earth. Karble doesn't understand why there is so much rubbish. Burble thinks they should be more careful because there is already a lot of rubbish and that they should help clean up when they can.

6 Write a list of differences between the real world and a fantasy universe, such as the *Harry Potter* universe or the *Hobbit* universe. Research online or use information from stories (books, films, etc.) that you know.

Fantasy World	Real World
	

7 Create your own fantasy world in the space below.

Welcome to the land of \_\_\_\_\_, also known as "the \_\_\_\_\_ universe".

What we've got that your world doesn't:

\_\_\_\_\_

Why you should join us:

\_\_\_\_\_

A couple of reasons why you might want to stay home instead:

\_\_\_\_\_

**MINI-GUIDE**

LAWS		MANNERS	
Minor "no-nos"	Major "no-nos"	Dos	Don'ts

8 Present your new world to the class.

9 Discuss which rules you think would or wouldn't work. Discuss which manners you think would or wouldn't work.

7 Create your own fantasy world in the space below.

- Ask students to create their own fantasy world.
- Tell students to use the given prompts and what they wrote in activity 6 to help them.
- Tell students to also list laws and manners.
- Tell students to write in the book or on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

8 Present your new world to the class.

- Ask students to present their new worlds to the class.
- Tell students to use the information they wrote in activity 7 to help them present.
- Ask follow-up questions.
- Give feedback.

9 Discuss which rules you think would or wouldn't work. Discuss which manners you think would or wouldn't work.

- After each presentation in activity 8, discuss as a class which rules and manners would and wouldn't work in the new world presented.
- Ask follow-up questions.
- Give feedback.

**Teacher's Note**

**Solo or Teamwork**

For the project, allow students to choose to work in pairs, in groups, or alone.

**21<sup>st</sup> Century Skills**

6 Write a list of differences between the real world and a fantasy universe, such as the *Harry Potter* universe or the *Hobbit* universe. Research online or use information from stories (books, films, etc.) that you know.

- Ask students to choose a fantasy universe they know of from books, films, or other stories.
- Ask students to make a list of differences between the real world and that fantasy world.
- Tell students to research online if needed.
- Tell students to write the differences in the book or on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

**Extra Practice Maps, Flags, Language, and Culture**

As part of the project, have students create maps and flags for their new worlds. Tell them to also choose or create a language and come up with some unique cultural aspects for their new worlds. Tell students to draw their maps and flags on a separate sheet of paper. Also, have students describe the people who live in their new worlds. For example, are their worlds only populated with humans, or are there elves and other beings there as well? Tell students to include all these aspects in their presentations. After everyone has presented, discuss as a class who had the most interesting world and why. Remember to ask follow-up questions and give feedback.

## IT'S A MASTERPIECE!

This unit will give students the ability to talk about works of art and critique them using the active and passive voice and constructive criticism.

Scan the QR code to download the Unit 6 audio.

## WHAT YOU WILL DO IN THIS UNIT

## Unit 6 AIMS

Lesson A: Read a critical review  
 Lesson B: Listen to a debate about art  
 Lesson C: Give polite criticism  
 Lesson D: Write a critique of some artwork  
 Lesson E: Give a presentation about a work of art

## Target Skills

Lesson A: Reading  
 Lesson B: Listening  
 Lesson C: Speaking  
 Lesson D: Writing  
 Lesson E: Project

## Target Vocabulary

Lesson A	Lesson B
classic controversial critic (mass) media portrait scene striking visual	abstract commercial dialogue novelist observation release script violent
Lesson C	Lesson D
bizarre contemporary context feelings lyrics rhythm tone unfashionable	absorbed colourful compromise glance solo soul tale terrifying

## IT'S A MASTERPIECE!



Scan for Audio

## WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read a critical review
- B Listening** Listen to a debate about art
- C Speaking** Give polite criticism
- D Writing** Write a critique of some artwork
- E Project** Give a presentation about a work of art



Look at the photo and answer the questions.

1. What is happening in the picture?
2. What do you think she is taking a photo of?
3. What kind of artwork most interests you? Why?
4. Why do you think art is important?

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## Key Grammar

### passive and active voice

In active voice sentences, the subject does the action. In passive voice sentences (formed with *be* + past participle), the subject receives the action.

Active voice	Passive voice
Stevie Wonder <i>wrote</i> the song "Isn't She Lovely" in 1975.	The song "Isn't She Lovely" <i>was written</i> in 1975 (by Stevie Wonder).
The staff <i>will serve</i> dinner at 7 p.m.	Dinner <i>will be served</i> at 7 p.m. (by the staff).

### passive modals

We can also use the passive voice with modals such as *may*, *must*, *can*, *could*, *ought to*, *should* and *have to*.

Active voice	Passive voice
The gallery owner <i>should extend</i> the exhibition time.	The exhibition time <i>should be extended</i> .
You <i>can write</i> my name in English or Arabic script.	My name <i>can be written</i> in English or Arabic script.
You <i>may close</i> the window if you are cold.	The window <i>may be closed</i> if you are cold.

### personal and impersonal passive

If a passive sentence has a stated (with *by*) or implied actor, we call it a personal passive structure. The actor is the agent of the passive verb, the doer.

Example
The director's films <i>are usually praised by</i> journalists. (agent is stated)
The director's films <i>are usually praised</i> in the media. (agent is implied)

When there is no stated or implied actor, *it* is an impersonal passive structure. Common impersonal passive phrases include *it is said that...* and *it is believed that...*

Example
<i>It is said that</i> beauty is in the eye of the beholder.

## Unit 6 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 6 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practice More Discussion

Ask more questions about art.

#### Ex.

Where is the best place to see fine art in your country?  
 What kind of art doesn't interest you? Why?  
 Who are some famous artists from your country?  
 Describe some of their artworks.  
 Who is your favourite artist? Why?

# Lesson A Reading

Aim: Read a critical review

## Vocabulary

### 1 Listen and number. 6-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

4. striking
1. visual
7. critic
6. portrait
5. (mass) media
8. scene
3. classic
2. controversial

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

#### Answer Key

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

## Pre-reading

### 3 Match the words to the pictures. How could these words apply to art? Talk with a partner.

- Tell students to find a partner.
- Ask students to match the words to the correct pictures.
- Check students' answers.
- Ask students to discuss how the words can apply to art.
- Check students' conversations to make sure they're speaking properly.
- Ask students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

#### Answer Key

1. b
2. c
3. d
4. a

# A Reading

Aim Read a critical review

## Vocabulary

### 1 Listen and number. 6-01

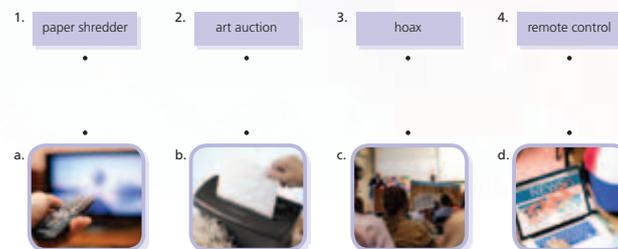


### 2 Match the words with the definitions.

- |                  |   |  |
|------------------|---|--|
| 1. visual        | • | • a. attracting attention because it is very attractive, unusual, or extreme |
| 2. (mass) media  | • | • b. everything connected with a type of art or way of life                  |
| 3. scene         | • | • c. old but high-quality and well-known                                     |
| 4. classic       | • | • d. likely to cause disagreement and discussion                             |
| 5. controversial | • | • e. related to seeing or sight  |
| 6. critic        | • | • f. a painting or drawing of a person                                       |
| 7. portrait      | • | • g. newspapers, magazines, TV, and radio that reach many people             |
| 8. striking      | • | • h. someone who reviews art, music, or literature                           |

## Pre-reading

### 3 Match the words to the pictures. How could these words apply to art? Talk with a partner.



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## Teacher's Note

### Art Vocabulary

Explain some vocabulary related to art to students. Make sure students understand what each item means. Below is a list of some common vocabulary related to art.

ceramics	canvas
drawing	landscape
painting	still-life picture
sculpture	palette
printmaking	impressionism
design	expressionism
craft	sketch
photography	museum
video	gallery
film-making	theater
architecture	cinema / film
portrait	exhibition

4 Read the article. Then find five examples of passive voice and underline them.  6-02

## CREATIVE DESTRUCTION

Some have called it great performance art, some have called it a protest against the art world itself, and some have even called it a hoax. [a] Whatever your view, there is no doubt that Banksy is once again the most talked about and controversial artist of our times. His painting *Girl with Balloon* was sold to an unnamed buyer at auction last week for £2 million. However, as soon as it was sold, the painting began to destroy itself: a small paper shredder (operated by remote control) had been secretly installed in the lower part of the frame. A video of the incident shows the shocked faces of those in the room. Fortunately for the new owner, the painting was not completely destroyed. The shredder stopped halfway through. Even more fortunately, the half-destroyed work, now renamed *Love is in the Bin*, is said to have actually increased in value! It is currently being displayed at a gallery in Stuttgart, Germany. [b]

While this painting has already become famous, whether or not it is great art is another question. Many critics, such as Paulo Aldous, have argued that Banksy's work is too simplistic and obvious. "I think some of his earlier work was interesting and striking, but now his paintings always carry a very direct message which doesn't challenge the viewer. And this is just his latest stunt, or perhaps a hoax, which he's done in order to get attention." Other critics, such as Marion Weber, are more positive. "I've always loved Banksy's work, right back to his early days as part of the underground graffiti scene in Bristol. [c] This new work, in particular, is fascinating. I think it can be viewed as a continuation or update of an older tradition, known as the 'Auto-Destructive Art' movement. This movement was started in the 1960s by Gustav Metzger, and often involved performances in which he violently destroyed the art which he had created. For him, the destruction was an integral part of the creative process. Clearly, Banksy has been inspired by Metzger here."

So, visual art masterpiece or media stunt? People will disagree on this. But most will probably agree that, while he's certainly controversial, no other visual artist can get the media's attention in the way Banksy can. Because of him, a lot of young people are talking about art again. [d] For that, at the very least, he ought to be admired.

**NOTE**  
A hoax is a trick to make people believe something is true.

### Comprehension

5 Circle the answers.

- What is the main purpose of the article?
  - to explain how disliked Banksy is
  - to examine what Banksy has accomplished
  - to have a debate about what art is
  - to discuss different types of art
- Why did they change the name of the painting?
  - The new owner disliked the name.
  - The painting got more expensive.
  - The message had changed.
  - The shredder stopped halfway.
- What does the critic mean when they say the artwork "doesn't challenge the viewer"?
  - The pictures Banksy draws are simple.
  - The work is easy to look at.
  - Banksy's work has got worse.
  - The work is easy to understand.
- What is NOT true about Gustav Metzger?
  - He was part of the Bristol scene.
  - He was part of the art scene.
  - Banksy's art resembles his.
  - His work began a movement.
- Where is the best place to insert the following sentence?  
*His work at that time was so vibrant and dynamic.*
  - [a]
  - [b]
  - [c]
  - [d]
- What can be inferred about Banksy?
  - He has changed over time.
  - His work will not be remembered.
  - He does not make money from his art.
  - His fans are mostly older people.



6 Discuss with a partner.

- What do you think about the artwork being destroyed?
- How can artists get the media's attention?

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4 Read the article. Then find five examples of passive voice and underline them.  6-02

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the article aloud.
- Replay the audio if needed.
- Ask students to find and underline five examples of the passive voice in the text.
- Check students' answers.

### Answer Key

Some have called it great performance art, some have called it a protest against the art world itself, and some have even called it a hoax. [a] Whatever your view, there is no doubt that Banksy is once again the most talked about and controversial artist of our times. His painting *Girl with Balloon* was sold to an unnamed buyer at auction last week for £2 million. However, as soon as it was sold, the painting began to destroy itself: a small paper shredder (operated by remote control) had been secretly installed in the lower part of the frame. A video of the incident shows the shocked faces of those in the room. Fortunately for the new owner, the painting was not completely destroyed. The shredder stopped halfway through. Even more fortunately, the half-destroyed work, now renamed *Love is in the Bin*, is said to have actually increased in value! It is currently being displayed at a gallery in Stuttgart, Germany. [b]

While this painting has already become famous, whether or not it is great art is another question. Many critics, such as Paulo Aldous, have argued that Banksy's work is too simplistic and obvious. "I think some of his earlier work was interesting and striking, but now his paintings always carry a very direct message which doesn't challenge the viewer. And this is just his latest stunt, or perhaps a hoax, which he's done in order to get attention." Other critics, such as Marion Weber, are more positive. "I've always loved Banksy's work, right back to his early days as part of the underground graffiti scene in Bristol. [c] This new work, in particular, is fascinating. I think it can be viewed as a continuation or update of an older tradition, known as the 'Auto-Destructive Art' movement. This movement was started in the 1960s by Gustav Metzger, and often involved performances in which he violently destroyed the art which he had created. For him, the destruction was an integral part of the creative process. Clearly, Banksy has been inspired by Metzger here."

So, visual art masterpiece or media stunt? People will disagree on this. But most will probably agree that, while he's certainly controversial, no other visual artist can get the media's attention in the way Banksy can. Because of him, a lot of young people are talking about art again. [d] For that, at the very least, he ought to be admired.

## Comprehension

5 Circle the answers.

- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

### Answer Key

- b
- c
- d
- a
- c
- a

6 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

### Extra Practice Extreme Artwork

Tell students to find a partner. Ask students to choose an extreme or controversial example of art. Ask students to write a brief description of their chosen artwork. Tell students to include the name of the artwork, the medium that the artwork is in, the name of the artist, what the artwork is supposed to represent, and why people think it is extreme or controversial. Ask students to also prepare a copy of the artwork to show to the class. Tell students to research online if needed. Give students enough time to work. When everyone has finished working, ask each pair of students to present the artwork to the class. Vote on which artwork is the most extreme or controversial and discuss why. Remember to ask follow-up questions and give feedback.

## Lesson B Listening

Aim: Listen to a debate about art

### Vocabulary

#### 1 Listen and number. 6-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

8. observation
5. novelist
3. script
1. commercial
2. abstract
6. release
4. violent
7. dialogue

- Practise again. Point at different pictures and ask students to say the words.

#### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

#### Answer Key

1. commercial
2. observation
3. violent
4. novelist
5. script
6. release
7. abstract
8. dialogue

### Authentic Conversation

#### 3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different types of films.

#### 4 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

## B Listening

Aim Listen to a debate about art

### Vocabulary

#### 1 Listen and number. 6-03



#### 2 Fill in the gaps with the best vocabulary words.

1. I'm not a big fan of the pop music genre. The music is too \_\_\_\_\_.
2. The book makes a striking \_\_\_\_\_ about the life of Picasso.
3. I won't let my children watch that scary film. The \_\_\_\_\_ scenes would give them nightmares.
4. I always wrote stories when I was in school. That's why I became a(n) \_\_\_\_\_.
5. I wrote a(n) \_\_\_\_\_ for the school's spring play. Would you like to read it?
6. Do you know what the \_\_\_\_\_ date is for the new James Bond film?
7. The older I get, the better I understand \_\_\_\_\_ artwork, such as Jackson Pollock's paintings.
8. It's a good action film, but the \_\_\_\_\_ is so unnatural.

### Authentic Conversation

#### 3 Talk with a partner.



Welcome, Max. You're a unique artist. Let's talk about that.

Certainly. I'm a screenwriter and a novelist. I write film scripts, and I'm currently writing a book about how violence is used in storytelling.

Interesting. I wanted to ask you what your observations are on commercial films, such as superhero films.

Actually, I really enjoy superhero films. I think a lot of them have great messages, acting, and dialogue.

Really?

Yes. In fact, the first script I ever wrote was about a superhero. It was called *To the Max!*

**NOTE**

Blockbuster films usually focus on popular genres such as action and thriller films, and they are usually made by big film studios. Indie films are not supported by big studios and usually focus on niche topics and themes.

#### 4 Discuss with a partner.

1. What was the last film you watched? Was it a blockbuster or an indie film?
2. Do you think indie films have more artistic value than blockbusters? Why?

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### Extra Practice Passive and Active Voice Race

Before class, prepare a list of 30 or so sentences. Make sure half of the sentences are in the active voice and the other half are in the passive voice. During class, split students up into three teams. Then have each team line up at the front of the class. Take the first student in each line. Show or read them one of the sentences from your list. These three students then have to change the sentence to the opposite voice. The student who says a correct sentence first wins a point for their team. Tell those three students to then go to the end of their respective lines. Repeat this process until back student has had a turn or until the sentences from your list have been exhausted. The team with the most points at the end of the game is the winner.

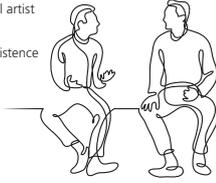
## Listen Up

### 5 Listen and circle the answers. 6-04

- The main topic of the listening is \_\_\_\_\_.
  - how to be a good artist
  - how to tell if art is good
  - how to define good art
  - how to be a successful artist
- What does "human condition" mean?
  - how humans make art
  - different aspects of existence
  - other's experiences
  - life, death, and love
- The speakers are debating whether or not \_\_\_\_\_.
  - good art can be created for commercial reasons
  - artists should talk about the human condition
  - artists ought to be recognised for their artistry
  - a great work of art is about the human condition
- What can be inferred from the following statement?
 

"If they also happen to make some money, that's not a bad thing, right?"

  - Artists shouldn't make art to make money.
  - Most artists won't make money doing art.
  - Artists shouldn't be afraid to make money.
  - It's a bad thing when artists make money.



### 6 Listen again. Circle true or false. 6-04

- Asma thinks most people can agree on what makes great art.
- For Asma, great artwork discusses the human condition.
- Picasso's *The Weeping Woman* is more popular now than it used to be.
- Commercial art and great artistry often go together.

true false  
true false  
true false  
true false

## Grammar

### 7 Look at the table.

**NOTE**  
We use passive voice to shift the focus of the sentence from the subject to the object.

Passive Voice and Active Voice	Passive Voice and Active Voice
Active Voice: the subject does the action <b>form:</b> subject + verb + object	Passive Voice: the subject receives the action <b>form:</b> be + past participle
Picasso painted <i>The Weeping Woman</i> in 1937.	<i>The Weeping Woman</i> was painted in 1937.
The novelist will finish writing at seven o'clock.	The writing will be finished at seven o'clock.
Passive verb phrases can also use modals such as <i>may, must, can, could, ought to, should, and have to</i> . <b>form:</b> object + modal + be + past participle	
Active: The owner ought to close this art gallery.	Passive: This art gallery ought to be closed.

### 8 Rewrite the following sentences in the passive voice.

- A Spanish novelist won this year's Nobel Prize in Literature.  
\_\_\_\_\_
- We could have beaten the other team.  
\_\_\_\_\_
- I might finish the project before tomorrow's deadline.  
\_\_\_\_\_
- Jay Reid should have written the script.  
\_\_\_\_\_

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## Grammar

### 7 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
  - Ask students if they know what kinds of grammar points are being highlighted.

### 8 Rewrite the following sentences in the passive voice.

- Ask students to read the sentences.
- Ask students to rewrite the sentences on each line using the passive voice.
- Check students' answers.

### Answer Key

- This year's Nobel Prize for literature was won by a Spanish novelist.
- The other team could have been beaten.
- The project might be finished before tomorrow's deadline.
- The script should have been written by Jay Reid.

## Teacher's Note

### The Passive Voice and Art

Explain to students that the passive voice is frequently used to talk about art. For example, the passive voice can be used to describe who a specific work of art was created by, or when and where it was created. Make sure students understand this.

### Ex.

The Mona Lisa was painted by Leonardo da Vinci.  
The Leaning Tower of Pisa was built in the town of Pisa.  
*The Hobbit* was written by J. R. R. Tolkien.

## Listen Up

### 5 Listen and circle the answers. 6-04

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

### Answer Key

1. c    2. b    3. a    4. c

### 6 Listen again. Circle true or false. 6-04

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

### Answer Key

1. false    2. true    3. true    4. false

Aim: Give polite criticism

## Vocabulary

### 1 Listen and number. 6-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

3. bizarre
7. rhythm
2. feelings
1. unfashionable
4. contemporary
5. context
6. tone
8. lyrics

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

#### Answer Key

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

## Authentic Conversation

### 3 Listen and fill in the gaps with the words you hear. 6-06

- Listen to the audio.
- Ask students to write the word they hear in each gap.
- Replay the audio if needed.
- Check students' answers.

#### Answer Key

1. bizarre
2. rhythm
3. lyrics
4. feelings
5. contemporary
6. tone
7. context

# C Speaking

Aim Give polite criticism

## Vocabulary

### 1 Listen and number. 6-05



### 2 Match the words with the definitions.

- |                  |   |   |
|------------------|---|---|
| 1. bizarre       | • | a. the quality, sound, and strength when someone speaks |
| 2. rhythm        | • | b. confusing or strange                                 |
| 3. feelings      | • | c. the words of a song                                  |
| 4. unfashionable | • | d. one's beliefs or emotions                            |
| 5. contemporary  | • | e. a repeated pattern of sound                          |
| 6. context       | • | f. outdated; not stylish                                |
| 7. tone          | • | g. modern; related to the present                       |
| 8. lyrics        | • | h. the setting or background of something               |

## Authentic Conversation

### 3 Listen and fill in the gaps with the words you hear. 6-06

So, did you like my recording?

To be honest, I thought it was 1. \_\_\_\_\_ . The 2. \_\_\_\_\_ was odd, and the 3. \_\_\_\_\_ didn't make any sense.

That kind of hurts my 4. \_\_\_\_\_, Dan. It's 5. \_\_\_\_\_ music; it's supposed to be unique.

Sorry, I didn't mean to be rude. That sort of music isn't really something I know much about.

No, I think you might be right. Maybe the song could use some work.

If it helps, I thought your 6. \_\_\_\_\_ was pretty good. And maybe I just didn't understand the 7. \_\_\_\_\_ of the story the song was trying to tell.

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## Teacher's Note

### More on Constructive Criticism

Explain some other expressions for giving constructive criticism. Make sure students understand when and how to use them. Below is a list of other expressions used for giving constructive criticism.

- What do you think about ...?
- I think it would be better if ...
- I'm not sure I like ...
- I'm not entirely sure about ...
- How about if ...?
- You could improve this by ...
- Have you thought about ...?
- Maybe you could ...
- I think you should ...

**4 Listen again. Circle true or false.**  6-06

1. Dan was impressed by Jada's song.
2. Jada seemed offended about what Dan said to her at first.
3. Jada is considering Dan's feedback.
4. Dan thought the song told a boring story.

true false  
true false  
true false  
true false

### Expressions

#### Phrases for giving constructive criticism

**5 Look at the table.**

Strong	Soft
I hate this kind of music.	This kind of music isn't really my cup of tea.
You are wrong because...	That's an interesting point, but...
The colours are too bright.	Isn't it a little bright?
Your song is too long.	If you made it a bit shorter, it would be even better!
Your design is outdated and unfashionable.	It's good, but how could you make it more contemporary?
The style of your painting is really bizarre.	The style is very unique.

**6 Rewrite the criticisms to make them less strong.**

1. Is that a new dress? It looks very strange. Your style is totally bizarre!  
\_\_\_\_\_
2. This is your essay? It's way too short. You'll probably get an F if you hand this in.  
\_\_\_\_\_
3. Your picture is weird. Its colours are all mixed oddly. I hate abstract paintings.  
\_\_\_\_\_
4. No, you're wrong. The best artists these days are living in Mexico.  
\_\_\_\_\_

### Speak Up

**7 Follow the steps. Then work with a partner.**

**STEP 1** Research online or look at the pictures below to find some artwork you dislike.



**STEP 2** Write down 3-4 reasons why you don't like the artwork, using strong comments.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**STEP 3** Talk with a partner.

**STEP 4** Discuss how you can soften your comments.

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**4 Listen again. Circle true or false.**  6-06

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

#### Answer Key

1. false
2. true
3. true
4. false

### Expressions

#### Phrases for giving constructive criticism

**5 Look at the table.**

- Read the contents of the table.
- OR
- Ask students to read the table.
  - Ask students if they know what kinds of expressions are being highlighted.

**6 Rewrite the criticisms to make them less strong.**

- Ask students to read the sentences.
- Ask students to rewrite the sentences on each line using constructive criticism.
- Check students' answers.

#### Answer Key

##### Possible Answers

1. Is that a new dress? It's very unique.
2. This is your essay? If you make it a bit longer, you'll get a better marks on it.
3. Your picture is very unique, but abstract paintings aren't my cup of tea.
4. That's an interesting point, but I think the best artists are living in Mexico these days.

### Speak Up

**7 Follow the steps. Then work with a partner.**

- Ask students to find an artwork online they dislike or choose one of the given artworks.
- Ask students to write three to four negative comments about the artwork using strong language.
- Tell students to research online if needed.
- Tell students to write their sentences in the book or on a separate sheet of paper.
- Tell students to find a partner.
- Ask students to discuss how they can use constructive criticism to soften their comments.
- Ask students to take turns making comments about their chosen artwork using constructive criticism.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.

#### Extra Practice Harsh vs. Constructive Criticism Dialogues

As an extension to activity **7**, have each pair of students choose one of their selected works of art. Ask them to create a dialogue in which they criticise the artwork. Tell students that one person must use harsh criticism and the other use constructive criticism. Give students time to write and practise their dialogues. When everyone is ready, ask each pair of students to share their dialogue with the class. Vote on who had the most severe criticism and who had the most constructive criticism. Remember to ask follow-up questions and give feedback.

# Lesson D Writing

Aim: Write a critique of some artwork

## Vocabulary

### 1 Listen and number. 6-07

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

2. glance
4. compromise
1. absorbed (in something)
3. solo
8. soul
7. terrifying
5. colourful
6. tale

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

#### Answer Key

1. soul
2. compromise
3. tale
4. glance
5. absorbed
6. terrifying
7. solo
8. colourful

## Grammar

### 3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of grammar points are being highlighted.

### 4 Read. Write P if the sentence is personal passive, and I if it is impersonal passive.

- Ask students to read the sentences.
- Ask students to write P in each gap if the sentence is personal passive, or I if it is impersonal passive.
- Check students' answers.

#### Answer Key

1. I
2. P
3. I
4. I

# D Writing

Aim Write a critique of some artwork

## Vocabulary

### 1 Listen and number. 6-07



### 2 Fill in the gaps with the best vocabulary words.

1. My music teacher says my music lacks \_\_\_\_\_. He says I need to look deeper to play beautifully.
2. I don't think artists should \_\_\_\_\_ their artistic vision just to make money.
3. This book tells the \_\_\_\_\_ of a beautiful princess and her white horse.
4. At a(n) \_\_\_\_\_, it looks normal. But, if you study it in detail, it becomes more unusual.
5. I went into the room, but he didn't notice me. He was totally \_\_\_\_\_ in his work.
6. I just saw the latest horror film. It was \_\_\_\_\_! I'm still shaking.
7. I used to play in a band, but these days I work mainly as a(n) \_\_\_\_\_ artist.
8. Her paintings are so \_\_\_\_\_. I really like the ones with rainbows.

## Grammar

**NOTE** When converting *It is said that* and *It is believed that* into active voice, start the sentence with *People*.  
**EX** *People say you shouldn't trust a thin chef.*

### 3 Look at the table.

Personal & Impersonal Passive	
Personal Passive: the sentence has a stated or implied actor, or "doer," the agent of the verb. <b>signal words:</b> <i>with, by</i>	Impersonal Passive: the sentence does not have a stated or implied actor. <b>signal phrases:</b> <i>it is said that, it is believed that</i>
The artist's work is sometimes attacked by critics. (agent is stated)	It's said that you shouldn't trust a thin chef.
The artist's work is sometimes attacked in the review pages. (agent is implied)	It is believed that he drew it in 1989.



### 4 Read. Write P if the sentence is personal passive, and I if it is impersonal passive.

1. It is thought that there are several undiscovered Picasso masterpieces hidden in people's houses. \_\_\_\_\_
2. Picasso's self-portrait was sold for a record £5 million at Christie's auction house last July. \_\_\_\_\_
3. Monet's *Woman with a Parasol* is widely considered to be one of the finest examples of Impressionism. \_\_\_\_\_
4. It can be said of *Moby Dick* that it is the greatest American novel, though not the greatest novel in English. \_\_\_\_\_

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## Teacher's Note

### Additional Impersonal Passive Constructions

Explain to students that impersonal passive sentences can also be made using the constructions below. Make sure students understand when and how to use them.

- It is understood that ...
- It is expected that ...
- It is assumed that ...
- It is conceived that ...
- It is known that ...
- It is claimed that ...
- It is reported that ...

## Writing Guide

### 5 Look at the table.

Structure of a Critique Essay	
Introduction	Clearly describe the subject of your critique and give a brief overview of the aspects about it that you will cover.
Description	Describe the subject you're critiquing in detail.
Evaluation	Form ideas about the value and / or assess the subject. Give your opinion.
Counter-Critiques	Address arguments you predict people may make about your critique.
Conclusion	Summarise your critique. Present your overall impression of the subject.

### 6 Read. Put the essay in the correct order (1-5) and label each paragraph's purpose. Then listen and check.

Overall, this was a strong performance from an artist who has just started doing solo work. If he can strengthen his lyrics, there's a good chance he could become as successful as he was with his former band.

The performance is part of Adamson's first solo tour. He's promoting his new album, *Human Conditions*. The 32-year-old is an experienced rock star and has sold millions of records with his former band. But this tour is the first time his fans get to see him alone on stage.

Perhaps the biggest weakness for Adamson is his lyrics. While he did sing with lots of feeling, most of the words to his songs were simplistic, predictable, and boring. The lack of depth was by far the most disappointing aspect of his work.

As for his solo skills, there is no doubt Adamson is extremely charismatic and energetic. He sings his songs with real passion, and there is a certain honesty to his performance that the fans adore.

Deray Adamson stands on the stage. Thousands of fans scream his name. He seems not to notice, completely absorbed in the sounds coming from his guitar. This scene looks as though it has been taken from the 1960s, the golden age of rock 'n' roll. But actually, it was last Thursday, at The Hope and Anchor, a top music venue.




 1 introduction

## Writing

### 7 Follow the steps to write a review.

**STEP 1** Research online OR choose a work of art (a painting, film, book, or poem) that you are familiar with.

**STEP 2** Write a review on a separate piece of paper. Follow the Writing Guide to structure your review. Use soft language and give constructive criticism.

**STEP 3** Use the checklist to check your work.

**STEP 4** Share your review with a partner. Discuss.

Checklist	
1. I chose a work of art.	<input type="checkbox"/>
2. I described the art.	<input type="checkbox"/>
3. I evaluated the art.	<input type="checkbox"/>
4. I used constructive criticism.	<input type="checkbox"/>
5. I addressed counter-critiques.	<input type="checkbox"/>
6. I summarised my review.	<input type="checkbox"/>



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## Writing Guide

### 5 Look at the table.

- Read the contents of the table.

OR

- Ask students to read the table.
- Ask students if they know what kind of writing point is being highlighted.

### 6 Read. Put the essay in the correct order (1-5) and label each paragraph's purpose. Then listen and check.

- Ask students to read the essay.
- Ask students to number the paragraphs in order in the small boxes.
- Ask students to write the purpose of the paragraphs in the large boxes.
- Listen to the audio.
- Check students' answers.

### Answer Key

- Paragraph 1: (5) conclusion
- Paragraph 2: (2) description
- Paragraph 3: (4) counter critiques
- Paragraph 4: (3) evaluation
- Paragraph 5: (1) introduction

## Writing

### 7 Follow the steps to write a review.

- Ask students to look up an artwork (a painting, film, book, or poem) online or choose one they are familiar with.
- Ask students to write a review for their selected artwork.
- Tell students to research online if needed.
- Tell students to follow the Writing Guide in activity 5 to structure their writing.
- Tell students to use soft language and constructive criticism where applicable.
- Ask students to use the checklist to check their writing.
- Tell students to write their reviews on a separate sheet of paper.
- Check students' reviews to make sure they're writing correctly.
- Ask students to discuss their reviews with a partner.
- Ask some students to share their reviews with the class.
- Ask follow-up questions.
- Give feedback.

### Extra Practice Blog Reviews

Tell students to choose whether to work alone or with a partner. Ask students to choose a recent film, book, music album, or concert that they didn't enjoy. Ask students to write a blog post about their selected artwork. Tell students to include soft language and constructive criticism as well as personal and impersonal passives throughout their blog posts. Ask students to write their blog posts on a separate sheet of paper. Tell students to include drawings and pictures to make their work actually look like blog posts. If the classroom technology permits, have students actually put their blog posts up on their preferred social media sites. When everyone is done working, ask students to share their blog posts with the class. Remember to ask follow-up questions and give feedback.

# Lesson E Project

Aim: Give a presentation about a work of art

## Video

1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.

- Ask students to look at the pictures.
- Ask students to write a short summary about what they think will happen in the video.
- Tell students to write their summaries on a separate sheet of paper.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 6 video.

2 Watch the video. Number the pictures in order.

Video 6

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right

1, 3, 2

3 Watch again. Circle the words you hear.

Video 6

- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right

classic, glance, contemporary, media

4 Watch again. Circle the answers.

Video 6

- Play the video again.
- Ask students to circle the correct answers.
- Replay the video if needed.
- Check students' answers.

### Answer Key

1. c
2. b
3. d
4. c

# E Project

Aim Give a presentation about a work of art

## Video

1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.

2 Watch the video. Number the pictures in order.

Video 6



3 Watch again. Circle the words you hear.

Video 6

striking classic glance terrifying  
contemporary lyrics controversial media

4 Watch again. Circle the answers.

Video 6

1. Why is the art piece called *Consumerism*?  
a. It's Canadian. b. It creates stuff. c. It destroys consumer items. d. It's contemporary art.
2. What does Trisha think *Consumerism*'t means?  
a. We are all consumers. b. We shouldn't be defined by our things.  
c. Everyone is able to be an artist. d. Charities are helpful to artists.
3. What is the reason they return to the gallery?  
a. to find Ryan's stuff b. to open an art exhibition  
c. to meet the artist d. to be interviewed
4. What did Ryan mean when he said, "Wow, you really suffer for your art"?  
a. The art isn't created with much feeling. b. Miles makes commercial art.  
c. The art really affects Miles' life. d. Miles only makes destructive art.

5 Watch again. Fill in the gaps with the words you hear.

Video 6



1. And here we have a(n) \_\_\_\_\_ work. This was painted in 1952 by...

2. People say "You are \_\_\_\_\_."

3. He's supposed to be destroying \_\_\_\_\_ for a(n) \_\_\_\_\_ thing.



4. Listen, guys, I have a(n) \_\_\_\_\_ to ask. I think I \_\_\_\_\_ what you're going \_\_\_\_\_.

5 Watch again. Fill in the gaps with the words you hear.

Video 6

- Play the video again.
- Ask students to write the words they hear in the gaps.
- Replay the video if needed.
- Check students' answers.

### Answer Key

1. classic abstract
2. what you eat
3. his possessions; contemporary art
4. favour; can guess; to say

6 Talk with a partner. Choose a famous painting, film, or song. Fill in the table.

Title	
Creator(s)	
Creation Date	
Reason(s) it's popular	
Interesting facts	
Why people like it	
Why people dislike it	

7 Write a presentation about the artwork you chose in 6. Write two things you liked and two things you disliked.

Ex.

**It's a Wonderful Life (1946)**

Directed by Frank Capra

Written by Frances Goodrich, Albert Hackett, and Frank Capra

Starring James Stewart and Donna Reed

Trivia It's based on a short story by Philip Van Doren Stern.



This classic Christmas film is a feel-good film with an amazing script and cast. I love the film and watch it with my friends every year.

Some critics have found the work to be overly long, and some say it's edited poorly. In fact, when the film was first released, it failed to

turn a profit. Even after five Oscar nominations and one win, the film couldn't make any money—causing the film production studio to go bankrupt.

Luckily, money doesn't determine the value of great art.



**MY CRITIQUE**

A large, empty rectangular box with a vertical line on the left side, intended for writing a critique.

8 Share your presentation with your class.

7 Write a presentation about the artwork you chose in 6. Write two things you liked and two things you disliked.

- Tell students to work with the same partner from activity 6.
- Ask students to write a presentation in which they critique their chosen artwork from activity 6.
- Tell students to use the information they wrote in activity 6 for their presentations.
- Ask students to write about two things they like and two things they dislike about this artwork.
- Tell students to use passive sentences wherever possible.
- Tell students to write in the book or on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

8 Share your presentation with the class.

- Ask students to share their presentations with the class.
- Ask follow-up questions.
- Give feedback.

**Teacher's Note**

**Guess the Artwork**

As an alternative to the project, tell students to not name their artworks in their presentations. Ask students to write their presentations in a way that they don't easily give away the identity of their artworks, such as giving subtle hints here and there. After each presentation, hold a class Q&A session. Allow students to ask the presenter yes / no questions for clues to guess what the artwork is. Finally, if no one can guess the artwork, ask the presenter to say what it is. Repeat this process for all presenters. See who had the hardest to guess artwork. Remember to ask follow-up questions and give feedback.

6 Talk with a partner. Choose a famous painting, film, or song. Fill in the table.

- Tell students to work with a partner.
- Ask students to choose a famous painting, film, or song they know of.
- Ask students to fill in the table with information about their chosen artwork.
- Tell students to write in the book or on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

**Extra Practice Everyone's a Critic**

After the project, ask students to draw or make some artwork out of whatever they can find in the classroom. Make sure students don't actually destroy anything. Give students enough time to work. When everyone is done, tell students to give their artwork to another student on the other side of the classroom. Make sure no one is stuck with the artwork they made. Then ask students to write critiques of the works of art they got. Tell students to include two things they like and two things they dislike about these artworks. Ask students to use soft language and passive sentences to critique the artworks. Tell students to write their critiques on a separate sheet of paper. After everyone is done working, ask each student to show the artwork and present their critique to the class. Remember to ask follow-up questions and give feedback.

## 1 Read and choose the best words to fill in the gaps.

- Ask students to read the reading.
- Ask students to circle the best word for each gap.
- Ask students to write the word in each gap.
- Check students' answers.

### Answer Key

- c, aspects
- b, cooperate
- a, strict
- c, obey
- a, frustrating
- b, peculiar
- d, gesture
- a, manners

## 2 Read and fill in the gaps with the words in the box.

- Ask students to read the reading.
- Ask students to write the correct word from the box in each gap.
- Check students' answers.

### Answer Key

- contemporary
- commercial
- compromise
- abstract
- striking
- Visual
- controversial
- critics

### Teacher's Note

#### More on the Passive Voice

Explain to students that some verbs often used in the passive voice are followed by a to-infinitive, such as *be supposed to*, *be expected to*, *be asked to*, *be told to*, *be scheduled to*, *be allowed to*, *be invited to*, and *be ordered to*. Make sure students understand this.

#### Ex.

- Simon has been *asked to* lead the meeting.
- Ricky was *supposed to* call Martin later.
- We were *ordered to* march five miles.
- Students aren't *allowed to* miss class.

## 1 Read and choose the best words to fill in the gaps.

As a British person in Korea, certain 1. \_\_\_\_\_ of the culture here surprised me at first. I originally came here to do a Master's degree. I noticed that at a Korean university there is much more emphasis on teamwork: students were expected to 2. \_\_\_\_\_ and work together on group projects. Also, the professors here seemed to be quite 3. \_\_\_\_\_ compared to back home. They rarely made jokes and always looked very formal and serious.

After I finished university, I got a job at a company in Seoul. I found that here, too, there was a big emphasis on working as part of a group. Even at lunchtime, I was expected to always eat together with my colleagues. I also found that the office culture was very hierarchical: we always had to 4. \_\_\_\_\_ the boss and never directly disagree with him. At first, I found this style a little 5. \_\_\_\_\_, but gradually I got used to it. Another thing I first found quite 6. \_\_\_\_\_ was having to bow to senior employees in the company. It's a common 7. \_\_\_\_\_ of respect here. It doesn't have to be a full bow—just a nod of the head is acceptable.

Overall, I think Seoul is a great city, and I want to stay here for as long as possible. I think whether or not you have a good time in this country depends on your attitude. If you have an open mind and are prepared to adopt the local customs and 8. \_\_\_\_\_, you'll probably end up enjoying it.

- |                   |                |              |               |
|-------------------|----------------|--------------|---------------|
| 1. a. identities  | b. insults     | c. aspects   | d. risks      |
| 2. a. disobey     | b. cooperate   | c. honour    | d. knock      |
| 3. a. strict      | b. frustrating | c. specific  | d. familiar   |
| 4. a. insult      | b. host        | c. obey      | d. approve    |
| 5. a. frustrating | b. useless     | c. exclusive | d. poisonous  |
| 6. a. logical     | b. peculiar    | c. standard  | d. delightful |
| 7. a. aspect      | b. concept     | c. honour    | d. gesture    |
| 8. a. manners     | b. risks       | c. aspects   | d. concepts   |

**NOTE**  
A hierarchical structure is one in which people or things are arranged according to their importance.

## 2 Read and fill in the gaps with the words in the box.

striking	abstract	contemporary	compromise
commercial	critics	visual	controversial

A very jet-lagged Milo Adebayo sits at a café table staring into his large latte. He's back in New York for the opening of his new exhibition, *Aspects*. These last three years have seen him go from a struggling London-based art student to one of the biggest names in the 1. \_\_\_\_\_ art world. "I didn't set out to become a famous artist. When I was at art college, most of my heroes were not 'successful' in the 2. \_\_\_\_\_ sense of the word. They didn't make much money, but also they didn't 3. \_\_\_\_\_ their artistic vision. I've tried my best to follow their example."

Adebayo's 4. \_\_\_\_\_ paintings are highly valued for their 5. \_\_\_\_\_ bright colours and unique style—so much so that last year he was awarded the Trevett Prize for 6. \_\_\_\_\_ Art, the greatest and most highly-sought honour for painters. I ask him if all this success has changed him. "Not too much, I hope. I think that with fame comes a certain amount of pressure and certain expectations. You have to try to ignore as much as you can. If you look at the reviews of my exhibition this week, you'll see that my work is still 7. \_\_\_\_\_. Some 8. \_\_\_\_\_ really like it, while others think it's awful. And that's OK by me."



**3 Fill in the gaps with the comparative or superlative form of the given word.**

1. A: Mr Edmunds is so nice. He lets us leave class early if we finish our work.  
B: You're lucky. He's much \_\_\_\_\_ (strict) than my teacher.
2. A: Jenny went to Singapore for a three-day trip and she spent £1,000.  
B: Yeah. I've heard it's by far the \_\_\_\_\_ (expensive) country in the region.
3. A: Dave seems a bit cold and unfriendly, don't you think?  
B: He's just shy. The more you get to know him, the \_\_\_\_\_ (friendly) he will be.
4. A: I feel quite homesick living abroad.  
B: Don't worry. The \_\_\_\_\_ (long) you're away, the \_\_\_\_\_ (less) you'll miss it.

**4 Rewrite the sentences in passive voice.**

1. The record company will release the singer's new album on Friday. \_\_\_\_\_
2. No one had signed the letter I received. \_\_\_\_\_
3. They say there's no place like home. \_\_\_\_\_
4. Critics said mixed things about Naomi's new exhibition. \_\_\_\_\_

**5 Listen and circle true, false, or doesn't say.**  **R3-01**

1. The professor likes the way Tom has written the conversations in his novel. **true** **false** **doesn't say**
2. The language Tom used for describing his characters' thoughts is too complex. **true** **false** **doesn't say**
3. Tom doesn't agree with some of the professor's criticisms. **true** **false** **doesn't say**
4. The professor thinks the length of the novel should be reduced. **true** **false** **doesn't say**
5. The professor thinks some of the characters are a little boring. **true** **false** **doesn't say**

**6 Listen and circle the answers.**  **R3-02**

1. What is NOT true about Mrs Jacobi?  
a. She is stricter than Marie's hosts.  
b. She is a part of Ramon's host family.  
c. She is less strict than Ramon's parents.  
d. She is the strictest host.
2. What does Marie's host have a hard time understanding about Marie?  
a. that she doesn't eat meat  
b. that she likes clean laundry  
c. that she likes to disobey the rules  
d. that her culture is vegetarianism
3. Why does Jay want some alone time?  
a. because he needs to study  
b. because he dislikes his hosts  
c. because he's frustrated  
d. because he's reserved
4. What can be inferred about the hosts?  
a. Their manners are peculiar.  
b. Their personalities are diverse.  
c. They're friendly and outgoing.  
d. They're straightforward.



**7 Listen again and choose the best accommodation for each student.**  **R3-02**

1.  Jay
2.  Ramon
3.  Marie
- a. **Homestay available:**  
Middle-aged librarian. Lives alone. Out of house most of the time. Looking for quiet student who is independent, tidy, and easy to live with.
- b. **Room to rent:**  
Three female graduate students looking for housemate. We have quite strict rules about noise and cleaning the kitchen, etc. No parties or guests at night-time. Non-smoking, vegetarian preferred.
- c. **Room available:**  
Room in four-person male student house. Must be funny, outgoing, and willing to have fun. If you enjoy a relaxed home environment, this is the pace for you!

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**3 Fill in the gaps with the comparative or superlative form of the given word.**

- Ask students to read the sentences.
- Ask students to write the correct comparative or superlative form of the given word in each gap.
- Check students' answers.

**Answer Key**

1. less strict  
2. most expensive  
3. friendlier / more friendly  
4. longer; less

**4 Rewrite the sentences in the passive voice.**

- Ask students to read the sentences.
- Ask students to rewrite each sentence on the lines using the passive voice.
- Check students' answers.

**Answer Key**

1. The singer's new album will be released on Friday.  
2. The letter I received had not been signed (by anyone).  
3. It's said there's no place like home.  
4. Mixed things were said about Naomi's exhibition.

**5 Listen and circle true, false, or doesn't say.**  **R3-01**

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

1. true  
2. true  
3. doesn't say  
4. true  
5. doesn't say

**6 Listen and circle the answers.**  **R3-02**

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

1. c  
2. a  
3. d  
4. b

**7 Listen again and choose the best accommodation for each student.**  **R3-02**

- Listen to the audio.
- Ask students to match the student to the accommodation that best suits them.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

1. a  
2. c  
3. b

# UNIT 7

# DECIDING FOR YOURSELF

This unit will give students the ability to talk about their memories, their regrets, and alternative timelines using wish statements, Type 3 conditionals, and mixed conditionals.

Scan the QR code to download the Unit 7 audio.

## WHAT YOU WILL DO IN THIS UNIT

### Unit 7 AIMS

- Lesson A: Listen to students' memories and regrets
- Lesson B: Talk about decisions you made during secondary school
- Lesson C: Read about students' memories and regrets
- Lesson D: Write an alternative timeline
- Lesson E: Create a story about decision-making and consequences

### Target Skills

- Lesson A: Listening
- Lesson B: Speaking
- Lesson C: Reading
- Lesson D: Writing
- Lesson E: Project

### Target Vocabulary

Lesson A	Lesson B
fluent get over independence keep (sb.) company socialise sympathy tremble vivid	blame constantly deal with distract earnings mess up skilled temptation
Lesson C	Lesson D
adventurous ecological lovely miss out profession responsibility thrilled tropical	coward embarrassment friendliness furious popularity rumour severe trivial

**UNIT 7**

# DECIDING FOR YOURSELF

Scan for Audio

## WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to students' memories and regrets
- B Speaking** Talk about decisions you made during secondary school
- C Reading** Read about students' memories and regrets
- D Writing** Write an alternative timeline
- E Project** Create a story about decision-making and consequences

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Look at the photo and answer the questions.

1. What is happening in the picture?
2. What did the people in the picture have to do to reach this moment?
3. What kinds of decisions will they have to make now?
4. Are you looking forward to this moment in your life? Why or why not?

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## Key Grammar

### *if only* and *wish* statements

You can express how you'd like something to be different by using *I wish...* or *If only...*

Form / Usage	Example
Wishes about the present use the past tense.	He <i>wishes</i> he <i>were</i> more handsome. <i>If only</i> I <i>could speak</i> Chinese.
Wishes about the past use the past perfect tense.	He <i>wishes</i> he <i>had paid</i> more attention in school. <i>If only</i> I'd <i>studied</i> computer science.

## Type 3 and mixed conditionals

The Type 3 conditional is used for hypothetical statements about how things could have been different in the past. It uses the form *if* + past perfect verb + *would / could / might have* + past participle.

### Example

If I *hadn't moved* to France, I *wouldn't have met* her.  
If you *had taken* the underground, you *would have got* to class on time.

Mixed conditionals are hypothetical statements in which the two parts of the sentence use different tenses. They are used to express how something different in the past could have affected the present, or how something different in the present could have affected the past.

### Example

If I'd *chosen* to study medicine, I *might be working* as a doctor now.  
He *wouldn't have got* a promotion if he *weren't* so hard-working.

## Unit 7 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 7 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practice More Discussion

Ask more questions about decisions and regrets.

#### Ex.

Describe a difficult decision you had to make.  
Do you have any regrets? If so, what are they?  
If you could do something over again, what would it be?  
What are your plans after secondary school?

# Lesson A Listening

Aim: Listen to students' memories and regrets

## Vocabulary

### 1 Listen and number. 7-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word / phrase next to each word / phrase in the book.

#### Answer Key

From left to right, top to bottom

8. sympathy
6. tremble
1. vivid
7. get over
4. keep (sb.) company
5. independence
2. socialise
3. fluent

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word / phrase with the correct definition.
- Check students' answers.

#### Answer Key

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

## Authentic Conversation

### 3 Listen and fill in the gaps with the words you hear. 7-02

- Listen to the audio.
- Ask students to write the words they hear in the gaps.
- Replay the audio if needed.
- Check students' answers.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different stressful situations.

#### Answer Key

- |               |             |
|---------------|-------------|
| 1. confidence | 2. trembles |
| 3. hadn't     | 4. sympathy |
| 5. socialise  |             |

### 4 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

# A Listening

Aim Listen to students' memories and regrets

## Vocabulary

### 1 Listen and number. 7-01



### 2 Match the words with the definitions.

- |                       |   |  |
|-----------------------|---|--|
| 1. sympathy           | • | a. to stop being controlled or bothered by something                   |
| 2. tremble            | • | b. able to speak a language easily and well                            |
| 3. vivid              | • | c. to talk and do things with other people in a friendly way           |
| 4. get over           | • | d. the feeling that you care about and are sorry for someone's trouble |
| 5. keep (sb.) company | • | e. very clear, bright, and detailed                                    |
| 6. independence       | • | f. to spend time with someone who would be alone otherwise             |
| 7. socialise          | • | g. to shake slightly because you are afraid, nervous, excited, etc.    |
| 8. fluent             | • | h. freedom from outside control or support                             |

## Authentic Conversation

### 3 Listen and fill in the gaps with the words you hear. 7-02

So, Petra, how's your final year going so far?

Honestly, not very well. I've been feeling pretty stressed out because of my speech and debating class. I've never had much 1. \_\_\_\_\_ speaking in front of a group. My heart beats fast, and my voice 2. \_\_\_\_\_. It's so embarrassing! I wish I 3. \_\_\_\_\_ signed up for that class. If only I could drop it and take a different one.

I've got plenty of 4. \_\_\_\_\_ for you. Public speaking is hard. Maybe you could practise your speech with me before Friday. Is anything else bothering you?

Well, I'm also stressed because of all the time I spend on schoolwork. I wish I had more time to 5. \_\_\_\_\_ with friends.

Why don't you join a study group? At least you'll have people to keep you company while you're working.

### 4 Discuss with a partner.

1. Who do you go to when you need sympathy? Why?
2. Do students at your school have enough time to socialise? Is time for socialising important to you?

## Teacher's Note

### Expressing Sympathy

Explain to students some expressions for showing sympathy. Make sure students understand how and when to use the expressions. Tell students to use some of the expressions during activity 3. Below is a list of some expressions for showing sympathy and possible responses.

Expressing Sympathy	Responding
That's too bad (so sad).	It's very kind of you (to say that).
I hope things get better soon.	It'll be OK. / It'll get better.
What a pity!	Thanks for your support.
Be patient. Things might get better soon.	Thanks for your sympathy.
Hang in there.	Thanks for hearing me out.
I can't tell you how sorry I am.	It's good to have a friend like you to talk to.
I'm so sorry to hear that.	You're so understanding.
You must be quite upset about that.	You're a good friend.

## Grammar

### 6 Look at the table.

**NOTE**  
In unreal statements with a singular subject, either *was* or *were* may be used. *Were* is considered more formal: *I wish I/she/he were there.*

If only / Wish Statements			
You can express how you'd like something to be different by using <i>I wish...</i> or <i>If only...</i> Wishes about the present use the present tense. Wishes about the past use the past perfect tense.			
About the present	She doesn't have confidence.	She wishes she had confidence.	If only she had confidence.
	I'm not fluent in Korean.	I wish I were fluent in Korean.	If only I was fluent in Korean.
About the past	He didn't join the club.	He wishes he'd joined the club.	If only he'd joined the club.
	I didn't keep you company.	I wish I'd kept you company.	If only I had kept you company.

### 6 Read the sentences. Write a wish statement stating the opposite of what happened using the given words.

- My parents don't approve. (If only) \_\_\_\_\_
- You can't change classes now. (If only) \_\_\_\_\_
- Sonya is so reserved. (wish) \_\_\_\_\_
- His teacher didn't give him encouragement. (wish) \_\_\_\_\_
- They agreed to compromise. (wish) \_\_\_\_\_

### 7 Make four wish statements about yourself. Two wish statements should be about the present and two about the past.

- Wishes about the present:  
If only \_\_\_\_\_  
I wish \_\_\_\_\_
- Wishes about the past:  
If only \_\_\_\_\_  
I wish \_\_\_\_\_

## Listen Up

### 8 Listen and circle the answers. 7-03

- What does Ken say about the first-year students?
  - He feels sorry for them.
  - He is afraid of them.
  - He wishes he were one of them.
  - He feels like one of them.
- Ken is surprised that Sasha \_\_\_\_\_.
  - lacked confidence as a first-year
  - doesn't remember their history class
  - has changed a lot since Year 9
  - remembers meeting him for the first time
- Ken regrets not \_\_\_\_\_.
  - participating in the school musical
  - discovering his drama talent earlier
  - speaking to Mrs Simons
  - studying harder in the first year
- Which is NOT true about Sasha?
  - She is an excellent student.
  - She speaks French very well.
  - She has always had a busy social life.
  - She hopes to study in another country.

### 9 Listen again. Then discuss the questions with a partner. 7-03

- What "vivid memory" does Ken mention?
- What is your most vivid memory from your secondary school years?
- How has Ken changed since his first year?
- How have you changed since your first year at secondary school?
- What is something you wish you had done differently during secondary school?



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## Comprehension

### 5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
  - Ask students if they know what kind of grammar point is being highlighted.

### 6 Read the sentences. Write a wish statement stating the opposite of what happened using the given words.

- Ask students to read the sentences.
- Ask students to rewrite each sentence as a wish statement using the given word(s) on the lines.
- Check students' answers.

#### Answer Key

- If only my parents approved.
- If only you could change classes now.
- I wish Sonya weren't / wasn't so reserved.
- I wish his teacher had given him encouragement.
- I wish they hadn't agreed to compromise.

### 7 Make four wish statements about yourself. Two wish statements should be about the present and two about the past.

- Ask students to read the sentence prompts.
- Ask students to write wish statements about themselves on the lines, with two statements about the present and two about the past.
- Check students' answers.

#### Answer Key

##### Possible Answers

- If only I could remember the homework assignment.  
I wish I had more money to buy these shoes.
- If only I had gone to summer camp last year.  
I wish I hadn't lost my dog in the park last month.

## Listen Up

### 8 Listen and circle the answers. 7-03

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

#### Answer Key

- a
- a
- b
- c

### 9 Listen again. Then discuss the questions with a partner. 7-03

- Listen to the audio.
- Tell students to discuss the questions.
- Check students' answers.

#### Answer Key

##### Possible Answers

- He has a vivid memory of the first time he saw Sasha.
- My most vivid memory was winning the slam dunk contest.
- He's not as shy anymore.
- I have grown a beard.
- If only I hadn't forgotten to try out for the school play.

### Extra Practice Wishes and Regrets Mingle

Ask each student to write four questions related to wishes or regrets about the past. Tell students to write their questions on a separate sheet of paper. Then have students walk around and ask four different students all of their questions. Tell students to record the names of who they talked to and their answers. When everyone is done, ask some students to share their questions and the answers they got with the class. Remember to ask follow-up questions and give feedback.

## Lesson B Speaking

Aim: Talk about decisions you made during secondary school

### Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  7-04

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word / phrase under the correct picture.

#### Answer Key

1. earnings
2. skilled
3. mess up
4. blame
5. temptation
6. deal with
7. constantly
8. distract

- Practise again. Point at different pictures and ask students to say the words.

2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word / phrase in each gap.
- Check students' answers.

#### Answer Key

1. skilled
2. temptation
3. earnings
4. mess up
5. constantly
6. distracting
7. blame
8. deal with

### Authentic Conversation

3 Talk with a partner. Change the conversation to match your own regrets, then practise again.

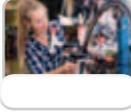
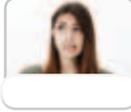
- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different regrets and ideas.

## B Speaking

Aim Talk about decisions you made during secondary school

### Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  7-04

	deal with constantly	distract blame	skilled mess up	earnings temptation
1.				
5.				

2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

1. Many companies are looking for employees who are \_\_\_\_\_ at social media marketing.
2. I know there's a strong \_\_\_\_\_ to take the easiest classes, but you should look for a challenge.
3. Do you think it's a good idea to save 10 percent of your \_\_\_\_\_ every month?
4. If you \_\_\_\_\_ any of the steps in solving a maths problem, your answer will be wrong.
5. The most successful people \_\_\_\_\_ learn new things and improve upon themselves.
6. Would you mind not talking during the lecture? It's \_\_\_\_\_ the students.
7. Today is Derek's first day on the job, so no one should \_\_\_\_\_ him for making mistakes.
8. I find that deep breathing and plenty of exercise are good ways to \_\_\_\_\_ stress.

### Authentic Conversation

3 Talk with a partner. Change the conversation to match your own regrets, then practise again.

Sometimes, I wish I hadn't got that job at the music shop.

Why? I thought you liked it. Plus, if you hadn't got it, you wouldn't have been able to buy that phone with your earnings.

That's the problem! It's always distracting me from more important things. If I hadn't bought this phone, I'd be spending my free time on something better.

Yeah, if you gave up that phone, you'd probably have finished writing your university applications. Anyway, you just have to learn not to give in to temptation.

That's easier said than done.

**NOTE** *That's easier said than done* is a saying that means something sounds simple or easy but is actually difficult to do.



### Teacher's Note

#### More on Expressing Regrets

Explain some other phrases for talking about regrets to students. Make sure students understand the different phrases and when and how to use them. Below is a list of different phrases for talking about regrets.

- I wish I had / hadn't ...
- If only I had / hadn't ...
- I should / shouldn't have ...
- I regret (not) ...
- It was foolish of me to ...
- Failing to ... was foolish of me.
- Failing to ... is my greatest regret.
- I can't believe I ...
- It's regrettable that I ...

## Grammar

### 4 Look at the table.

**NOTE**  
The *if*-clause can also come second.

Type 3 Conditional
Type 3 conditionals are hypothetical statements about how things could have been different in the past. They have the <b>form</b> : <i>If... + past perfect verb..., (then...) would / could / might have + past participle.</i>
If I hadn't taken the job, I wouldn't have earned any money. ( <i>I took the job, so I did earn money.</i> )
I wouldn't have earned any money if I hadn't taken the job.
Mixed Conditionals
Mixed conditionals are hypothetical statements with different verb tenses used in both sentence parts. They express how something different in the past could have affected the present, and vice versa.
If I'd started studying five years ago, I might be fluent in Chinese now. ( <i>past affecting the present</i> )
I might be fluent in Chinese now if I'd started studying five years ago.
If he weren't so addicted to his phone, he wouldn't have lost his job. ( <i>present affecting the past</i> )
He wouldn't have lost his job if he weren't so addicted to his phone.

### 5 Read the sentences. Rewrite them as type 3 or mixed conditionals using the given word(s).

- I didn't call you because you didn't give me your number. (type 3, *could*)  
\_\_\_\_\_
- I wasn't lonely at the hospital because my friends kept me company. (type 3, *would*)  
\_\_\_\_\_
- Kristina is able to pay for university. She applied for scholarships. (mixed, *wouldn't*)  
\_\_\_\_\_
- Yuri is such a skilled musician today. He started lessons when he was five. (mixed, *might not*)  
\_\_\_\_\_

## Speak Up

### 6 Look at the pictures. Which have you done and not done? Talk with a partner. Circle Yes or No, and then write down at least one result of each decision or action.

 worked in a part-time job?	 dealt with stress well?	 worried about marks?	 got a driving licence?	 joined a club?	 moved to a new school?
Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Result:	Result:	Result:	Result:	Result:	Result:

### 7 Construct conditional sentences using the chart above and discuss them with a partner. Compare your experiences.

If I hadn't joined the photography club, I would have ... If I'd moved to a new school, I might not be ...

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## Grammar

### 4 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kinds of grammar points are being highlighted.

### 5 Read the sentences. Rewrite them as Type 3 or mixed conditionals using the given word(s).

- Ask students to read the sentences.
- Ask students to rewrite each sentence on the lines using Type 3 or mixed conditionals and the given modal verb.
- Check students' answers.

## Answer Key

### Possible Answers

- I could have called you if you'd given me your number. / If you'd given me your number, I could have called you.
- I would have been lonely at the hospital if my friends hadn't kept me company. / If my friends hadn't kept me company, I would have been lonely at the hospital.
- Kristina wouldn't be able to pay for university if she hadn't applied for scholarships. / If she hadn't applied for scholarships, Kristina wouldn't be able to pay for university.
- Yuri might not be such a skilled musician today if he hadn't started lessons when he was five. / If he hadn't started lessons when he was five, Yuri might not be such a skilled musician today.

## Speak Up

### 6 Look at the pictures. Which have you done and not done? Talk with a partner. Circle Yes or No, and then write down at least one result of each decision or action.

- Tell students to find a partner.
- Ask students to look at the pictures and circle Yes if they have done or experienced it or No if they haven't.
- Ask students to write down at least one result of each situation.
- Tell students to take turns asking and answering questions about their actions and the results.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

### 7 Construct conditional sentences using the chart above and discuss them with a partner. Compare your experiences.

- Tell students to work with the same partner from activity 6.
- Ask students to make conditional sentences based on the chart in activity 6.
- Ask students to take turns discussing and comparing their experiences using their conditional sentences.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.

### Extra Practice Type 3 and Mixed Conditionals

Tell students to get into groups of three or four. Ask one student in each group to name a situation. Any situation will do. Ask the other group members to each make a Type 3 or mixed conditional sentence based on that situation. Tell students to write down the situation and the different conditional sentences. Repeat this process until every student has had a turn to name a situation. When everyone is done working, ask some students to share their situations and conditional sentences with the class. Remember to ask follow-up questions and give feedback.

Aim: Read about students' memories and regrets

## Vocabulary

### 1 Listen and number. 7-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word / phrase next to each word / phrase in the book.

#### Answer Key

From left to right, top to bottom

7. ecological
6. miss out
3. profession
4. responsibility
8. thrilled
2. tropical
1. lovely
5. adventurous

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word / phrase with the correct definition.
- Check students' answers.

#### Answer Key

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

## Pre-reading

### 3 Look at the different summer holiday activities. Where are the people, what are they doing, and why? Fill in the chart and discuss with a partner. Which activity is the most appealing to you? Why?

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to talk about where the people are, what they are doing, and why they are doing it.
- Ask students to choose the activity that appeals most to them and discuss why.
- Check students' conversations to make sure they're speaking properly.
- Ask students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

Aim Read about students' memories and regrets

## Vocabulary

### 1 Listen and number. 7-05



### 2 Match the words with the definitions.

- |                     |   |
|---------------------|---|
| 1. ecological •     | • a. a duty or task that you are required or expected to do             |
| 2. miss out •       | • b. extremely excited and happy  |
| 3. profession •     | • c. attractive or beautiful  |
| 4. responsibility • | • d. not afraid to do new, dangerous, or exciting things                |
| 5. thrilled •       | • e. having to do with the environment and living things                |
| 6. tropical •       | • f. to lose the chance to have or enjoy something                      |
| 7. lovely •         | • g. of or relating to the warm regions of the Earth near the equator   |
| 8. adventurous •    | • h. a type of job that requires special education, training, or skills |

## Pre-reading

### 3 Look at the different summer holiday activities. Where are the people, what are they doing, and why? Fill in the chart and discuss with a partner. Which activity is the most appealing to you? Why?

Volunteer Work	Holiday	Internship
Where: _____	Where: _____	Where: _____
What: _____	What: _____	What: _____
Why: _____	Why: _____	Why: _____

## Teacher's Note

### Summer Activities

Tell students to get into groups of four. Ask students about some of the activities they did last summer. List them on the board. Then ask students to make a list of five different kinds of real volunteer work they can do in their city or country. Tell students to research online if needed. When everyone is done, ask each group to share their lists with the class. Write the items on the board. Finally, ask students to make a list of five real internship opportunities available to secondary school and university students in their country. Tell students to research online if needed. Then ask each group to share their lists with the class. Write the items on the board. Then discuss all of the different lists as a class. Vote on which summer activities are the most fun, which types of volunteer work are the most rewarding and interesting, and which internships are the most rewarding and interesting. Remember to ask follow-up questions and give feedback.

4 Read the online forum posts.  7-06

**Q.** What was your most memorable summer holiday and why?



**TOMAS:** This question is an easy one for me to answer. My most memorable holiday was two years ago, when I spent the summer volunteering at a wildlife hospital three days a week. It was not my idea. My older sister, who was studying to be a veterinarian, talked me into it. If she hadn't convinced me, I would have just done nothing all summer, and I would've missed out on an amazing experience. The hospital treats sick and hurt wild animals and helps them return to their natural habitats. It deals with deer, rabbits, squirrels, various kinds of birds, and a lot more. As a new volunteer, I had to go through two weeks of training before I was even allowed to touch any of the animals. The work involved identifying species, recognising different injuries and illnesses, feeding the animals, and tonnes of other stuff. Whenever we released one of our patients back into the wild, I felt like crying—I wished I could take them all home with me! But it felt really good, too. I want to study ecology at university so I can do more for animals. [a]



**JOSIE:** [b] Last year was my best and most memorable summer ever because I was able to work in my dream job. I've always enjoyed writing. I knew early on that I wanted it to be my profession. Last year, I won a writing contest for students interested in being reporters. The prize was a two-month paid internship at a local newspaper. The hours were long and the pay wasn't great, but I didn't care about any of that. [c] As an intern, I mainly did little jobs for the actual reporters—some of whom were fairly famous. I also got to learn about how a newspaper comes together every day—it's an enormous amount of work. As the summer went on, I was given more and more responsibilities. At the end of the summer, one of the reporters even let me co-write a story with him, so I was able to see my name in print! My only regret is that I wish I'd taken more photos to remember the experience.



**ANGELA:** The summer after Year 10, a new friend and classmate of mine named Tara invited me to Hawaii with her and her family for a week. Of course, I was thrilled since I'd never been overseas before. I imagined tropical breezes, beautiful scenery, and days of relaxing at the beach. Well, it didn't exactly turn out that way. If only I'd got to know Tara and her family better first! Hawaii is just as lovely as I expected, but Tara and her family are very athletic people who don't sit still for a minute. The schedule they made was tough: we left the rental house at about 7 a.m. every day, and we usually didn't get back until dark. [d] We hiked on rainforest trails, climbed a volcano called Diamond Head in the afternoon heat, and went snorkelling at a place called Shark's Cove. I think I'm pretty adventurous, but I usually try to avoid places with "shark" in the name. I'm grateful they invited me, but if I'd known what the trip would be like, I probably wouldn't have gone!

**Comprehension**

5 Circle the answers.

- Which is NOT true about Tomas?
  - He was employed by his sister.
  - He had planned for a lazy summer.
  - He felt strong emotions on the job.
  - He learned many new skills.
- Which word best describes Josie?
  - adventurous
  - easy-going
  - shy
  - ambitious
- Where is the best place to insert the following sentence? *I would have gladly worked there for free if they'd asked me to!*
  - [a]
  - [b]
  - [c]
  - [d]
- Tomas's future profession will most likely be a \_\_\_\_\_.
  - pet shop owner
  - biologist
  - hospital administrator
  - doctor
- What can we guess about Josie?
  - She would rather relax all summer.
  - She probably won't attend university.
  - She has a talent for writing.
  - She found the job disappointing.
- What can we infer about Angela?
  - Her family is just as active as Tara's family.
  - She has had many chances to travel.
  - She tries to avoid dangerous places.
  - She plans to go back to Hawaii.

6 Discuss with a partner.

- Would you rather do volunteer work or be in an unpaid internship in a profession you like?
- Think of your last summer holiday. What was memorable about it? What do you wish had been different about it?

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**Comprehension**

5 Circle the answers.

- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

- a
- b
- d
- c
- c
- c

6 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

**Extra Practice Last Summer Holiday**

Ask students to write a short online post, similar to the ones in activity 4, about what they did last summer. Ask students to write about their best and worst memories from the summer as well as some of their wishes and regrets. Tell students to use conditional sentences where possible. Tell students to write their online posts on a separate sheet of paper. After everyone is finished writing, ask some students to share their posts with the class. Remember to ask follow-up questions and give feedback.

4 Read the online forum posts.  7-06

- Listen to the audio.
- OR
- Read the posts aloud.
- OR
- Ask students to read parts of the posts aloud.
- Replay the audio if needed.

Aim: Write an alternative timeline

## Vocabulary

### 1 Listen and number. 7-07

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

6. severe
8. coward
7. trivial
5. rumour
3. embarrassment
2. furious
1. friendliness
4. popularity

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

#### Answer Key

1. trivial
2. severe
3. rumour
4. popularity
5. coward
6. furious
7. embarrassment
8. friendliness

# D Writing

**Aim** Write an alternative timeline

## Vocabulary

### 1 Listen and number. 7-07



### 2 Fill in the gaps with the best vocabulary words.

1. Ten thousand pounds doesn't make a person rich, but it isn't a(n) \_\_\_\_\_ amount of money.
2. Charging an extra £500 for being late is quite a(n) \_\_\_\_\_ punishment.
3. There's a(n) \_\_\_\_\_ going around that the university is planning to raise its tuition fees.
4. Because of its \_\_\_\_\_, that restaurant always has a queue of people waiting outside.
5. Don't be a(n) \_\_\_\_\_! Face your fear and jump in the water.
6. Oh, no! When Ben finds out that I broke his camera, he's going to be \_\_\_\_\_.
7. A feeling of \_\_\_\_\_ usually makes my face turn red.
8. Everyone likes Mila because of her \_\_\_\_\_ towards strangers.

## Writing Guide

### 3 Look at the table.

Cause-and-Effect Essays	
A <b>cause-and-effect</b> essay discusses how one event or action affects other events or actions. A typical cause-and-effect essay may have the following structure:	
Introduction (paragraph 1)	Introduce the topic and provide some background information. Then clearly state the <b>cause</b> in your thesis.
Body (paragraphs 2, 3, 4)	Discuss the <b>effects</b> . Choose three things that resulted, or could result, from the <b>cause</b> in your thesis statement. Write one paragraph about each effect, with a topic sentence and supporting details and / or examples.
Conclusion (paragraph 5)	Briefly <b>summarise</b> the information above and provide a final comment (opinion, prediction, etc.).
Expressions for Discussing Cause and Effect in the Past	
<i>If I hadn't... wouldn't have / be... today.</i>	<i>Because (of)...</i>
<i>Consequently,...</i>	<i>As a result,...</i>
<i>That is why...</i>	<i>I wish I had / hadn't... because...</i>
	<i>Since... Therefore,...</i>

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## Writing Guide

### 3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of writing point is being highlighted.

## Teacher's Note

### More Cause-and-Effect Expressions

Explain some other cause-and-effect expressions to students. Make sure students understand when and how to use them. Below is a list of some common cause-and-effect expressions.

- As a consequence of ...
- For this / that reason ...
- Thus ...
- Owing to ...
- Thanks to ...
- On account of ...
- Due to ...
- For the reason(s) that ...
- If it wasn't for ..., then ...

- 4 Read the essay. Fill in the gaps with the words in the box. Then listen and check your answers. One word will not be used.

severe coward trivial rumours get over furious popularity

### What If We Hadn't Moved?

One year can make a huge difference. That's how long it's been since my parents and I moved to a new city and I began my Year 10 at a new secondary school. At first, I was 1. \_\_\_\_\_ with my parents for moving, but now I'm grateful for their decision. If I hadn't changed schools, I wouldn't be as happy as I am today.

For one thing, if I were still attending my old school, my health would probably be much worse. At my old school, the teachers were strict and gave 2. \_\_\_\_\_ punishments for poor marks. They made students compete too much and criticised us about everything. I was often sick from all the stress. The teachers at my new school are completely different. They're supportive rather than overly critical. Because of them, my stress is gone, and my health is getting better every day.

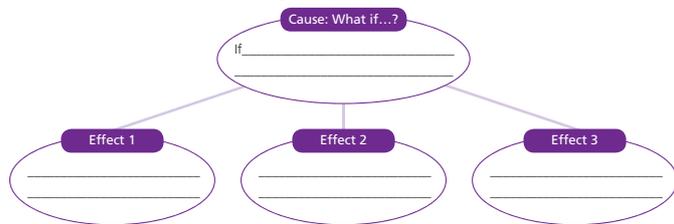
Also, if I hadn't changed schools, I wouldn't have met my new best friend, Rosa. She has helped me become a better person. At my old school, I was obsessed with my reputation. I thought appearance was more important than kindness. I used to enjoy gossiping, and I would sometimes spread 3. \_\_\_\_\_ about other students. I wasn't doing it to be mean, but I realise it was. I thought it was just a little 4. \_\_\_\_\_ thing that most secondary school students did, but Rosa showed me that I was wrong.

Finally, if we hadn't moved, I wouldn't have met my favourite teacher, Mr Marino. He teaches art and leads the art club at my new school. Because of Mr Marino's encouragement, I've become more serious about painting. I've always loved painting but was afraid to tell people. Mr Marino has helped me to 5. \_\_\_\_\_ my embarrassment and to stop being a 6. \_\_\_\_\_. It's thanks to him that I've been accepted into a prestigious art college.

In short, I'm really happy to have moved here. The move has improved my health, my social life, and my education.

### Writing

- 5 Think of an experience that changed your life. How would your life be different if it hadn't happened? Fill in the mind map to gather your ideas.



- 6 Use your mind map from 5 to write a cause-and-effect essay on a separate piece of paper. Share it with the class.

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## Writing

- 5 Think of an experience that changed your life. How would your life be different if it hadn't happened? Fill in the mind map to gather your ideas.

- Ask students to think of an experience that changed their lives and how their lives would be different if it hadn't happened.
- Ask students to gather their ideas by filling in the mind map.
- Tell students to write their ideas in the book or on a separate sheet of paper.
- Check students' mind maps to make sure they're writing correctly.
- Give feedback.

- 6 Use your mind map from 5 to write a cause-and-effect essay on a separate piece of paper. Share it with the class.

- Ask students to write a cause-and-effect essay based on their mind maps from activity 5.
- Tell students to use conditional sentences wherever possible.
- Tell students to use the essay in activity 4 as an example.
- Tell students to write their essays on a separate sheet of paper.
- Check students' essays to make sure they're writing correctly.
- Ask some students to share their essays with the class.
- Ask follow-up questions.
- Give feedback.

- 4 Read the essay. Fill in the gaps with the words in the box. Then listen and check your answers.

7-08

- Ask students to read the essay.
- Ask students to write the correct word / phrase from the box in each gap.
- Listen to the audio.
- Check students' answers.

### Answer Key

1. furious
2. severe
3. rumours
4. trivial
5. get over
6. coward

### Extra Practice Alternative Timelines

After activity 6, ask students to each write a short paragraph about an important experience, real or fictional. Tell them to just write the experience, not the outcome. Tell students to write on a separate sheet of paper. Then ask students to give their papers to the student to their left and take the paper of the student to their right. Ask students to now write the outcome of the event. Tell students to use their imagination to come up with realistic or fantastical ideas. Tell students to write just below the original student's paragraph. When everyone is done, ask students to give the papers once again to the student to their left and take the paper of the student to their right. Now ask students to write a possible alternative outcome if the event from the first step hadn't occurred. Again, tell students to be creative with their alternative outcomes. Tell students to write just below the second student's paragraph. After everyone is done writing, ask some students to share the essays they now have with the class. Remember to ask follow-up questions and give feedback.

# Lesson E Project

**Aim:** Create a story about decision-making and consequences

## Video

- 1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
  - Ask students to look at the pictures.
  - Ask students to write a short summary about what they think will happen in the video.
  - Tell students to write their summaries on a separate sheet of paper.
  - Tell students to talk with a partner.
  - Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 7 video.

- 2 Watch the video. Number the pictures in order.

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right  
2, 3, 1

- 3 Watch again. Circle the words you hear.

- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right, top to bottom  
deal with, constantly, mess up, temptation, furious, thrilled

- 4 Watch again. Circle true or false.

- Play the video again.
- Ask students to circle the correct answers.
- Replay the video if needed.
- Check students' answers.

### Answer Key

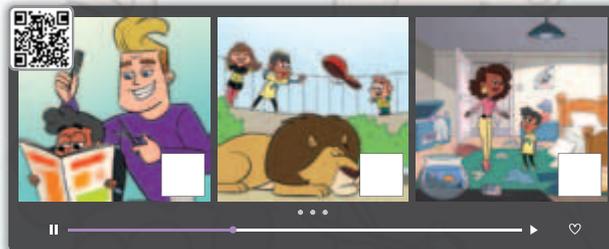
1. false
2. false
3. true
4. false
5. true

# E Project

**Aim** Create a story about decision-making and consequences

## Video

- 1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
- 2 Watch the video. Number the pictures in order.



- 3 Watch again. Circle the words you hear.

deal with	sympathy	constantly	mess up
fluent	temptation	furious	thrilled

- 4 Watch again. Circle true or false.

1. Max visited the zoo with his mum. true false
2. Max got £7 for cleaning his room and taking out the rubbish. true false
3. Max bought a haircut, a cap, and French fries with his earnings. true false
4. Max met Rachel and her family at the zoo. true false
5. Max wouldn't have got into trouble if he hadn't got the money. true false

- 5 Watch again. Fill in the gaps with the words you hear.

1. If you \_\_\_\_\_ do my chores, I \_\_\_\_\_ had to put myself in danger like that.
2. I thought, if I got \_\_\_\_\_, I \_\_\_\_\_ into school on Monday with new confidence.
3. I had enough \_\_\_\_\_, so I gave \_\_\_\_\_ and bought some.
4. I remembered what you said. That hat \_\_\_\_\_. It had \_\_\_\_\_.
5. I didn't want to \_\_\_\_\_, so I began \_\_\_\_\_ into the lions' habitat.
6. If I \_\_\_\_\_ any money for doing your chores, you wouldn't have \_\_\_\_\_, and then you wouldn't have gone to the shopping centre...

- 5 Watch again. Fill in the gaps with the words you hear.

- Play the video again.
- Ask students to write the words they hear in the gaps.
- Replay the video if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. hadn't made me; wouldn't have
2. a new haircut; could walk into
3. money left over; in to temptation
4. was my responsibility; cost me £7
5. be a coward; to climb down
6. hadn't given you; got a haircut

6 Use the given words to complete the sentences about Max's adventure. Answers will vary.

1. If \_\_\_\_\_, his mum wouldn't have given him £20. (chores)
2. If Max hadn't had £20, \_\_\_\_\_. (barbershop)
3. If Max hadn't got a bad haircut, \_\_\_\_\_. (baseball cap)
4. If \_\_\_\_\_, he wouldn't have met his friend Rachel. (French fries)
5. If Max's hat hadn't blown off, \_\_\_\_\_. (lions')

7 Look at the pictures. Think about the events that might have led to each situation. Make notes about the possible sequence of events. Compare your ideas with a partner's.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

8 Choose one of the photos above and write a story about it. Use a type 3 conditional and a mixed conditional in your story. Share your story with the class.

It began as an ordinary day. If...

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## 21<sup>st</sup> Century Skills

6 Use the given words to complete the sentences about Max's adventure. Answers will vary.

- Ask students to read the sentence prompts.
- Ask students to complete each sentence using the given word(s).
- Check students' answers.

### Answer Key

Possible Answers

1. Max hadn't done his chores
2. he wouldn't have gone to the barbershop
3. he wouldn't have bought a baseball cap
4. Max hadn't gone for fries
5. he wouldn't have gone to the lions' area

7 Look at the pictures. Think about the events that might have led to that situation. Make notes about the possible sequence of events. Compare your ideas with a partner's.

- Ask students to look at the pictures and think about the events that might have led to the situations.
- Ask students to make notes of the possible sequence of events.
- Tell students to write the sequence of events in the book or on a separate sheet of paper.
- Tell students to find a partner.
- Ask students to compare and discuss their ideas.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

8 Choose one of the photos above and write a story about it. Use a Type 3 conditional and a mixed conditional in your story. Share your story with the class.

- Tell students to work with the same partner as in activity 7.
- Ask students to choose one of the pictures from activity 7.
- Ask students to write a story using the sequence of events they wrote for the picture they chose.
- Tell students to use at least one Type 3 conditional sentence and at least one mixed conditional sentence.
- Tell students to write their stories in the book or on a separate sheet of paper.
- Check students' stories to make sure they're writing correctly.
- Ask students to share their stories with the class.
- Ask follow-up questions.
- Give feedback.

### Teacher's Note

#### Peer Writing

As an alternative to the project, have one student in each pair write the first part of the story. Then have the second student read that first part and then come up with an ending to the story. Tell students to use their imaginations when they write.

### Extra Practice Max's Story: Alternative Timeline

Ask students to write an alternative timeline for . Tell students to start their stories from the point where Max got the money. Have students work alone or with a partner. Tell students to write their alternative stories on a separate sheet of paper. Give students time to write. After everyone is finished, ask some students to share their stories with the class. Remember to ask follow-up questions and give feedback.

This unit will give students the ability to talk about crime, criminals, and witnesses and their testimonials using reported speech and questions. Students will also learn how to write a police report and develop profiles for suspects.

Scan the QR code to download the Unit 8 audio.

### WHAT YOU WILL DO IN THIS UNIT

### Unit 8 AIMS

Lesson A: Read about a criminal investigation  
 Lesson B: Listen to eyewitness accounts  
 Lesson C: Report what you and others have seen  
 Lesson D: Write a police report  
 Lesson E: Create profiles for suspects and victims of a crime

### Target Skills

Lesson A: Reading  
 Lesson B: Listening  
 Lesson C: Speaking  
 Lesson D: Writing  
 Lesson E: Project

### Target Vocabulary

Lesson A	Lesson B
adequate authority devote justice loyal nonsense resist scheme	barrier beyond contrasting explosion force incident react witness
Lesson C	Lesson D
accuse assure cheat conflict hesitate moral / immoral recall threaten	bad-tempered investigate launch observe relevant suspect (v) swear version

# CRIME WAVE



Scan for Audio

### WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about a criminal investigation
- B Listening** Listen to eye witness accounts
- C Speaking** Report what you and others have seen
- D Writing** Write a police report
- E Project** Create profiles for suspects and victims of a crime



Look at the photo and answer the questions.

1. What is the man in the picture doing?
2. Do you know about anyone who broke a rule or a law? What happened?
3. Do you know anyone who has been a victim of a crime? Describe what happened.
4. What kinds of crimes are common in your country? Are penalties in your country too strong or too weak? Why do you think so?

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## Key Grammar

### reported speech

Reported speech is used to repeat something that was previously said. Direct speech repeats exactly what was said, whereas reported, or indirect speech changes the form of the original sentence. We often change the tense, pronouns, time, and place words when using reported speech.

Direct Speech	Indirect Speech
She said, "I usually <i>get</i> my lunch at <i>this</i> restaurant."	She said that <i>she</i> usually <i>got</i> her lunch at <i>that</i> restaurant.
He said, "I <i>was playing</i> video games all <i>last</i> night."	He said that <i>he had been playing</i> video games all of <i>the previous</i> night.
Nisa said, "I <i>will be travelling</i> a lot <i>this</i> summer."	Nisa said that <i>she would be travelling</i> a lot <i>that</i> summer.

### reported questions

Reported questions can also take both a direct and indirect form. Direct questions report exactly what was asked, whereas indirect questions change the form of the original questions. In indirect questions the subject comes before the verb, and the verb *do* is omitted except in negative questions. Indirect yes / no questions use *if* and *whether*.

Direct Question	Indirect Question
"What are you doing?" she asked.	She asked <i>what I was</i> doing.
"Where do you want to go?" she asked. "Who doesn't want to go bowling?" Harry asked.	She asked <i>where we wanted</i> to go. Harry asked <i>who didn't want</i> to go bowling.
"Do you want to come?"	Ricardo asked me <i>if I wanted</i> to come.

## Unit 8 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 8 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practice More Discussion

Ask more questions about crime.

#### Ex.

Why do you think people commit crimes?  
In your opinion, what is the worst crime?  
Would you ever commit a crime? Under what circumstances?  
Have you ever witnessed a crime? What happened?

Aim: Read about a criminal investigation

## Vocabulary

### 1 Listen and number. 8-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

- justice
- loyal
- scheme
- devote
- nonsense
- resist
- authority
- adequate

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

#### Answer Key

- resisted
- scheme
- justice
- nonsense
- adequate
- loyal
- authority
- devoted

## Pre-reading

### 3 Look at the pictures. Then talk with a partner and fill in the answers. Have you ever witnessed any of these acts?

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to talk about what the crimes are, where they are likely to happen, and who might commit them.
- Tell students to write their answers in the book or on a separate sheet of paper.
- Check students' conversations to make sure they're speaking properly.
- Ask students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

# A Reading

Aim Read about a criminal investigation

## Vocabulary

### 1 Listen and number. 8-01



### 2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

- I \_\_\_\_\_ the urge to play video games and studied English instead.
- The thief came up with a(n) \_\_\_\_\_ to steal money from people.
- The criminal went to jail, and the victim got his money back. \_\_\_\_\_ was served.
- What? That plan is \_\_\_\_\_! It'll never work.
- Bill couldn't get the job because he didn't have a(n) \_\_\_\_\_ amount of experience.
- My friends will never tell on me. They're too \_\_\_\_\_ to do that!
- Only our teacher has the \_\_\_\_\_ to give us detention after school.
- Jay \_\_\_\_\_ all of his time last year to learning how to play the guitar.

**NOTE**  
Detention is when students have to stay after school because they did something bad.

## Pre-reading

### 3 Look at the pictures. Then talk with a partner and fill in the answers. Have you ever witnessed any of these acts?

Act / Crime:	Act / Crime:	Act / Crime:	Act / Crime:
Where it takes place:			
Who might do it:			

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## Teacher's Note

### Crimes

Explain some of the most common types of crime to students. Make sure students understand them and what they entail. Below is a list of some of the more common crimes.

abduction / kidnapping	hijacking
armed robbery	murder / homicide
arson	shoplifting
assault	smuggling
attempted murder	speeding
burglary / breaking and entering	terrorism
child abuse	theft
domestic violence	torture
drug trafficking	vandalism
drunk driving	white-collar crime
fraud (internet, credit card, bank, mail, email)	

4 Read the article.  8-02

**THE HATTON GARDEN ROBBERY**



In April of 2015, the largest robbery in English legal history took place. Robbers broke into a bank vault and stole over 20 million pounds' worth of valuables. The most surprising thing about the whole scheme, however, was the fact that the robbers were all old men.

It all started on 1<sup>st</sup> April, when a fire broke out on Kingsway in central London. [a] The fire burnt for two days. During that time, over a thousand people were evacuated from the area. Then, on 2<sup>nd</sup> April, the Hatton Garden Safe Deposit Company closed for the Easter weekend. The police said that it was around this time that the robbers, John "Kenny" Collins, Daniel Jones, Terry Perkins, Carl Wood, William Lincoln, Hugh Doyle, Michael Seed, and Brian Reader, began drilling their way into the vault from a building next door.

Since the area was empty, the robbers had an adequate setting in which they could work without worrying about their drills being heard. [b] Over the next few days, police said that the robbers drilled into the vault and carried out stolen items. Finally, on 5<sup>th</sup> April, the robbers finished their robbery and drove away.

On 7<sup>th</sup> April, police publicly announced that the safe deposit facility had been robbed. Then, on 10<sup>th</sup> April, a local newspaper released CCTV footage of the elderly robbers. At the time, the whole thing sounded like nonsense. People asked how old men could be responsible for such a crime. Nevertheless, the police worked hard to solve the case. [c] Finally, on 19<sup>th</sup> April, they stated that they had arrested all of the thieves.

In the end, the robbers were caught. None of them resisted arrest. The police asked them where the stolen items were, and the old men gave up their treasure. This gave courts the authority to send them to jail. Justice was served, or was it?

The strange thing about the robbery is that not all of the stolen items were recovered. Police say that there are still nearly 7.5 million pounds' worth of items out there. [d] People asked themselves what the robbers had done with the rest of the stolen items. Perhaps the robbers stole less than police thought, or maybe they hid some of it for when they get out of jail.



**Comprehension**

5 Circle the answers.

1. What is the article mainly about?
  - a. elderly robbers
  - b. a fire over Easter weekend
  - c. a fire at Hatton Garden
  - d. construction at a bank
2. How did the men get into the vault?
  - a. by climbing in from the ceiling
  - b. by starting a fire in the building
  - c. by drilling in from another building
  - d. by breaking in from across the street
3. What is true about the robbery?
  - a. The robbers left the scene on foot.
  - b. All of the stolen items were found.
  - c. Some of the robbers escaped justice.
  - d. All of the robbers were caught.
5. What can be inferred about the Kingsway fire?
  - a. It probably had nothing to do with the robbers.
  - b. It prevented the robbers from finishing the robbery.
  - c. The police didn't do enough to stop it.
  - d. The robbers wouldn't have succeeded without it.
2. What is NOT true about the crime?
  - a. The fire went on for two whole days.
  - b. The robbers were caught on video.
  - c. Over 20 million pounds have not been recovered.
  - d. The robbers drilled through the walls.
6. Where is the best place to insert the following sentence? *The robbery was so large that police assigned the case to a special team of investigators.*
  - a. [a]
  - b. [b]
  - c. [c]
  - d. [d]

6 Discuss with a partner.

1. Why do you think old men would have risked their freedom to carry out the robbery?
2. The word *heist* means to elaborately steal something. Describe a book or a film that involves a heist.
3. How can countries reduce criminal activity? How can you protect yourself and your family from criminals?

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**Comprehension**

5 Circle the answers.

- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

1. a
2. c
3. d
4. c
5. d
6. c

6 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

**Extra Practice True-Life Criminals**

Tell students to find a partner. Ask students to think of a famous criminal. Tell students to research online if needed. Ask students to create a short report about their criminals. Tell students to include details about their criminals, such as who they were, where they were from, when they lived, crimes they committed, and how their lives turned out. Give students enough time to work. When everyone is done working, ask each pair of students to present their criminal to the class. After everyone has presented, vote on which criminal was the most infamous. Remember to ask follow-up questions and give feedback.

4 Read the article.  8-02

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the article aloud.
  - Replay the audio if needed.

## Lesson B Listening

Aim: Listen to eyewitness accounts

### Vocabulary

#### 1 Listen and number. 8-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

3. barrier
5. beyond
2. contrasting
8. witness
6. incident
1. force
4. explosion
7. react

- Practise again. Point at different pictures and ask students to say the words.

#### 2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

#### Answer Key

1. explosion
2. react
3. incident
4. barrier
5. witness
6. beyond
7. contrasting
8. force

### Authentic Conversation

#### 3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different crimes and ideas.

#### 4 Read 3 again. Discuss with a partner.

- Tell students to find a partner.
- Ask students to read the conversation in activity 3 again.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

## B Listening

Aim Listen to eyewitness accounts

### Vocabulary

#### 1 Listen and number. 8-03



#### 2 Fill in the gaps with the best vocabulary words. Change the form if necessary.

1. The accident was so loud! It sounded like a big \_\_\_\_\_.
2. Sebastian couldn't catch the ball because he didn't \_\_\_\_\_ fast enough.
3. During the game, there was a(n) \_\_\_\_\_ where a cat ran onto the field.
4. Excuse me, sir. Nobody is allowed to go past this \_\_\_\_\_. Please step away from it.
5. The \_\_\_\_\_ told the police officer what he saw.
6. Just \_\_\_\_\_ this forest lies a beautiful field of roses. Let's keep going.
7. Tim and Diane told \_\_\_\_\_ stories. But in the end, Diane's was the truth.
8. Don't try and \_\_\_\_\_ that door open. It'll break. Wait for the repairman.

### Authentic Conversation

#### 3 Talk with a partner.



I heard a loud noise like an explosion. But I think it was the sound of the bank door hitting the wall with a lot of force. Then I saw the robbers as they ran out of the bank.

The leader told the others to hurry up and get in the car.

They drove off and got on the motorway. They hit that safety barrier on Elm Street.

Did they say anything?

What happened next?



#### 4 Read 3 again. Discuss with a partner.

1. What type of crime did Mrs Phillips witness?
2. Is this type of crime common in your country?
3. What would you do if you witnessed this type of crime?

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### Extra Practice Reported Speech Memory Game

Have students put their desks or chairs in a circle, or sit in a circle on the floor. Ask one student to say something. Anything will do. Then ask the student to the right of the first student to use reported speech to tell the class what the first student said. After that, have that second student say their own sentence. Repeat this process until every student has had a turn. See how far students can go before someone can't remember exactly what a student said. Whenever students make a mistake, have the other students help them out.

## Grammar

### 5 Look at the table.

Reported Speech		
Direct Speech	Tense	Reported Speech
She said, "I always drink coffee at lunch."	present simple → past simple	She said that she always drank coffee at lunch.
Rita said, "I arrived on Tuesday."	past simple → past perfect	Rita said that she had arrived on Tuesday.
They said, "We will meet you later."	future → present conditional	They told me that they would meet me later.
Time Words: Direct Speech to Reported Speech		Place words: Direct Speech to Reported Speech
now → then, at that time tonight → that night, last night, on Sunday night tomorrow → the next day, the following day, on Sunday, today last night / week / month → the night / week / month before, the previous night / week / month		here → there, in the house this → that
Other Direct Speech to Reported Speech Changes		
		can → could must → must, had to

### 6 Read the sentences. Change the direct speech to reported speech. Answers will vary.

- Ramona said, "I went to Tijuana last week." \_\_\_\_\_
- Ted said, "I will write my report tomorrow night." \_\_\_\_\_
- Ezra explained, "You must solve the problem first." \_\_\_\_\_
- Katy complained, "The bus arrived late last night." \_\_\_\_\_
- Diane said, "I have eaten at this restaurant more than a few times." \_\_\_\_\_
- Lou said, "I will be reading when you come home tonight." \_\_\_\_\_
- Clay said, "My plane landed before you got to the airport." \_\_\_\_\_
- Pascal said, "I will be visiting friends in Spain during the summer holidays." \_\_\_\_\_

**NOTE**  
You do not need to change the tense if the reporting verb is in the present or if the original statement was about something that is still true.  
*Ex: He says he has missed the train but he'll catch the next one.*

## Listen Up

### 7 Listen and circle the answers. 8-04

- What are the speakers mainly talking about?  
a. a car accident on Easter  
b. a bank robbery in Hatton Garden  
c. a fire on Kingsway  
d. an explosion on Kingsway
- When did the incident likely occur?  
a. before Easter weekend  
b. after Easter weekend  
c. over Easter weekend  
d. a few weeks after Easter
- What is true of Detective Simpson?  
a. She's suspicious of her neighbour, Brian Reader.  
b. She thinks that Troy is responsible for the fire.  
c. She saw an old person on a street near the fire.  
d. She thinks Brian should have come to the police sooner.
- What is NOT true of Troy?  
a. He saw Brian the day of the underground fire.  
b. He lived next door to Brian for over 20 years.  
c. He looked inside Brian's garage on the same day that he saw Brian on the street.  
d. He talked to Brian the day after the incident.



## Challenge

### 8 Find a partner and talk about a crime that you have heard of, or make up a crime. Then write down the details of the crime in the table.

Detective	
Witness	
Crime Description	
When it happened	
Where it happened	
Who and what the witness saw	

### 9 Share your conversation with the rest of the class.

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## Grammar

### 5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

### 6 Read the sentences. Change the direct speech to reported speech. Answers will vary.

- Ask students to read the sentences.
- Ask students to rewrite the sentences on each line using reported speech.
- Check students' answers.

## Answer Key

### Possible Answers

- Ramona told me that she had gone to Tijuana the previous week.
- Ted said that he would write his report the following night.
- Ezra explained that I had to solve the problem first.
- Katy complained that the bus had arrived late the night before.
- Diane told me that she had eaten at that restaurant more than a few times.
- Lou told me that he would be reading when I came home that night.
- Clay said that his aeroplane had landed before I had got to the airport.
- Pascal said that he would be visiting friends in Spain during the summer holiday.

## Listen Up

### 7 Listen and circle the answers. 8-04

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

## Answer Key

1. b    2. c    3. d    4. d

## Challenge

### 8 Find a partner and talk about a crime that you have heard of, or make up a crime. Then write down the details of the crime in the table.

- Ask students to think of a crime they have heard of or to make up a crime.
- Ask students to discuss it and fill in the table with details of that crime.
- Tell students to research online if needed.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

### 9 Share your conversation with the rest of the class.

- Ask students to share the crimes they wrote and talked about in activity 8 with the class.
- Ask follow-up questions.
- Give feedback.

## Teacher's Note

### Crime and Punishment

Explain to students some of the most common types of punishments for crimes and offenses. Make sure students understand them and what they entail. Below is a list of some of the more common punishments.

- Traffic tickets
- Fines
- House arrest / Probation
- Community service
- Jail / Prison time
- Life in prison
- Execution

Aim: Report what you and others have seen

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear. **8-05**

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

### Answer Key

- |             |             |
|-------------|-------------|
| 1. recall   | 2. cheat    |
| 3. hesitate | 4. accuse   |
| 5. threaten | 6. immoral  |
| 7. assure   | 8. conflict |

- Practise again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

### Answer Key

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

## Grammar

3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

4 Read the questions. Change the direct questions to reported questions. Answers will vary.

- Ask students to read the questions.
- Ask students to rewrite each direct question as a reported question on the lines.
- Check students' answers.

### Answer Key

Possible Answers

- Luisa asked me where I was going this weekend.
- Albert asked me who didn't like playing video games.
- Samir asked me which of those books I liked.
- Nasim asked me if / whether I remembered to study for that exam.

Aim Report what you and others have seen

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear. **8-05**

conflict moral / immoral	threaten recall	cheat assure	accuse hesitate
1.	2.	3.	4.
5.	6.	7.	8.

2 Match the words with the definitions.

- |                    |   |  |
|--------------------|---|--|
| 1. threaten        | • | a. to remember something from the past                                     |
| 2. hesitate        | • | b. to blame someone or something for something wrong                       |
| 3. recall          | • | c. to tell someone in a definite way that something will happen or is true |
| 4. conflict        | • | d. to say you will harm or do something unpleasant to someone              |
| 5. accuse          | • | e. relating to what is right and wrong                                     |
| 6. assure          | • | f. a fight or a strong disagreement between people or groups               |
| 7. moral / immoral | • | g. to break a rule or law to gain an advantage at something                |
| 8. cheat           | • | h. to stop briefly before doing something due to being nervous or unsure   |

## Grammar

3 Look at the table.

**NOTE** When reporting direct questions, use the same rules for reporting direct speech and the rules in the table.

Rules for Reporting Direct Speech Questions	Direct Speech Questions to Reported Speech Questions
The subject comes before the verb.	"Where are you going?" → He asked where I was going. "Why is he shouting?" → She asked why he was shouting.
The auxiliary verb <i>do</i> isn't used, except in negative questions.	"Who doesn't like pizza?" → Ted asked me who didn't like pizza. "Who didn't see me?" → Sue asked me who hadn't seen her.
Report yes / no questions with <i>if</i> or <i>whether</i> .	"Do you want me to come?" → Ricardo asked me if I wanted to come. "Did you feed the cat?" → Mum asked me whether I had fed the cat.

4 Read the questions. Change the direct questions to reported questions. Answers will vary.

- Luisa asked, "Where are you going this weekend?" \_\_\_\_\_
- Albert asked, "Who doesn't like playing video games?" \_\_\_\_\_
- Samir asked, "Which of these books do you like?" \_\_\_\_\_
- Nasim asked me, "Did you remember to study for this exam?" \_\_\_\_\_

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## Teacher's Note

### More on Reported Questions

Explain to students that when we report questions with *who*, *what*, or *which* + *be* + object, *be* can come either before or after the object. Make sure students understand this.

### Ex.

Beth asked me who the guilty person was. / Beth asked me who was the guilty person.  
He asked us which our favourite book was. / He asked us which was our favourite book.

**5 Listen.** Then fill in the gaps with the words you hear. Listen again to check your answers.

8-06

Jasmine: Hey, Tyrone! Did you see Jess today? I tried calling, but she didn't answer.  
 Tyrone: Hey, Jasmine. Jess called me last night. She seemed pretty stressed, so I 1. \_\_\_\_\_ was all right.  
 Jasmine: What did she say?  
 Tyrone: She said that she had just seen her brother shoplift a green phone case at the shopping centre. She said that he 2. \_\_\_\_\_, but it was definitely him.  
 Jasmine: Jonah? Shoplifting?! I can't believe he'd do something immoral like that.  
 Tyrone: Really? Didn't he get in trouble for 3. \_\_\_\_\_ last year?  
 Jasmine: Oh, I forgot about that. Anyway... So, what else did Jess say?  
 Tyrone: I asked her what she was going to do about it, and she told me that 4. \_\_\_\_\_ Jonah of doing it.  
 Jasmine: I bet he denied it.  
 Tyrone: Yeah, Jess said Jonah 5. \_\_\_\_\_ that he was at Rico's house all night and that Jess must have seen a similar-looking person. I guess they got into a bit of a conflict about it. Jess even 6. \_\_\_\_\_ their parents.  
 Jasmine: Hmm... Do you think it could have been Marcus? He kind of looks like Jonah, and he did invite me to the shopping centre last night.  
 Tyrone: I thought about that, too. So, I 7. \_\_\_\_\_ been Marcus that she saw. She 8. \_\_\_\_\_ few seconds, then said that she wasn't sure anymore.  
 Jasmine: Interesting... Maybe we should help her figure it out. I could talk to Rico or call his parents to ask if Jonah was there last night.  
 Tyrone: We could also talk to Marcus. If he's got a new green phone case, then he's definitely guilty.

**6 Listen to the rest of the conversation.** Then talk with a partner. Discuss Jonah and Marcus's alibis and who the thief really is. Write your answers in the table.

**NOTE**  
 An alibi is a claim that one cannot be guilty of a crime because he or she was somewhere else when the crime was committed.



Jonah's alibi:



Marcus's alibi:

_____	_____
_____	_____

Who do you think is the shoplifter? Why?

**Speak Up**

**7 Role-play with a group.** Give four new eye-witness accounts: two that blame Jonah and two that blame Marcus. Take notes of any new evidence people present. Then try and decide who is the real thief in 6.

New Evidence	New Witness Accounts
1.	1.
2.	2.
3.	3.
4.	4.

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**5 Listen.** Then fill in the gaps with the words you hear. Listen again to check your answers.

- Listen to the audio.
- Ask students to write the words they hear in each gap.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

1. asked her if everything
2. was pretty far away
3. cheating on his final exam
4. she had already accused
5. assured her
6. threatened to tell
7. asked Jess if it could have
8. hesitated for a

**6 Listen to the rest of the conversation.** Then talk with a partner. Discuss Jonah and Marcus's alibis and who the thief really is. Write your answers in the table.

- Tell students to find a partner.
- Listen to the audio.
- Tell students to discuss Jonah's and Marcus's alibis and who they think the thief really is.
- Tell students to write their answers in the book or on a separate sheet of paper.
- Replay the audio if needed.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

**7 Role-play with a group.** Give four new eyewitness accounts: two that blame Jonah and two that blame Marcus. Take notes of any new evidence people present. Then try and decide who is the real thief in 6.

- Tell students to get into groups of three or four.
- Ask students to create a dialogue in which four new eyewitness accounts, two for each character, blame Jonah or Marcus for the crime.
- Ask students to decide who the real thief is for the dialogue.
- Tell students to write their dialogues on a separate sheet of paper.
- Tell students to practise and act out their dialogues.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their role-plays with the class.
- Ask follow-up questions.
- Give feedback.

**Extra Practice Whodunnit**

After activity 7, tell students to work in the same groups. Ask students to come up with an entirely new dialogue in which a crime has occurred and the characters in the dialogue are discussing eyewitness accounts and who actually did the crime. Tell students to use the dialogue in activities 5 and 6 as an example. Ask students to write their dialogues on a separate sheet of paper. Tell students to practise their dialogues and act them out. Give students enough time to practise. After everyone is done, ask each group to present their role-plays to the class. Remember to ask follow-up questions and give feedback.

# Lesson D Writing

Aim: Write a police report

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  8-08

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

### Answer Key

- investigate
- suspect
- relevant
- bad-tempered
- observed
- launched
- swear
- version

- Practise again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

### Answer Key

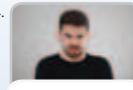
- e
- h
- a
- g
- d
- b
- c
- f

# D Writing

Aim Write a police report

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  8-08

observe bad-tempered	relevant suspect	version launch	investigate swear
1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 

2 Match the words with the definitions.

- |                 |   |  |
|-----------------|---|--|
| 1. launch       | • | a. relating to a subject in an appropriate way                                       |
| 2. investigate  | • | b. to watch and sometimes listen to someone or something                             |
| 3. relevant     | • | c. to think someone is guilty of a crime or doing something, usually something wrong |
| 4. version      | • | d. easily annoyed or angered   |
| 5. bad-tempered | • | e. to begin something for the first time   |
| 6. observe      | • | f. to state something very strongly and sincerely                                    |
| 7. suspect      | • | g. a form of something that is slightly different than others of the same thing      |
| 8. swear        | • | h. to try and find out facts about something to learn who or what caused it          |

3 Listen to the interrogation. Then fill in the crime report with the correct information.  8-09

Interrogator	
Crime	
Victim	
Time and place	
Suspect 1	
Suspect 1's alibi	
Suspect 2	
Suspect 2's alibi	
Other witnesses	
Main suspect	
Motive	



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3 Listen to the interrogation. Then fill in the crime report with the correct information.  8-09

- Listen to the audio.
- Ask students to fill in the table with the information they hear.
- Replay the audio if needed.
- Check students' answers.

### Answer Key

Interrogator: Mrs Phillips  
 Crime: Purse stolen  
 Victim: Sunny  
 Time and place: Classroom in the morning  
 Suspect 1: Skyler  
 Suspect 1's alibi: Was in the bathroom. Sunny saw him come back.  
 Suspect 2: Eddie  
 Suspect 2's alibi: Doctor's appointment  
 Other witnesses: Coach Carter  
 Main suspect: Eddie  
 Motive: Buy new basketball boots

**4 Listen again. Circle the answers.**  8-09

- What is NOT true of Skyler?
  - He was surprised Mrs Phillips knew about the shoes.
  - He informed Sunny of Eddie's whereabouts.
  - He is in the basketball team.
  - He wasn't at school during the crime.
- Who gave Mrs Phillips some important information?
  - She got all the relevant information from Skyler.
  - The basketball coach gave her relevant information.
  - Sunny told her who she thought committed the crime.
  - Eddie's parents told her Skyler was guilty.
- What is true of Eddie?
  - He got shopping money from his parents.
  - He was at the doctor the morning before the crime.
  - He was most likely in the bathroom during the crime.
  - He probably stole the purse to buy the shoes.
- What will Mrs Phillips probably do next?
  - talk to Coach Carter about what happened
  - call Eddie's parents to ask what happened
  - question Eddie about what happened
  - try to talk to Skyler about what happened

**Writing**

**5 With a partner, look at the crimes below. Choose one or make up your own crime.**



Stealing money from someone



Spray painting a wall



Cheating on a test

**6 With a partner, make a story about the crime you chose in 5. Fill in the table with details of the crime.**

Crime	
Victim	
Time and place	
Witness	
Witness's testimony	
Suspect	
Suspect's motive	
Suspect's alibi	
Why suspect is guilty or not	
Interrogator's questions (at least three)	

**NOTE**  
A testimony is a formal statement that is usually given in court describing what one believes is the true account of an incident.

**7 On a separate piece of paper, write a conversation similar to the one you heard in 3 about your crime. Then role-play your conversation with a partner or a group.**

**6 With a partner, make a story about the crime you chose in 5. Fill in the table with details of the crime.**

- Tell students to work with the same partner as in activity 5.
- Ask students to create a story about the crime they chose in activity 5.
- Tell students to discuss and fill in the table with details of their story.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

**7 On a separate piece of paper, write a conversation similar to the one you heard in 3 about your crime. Then role-play your conversation with a partner or a group.**

- Tell students to work with the same partner as in activities 5 and 6.
- Ask students to write a conversation based on their crime story from activity 6.
- Tell students to use the conversation from activity 3 as an example.
- Tell students to write their conversations on a separate sheet of paper.
- Ask students to practise role-playing their conversations.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their role-plays with the class.
- Ask follow-up questions.
- Give feedback.

**4 Listen again. Circle the answers.**  8-09

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

- d
- b
- d
- c

**Writing**

**5 With a partner, look at the crimes below. Choose one or make up your own crime.**

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to choose one of the crimes from the pictures or make up their own crime.

**Teacher's Note**

**Who Did It?**

As an alternative to activity 7, have students not mention who committed the crime in their conversations. Then have each pair of students share their conversations with the class. After each conversation, have the class try and guess who committed the crime. See who guesses correctly. Remember to ask follow-up questions and give feedback.

**Extra Practice Crime News Reports**

After activity 7, ask students to write news articles based on their crime stories. Tell students to write their news reports alone or with the same partners they already worked with. Tell students to write their news stories in two or three columns and to include a drawing of the crime. That way, their articles will resemble those from a newspaper. Give students enough time to work. When everyone is finished, ask some students to present their news articles to the class. Remember to ask follow-up questions and give feedback.

**Aim:** Create profiles for suspects and victims of a crime

## Video

- 1** Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
- Ask students to look at the pictures.
  - Ask students to write a short summary about what they think will happen in the video.
  - Tell students to write their summaries on a separate sheet of paper.
  - Tell students to talk with a partner.
  - Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 8 video.

- 2** Watch the video. Number the pictures in order.

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right

1, 2, 3

- 3** Watch again. Circle the words you hear.

- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right, top to bottom

conflict, threaten, relevant, adequate, investigating, explosion

- 4** Watch again. Circle true or false.

- Play the video again.
- Ask students to circle the correct answers.
- Replay the video if needed.
- Check students' answers.

### Answer Key

1. false
2. true
3. true
4. false
5. false

# E Project

**Aim** Create profiles for suspects and victims of a crime

## Video

- 1** Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
- 2** Watch the video. Number the pictures in order.



- 3** Watch again. Circle the words you hear.

conflict	resist	threaten	relevant
adequate	investigating	explosion	authority

- 4** Watch again. Circle true or false.

- |   |      |       |
|---|------|-------|
| 1. Rob worked with Alfred on the investigation.             | true | false |
| 2. Clarice's bag was stolen from the classroom.             | true | false |
| 3. Steve has a history of immoral behaviour.                | true | false |
| 4. Giselle told Mikey someone had stolen their volleyballs. | true | false |
| 5. Carlos said that the loud noise came from the corridor.  | true | false |

- 5** Watch again. Fill in the gaps with the words you hear.

1. Mikey, I just talked to Rob, and he told me that you \_\_\_\_\_ the recent case at school.
2. Then \_\_\_\_\_ to the headteacher. He told us that only the band and volleyball clubs were at school during that time, along with some students who were studying in the library.
3. Oh, wait! At around 3.30, Steve said that he \_\_\_\_\_. So, he \_\_\_\_\_ to the school shop for a drink.
4. Rob and I went to the gymnasium and asked the volleyball team \_\_\_\_\_ anything about who \_\_\_\_\_ the crimes that afternoon.
5. Yeah, Tamara \_\_\_\_\_ could find them for her that afternoon. We looked around, but there wasn't anything \_\_\_\_\_.

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- 5** Watch again. Fill in the gaps with the words you hear.

- Play the video again.
- Ask students to write the words they hear in the gaps.
- Replay the video if needed.
- Check students' answers.

### Answer Key

1. finished investigating
2. we talked
3. was thirsty; went
4. whether they knew; had committed
5. asked us if we; relevant

## Teacher's Note

### Guess the Culprit

During activity **2**, stop the video from time to time to ask students what they think will happen next, or who they think committed the crime and why. Discuss the events in the video as a class. Did anybody guess correctly? Remember to ask follow-up questions and give feedback.

6 Find a partner. Then fill in the table to create a profile for each character. Talk about and write down each person's alibi. Then come up with motives, evidence, and reasons why each person may or may not be guilty.

	Alibi	
	Motive	
	Evidence/Reasons	
	Alibi	
	Motive	
	Evidence/Reasons	
	Alibi	
	Motive	
	Evidence/Reasons	

7 Using the information from 6, come up with an alternative ending to the story. Make sure to explain why the three characters from 6 are guilty or innocent. Make sure to explain how Mikey and Rob solved the case. Write your ending in the space provided or on a separate piece of paper.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8 Share your profiles and ending with the rest of the class. Then, as a class, vote on who made the most interesting ending. Explain your reasoning.

The guilty person	
Reason why	

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## 21<sup>st</sup> Century Skills

6 Find a partner. Then fill in the table to create a profile for each character. Talk about and write down each person's alibi. Then come up with motives, evidence, and reasons why each person may or may not be guilty.

- Tell students to find a partner.
- Ask students to discuss and fill in the table with each character's alibi, motive, as well as evidence and reasons for their guilt or innocence.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

7 Using the information from 6, come up with an alternative ending to the story. Make sure to explain why the three characters from 6 are guilty or innocent. Make sure to explain how Mikey and Rob solved the case. Write your ending in the space provided or on a separate piece of paper.

- Tell students to work with the same partner as in activity 6.
- Ask students to come up with an alternative ending to the story from the Unit 8 video.
- Tell students to explain in the ending why the three characters from activity 6 are guilty or innocent.
- Tell students to also explain how Mikey and Rob solved the case.
- Tell students to write their endings in the book or on a separate sheet of paper.
- Check students' work to make sure they're writing correctly.
- Give feedback.

8 Share your profiles and endings with the rest of the class. Then, as a class, vote on who made the most interesting ending. Explain your reasoning.

- Ask students to share their profiles and endings with the class.
- Discuss as a class and vote on who wrote the most interesting ending.
- Ask follow-up questions.
- Give feedback.

### Extra Practice Class Crime Story

After the project, sit with students in a circle. Then as a class, create a crime story. Start by telling students the beginning of the story. For example, "It was a dark and stormy day at school. Everyone was in the auditorium for a special assembly. Suddenly, the assembly was interrupted by a sharp scream from outside." After you tell the first part of the story, ask the student sitting on your right to come up with the next few sentences for the story. Tell that student to make sure to continue the progression of the story, describe a crime, and introduce any characters the student sees fit. After that student is done talking, tell the student to the right of the first student to continue the story. Continue this process until the story comes back to you, or until the story has a decent enough ending. Remember to ask follow-up questions to clarify the story parts that students come up with and give feedback.

## 1 Read and choose the best words to fill in the gaps.

- Ask students to read the passage.
- Ask students to circle the best word for each gap.
- Ask students to write the word in each gap.
- Check students' answers.

### Answer Key

- c, sympathy
- c, constantly
- d, professions
- a, adventurous
- a, earnings
- d, temptation
- c, tropical
- b, independence

## 2 Read and fill in the gaps with the words in the box. One word will not be used.

- Ask students to read the newsletter article.
- Ask students to write the correct word from the box in each gap.
- Check students' answers.

### Answer Key

- forced
- witness
- suspect
- hesitated
- contrasting
- observed
- justice

### Teacher's Note

#### Breaking News Reports

After activity 7, tell students to find a partner. Ask students to come up with a crime and write their own breaking news crime reports. Tell students to use the recording for activities 6 and 7 as an example. Tell students to write their reports on a separate sheet of paper. After everyone is done writing, ask some students to share their reports with the class. Remember to ask follow-up questions and give feedback.

## 1 Read and choose the best words to fill in the gaps.

Ella was always different from the other girls in her school. She was more creative and ambitious. She longed to socialise with interesting new people and travel to faraway places. The teachers in her school didn't have much 1. \_\_\_\_\_ for this way of thinking. They 2. \_\_\_\_\_ told her to study hard so that she could become a lawyer or doctor, or go into one of the other well-paid 3. \_\_\_\_\_. Ella, however, had different ideas.

More than anything else, she wanted to be a painter. She was inspired in this ambition by her aunt Joan, an outgoing and 4. \_\_\_\_\_ woman who was a successful painter. One day, Ella visited her aunt. While Ella was watching her paint, she suddenly said, "Oh, Aunt Joan, I wish I could be a painter like you!" Her aunt looked at her sternly and replied: "Don't wish. If that's what you want to do, make a plan and do it!"

Ella followed her aunt's advice. She went to art college and later started selling her paintings. At first, her 5. \_\_\_\_\_ were barely sufficient to pay for her flat. It was a difficult time and she often had to overcome the 6. \_\_\_\_\_ to quit painting and get a more stable job. After a few years, she started to become well-known. Her paintings became popular and started selling for higher prices. After about 10 years, she had bought a large house in Hawaii, with a beautiful 7. \_\_\_\_\_ garden. By this time, her aunt had passed away, but Ella often thought of her. One day, while sitting in her garden, Ella remembered the advice that her aunt had given her. She said to herself, "If I hadn't followed her advice, I wouldn't have gained all this success and 8. \_\_\_\_\_!"

- |                   |                 |                |                  |
|-------------------|-----------------|----------------|------------------|
| 1. a. popularity  | b. temptation   | c. sympathy    | d. embarrassment |
| 2. a. harshly     | b. kindly       | c. constantly  | d. rarely        |
| 3. a. contexts    | b. honours      | c. compromises | d. professions   |
| 4. a. adventurous | b. absorbed     | c. specific    | d. trivial       |
| 5. a. earnings    | b. temptations  | c. rumours     | d. context       |
| 6. a. tale        | b. blame        | c. observation | d. temptation    |
| 7. a. harsh       | b. reserved     | c. tropical    | d. abstract      |
| 8. a. compromise  | b. independence | c. dialogue    | d. sympathy      |



## 2 Read and fill in the gaps with the words in the box. One word will not be used.

witness   forced   suspect   hesitated   justice   contrasting   recall   observed

### >> Monday 11.00 a.m.

A bike was stolen on Sunday night from outside the halls of residence. The lock was 1. \_\_\_\_\_ open and the bike was taken some time between 6.20 p.m. and 8.00 p.m. One potential 2. \_\_\_\_\_ said he saw a man of medium height, aged 20 to 30, wearing a blue hoodie, slowly walking around the campus around 7 p.m. At the moment, police 3. \_\_\_\_\_ this man to be the thief and are urging him to come in for questioning.

### >> Wednesday 2.25 p.m.

Update: Police have found the suspect and have charged him with three counts of theft. The suspect (who cannot be named) 4. \_\_\_\_\_ under police questioning, and in three separate police interviews he gave 5. \_\_\_\_\_ stories about why he was on the campus. He was also 6. \_\_\_\_\_ later that weekend trying to sell a bike at the local flea market.

### >> Friday 10.00 a.m.

Update: The university president announced that there would be an upgrade in campus security following last weekend's bike theft. Students and staff will now be required to show ID cards when entering campus, and CCTV cameras will also be installed. He said that these measures would create a safer campus environment and ensure that any criminals would face 7. \_\_\_\_\_ for their misdeeds.

### Teacher's Note

#### Emotion and Reported Speech

Explain to students that more descriptive verbs, rather than *say* and *tell*, can be used to give a better sense of the speaker's emotion when using reported speech. Tell students to use verbs such as *whisper*, *murmur*, *gargle*, *scream*, *shout*, *retort*, *mumble*, *snap*, *command*, *suggest*, *exclaim*, and so on to give a better sense of the original speaker's emotion. Make sure students understand when and how to use such verbs. Below are some examples.

Whisper	Say	Scream
babble	add	blare
gargle	announce	blurt out
grumble	answer	holler
gurgle	assert	howl
hiss	claim	retort
moan	convey	roar
mumble	declare	screech
murmur	express	shout
ramble	mention	shriek
stutter	reply	wail

**3 Answer the questions with full sentences using the same conditional form.**

- If you hadn't started to study English, which other language would you have chosen?  
\_\_\_\_\_
- If you'd had more free time when you were younger, what would you have done?  
\_\_\_\_\_
- What do you wish you hadn't done in the past?  
\_\_\_\_\_
- What do you wish you had done in the past?  
\_\_\_\_\_
- If you had done that, how would your life be different now?  
\_\_\_\_\_



**4 Fill in the gaps in the table.**

Direct Speech	Indirect Speech
He said, "I'm not your teacher."	1. _____
She said, 2. "_____."	She told me she was working at that time.
John said, "I have eaten four times today!"	3. _____
They said, 4. "_____."	They told me they would go home on the following day.
I said, "I will be working until 7 p.m. on Thursday."	5. _____

**5 Listen and circle true, false, or doesn't say.** R4-01

- Most of the things that Ritchie regrets have happened recently. true false doesn't say
- Ritchie missed the bus, but he still got to the interview on time. true false doesn't say
- He thinks that if he'd got to the interview earlier, the manager wouldn't have been in a bad mood. true false doesn't say
- Ritchie thought the interview finished slightly earlier than he expected. true false doesn't say
- Even though the interview didn't go well, Ritchie thinks he will probably get the job. true false doesn't say

**6 Listen and circle the answers.** R4-02

- The news report is about \_\_\_\_\_.
  - a rise in crime in the local area
  - how the police usually catch criminals
  - the latest in a string of bank robberies
  - advances in bank security
- Detective Adams wishes that \_\_\_\_\_.
  - they could identify the suspect
  - they had some CCTV footage of the robbery
  - he could link Mr Allanson to other robberies
  - they had caught him earlier
- The police want members of the public to \_\_\_\_\_.
  - approach the suspect if they see him
  - send footage of the robber to them
  - call the police if they encounter the suspect
  - identify the thief from CCTV footage
- Police were able to identify the man because \_\_\_\_\_.
  - of his fake beard
  - a video camera filmed him
  - he robbed many banks
  - he left his wallet at the bank

**7 Listen again and circle who you think is the bank robber according to the description.**

R4-02



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**3 Answer the questions with full sentences using the same conditional form.**

- Ask students to read the questions.
- Ask students to write their answer on each line using the same conditional form.
- Check students' answers.

**Answer Key**

*Possible Answers*

- If I hadn't started to study English, I would have chosen Swedish.
- If I'd had more free time when I was younger, I would have joined a band.
- I wish I hadn't bullied my brother when I was a kid.
- I wish I had studied maths harder in primary school.
- If I had done that, I would have better maths marks now.

**4 Fill in the gaps in the table.**

- Ask students to read the sentences in the table.
- Ask students to write the direct speech or indirect speech forms of the given sentences on the lines.
- Check students' answers.

**Answer Key**

- He told me he wasn't my / our teacher.
- I'm working right now.
- John told me he had eaten four times that day.
- We will go home tomorrow.
- I told you I would be working until 7 p.m. on Thursday.

**5 Listen and circle true, false, or doesn't say.** R4-01

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

- doesn't say
- false
- true
- doesn't say
- false

**6 Listen and circle the answers.** R4-02

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

- c
- c
- d
- b

**7 Listen again and circle who you think is the bank robber according to the description.** R4-02

- Listen to the audio.
- Ask students to circle who they think the bank robber is based on the description.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**



# UNIT 9

# EAT UP!

This unit will give students the ability to talk about different foods and the feelings and memories associated with them using the subjunctive mood and determiners. Students will also be able to write a meal review and create a menu.

Scan the QR code to download the Unit 9 audio.

## WHAT YOU WILL DO IN THIS UNIT

### Unit 9 AIMS

- Lesson A: Read about a chef's inspiration and influences
- Lesson B: Listen to people talk about their relationship with food
- Lesson C: Talk about your relationship with specific foods and recipes
- Lesson D: Write a review of a meal
- Lesson E: Create a menu for your restaurant

### Target Skills

- Lesson A: Reading
- Lesson B: Listening
- Lesson C: Speaking
- Lesson D: Writing
- Lesson E: Project

### Target Vocabulary

Lesson A	Lesson B
affection destiny enthusiasm loaf passion remind reveal ultimate	dairy mint pancakes rich spice starving substitute texture
Lesson C	Lesson D
chaos combine evoke feast pan pudding roughly superb	bun full hot (spicy) mild portion promising theme well-balanced

### Key Grammar

#### subjunctive mood

The subjunctive mood is used to explore a hypothetical situation—things that could or should happen. It's used to express wishes, hopes, commands, demands, or suggestions.

**UNIT 9 EAT UP!**

Scan for Audio

**WHAT YOU WILL DO IN THIS UNIT**

- A Reading** Read about a chef's inspiration and influences
- B Listening** Listen to people talk about their relationship with food
- C Speaking** Talk about your relationship with specific foods and recipes
- D Writing** Write a review of a meal
- E Project** Create a menu for your restaurant

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Normal Form	Normal Example	Subjunctive Form	Subjunctive Example
<i>am, are, is</i>	I <i>am</i> available.	<i>be</i>	It's crucial that I <i>be</i> available.
<i>has</i>	He <i>has</i> his lunch break.	<i>have</i>	I requested that he <i>have</i> his lunch break.
<i>was</i>	She <i>was</i> my boss.	<i>were</i>	I wish she <i>were</i> my boss.
<i>prepares, makes, etc.</i>	The cook <i>makes</i> her own pasta.	<i>prepare, make, etc.</i>	The cook insisted that she <i>make</i> her own pasta.



Look at the photos and answer the questions.

1. What story do the pictures tell?
2. Do you think being a chef is a difficult job? Why or why not?
3. What are your favourite foods? Can you make them yourself?
4. What makes an amazing dining experience?

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## Unit 9 Discussion

Look at the photos and answer the questions.

- Ask students to look at the Unit 9 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

### Extra Practice More Discussion

Ask more questions about food.

#### Ex.

Describe the best meal you have ever had. What was so good about it?

Do you like cooking? If yes, then what can you cook well? If no, then why don't you like it?

What is your favourite food to eat when you are stressed out? Why do you think you go for that food?

## determiners

A determiner is a word that introduces a noun. It comes before a noun or before an adjective that comes before a noun. Articles, demonstratives, possessives, and quantifiers are different types of determiner.

Form / Usage	Example
<b>articles:</b> <i>The</i> is used in front of a specific noun. <i>A</i> and <i>an</i> are used for general reference.	A: I'm so thirsty. Can I have a soda? B: Sure, just grab <i>the</i> bottle of cola in <i>the</i> refrigerator.
<b>demonstratives:</b> <i>This</i> and <i>these</i> refer to items nearby; <i>that</i> and <i>those</i> refer to items far away.	A: Is <i>this</i> the book you were talking about? B: No, it's <i>that</i> book over there.
<b>possessives:</b> <i>My</i> , <i>your</i> , <i>whose</i> , <i>his</i> , etc. show ownership.	A: Is this <i>my</i> coffee or yours? B: Oh, that's mine. Can you pass it here, please?
<b>quantifiers:</b> <i>A lot of</i> , <i>not many</i> , <i>a few</i> , etc. indicate the quantity of a noun discussed.	There are <i>a lot of</i> Koreans in my class, but <i>not many</i> Americans.

# Lesson A Reading

Aim: Read about a chef's inspiration and influences

## Vocabulary

### 1 Listen and number. 9-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

5. passion
4. reveal
2. enthusiasm
1. destiny
3. loaf
8. ultimate
7. affection
6. remind

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

#### Answer Key

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

## Pre-reading

### 3 Look at the pictures. Do you recognise any of the foods? Below each photo, write three descriptive words. Think about the taste, texture, and smell of the food. How does eating it make you feel?

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to write three descriptive words about each of the foods.
- Tell students to discuss the taste, texture, and smell of the foods, and how they feel when they eat them.
- Check students' conversations to make sure they're speaking properly.
- Ask students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

# A Reading

**Aim** Read about a chef's inspiration and influences

## Vocabulary

### 1 Listen and number. 9-01

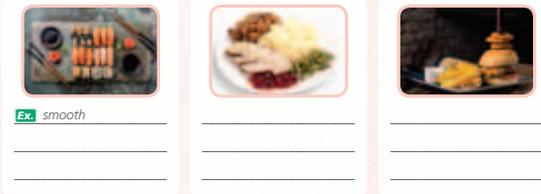


### 2 Match the words with the definitions.

- |                 |  |
|-----------------|--|
| 1. ultimate •   | • a. an extreme interest in doing an activity, hobby, field of study, etc. |
| 2. remind •     | • b. bread shaped and baked in a single piece                              |
| 3. reveal •     | • c. things believed to be happening in someone's future                   |
| 4. enthusiasm • | • d. a liking for a person, place, or thing                                |
| 5. passion •    | • e. the best achievable or imaginable                                     |
| 6. destiny •    | • f. to show something that had been kept secret                           |
| 7. loaf •       | • g. to show a lot of interest in an activity or subject                   |
| 8. affection •  | • h. to make someone think of something from the past                      |

## Pre-reading

### 3 Look at the pictures. Do you recognise any of the foods? Below each photo, write three descriptive words. Think about the taste, texture, and smell of the food. How does eating it make you feel?



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## Teacher's Note

### Descriptive Words for Food

Explain some vocabulary for describing the taste, texture, and cooking method of food. Make sure students understand what each item means. Below is a list of some common words for describing food.

Taste	Texture	Cooking Method
acidic	airy	baked
bittersweet	buttery	blackened
citrusy	chewy	blanched
cooling	creamy	braised
earthy	crispy	breaded
fiery	crumbly	broiled
full-bodied	crusty	caramelised
herbal	delicate	charred
honeyed	doughy	fermented
robust	fizzy	glazed
sharp	flaky	infused
smoky	fluffy	marinated
tangy	gooey	poached
tart	silky	roasted
woody	sticky	sautéed
yeasty	tender	smoked
zesty	velvety	whipped

**4 Read the article.** 9-02

**WHY I SERVE: A CHEF'S JOURNEY**



[a] My name is Gordo Rammy, and I'm known as the Holistic Chef. I earned this nickname because when I'm cooking, I treat each recipe as a whole experience. Dishes may be made from many separate ingredients, but for me, cooking has always been about more than just throwing things together and heating them up. Food preparation is my passion, and I want to inspire others with my recipes. I want my customers to feel the same joy I have cooking while they're eating. To make someone have a delightful experience through eating—that is my ultimate goal.

**NOTE**  
Plate used as a verb means to place the food in an artful way onto the plate.

[b] My affection for all things culinary was born in my grandmother's kitchen. For as long as I can remember, I've considered preparing food to be my destiny. My parents were both very busy trying to build their careers, so I spent a lot of time at my grandmother's house. This isn't a complaint; I feel very fortunate that I got to grow up in her kitchen, surrounded by the sights, smells, and tastes of incredible, homemade dishes.

[c] The kitchen was the place where my family's happiest memories were made. No matter what kind of day it had been, we always managed to gather around the dinner table. Grandma always let me help her prepare the meals, and I would chop, slice, and stir with enthusiasm. I also insisted that I be the one to plate the food. I wanted to do my part to contribute to the warmth and feeling of family that we all experienced at dinner time. I still remember how excited I was to see the looks on my parents' faces as I revealed each plate of food.

[d] If we have time later, I'd like to share with you a favourite recipe of mine called Grandma's Loaf. Even though I'm older now, this simple recipe always reminds me of Grandma's kitchen. I love making it because it makes me feel as if I were right back there with her. This classic loaf is a tasty crowd-pleaser; not only does it leave you with a warm, full feeling in your stomach but it also fills your heart with warmth.

[e] Being a chef has been more than just a job to me—it's been a dream come true. I'm so grateful. Every day I get to wake up and go to a job that is all about bringing other people joy. I ask you to take a moment before you begin your next cooking adventure to think about what you're thankful for in your everyday life.

**NOTE**  
Homemade means made at home rather than bought in a shop.

**Comprehension**

**5 Circle the answers.**

- What is the main purpose of the article?
  - to persuade readers to become chefs
  - to explain why the writer became a chef
  - to convince readers to be thankful
  - to promote the writer's recipes
- What is NOT true about Gordo?
  - He has a lot of enthusiasm for his job.
  - Cooking reminds him of good feelings he had as a child.
  - He was very close to his parents growing up.
  - He has an affection for the recipe called Grandma's Loaf.
- Why was Gordo's grandma such a big influence on his career?
  - She made him cook for his parents.
  - She was always excited when he revealed the plates.
  - She introduced him to amazing homemade dishes.
  - She would often come to Gordo's house and cook with him.
- What's NOT a description of Grandma's Loaf?
  - easy to make
  - classic
  - ultimate
  - tasty
- What's the best alternative title to this piece?
  - My Favourite Recipe
  - What's Cooking: My Grandma and Me
  - The Greatest Chef I Know
  - How to Control the Kitchen

**6 Match the summary statements to the correct paragraph.**

- Gordo is glad he achieved his ultimate goal of becoming a chef. [a] [b] [c] [d] [e]
- Growing up, his family didn't have a lot of time together. [a] [b] [c] [d] [e]
- Some recipes make him think of old times. [a] [b] [c] [d] [e]
- Gordo cooks because he wants to pass his happiness along with his cooking. [a] [b] [c] [d] [e]
- It was fun for Gordo to create nice-looking food and show it to his family. [a] [b] [c] [d] [e]

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**4 Read the article.** 9-02

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the article aloud.
- Replay the audio if needed.

**Comprehension**

**5 Circle the answers.**

- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

- b
- c
- c
- c
- b

**6 Match the summary statements to the correct paragraph.**

- Ask students to read the summary statements.
- Ask students to circle the letter for the paragraph that each summary statement matches.
- Check students' answers.

**Answer Key**

- e
- b
- d
- a
- c

**Extra Practice Comfort Foods**

Explain to students that a comfort food is a food that provides comfort or a feeling of well-being, typically anything with a high sugar or other carbohydrate content and associated with childhood or home cooking. Then discuss some of your comfort foods and how they make you feel. After that, tell students to get into groups of three or four. Ask each student in each group to come up with a list of their top five comfort foods. Then have students discuss what those comfort foods consist of, when they usually eat them, and how they make them feel. Give students enough time to discuss the topic. When everyone is finished working, ask each group to present their comfort foods to the class. See how much overlap, if any, there is. Remember to ask follow-up questions and give feedback.

## Lesson B Listening

Aim: Listen to people talk about their relationship with food

### Vocabulary

#### 1 Listen and number. 9-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

- rich
- dairy
- substitute
- spice
- starving
- texture
- pancakes
- mint

- Practise again. Point at different pictures and ask students to say the words.

#### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

#### Answer Key

- starving
- mint
- rich
- texture
- spice
- pancakes
- substitute
- dairy

### Authentic Conversation

#### 3 Talk with a partner. Change the conversation to match your own memories about food and practise again.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about their own memories about food.

#### 4 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

## B Listening

Aim Listen to people talk about their relationship with food

### Vocabulary

#### 1 Listen and number. 9-03



#### 2 Fill in the gaps with the best vocabulary words.

- Sherry hasn't eaten all day; she must be \_\_\_\_\_.
- This salad tastes so refreshing. Did you add fresh \_\_\_\_\_ to it?
- Don't use so much cream; your icing will be too \_\_\_\_\_.
- I don't like the \_\_\_\_\_ of this cake. I think I added too much milk; it's soggy.
- There's too much \_\_\_\_\_ in this taco. It's really strong.
- I think I'll make \_\_\_\_\_ for breakfast. Do you want yours with fruit or syrup?
- There's really no good \_\_\_\_\_ for water. It's an important part of everyone's diet.
- I have an allergy to milk, so I can't have any \_\_\_\_\_ products.

### Authentic Conversation

#### 3 Talk with a partner. Change the conversation to match your own memories about food and practise again.

**NOTE**  
To make something from scratch means to make it using only base ingredients.

Try some of my pancakes, Anita. Please! I insist.

Thanks! I made them from scratch.

Thanks, Gordo. These are delicious!

They really remind me of my grandmother. She always made everything from scratch. My favourite was her "ultimate dessert drinks". What I wouldn't give for one of her rich, creamy, mint-flavoured smoothies...

Yeah. Food is a great link to the past. The scents and textures of different foods always stir up memories for me, too.

**NOTE**  
A smoothie is a thick, cold drink usually made from dairy products that are mixed with other ingredients to create different flavours.

#### 4 Discuss with a partner.

- Which dish most reminds you of your childhood? Why?
- Are there any dishes that have special meaning to you?
- Does your family usually make dishes from scratch? Or do they prefer to buy ready-made food?

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### Teacher's Note

#### Links to the Past

Explain to students how different things remind people of the past. Talk about some of the things that remind you of the past and why they do so. Then ask students to come up with a list of five things that remind them of their childhood. Tell students these things can be anything besides food. Give students enough time to work. Then ask some students to share their lists with the class. Tell students to explain why their items remind them of the past as well as what aspects of the past they are reminded of. Remember to ask follow-up questions and give feedback.

## Grammar

### 6 Look at the table.

Subjunctive Mood			
The subjunctive mood is used to explore a hypothetical situation—things that could or should happen. It's used to express wishes, hopes, commands, demands, and suggestions.			
Normal Form	Normal Example	Subjunctive Form	Subjunctive Example
<i>am, are, is</i>	I <b>am</b> available. You <b>are</b> on time.	<i>be</i>	It's crucial that I <b>be</b> available to serve dinner. I ask that you <b>be</b> here on time for lunch.
<i>has</i>	She <b>has</b> soup.	<i>have</i>	I ask that she <b>have</b> a bowl of soup.
<i>was</i>	I <b>was</b> free. She <b>was</b> here.	<i>were</i>	If I <b>were</b> free, I'd go to lunch. I wish she <b>were</b> here.
<i>prepares, makes, etc.</i>	The chef <b>prepares</b> her dish. You <b>give</b> me the recipe.	<i>prepare, make, etc.</i>	The chef insisted that she <b>prepare</b> her dish. I demand that you <b>give</b> me the recipe.

### 6 Circle the correct verbs to create subjunctive mood sentences.

- Gordo requested I help / helps / helping him find the recipe.
- Kim insisted I am / be / are here to decorate for the party next week.
- If the chef was / wishes / were here, he'd tell you not to add so much spice!
- It's better that the soup has / have / had more vegetables.
- It's essential that she be / is / are here next Saturday.
- I suggest she sing / sings / sang the song about pancakes.



## Listen Up

### 7 Listen and circle the answers. 9-04

- What is the purpose of the podcast?
  - to explain how Gordo's grandma influenced him
  - to encourage listeners to be thankful
  - to instruct listeners on how to make Grandma's loaf
  - to persuade listeners to visit Gordo's restaurant
- What did Gordo mean when he said "take a moment"?
  - to make time for reflection
  - to take a break from cooking
  - to write down the time
  - to get ready to take notes
- Which statement is NOT true according to the talk?
  - You can substitute oil for milk in this recipe.
  - You should set aside the bowl with yeast in a warm place.
  - You can find Grandma's Loaf recipe online.
  - You can change the flavour for this recipe easily.
- Which sentence is an example of the subjunctive mood?
  - Step one, get out two mixing bowls.
  - If you're allergic to dairy, I suggest oil be substituted in instead.
  - This is the part I like best.
  - Now if you'll excuse me, I'm starving!

### 8 Listen again. Write (✓) if the fact is correct and (X) if it is wrong. 9-04

- Gordon reveals the Ultimate Loaf recipe during the podcast. \_\_\_\_\_
- Gordo believes cooking food is mostly about making enough to eat. \_\_\_\_\_
- Knead the dough, and then add the yeast. \_\_\_\_\_
- Bread can be made with various combinations of ingredients. \_\_\_\_\_
- Heat the oven for 30-40 minutes, and then pop in the mix. \_\_\_\_\_

### 9 Talk with a partner. Ask about their favourite dish and how it's cooked.

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## Grammar

### 5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

### 6 Circle the correct verbs to create subjunctive mood sentences.

- Ask students to read the sentences.
- Ask students to circle the correct verb to create a subjunctive mood sentence.
- Check students' answers.

#### Answer Key

- help
- be
- were
- have
- be
- sing

## Listen Up

### 7 Listen and circle the answers. 9-04

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

#### Answer Key

- b
- a
- c
- b

### 8 Listen again. Write (✓) if the fact is correct or (X) if it is wrong. 9-04

- Listen to the audio.
- Ask students to put a tick in each gap if the fact is correct, or a cross if it is wrong.
- Replay the audio if needed.
- Check students' answers.

#### Answer Key

- X
- X
- X
- ✓
- X

### 9 Talk with a partner. Ask about their favourite dish and how it's cooked.

- Tell students to find a partner.
- Ask students to discuss their favourite dishes and how they are prepared.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

#### Extra Practice Recipes

After activity 9, ask students to write and talk about the recipes for the dishes they talked about. Tell students to research online if needed. Tell students to write their recipes on a separate sheet of paper. Give students time to write and practise saying their recipes to their partners. When everyone is finished working, ask some students to share their recipes with the class. Remember to ask follow-up questions and give feedback.

# Lesson C Speaking

**Aim:** Talk about your relationship with specific foods and recipes

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear. 9-05

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word under the correct picture.

### Answer Key

1. feast
2. combine
3. pan
4. roughly
5. pudding
6. evoke
7. chaos
8. superb

- Practise again. Point at different pictures and ask students to say the words.

2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

### Answer Key

1. combine
2. pudding
3. evoke
4. pan
5. chaos
6. superb
7. feast
8. roughly

## Authentic Conversation

3 Listen and fill in the gaps with the words you hear. 9-06

- Listen to the audio.
- Ask students to write the word / phrase they hear in each gap.
- Replay the audio if needed.
- Check students' answers.

### Answer Key

1. celebrating
2. evokes
3. pudding
4. smelling
5. at ease

# C Speaking

**Aim** Talk about your relationship with specific foods and recipes

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear. 9-05

roughly pudding	pan combine	evoke feast	superb chaos
1.	2.	3.	4.
5.	6.	7.	8.

2 Fill in the gaps with the best vocabulary words.

1. Next, \_\_\_\_\_ all your dry ingredients in a bowl and mix.
2. I don't like \_\_\_\_\_ because of the way it tastes and feels in my mouth. It's too soft and too sweet.
3. If you want to \_\_\_\_\_ a strong emotional response, you need to cook with passion.
4. Who left this dirty \_\_\_\_\_ here? I thought I told you to do the dishes!
5. When everyone arrives for dinner, it's total \_\_\_\_\_. There are people everywhere!
6. I thought the chicken casserole tasted \_\_\_\_\_. I want another plate.
7. We make a massive \_\_\_\_\_ every year to celebrate the holidays.
8. Do you think this turkey is \_\_\_\_\_ the same size as the one from last year?

## Authentic Conversation

3 Listen and fill in the gaps with the words you hear. 9-06

Hey, Gerry. How's it going? We just finished 1. \_\_\_\_\_ Chuseok last week. It's one of my favourite times of the year.

Oh, nice. It's nearly Thanksgiving over here in the US. The holiday season here always 2. \_\_\_\_\_ so many emotions.

Yeah. For me, traditional foods evoke a lot of feelings and memories. I always think about my grandfather's funny stories whenever I have homemade rice 3. \_\_\_\_\_. It was our favourite snack to eat together on Chuseok.

I know what you mean. Thanksgiving is always a time to relax, so 4. \_\_\_\_\_ turkey roasting in the oven makes me feel 5. \_\_\_\_\_. Like I don't have a care in the world!

4 Discuss special foods in your country with a partner. Use the feeling descriptors in the box to talk about the emotions the foods evoke.

**Feeling descriptors**

- excited
- joyful
- memorable
- impressed
- jealous
- adored
- satisfied
- disgusted

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4 Discuss special foods in your country with a partner. Use the feeling descriptors in the box to talk about the emotions the foods evoke.

- Tell students to find a partner.
- Ask students to take turns discussing special foods from their country and the feelings that those foods evoke.
- Tell students to use the descriptors from the box.
- Tell students to use the conversation in activity 3 as an example.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

## Teacher's Note

### More Feeling Descriptors

Explain some other feeling descriptors to students, such as *delighted, overjoyed, ecstatic, jubilant, lousy, dissatisfied, miserable, repugnant, abominable, neutral, disinterested, heartbroken, offended, appalled*, and so on. Make sure students understand when and how to use them.

## Grammar

### 5 Look at the table.

Determiners	
A determiner is a word that introduces a noun. It comes before a noun or before an adjective used in front of a noun.	
Determiner	Usage
articles: <i>the, a, an</i>	Determiners are optional for plural nouns and noun phrases. <i>The</i> is used in front of a specific noun. <i>A</i> and <i>an</i> are used for general reference.
demonstratives: <i>this, that, those, these</i>	<i>This</i> and <i>these</i> refer to items nearby; <i>that</i> and <i>those</i> refer to items far away. <i>This</i> and <i>that</i> are singular; <i>these</i> and <i>those</i> are plural.
possessives: <i>my, your, whose, his, etc.</i>	Possessives show ownership.
quantifiers: <i>all, some, many, any, etc.</i>	Quantifiers indicate how much or little of a noun is being discussed. <i>All</i> can be used with other determiners to talk about a specific noun (ex. <i>all the cake</i> ) or can be used to talk more generally (ex. <i>all cake</i> ).

### 6 Circle the correct determiners.

- Could you bring me this / that / those pans?
- What do you mean there aren't all / any / those cheeseburgers left over from last night?
- She gave her secret recipe to any / her / whose sister.
- Look here! Those / That / Some are all my favourite dishes!
- Sure, you can have that / any / some of my butter cake.

### 7 Read the menu. Circle the determiners.

Gordo's Ultimate Pudding Menu		
Savoury Bread and Cheese	Sweet Mint Chocolate Chip	Chaos Mix
This unique dish is baked with a rich and creamy soft cheese. Four slices of bread are baked to perfection and combined with milk and spices. Served with a delicious sauce made from three cheeses melted together.	A magnificent snack, dripping with chocolatey goodness, this sugary dessert is great for satisfying your sweet tooth. Enjoy a light, smooth texture and a crunchy, pie-like crust. It'll have you saying, "Now that's a dessert!"	Get ready to enjoy an explosion of flavour in your mouth. The unique combination of sweet and savoury will have you asking, "What's that ingredient?" with every bite. It's served with a mystery sauce: your choice of red or green.
Customer Reviews		
"Gordo's three-cheese sauce was so tangy; the cheese had a strong flavour. It reminded me of eating street food in Italy."	"Gordo's food always makes me feel great! I could eat the sweet mint chip at any time of the day: breakfast, lunch, or dinner."	"The Chaos Mix was terrible! I've never felt so disgusted in my life. Simply put, there were too many flavours."

### 8 Using the chart below, create a dish.

Name of my dish: \_\_\_\_\_

My dish is: savoury / sweet      It evokes feelings of: \_\_\_\_\_

Description: \_\_\_\_\_

Where I got my inspiration to create this dish: \_\_\_\_\_

**NOTE**  
Some sources of inspiration could be a family member, a celebrity, a favourite flavour, a colour, etc. Inspiration can come from anywhere and everywhere!

## Speak Up

### 9 Choose a partner. Tell your partner about your dish. Talk about why it's important to you and how it makes you feel.

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## Grammar

### 5 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
  - Ask students if they know what kind of grammar point is being highlighted.

### 6 Circle the correct determiners.

- Ask students to read the sentences.
- Ask students to circle the correct determiners.
- Check students' answers.

## Answer Key

- those
- any
- her
- Those
- some

### 7 Read the menu. Circle the determiners.

- Ask students to read the menu.
- Ask students to circle the determiners.
- Check students' answers.

## Answer Key

Gordo's Ultimate Pudding Menu		
Savoury Bread and Cheese	Sweet Mint Chocolate Chip	Chaos Mix
<b>This</b> unique dish is baked with <b>a</b> rich and creamy soft cheese. Four slices of bread are baked to perfection and combined with milk and spices. Served with <b>a</b> delicious sauce made from three cheeses melted together.	<b>A</b> magnificent snack, dripping with chocolatey goodness, <b>this</b> sugary dessert is great for satisfying <b>your</b> sweet tooth. Enjoy <b>a</b> light, smooth texture and a crunchy, pie-like crust. It'll have you saying, "Now <b>that's</b> <b>a</b> dessert!"	Get ready to enjoy <b>an</b> explosion of flavour in <b>your</b> mouth. <b>The</b> unique combination of sweet and savoury will have you asking, "What's <b>that</b> ingredient?" with <b>every</b> bite. It's served with <b>a</b> mystery sauce: <b>your</b> choice of red or green.
Customer Reviews		
"Gordo's three-cheese sauce was so tangy; <b>the</b> cheese had <b>a</b> strong flavour. It reminded me of eating street food in Italy."	"Gordo's food always makes me feel great! I could eat <b>the</b> sweet mint chip at <b>any</b> time of <b>the</b> day: breakfast, lunch, or dinner."	" <b>The</b> Chaos Mix was terrible! I've never felt so disgusted in <b>my</b> life. Simply put, there were too <b>many</b> flavours."

### 8 Using the chart below, create a dish.

- Ask students to create a dish.
- Ask students to fill in the chart to help create their dishes.
- Tell students to write in the book or on a separate sheet of paper.
- Check students' work to make sure they're writing correctly.
- Give feedback.

## Speak Up

### 9 Choose a partner. Tell your partner about your dish. Talk about why it's important to you and how it makes you feel.

- Tell students to find a partner.
- Ask students to take turns discussing their dishes from activity 8.
- Ask students to talk about why their dishes are important to them and how they make them feel.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.

## Extra Practice Cookbooks

Tell students to get into groups of four. Ask each group to create a cookbook based on the dishes they came up with in activity 8. Ask each student to write out the recipe for their dish. Tell them to include a picture of their dish. Ask students to write a short paragraph under, or above, the recipe about where the inspiration for the dish came from and how the dish makes them feel. After each student has finished, staple all the papers from their group together to create a cookbook. Ask students to also create a cover for their cookbook. When everyone is finished working, ask each group to present their cookbook to the class. Remember to ask follow-up questions and give feedback.

Aim: Write a review of a meal

## Vocabulary

### 1 Listen and number. 9-07

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

### Answer Key

From left to right, top to bottom

- well-balanced
- portion
- bun
- hot (spicy)
- mild
- theme
- promising
- full

- Practise again. Point at different pictures and ask students to say the words.

### 2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word with the correct definition.
- Check students' answers.

### Answer Key

- e
- a
- h
- g
- b
- c
- d
- f

## Writing Guide

### 3 Read about descriptive writing. Then complete the activity.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of writing point is being highlighted.
- Ask students to write some descriptive words for each of the five senses.
- Ask students if they would like to share their descriptive words with the class.
- Give feedback.

# D Writing

Aim Write a review of a meal

## Vocabulary

### 1 Listen and number. 9-07



### 2 Match the words with the definitions.

- |                  |   |   |
|------------------|---|---|
| 1. theme         | • | a. containing a lot of strong spice that burns your mouth when you eat it |
| 2. hot           | • | b. the amount of food served or the amount suitable to feed one person    |
| 3. bun           | • | c. a flavour which is not very strong                                     |
| 4. full          | • | d. having all the different food types a body needs                       |
| 5. portion       | • | e. a main subject or idea of something like a film, book, room, etc.      |
| 6. mild          | • | f. seems likely to be good in the future                                  |
| 7. well-balanced | • | g. the feeling of having eaten enough                                     |
| 8. promising     | • | h. a small round bread  |

## Writing Guide

### 3 Read about descriptive writing. Then complete the activity.

**Show, Don't Tell**

Descriptive writing is about evoking the same experience in your reader as you had in the moment. That might seem difficult, but luckily, there are five great ways to do this. Describe things using your five senses.

The Five Senses				
Sight	Sound	Touch	Taste	Smell
The egg was as <i>white as snow</i> , with a <i>big yellow circle</i> in the middle.				
I heard it fall into the pan with a <i>splat</i> , and it began to <i>hiss</i> and <i>sizzle</i> as it cooked through.				
The egg shell felt <i>thin</i> , <i>smooth</i> , and <i>hard</i> .				
It tasted of the <i>herbs</i> and <i>spices</i> I'd added—mint and salt.				
As I finished my meal, the smell of <i>frying oil</i> still hung in the air.				

One other aspect to keep in mind when writing is what feelings or emotions the food evokes in you. "Frying eggs always reminds me of a *lazy Saturday morning*."

**Activity: Think of some descriptive words for each of the five senses.**

large	hiss	smooth	bitter	fruity



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## Teacher's Note

### Similes and Metaphors for Descriptive Writing

Explain similes and metaphors to students and how they can be used to great effect when writing a descriptive review or essay. Tell students that similes are basically comparisons that use the words *like* or *as* while metaphors do not. Give some examples of each to students. Then ask students to each come up with and write down four of their own, two similes and two metaphors. When students are done writing, ask some students to share their similes and metaphors with the class. Remember to ask follow-up questions and give feedback.

### Ex.

#### Similes:

The ice cream was as fluffy as a cloud.  
The pizza crust was hard like a rock.

#### Metaphors:

The food at Mario's Kitchen was a dream.  
This drink is disgusting. It's pure sewer water.

**4 Read the customer experience. Fill in the gaps with the words in the box.**

mild   portion   well-balanced   promising   bun   theme   full   hot



I'd never heard of a restaurant with a 1. \_\_\_\_\_ before; that's why I decided to go to the casual-dining restaurant Toast on Bayswater Road. It was in a charming building, with red brick walls and bright yellow tables. After ordering from a cheerful, neatly dressed employee, I waited at the counter for my food. While I waited, I could hear the cooks laughing and joking in the kitchen; it seemed like a great place to work, and the made-to-order food smelled wonderful!

My mouth was watering when my "Ultimate Bread Basket" was finally ready. I'd chosen it mainly because each 2. \_\_\_\_\_ had been baked in the shape of a different animal. I ordered it with a side of "You Deserve Butter". This was a plate of different, brightly coloured, flavoured butters from around the world. I was most looking forward to the red, Mexican spicy butter. However, it turned out that that butter wasn't very 3. \_\_\_\_\_ at all! There was hardly any spice in it. The 4. \_\_\_\_\_ flavour was not as exciting as I'd hoped it would be. In fact, all of the butters were quite bland.

I'm glad my drink, the "Smart Smoothie," was just the right 5. \_\_\_\_\_ size. It was bright green, sweet, and extra tasty. Overall, though, it wasn't a very 6. \_\_\_\_\_ meal because there was no meat or beans included. So, while initially, the restaurant looked 7. \_\_\_\_\_, and the dishes' names were clever, my experience there was pretty disappointing. For one thing, they just tried to combine too many different ingredients and types of cuisine—it was a bit chaotic. Additionally, I left the restaurant feeling too 8. \_\_\_\_\_ from the giant bread basket. I give this dining experience a two-star rating.

**Writing**

**5 Look at the pictures and read the descriptions. Choose one of the dishes and a drink. On a separate piece of paper, write your own descriptive review of the meal.**

**Chicken Chilli with Tortilla Chips**



**Main dish:** chicken, vegetables, hot spices, tomatoes, beans, sour cream  
**Side dish:** tortilla chips

**Handmade Veggie Burger & Chips**



**Main dish:** bun, bean burger, lettuce, tomato, cheese  
**Side dish:** chips

**White Fish with Salad**



**Main dish:** sea bass fried in butter  
**Side dish:** salad

**Float**



cola, ice cream

**Milkshake**



chocolate, bananas, milk

**Smoothie**



carrots, mint

**6 Work with a partner to come up with some clever names for the dishes. Then share your ideas with the class.**

**Writing**

**5 Look at the pictures and read the descriptions. Choose one of the dishes and a drink. On a separate piece of paper, write your own descriptive review of the meal.**

- Ask students to look at the pictures and read the descriptions.
- Ask students to choose a dish and a drink from the pictures.
- Ask students to write a review of the dish and drink they chose.
- Tell students to use the review in activity 4 as an example.
- Tell students to write their reviews on a separate sheet of paper.
- Check students' reviews to make sure they're writing correctly.
- Ask some students to share their reviews with the class.
- Ask follow-up questions.
- Give feedback.

**6 Work with a partner to come up with some clever names for the dishes. Then share your ideas with the class.**

- Tell students to find a partner.
- Ask students to come up with clever names for the dishes and drinks in activity 5.
- Tell students to write their dish and drink names in the book or on a separate sheet of paper.
- Check students' dish and drink names to make sure they're writing correctly.
- Ask students to share their dish and drink names with the class.
- Ask the class to vote on who had the most innovative names.
- Ask follow-up questions.
- Give feedback.

**4 Read the customer experience. Fill in the gaps with the words in the box.**

- Ask students to read the customer experience.
- Ask students to write the correct word from the box in each gap.
- Check students' answers.

**Answer Key**

1. theme
2. bun
3. hot
4. mild
5. portion
6. well-balanced
7. promising
8. full

**Extra Practice Restaurant Reviews**

Tell students to choose whether to work alone or with a partner. Ask students to write a full restaurant review. Tell students to use the dishes and drinks they wrote about in activities 5 and 6 to come up with an imaginary restaurant where such food and drink would be served. Then ask students to include some other foods and drinks in their restaurant review. Tell students to also talk about the décor in the restaurant, the efficiency of the staff, and so on. Make sure students include their original food and drink reviews from activity 5 in the overall restaurant review. Tell students to either write a positive or a negative review. Tell students to write their restaurant reviews on a separate sheet of paper. When everyone is done writing, ask some students to share their restaurant reviews with the class. Remember to ask follow-up questions and give feedback.

# Lesson E Project

Aim: Create a menu for your restaurant

## Video

- 1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
  - Ask students to look at the pictures.
  - Ask students to write a short summary about what they think will happen in the video.
  - Tell students to write their summaries on a separate sheet of paper.
  - Tell students to talk with a partner.
  - Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 9 video.

- 2 Watch the video. Number the pictures in order. 

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right

3, 1, 2

- 3 Watch the video. Put a tick (✓) next to the words you hear. 

- Play the video again.
- Ask students to put a tick next to the words they hear.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right

passion, superb, pudding, starving, enthusiasm, dairy

- 4 Watch again. Circle true or false. 

- Play the video again.
- Ask students to circle the correct answers.
- Replay the video if needed.
- Check students' answers.

### Answer Key

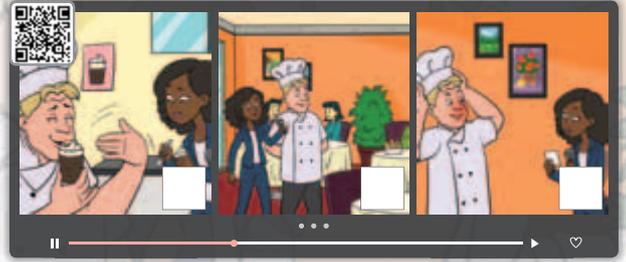
1. false
2. true
3. true
4. false
5. false

# E Project

Aim Create a menu for your restaurant

## Video

- 1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
- 2 Watch the video. Number the pictures in order. 



- 3 Watch the video. Put a tick (✓) next to the words you hear. 

<input type="checkbox"/> passion	<input type="checkbox"/> superb	<input type="checkbox"/> pancake	<input type="checkbox"/> pudding
<input type="checkbox"/> starving	<input type="checkbox"/> enthusiasm	<input type="checkbox"/> dairy	<input type="checkbox"/> feast

- 4 Watch again. Circle true or false. 

1. Dairy is one of the reasons Chef Rammy has a passion for cooking. true false
2. Chef Rammy believes we should be appreciative. true false
3. Chef Rammy believes he's successful because of his hard work. true false
4. Pudding reminds Chef Rammy of summers with his parents. true false
5. Gloria is excited about Chef Rammy's pudding. true false

- 5 Watch again. Fill in the gaps with the words you hear. 

1. If \_\_\_\_\_, I'd do a better job! I suggest you \_\_\_\_\_ on the wanted pages!
2. Chef Rammy, you're \_\_\_\_\_ we should \_\_\_\_\_ what we have.
3. It's \_\_\_\_\_ you close your eyes as you \_\_\_\_\_.
4. It \_\_\_\_\_ the most relaxing summer day. I haven't got a(n) \_\_\_\_\_.

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- 5 Watch again. Fill in the gaps with the words you hear. 

- Play the video again.
- Ask students to write the words they hear in the gaps.
- Replay the video if needed.
- Check students' answers.

### Answer Key

1. I were you; keep your eyes
2. famous for saying; appreciate
3. essential that; take the first bite
4. reminds me of; care in the world

Congratulations, you're the proud owner of a new restaurant!  
The theme of your restaurant is "feelings". Every item on your menu must be made to evoke a certain emotion.

6 Follow the template to create your menu on a separate piece of paper.

Welcome to \_\_\_\_\_

**Breakfast**

Every item on your menu should include a feeling word and a memory in its name.

Ex. Lazy Saturday Morning Eggs and Happy Toast

**House Special**

The most important item on your menu is your restaurant's "Signature" meal, also known as the "House Special". A House Special is designed to be interesting to customers, so it should be extra-special with a longer description.

your meal's name drawing

[Meal description: include a main dish, a side dish, and a drink.]

Talk about why this is an important recipe to you, and who or what has inspired you to create this meal.

**Lunch**

Ex. Joyful Jam Sandwich, just like Mum used to make

**Dinner**

**Dessert**

**Drink**

**Side Dish**

**Drink**

Checklist for Project Completion	✓ / X
1. My restaurant has a name.	
2. My menu has a "House Special".	
3. My House Special has a name.	
4. My House Special has a drawing.	
5. My House Special has a main, a side, and a drink.	
6. My House Special has a food description.	
7. My House Special evokes an emotion.	
8. I've written about why I chose this meal as my House Special.	
9. My menu has other foods under each category.	
10. Every item on the menu has a memory and / or a feeling word in its name.	

7 Trade menus with a friend. Choose a food or drink item from their menu and write a brief review.

## 21<sup>st</sup> Century Skills

6 Follow the template to create your menu on a separate piece of paper.

- Ask students to read the template.
- Ask students to follow the template to create their own menu.
- Tell students to read the examples to get an idea of how to write their menus.
- Tell students to make their menus on a separate sheet of paper.
- Ask students to go through the checklist after they have completed their menus.
- Tell students to go back and add items that they may have missed from the checklist.
- Check students' work to make sure they're doing it correctly.
- Give feedback.

7 Trade menus with a partner. Choose a food or drink item from their menu and write a brief review.

- Tell students to trade menus with a partner.
- Ask students to choose one food item and one drink item from their partner's menu.
- Ask students to write a short review for the items they chose.
- Tell students to write their reviews on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Ask some students to share their reviews with the class.
- Ask follow-up questions.
- Give feedback.

### Teacher's Note

#### Constructive Criticism

During the project, tell students to write positive and negative reviews. Regardless of which type of review, ask students to include some constructive criticism in their reviews. For example, if they want to say a food item was just mediocre, they can write about what would have made it better. If they want to say something was atrocious, they can find a couple good things to say about it and then offer advice on how to make it better. If they want to say something was absolutely perfect, they can find one thing wrong with it and explain what could have improved it.

### Extra Practice Project Alternatives

As an alternative to the project, tell students to get into groups of three or four. Ask each group to come up with one menu, with each group member adding at least one item to the menu. Tell students to create their menus on a separate sheet of paper. Ask students to make their menus look more like real menus by folding them and designing them as such. When everyone is done working, tell each group to swap menus with another group. Ask each student in each group to choose one food item and one drink item from the other menu. Ask students to write reviews for those items. Tell students to write both positive and negative reviews. Ask students to write their reviews to look like articles in a food magazine. Tell students to add drawings of the food and drink items to their reviews. When everyone is done writing, ask each group to put all of their reviews together on one or two sheets of paper so that it resembles a magazine. When everyone is done, ask each group to present the menu and reviews to the class. Remember to ask follow-up questions and give feedback.

# UNIT 10

# LEARNING CURVE

This unit will give students the ability to talk about different education styles and experiences using causative verbs, inversion for emphasis, and constructive criticism. Students will also be able to write student progress reports and create directions on how to teach a skill.

Scan the QR code to download the Unit 10 audio.

## WHAT YOU WILL DO IN THIS UNIT

### Unit 10 AIMS

- Lesson A: Read about different education systems
- Lesson B: Listen to students talk about their experiences with education
- Lesson C: Interview someone about their experiences with education
- Lesson D: Write a progress report for a student
- Lesson E: Teach a skill to your classmates

### Target Skills

- Lesson A: Reading
- Lesson B: Listening
- Lesson C: Speaking
- Lesson D: Writing
- Lesson E: Project

### Target Vocabulary

Lesson A	Lesson B
emphasis feedback grade pressure progressive tutor well-paid whereas	awkward barely inspire point out rely (on) study tricky valuable
Lesson C	Lesson D
according to bring up get rid of graduate open-minded stimulate supervise term	absence ambition gossip hard-working independent productive stand out yell

**UNIT 10**

# LEARNING CURVE

Scan for Audio

## WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about different education systems
- B Listening** Listen to students talk about their experiences with education
- C Speaking** Interview someone about their experiences with education
- D Writing** Write a progress report for a student
- E Project** Teach a skill to your classmates

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Look at the photo and answer the questions.

1. What is happening in the picture?
2. What do you think about the style and atmosphere of this class?
3. What are the benefits of having this kind of class?
4. What are the disadvantages of this style of class?

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## Key Grammar

### causative verbs

Causative verbs are used to show that someone or something caused something to happen. Common causative verbs are *get*, *have*, *make*, *let*.

#### Example

The professor *makes* her students give a presentation every semester.  
My dad sometimes *lets* me drive his car.

### inversion

Inversion is used to show emphasis in a non-question sentence. We often use phrases such as *barely*, *hardly*, *never*, *not only*, and *rarely* in inverted sentences.

Regular Form	Inverted Form
I <i>have never</i> seen him so angry!	<i>Never have</i> I seen him so angry!
She's <i>not only</i> friendly but also intelligent.	<i>Not only is</i> she friendly but also intelligent.

### Unit 10 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 10 cover page.
- Ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

#### Extra Practice More Discussion

Ask more questions about education styles.

#### Ex.

Describe your school's education style.

What do you like about your school's education style? Why?

What do you dislike about your school's education style? Why?

How would you change your school's education style to make it better? Why do you think that would help?

Aim: Read about different education systems

## Vocabulary

### 1 Listen and number. 10-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

#### Answer Key

From left to right, top to bottom

7. tutor
1. emphasis
2. grade
8. feedback
6. progressive
5. pressure
3. whereas
4. well-paid

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word in each gap.
- Check students' answers.

#### Answer Key

1. emphasis
2. pressure
3. whereas
4. feedback
5. tutor
6. progressive
7. grade
8. well-paid

## Pre-reading

### 3 Look at the two classrooms. How do these two education styles differ? Make a list of the main differences and then discuss with a partner.

- Tell students to find a partner.
- Ask students to look at the pictures.
- Ask students to write the differences between the two education styles.
- Tell students to write in the book or on a separate sheet of paper.
- Tell students to discuss the differences between the two education styles.
- Check students' conversations to make sure they're speaking properly.
- Ask students to share their ideas with the class.
- Ask follow-up questions.
- Give feedback.

# A Reading

Aim Read about different education systems

## Vocabulary

### 1 Listen and number. 10-01



### 2 Fill in the gaps with the best vocabulary words.

1. He underlined that part of the text and read it out loud to give it more \_\_\_\_\_.
2. I have four exams this week! I'm so stressed; I can't handle the \_\_\_\_\_.
3. My brother is very outgoing and loud, \_\_\_\_\_ my sister is quiet and shy.
4. At the end of my presentation, the teacher gave me some really useful \_\_\_\_\_.
5. I want to get a(n) \_\_\_\_\_ to improve my maths scores, but they are quite expensive these days.
6. His school is very \_\_\_\_\_. They don't wear uniforms, and they call the teacher by her first name.
7. The teacher wanted to go home, but she had to stay and \_\_\_\_\_ all of the test papers.
8. Jon's new job must be very \_\_\_\_\_. He recently bought an expensive new car.

## Pre-reading

### 3 Look at the two classrooms. How do these two education styles differ? Make a list of the main differences and then discuss with a partner.



**Ex.** The education style in class A is more teacher-focused than in class B.

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## Teacher's Note

### Teacher-Focused vs. Student-Focused Learning

Explain the differences between teacher-focused learning and student-focused learning to students. Tell students that teacher-focused learning is where students put all of their focus on the teacher. The teacher talks, while the students listen. During activities, students work alone, and collaboration is discouraged. In contrast, student-focused learning is when students and instructors share the focus. Instead of listening to the teacher exclusively, students and teachers interact equally. Group work is encouraged, and students learn to collaborate and communicate with each other. When education is teacher-focused, the classroom remains orderly. Students are quiet, and the teacher has total control of the classroom. The teacher tells them what they need to know, directing all of their learning activities. In a student-focused classroom, however, students learn communicative and collaborative skills through group work. Students learn to direct their own learning, and ask questions and complete tasks independently. Students are more interested in learning activities when they can interact with each other and participate actively. Make sure students understand the pros and cons of each style of learning.

#### 4 Read the text. 10-02

**Analysis:** Never has education been more important than in the current era. So, in the third of our articles exploring education styles around the world, Myra Kaplinski reports on two very interesting examples: Singapore and Finland. These two countries are geographically far away from each other and have very different societies and cultures. Nevertheless, they do have a few surprising similarities. Not only do they have roughly the same size populations (around five million), but they are also both highly advanced countries with very successful economies. Another similarity is that their education systems are internationally famous for their excellent outcomes. Both are rated very highly in PISA (the Programme for International Student Assessment). The methods by which each of these countries achieves these excellent educational outcomes are, however, very different.

The key to understanding education in Singapore is the concept of "*kiasu*," a Hokkien word which means "afraid to lose". The system is extremely competitive, with parents hiring expensive private tutors in an effort to improve their child's scores on the many standardised tests they have to take from the age of 12 onwards. To do well in school in Singapore, students have to be very motivated; they are in school for long hours, have short breaks, and are made to work very hard.

Singapore has many standardised tests, but Finnish students only have one big exam to worry about: the national matriculation examination, which is taken at the end of secondary school (around age 19). Finnish children start school at a much later age than those in Singapore, and the school days are far shorter. The role of the teacher is also different. In Singapore, the teacher is there to provide authority and motivation, whereas in Finland, the teacher is more of a mentor figure. They work to inspire the students and to form close bonds with them over a long period of time.

Students in Singapore and in Finland are very academically successful based on the global average. But, which group is generally happier? Unsurprisingly, the answer is Finnish students. And interestingly, not only is this true for young students, but also for Finnish adults who have finished their education. According to the UN's 2016 World Happiness Report, Finland was ranked the 6<sup>th</sup> happiest country in the world, whereas Singapore was ranked 26<sup>th</sup>. So, should all countries adopt the Finnish education model? A few education experts think so, but many others (including many experts in Singapore) disagree. However, that is a debate for another time.

### Comprehension

#### 5 Circle the answers.

- What is the main purpose of the article?
  - to encourage countries to copy the Finnish education system
  - to compare and contrast the Finnish and Singaporean education systems
  - to persuade readers that Finnish kids are happier than Singaporean kids
  - to promote the PISA rating system
- Finnish students are on average more academically successful than \_\_\_\_\_.
  - Singaporean students
  - students from most other countries in the world
  - Finnish adults
  - they were before
- Why does the writer mention the number of standardised tests students must take?
  - as an example of good educational systems
  - to illustrate the role of the teacher
  - to show why some students are unhappy
  - as an example of a UN educational policy
- Many experts in Singapore think that \_\_\_\_\_.
  - Singapore should adopt the Finnish system
  - Finland should adopt the Singaporean system
  - Singapore doesn't need to adopt the Finnish system
  - Finland is the happiest country in the world
- According to the article, which statement would the writer most likely agree with?
  - Although they are different, both education systems have positive outcomes.
  - The Singaporean education system is more beneficial for students.
  - Taking more standardised tests is better for a child's education.
  - The Finnish education system is better for society.

#### 6 Discuss with a partner.

- Which education system do you think is better: Singapore's or Finland's? Why?
- Which one is most similar to the education system in your country?
- If you could adopt one aspect of the Finnish or Singaporean education, which would it be? Why?

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#### 4 Read the text and answer the questions below.

 10-02

- Listen to the audio.
- OR
- Read the passage aloud.
- OR
- Ask students to read parts of the passage aloud.
- Replay the audio if needed.

## Comprehension

#### 5 Circle the answers.

- Ask students to answer the questions.
- Replay the audio if needed.
- Check students' answers.

#### Answer Key

- b
- b
- c
- c
- a

#### 6 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

### Extra Practice Ideal Education Systems

Tell students to get into groups of three or four. Ask students to list all the things they dislike about their country's / school's education system. Likewise, tell students to list the things they like. Next, ask students to come up with ways to change the things they dislike in order to make them better. Tell students to also describe how those changes will benefit students. Tell students to talk about things such as education style, the number of days and hours spent at school, the amount of holiday in summer and winter, the amount of homework and projects assigned, and whatever else they feel like bringing up. Give students enough time to work. When every group is finished working, ask each group to present their ideas to the class. Vote on which group had the best education system, or vote on which aspects from each group were the best. Discuss how other things could have been changed. Remember to ask follow-up questions and give feedback.

# Lesson B Listening

**Aim:** Listen to students talk about their experiences with education

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear. 10-03

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word / phrase under the correct picture.

### Answer Key

1. study
2. barely
3. valuable
4. point out
5. rely on
6. inspire
7. awkward
8. tricky

- Practise again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word / phrase with the correct definition.
- Check students' answers.

### Answer Key

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

## Authentic Conversation

3 Listen and complete the conversation with the words you hear. 10-04

- Listen to the audio.
- Ask students to fill in the gaps with the words they hear.
- Replay the audio if needed.
- Check students' answers.
- Ask students to practise the conversation with a partner.
- Tell students to practise the conversation again but to talk about different education styles and ideas.

### Answer Key

1. Barely
2. makes
3. lets
4. tricky
5. awkward

# B Listening

**Aim** Listen to students talk about their experiences with education

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear. 10-03

awkward study point out barely inspire tricky rely (on) valuable

1.	2.	3.	4.
5.	6.	7.	8.

2 Match the words with the definitions.

- |                |  |
|----------------|--|
| 1. study •     | • a. worth a lot   |
| 2. awkward •   | • b. to learn about a subject at university              |
| 3. point out • | • c. a little difficult                                  |
| 4. tricky •    | • d. only just   |
| 5. inspire •   | • e. depend on someone or something                      |
| 6. barely •    | • f. to indicate some particular thing                   |
| 7. rely (on) • | • g. to give someone the will or ability to do something |
| 8. valuable •  | • h. uncomfortable; embarrassing                         |

## Authentic Conversation

3 Listen and complete the conversation with the words you hear. 10-04

**Jackie** Wow, Shen, 1. \_\_\_\_\_ three weeks you've been here in Scotland, and you've already made a lot of new friends! Anyway, is school going well so far?

**Shen** Yeah. It's great, and so different from school back home in Singapore.

**Jackie** Really? How so?

**Shen** At my school in Singapore, the teacher 2. \_\_\_\_\_ us just sit and memorise a lot of things to prepare for the upcoming test. Here, it's so much more relaxed. My teacher even 3. \_\_\_\_\_ students call him by his first name! Under no circumstances could I do that in my school in Singapore.

**Jackie** Yes, Blackwater Academy is quite a progressive school. So how are you finding your classes?

**Shen** The maths and science classes here are really easy. I think for STEM subjects, the standards in Singapore are generally much higher. But the debating class is a bit 4. \_\_\_\_\_. Bryan made me stand up and give a speech for our opening debate. Never have I felt so 5. \_\_\_\_\_.

## Teacher's Note

### More on Causative Verbs

Explain the different meanings of the causative verbs to students. Remind students that when using *get*, the verb has a meaning of convincing or tricking someone to do something one wants. When using *have*, the verb has the meaning of authorising someone to do something. When using *make*, the meaning is to force or require someone to do something. When using *let*, the meaning is to allow someone to do something. Make sure students understand these differences.

**4 Discuss with a partner.**

1. How do you think university will be different from secondary school?
2. Do you think you'll succeed at university?
3. What have you done to prepare for your future education?
4. Which people have helped you with your education most?



**Grammar**

**5 Look at the table.**

Causative Verbs	
We use causative verbs to show that someone or something caused something to happen. Common causative verbs are: <i>get, have, make, let</i> .	
<b>Ex.</b>	The teacher <i>makes</i> us memorise 20 new words every week. My partner <i>got</i> me to point out the teacher's mistake. I'll <i>have</i> my hair cut after school tomorrow. My mum <i>lets</i> me play video games at the weekend.

**6 Rewrite the sentences using a causative verb. Change the form if necessary.**

1. The teacher said we must stand in a circle in the middle of the classroom.  
The teacher \_\_\_\_\_ us \_\_\_\_\_
2. I will ask her to paint my nails.  
\_\_\_\_\_
3. My brother always says it's OK for me to borrow his guitar.  
\_\_\_\_\_
4. The boss always orders his assistant to check his emails.  
\_\_\_\_\_

**Listen Up**

**7 Listen and fill in the gaps with the words you hear.** 10-05

1. \_\_\_\_\_ felt so alone!
2. Every morning, the teacher \_\_\_\_\_ get up at 6 a.m.
3. My mum would \_\_\_\_\_ at the weekend.
4. If there were any mistakes, she would \_\_\_\_\_ and make me correct them myself.
5. So, if I was feeling a bit tired, \_\_\_\_\_ start class later.

**NOTE**  
The West usually refers to countries in North America and Western Europe.



**8 Listen again and answer the questions.** 10-05

1. When Rani was younger, where did his parents live?  
a. in several different countries    b. mainly in India    c. in England    d. in Canada
2. How would you describe the education system at Rani's school?  
a. strict and active    b. relaxed and creative    c. comfortable    d. progressive
3. What was an advantage of home schooling for Ella?  
a. Sometimes her mum let her skip homework if she was tired.  
b. Her mum didn't always make her start class early in the morning.  
c. She could easily make new friends.  
d. It was cheaper than normal school.
4. Ella thinks that \_\_\_\_\_.  
a. home schooling is the best option for most children    b. home schooling can be very challenging for parents  
c. boarding school is better than home schooling    d. home schooling is quite easy for parents

**4 Discuss with a partner.**

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

**Grammar**

**5 Look at the table.**

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

**6 Rewrite the sentences using a causative verb. Change the form if necessary.**

- Ask students to read the sentences.
- Ask students to rewrite each sentence using a causative verb in the correct form on the line.
- Check students' answers.

**Answer Key**

*Possible Answers*

1. The teacher had us stand in a circle in the middle of the classroom. (or "made us stand" or "got us to stand")
2. I will have her paint my nails. / I will have my nails painted. / I will get her to paint my nails.
3. My brother lets me borrow his guitar.
4. The boss has his assistant check his emails. (or "gets his assistant to check")

**Listen Up**

**7 Listen and fill in the gaps with the words you hear.** 10-05

- Listen to the audio.
- Ask students to write the words they hear in each gap.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

1. Never have I
2. made us
3. make me do a lot of homework
4. she would point them out
5. she would let me

**8 Listen again and answer the questions.** 10-05

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

1. a
2. a
3. b
4. b

**Extra Practice Causative Verbs Race**

Split the class up into three teams. Ask each team to line up at the front of the classroom. Tell the first student in each line a causative verb. Tell those three students that they have to say a correct sentence using the causative verb you told them. The first student to say a correct sentence gets a point for their team. Then tell those students to go to the back of their respective lines. Repeat this process until every student has had a turn. The team with the most points at the end of the game is the winner.

# Lesson C Speaking

**Aim:** Interview someone about their experiences with education

## Vocabulary

### 1 Listen and number. 10-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary word / phrase next to the word / phrase in the book.

#### Answer Key

From left to right, top to bottom

8. semester
6. bring up
2. according to
1. get rid of
5. supervise
4. graduate
7. open-minded
3. stimulate

- Practise again. Point at different pictures and ask students to say the words.

### 2 Fill in the gaps with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary word / phrase in each gap.
- Check students' answers.

#### Answer Key

1. brings up
2. get rid of
3. supervise
4. stimulate
5. graduate
6. open-minded
7. According to
8. semester

## Grammar

### 3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

# C Speaking

**Aim** Interview someone about their experiences with education

## Vocabulary

### 1 Listen and number. 10-06



### 2 Fill in the gaps with the best vocabulary words.

1. She's an intelligent student, and she always \_\_\_\_\_ good points in group discussions.
2. I think it's time to \_\_\_\_\_ this old winter coat. You never wear it these days.
3. The team leader will \_\_\_\_\_ everyone's progress.
4. Originally, I studied maths, but I changed to business. Maths was difficult, and it didn't really \_\_\_\_\_ me.
5. This is my last year of university. I will \_\_\_\_\_ in the spring.
6. My teacher is very \_\_\_\_\_ and likes to try new things.
7. \_\_\_\_\_ my teacher, next week's class is cancelled because the school is being repaired.
8. My marks were not bad this time, but next \_\_\_\_\_ I will get better marks for sure.

## Grammar

### 3 Look at the table.

Inversion for Emphasis	
Usually we use inversion in questions, but we can also use it for emphasis in a non-question sentence. Phrases such as <i>barely</i> , <i>hardly</i> , <i>never</i> , <i>not only</i> , <i>rarely</i> are often used for this.	
Examples	
Normal	Inversion
I have never felt so embarrassed!	Never have I felt so embarrassed!
He not only speaks French but also Spanish.	Not only does he speak French but also Spanish.
I will never see her face again.	Never again will I see her face.

### 4 Rewrite the sentences with an inversion for emphasis.

1. You should let him leave the room under no circumstances.  
\_\_\_\_\_
2. Someone so young has never before accomplished so much.  
\_\_\_\_\_
3. I had barely sat down when the waiter told us the restaurant was closing!  
\_\_\_\_\_
4. I have never been so happy to see a police officer!  
\_\_\_\_\_
5. I will not only give him a birthday gift but I'll also make a cake for him.  
\_\_\_\_\_

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### 4 Rewrite the sentences with an inversion for emphasis.

- Ask students to read the sentences.
- Ask students to rewrite each sentence on the lines with the word order inverted for emphasis.
- Check students' answers.

#### Answer Key

1. Under no circumstances should you let him leave the room.
2. Never before has someone so young accomplished so much.
3. Barely had I sat down when the waiter told us the restaurant was closing!
4. Never have I been so happy to see a police officer!
5. Not only will I give him a birthday gift, but I'll also make a cake for him.

**5 Listen and underline all the examples of inversion for emphasis.**  10-07

**Mr Richardson's Class**

Mr Richardson: Travers! Be quiet. Under no circumstances are you allowed to gossip with your friend like that in my class! Understand?! Anyway, first question. Who knows the main reason for Britain's economic growth in the 18<sup>th</sup> century? Smith, how about you? Speak up!

James Smith: Umm... was it the British Empire, sir? Or was it because they had a strong navy?

Mr Richardson: No. It was the Industrial Revolution, of course. Write that down 10 times. OK, next question. In which year did George III become king? Johnson... Answer the question.

Kitty Johnson: Umm... I think it was 1789, sir.

Mr Richardson: No... Never in my life have I come across such an unprepared group of students. Well, that's the end of class—for some of you, anyway. Smith and Johnson stay behind for some extra lessons before next week's test. If you don't pass, I'll make you stay behind after class every day.



**Miss Bennet's Class**

Miss Bennet: OK, everyone. In a moment, I'll have you all look at two pictures I'm putting up on the screen. There. Now, I want you to take a look at them with an open mind, and we'll discuss how they are similar and how they are different. Any thoughts?

Chris: They're both pictures of clothes.

Miss Bennet: Yes, well spotted. Anything else?

Chris: The clothes in the first picture look expensive, and the clothes in the second look cheap.

Miss Bennet: OK, thank you... That's interesting. Does everyone agree with that?

Stacy: Yes, I have a different idea. I think the first clothes are for a poor person in the 1980s, whereas the second clothes are for a rich person in the 1780s.

Miss Bennet: Well done, Stacy. Not only have you made a very good observation but you've also brought up an interesting talking point. What do you think these images are trying to tell us?

Stacy: Something about progress, I guess.

Miss Bennet: Good. Anything else?



**6 Discuss with a partner.**

1. How would you compare the two teaching styles?
2. Which style do you prefer? Why?

**Speak Up**

**7 Use the phrases below to make five questions about people's experiences in education. Then interview three classmates.**

Opening phrase	Type of school	Follow-up questions
Where / When did you attend	nursery school	Why?
Tell me about your experience in	infant school	For example?
What did you enjoy about	primary school	For how long?
What did you dislike about	secondary school	Please tell me more about that.
How were your teachers in		
What was your favourite subject in		

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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**5 Listen and underline all the examples of inversion for emphasis.**  10-07

- Listen to the audio.
- Ask students to underline all examples of inversion for emphasis in the text.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

**Mr Richardson's Class**

Mr Richardson: Travers! Be quiet. Under no circumstances are you allowed to gossip with your friend like that in my class! Understand?! Anyway, first question. Who knows the main reason for Britain's economic growth in the 18<sup>th</sup> century? Smith, how about you? Speak up!

James Smith: Umm... was it the British Empire, sir? Or was it because they had a strong navy?

Mr Richardson: No. It was the Industrial Revolution, of course. Write that down 10 times. OK, next question. In which year did George III become king? Johnson... Answer the question.

Kitty Johnson: Umm... I think it was 1789, sir.

Mr Richardson: No... Never in my life have I come across such an unprepared group of students. Well, that's the end of class—for some of you, anyway. Smith and Johnson stay behind for some extra lessons before next week's test. If you don't pass, I'll make you stay behind after class every day.



**Miss Bennet's Class**

Miss Bennet: OK, everyone. In a moment, I'll have you all look at two pictures I'm putting up on the screen. There. Now, I want you to take a look at them with an open mind, and we'll discuss how they are similar and how they are different. Any thoughts?

Chris: They're both pictures of clothes.

Miss Bennet: Yes, well spotted. Anything else?

Chris: The clothes in the first picture look expensive, and the clothes in the second look cheap.

Miss Bennet: OK, thank you... That's interesting. Does everyone agree with that?

Stacy: Yes, I have a different idea. I think the first clothes are for a poor person in the 1980s, whereas the second clothes are for a rich person in the 1780s.

Miss Bennet: Well done, Stacy. Not only have you made a very good observation but you've also brought up an interesting talking point. What do you think these images are trying to tell us?

Stacy: Something about progress, I guess.

Miss Bennet: Good. Anything else?



**6 Discuss with a partner.**

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

**Speak Up**

**7 Use the phrases below to make five questions about people's experiences in education. Then interview three classmates.**

- Ask students to look at the table.
- Ask students to use the phrases in each column of the table to come up with five questions.
- Tell students to write their questions in the book or on a separate sheet of paper.
- Ask students to walk around and ask three classmates their questions.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to share their conversations with the class.
- Ask follow-up questions.
- Give feedback.

**Extra Practice Continuation Interview**

Ask students to get into groups of three or four. Ask each group to come up with five more questions related to education. Tell students to come up with fresh questions and not to reuse the phrases from the table in activity 7. Ask students to write their questions on a separate sheet of paper. After every group has finished writing down their questions, tell students to walk around and ask five different people their group's questions. Make sure each group member asks their group's questions to five different students. The idea is to get as many answers as possible. When everyone is done, ask each group to tell the class their questions, and to report on who answered their questions and how those people answered them. Go through each group one at a time and discuss the findings as a class. Remember to ask follow-up questions and give feedback.

Aim: Write a progress report for a student

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  10-08

- Ask students to read the words in the box.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write each vocabulary word / phrase under the correct picture.

### Answer Key

1. hard-working
2. independent
3. absence
4. ambition
5. gossip
6. stand out
7. yell
8. productive

- Practise again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words and the definitions.
- Ask students to match each word / phrase with the correct definition.
- Check students' answers.

### Answer Key

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

## Writing Guide

3 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of writing point is being highlighted.

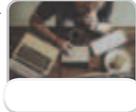
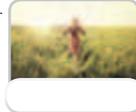
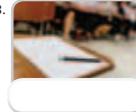
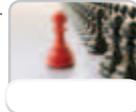
4 Rewrite the sentences to make them more positive and constructive.

- Ask students to read the sentences.
- Ask students to rewrite each sentence so they are more positive and constructive.
- Check students' answers.

Aim Write a progress report for a student

## Vocabulary

1 Read the words in the box. Then listen and write the vocabulary word you hear.  10-08

	absence independent	ambition productive	gossip stand out	hard-working yell
1.				
5.				

2 Match the words with the definitions.

- |                 |   |   |
|-----------------|---|---|
| 1. yell         | • | a. not attending class                                  |
| 2. absence      | • | b. can do things alone well                             |
| 3. ambition     | • | c. successful, able to get things done                  |
| 4. stand out    | • | d. to chat about other people, usually based on rumours |
| 5. productive   | • | e. to be diligent                                       |
| 6. gossip       | • | f. to be different from the others                      |
| 7. independent  | • | g. to shout   |
| 8. hard-working | • | h. the desire and drive to be successful                |

## Writing Guide

3 Look at the table.

Positive and Constructive Criticism	
Here are three ways we can make criticism more positive and constructive:	
1. Using a conditional sentence	He doesn't work hard enough. → If he can become more hard-working, he'll get better marks.
2. Using passive voice	He didn't finish his final project. → The final project was left uncompleted.
3. Combining with advice on how to improve	His marks are terrible. → He can improve his marks by studying more before the test.

4 Rewrite the sentences to make them more positive and constructive.

1. This room is too cold! \_\_\_\_\_
2. Your essay is way too long. \_\_\_\_\_
3. You didn't pay the bill, so you can't leave the restaurant! \_\_\_\_\_
4. You won't get an A in English because you never read the assignments! \_\_\_\_\_

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### Answer Key

#### Possible Answers

1. We can make the room more comfortable by turning up the temperature.
2. You can improve your essay by shortening it.
3. If you pay the bill, you can leave the restaurant.
4. If you read more of the assignments, you'll have a better chance to get an A in English class.

### Extra Practice Constructive Criticism Race

Before class, prepare a list of around 30 blunt, harsh sentences. During class, split students up into three teams. Ask each team to line up at the front of the classroom. Tell the first student in each line one of the sentences from your list. Tell those three students that they have to rephrase and say the sentence using positive and constructive criticism. The first student to say a correct sentence gets a point for their team. Then tell those students to go to the back of their respective lines. Repeat this process until every student has had a turn. The team with the most points at the end of the game is the winner.

**5 Read the two reports. Fill in the gaps with the words in the box.**

team    productive    capable    ambition    gossip    achieve    whereas

**Class: 6A    Teacher: Mr Dean    Student: Jake Eldridge**

Jake doesn't work hard enough in class. He spends too much time at the back of the classroom because he wants to 1. \_\_\_\_\_ with his friends. He needs to be more 2. \_\_\_\_\_ in the class if he is to get good marks at the end of the year.

Also, Jake doesn't have enough 3. \_\_\_\_\_. He needs to figure out what his goal in life is and start planning to 4. \_\_\_\_\_ that.

---

**Class: 6A    Teacher: Mr Myerson    Student: Jake Eldridge**

Overall, Jake is a(n) 5. \_\_\_\_\_ and hard-working student. He does very well when working independently, 6. \_\_\_\_\_ working as part of a(n) 7. \_\_\_\_\_ can sometimes lead to him getting a little lazy.

Areas to improve include getting his homework done on time and speaking up more in class. When he does bring up a point in a group discussion, it's usually an interesting and thoughtful one. He should do it more often!

**6 Underline examples of criticism written in a more constructive way (as shown in the writing skills section above).**

**7 Discuss with a partner.**

1. What are the differences between Mr Myerson's report and Mr Dean's report?
2. How would you feel if Mr Myerson's report was about you?
3. How would you feel if Mr Dean's report was about you?

**Writing**

**8 Rewrite the report to make it more positive and constructive.**

End of term progress report for Jonathan Travers

I'm very disappointed with Jonathan's progress this term. Never have I come across a lazier and more disruptive student! He does not work hard enough in class. Sometimes he does have a lot of energy, but he wastes it on doing silly things like joking around and gossiping with other students.

This term he didn't finish the homework assignments, and he didn't complete the end-of-term special project! In addition, he was absent from class too many times: six in total!

In some ways, he's quite intelligent. But, on the final exam next term, I think he will get an F because he doesn't spend enough time reviewing what he has studied. He also doesn't spend enough (or any?) time preparing for exams.

**9 On a separate piece of paper, write a constructive report about yourself. Talk about your progress this term and any improvements you can make.**

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**5 Read the two reports. Fill in the gaps with the words in the box.**

- Ask students to read the two reports.
- Ask students to write the best word from the box in each gap.
- Check students' answers.

**Answer Key**

1. gossip
2. productive
3. ambition
4. achieve
5. capable
6. whereas
7. team

**6 Underline examples of criticism written in a more constructive way (as shown in the writing skills section above).**

- Ask students to read the two reports in activity 5 again.
- Ask students to underline examples of criticism written in a more constructive way.
- Check students' answers.

**Answer Key**

*Possible Answers*

**Class: 6A    Teacher: Mr Dean    Student: Jake Eldridge**

Jake doesn't work hard enough in class. He spends too much time at the back of the classroom because he wants to 1. \_\_\_\_\_ with his friends. He needs to be more 2. \_\_\_\_\_ in the class if he is to get good marks at the end of the year.

Also, Jake doesn't have enough 3. \_\_\_\_\_. He needs to figure out what his goal in life is and start planning to 4. \_\_\_\_\_ that.

---

**Class: 6A    Teacher: Mr Myerson    Student: Jake Eldridge**

Overall, Jake is a(n) 5. \_\_\_\_\_ and hard-working student. He does very well when working independently, 6. \_\_\_\_\_ working as part of a(n) 7. \_\_\_\_\_ can sometimes lead to him getting a little lazy.

Areas to improve include getting his homework done on time and speaking up more in class. When he does bring up a point in a group discussion, it's usually an interesting and thoughtful one. He should do it more often!

**7 Discuss with a partner.**

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

**Writing**

**8 Rewrite the report to make it more positive and constructive.**

- Ask students to read the report.
- Ask students to rewrite the report using positive and constructive criticism.
- Tell students to write their reports on a separate sheet of paper.
- Check students' reports to make sure they're writing correctly.
- Ask some students to share their reports with the class.
- Give feedback.

**9 On a separate piece of paper, write a constructive report about yourself. Talk about your progress this semester and any improvements you can make.**

- Ask students to write a constructive report about themselves.
- Tell students to talk about their progress this semester and any improvements they can make.
- Tell students to use polite and constructive criticism wherever possible.
- Tell students to write their reports on a separate sheet of paper.
- Check students' reports to make sure they're writing correctly.
- Ask some students to share their reports with the class.
- Ask follow-up questions.
- Give feedback.

**Teacher's Note**

**Constructive Criticism of Teachers**

As an alternative to activity 9, have students write their reports about one of their teachers. Make sure to tell students to not be rude in their writing.

# Lesson E Project

Aim: Teach a skill to your classmates

## Video

- 1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
  - Ask students to look at the pictures.
  - Ask students to write a short summary about what they think will happen in the video.
  - Tell students to write their summaries on a separate sheet of paper.
  - Tell students to talk with a partner.
  - Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 10 video.

- 2 Watch the video. Number the pictures in order.

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right  
3, 2, 1

- 3 Watch again. Circle the words you hear.

- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Check students' answers.

### Answer Key

From left to right, top to bottom  
ambition, supervise, open mind, productive

- 4 Watch again. Circle true or false.

- Play the video again.
- Ask students to circle the correct answers.
- Replay the video if needed.
- Check students' answers.

### Answer Key

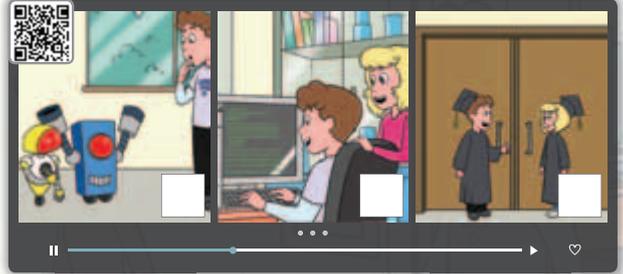
1. false
2. false
3. true
4. true
5. true

# E Project

Aim Teach a skill to your classmates

## Video

- 1 Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
- 2 Watch the video. Number the pictures in order.



- 3 Watch again. Circle the words you hear.

rid of absence	ambition productive	supervise inspired	open mind rely on
----------------	---------------------	--------------------	-------------------

- 4 Watch again. Circle true or false.

1. Ella and Mario are graduating from university soon. true false
2. Updating Collector is lots of pressure. true false
3. Daisy wants Collector to be more independent. true false
4. Ella thinks Mario should improve his code. true false
5. Daisy was built to help improve Collector's performance. true false

- 5 Watch again. Fill in the gaps with the words you hear.

1. I'll \_\_\_\_\_ two more minutes, and then \_\_\_\_\_.
2. The \_\_\_\_\_ will make them a bit more \_\_\_\_\_.
3. \_\_\_\_\_ can we relax and \_\_\_\_\_ on our studies.
4. But, if I can give you \_\_\_\_\_, there are a few lines of code that \_\_\_\_\_ being a bit awkward.
5. Well, let's \_\_\_\_\_ According to \_\_\_\_\_, this is going to be great.
6. Collector: \_\_\_\_\_ I felt better  
Mario: He sounds a little \_\_\_\_\_.

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- 5 Watch again. Fill in the gaps with the words you hear.

- Play the video again.
- Ask students to write the words they hear in the gaps.
- Replay the video if needed.
- Check students' answers.

### Answer Key

1. let you have; I'm going
2. program; independent
3. Only then; concentrate
4. some feedback; stand out as
5. keep an open mind; my calculations
6. Never have; funny

**6** Look at the skills in the box. Circle one thing you can do well. If there's nothing here you can do, think of something else and write it in "other".

I know how to...

juggle	do a handstand	get an A in this class	play an instrument
make something with origami	do a magic trick	cook a delicious meal	bake a cake
do a cool dance	whistle very loudly	make a new friend	other: _____

**7** Now prepare a step-by-step lesson plan to teach that skill. Then find someone to teach.

You need	
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

**8** Go back to **6** and choose three things you want to learn how to do. Walk around the class and try to find someone to teach you. Listen carefully and take notes. If possible, try to do the thing they taught you.

**NOTE**  
Do not look at or read their lesson plan. Just listen to them talking.



**9** After you've learned three new things, go back to your table and discuss these questions with your partner.

- What skills did you learn?
- What did you think of each student's teaching style?
- Were they similar or very different?
- Who was the best teacher? Why?

## 21<sup>st</sup> Century Skills

**6** Look at the skills in the box. Circle one thing you can do well. If there's nothing here you can do, think of something else and write it in "other".

- Ask students to read the skills in the boxes.
- Ask students to choose one skill that they are good at.
- Ask students to write another skill in the box marked "other" if they are not good at any of the given ones.
- Check students' choices to make sure they're doing it correctly.
- Give feedback.

### Extra Practice Make Paper Aeroplanes

Before the project, and as a way to model the overall goal of the project, tell students to get into groups of three or four. Ask students to come up with directions for how to make the perfect paper aeroplane. Tell students to keep their directions short and clear. Tell students to write their directions step by step on a separate sheet of paper. After everyone is done writing their directions, collect each group's directions. Then read each group's directions one by one. At the same time, have all the students follow along to each set of directions. After you have gone through all groups' directions, and students have made all of the different paper aeroplanes, see which group's directions resulted in the best aeroplane. Test them by having students fly them. The one that flies the farthest is the winner. Remember to ask follow-up questions and give feedback.

**7** Now prepare a step-by-step lesson plan to teach that skill. Then find someone to teach.

- Tell students to find a partner.
- Ask students to each write a step-by-step guide, or lesson plan, on how they would teach someone to do the skill they chose in activity **6**.
- Tell students to use clear and precise directions.
- Tell students to write their lesson plans on a separate sheet of paper.
- Check students' work to make sure they're doing it correctly.
- Ask students to teach their partners to do their chosen skills using the lesson plans they wrote.
- Check students' work and conversations to make sure they're doing them correctly.
- Ask follow-up questions.
- Give feedback.

**8** Go back to **6** and choose three things you want to learn to do. Walk around the class and try to find someone to teach you. Listen carefully and take notes. If possible, try to do the thing they taught you.

- Ask students to look at the items in activity **6** again.
- Ask students to choose three things they want to learn to do.
- Ask students to walk around and find classmates to teach them to do those things.
- Tell students to listen carefully and take notes on the things they learn from their classmates.
- Tell students to try to do the things they have just been taught, if possible.
- Check students' conversations and work to make sure they're doing them correctly.
- Ask follow-up questions.
- Give feedback.

**9** After you've learned three new things, go back to your table, and discuss these questions with your partner.

- Tell students to go back to the partner they worked with in activity **7** after they have learned three new things.
- Ask students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.
- Give feedback.

### Teacher's Note

#### Constructive Criticism of Projects

As part of activity **9**, ask students to write some positive constructive criticism of the classmates who taught them to do the new things in the project. Tell students to write two pieces of constructive criticism for each classmate who taught them. Ask students to share their criticism with their partner during activity **9**.

## 1 Read and choose the best words to fill in the gaps.

- Ask students to read the recipe.
- Ask students to circle the best word for each gap.
- Ask students to write the word in each gap.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. b, ultimate
2. d, starving
3. c, portions
4. b, texture
5. a, pan
6. c, mild
7. d, well-balanced
8. c, spice

## 2 Read and fill in the gaps with the words in the box.

- Ask students to read the passage.
- Ask students to write the correct word / phrase from the box in each gap.
- Check students' answers.

### Answer Key

1. progressive
2. tutor
3. ambition
4. feedback
5. pointed out
6. inspire
7. hard-working
8. productive

### Teacher's Note

#### Quantifiers with Count and Non-count Nouns

Remind students that the same quantifiers are not used with count and non-count nouns. For example, the quantifiers *many, each, either, a few, several, both, neither, fewer, a couple of, hundreds of, thousands of*, and so on are used with count nouns. On the other hand, *much, a bit, a little, a great / good deal of*, and so on are used with non-count nouns. Make sure students understand which quantifiers they should use with count and non-count nouns.

## 1 Read and choose the best words to fill in the gaps.

Today, we are going to make the 1. \_\_\_\_\_ in Italian comfort food. This is a simple, classic dish from Rome, and it's called penne arrabiata. It's easy to cook and requires few ingredients, making it the perfect recipe for when you get home late and you're 2. \_\_\_\_\_ after a long day.

The ingredients are very simple: you need 300g of pasta, a few cloves of garlic, a couple of tablespoons of hot pepper or chilli flakes, one can of Italian-style chopped tomatoes, and a little fresh parsley. This will be enough for two medium-sized 3. \_\_\_\_\_.

First, boil some water in a large pot and add some salt. When it is boiling, add the pasta. When you're cooking the pasta, it's crucial that you get the 4. \_\_\_\_\_ just right. You don't want the pasta to be too soft, so cook it for 7-8 minutes and then check that it is *al dente* (which means that it's still a little bit firm when you eat it).

While the pasta is cooking, heat up some olive oil in a large 5. \_\_\_\_\_. Add the thinly sliced garlic and fry for a few minutes. (It's important that you don't overcook the garlic—don't let it turn brown.) Then add the chilli flakes. If you prefer a 6. \_\_\_\_\_ taste, only add a teaspoon of these. Next, add the tomatoes and cook over low heat for about five minutes.

When the pasta is ready, drain it. Then add the pasta to the sauce and stir well. Try it to see if the flavours are 7. \_\_\_\_\_. If not, add more chilli flakes or salt and pepper. Finally, sprinkle parsley over the top and serve. You can add some Parmesan cheese as well, which will nicely balance out the level of 8. \_\_\_\_\_ in the dish.

- |                |              |              |                  |
|----------------|--------------|--------------|------------------|
| 1. a. destiny  | b. ultimate  | c. feast     | d. chaos         |
| 2. a. full     | b. promising | c. well-paid | d. starving      |
| 3. a. feasts   | b. pancakes  | c. portions  | d. puddings      |
| 4. a. spice    | b. texture   | c. dairy     | d. portion       |
| 5. a. pan      | b. loaf      | c. texture   | d. plate         |
| 6. a. combine  | b. hot       | c. mild      | d. promising     |
| 7. a. ultimate | b. dairy     | c. full      | d. well-balanced |
| 8. a. mild     | b. pudding   | c. spice     | d. affection     |

## 2 Read and fill in the gaps with the words in the box.

pointed out ambition	hard-working inspire	feedback progressive	tutor productive
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My secondary school was a lot more relaxed and 1. \_\_\_\_\_ than a normal secondary school. We didn't have to wear a uniform, and the teachers let us call them by their first names. I had a personal 2. \_\_\_\_\_ assigned to me, and he would help me with my homework. He was a kind of mentor to me. I guess it must have been a difficult job for him because, to be honest, I was quite lazy, and I lacked 3. \_\_\_\_\_.

Every Wednesday afternoon, I would show my tutor the homework and assignments I was working on. He would take a look and give me some 4. \_\_\_\_\_. While looking over one of my essays, he suddenly looked up and said, "This essay, did you write it yourself?" "Umm, yes... Why?" I replied. He then showed me an essay written by another student, and he 5. \_\_\_\_\_ many parts were written exactly the same. I looked away and said, "Well, I did take a quick look at that essay just to 6. \_\_\_\_\_ myself." Never have I seen him look so disappointed as he did that day. "Under no circumstances are you to cheat or copy other students' work in the future! Understand?"

I felt pretty bad about what I'd done. And from that day onwards I promised myself that I would be a 7. \_\_\_\_\_ student. This was a real turning point for me. My last two terms at secondary school were much more 8. \_\_\_\_\_, and I managed to finish and get into a decent university. I'm really thankful to my tutor for getting me on the right track.

### Teacher's Note

#### Alternative Recipes

Tell students to find a partner. Ask students to find all the ingredients in the recipe from activity 1 except the pasta (garlic cloves, hot peppers, chilli flakes, tomatoes, parsley, water, salt, olive oil, and parmesan cheese). Tell students to list them on a separate sheet of paper. Then ask students to come up with a brand-new recipe with those ingredients. Tell students to make their recipes completely different from a pasta dish. Tell students they can use three to five other ingredients of their choice to go along with the other ingredients. Ask students to be creative with their recipes. Tell students to give their recipe an interesting name. Tell students to write their recipes on a separate sheet of paper. After everyone is finished working, ask some students to present their recipes to the class. Vote on who had the most delicious-sounding recipe, who had the most original recipe, and who had the strangest recipe. Remember to ask follow-up questions and give feedback.

**3 Fill in the gaps with the words in the box.**

the a his some those

- You should always be kind to Sarah. It's hard to find \_\_\_\_\_ good friend these days.
- He was busy at the weekend, so I looked after \_\_\_\_\_ puppy.
- I'd like four of \_\_\_\_\_ bread rolls, please. Yes, the ones on the shelf over there.
- Please sit at \_\_\_\_\_ table in the corner by the window.
- By all means, spend \_\_\_\_\_ of the money if you need to. Just don't spend all of it.

**4 Unscramble.**

- to class / bring / games / us / The teacher / lets / every Friday.  
\_\_\_\_\_
- get / You need to / by Sunday evening. / finished / your assignment  
\_\_\_\_\_
- wash the dishes / after dinner. / always / My parents / make me  
\_\_\_\_\_
- stop talking, / If you / don't / after class! / you all / stay here / I will have  
\_\_\_\_\_



**5 Listen and circle true, false, or doesn't say.** RS-01

- |  |      |       |             |
|--|------|-------|-------------|
| 1. If the instructor at Dani's academy were less strict, she would like it more. | true | false | doesn't say |
| 2. Jo thinks the academy's tough environment is not good for Dani.               | true | false | doesn't say |
| 3. Jo has been studying at her university for exactly four years.                | true | false | doesn't say |
| 4. Both Jo and Dani wish their teachers were more supportive.                    | true | false | doesn't say |
| 5. Jo will take a short break after university finishes.                         | true | false | doesn't say |

**6 Listen and circle the answers.** RS-02

- |  |   |
|--|---|
| 1. Ashton usually only cooks _____.                | 2. What kind of dish would Stefan choose for his last meal?                       |
| a. in the evening                                  | a. one made with high-quality mushrooms   |
| b. in the daytime                                  | b. one made with meatballs  |
| c. early in the morning                            | c. a potato-based dish  |
| d. at the weekend                                  | d. a seafood and potatoes dish  |
| 3. How much of the cooking does Juliet do at home? | 4. Juliet thinks that if her mother used less garlic in her roast chicken, _____. |
| a. most  | a. it would be even better  |
| b. less than 25%                                   | b. it would be healthier  |
| c. none  | c. it wouldn't be as delicious  |
| d. about half                                      | d. she could make it more often   |

**7 Listen again and write in the name of the person best suited to each course.** RS-02

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

<p><b>Banchan Heaven Cooking School</b></p> <p>A weekly class in which you will learn all the basics of Korean cuisine with our expert chef Kim Ju-Young. All cooks from beginner to advanced level are welcome. Just bring an open mind and your enthusiasm!</p>	<p><b>Chandrani's Authentic South Indian Cooking Course</b></p> <p>In this three-week course, you will learn how to create wonderful dishes from the Kerala region of India. You will become familiar with the commonly used spices and other ingredients of this vibrant cuisine.</p>	<p><b>Nature's Harvest</b></p> <p>Join wildlife expert Jim Jordan for a three-day camping trip in Perryvale National Park. You will learn how to pick berries, mushrooms, and other edible wild plants. This is an amazing opportunity to enjoy some fresh air and get back in touch with nature!</p>
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**3 Fill in the gaps with the words in the box.**

- Ask students to read the sentences.
- Ask students to write the correct determiner from the box in each gap.
- Check students' answers.

**Answer Key**

- a
- his
- those
- the
- some

**4 Unscramble.**

- Ask students to look at the sentence parts.
- Ask students to unscramble the sentence parts and write the correct sentence on each line.
- Check students' answers.

**Answer Key**

- The teacher lets us bring games to class every Friday.
- You need to get your assignment finished by Sunday evening.
- My parents always make me wash the dishes after dinner.
- If you don't stop talking, I will have you all stay here after class!

**5 Listen and circle true, false, or doesn't say.** RS-01

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

- doesn't say
- doesn't say
- false
- true
- false

**6 Listen and circle the answers.** RS-02

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

- b
- a
- b
- c

**7 Listen again and write in the name of the person best suited to each course.** RS-02

- Listen to the audio.
- Ask students to write the name of the person best suited to each course on the lines.
- Replay the audio if needed.
- Check students' answers.

**Answer Key**

- Juliet
- Ashton
- Stefan

# Grammar Reference

## UNIT 1

### present perfect vs. present perfect continuous

The present perfect and present perfect continuous tenses can often both be used for the same meaning. We use these tenses to talk about actions taking place between the past and now.

Present Perfect Simple	Present Perfect Continuous
I <i>have lived</i> here for five years. I <i>have studied</i> French since I was child.	I <i>have been living</i> here for five years. I <i>have been studying</i> French since I was a child.

The present perfect simple can be used to talk about finished events in the past. The exact time it happened is not important. The present perfect simple can also be used with stative verbs.

Example
I <i>have been</i> to China five times. I <i>have tried</i> New York bagels before. I <i>have loved</i> that singer since her debut single came out last year.

The present perfect continuous is often used for unfinished actions, temporary actions, and to emphasise the duration of an activity. We cannot use present perfect continuous with stative verbs.

Example
I <i>have been working</i> on this essay all morning, and I'm still not done! I <i>have been working</i> for my dad on weekends recently to get some extra money for university. I <i>have been learning</i> piano for 10 years now.

### defining and non-defining relative clauses

Defining relative clauses give information that we need in order to understand what or who is being referred to. A defining relative clause usually comes immediately after the noun it describes. Relative pronouns include *who*, *that*, *which*, *whose*, and *whom*.

Example
Those are the offices <i>that</i> got damaged by the typhoon. He's the friend <i>whose</i> car I borrowed.

Non-defining relative clauses give extra information about a person or thing. A relative pronoun (*who*, *which*, *whose* or *whom*) is always used to introduce a non-defining relative clause. Commas are used to set apart the non-defining relative clause.

Example
My cousin, <i>who</i> lives in a different city, is coming to visit me this weekend. The building over there, <i>which</i> is owned by the council, is going to be demolished soon.

Defining and non-defining relative clauses can sometimes look the same, but have different meanings.

Usage	Example
<b>Defining relative clause:</b> The speaker has more than one cousin. The one the speaker is talking about works in finance.	My cousin <i>who works in finance</i> got a huge bonus this year.
<b>Non-defining relative clause:</b> The speaker only has one cousin and he / she works in finance.	My cousin, <i>who works in finance</i> , got a huge bonus this year.

## UNIT 2

### present perfect vs. past perfect

The present perfect is used to talk about an action which happened between the past and now. The past perfect is used to talk about an action which happened before another action in the past.

Present Perfect	Past Perfect
I <i>have visited</i> five different European countries this year.	I <i>had just left</i> Paris, when I got a call from my mother.

### past perfect vs. past perfect continuous

The past perfect talks about an action that both *started* and *finished* before another action in the past. The past perfect continuous talks about an action that was in progress *before* or *up until* another event in the past.

Past Perfect	Past Perfect Continuous
Sarah <i>had already finished</i> secondary school when she decided to take a gap year in Brazil.	Sarah <i>had been waiting</i> all summer when she finally received the acceptance letter for university.

## UNIT 3

### future forms

The present continuous, *be going to*, and the future continuous can be used to talk about future plans. The future simple is used to make quick decisions about the future.

Example
I <i>am going to</i> travel in Europe after I graduate. I <i>am starting</i> my semester abroad next month. I <i>'ll be preparing</i> for the midterms all weekend. Sure, I <i>'ll</i> join you when I've finished this assignment.

The future simple and *be going to* can also be used to make predictions about the future.

Example
Remember to bring your umbrella. I'm sure it's <i>going to</i> rain today. I'm confident he'll get into a top university.

### future perfect simple and future perfect continuous

The future perfect simple is used to talk about an action that will finish before another action in the future. The future perfect continuous is used to talk about an action that will be in progress up until another action in the future.

Future Perfect Simple	Future Perfect Continuous
Sara <i>will have finished</i> all her exams by the end of the year.	By the time he finishes secondary school, his sister <i>will have already been studying</i> at university for a year.

## UNIT 4

### zero and Type 1 conditionals

The zero conditional is used to talk about what happens whenever a condition exists: facts that are generally true, everyday actions, and advice. The Type 1 conditional is used to talk about things that may happen in the future.

Form	Example
<b>Zero conditional:</b> Both clauses use the present simple.	<i>If I want to make</i> a big purchase, I <i>use</i> my credit card.
<b>Type 1 conditional:</b> The <i>if</i> -clause uses the present simple, the main clause uses the future simple.	<i>If my boss gives</i> me a holiday bonus, I <i>will take</i> my family on a nice trip.

### Type 2 conditional

The Type 2 conditional is used to talk about hypothetical or unlikely situations in the present or future. It uses the form *if + past simple, would + base verb*.

Example
<i>If I won</i> the lottery, I <i>would travel</i> the world for a year. <i>If I had</i> magical powers, I <i>would use</i> them for good.

## UNIT 5

### comparatives and superlatives

Comparative adjectives compare the differences between two nouns. Superlative adjectives compare three or more nouns and show the noun with the highest degree. There are a number of common comparative and superlative expressions.

Form	Example
-er and -er / more and more + adj. / adv.	The application process got <i>more and more</i> competitive as the demand became <i>bigger and bigger</i> .
-er and -er / less and less + adj. / adv.	The painting was <i>less and less</i> impressive the <i>closer and closer</i> I looked.
<i>The</i> + comparative adj. / adv. + subject + verb, <i>the better</i>	<i>The bigger</i> it is, <i>the better</i> .
<i>one of</i> + superlative adj. + plural noun	It's <i>one of the nicest</i> places I have ever been.
intensifier ( <i>much, considerably, far and away, etc.</i> ) + comparative / superlative	That documentary was <i>much more interesting</i> than the one we watched last week. Paris is <i>far and away the most beautiful</i> city I've ever visited.

### bare infinitives

The infinitive form of a verb is used to describe an action of a non-finite duration. A bare infinitive is the same as an infinitive form, only without the word *to*.

Form	Example
after the verb <i>do / don't</i>	<i>Don't shout!</i>
after modal auxiliary verbs ( <i>will, could, can, should, may, might, must, needn't</i> )	You <i>shouldn't do</i> that in here!
after verbs of perception ( <i>see, watch, hear, feel, sense</i> )	We <i>saw her leave</i> the party.
after verbs of permission ( <i>make, bid, let, have</i> )	She <i>let him use</i> her computer.
after <i>had better</i> or <i>would rather</i>	You <i>had better work</i> hard this year.
With <i>why</i>	<i>Why not try</i> it?

# Grammar Reference

## UNIT 6

### passive and active voice

In active voice sentences, the subject does the action. In passive voice sentences (formed with *be* + past participle), the subject receives the action.

Active voice	Passive voice
Stevie Wonder <i>wrote</i> the song "Isn't She Lovely" in 1975.	The song "Isn't She Lovely" <i>was written</i> in 1975 (by Stevie Wonder).
The staff <i>will serve</i> dinner at 7:00 p.m.	Dinner <i>will be served</i> at 7:00 p.m. (by the staff).

### passive modals

We can also use passive voice with modals such as *may*, *must*, *can*, *could*, *ought to*, *should* and *have to*.

Active voice	Passive voice
The gallery owner <i>should extend</i> the exhibition time.	The exhibition time <i>should be extended</i> .
You <i>can write</i> my name in English or Arabic script.	My name <i>can be written</i> in English or Arabic script.
You <i>may close</i> the window if you are cold.	The window <i>may be closed</i> if you are cold.

### personal and impersonal passive

If a passive sentence has a stated (with *by*) or implied actor, we call it a personal passive structure. The actor is the agent of the passive verb, the doer.

Example
The director's films <i>are usually praised by</i> journalists. (agent is stated)
The director's films <i>are usually praised</i> in the media. (agent is implied)

When there is no stated or implied actor, *it* is an impersonal passive structure. Common impersonal passive phrases include *it is said that...* and *it is believed that...*

Example
<i>It is said that</i> beauty is in the eye of the beholder.

## UNIT 7

### if only and wish statements

You can express how you'd like something to be different by using *I wish...* or *If only...*

Form / Usage	Example
Wishes about the present use the past tense.	He <i>wishes</i> he <i>were</i> more handsome. <i>If only</i> I <i>could</i> speak Chinese.
Wishes about the past use the past perfect tense.	He <i>wishes</i> he <i>had paid</i> more attention at school. <i>If only</i> I'd <i>studied</i> computer science.

### Type 3 and mixed conditionals

The Type 3 conditional is used for hypothetical statements about how things could have been different in the past. It uses the form *if* + past perfect verb + *would / could / might have* + past participle.

Example
If I <i>hadn't moved</i> to France, I <i>wouldn't have met</i> her. If you <i>had taken</i> the underground, you <i>would have got</i> to class on time.

Mixed conditionals are hypothetical statements in which the two parts of the sentence use different tenses. They are used to express how something different in the past could have affected the present, or how something different in the present could have affected the past.

Example
If I'd <i>chosen</i> to study medicine, I <i>might be working</i> as a doctor now. He <i>wouldn't have got</i> a promotion if he <i>weren't</i> so hard-working.

## UNIT 8

### reported speech

Reported speech is used to repeat something that was previously said. Direct speech repeats exactly what was said, whereas reported, or indirect speech changes the form of the original sentence. We often change the tense, pronouns, time, and place words when using reported speech.

Direct Speech	Indirect Speech
She said, "I usually <i>get</i> my lunch at <i>this</i> restaurant."	She said that <i>she</i> usually <i>got</i> her lunch at <i>that</i> restaurant.
He said, "I <i>was playing</i> video games all <i>last</i> night."	He said that <i>he had been playing</i> video games all of <i>the previous</i> night.
Nisa said, "I <i>will be travelling</i> a lot <i>this</i> summer."	Nisa said that <i>she would be travelling</i> a lot <i>that</i> summer.

## reported questions

Reported questions can also take both a direct and indirect form. Direct questions report exactly what was asked, whereas indirect questions change the form of the original questions. In indirect questions the subject comes before the verb, and the verb *do* is omitted except in negative questions. Indirect yes / no questions use *if* and *whether*.

Direct Question	Indirect Question
"What are you doing?" she asked.	She asked <i>what I was</i> doing.
"Where do you want to go?" she asked. "Who doesn't want to go bowling?" Harry asked.	She asked <i>where we wanted</i> to go. Harry asked <i>who didn't want</i> to go bowling.
"Do you want to come?"	Ricardo asked me <i>if I wanted</i> to come.

## UNIT 9

### subjunctive mood

Subjunctive mood is used to explore a hypothetical situation—things that could or should happen. It's used to express wishes, hopes, commands, demands, or suggestions.

Normal Form	Normal Example	Subjunctive Form	Subjunctive Example
<i>am, are, is</i>	I <i>am</i> available.	<i>be</i>	It's crucial that I <i>be</i> available.
<i>has</i>	He <i>has</i> his lunch break.	<i>have</i>	I requested that he <i>have</i> his lunch break.
<i>was</i>	She <i>was</i> my boss.	<i>were</i>	I wish she <i>were</i> my boss.
<i>prepares, makes, etc.</i>	The cook <i>makes</i> her own pasta.	<i>prepare, make, etc.</i>	The cook insisted that she <i>make</i> her own pasta.

## determiners

A determiner is a word that introduces a noun. It comes before a noun or before an adjective that comes before a noun. Articles, demonstratives, possessives, and quantifiers are different types of determiner.

Form / Usage	Example
<b>articles:</b> <i>The</i> is used in front of a specific noun. <i>A</i> and <i>an</i> are used for general reference.	A: I'm so thirsty. Can I have a soda? B: Sure, just grab <i>the</i> bottle of cola in <i>the</i> refrigerator.
<b>demonstratives:</b> <i>This</i> and <i>these</i> refer to items nearby; <i>that</i> and <i>those</i> refer to items far away.	A: Is <i>this</i> the book you were talking about? B: No, it's <i>that</i> book over there.
<b>possessives:</b> <i>My, your, whose, his,</i> etc. show ownership.	A: Is this <i>my</i> coffee or yours? B: Oh, that's mine. Can you pass it here, please?
<b>quantifiers:</b> <i>A lot of, not many, a few,</i> etc. indicate the quantity of a noun discussed.	There are <i>a lot of</i> Koreans in my class, but <i>not many</i> Americans.

## UNIT 10

### causative verbs

Causative verbs are used to show that someone or something caused something to happen. Common causative verbs are *get, have, make, let*.

Example
The professor <i>makes</i> her students give a presentation every semester. My dad sometimes <i>lets</i> me drive his car.

### inversion

Inversion is used to show emphasis in a non-question sentence. We often use phrases such as *barely, hardly, never, not only,* and *rarely* in inverted sentences.

Regular Form	Inverted Form
I <i>have never seen</i> him so angry!	<i>Never have I seen</i> him so angry!
She's <i>not only</i> friendly but also intelligent.	<i>Not only is</i> she friendly but also intelligent.

# Word List

## UNIT 1

### Lesson A

association  
award  
behalf  
capable  
competitive  
institution  
strength  
weakness

### Lesson B

assume  
circumstance  
commit  
cope  
intention  
respond  
sufficient  
tough

### Lesson C

abandon  
betray  
collapse  
combination  
encounter  
occur  
reputation  
suspicious

### Lesson D

deliberate  
ideal  
initially  
outstanding  
overall  
relief  
selection  
truly

## UNIT 2

### Lesson A

aside from  
attractive  
extensive  
instant  
perspective  
proud  
quite  
stunning

### Lesson B

destination  
dreadful  
exotic  
feature  
nonetheless  
pirate  
remarkable  
shipwreck

### Lesson C

capture  
confirm  
determine  
drown  
seek  
significant / insignificant  
sophisticated /  
unsophisticated  
tremendous

### Lesson D

astonishing  
classify  
furthermore  
port  
priceless  
sail  
therefore  
voyage

## UNIT 3

### Lesson A

adjust  
balance  
crucial  
current  
enable  
eventually  
maintain  
monitor

### Lesson B

affect  
anxiety  
conventional  
faith  
gradual  
practical  
restore  
suffer

### Lesson C

ensure  
factor  
infection  
massive  
medical  
needle  
potential  
treatment

### Lesson D

alter  
appeal  
artificial  
aware  
expectation  
poisonous  
state  
valid

## UNIT 4

### Lesson A

charge  
foolish  
keep track  
mature  
percentage  
substantial  
typical  
wise

### Lesson B

assess  
dedicated  
interest  
management  
panic  
point  
rate  
upset

### Lesson C

consumer  
deal  
evaluate  
exclusive  
impact  
moderate  
recession  
standard

### Lesson D

addiction  
allowance  
debit card  
guidance  
level  
obsession  
transfer  
withdraw

## UNIT 5

### Lesson A

aspect  
campus  
diverse  
identity  
outgoing  
overwhelm  
pause  
reserved

### Lesson B

concept  
exceptional  
familiar / unfamiliar  
manners  
obey / disobey  
peculiar  
strict  
vary

### Lesson C

accent  
criticise  
frustrating  
harsh  
insult  
major / minor  
native  
straightforward

### Lesson D

approve / disapprove  
gesture  
honour  
host  
indicate  
knock  
lap  
specific

## UNIT 6

### Lesson A

classic  
controversial  
critic  
(mass) media  
portrait  
scene  
striking  
visual

### Lesson B

abstract  
commercial  
dialogue  
novelist  
observation  
release  
script  
violent

### Lesson C

bizarre  
contemporary  
context  
feelings  
lyrics  
rhythm  
tone  
unfashionable

### Lesson D

absorbed  
colourful  
compromise  
glance  
solo  
soul  
tale  
terrifying

## UNIT 7

### Lesson A

fluent  
get over  
independence  
keep (sb.) company  
socialise  
sympathy  
tremble  
vivid

### Lesson B

blame  
constantly  
deal with  
distract  
earnings  
mess up  
skilled  
temptation

### Lesson C

adventurous  
ecological  
lovely  
miss out  
profession  
responsibility  
thrilled  
tropical

### Lesson D

coward  
embarrassment  
friendliness  
furious  
popularity  
rumour  
severe  
trivial

## UNIT 8

### Lesson A

adequate  
authority  
devote  
justice  
loyal  
nonsense  
resist  
scheme

### Lesson B

barrier  
beyond  
contrasting  
explosion  
force  
incident  
react  
witness

### Lesson C

accuse  
assure  
cheat  
conflict  
hesitate  
moral / immoral  
recall  
threaten

### Lesson D

bad-tempered  
investigate  
launch  
observe  
relevant  
suspect (v)  
swear  
version

# Word List

## UNIT 9

### Lesson A

affection  
destiny  
enthusiasm  
loaf  
passion  
remind  
reveal  
ultimate

### Lesson B

dairy  
mint  
pancakes  
rich  
spice  
starving  
substitute  
texture

### Lesson C

chaos  
combine  
evoke  
feast  
pan  
pudding  
roughly  
superb

### Lesson D

bun  
full  
hot (spicy)  
mild  
portion  
promising  
theme  
well-balanced

## UNIT 10

### Lesson A

emphasis  
feedback  
grade  
pressure  
progressive  
tutor  
well-paid  
whereas

### Lesson B

awkward  
barely  
inspire  
point out  
rely (on)  
study  
tricky  
valuable

### Lesson C

according to  
bring up  
get rid of  
graduate  
open minded  
semester  
stimulate  
supervise

### Lesson D

absence  
ambition  
gossip  
hard-working  
independent  
productive  
stand out  
yell