

## Unit Overview

### Introduction to the unit

The title of this unit – *Values* – summarizes the main themes: the way values affect our lifestyles, opinions, and attitudes about the environment and citizenship.

In **Lesson 1.1**, students discuss the way values affect lifestyle. They read a blog post and make inferences about the writer's values, and they discuss the way their own values are or are not reflected in their lifestyles. In **Lesson 1.2**, students think about values as they relate to the environment and tourism. They read an essay about the Great Barrier Reef and then write their own essay about a problem in their town, city, or country. In **Lesson 1.3**, students consider values as they listen to a debate on a controversial topic (animal testing) and then share their opinions on controversial topics with the class. In **Lesson 1.4**, teachers use the *Real-World English Strategy* to help students understand very formal and less formal ways of beginning a conversation. **Lesson 1.5** summarizes what students have learned about the theme of values. They listen to a story about being a good citizen and then use the skills they've learned throughout the unit to tell their own story about being a good citizen.

## Lessons

### 1.1 Ways of Life

**Reading Skill** Recognizing scenarios

**Grammar in Context** Dramatic present in narratives

- Identify scenarios in a reading about moral geography
- Use the dramatic present to write an anecdote about lifestyles
- Define and use vocabulary presented in the reading (Oxford 5000)

### 1.2 The Great Barrier Reef

**Grammar in Context** Present perfect versus present perfect continuous

**Writing Skill** Writing paragraphs and topic sentences

- Identify information from a video
- Use the present perfect and present perfect continuous to discuss and write about environmental issues
- Analyze an opinion essay
- Write an essay with clear paragraphs and topic sentences

### 1.3 Opinions

**Listening Skill** Understanding opinions and speculation

**Vocabulary Development** Verb + preposition collocations with *for*, *on*, and *against*

**Grammar in Context** Question types: Subject, direct / indirect, with preposition

- Identify opinions and speculation in a debate
- Use verb + preposition collocations to complete statements of opinion
- Use different kinds of questions in a discussion about controversial topics

### 1.4 Talking Things Through

**Real-World English** Starting a formal conversation

- Analyze degrees of formality in conversations
- Apply different degrees of formality to different scenarios
- Create conversations and act them out

### 1.5 A Good Citizen

**Pronunciation Skill** Intonation: Showing interest

**Speaking** Narrating experiences

- Write and tell a story
- Use intonation to show interest in a story

## Resources

**Class Audio** CD 1, Tracks 2–7

**Workbook** Unit 1, pages 1–7

**Oxford Readers Correlations**

Mandela (9780194233965)

**Teacher's Resource Center**

Assessments: Entry test, Unit test

Class video

English For Real video

Grammar focus

Grammar Worksheets

Oxford Reference Worksheets: upper / lower

Vocabulary cards

Newslea articles

Word list

## Unit Opener

### Student Book page 3

The photo on page 3 shows a woman in a greenhouse. The photograph relates to the unit theme and subsequent exercises because it illustrates the values of caring about healthy food, the environment, and working with nature.

### Photographer

#### Edu Bayer

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

### Unit Snapshot

- 1 Direct students' attention to the first question. Elicit some examples of values (for example, family, education) and a definition of *lifestyle choice* (for example, where you live, what you do). Call on volunteers to answer the question. Explain that you will discuss this issue in Lesson 1.1.
- 2 For question 2, elicit some possible positive and negative outcomes of tourism. Explain that you'll be watching a video about tourism and the environment in Lesson 1.2.
- 3 For question 3, elicit students' ideas about what makes a good citizen. Tell them that they will develop these ideas in Lesson 1.5.

### Discussion Questions

- 1 Direct students' attention to the questions below the picture. Encourage students to offer their opinions and stress that there are many ways to answer. For the third question, relate students' answers to the topics they will discuss in the unit—lifestyles, controversial issues, the environment, and citizenship.
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Edu Bayer answers some of the questions from his perspective. Play it for students as many times as needed to check comprehension and discuss any vocabulary items.

#### Answers

Students' answers will vary. Sample answers include:

- 1 Maybe values related to the environment and beauty are related to this kind of agricultural production.
- 2 Yes / No
- 3 People can express their values through how they treat others and the environment, through their opinions on issues, and through their daily actions.

### Video Script

Maria Giner is an organic farmer and sustainable agriculture entrepreneur and she's observing one of her greenhouses in La Kusturica state near Barcelona, Spain on a rainy morning. These herbs and flowers - it's what they plant in between crops to bring back the nutrients that vegetables consume when they grow.

There are many values involved. La Kusturica is an organic farm looking for alternatives to the current agricultural model. It's formed by a group of young people that work full time farming, producing vegetables, and distributing them directly to the people. I think they tackle the way we get food the way we produce it and the way we relate to one another. So, I think that they encompass a broad array of values.

Having values is important, but we need to put them into action. States make decisions on our behalf, and sometimes casting our votes once every four to six years is simply not enough. Society needs active and engaged citizens.

### Exercise 1

Read the directions. Tell students that all of the values may be important to them, but they should use the exercise to try to rank them against each other; that is, they should try not to give them all 5s! Have them work independently to complete the activity.

### Exercise 2

Call out each of the values on the list and ask for a show of hands from students who ranked it 4 or 5. Tally the results to determine which values are the most important for the class. Ask students if they are surprised by the outcome.

### Real-World Goal

By the end of this unit, students will be able to express their opinions on a controversial topic because they will have learned skills for narrating an anecdote, using different kinds of questions, supporting main ideas with reasons and examples, and opening a formal conversation.

## Lesson 1.1 Way of Life

### Student Book pages 4 – 6

#### Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson. Ask for examples of things that might reflect a person's way of life (for example, hobbies, fashion, home). Ask students what they think the lesson will be about.
- 2 Direct students to read the definition of *values* and to discuss the questions with a partner. Explain any new vocabulary, such as *firm discipline*. *Discipline* refers to training people to obey rules and orders and punishing them if they don't. *Firm discipline* suggests harsher punishment.
- 3 Call on students to share their ideas with the class.

## Reading Skill

### Recognizing scenarios

#### GO ONLINE

- 1 Direct students to read the information in the Reading Skill box.
- 2 Check comprehension by asking *What is a scenario?* and *Why do writers use them?*

### Extra Practice

- 1 Make copies of the situations below and distribute one set each to groups of three or four students.
- 2 Ask the groups to work together to write the first sentence of a scenario to go with each situation. Tell them to remember that their goal is to draw the reader in so they want to hear more about the story.
- 3 For one situation at a time, have a representative from each group read their sentence. Ask the class to vote on the most interesting one.

a large party	a scary forest
an encounter with an old friend	a surprising discovery
a difficult conversation	a problem at work

## Exercise 2 APPLY

- 1 Read the instructions and review the meaning of the word *skim*. Tell students to read quickly, looking for the scenario, and to hold up their hands when they find it.
- 2 Once all the students have raised their hands, ask them to discuss the questions with a partner.

### Answers

Students' answers will vary. Sample answers include:

- 1 It starts with the word "Imagine."
- 2 It uses second person and simple present.
- 3 The writer is drawing the reader in by creating a personal connection between the reader and the topic of moral geography.

## Exercise 3 APPLY

#### OXFORD REFERENCE

- 1 Direct students' attention to the photo. Ask them if it looks like a nice place to live.
- 2 Give students time to read the blog post silently. Tell them to mark words they don't understand, but to continue reading.
- 3 When students finish reading, ask them what the blog post was about (the concept of moral geography). Tell students that you will address the highlighted vocabulary and their other vocabulary questions later in the lesson.

## Exercise 4 EXPAND

- 1 Read the question. Elicit an idea from the class. Give the students a minute to read and think about additional examples.
- 2 Call on students to share their ideas with the class.

### Answers

Students' answers will vary. Sample answers include:  
The writer values togetherness. He refers to "togetherness" as an "idealistic concept."

## Exercise 5 IDENTIFY

- 1 Read the first sentence aloud. Ask students if it is or true or false and where they found the answer in the text (toward the end of the first paragraph).
- 2 Ask students to work independently to label the rest of the sentences as *True* or *False*.
- 3 Have the class call out the answers. For each sentence, ask a student to explain where he or she found the answer in the text.

### Answers

1 T 2 F 3 F 4 T 5 T 6 F 7 F

## Grammar in Context

### Dramatic present in narratives

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Explain the meaning of *anecdote* (a short story about a real person). Tell an anecdote in the past tense and then in the present and ask students which one sounds more immediate and dramatic. For example:  
*Yesterday I was walking to the coffee shop, and I saw my neighbor. He was riding a bicycle and he had a giant green bird on his shoulder.*  
*Yesterday I'm walking to the coffee shop, and I see my neighbor. He's riding a bicycle and he has a giant green bird on his shoulder!*
- 3 Ask students to call out the verb changes you made in the anecdotes.
- 4 For additional information, see the Grammar focus on page 159.

### Extra Practice

- 1 Provide pairs with the following past-tense anecdotes. Ask the pairs to work together to revise each anecdote by rewriting it in the dramatic present. Encourage them to add a few details to make the anecdote more interesting, but tell them to keep it short.

I went to the store for eggs. I was looking and looking, but I couldn't find them. Finally, the clerk told me they were out because the delivery truck had been in an accident.

My brother decided to move downtown. Unfortunately, when he got there he discovered that it was very crowded, it was hard to find parking, and there were always people making noise in the street.

- 2 Have each pair meet with another pair to read their new version of the anecdote. Tell them to discuss any problems with the verb changes and to decide which pair added the most interesting details.
- 3 Call on volunteers who think they have a good version to read it to the class.

## Exercise 6 APPLY

- 1 Read the directions. Encourage students to skim the entire activity before they begin filling in the verbs.

- Have students work independently to complete the activity.
- Call on volunteers to read the anecdote aloud one sentence at a time.

#### Answers

- |                   |                      |
|-------------------|----------------------|
| 1 happens         | 9 'm / am speaking   |
| 2 'm / am         | 10 'm / am learning  |
| 3 gets            | 11 'm / am feeling   |
| 4 'm / am feeling | 12 'm / am starting  |
| 5 don't speak     | 13 'm / am realizing |
| 6 have            | 14 comes             |
| 7 'm / am trying  | 15 's / is           |
| 8 want            | 16 tell              |

### Exercise 7 EXPAND

- Ask students to identify the ways that the Exercise 6 writer's lifestyle changed (new country, new language, big city). Elicit some other life changes that could be called a lifestyle change (for example, changing jobs, moving out of your parents' home, getting deeply involved in a new hobby).
- Have students write an anecdote using the dramatic present about a lifestyle change they have experienced. Remind them to set the scene as described in the Reading Skill box.
- Ask students to share their writing in small groups. Call on several groups to explain which person had the most dramatic lifestyle change.

### Exercise 8 VOCABULARY

- Say and have students repeat the words in the numbered list.
- Direct students to work independently to match the words with the definitions. Tell them to look back at the blog post in Exercise 3 for help.
- Ask students to check their answers with a partner. Then have the class call out the answers.

#### Answers

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

#### Oxford 5000 words

- |              |             |              |
|--------------|-------------|--------------|
| citizenship  | foster      | significance |
| civilization | interaction | unacceptable |
| conservative |             |              |

### Exercise 9 APPLY

- Read the first sentence aloud and elicit the answer. Ask students to work independently to complete the activity.
- Have students take turns reading the sentences with a partner. Then have the class call out the answers.

#### Answers

- |                |                 |                |
|----------------|-----------------|----------------|
| 1 interaction  | 4 foster        | 7 conservative |
| 2 citizenship  | 5 significance  |                |
| 3 unacceptable | 6 civilizations |                |

### Exercise 10 WHAT'S YOUR ANGLE?

- Elicit a couple of the students' ideas about ideal living environments.
- Review the scenario introductions in the Reading Skill box.

- Have students work independently to write their scenarios. Then have them share their writing with a partner.
- Call on two or three volunteers to share their scenarios with the class.

### Exercise 11 INTEGRATE

- Put students in groups. Assign or have each group choose a discussion leader. Explain that the discussion leader's job is to make sure that everyone gets a chance to speak and to encourage follow-up questions.
- Have the groups discuss the questions. Circulate and model follow-up questions to encourage interaction. Provide any necessary explanations about vocabulary, such as *current* (referring to these days), *aspects* (parts), and *work-life balance* (the amount of time spent on one's professional life versus one's personal / home life).
- Call on students to share something interesting one of their group members said in response to each question.

## Lesson 1.2 The Great Barrier Reef

Student Book pages 7 – 9

### Exercise 1 ACTIVATE

Put students in small groups. Ask them to look at the pictures and discuss the questions. Tell students not to be concerned if they don't know the answers—they will learn about the Great Barrier Reef in the video.

### ▶ Exercise 2 IDENTIFY

Play the video. Ask the class what information they had already discussed and what surprised them.

### ▶ The Great Barrier Reef

### ▶ Exercise 3 APPLY

- Tell students to read the questions in preparation for listening. Play the video again.
- Have students discuss the questions with a partner. Call on individuals to share the answers with the class.

#### Answers

- off the coast of Queensland, Australia
- It's a popular place for scuba diving.
- Tourists break coral by walking on it and take pieces as souvenirs; tourist boat anchors smash coral, and the fuel pollutes the water.
- Climate change, extreme weather has killed coral.
- Answers will vary.

#### Video Script

### ▶ The Great Barrier Reef

The Great Barrier Reef is one of the natural wonders of the world. It is composed of almost 3,000 individual reefs and 900 islands and stretches for over 2,600 kilometres. It has been a UNESCO World Heritage Site for over thirty years and is so big it can be seen from space. The reef is located in the Coral Sea, off the coast of Queensland in northeast Australia. Because of its unique coral and warm, clear waters, it's a hugely popular tourist destination. In 2011, over 1.5 million people visited the reef. Each year, the industry generates over 2 billion Australian dollars. But unfortunately, tourists

often damage the natural beauty they have come to admire. The coral reef is a breath-taking but very fragile environment, and tourists can often be careless when they visit. They break the coral by walking along it, and some visitors even snap off pieces to take home as souvenirs. The boats which carry the tourists to the reef can also cause damage. Their anchors smash coral and the fuel they leave behind pollutes the water around the reef. The fact is that the reef isn't used to human contact. It existed in near isolation for thousands of years, so when over a million people suddenly start visiting, they are bound to cause some damage. But not all the damage to the reef comes from tourists. In fact, the greatest threat is something far more global: climate change. Climate change is having a disastrous impact on the reef, which has lost more than half its coral since 1985. Things, it seems, are only going to get worse. According to a recent survey, it is expected that the reef will have lost another half of its coral by 2022. Climate change is affecting the reef in different ways. Extreme weather events, such as cyclones and heavy storms, have become much more common in recent years. The fragile coral cannot withstand this violent weather and scientists say almost fifty per cent of coral loss is due to this. They also predict that these severe weather events are likely to become even more frequent in the future. Another major problem for the reef is coral bleaching. Thanks to global warming, average sea temperatures around the world are rising. The ocean around the Great Barrier Reef is now 0.4 degrees Celsius warmer than it was a hundred years ago. The sea is also becoming more acidic as it absorbs carbon dioxide from the atmosphere. These changes cause the coral to lose the algae living inside them and cause them to turn white. This process is known as coral bleaching. Normally, bleached coral can grow again but the long-term bleaching caused by global warming is killing entire coral colonies around the reef. So what is going to be done to protect one of the world's most iconic natural wonders from mass tourism and the effects of climate change? The Great Barrier Reef Marine Park Authority is the organization in charge of protecting the reef. They are trying many different things which intend to reverse the reef's destruction. But while the rate of climate change may be slowed, it won't be stopped completely. Severe weather, warmer waters, and ocean acidification are here to stay, and tourists will continue to visit the reef, so it needs to be more resilient in order to survive. The Authority is implementing a series of initiatives. First, they are going to identify the key habitats and species that are under threat. They will then create special 'refuges'. Tourists and fishermen won't be allowed to enter these areas so the reef can flourish without human interference. In the longer term, they plan to fund specialized research into the reef so they can identify what needs to be done and how to do it. Both tourism and climate change are major threats to the future of the Great Barrier Reef. However, the reef's deterioration could be slowed, and possibly even reversed, if it is managed properly. We need to understand our effect on this huge but delicate ecosystem if we hope to protect it. If we don't, we may lose it forever.

#### Exercise 4 WHAT'S YOUR ANGLE?

- 1 Have the class brainstorm a list of places that have been affected by tourism in the country where your class is. Write them on the board.
- 2 Seat the students in small groups. Tell them to discuss how the areas on the board have been affected and what is being done about it. If your students are from different countries, tell them to share information about their countries with the group as well.
- 2 Call on students from each group to share some of the information they discussed with the class.

#### Exercise 5 NOTICE

Ask students to read the essay question. Elicit the kind of information they would expect to find in the essay. (For example, the writer's opinion and reasons and examples to support that opinion.)

#### Oxford 5000 words

activity    suspended    protect    environment

#### Exercise 6 ASSESS

- 1 Read the directions. Ask students to read the essay and think about the answers to the questions.
- 2 Elicit students' answers to the questions. Ask them to restate the writer's opinion (Tourism should not be suspended. Businesses and local authorities should raise awareness and try to protect the reef.). Ask them to identify some of the writer's reasons. (For example, tourism isn't the only problem; tourism brings money to the area.)

#### Oxford 5000 words

caused damage    educate public    take responsibility  
have an impact    spread message    monitor situation

#### Exercise 7 VOCABULARY

- 1 Read the first phrase and elicit the answer (protect).
- 2 Have students work independently to complete the exercise. Tell them to refer to the essay for help.

#### Answers

- 1 protect
- 2 monitor
- 3 spread
- 4 suspend
- 5 educate
- 6 take
- 7 cause
- 8 have

#### Exercise 8 ASSESS

- 1 Play the audio and ask students to check their answers.
- 2 Replay the audio and have students repeat the items.

#### CD 1, Track 2

#### Exercise 9 EXPAND

- 1 Elicit an example sentence for *protect the environment*. Encourage students to create a sentence that illustrates the meaning of the collocation. For example, if they come up with *It's important to protect the environment*, ask them to provide additional information. (For example, *It's important to protect the environment so that we have clean air and water.*)
- 2 Have students work with a partner to write a sentence for each collocation. Call on volunteers to write their sentences on the board.

### Grammar in Context

#### Present perfect versus present perfect continuous

##### GO ONLINE

- 1 Direct students to read the information in the box silently as you read it aloud.
- 2 Stop after the first example sentence and elicit more sentences that use the present perfect to talk about the past. (For example, *I have been to China twice*, or *He has already read that book*.)
- 3 After the second set of example sentences, elicit sentences that use *for* or *since* to emphasize how much time has passed. (For example, *I have been waiting in*



line for two hours, or *She has been sleeping since 5:00.*) Tell students that the verbs *live*, *work*, and *study* are used in the present perfect or present perfect continuous in these kinds of sentences with little difference in meaning.

- After the examples of present perfect continuous sentences, elicit more examples from the class that don't have *for* or *since* or the verbs *live*, *work*, or *study*. (For example, *I've been trying to find a job*, or *The city has been developing a plan*.)
- After the last section, remind students that the present perfect continuous is like any other continuous form—it isn't used to describe states.
- Check comprehension. Ask students to explain what is the same about the present perfect and present perfect continuous. (They both connect the past and present.) Ask them what is different about the two forms. (The present perfect describes past experiences and states. The present perfect continuous only describes actions that are still ongoing.)
- Write three verb phrases on the board and elicit present perfect and present perfect continuous sentences.
 

*see The Avengers*  
*wait in line*  
*take English classes*

Discuss the meaning of the sentences students come up with. (For example, *I've seen The Avengers* and *I've taken many English classes* describe past experiences. *I've been waiting in line for an hour* and *I've been taking English classes since 2015* describe something that is still happening. It's also possible to say *I've waited in line long enough—I'm leaving!* where the emphasis is not on the action continuing.)
- For additional information, see the Grammar focus on page 159.

### Extra Practice

- Copy this grid on the board or distribute it to small groups:

I	rain	Thursday
he	sleep	January
she	call	day
it	since	week
have	for	two hours

- Tell students that the first group to write eight correct sentences is the winner. They must use the present perfect or present perfect continuous and all of the words in the grid. They can add as many other words as they want.
- When a group says they have eight sentences, tell everyone else to stop writing and have them read their sentences for the class. If there are any mistakes, they are disqualified, and the rest of the groups continue until someone wins.

### Answers

Students' answers will vary. Sample answers include:  
 It has been raining all week.  
 It has rained a lot since January.  
 I have been sleeping for two hours.  
 I have slept a lot this week.  
 He has had fun this week.  
 He has had a car since January.  
 She has been calling all day.  
 She hasn't called me since Thursday.

### Exercise 10 IDENTIFY

- Read the directions. Tell students that in some cases both forms are possible.
- Have students work independently to complete the exercise.
- Call on students to read the completed sentences aloud. For each one, discuss whether the alternative is also correct and why or why not.

### Answers

- since
- has become
- we've been trying / we tried
- I've worked / I've been working
- for

### Exercise 11 APPLY

- Read number 1 and elicit the answer. Have students work independently to complete the sentences.
- Call on students to read the completed sentences aloud. Elicit any alternative answer.

### Answers

- For / has been
- has increased / since
- has been going (or has gone) / for
- Since / have died
- has been trying / since

## Writing Skill

### Writing paragraphs and topic sentences

#### GO ONLINE

- Direct students to read the information in the box, or have students read along silently as you read the information.
- Check comprehension. Ask students what the purpose of a topic sentence is (to introduce the main idea of a paragraph). Ask what the purpose of an example is (to support the main idea). Ask what a writer sometimes does in a concluding sentence (restate the main points of the paragraph).

### Extra Practice

- Search for student essays online and print out several examples. Cut them out by paragraphs and distribute two or three paragraphs (from different essays) to small groups of students.
- Have the groups discuss the paragraphs. Tell them to identify 1) the topic sentence, 2) the supporting information, and 3) the concluding sentence.
- Circulate and settle any disagreements.

### Exercise 12 APPLY

- Read the directions. Ask students to identify the topic and topic sentence of the first paragraph in the essay in Exercise 6.
- Have students work with a partner to find and underline the topic sentence of each paragraph. Call on students to share the answers with the class.

## Answers

### Paragraph 1

Topic: the Great Barrier Reef

Topic sentence: Located...in the world.

### Paragraph 2

Topic: problems caused by tourism

Topic sentence: Over the years...damage.

### Paragraph 3

Topic: proposal to suspend tourism

Topic sentence: While I agree... suspend tourism

### Paragraph 4

Topic: problems caused by climate change

Topic sentence: Climate change...impact.

### Paragraph 5

Topic: tourism helps the economy

Topic sentence: Secondly...as well.

### Paragraph 6

Topic: tourism and environmental education

Topic sentence: Tourism...environmental issues.

### Paragraph 7

Topic: the responsibility of business owners

Topic sentence: In my opinion...the environment

### Paragraph 8

Topic: conclusion

Topic sentence: I agree...a viable solution.

## Exercise 13 IDENTIFY

- 1 Read the instructions. Ask students to continue looking at the essay and to discuss the supporting information with their partners.
- 2 Call on one student to explain each paragraph—what the topic sentence is and how the rest of the sentences relate to or support it.

## Answers

### Paragraph 1

There are two supporting sentences. They relate to the topic because they describe the size of the reef. They provide facts and measurements.

### Paragraph 2

There is one supporting sentence. It relates to the topic because it describes the damage. It cites research results.

### Paragraph 3

There aren't any supporting sentences. The paragraph serves as a transition.

### Paragraph 4

There is one supporting sentence. It relates to the topic because it describes damage from climate change. It provides a fact.

### Paragraph 5

There are five supporting sentences. They relate to the topic because they describe how limiting tourism would hurt the economy. It provides examples.

### Paragraph 6

There is one supporting sentence that provides additional support for the topic in Paragraph 5. It provides a fact.

### Paragraph 7

There is one supporting sentence. It relates to the topic because it explains what businesses can do. It provides examples.

### Paragraph 8

There aren't any supporting sentences.

## Exercise 14 PREPARE

- 1 Conduct a class brainstorm of problems in your city or country.

- 2 Read the directions. Tell students to choose one problem. Give them time to take notes on their ideas.

## Exercise 15 WRITE

- 1 Ask students to read through the instructions. Check comprehension. Ask: *How many paragraphs will your essay have?* (3) *What does each paragraph need?* (a topic sentence, supporting information, a concluding sentence)
- 2 Instruct students to write their three topic sentences and to take some notes under each one. Circulate and provide feedback. Call on a variety of students to share a topic sentence and explain briefly how they will support it.
- 3 Have students use their notes to write their essays.

## Exercise 16 IMPROVE

Read the checklist aloud. Ask students to look through their essays and make corrections as necessary before they check off the items on the list.

## Exercise 17 SHARE

- 1 Read the directions. Check comprehension of what they are and are not going to do. For example, *Are you correcting your partner's grammar?* (no) *Are you looking for spelling mistakes?* (no) *Are you going to tell your partner if you agree with his or her opinion?* (yes) *Are you going to tell your partner what you like about the essay?* (yes)
- 2 Have students exchange essays with a partner and provide feedback.

## Lesson 1.3 Opinions

Student Book pages 10 – 11

### Exercise 1 ACTIVATE

- 1 Have students read the quote. Ask what they know about Martin Luther King, Jr. (leader of U.S. civil rights movement from 1954-1968; famous for non-violent protest).
- 2 Ask students to guess what *at stake* and *well-being* mean (*at stake* = at risk—when something is at stake it can be won or lost; *well-being* = health or safety). Have volunteers say what they think the quote means and whether they agree.

### Answers

Students' answers will vary. Sample answers include:  
People should be brave and help others.

### Exercise 2 IDENTIFY

Ask students what a *controversial* topic is (a topic people have strong, differing opinions about). Direct students to look at the photos and discuss the questions with a partner. Call on individuals to share their ideas with the class.

### Answers

Students' answers will vary. Sample answers include:  
The photos are about animal testing. Cosmetics and medicine are tested on animals. The topic is controversial because the tests harm animals and some people feel that they are unnecessary or wrong.

### Exercise 3 ASSESS

- 1 Read the instructions. Play the audio and ask students to write *F* or *A* next to the names.
- 2 Have the class call out the answers.

#### Answers

Charlotte–F      Daniel–A      Senji–F

#### Audio Script

##### CD 1, Track 3

- Daniel      What do you guys think about the practice of animal testing on products for humans? I mean, the purpose of testing is to find out if the products have any dangerous side effects. The animals probably suffer terribly. In my opinion, it's cruel and it shouldn't be allowed.
- Charlotte      Hmm. I see your point, Daniel, but I'd have to argue for animal testing. It may seem cruel, but I definitely don't agree that it should be banned. I mean, what happens if a product isn't tested before humans use it? Imagine if it causes someone to go blind or burns people's skin. Companies have a responsibility to ensure that the products they're selling are safe and effective, even if it harms animals. What do you think, Senji?
- Senji      I think you're right, Charlotte. Daniel, do you have any idea how much testing a new product needs? Animal testing may not be pleasant, but I think that's better than risking human suffering.

### Exercise 4 INTEGRATE

- 1 Tell students that they will now listen to the whole debate. Ask them to read over the statements in preparation for listening.
- 2 Play the audio and have students check the opinions they hear.
- 3 Call on students to read aloud the sentences they checked.

#### Answers

Checked: 1, 2, 4, 9

#### Audio Script

##### CD 1, Track 4

- Daniel      What do you guys think about the practice of animal testing on products for humans? I mean, the purpose of testing is to find out if the products have any dangerous side effects. The animals probably suffer terribly. In my opinion, it's cruel and it shouldn't be allowed.
- Charlotte      Hmm. I see your point, Daniel, but I'd have to argue for animal testing. It may seem cruel, but I definitely don't agree that it should be banned. I mean, what happens if a product isn't tested before humans use it? Imagine if it causes someone to go blind or burns people's skin. Companies have a responsibility to ensure that the products they're selling are safe and effective, even if it harms animals. What do you think, Senji?
- Senji      I think you're right, Charlotte. Daniel, do you have any idea how much testing a new product needs? Animal testing may not be pleasant, but I think that's better than risking human suffering.
- Daniel      Well, there must be a solution. Can't people just live without cosmetics? I'd prefer that to buying products that require animals to suffer. Who can argue against that?
- Charlotte      Well, these days there are plenty of companies that have decided against testing on animals. It usually says so right on the product label. A lot of people insist on buying only those products.
- Senji      Those products are probably really expensive, though. And don't forget, it's not just cosmetics that are tested on animals. I've heard that the practice is used for lots of different household products. I'm pretty sure the

majority of medicines are tested on animals, too. In my view, there's no way to completely avoid buying animal-tested products.

- Daniel      You're probably right, Senji. I guess it won't make a difference if just a few people stop buying the products. We need to encourage people to speak out against this issue, because animals don't have any way to defend themselves. We humans have to stand up for them. And we should find alternatives to animal testing...

### Exercise 5 EXPAND

- 1 Put students in small groups. Read the first statement from Exercise 4. Elicit an opinion from a student about it and model a follow-up question. For example, *Why do / don't you think it's cruel?*
- 2 Tell the groups to discuss the questions. Encourage them to ask each other follow-up questions.
- 3 Ask volunteers to share one idea that people in their group disagreed about.

### Listening Skill

#### Understanding opinions and speculation

##### GO ONLINE

- 1 Direct students to read the information in the Listening Skill box. Read the statements of opinion in the box aloud. Point out that they are fairly short and direct.
- 2 Read the "speculation" sentences in the box aloud. Ask students to identify the phrases that show speculation (must have been, I wonder, probably, I've heard, I'm pretty sure).

#### Extra Practice

- 1 Write two or three topics on the board that will be easy for your students to express opinions about, for example: texting, school policies, or fashion.
- 2 Have students work with a partner to write one statement of opinion and one speculation about two of the topics (for a total of four sentences). Tell them to refer to the Listening Skill box for ideas and to include different types of language in each sentence. (For example, don't use *in my opinion* in both of the opinion statements.) Tell both partners to write the sentences.
- 3 Have the students find a new partner. Tell them to read the new partner their sentences. The new partner should say if they are opinions or speculations. Settle any disagreements or questions.

### Exercise 6 APPLY

- 1 Read the directions. Have students look over the exercise in preparation for listening.
- 2 Play the audio and ask students to complete the activity.
- 3 Go over the answers as a class.

#### Answers

- |                  |                  |              |
|------------------|------------------|--------------|
| 1 D, speculation | 3 S, opinion     | 5 D, opinion |
| 2 C, opinion     | 4 S, speculation |              |

##### CD 1, Track 4

### Vocabulary Development

#### Verb + preposition collocations with *for*, *on*, and *against*

##### GO ONLINE

- 1 Direct students to read the information in the Vocabulary Development box.



- 2 Say and have students repeat the collocations. Ask students to provide examples from their own experience. For example: *Tell me about something you have argued against or for. Who is famous for speaking out against ...? Who is famous for standing up for ...?*

### Extra Practice

- Put students in small groups. Give them the sentence frames below or write them on the board. Tell the groups to work together to complete the sentences. Explain that all group members need to write the sentences because they will survey other people. They don't need to ask each other the questions.
- Have the group members interview 3 students who are not in the group.
- Tell students to return to their groups and compile their results. Call on a representative from each group to share what they learned with the class. Sentence frames:  
*The city government wants to \_\_\_\_\_. Would you argue for this or against it?*  
*Do you think it's important to speak up for \_\_\_\_\_?*  
*Do you think it's important to speak out against \_\_\_\_\_?*  
*Teachers at this school should not insist on \_\_\_\_\_. Do you agree or disagree?*  
*Companies should decide against \_\_\_\_\_. Do you agree or disagree?*  
*Do you think \_\_\_\_\_ should decide on \_\_\_\_\_?*

### Exercise 7 USE

Read the first sentence aloud and elicit the missing preposition (for). Have students work independently to complete the rest of the excerpts.

#### Answers

1 for 2 against 3 against 4 on 5 against 6 for

### Exercise 8 ASSESS

Play the audio and ask students to check their answers.

#### CD 1, Track 5

- Charlotte I see your point, Daniel, but I'd have to argue for animal testing.
- Daniel Can't people just live without cosmetics? I'd prefer that to buying products that require animals to suffer. Who can argue against that?
- Charlotte Well, these days there are plenty of companies that have decided against testing on animals. It usually says so right on the product label. A lot of people insist on buying only those products.
- Daniel We need to encourage people to speak out against this issue. Animals don't have any way to defend themselves. We humans have to stand up for them.

### Exercise 9

- Read the directions. Ask students to think back to the discussion about animal testing. Elicit some of the arguments that each speaker used, and write them on the board.
- Put students in small groups. Have them rank the arguments in order the strongest to weakest, writing their choices down in a list.
- If time, move two groups of students together and have them compare their lists.

## Grammar in Context

### Question types: subject, direct / indirect, with preposition

#### GO ONLINE

Read the information in the Grammar in Context box and ask students to read along silently. After each set of sample sentences, stop and check comprehension as outlined below:

- Check comprehension of subject questions. Write on the board:

*John* → *Mary* → *Tom*

Tell students, *This is the age-old sad story—John loves Mary, but Mary loves Tom*. Ask students to form questions about each of the people in the love triangle. Elicit five questions. (Who does John love? Who does Mary love? Who loves Mary? Who loves Tom?)

- Check comprehension of indirect questions. Write two direct questions on the board and elicit indirect versions of each. For example:  
*Where do you live?* (Can you tell me where you live?)  
*Does the class meet tomorrow?* (Do you know if the class meets tomorrow?)
- Write an opinion on the board and elicit a more polite way to frame it.  
*The soup needs more salt.* (Don't you think the soup needs more salt? Wouldn't it be better if the soup had more salt?)
- Write two statements with a preposition on the board and ask students to form questions about the underlined word:  
*I was talking to Maria.* (Who were you talking to?)  
*I decided on the blue T-shirt.* (Which T-shirt did you decide on?)
- For additional information, see the Grammar focus on page 159.

### Extra Practice

- Give students the following situation or write it on the board:  
*B is worried about an email from work. A asks questions about the email and the work situation, including:*
  - 1 subject question
  - 1 direct question
  - 1 indirect question
  - 1 question with a preposition*A answers the questions.*  
 Emphasize that the questions can appear in any order in the conversation. Start them off with the first exchange:  
*A: What's the matter?*  
*B: I'm worried about this email.*
- Have the students work in pairs to write a conversation between A and B.
- Have each pair meet with another pair to perform their conversation. Ask the listening students to identify each type of question they hear.

### Answers

- Students' answers will vary. Sample answers include:
- A: Who sent it? (subject question)  
 B: My boss. He's mad at me.  
 A: Really? What did you do? (direct question)  
 B: I came in five minutes late.  
 A: Well... don't you think you should come on time? (indirect question)  
 B: Of course, but it was only five minutes. Now he wants to meet.  
 A: What does he want to talk about? (question with preposition)  
 B: I don't know! That's why I'm worried.

### Exercise 10 IDENTIFY

- 1 Direct students to read the questions and determine which ones are incorrect.
- 2 Have the class call out the numbers of the incorrect questions.

### Answers

3, 6, 7, 9

### Exercise 11 ASSESS

- 1 Have students work independently to rewrite the questions correctly.
- 2 Have volunteers write the revised questions on the board.

### Answers

- 3 What are the scientists looking for?
- 6 Do you have any idea if that company tests products on animals?
- 7 What is the best solution to the problem?
- 9 What happens when a product is not tested?

### Exercise 12 WHAT'S YOUR ANGLE?

- 1 Read the directions. Ask students to look at the photos and identify what people might disagree about with regard to each one. Elicit some other topics that students disagree with family and friends about. Write them on the board.
- 2 Elicit some of the arguments students have had about each topic on the board. Find out if they think the arguments will ever be resolved and why or why not.

## Lesson 1.4 Talking Things Through

Student Book pages 12–13

### Exercise 1 ACTIVATE

Read the questions aloud. Explain that *people you are close to* usually refers to family and friends, while *people you aren't close to* are those you don't know very well and don't talk to about personal matters. Elicit answers from the class.

### Answers

Students' answers will vary. Sample answers include:  
 If I don't have a close relationship with someone, I might speak to them in a very formal and polite way. However, if I'm close to someone, I might speak to them more directly.

### Exercise 2 ASSESS

- 1 Direct students' attention to the video stills. Ask them to discuss the questions with a partner. For the second question, challenge students to explain how they can tell whether or not they know each other well.
- 2 Call on students to share their ideas with the class.

### Answers

- 1 They are in an office.
- 2 Students' answers will vary. Sample answers include:  
 They might know each other well, but their body language suggests that their relationship is formal.
- 3 Students' answers will vary. Sample answers include:  
 They might be talking about something of an official capacity because they are in an office and it looks like he is offering to shake her hand.

### Exercise 3 IDENTIFY

Give students a moment to preview the questions. Play the video. Then discuss the questions as a class.

### Answers

- 1 Andy is planning to apply for an internship in London.
- 2 Professor Jackson will help by writing him a letter of recommendation.
- 3 Professor Jackson recommends that Andy apply for the spring internship.
- 4 Andy is worried because the application deadline is next week.

### English For Real Video Unit 1

## Real-World English

### Starting a formal conversation

Read the information in the box aloud, modeling the intonation of the conversation starters. Ask students where they might use language like the examples (for example, at work, at a meeting, in a negotiation).

### Extra Practice

- 1 Distribute a "problem" to each student. It's OK if some students have the same problem, as long as there is variety. For example:

Employees are coming in late.	The hallway is very dark.
No one is buying the new product.	One employee keeps coming in late.
The office is messy.	The computers are getting old.
Employees are leaving dirty dishes in the sink.	The receptionist can't keep up with the phone calls.

- 2 Have students walk around the classroom and show their problem to three or four different partners. Each partner should reply using one of the openers in the Real-World English box and follow up with a suggestion.

## Real-World English Strategies

This chapter helps your students learn how to start a formal conversation. However, your students may also need extra practice in how to start an informal conversation.

- 1 First, ask your students if they can recall a situation when they were standing next to someone they did not know very well and experienced an uncomfortable silence because they didn't know what to say. What did they end up saying? What did the other person say or do?
- 2 Next, brainstorm some conversation starters that can be used in different situations, for instance:
  - At a party: *How did you know the host?*
  - At a concert: *Have you seen this group / this musician before?*
  - In a line at a store: *The weather has been fantastic lately!*
- 3 As homework, over the course of a week, ask your students to look for opportunities to start a conversation with someone they don't know at all or someone they don't know very well. Tell them to record what they said and how the other person responded.
- 4 Ask the students to report back and share with the whole class. Reflect on how they felt in these situations: was it easy or difficult, and why?

## ▶ Exercise 4 ANALYZE

- 1 Have students read the chart in preparation for listening. Play the video again and tell them to take notes in the chart.
- 2 Ask students to go over their notes with a partner. Call on students to share their answers with the class.

### Answers

- 1 Professor Jackson's office
- 2 Fairly well, the professor is glad to see Andy; knows what Andy did over the summer
- 3 Their relationship is friendly but formal; Andy is dressed formally, uses the professor's title, body language is formal
- 4 Professor Jackson is advising and helping Andy with his internship application
- 5 Polite, formal—*Yes, please, I'd like to thank you, Let me start by saying...*

## Video Script

### ▶ English For Real Video Unit 1

- Prof. Jackson: Andy! Come in. Have a seat.  
Andy: Hello, Professor Jackson. How are you?  
Prof. Jackson: Fine, thank you. It seems that you had a productive summer.  
Andy: I did. I was very busy.  
Prof. Jackson: That's good to hear. Let me begin by saying how impressed I am that you're applying for this internship in London.  
Andy: Thank you, Professor Jackson.  
Prof. Jackson: It's very competitive. And I've only had a few students who've applied and gotten hired.  
Andy: Well, I'd like to thank you for agreeing to write a recommendation letter.  
Prof. Jackson: I'm happy to help. Can I ask about your plans?  
Andy: Right. I'm thinking about applying for the summer internship.  
Prof. Jackson: May I make a suggestion?  
Andy: Of course.  
Prof. Jackson: I think you should apply for the spring internship. There are fewer applicants, so, your chances are better.

- Andy: Thanks, Professor Jackson. That's good advice. But, uh, that deadline is next week!  
Prof. Jackson: True. Let me know.  
Andy: Thanks very much. See you! . . . Hey, Max. Are you busy? I've got something I need to talk through . . .

## Exercise 5 ASSESS

Go over the directions. Ask students to work independently to label the statements.

### Answers

- 1 I      2 F      3 I      4 F      5 I      6 I

## Exercise 6 IDENTIFY

- 1 Have students work independently to circle the language that helped them decide if a sentence was more formal or less formal.
- 2 Tell the students to discuss their answers with a partner. Call on students to share their ideas with the class.

### Answers

- 1 Can                      3 All right / Let's                      5 my ideas  
2 May                      4 I'd like to                      6 get the ball rolling

## Exercise 7 INTEGRATE

- 1 Read the directions. Do the first item together as a class and write the formal and informal versions on the board.
- 2 Have students compare their conversation openers with a partner. Call on students to share their openers with the class.

### Answers

- Students' answers will vary. Sample answers include:
- 1 May I speak to you in private? / Can I talk to you for a minute?
  - 2 May I ask you a few questions about the project? / Tell me more about the project.
  - 3 I'd like you to know how impressed I've been with your work lately. / You've been doing a great job lately.
  - 4 I'd like to begin by outlining the reasons for this meeting. / Let me explain why we're here.
  - 5 May I start the discussion? / Let's get started.

## Exercise 8 APPLY

- 1 Read the directions. Elicit possible conversation openers for the first scenario.
- 2 Have students work independently to write an opener for each scenario. Call on students to share their ideas. Elicit two ideas for each scenario.

### Answers

- Students' answers will vary. Sample answers include:
- 1 Is everyone ready? I'll get the ball rolling.
  - 2 Let's get started. Who wants to share their ideas for the project first?
  - 3 Let me begin by saying I'm looking forward to working with you.
  - 4 May I begin by asking a few questions about your animal testing policy?
  - 5 I'd like to start by asking how you feel this semester is going.

## Exercise 9 INTEGRATE

Have students work with a partner to choose a scenario and discuss the answers to the questions. Explain that this is preparation for a role play. Ask them to come to an

agreement about their answers to the questions but not to take notes or write the conversation down.

### Exercise 10 INTERACT

- 1 Have the pairs perform their role plays for the class. After each pair, ask the listening students some of the questions from Exercise 9. If you have a large class, have the pairs meet with another pair to perform the role play. Tell the listening pairs to answer the questions. Rotate the groups and repeat three or four times.
- 2 Remind students to go online to create their own version of the video.

## Lesson 1.5 A Good Citizen

Student Book page 14

### Exercise 1 ACTIVATE

Direct students' attention to the picture. Have them discuss the questions with a partner. Call on students to share their ideas with the class.

### Exercise 2 NOTICE

- 1 Read the directions. Play the audio and elicit answers from the class.
- 2 Ask students how they know she enjoyed the experience. (She said it was life-changing.)

#### Answers

Heather worked as a volunteer for an organization that set up community gardens in local communities. Yes, she enjoyed the work.

#### Audio Script

##### CD 1, Track 6

- Heather I want to tell you my good citizenship story—In 2015, I'd just finished college. I wasn't ready to start a career right away, so I decided to do some volunteer work in my community.
- Friend What a great idea! What made you decide to do that?
- Heather To me, good citizenship means being involved in the community. So I called a few local charities and got accepted as a volunteer for a group that works to create stronger communities by setting up community gardens.
- Friend Oh, wow! That sounds really fun.
- Heather It really is. I found out I liked gardening, but also there was just a small group of us and everybody got along really well. A month into the project, we were all working on the garden at a site where an old building had been knocked down. Local people of all ages came out to help create the garden. Some were retired or unemployed, and some came after work to help out because they wanted to meet people and do something worthwhile.
- Friend Is that right?
- Heather Yeah, it took about three months to build the garden. And by the end of it, we had new friendships; a lovely, relaxing community space; and fresh vegetables for people to enjoy.
- Friend Sounds like an amazing experience.
- Heather It was. I'd even say working on that project was a life-changing experience. It made me realize that being a good citizen starts with the community. It's how I ended up starting a career working for a charitable organization.
- Friend That's really great.
- Heather I know! And I now have my dream job.

### Exercise 3 IDENTIFY

- 1 Ask students to read the sentences and choose the correct completions.
- 2 Replay the audio so they can check their answers. Have the class call out the answers.

#### Answers

1 c      2 c      3 b      4 a

##### CD 1, Track 6

### Pronunciation Skill

#### Intonation: Showing Interest

##### GO ONLINE

Read the information in the box aloud. Pronounce each of the expressions in a way that sounds interested and a way that does not sound very interested. Tell the students to focus on how your voice pitch rises and falls more dramatically when you are interested.

#### Extra Practice

- 1 Write three categories on the board:  
1. *Very interested*      2. *Neutral*      3. *Bored*  
Make statements from the Pronunciation Skill box, such as *Oh, really?* Say the statement three different ways and ask students to hold up one, two, or three fingers to indicate your level of interest.
- 2 After you have done several examples and determined that the class can hear the difference, have students try it with a partner. One person makes a statement and the other guesses 1, 2, or 3, and then they switch roles.

#### More to Say...Note

Students often resist using English intonation patterns. Many students aren't aware of the important function pitch changes serve in English, believing that our musical rises and falls are merely decorative. Students need to be explicitly told that how they say something is more important than the words they use. For instance, if a listener says, "That's interesting" with flat intonation, they will sound bored or disinterested to the speaker. Unfortunately, while native English speakers usually recognize and allow for grammar and vocabulary errors from English learners, they do not usually recognize incorrect intonation for what it is, a mistake. Instead, they may believe the English learner is simply not interested in what they are saying.

#### More to Say...Activity

**Focus:** Students practice using intonation to show interest

**Grouping Strategy:** Individual, then changing partners

**Activity Time:** 15 minutes

#### Ready,

- 1 Get enough kazoos for each student in your class, if available for purchase. You can often buy cheap plastic kazoos online or at party stores. If they are not available, students can hum.
- 2 Gather enough blank index cards for each student.
- 3 Write some response phrases that indicate interest on the board, such as: *Oh, really? Is that right? That's interesting. That sounds great. Cool! No way! Really! Wow!*

### Set...

- 1 Elicit five to six additional response phrases that indicate interest from the class.
- 2 Review the intonation patterns showing interest.
- 3 Model using the kazoo for students. (They will need to hum into the kazoo. If they simply blow without turning on their voices, they won't be able to produce a sound.) Tell students that we use kazoos in pronunciation practice because it takes the focus off the words and grammar and allows us to pay complete attention to the intonation, or music, of the phrases.
- 4 Distribute a kazoo to each student if you are using them.

### Go!

- 1 Read the first response phrase on the board aloud. Then hum the phrase with the kazoo.
- 2 Have students chorally hum the phrase using their kazoos. Remind them to focus on the musical pitch changes of the phrases.
- 3 Encourage students to take home the kazoos for continued practice.

### Keep Going!

- 1 Hand out an index card to each student.
- 2 Have them write the main points of a 30-second anecdote or personal story on the index card.
- 3 Have the students stand up and walk around the room. As they meet with a partner, instruct them to tell their partner the short story. Their partner will listen and, with the kazoo, they should hum one or two response phrases during the story. Then have the partners switch roles.
- 4 Tell students to repeat the exchange with four other students.

## Exercise 4 NOTICE

Read the directions and play the audio. Ask students to complete the expressions.

### Answers

- |                     |                              |
|---------------------|------------------------------|
| 1 great idea        | 4 like an amazing experience |
| 2 sounds really fun | 5 really great               |
| 3 right             |                              |

## CD 1, Track 7

## Exercise 5 BUILD

Replay the audio and have students repeat the expressions. Ask them to focus on using rising and falling pitch to sound interested.

## CD 1, Track 7

## Speaking

### Narrating experiences

#### GO ONLINE

Read the information in the Speaking box and ask students to read along silently. Check comprehension. Ask: *What tense do you want to use to make your story more immediate?* (the dramatic present) *Why should you provide some background?* (so listeners feel like they're there) *Why do you need a clear structure?* (so the story is easy to follow) *Why do speakers use*

*words like so and because in stories?* (to show cause-effect) *Why is it important to have enough detail?* (so the story is clear) *Why is it important to not have too much detail?* (because the listener will get bored or confused) *Why is it important to keep the story short?* (so listeners don't stop paying attention)

### Extra Practice

- 1 Put students in pairs. Ask them to look through the Speaking box and think about Heather's story. Tell them to discuss whether she followed the six recommendations for narrating experiences. If necessary, replay the audio.
- 2 Call on students to share the results of their discussion. For number 1, ask students if they think Heather's story would have sounded better if she started off, *It's 2015, I've just finished college. I'm not ready to start a career yet, so I decide to do some volunteer work in my community.* For number 5, ask them to recall some of the details she included in her story.

### Answers

Students' answers will vary. Sample answers include:

- 1 Heather didn't use the dramatic present.
- 2 Heather set the time and place (college, her local community).
- 3 She uses a clear structure (chronological).
- 4 She establishes that graduating from college is what caused her to look for volunteer work.
- 5 She used details such as, *The garden was at a site where an old building had been knocked down.*
- 6 The anecdote was not too long and not too short.

## Exercise 6 PREPARE

- 1 Read the directions. Call on students to share what they are going to write about. Make suggestions for students who don't have any ideas: a time you helped out at school, a time you helped a neighbor, or a time you worked with a community group.
- 2 Give students time to write their stories. Circulate and help as necessary.

## Exercise 7 IMPROVE

- 1 Have students read their stories to a small group. Tell the listening students to provide feedback based on the Speaking box. For example, *Does the story use dramatic present? Does it have enough detail? Is it the right length?*
- 2 Have students revise their stories based on the feedback they received.

## Exercise 8 SHARE

- 1 Shuffle the groups. You can do this by giving each group member a different colored piece of paper and then telling students to form groups with others who have the same color.
- 2 Review the responses in the Pronunciation Skill box. Tell students to use the responses as they listen to each other's stories.

## Exercise 9 WHAT'S YOUR ANGLE?

Call on students to share a story they found interesting and to explain why they liked it.



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## Unit 1 Review

Student Book page 147

### Vocabulary

#### Exercise 1

**Answers**

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

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

### Grammar

#### Exercise 2

**Answers**

1 on 2 for / against 3 for 4 on

#### Exercise 3

**Answers**

1 I'm riding 4 notice 7 has 10 get off  
2 is sitting 5 pick up 8 I'm thinking 11 go  
3 gets off 6 see 9 is

#### Exercise 4

**Answers**

1 taken 3 I've been 5 working  
2 Since 4 for 6 contacted

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

### Discussion Point

#### Exercise 5

Read the quote aloud. Ask students what they consider the qualities of a good man to be (for example, honesty, generosity, kindness). Ask them what they consider the qualities of a good citizen to be. Ask if they are the same.

**Answers**

Students' answers will vary. Sample answers include:  
Yes, they are the same because honesty, generosity, and kindness are qualities of good men and good citizens. No, they are not the same because a person can be helpful to the community but unkind or immoral at home.

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

### Zoom In

#### Exercise 6

1 Give students a minute to think and make notes about the issue they want to talk about. Put students in small groups to discuss their issues. Call on a representative from each group to tell the class which issues they discussed.

- 2 Have students work independently to write their paragraphs. Collect and correct their work or put students in small groups to provide each other feedback. Direct the group members to tell each writer which arguments or reasons they found the most convincing.
- 3 Have students do an image search for a particular person or for an activity that represents good citizenship to them. Tell them to print out the picture or save it on their phone. Have them sit in small groups, show the image, and talk about the person or activity.

#### Exercise 7

Tell students to think about how they did on each of the tasks in Exercise 6 and to complete the sentences. Circulate and make a note of which skills students feel they need to improve. Remind students that they can review the online activities for any skills they need more practice with.