

PERSPECTIVES

INTERMEDIATE

Teacher's Book

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Daniel **BARBER**

**Perspectives Intermediate
Teacher's Book**

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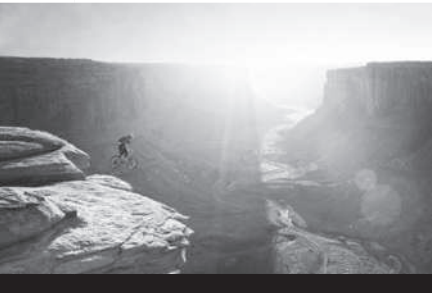
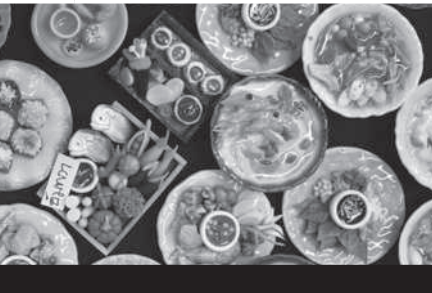

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Introduction

Perspectives encourages students to develop an open mind, a critical eye and a clear voice in English. Here are some teaching tips to help you make this happen in your classroom.

An open mind

As well as developing students' knowledge and use of English, every unit explores one theme from a variety of perspectives and fresh contexts. *Perspectives* encourages students to keep an open mind about the information that they meet throughout the course, and to look at the world in new ways so that they leave every lesson a little smarter.

My perspective activities

In every unit there are several activities called My perspective, which ask students to reflect on the content of the lesson from their personal point of view. Sometimes you'll find a My perspective activity at the beginning of the unit to engage students in the theme and get them thinking about what they already know about it. Here are three ways to use them:

- conduct a class discussion. Let students read the questions, then nominate individuals to share their ideas. Encourage others to respond and welcome contrasting points of view.
- organize students into discussion groups. Group work can get more students talking, even the quieter, less confident class members. Consider giving individuals specific roles like chairperson and spokesperson, the chairperson's job being to make sure everyone stays on task and gets to speak, while the spokesperson summarizes the group's discussion to the whole class.
- let students work on their own to answer the questions in writing or as recorded audio. Not only does this allow students time to prepare, it provides a private space that some students need to be able to express themselves.

Choose activities

Students are motivated by greater control in their learning. In every unit they get the chance to choose a task. There are three options, which include one or more speaking and writing tasks. Which activity is best depends on several things, such as what skills the students need to work on, which is possible with the technology available, and how much time you have. If you expect students to make sensible decisions, they need to be well informed, so make them aware of the issues. Here are three ways to approach Choose activities:

- students choose which task to work on and get into groups with others who have made the same choice. This can create a happy, productive atmosphere, but do bear in mind that some activities take longer to complete than others, and require varying degrees of input from the teacher. Be prepared for these issues by having fast finisher activities ready, for example.

- have a vote on one task the whole class will do. After the vote, if there is a tie, ask one student from each side to explain which is best and take the vote again. If there is still a tie, you can make the decision. Consider holding a secret ballot, since students may be reluctant to choose an activity they like if they feel it may be unpopular with the majority.
- there may be times when it is necessary for you to decide for the class. In cases like these, explain why, e.g. there isn't enough time to do the others, or because one task is better exam preparation than the others.
- let students do more than one task. For example, the writing task may make a suitable preparation step before the speaking task for a class that finds speaking spontaneously challenging.

A critical eye

Students learn the critical thinking skills and strategies they need to evaluate new information and develop their own opinions and ideas to share. Being able to critically evaluate and assess ideas and information is becoming ever-more important as young people have to deal with fake news and one-sided presentations of facts, often distributed online via social media. Being able to think critically involves a range of different skills, including developing the ability to: interpret data, ask critical questions, distinguish between fact and opinion, see other points of view, detect bias, and recognize and assess the merit of supporting arguments.

Critical thinking and Challenge activities

Lesson B of every unit in *Perspectives* is based around a reading text. The texts cover a wide range of genres and students are asked to interact with them in many different ways. Once comprehension of the texts has been fully checked, there is often a Critical thinking focus which encourages students to practise a range of skills in the context of particular texts. The Challenge activities in each Lesson D get students to engage with the big idea of the TED Talk.

Both within the Critical thinking activities and elsewhere, there will be plenty of times where students are asked to work together and discuss their ideas, opinions, thoughts and feelings. Some students may not always be very enthusiastic about taking part in pair or group work, so it is important for them to realize its many benefits. These include:

- giving learners the chance to brainstorm ideas before they have to think about the best language to express those ideas in. To make life easier for lower levels, brainstorming tasks can initially be done in the students' first language.
- giving learners the chance to use language they have only recently studied alongside language they are already able to use well.

- encouraging students to learn from each other. Obviously, this may mean learning new language, but also means being exposed to new ideas and opinions.
- developing the class bond and improving relationships between students. This is especially true if you mix up the pairs and groups and ensure everyone talks to everyone else.
- giving you a chance to see how many ideas students have about any particular topic, the range of language they are using and what content and/or grammar and vocabulary you might want to focus on during feedback.

There are several things you can do to help students get more from pair and group work:

- make sure you always explain the task clearly before splitting students up into pairs/groups.
- give your own models to show students the kind of speaking you want them to do.
- check understanding by asking the class to tell you what they are going to do before they do it.
- set a clear time limit.
- monitor carefully to check everyone is doing what you want them to, and to see how they are handling the task.
- have extra activities ready for any fast finishers. There are ideas on these throughout this book.
- finish with some feedback. This may mean looking at errors, exploring new language and/or asking students to share their ideas. After Critical thinking tasks, you may also want to comment and expand on students' ideas.

A clear voice

Developing a clear voice in English is about learning language and expressing your own views, but it is also about how we can help students with pronunciation, become independent learners and achieve the grades they need in exams.

Help with pronunciation

There are tasks that focus on aspects of pronunciation in every unit of *Perspectives* as well as the Authentic listening skills sections in each Lesson D. These highlight features of connected speech that may cause difficulties. In both these sections, students may attempt to copy different speakers' pronunciation. However, we see these sections more as opportunities for students to experiment with how they sound in English and find their own voice, so:

- don't expect students to be perfectly accurate.
- treat the answer key as a guide.
- judge students' efforts according to their intelligibility.

You can also take the ideas in these sections and apply them to other language sections in the book. So as you go through a vocabulary or grammar task, you might:

- drill individual words, collocations or whole sentences.
- help with individual sounds.
- draw attention to word and sentence stress, elision, linking, etc. by marking these features on examples on the board.
- get students to experiment saying phrases at different speeds or with different intonation or different emotion.

Independent learners

We can't cover all the language students need in class, so it is important that we help them become independent learners. An essential part of that is for students to make good use of dictionaries, both bilingual and monolingual.

A bilingual dictionary is good for when they are looking for a word in English. You could encourage their use, for example, in the brainstorming activities mentioned above. You might give students the topic of the next unit and, for homework, get them to create a phrase book that they think may be useful to talk about the topic.

A monolingual dictionary is better when they have the English word and need to know not just the meaning, but also the grammar, collocations and other aspects of usage connected with it. You can help students become independent by getting them to use a monolingual dictionary when doing vocabulary tasks rather than pre-teaching the key language before they start.

When you go through answers to activities, you can check the meaning and other aspects of the word by asking students questions, such as: *What other things can you X? Why might you Y? Can you give three examples of Z?*

You will see specific examples of such questions in the teaching notes. As well as asking questions like those above, you might also: give extra examples, ask students to find examples in a dictionary and get students to create sentences related to *their* lives.

Exam skills

Throughout the Teacher's Book you will find tips that you might pass on to students to help them achieve good grades in their exams. Some of these tips are about being an independent learner, using a dictionary and knowing what to revise. That's because (as you probably know), fundamentally, students do better when they know more language!

The exam tips also give advice on specific task types commonly found in international and local exams, when these tasks appear in the Student's Book. Some of these tips may be repeated at different levels and you might want to further reinforce the point by checking if students remember them each time that task comes up in class.

Unit walkthrough

Vocabulary

Vocabulary gives students the language they need to respond as they think about the unit theme in new and interesting ways.

High-impact photo engages students' interest in the topic.

Students relate the content to themselves and their own world.



8A Getting your message out

VOCABULARY Effective communication

1 Work in pairs. Look at the photo and read the caption. Discuss the questions.

- Do men and women talk about different things? What are the differences?
- Do you use your hands much when you speak?
- What do you talk about with your friends? And with your parents?
- Do you like talking in large groups or do you prefer talking one to one? Why?
- Are you a good listener?

2 Match words in column A with words in column B to make expressions about communication.

A	B
1 get	a connections
2 interpersonal	b photos
3 make	c skills
4 pay	d distracted
5 share	e attention
6 connect	f my message out
7 get	g with
8 post	h texts
9 respond	i on social media
10 send	j to texts

3 Complete the comments about ways of communicating with expressions from Exercise 2. Which comments are about communicating using technology?

- 1 If I want to make a point, I prefer face-to-face conversations. I don't find it easy to _____ people if I'm not in the same room as them.
- 2 I know I can't _____ if I'm looking at my mobile. I get distracted.
- 3 I think I have good _____. My friends say I'm a good listener.
- 4 I probably _____ about ten times a day and I respond to my friends' messages straight away. It's rude to make them wait.
- 5 If I want to share a message or photo, I _____.
- 6 I join in on a lot of online forums. It's a great way to _____ and get my message out.

4 Work in pairs. Discuss the questions.

- 1 Are the comments in Exercise 3 true for you? Change them to make them true and tell your partner.
I find phone conversations just as easy as speaking face to face, except with my grandfather – he's terrible on the phone!
- 2 Are any of the comments true for your parents?

5 What's the difference between these words?

an argument a chat a conversation a debate a discussion

6 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Who do you find it easy to have a chat with?
- When was the last time you had a bad argument? Is there anything you could have said to avoid the argument or make it less emotional?
- Have you ever taken part in a debate? What was the topic?

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My Perspective activities get students reflecting on their beliefs and behaviours related to the main idea of the unit.

Words are taught with their collocates and practised in context.

Listening and Grammar 1

Listening and grammar exercises continue to develop structures and skills through authentic content. Grammar 1 usually reviews previous knowledge before building on it.

Engaging content teaches students about the world as well as contextualizing the target grammar.

Sustained context provides meaningful and motivating practice.

LISTENING

2 Work in pairs. Discuss the questions.

- How do you think astronauts on the International Space Station (ISS) communicate with:
 - the mission controllers?
 - their families?
 - the public?
- How do you communicate with people who live far away?

3 Listen to a conversation between two friends about how Chris Hadfield communicated with people on Earth while he was on the ISS. Match the ways of communicating (1–4) with the ways he used them (a–f). **101C29**

- YouTube
- video conferencing
- Twitter
- online chat forums

- to post photos of Earth
- to send messages to his followers
- to share music videos
- to show experiments in space
- to talk to schools
- to take part in question-and-answer sessions with the public.

4 Listen again. Complete the notes with one or two words or a number. **101C29**

- David Saint-Jacques and Chris Hadfield are astronauts from _____.
- Hadfield's _____ managed his social media accounts for him.
- He did experiments to show what happens to _____ in zero gravity.
- He has _____ million followers on Twitter.
- People loved talking to him while he was _____.

GRAMMAR Reported speech (1)

10 Read some questions Chris Hadfield was asked during an online chat (1–8). Match them with his responses (a–h).

- 'You'll be away from Earth for five months. Will you get lonely?'
- 'What does it feel like to look down at Earth during a spacewalk?'
- 'Did you take a guitar to space?'
- 'I want to be an astronaut. I'm seven years old. What do I need to do?'
- 'What is it like to sleep without gravity?'
- 'I'm wondering – how often do you hit your head each day?'
- 'Which part of the world looks the coolest from space?'
- 'Where are you right now?'

- 'It is beautiful. The colours and textures, the global view, the chance to have Everest and the Himalayas under your feet.'
- 'There was already one waiting for me! It's been up here since 2001.'
- 'The most beautiful to me are the Bahamas – you can see every shade of blue there. But honestly, it's difficult to have one favourite place. Everywhere looks amazing.'
- 'At the moment we're flying over the west coast of Australia.'
- 'About once a day!'
- 'No! On the ISS there are people on the radio, family are just a phone call away, and I have the other team members to chat with. I also have experiments and work to do.'
- 'It is wonderful – you can relax every part of your body.'
- 'You must be healthy (eat your vegetables and do some exercise) and smart (do your homework).'

Reported statements and questions

'What is it like to sleep without gravity?' → Someone asked Chris what it was like to sleep without gravity.

'Will you get lonely?' → Someone asked him if he would get lonely.

'Did you take your guitar to space?' → One person asked whether he had taken his guitar to space.

'A guitar has been up here since 2001.' → Chris said that a guitar had been up there since 2001.

'How often do you hit your head each day?' → He was asked how often he hit his head each day.

11 When we report direct speech, we make some changes to tenses, pronouns, word order and punctuation. Read the Grammar box and answer the questions.

- When we report statements and questions, verbs usually *stay the same / change to a past tense*.
- Pronouns and time expressions (*you, my, now, this*) often *never change*.
- When we report questions with a *question word / yes/no* questions, we use *if* or *whether*.
- At the end of reported questions, there is a *question mark / full stop*.
- In reported questions the subject is *before / after* the auxiliary verb.
- In reported questions the auxiliary verb *do, does, did* is *necessary / not necessary*.

Check your answers on page 142. Do Exercises 1–4.

12 Complete the reported speech with these words.

could felt had had was was

- 'What does it feel like to look down at Earth during a spacewalk?' 'It is beautiful.'
- One person asked what it _____ like to look down at Earth. Chris replied that it was beautiful.

2 'I have hit my head about once a day!' Chris admitted that he _____ hit his head about once a day.

3 'Honestly, it's difficult to have one favourite place.' He complained that it _____ difficult to have a favourite place.

4 'Sleeping without gravity feels wonderful – you can totally relax.' He claimed that sleeping without gravity _____ wonderful. He added that you _____ totally relax.

5 'To be an astronaut you must be healthy and smart.' He explained that to be an astronaut you _____ to be healthy and smart.

13 Look at the verbs in bold in Exercise 12. Match six of the verbs with these definitions.

- say something in answer to someone else *reply*
- say something more
- say something so the listener understands it clearly
- say that something is true, especially when you are unhappy or sorry about it
- say that you are not happy about something
- say that something is true, even when it is not certain

14 Use the prompts to report more statements and questions about the ISS mission.

- 'Do you do experiments every day?' someone / ask
- 'I do, but I don't do many experiments on Saturdays and Sundays.' Chris / reply
- 'I can help to educate the public about space exploration with social media.' he / explain
- 'How long did it take you to learn how to move around in zero gravity?' one person / ask
- 'I'm still learning!' he / admit
- 'Will it take long to get used to gravity again after living in space?' someone / ask

15 Work in pairs. Write five questions you would like to ask Chris Hadfield. Take turns to interview each other as Chris. Then report your interviews to the class.

Astronaut Chris Hadfield plays his guitar on the International Space Station.

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Grammar explanations and further practice at the back of the book provide students with extra support.

A final open-ended activity allows students to personalize the language.

Vocabulary building, Reading and Critical thinking

Reading helps students to become critical consumers of information.

The focus on critical thinking teaches students the skills and strategies they need to evaluate new information.

Reading texts with a global perspective encourage students to think expansively about the world, also recorded for extra listening practice with classes who need it.

8B Intercultural communication

READING

1 Work in pairs. You are going to read an article about what happened when students from different nationalities spent time together. Discuss the questions. Use these adjectives and your own ideas.

direct emotional formal honest patient polite rude

- What do you think people in other countries believe about people in your country?
- How true do you think these views are?

2 Read the article. Match the headings (a–f) with the paragraphs (1–5). There is one heading you do not need.

a Let's get together
b A two-way thing
c Body language
d Communication styles
e Communicating without words
f Accurate opinions?

3 Read the article again. Are these sentences true (T) or false (F), or is the information not given (NG)?

- Messages can be communicated in two forms: spoken language and body language.
- Intercultural understanding is important because different nationalities communicate so often these days.
- The aim of the experiment was to compare Moroccan and Chinese communication skills.
- The students were not feeling relaxed about meeting new people.
- The ideas they had about each other before they met did not match the facts.
- Hyan Yu was annoyed because Eleni wasn't listening to him.
- The Chinese students spoke the best English.
- The most direct group was the Americans.
- The students had to change their communication styles for the others to understand and accept them.

4 Match the words from the article (1–6) with their definitions (a–f).

1 urgent (line 11)	4 fluent (line 30)
2 background (line 16)	5 direct (line 49)
3 stereotype (line 24)	6 passionately (line 52)

a the culture and family someone comes from
b set ideas about people or nationalities, often not true
c with emotion
d important, high-priority
e clear and honest
f able to speak a foreign language well

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CRITICAL THINKING Using direct speech

5 The author uses direct speech in the article. Find four quotes. Why is direct speech used?

6 Match the quotes in the article with the points (1–4). It is important to:

- be aware of your own culture and be able to explain it.
- understand why miscommunication happens.
- recognize how all types of communication can help understanding.
- be curious and want to know the truth about other cultures.

VOCABULARY BUILDING Negative prefixes

We can make adjectives negative by adding the prefixes *un-, im-, in- or ir-*.

comfortable → uncomfortable	polite → impolite
correct → incorrect	responsible → irresponsible

7 Add the correct prefix to make these adjectives negative.

1 _____patient	6 _____personal
2 _____aware	7 _____regular
3 _____direct	8 _____possible
4 _____usual	9 _____relevant
5 _____formal	10 _____true

8 Choose the correct option to complete each sentence.

- This intercultural experiment was quite *usual / unusual*, but everyone needs to be able to communicate with people from different cultures these days.
- The Americans were surprised at how *personal / impersonal* and friendly the Moroccans were.
- The Moroccans realized their ideas about stereotypes were *true / untrue*.
- Eleni was *aware / unaware* she was annoying Hyan Yu.
- Behaviour that is normal in one culture can appear *polite / impolite* in other cultures.
- It's important to be *patient / impatient* when you communicate with people from other cultures.
- Chinese people probably think Moroccans are quite *direct / indirect*.

9 MY PERSPECTIVE

Work in groups. Discuss the questions.

- Which of the communication styles in the article is most similar to your country's? Why?
- What are the best ways to increase intercultural understanding between people from different countries? Which is the most effective?

Rochd and David discuss stereotypes and communication styles.

AN EXPERIMENT IN INTERCULTURAL COMMUNICATION

1 _____

We think about communication as someone sending a message and another person receiving it. However, this view suggests that communication is a simple one-way process, when in fact it is very interactive, with many messages being passed in both directions at the same time. These messages are sent and received not just in the words used, but also in more emotional non-verbal forms such as facial expressions, tone of voice and body language. In an increasingly interconnected world, the need to understand other cultures is more urgent than ever. So what happens when people from different cultures, who speak different languages, meet?

2 _____

This is what documentary makers Crossing Borders Films wanted to find out. Could young people from different backgrounds develop their intercultural understanding by coming together face to face? Two of their films examine interactions between American, Moroccan and Chinese students. So what did they learn about each other, and themselves?

3 _____

Before the Moroccans and Americans met, both sides were feeling uncomfortable. What would they think of each other? Both nationalities already had some ideas about stereotypes of the other in their heads. One of the Moroccan students, Fatima, explained, 'I need to find out if the images I have of other nationalities are correct.' However, when the groups got together, they found that their stereotypes were immediately replaced by the individual personalities of the group members.

4 _____

Not everyone was fluent in English, and sometimes in discussions people felt frustrated that they couldn't express themselves clearly. But misunderstandings were not only caused by language errors. One of the American students who went to China, Eleni, noticed that Hyan Yu always seemed annoyed when he spoke to her. Eleni explained, 'My sound to show I'm listening is *'Hm'*. And for Hyan Yu, *'Hm'* is a sign of disrespect.' On the other hand, some of the differences in non-verbal communication helped the students to get on better with each other. Rochd, one of the Moroccan students, demonstrated friendship in a Moroccan way by putting his arm around one of the visitors – Americans don't usually do this except with close friends. By spending time together, both sides became more aware of differences and learned to accept them. One of the Moroccan students said, 'Maybe we're not communicating a lot of information, but we're connecting.'

5 _____

One of the Chinese group was surprised by how direct the Americans were. Compared to the Moroccans, however, the Americans seemed less direct. The Moroccans were able to argue passionately one minute and laugh together the next. Rochd puts it clearly: 'If we didn't speak with emotion, that wouldn't be a Moroccan discussion.' Again, simply by understanding that certain ways of interacting seem rude to other cultures, the groups were able to get on better. The young people learned a variety of intercultural communication skills and showed how friendships can give a personal face to a stereotype.

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Carefully chosen task types provide practice of common task formats found in international exams.

The focus on building vocabulary helps students understand the way words work together.

Grammar 2

Grammar 2 continues to develop students' understanding of grammar.

A Choose task gives students an opportunity for independent learning.



8C Ask me anything

GRAMMAR Reported speech (2)

- Work in pairs. Discuss the questions.
 - What apps do you know that can help people learn languages? What do they do?
 - How will computers help us learn languages in the future?
 - How could computer technology help if you didn't know how to explain what you wanted in English?
- Listen to an interview with Nick, who has developed a language learning app. Put the questions the interviewer asks in the order you hear them. **01-03**
 - Did the users know the app's secret?
 - How does the app work?
 - What do users need to do if they want to use the app?
 - Where does the idea come from?
 - What does your company do?
 - Will the app be available for English learners soon?

- Work in pairs. Listen again, then discuss the answers to the questions in Exercise 2. **04-05**
- Work in pairs. Who says these things? Match the speakers (1–5) with the comments (a–j). Then listen again to check. **06-07**

- | | | |
|-------------------|-------------------------|----------|
| 1 the interviewer | 3 the app website | 5 Javier |
| 2 Nick | 4 anyone with an iPhone | |
- 'Yes, of course I can tell you about it!'
 - 'Can you tell me a bit about the app?'
 - 'Sir, find a good restaurant near here!'
 - 'We should use texting as the way people communicate with the app.'
 - 'Text me and I'll help!'
 - 'If you want to use the app, add this number to your phone contacts.'
 - 'Let's look at an example.'
 - 'It isn't actually a chat bot, it's me.'
 - 'I really think you should try this app. It's great.'
 - 'Remember to come back in five years' time, because computers will keep on learning.'

Verb patterns with reporting verbs

- The interviewer **asked** Nick to explain where the idea came from.
- He **told** Siri to find a good restaurant near there.
- Nick **agreed** to talk about his new project.
- Nick **suggested** using texting as the way to communicate with the app.

- Reporting verbs tell us what the speaker is doing, e.g. suggesting. They are sometimes followed by other verbs, but the structure isn't always the same. Match the verbs in bold in the Grammar box with these structures.
 - Some reporting verbs are followed by *to* + infinitive, e.g. _____.
 - Some reporting verbs are followed by *someone* + *to* + infinitive, e.g. _____.
 - Some reporting verbs are followed by the *-ing* form, e.g. _____.

Check your answers on page 142. Do Exercises 5 and 6.

9 Match the two parts of the sentences.

- The app **promises**
- The website **invited** people
- Nick **offered**
- Nick **admitted**
- The first user **recommended**
- Nick **reminds** us
 - being the app.
 - to help.
 - to add the app's number to their contacts.
 - to show how the app works with an example.
 - to come back in five years' time.
 - using Nick's app to others on Facebook.

10 Choose the correct options to complete the review of a new app.

A friend (1) **told** / **suggested** me to download a new app to help me learn vocabulary. He (2) **explained** / **admitted** not using it himself, but he (3) **offered** / **suggested** trying it for a few days. It (4) **promises** / **reminds** to teach you ten new words every day. The premium version is \$5, but if you (5) **invite** / **suggest** a friend to sign up for it, you get \$3 off. (You can also (6) **promise** / **ask** your parents to pay for it – tell them it's for study!) It's quite good fun because it turns learning English into a game. Sometimes I (7) **invite** / **agree** to let my little sister play it. I (8) **offered** / **told** to show my English teacher how it works. She thought that some of the vocabulary it teaches isn't very useful. She (9) **reminded** / **promised** me to do my homework as well, and not to only study with the app. I think she's right – I'd (10) **ask** / **recommend** spending ten minutes a day on the app, but no more.

11 Work in pairs. Read about the Turing test. Then read items 1–7 and decide which are the best ones to find out if you are speaking to a human or a bot.

The Turing test is a competition for computer 'bots' – programs that try to speak in the way humans do. The person taking the test 'chats' via text message and interacts with either the bot or with a human. The bot wins if the tester believes they are interacting with a human. But what can you do in a Turing test to find out whether you are talking to a human or a computer? Here are some ideas.

- Could you give me your definition of love, please?
- Would you like to ask me anything?
- Why don't we play chess?
- Are there any problems in your life you would like to talk about? I'd be happy to listen.
- Do this sum: 34,789 + 74,203.
- Actually, I'm also a computer. How does that make you feel?
- I think you should use more emoticons. It will make you seem more human.

12 Choose the correct verb. Report the sentences in Exercise 8.

- You could **ask it to give** _____ you its definition of love. (ask / offer)
- You could _____ you a question. (invite / promise)
- You could _____ chess. (admit / suggest)
- You could _____ to its problems. (offer / tell)
- You could _____ a sum. (recommend / tell)
- You could _____ a computer. (admit / ask)
- You could _____ emoticons. (invite / recommend)

13 PRONUNCIATION Contrastive stress

The same sentence can have different meanings depending on which words are stressed.

a Listen to three sentences. Underline the words that the speaker stresses. **08-10**

- Nick suggested using texting as the way to communicate with the app. (He didn't tell people to use texting.)
- Nick suggested using texting as the way to communicate with the app. (No one else suggested it.)
- Nick suggested using texting as the way to communicate with the app. (He didn't suggest using voice activation.)

b Listen to the first part of the sentence and choose the correct ending: 1, 2 or 3. **11-13**

- 1 Felipe didn't promise me anything.
2 and now she's saying she doesn't have time!
3 not what it looked like.

c Work in pairs. Practise saying the sentences in a and b in different ways. Can your partner provide the correct ending?

- Work in pairs. Write questions you would ask to find out if you are chatting to a human or a computer. Work with a different partner. Ask and answer your questions.
- CHOOSE**
 - Report the best questions and answers from Exercise 11 to your group.
 - Write a summary of the best questions and answers from Exercise 11. Use reported speech.

My partner asked me to tell her a joke. I said I didn't know any jokes in English.
 - Search online for a chat bot and have a conversation with it. Tell a partner about your conversation. Decide which chat bot was the best and why.

Students are guided through an analysis of the grammar that gives them a deeper understanding of how it works.

Examples in a grammar box provide clear models for students.

Authentic listening skills and TED Talk

TED Talks help students understand real-world English at their level, building their confidence and allowing them to engage with topics that matter.

The focus on skills needed to deal with authentic pieces of listening prepare students for real-world interactions.

Vocabulary in context activities focus on level-appropriate, high-frequency words and phrases from the TED Talk.

8D
TED TALKS

10 ways to have a better conversation

“Go out, talk to people, listen to people, and, most importantly, be prepared to be amazed.”

CELESTE HEADLEE

Read about Celeste Headlee and get ready to watch her TED Talk. ▶ 18.0

AUTHENTIC LISTENING SKILLS

Understanding fast speech

Some people speak very fast – often because they are enthusiastic about what they are saying. Some groups of words can sound like one long word. To deal with this, you can:

- listen for words you *do* understand.
- try to get the main idea.

1 Read the Authentic listening skills box. Listen to the first sentence of the talk. Write down the words you hear. ▶ 18.4

2 Listen again. What does Celeste want the audience to do? Choose the correct option. ▶ 18.5

a Unfriend someone on Facebook.
b Put their hands up.

3 Listen to five more short sentences. Write what you think Celeste says. ▶ 18.5

WATCH

4 Work in pairs. Discuss the questions.

- When you talk to people you don't know very well, what are 'safe' topics to talk about?
- Which topics should you definitely avoid?
- Who do you have good conversations with? What do you talk about?
- What does a good listener do?

5 Watch Part 1 of the talk. According to Celeste, are the sentences true (T) or false (F)? ▶ 18.1

1 Even the weather and your health aren't safe topics of conversation any more.

2 Smartphones are helping kids improve their interpersonal skills.

3 Celeste agrees with the advice everyone has heard about how to show that you are paying attention.

6 Watch Part 2 of the talk. Complete Celeste's ten tips for having a better conversation. Use ten of these words. ▶ 18.2

brief details experience flow know learn listen multitask open-ended quiet repeat talk

1 Don't _____.

2 Enter every conversation assuming that you have something to _____.

3 Use _____ questions. Start questions with *who, what, when, where, why or how*.

4 Go with the _____. Thoughts will come into your mind and you need to let them go out of your mind.

5 If you don't _____, say that you don't know.

6 Don't equate your _____ with theirs.

7 Try not to _____ yourself.

8 Leave out the _____.

9 _____ . It's the number one most important skill that you can develop.

10 Be _____.

7 Choose the correct option to complete each tip. Then watch Part 2 of the talk again to check. ▶ 18.2

1 Be *present / available*. Be in that moment.

2 If you want to state your opinion, write *an email / a blog*.

3 Because then they *might* have to stop for a moment and think about it, and you're *going to* get a much more *complete / interesting* response.

4 Don't stop listening when *information / stories* and ideas come to you. Let them come and let them go.

5 Be careful about what you claim to be *an expert / a listener* in and know for sure.

6 It's not about *who is right / you*.

7 We have a point to make, so we just keep *rephrasing / repeating* it over and over. Don't do that.

8 People care about you, not the names and *addresses / dates*.

9 If your mouth is open, you're *not learning / listening*.

10 In short: be interested in *everything / other people*.

CHALLENGE

Watch Part 3 of the talk. Celeste says that "everyone has some hidden, amazing thing about them." What is your hidden, amazing thing? Tell a partner. ▶ 18.3

8 VOCABULARY IN CONTEXT

a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 18.4

b Work in pairs. Discuss the questions.

- If you want to *avoid* someone, what can you do?
- What conversations do you enjoy most? Is this *due* to the people you're speaking to, the topic you're talking about, or something else? What?

In which professions is good speaking and listening important to *make a living*? How will you make a living?

- What do you *care* about most in your life?

CRITICAL THINKING Investigating opinions

9 Work in pairs. Read the comments (1–3). Discuss how Celeste would respond to them.*

1 "Celeste says that people are spending so much time on their phones that they don't develop their interpersonal skills. But if you are messaging people, you are talking to people, just not face to face."

2 "Celeste says we shouldn't compare other people's experiences with our own, but I've always thought that this shows good listening skills – it shows that you really understand how the other person is feeling."

3 "Doesn't it depend on what kind of conversation you are having? Normally both people should be allowed to give their opinions."

*These comments were created for this activity.

10 Work in groups. Discuss the questions.

- Which of Celeste's suggestions are going to be most difficult for you to do? Why?
- She says that just making one change is a good start. Which tip will you work on? Why?
- How are you going to put your good intentions into practice?

100 Unit 8 Effective communication
Unit 8 Effective communication 101

Background information and extra activities on the video help students tune into the themes and language of the TED Talk.

Challenge activities build student confidence through open-ended exercises that go beyond the page.

Speaking and writing

Lesson E allows students to put their own voices to the themes they have been discussing, while developing key strategies for speaking and writing.

Useful language boxes highlight the language students need to communicate in person and in writing.

Each writing section focuses on a common text type and provides training in a useful writing skill.

Writing models at the back of the book provide the text for analysis as well as being a handy reference.

8E I hear what you're saying

SPEAKING

1 Listen to three conversations in which one person wants a change in their situation. Match the conversation with the speaker who wants: (A) (B) (C) (D) (E) (F)

a a second chance to do something. Conversation _____
 b to get some money back for something they bought. Conversation _____
 c to replace something that isn't right. Conversation _____

2 **PRONUNCIATION** Sympathetic intonation

Being sympathetic means listening to understand how someone feels, and being kind if they have a problem. We show sympathy in the words we use and the way we sound. In general, sympathetic intonation goes up and down more than unsympathetic intonation.

a Listen to the same sentence said twice. Notice how the voice goes up and down in the second, more sympathetic-sounding sentence. (A) (B) (C) (D) (E) (F)

I'm really sorry to hear that. I'm really sorry to hear that.

b Listen to the sentences. Does the speaker sound sympathetic (S) or unsympathetic (U)? (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

c Listen to the sentences again. Repeat them and try to sound sympathetic. (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

3 **Work in pairs. Choose two of the situations (1–4). Roleplay them with your partner, using expressions from the Useful language box. Take turns to be the sympathetic listener.**

1 A friend lost a 1,000-word essay. He turned the computer off before he saved it.
 2 A teammate can't play in the basketball final because they aren't good enough. You are the team captain.
 3 A teacher failed a classmate in an exam because they saw them using their mobile phone. They say they were only turning the sound off, but you are the teacher and you know they were texting someone.
 4 You forgot to lock the garage door last night. Your sister's motorbike was stolen.

WRITING An email of complaint

4 Work in pairs. Tell your partner about any problems you have had buying tickets, clothes, online services, etc.

5 Read the email on page 152 and answer the questions.

1 What did Park Seo-yeon want to buy?
 2 What problem did she have paying for it? What other problem was there with the product?
 3 Was her phone call to the company successful? Why? / Why not?
 4 What three things does she want the company to do?

6 **WRITING SKILL** Using formal linkers

a Look at the Useful language box. Find these words and phrases in Park's email on page 152. Which heading in the Useful language box could you put them under?

although consequently despite nevertheless what is more

b Complete these sentences in a way that makes sense.

1 I had to wait to be served for twenty minutes. As a result, ...
 2 In my experience, customer service in your shop is usually good. However, ...
 3 The phone was not the right colour. As well as this, ...
 4 Even though the menu didn't look very exciting, ...
 5 It took us more than an hour to buy tickets for the concert. In spite of this, ...

7 Put the features of an email or letter of complaint in the order that they appear in Park's email.

a a clear demand for a solution d a formal opening 7
 b a description of what happened e details of any attachments
 c a formal closing f the reason for writing

8 Choose one of the conversations from Exercise 1 and write a letter of complaint, or write a letter about an experience you've had. Use these instructions to help you.

- Give the reasons for your complaint.
- Decide what you think the company should do.
- Underline any expressions from Park's email that you can use in your letter.
- Make sure you include all the features in Exercise 7.
- Use linkers from Exercise 6 to help you organize your writing.

9 Swap your letter with a classmate. Decide how sympathetic your response should be, then write a reply to your classmate's letter.

Useful language

Showing understanding
 I'm sorry to hear that.
 Yes, that is frustrating.
 That's (such) a shame / pity.
 What a pity.
 I see.

Disagreeing politely
 I hear / see what you're saying, but ...
 I understand, but ...

Preparing the listener for bad news
 You see, the thing is ...
 It's just that ...
 Unfortunately, ...
 I'm afraid that ...
 I'm sorry to say ...

Expressing contrast
 in spite of
 even though
 while
 however
 even so

Expressing result
 as a result
 because of this
 therefore

Expressing addition
 in addition
 as well as this
 moreover
 furthermore

102 Unit 8 Effective communication Unit 8 Effective communication 103

An open-ended activity allows students to personalize the language.

1 In touch with your feelings

UNIT AT A GLANCE

Students will

- talk about emotions
- read about smiles
- learn about the benefits of being outdoors
- watch a TED Talk about an app that can 'read' your facial expressions
- write a review

1A Vocabulary

Describing emotions, e.g. *scared, embarrassed, angry*

Pronunciation

-ed adjectives

Listening

descriptions of three National Geographic explorers' work

Grammar

Subject / object questions

1B Vocabulary building

Suffixes, e.g. *-ment, -ness, -ion*

Reading

Why do people smile?

Critical thinking

Rhetorical questions

1C Grammar

Talking about the present

1D TED Talk

This app knows how you feel – from the look on your face, Rana El Kaliouby

Authentic listening skills

Content words

1E Speaking

Asking follow-up questions

Writing

A review

Writing skill

Emphasis

1A Show your emotions

pp8–11

Information about the photo

In March 2014, thousands of faces were collected from the website www.au-pantheon.fr, and at nine national monuments in France through a portable photo booth, to create a monumental installation that surrounded the drum of the Panthéon's dome in Paris, and covered the floor inside the monument. JR's installation *Au Panthéon!* was open to the public from June to October 2014. He wanted to make 'A global art project transforming messages of personal identity into works of art.' JR gave a TED Talk called 'My wish: Use art to turn the world inside out' in March 2011 (from JR's website).

VOCABULARY Describing emotions p9

1

- Focus students' attention on the photo and the caption or project it using the CPT.
- Ask for a show of hands for those who like the photo. Choose one student to explain what they like about it. Choose someone who didn't put their hand up and ask why they *don't* like it.
- Tell students to look at Exercise 1. Put them in pairs to discuss for one or two minutes.
- Nominate students to give their ideas and help them express them in English.

2 MY PERSPECTIVE

- Write up the sentence starter on the board. *Happiness is* To model the task, give two examples of your own, ideally showing different patterns. For example, *Happiness is a strong black coffee first thing in the morning.* *Happiness is lying in bed till 12 on a Saturday morning.*
- Tell students to look at Exercise 2 and write at least one idea themselves. Tell them to put up their hand if they need help on how to say something or to use a dictionary.
- When students have completed the sentence, invite them to read out their sentence. Do as many as you like.
- Write errors or new vocabulary on the board as you hear them and ask students about them at the end of the task.

Fast finishers

Students who finish quickly can write one or two more sentences.

3

- Tell students they are going to learn and practise some vocabulary to describe emotions. Look at the instructions and

do the first item with the whole class. Wait for someone to volunteer the answer or nominate someone to answer. If you think students will find the exercise difficult, do the next item as a class before asking them to start. Students can use a dictionary or ask you for help as necessary.

- Tell students to do the rest of the activity on their own. Go round and check students are doing the task correctly and notice words and phrases they look up, ask you about or underline. Focus on these in feedback.
- When most students have finished, get them to compare answers in pairs. Go through the answers by asking different students to read out the full sentence and follow-up comment. Write the number and letter on the board. As you write on the board, ask questions about each item to check the whole class understood the new vocabulary, e.g. *What might someone be scared of? What other things could make someone nervous? What happens to people when they are nervous?*

Answers

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

4

- Look at the instructions and do the first item with the whole class. Wait for someone to volunteer or nominate someone to answer. If you think students will find the exercise difficult, do the next item as a class before asking them to start.
- Tell students to do the rest of the activity on their own. Students can use a dictionary or ask for help as necessary. Go round and check students are doing the task correctly and notice words and phrases they look up, ask you about or underline. Focus on these in feedback.
- Check answers by asking different students to read out the full question. Write the number and missing word on the board. As you write on the board, ask questions about prepositions, e.g. *What's the preposition that comes after 'scared'?*

Answers


1 scared 2 delighted 3 embarrassed 4 lonely
5 nervous / stressed 6 stressed / nervous
7 confused 8 angry 9 relaxed

Exam tip

Dependent prepositions

Tell students that in exams, prepositions and patterns that follow words are often tested, so it is a good idea to notice them and record them as they learn new words. Check that students have recorded in their notebooks not only the adjectives, but also their dependent prepositions, for example, *scared of, delighted with, confused about*.

5 PRONUNCIATION -ed adjectives

- **5a** Tell students they are going to practise the pronunciation of some of the vocabulary. Tell students to look at Exercise 5a and do the first item together. Say *Number one, annoyed – how many syllables a / noyed?* Wait for someone to volunteer the answer or nominate someone to answer.
- Tell students to do the exercise in pairs. Go round and check they are doing the task correctly and notice any errors. You might use this opportunity to show how learners' dictionaries tell them how to pronounce words. Point out that syllables are usually marked with a hyphen, for example *a-nnoyed*.
- **5b**  **1** Play the audio or if you prefer read the words out yourself for students to listen and check. Give the class one minute to check in pairs. Ask *Do you want to change any of your answers?*
- Check answers by asking different students to read out the full word and say how many syllables there are. Write the number and word on the board with hyphens between the syllables. As you go through, you could ask where the stress is and underline the syllable. You could also ask similar questions to those in Exercises 3 and 4 to further check understanding and teach. You might also get students to repeat the words they are having difficulty with.

Answers

1 a-nnoyed 2 2 bored 1 3 con-fused 2
4 de-ligh-ted 3 5 em-ba-rassed 3 6 ex-ci-ted 3
7 in-teres-ted 3 (some may say 4 in-te-res-ted)
8 re-laxed 2 9 scared 1 10 stressed 1
11 sur-prised 2 12 wo-rried 2

- **5c** Read out the instructions and do the first item with the whole class.
- Tell students to do the rest of the activity on their own. Go round and check they are doing the task correctly and notice errors.
- Write two columns on the board as in the book.
- **5d** Elicit the answers from students or play the audio first and then elicit the answers. As you do so, fill in the two columns on the board and get students to repeat as a class and individually (if you think it necessary).

Answers

/t/ or /d/ bored, confused, embarrassed, relaxed, scared, stressed, surprised, worried

/ɪd/ delighted, excited, interested

Teaching tip

Pronunciation of -ed words

Here are the rules for the pronunciation of words ending -ed. You may decide to simply do the exercises in the book if you think the rules are too complicated for your students. They are here for your reference.

The pronunciation depends on the final sound of the root word, i.e. the sound immediately before the -ed. In the above examples, you can see that *bore* ends in a voiced sound /ɔ:/, so the -ed is pronounced /d/. *Embarrass* ends in a voiceless sound /s/, so -ed is pronounced /t/. Notice that adding -ed in these words does not create an extra syllable: *bore* and *bored* both have one syllable, for example.

However, when the root word itself ends in a /t/ or /d/ sound, as it does with *delight*, it is difficult to pronounce -ed /t/ or /d/. A vowel sound is added between the two sounds: /ɪd/. Notice that this creates an extra syllable; *delight* has two syllables, but *delighted* has three syllables.

Learners often pronounce the -ed as an extra syllable, e.g. 'bor-red' /'bɔ:red/, even though in the majority of -ed words the -ed does not add a syllable. Of the ten words in Exercise 4, for example, only *delighted*, *excited* and *interested* have an extra syllable (their root words all end in a /t/ sound – *delight*, *excite*, *interest*). It is important to discourage students from pronouncing all -ed words in this way. You may want to explain the rules or you can just drill the words and point out that /t/ and /d/ endings sound very similar, so listeners will not notice or care whether you pronounce the ending /t/ or /d/, but they will notice if you pronounce the ending /ɪd/ incorrectly. This is why /t/ and /d/ share the same column in this task.

6

- Look at the instructions and ask different students to read out the questions again in Exercise 4. Model the task by giving your own answers. Put students in pairs to ask and answer.
- Go round and check students are doing the task correctly and notice errors, difficulties or where they use L1. Help them by correcting or giving them the English. Write a few interesting things they said on the board or make a note of them for later.
- When the students have finished ask the class to change partners but to start from question 9 this time. Continue listening/noting.
- At the end of the task, give some feedback about new language that came up, errors to correct which you may have written on the board or just interesting things you heard to share with the class.

Fast finishers


Students who finish quickly can find new partners and ask the questions one more time.

LISTENING p10

7

- Focus students' attention on the photo. Ask for a show of hands of students who have seen a real tiger or other dangerous animal. Choose one student to explain where they saw it and what it was like. Then choose someone who didn't put their hand up and ask what the most unusual wild animal they have seen is or if they know one fact about a tiger.
- Tell students to look at Exercise 7 and read the questions to check they understand them. Give them one or two minutes to discuss in pairs.
- Nominate students to give their ideas.

8

- Look at the instructions and the vocabulary with the whole class.
-  2 Play the audio once straight through. Play it again and tell students to compare their ideas in pairs.
- Check the answers as a whole class and write the number and words on the board. As you get the answers, you might ask students why they think that and for other words they heard which helped them get the answer.

Answers

- 1 nervousness, fear – the speaker is anxious about the possibility of tiger attacks
- 2 anger, worry, unhappiness – the speaker is describing how the boy felt about his sheep being killed because they were his family's livelihood
- 3 excitement – the speaker was thrilled by the speed of the horse

Teaching tip

Vocabulary development and prediction

You could ask students before they listen to think of words they associate with these emotions. For example, words associated with *anger* include *furious*, *red*, *shout*, etc. This might help them predict and process what they will hear more quickly, and will ensure all students know what the words mean. As a teacher you may give priority and highlight students' suggestions that appear in the audio (without giving the exact phrase or answer).

Audioscript 2

1

My name is Matthew Luskin. I'm a conservation biologist and ecologist in Indonesia. There's a chance tigers may become extinct if the forests are cut down or hunters kill them. It would be terrible if they became extinct because so many people love tigers and they help keep the forest ecosystem healthy. To help save tigers, I spent a year in the rainforest looking for them and photographing where they lived. I loved being in the beautiful rainforest but looking for tigers is

dangerous because they can attack people. Right before we started our expedition, there were tiger attacks. One man died and three had to hide in a tree for four days. When you know there's a tiger nearby, you're so scared you can't sleep! After I finished the research, I made maps of where tigers live and estimated how many live in each forest. I gave this information to the National Park rangers so they know which forests to protect and where to stop the hunters.

2

I'm William Albert Allard. I've been a National Geographic photographer for more than 50 years. In 1981, I was in Peru, driving along the road, when I saw a boy crying. He looked so unhappy. A driver had come down the road and hit his sheep, killing many of them. Those sheep were all his family had. So, this poor boy, Eduardo, was angry at the driver, and worried what his parents would say.


National Geographic published the photo I took of him, but what I didn't expect was how the readers responded. They collected over \$7,000 and bought some new sheep for Eduardo and his family.

3

This is an email from a friend, Chris Bashinelli. He's an explorer and TV host. He's describing an experience he had in Mongolia.

'One of the most important skills for the people who live in Mongolia is horse riding. I had never been on a horse in my life – ever! And my guide warned me not to try. He said I could be seriously injured. But on my last day the men invited me to ride with them. There were no instructions – we just got on our horses and someone shouted "Go!" My horse set off at full speed! I thought I would be scared, but it was so exciting! I'll remember that for the rest of my life.'

9

- Tell students to look at the instructions and check they understand the questions.
-  **2** Tell students to try and complete the task from memory before listening, but don't tell them if they are right or wrong. Play the audio straight through again and then ask students to compare their ideas in pairs.
- Check the answers as a whole class and write the number and name on the board. As you get the answers you might ask students why they think that and for other words or information they heard which helped them get the answer.

Answers

- 1 William (readers raised money to buy sheep for the person in the photo)
- 2 Chris (never been on a horse ever)
- 3 William (talking about the boy in the photo)
- 4 Matthew (trying to stop tiger numbers falling)
- 5 Matthew (can't sleep because you're so nervous)
- 6 Chris (*I thought I would be scared but ...*)

Extension


Ask students to discuss in pairs or as a class.

When was the last time you felt any of the emotions the explorers talk about? Why? What happened?

GRAMMAR Subject / object questions p10–11

To prepare for teaching the following exercises, see Grammar reference on page 128.

10

- Look at the instructions and tell students to read the questions. After students have tried to answer the questions in pairs, nominate different students to answer them. Ask another student if they agree and ask them to give an answer if they don't. At this point don't say if they are right or wrong.
-  **2** Play the second part of the audio once more, unless you think most students are confident of the answers.
- Check the answers by nominating a student to give each answer.

Answers

- 1 He's a photographer.
- 2 a driver
- 3 *National Geographic* readers
- 4 over \$7,000

11

- To check that students understand subject/object, write *Readers collected money.* on the board. Ask *Which is the subject?* (readers) and *Which is the object?* (money)
- Tell students to look at the Grammar box and do the task in pairs. Alternatively, write the examples on the board and do the task with the whole class. For each sentence, ask for a show of hands for either a or b.
- You can either go through the answers with the whole class, or wait for them to read the Grammar reference on page 128, or nominate individual students to give their answers.

Answers

- 1 a
- 2 b
- 3 an object
- 4 Subject

Grammar reference and practice

Ask students to do Exercises 1 and 2 on page 129 now, or set them for homework.

Answers to Grammar practice exercises

1

1 correct 2 What does Ingrid do? 3 Which bus goes ... 4 correct 5 What were you doing ... 6 Who did Lina love ...

2

- 2 a Who enjoys their maths classes?
b Which classes do the children enjoy?
- 3 a What did Evgeny do yesterday?
b How many movies did Evgeny watch yesterday?
- 4 a Who likes the new teacher?
b Who* do most of the class like?
- 5 a What has Karina lost?
b Who has lost her bag?
- 6 a What did Kei tell Naomi?
b Who did Kei tell the secret to?

* In object questions, 'who' can be replaced with 'whom'. However, 'whom' is very formal and very few people use it any more, except in a few very formal expressions, such as in a letter addressed to no one specific person: 'To **whom** it may concern ...'

12

- Look at the instructions and do the first item with the whole class. Ask a volunteer the answer or nominate someone to answer. Write the question on the board.
- Tell students to do the exercise on their own. Go round and check students are doing the task correctly and notice errors, help or write the errors on the board as you notice them with an X next to them.
- When most students have finished, get them to check their answers in pairs and to help each other with anything they haven't finished.
- Check the answers as a whole class. When you get the correct answer, say the question out loud and ask everyone to repeat it and maybe one or two individual students to repeat it afterwards. You can correct their pronunciation if necessary.

Answers

- 1 Whose story happened in Mongolia?
2 What did the men invite Chris to do?
3 What did Chris say about the experience?
4 What was Matthew Luskin studying?
5 How many people did the tigers kill / had the tigers killed before the expedition?
6 How many people hid / were hiding in the tree?

Fast finishers

Students who finish quickly can write two more comprehension questions of their own about the audio.

Extension

Ask students to write the questions they would ask if they were going to interview one of the explorers.

13

- Tell students to look at the instructions. Put them in pairs and give them a few minutes to do the activity. Students who did the extension could roleplay their interviews.
- Go through the answers by asking different students.

Suggested answers

- 1 Chris
2 to go horse riding
3 I'll remember that for the rest of my life
4 tigers
5 one
6 three

14

- Look at the instructions and do the first item with the whole class. You might need to help them by drawing attention to the answer. Ask *Is 'how often' about the subject or object in the answer?* (Strictly speaking, *every time* in sentence 1 is not an object of the verb but an adverbial phrase/complement. However, it can be treated as the object.)
- Go round and check students are doing the task correctly and notice errors, help or write the errors on the board as you notice them with an X next to them.
- As you check the answers, ask *So is it a subject or an object question? So we need/don't need the auxiliary 'do', etc.*

Answers

- 1 How often do you laugh?
2 What TV programmes make you angry?
3 Who cries the most in your family?
4 Which horror films you've seen have scared you the most?
5 When you feel confused about homework, what do you do?
6 Who embarrassed you recently?

15

- Ask different students to read out the questions again in Exercise 14. Model the task by giving your own answers. Put students in pairs to ask and answer.
- Go round and check they are doing the task correctly and notice errors, difficulties or where they use L1. Help them by correcting or giving them the English. Write a few interesting things they said on the board or make a note of them for later.
- When most students have finished ask the class to change partner and start from question 6 this time. Continue listening/noting.
- At the end of the task, give some feedback about new language that came up, errors to correct which you may have written on the board or just interesting things you heard to share with the class.

16

- Explain the task. Give one or two extra examples yourself, ideally of both kinds of question:

What do you do when you get stressed?

Who gets stressed most easily in your family?

- Tell students to write questions on their own. Go round and check they are doing the task correctly.
- If you have time, ask for some ideas from the class and write them on the board. As you do so, make corrections and/or answer them about yourself.

17

- Explain the task.
- Go round and check they are doing the task correctly. Listen and take notes as students talk.
- At the end of the task, share some interesting things you heard with the class. You can also give some feedback on how well they used the language from the lesson, teach any new language that came up, or focus on errors to correct.

Homework

- Set Workbook Lesson 1A exercises on pages 2–5 for homework.
- Ask students to write part of a quiz for the class. Students each find out some facts about a famous person or place that they are interested in or things which have happened in the news or sport. They should write at least five questions to ask the class to test their knowledge. Remind them they will need to give the answers too. In the next class collect the questions and answers and create a quiz using a variety of the ones students have written (but not necessarily all of them). Then in the following class, put them in teams and ask the different questions as a quiz. See who wins.

1B Fake it until you feel it

pp12–13

LEAD IN

Focus attention on the title of the spread. Ask students if they know what *fake* means. Ask them to give examples of things that can be described as fake and write them on the board, e.g. watches, clothes, sunglasses, credit card number, email address, etc. Ask what the opposite is and teach *genuine*. Ask *What are the good and bad aspects of the fake things on the board?* (Fake things are usually cheaper than genuine things, but may be just as good quality; however, buying fake things means the company that owns the brand is not making any money.) Point out that *fake* can also refer to something intangible, e.g. *a fake smile*, and it can also be used as a verb, e.g. *to fake surprise, a headache, etc.*

VOCABULARY BUILDING Suffixes p12

1

- Write the words *embarrassed, depressed* and *friendly* on the board. Alternatively look at the Vocabulary building box. Ask the class if they remember what the words mean or if they can give a translation. Ask if anyone knows what the noun form of these words is and give or write the words up on the board.
- Highlight that *-ed* adjectives are usually based on a verb and we often create a noun from a verb by adding *-ment* or *-ion/-tion*. Ask if students know any other words with these endings and what the verb is and if there is an *-ed* adjective. For other adjectives we often add *-ness* to create the noun. Draw attention to the spelling change of *y* to *i* in *friendliness*. Again, ask if they know any other words ending in *-ness* and what the adjective is.
- Give dictionaries out to students or direct them to a reliable online monolingual dictionary. Look at the instructions in the book and do the first item with the class.
- Students do the rest of the exercise on their own. Go round and check students are doing the task correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback. When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out the word. Write the answers on the board. As you write, get the class to repeat the word and say where the stress is (see bold in the Answers below).

Answers

1 nervousness 2 sadness 3 excitement
 4 disappointment 5 happiness
 6 exhaustion 7 confusion 8 loneliness

Fast finishers

Students who finish quickly can think of at least three more nouns with each ending.

2

- Look at the instructions and do the first item together as a class. Encourage students to think about the part of speech first before looking at the actual missing word.
- Tell students to do the rest of the exercise on their own. Go round and check they are doing the task correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback. When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out each sentence. Write the answers on the board.

Answers

1 happiness 2 lonely 3 nervous
4 disappointment 5 confusion

Extension

- Write these questions on the board or dictate them to the class.
If you experience nervousness before an exam, what can you do to help?
What has created excitement in the world recently? Why?
Is loneliness something you've experienced? When was that? What helped?
- Get students to discuss the questions as a class or in pairs.

READING pp12–13

3


- Tell students they are going to read a text about smiling and why people smile. Tell them to read the questions and check understanding of *recognize* (see something and know what it is, or know that it is true). NOTE: don't discuss which are the fake smiles at this point.
- Go round and check students are doing the task correctly and notice errors, difficulties or where they use L1. Help them by correcting or giving them the English they need. Write a few interesting things they said on the board or make a note of them for later.
- At the end of the task, share some interesting things you heard with the class. You can also teach any new language that came up, or focus on errors to correct.

4

- Look at the instructions and ask the class to give another example. Do the task either as a whole class or put students in pairs for a minute or two.

- Elicit ideas and write them on the board correcting their English or providing the English word if they only know how to say it in L1. Don't worry if they don't get many. Tell them they will see some more ideas in the text they will read. (In the text, two reasons for smiling are mentioned: being happy and seeing other people smile.)

5

-  4 Explain the task and set a time limit of three minutes for students to read the text. Stick to the time limit and stop students reading when the time is up.
- At the end of the time limit tell students to check their answer in pairs.
- Check answers, asking students to explain their decision based on the text.

Answer

Subtitle 2

Teaching tip

Managing quick reading

Students often read at quite different paces, which can cause problems when it comes to managing the class. This can be solved by setting a strict time limit. Alternatively, play the audio or read out the text while students read along. This can also help them connect sound and spelling better. Read at a quick natural pace. However, be aware that school exams tend to demand fast reading for gist and detail and students need to practise different modes of reading for this purpose. Try a variety of reading modes and discuss the advantages and disadvantages with the class.

6

- Explain the task and the difference between false and not given (the answer may be implied, but it is not clearly false or true). Encourage students to find evidence in the text which proves answers to be true or false.
- Do the first item as an example. Students can call out an answer or ask for a show of hands. Don't immediately say if students have given the correct answer but get them to explain their answer. If there's disagreement, let them debate and see if they can persuade each other.
- Give the correct answer. Tell students to complete the exercise on their own. Go round and check they are doing the task correctly. Make sure they make a note of the place in the text where they get the information they need. Get them to compare answers in pairs.
- Check answers, asking students to explain their choices based on the text.

Answers

- 1 T (the fact people who work on the phone are told to smile when they speak to customers – paragraph 1)
- 2 T (*you can't stay angry because they're smiling at you* – paragraph 3)
- 3 NG (the text says that smiling regularly may increase the chances of living longer, but it doesn't say that not smiling will cause illness. This answer is only implied.)
- 4 T (*And we aren't the only animals that smile to communicate happiness – chimpanzees do it* – paragraph 2)
- 5 F (*a smile can have the same positive effect on the brain as eating 2,000 bars of chocolate* – paragraph 4 – so neither is more powerful.)
- 6 F (*why not control your emotions in the same way?* – paragraph 4)

7

- Explain the task. Set a time limit of five minutes.
- Go round and check students are doing the task correctly. Help students by correcting or giving them the English they need, and then write some of these points on the board, or remember them for class feedback.
- If students finish quickly, ask them to see if they can either reduce the summary further or change it to use more words.
- When most students have finished, get them to compare in groups to decide who has the best summary. Give some feedback about new language that came up, and correct any errors that you may have written on the board.
- If you are short of time, you might set this task for homework.

Suggested answer

Smiling is powerful because it makes you happy, has a positive effect on the brain and relationships, and helps you live longer.

8 MY PERSPECTIVE

- Look at the instructions and check students understand the questions. To model the task, give an example answer to one or two questions yourself.
- Put students in groups to discuss the questions. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1 and help them by correcting or giving them the English they need.
- Write a few interesting things they said on the board or remember them.
- At the end of the task give some feedback about new language that came up, and look at any errors to correct, which you may have written on the board. You can also tell them interesting things you heard to share with the class.

CRITICAL THINKING Rhetorical questions p13

9

- Write on the board *rhetorical questions*. Give a translation if you know it and ask students if they know what they are and why they are used. Tell students to read the Critical thinking box. You can read it aloud as they do and gloss or translate any words. For example, *emphasize* means to make something very clear, so people notice and remember.
- Explain the task. Set a time limit of ten minutes. Go round and check students are doing the task correctly.
- Check answers by asking different students to give their ideas.

Suggested answers

- 1 To express enjoyment, affection or friendliness; to connect with other people in social situations; to get out of arguments and embarrassing situations; to increase the chances of living longer; to communicate/show happiness; to understand others' emotions better; to make ourselves feel happy; to control our emotions
- 2 (Students' own answers) It encourages people to read and find the answer.
- 3 *But why should we want people to smile?* (line 9) – tell readers what information they can expect to read
Have you ever been in this situation: you are angry with a friend but you can't stay angry because they're smiling at you? (lines 28–30) – help readers relate text to their own experience
Why not control your emotions the same way? (lines 49–50) – make a suggestion
- 4 Can't you hear when the person on the other end of the phone line is smiling? – to emphasize a point.
Wouldn't it be great if more people smiled?
– persuasion

10

- Either get students to read the text silently, or read it out yourself. Ask questions to check students have understood it.
What was special about the Pan Am smile? (named after Pan Am flight attendants who were famous for always smiling but they weren't genuine)
How did passengers respond to these smiles? (positively)
What's the problem with not smiling in social situations? (you can appear rude)
Which part of the face is important in deciding whether a smile is fake or genuine? (the eyes)
- Tell students to do the exercise on their own. When most students have finished, get them to compare answers in pairs.
- To check answers, take a class vote on each pair. Discuss as a class how easy it is to tell. Ask if the text helped them to decide. It may still not be easy!

- Tell students that another aspect of genuine smiles is that they tend to be less symmetrical, e.g. one eye may be more closed than the other (as in the second c photo). If you have online access, search for the short National Geographic video on the Duchenne smile: 'National Geographic brain games smile .5trial'.

Answers

- a first photo is a genuine smile
- b first
- c second

Homework

Set Workbook Lesson 1B exercises on pages 6–7 for homework.

1C A breath of fresh air

pp14–15

GRAMMAR Talking about the present pp14–15

To prepare for teaching the following exercises, see Grammar reference on page 128.

1

- **Books closed.** Ask students how much they remember about the text on pages 12–13 on why people smile. Put them in pairs or small groups to pool ideas. Then elicit ideas from the whole class, correcting where necessary.
- Tell students they're going to be looking at how to use different present tenses – the present simple, the present continuous and the present perfect simple. Elicit one example of each tense and write it on the board, so weaker students are sure what these structures are.
- Tell students to open their books. Explain the task. Tell them that there may be more than one example in some sentences. Do the first item with the whole class. Ask which tenses students can see (the present perfect simple) and where (*'ve known*).
- Tell students to do the rest of the activity on their own. Go round and check students are doing the task correctly and notice any problem areas. Focus on these in feedback. When most students have finished, get them to compare answers in pairs and to check they agree on what each tense is.
- Go through the answers by eliciting what they've underlined in each sentence and ask what tense each example is. You may also like to repeat the underlying meaning of each tense as you elicit ideas, so for (a) you might just say: *It's the present perfect simple. From the past to now.* While for (b) you might say: *We're learning more about facial expressions so it's the present continuous. Because it's happening around now, etc.*

Answers

- a We've always known that smiling can express enjoyment, affection or friendliness. (present perfect)
- b We're learning more and more about facial expressions. (present continuous)
- c We know from studies that smiling may even increase the chances of living longer. (present simple)
- d We aren't the only animals that smile to communicate happiness – chimpanzees do it, too. (present simple)
- e You are angry with a friend but you can't stay angry because they're smiling at you. (present simple, present continuous)
- f If you know someone who's always smiling, ... (present simple, present continuous)
- g If you sometimes feel sad, worried or angry, try smiling. (present simple)