

Fast forward to fluency

2

TEACHER'S GUIDE



PLEASE READ: CAVEAT

Please use this Teacher's Guide, as there may be some ideas that you find useful. However, we also ask that you note the following:

1. Times are listed for the activities in the Teacher's Guide, but please be aware, these are approximate times only. They may be radically different in your classroom.
2. The Teacher's Guide is divided up into *Light Exploitation* and *Deep Exploitation* ideas. We assume and recommend that a combination of both be used. Please do not feel compelled to do *Deep Exploitations* with each exercise. We've done it this way as we feel these sorts of decisions are best left to the teacher at the chalk face.
3. We strongly recommend against doing more than one *Deep Exploitation* activity per exercise. If one topic proves to be popular and you'd like to further exploit it, perhaps cycle back at a later time. However, of course, we leave this decision to your good offices.
4. As this is a work in process, if you have any great recommendation for the Teacher's Guide, either as universal activities that could go at the front of the book, or exercise specific activities, by all means please get in touch and we can include your ideas in future versions.

Please flip through the Teacher's Guide**PLEASE READ: The key is vocabulary**

Fast Forward to Fluency is based around vocabulary. Vocabulary is best learned by seeing and using a word many times. When vocabulary is deeply processed, it is more likely to be more deeply learned. That's why meeting words repeatedly and have students use these words helps.

PLEASE READ: Light Exploitation vs Deep Exploitation

There are often two sets of instructions for each of the activities in the book: *Light Exploitation* and *Deep Exploitation*.

The *Light Exploitation* section explains how to do each of the activities in the book.

The *Deep Exploitation* section suggests extension activities which put students back through the texts on a much deeper level.

Often, we would recommend the use of these *Deep Exploitation* activities, as learning is enhanced when students repeatedly interact with a text. However, we also want to avoid *flogging a dead horse*. And if students have either (a) understood the language in the text, or (b) interacted with it sufficiently, then the *Light Exploitation* exercise can be chosen. This choice, obviously, must be made by the teacher.

PLEASE READ: Teacher sourced dictation

Although the textbook itself includes some dictation activities, teacher-sourced dictation can also be used to extend many of the activities in the textbook.

Rules of Dictation

When doing dictation please remember the following.

1. This should NOT be a word for word rendering. Speak in sentences, OR, if a sentence is too long, chunks of language. Instead of slow word by word dictation, say a sentence and repeat it 4 or 5 times, with 5 second breaks in between each rendering.
2. Speak using your natural English, but somewhat slowed down. Don't clip each word so that you're clearly articulating each word. Use your natural English, but slightly slowed down.
3. Walk around as you're dictating, so you can see how much your students are understanding.
4. If you have to repeat a sentence around 5 times, perhaps your speed and diction is good. If it takes just 1 rendering to understand, or 10 renderings, then you might need to make an adjustment.

Kinds of Dictation

In this manual, we have dictations used for Warm-ups, Extended Comprehension Check activities and Springboard Activities. These Springboard activities are questions that are dictated that can form the base on further discussion questions. Typically, these questions ask *how about you?* In that, students are asked about their own lives. These are good to use whenever possible.

PLEASE READ: Literature Circles

Literature Circles is an excellent way to spur group discussion because it has **clearly defined roles** and **task repetition**, which promotes fluency.

Having a clear structure and defined roles helps students participate more actively in group discussion. That is, if students know exactly what they're supposed to do, group discussion can work well, even with CEFR A2 students, about the level of Fast Forward to Fluency Level 2

Originally devised for teaching Literature to L1 students, it's been successfully adapted to L2 classrooms.

Student Roles

1. There are four roles in this version of Literature Circles.
 - a. **Leader:** Asks questions. That is, the leaders asks the other three people questions.
 - b. **Summarizer:** Summarizes the lecture, article etc.
 - c. **Detail Master:** Answers questions asked by the leader about details.
 - d. **Vocabulary Master:** Explains the meanings of words, in English, using their own words.

NOTE: Obviously, you will NOT always have student numbers divisible by four. So, you can combine the roles of Detail Master and Vocabulary Master when necessary. So, for example, if you have 15 students, you'll have 3 groups of 4 and 1 group of 3.

Preparation:

1. Put students in groups of four. This is best done in a random fashion. For example, if there are 24 students in the class, give the students a number from 1 to 6, so there are six groups of 4. As noted above, you will likely not have a perfect groups of 4, and you will likely have a few groups of 3.

NOTE: Mixing up students in different groups is essential. If students stay in their own cliques, there might be some issues with participation.

2. Once in their groups, have the students chose their roles. You can have them janken (rock-paper-scissors) etc.
3. Once they are in their groups, the *Leader* needs to think of and write down some questions. However, for the first few classes, give the students Role Cards (see for example page xx) to help them understand their roles.
4. The *Summarizer* needs to think about how to summarize. So have them go through the text underlying key points.
5. The *Detail Master* needs to think details. So have them go through the text and underline facts, numbers, times, etc.
6. The *Vocabulary Master* must also think about key words, so have them go through the text and underline key vocabulary items.
7. If the *Leader* has a cue card, give the group just three minutes of preparation time. Without a cue card, a little more time is needed.

Procedure:

1. Ask the *Leader* to begin. Allow 5 minutes.

NOTE: The first time through will likely be chaos. However, this is fine. This allows students to notice the gap in their linguistic toolbox. That is, the first time they do the activity, students need to discover where they are having difficulty.

2. After the first session, create new groups. The *Leader* does NOT move, the *Summarizer* moves to the next group up. The *Detail Master* moves back a group and the *Vocabulary Master* moves up 2 groups. Write the following on the board:

Leader --> Don't move *Summarizer* --> +1
Detail Master --> -1 *Vocab Master* --> +2

See below, *Moving Lit Circles Groups* for more detail.

3. Then, before they start the 2nd discussion, the teacher should model the summary themselves. So, after people are in their new groups, summarize the article (or video) to give a model
4. Have them do a 2nd discussion.
5. Move them again, model the summary again (or suggest some new detail or vocabulary questions)
6. Have them do a 3rd discussion.
7. Move them again, and now the teacher could go over some answers to any detail questions or vocabulary questions.
8. Have them do a 4th discussion

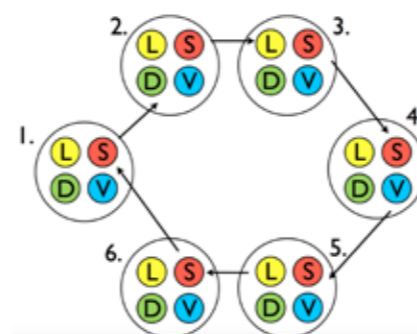
NOTE: Don't do too much teaching during the discussions. Let the discussions run free. If you hear of any errors, or perhaps issues, after the 4th discussion is over, you could go over errors or suggest ways of saying things etc.

Task Repetition and Moving the Students

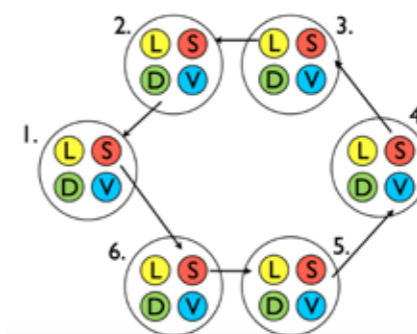
1. Task repetition is vital, as it is through task repetition that learning takes place. We have found that having students do the activity four times is usually appropriate. More than 4 repetitions and students start to get bored.
2. It's important that students be moved so that students have new partners for each round of Literature Circles. This give the activity communicative purpose.
3. Move the students as per the diagrams below.

The Leader never moves, and stays where they are.

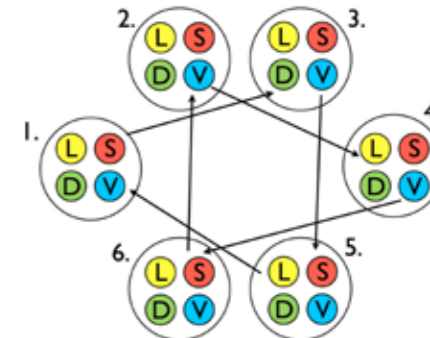
The Summarizer moves to the next group forward (+1)



The Detail Master moves to the next group back (-1)



The Vocab Master moves two groups forward (+2)



Important Notes

1. The first time students do this, there will be chaos. That's okay. Let it be. Students will figure it out. Letting students figure it out, helps with their understanding. So, don't micromanage.
2. After they've done this about four times, they won't need the *Cue* cards. They will be able to prepare their roles themselves. However, they will need 4 or 5 minutes to do this. So, after the fifth class, put them in groups, and ask them to prepare their own roles. You can put a stopwatch on the projector, or play a song that is 5-minutes long and so on. Have the *Leader* actually write down questions. Have the *Summarizer* actually write a summary. Have the *Detail Master* and *Vocabulary Master* go through the article or the scripts at the back of the book carefully.

PLEASE READ: Question Box Class Melee

The Question Box Class Melee is a good activity to promote group Q&A / mini-conversation activities.

Preparation

1. You'll need a blank A4 sheet of paper.
2. Have students draw lines as follows. If you do this as a Listen and Do activity it's a teaching opportunity. So, don't show them your example until the end, of each step. So, give an instruction, and then maybe show them for confirmation. At any rate, you want the students to draw lines on their paper so they get this:

3. So, give instructions along the following lines. It's important that it's spoken discourse, so use your own instructions, and see if the students are following.
 1. First put your paper on your desk, side to side, not up and down, but side to side.
 2. Next, from the left, one third over, one third over from the left, draw a line straight down the page.
 3. Okay, next, from the top, maybe 2 centimeters down, draw a line across the page.
 4. Next, draw 5 more lines side to side across the page.
 5. Next, draw 4 more lines up and down.
 6. Next walk around the class and show the students your A4 page with the lines.

Preparation Part 2

1. Tell students to write their name into the box in the top-left corner of the page.
2. Then, below that, write 6 questions into the boxes on the left.
3. Eventually you want to the paper to look as follows:

Joan Smith	*				
1. What snorkul did the morf zoon flats blorthy?	**				
2. When did the morf first zoon blorthy?	**				
3. How often did the morf zoon blorthy?	**				
4. Who did the zoon flats blorthy with?	**				
5. Have you ever morfed zoon blorthily?	**				
6. Why did the snorkul blats zuvrisciously?	**				

The Activity

1. Tell students to ask 5 classmates their questions.
2. Have them write their classmate's names at the top of the page. (the boxes with the *)
3. And write their answers below that. (the boxes with the **)
4. Encourage follow-up questions!!

Optional Follow up Activity

1. Put students in groups of three or four, and have them share their answers.
2. Have them share what were the most popular answers and so on.

PLEASE READ: Paired Comprehension Checks

Useful Preview/Review Activity

1. Have students come up with their own comprehension check questions

NOTE: If doing this in class, have them work in pairs. If it's be assigned as preview or review homework, it could be done by each individual student

What is a Word?

Words can have many different forms. For example, the word **protect** can have many different forms:

protect	protects	protected	protecting	protection	protective	protectively
<i>verb</i>	<i>verb</i>	<i>verb</i>	<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>adverb</i>
	(3rd person)	(past tense)	(present participle)			

Exercise 1: Look at the following. Complete each section with the correct form of the word in brackets.

1. The train _____ stopped, but thankfully nobody was injured.
(sudden/suddenly)
2. In a _____ classroom, teachers talk and students listen and take notes.
(tradition/traditional)
3. When will it be ready? Can you give me an _____?
(estimate/estimating)
4. She needs to _____ medical insurance, if she is going to travel abroad.
(purchase/purchases)
5. If you study hard, you might not see _____ results, but you will soon improve.
(immediate/immediately)
6. An average cat _____ around 4 kilograms.
(weighs/weights)
7. She had studied quite hard for the test, so she _____ passed.
(easy/easily)
8. I will be _____ my presentation with a short video.
(conclude/concluding)

Exercise 2: Complete the sentences with the correct form of *encourage*.

1. The coach _____ her players to practice a little more.
2. Although I didn't get an A, my tests results were _____ because I got a B+.
3. Some children often need a lot of _____ from their teachers.
4. I was _____ to start exercising more by my doctor.
5. She always _____ her students to study for 30 minutes a day.

Exercise 3: Scan for the words *remark* and *steal* in the reading and underline them.

Last summer, I lost my cell phone. At first, I thought that it had been stolen. So, I went to the police. I told the police that someone had stolen my phone. But the next day, the police called. They had my phone. Somebody had found my phone and they had taken it to the police station. So, I went to the police station to pick it up. The police officer gave me my phone, and remarked that maybe I should be a little more careful.

NOTE: In each unit, **Reading 1** asks you to "Scan for the following NGSL words in the reading and underline them." Please note, these words can be any form of the word.

Textbook Introduction

What is a word?

Light Exploitation	Deep Exploitation
<p>This page could be used as part of a course introduction.</p> <p>What is a Word (4 minutes)</p> <ol style="list-style-type: none"> 1. Draw student attention to the top of page 4 and the word protect with its word family. 2. Board up: <i>verb</i> <i>past tense</i> <i>pp</i> <i>noun</i> <i>adjective</i> <i>adverb</i> description 3. Have students write in the other parts of speech. They can use a dictionary if they need to. 4. Have students compare their answers. 5. Go over the answers answers. <p>Exercise 1 (4 minutes)</p> <ol style="list-style-type: none"> 1. As per instructions in the book. 2. Have students compare their answers. 3. Go over the answers answers. <p>Exercise 2 (4 minutes)</p> <ol style="list-style-type: none"> 1. As per instructions in the book. 2. Have students compare their answers. 3. Go over the answers answers. <p>Exercise 3 (4 minutes)</p> <ol style="list-style-type: none"> 1. As per instructions in the book. 2. Have students compare their answers. 3. Go over the answers answers. 	<p>This page could be used as part of a course introduction.</p> <p>Fast Forward to Fluency is based around vocabulary. And the main goals of the course are to have the students learn a set of words from the NGSL that research has shown to be useful, as they are frequently used.</p> <ol style="list-style-type: none"> 1. Do as per instructions in <i>Light Exploitation</i>. 2. Write the following on the blackboard: --> What does it mean to know a word? 3. Ask students to take out a piece of paper, and dictate the following: <ol style="list-style-type: none"> 1. <i>I've never seen that word before.</i> 2. <i>I've seen the word but a I don't know what it means.</i> 3. <i>I've seen the word many times, but I don't know what it means.</i> 4. <i>I knew this word, but I forgot what it means.</i> 5. <i>I've forgotten the meaning of this word a few times.</i> 6. <i>I know what this word means, but I don't know how to use it.</i> 7. <i>I know this word, and I've used it, but not too many times.</i> 8. <i>I know this word, and I feel good about using it.</i> 4. Have students compare with each other, then write these words on the board, or show them on a projector. 5. Have students turn to page 8, and have them look at the <i>NGSL Target Words by Unit</i>. Tell them that these are the target words for the course. 6. Have them look at the words in Unit 1, and decide how well they know the words. Have them write a number from 1 to 8 (as dicated above) showing how much they know each word.

Using the My Words Worksheets

Quickly look at the *My Words* section starting on page 69. These pages are for you to write down any new words that you want to remember. Writing down different bits of information about a new word can help you to remember it longer and better.

How to write down your words

1. Write down your new word.
2. Write down the part of speech, for example, noun, verb, adjective, and so on.
3. Write a simple definition in English. Use a Learner Dictionary (a dictionary for second language learners), because these dictionaries are easier to understand.
4. Write down some collocations. (See below.)
5. Write down the sample sentence where you found your word.
6. Think about how the word is used, and write your own example sentence.

your new word	meaning simple definition in English
<input type="checkbox"/> noun <input type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> adverb <input type="checkbox"/>	collocations words that "go with" your word
	example sentence the sentence where you found your word.
	your own sentence a sentence that you make
abandon	meaning to leave something and never come back
<input type="checkbox"/> noun <input checked="" type="checkbox"/> verb <input type="checkbox"/> adjective <input type="checkbox"/> adverb <input type="checkbox"/>	collocations to abandon a child, to abandon your career, to abandon a village
	example sentence The village was abandoned.
	your own sentence He abandoned his career to travel the world.

Collocation

Collocations describe combinations of words that sound natural, that is, they are word combinations that are used by many people. For example, *big improvement* is much more common than *large improvement*. Here are some examples of collocations:

Adjective-noun collocation:

- alternative: *alternative energy, alternative medicine, alternative fuel, alternative approach*
- energy: *alternative energy, solar energy, atomic energy, renewable energy, clean energy*

Adverb-adjective collocation:

- highly: *highly effective, highly qualified, highly unlikely, highly educated, highly respected*
- effective: *highly effective, especially effective, equally effective, extremely effective*

Verb-object collocation:

- save: *save time, save money, save energy, save lives, save yourself*
- time: *save time, spend time, waste time, take time, kill time*

Textbook Introduction

Using the My Words Worksheets

Light Exploitation
<p>Using the Worksheets (5 minutes)</p> <ol style="list-style-type: none"> 1. Draw student attention to the worksheets on page 69. 2. Tell students that these worksheets are not just for words that students have never seen before. These worksheets are for any word that the student wants to learn how to use better. 3. Put page 5 up on a projector, or if you have an overhead camera, you can use that. 4. Go over how to record a word. 5. Choose one of the target words from page 8 Unit 1, and using the the top template on page 69, write in an example. 6. Have students choose one of the target words from page 8 Unit 1 and have them fill out one of the templates using this word.
Deep Exploitation
<p>Any time, any class, extensions</p> <p>Bookmark this page! These activities can be used throughout the course at any time. They can be used as lesson warmups, or filling in the last 5 minutes at the end of a class, or between two activities to add some variety.</p> <p>Pairwork Spelling Quizzes (5 minutes)</p> <ol style="list-style-type: none"> 1. Put students in pairs. 2. Write the following on the board: - <i>How do you spell xxx?</i> 3. Have students exchange books, that is, give their textbook to a partner. 4. Have students ask and answer 5 (8, 10) questions each on spelling. <p>Meaning Quizzes (5 minutes)</p> <ol style="list-style-type: none"> 1. Put students in pairs. 2. Write the following on the board: - <i>How does xxx mean?</i>

3. Have students exchange books, that is, give their textbook to a partner.
4. Have students ask and answer 5 (8, 10) questions each on meaning.

Meaning Quizzes II (5 minutes)

1. Put students in pairs.
2. Write the following on the board:
 - *How do you say xxx in Japanese?*
3. Have students exchange books, that is, give their textbook to a partner.
4. Have students ask and answer 5 (8, 10) questions each on meaning.

Word Pictures (20 minutes)

This one is a longer activity, so not appropriate for a short warmup or a filler. But, we include this as a possible review activity that could be done from time to time.

1. Put students in pairs.
2. Have students choose 5 words from their word list and then draw a picture that uses (somehow) these 5 words.
3. Students then must describe their pictures to their partners.
4. Students then have to guess what the five words were.

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NGSL Target Words by Unit

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
• abandon	• author	• basis	• actor	• amaze	• achievement
• accommodation	• bore	• circle	• attach	• appeal	• advertisement
• artist	• carefully	• column	• audience	• association	• attractive
• breathe	• climb	• competitive	• bomb	• aware	• ban
• chart	• coast	• complicate	• brand	• calm	• belief
• code	• collect	• conclusion	• cash	• celebrate	• birth
• county	• comfortable	• dance	• cheap	• channel	• complex
• criminal	• cope	• diet	• clothes	• characteristic	• confidence
• crop	• correct	• export	• combine	• chip	• content
• debt	• creative	• extreme	• convince	• compete	• cycle
• description	• cross	• favorite	• cool	• confuse	• daily
• exhibition	• crowd	• friendly	• dangerous	• corner	• decline
• fan	• dish	• fun	• direction	• critical	• employer
• farm	• distance	• glad	• easily	• dinner	• gap
• frequently	• estimate	• global	• element	• disease	• gather
• grateful	• extra	• hate	• equipment	• dollar	• habit
• hill	• funny	• horse	• garden	• emotion	• hire
• immediate	• household	• import	• handle	• exchange	• intelligence
• judge	• impossible	• literature	• hang	• explanation	• leadership
• landscape	• discount	• neighbor	• helpful	• fake	• marriage
• magazine	• museum	• nobody	• jump	• feed	• mathematics
• medicine	• neither	• origin	• lady	• hide	• peace
• nearby	• otherwise	• prefer	• memory	• imagine	• personality
• partner	• participate	• prevent	• mountain	• invite	• predict
• perfect	• phrase	• reflect	• normally	• meal	• promote
• plain	• reality	• relax	• online	• negative	• proud
• pop	• relative	• religion	• pair	• newspaper	• purchase
• quote	• slowly	• religious	• plane	• original	• refuse
• remark	• smile	• restaurant	• post	• perspective	• science
• rent	• struggle	• sample	• presentation	• primarily	• scientific
• rural	• studio	• secret	• rock	• prime	• scientist
• safe	• text	• sentence	• session	• reaction	• shift
• steal	• tire	• slide	• shoe	• reader	• software
• stretch	• tourist	• spell	• signal	• register	• somehow
• thin	• unique	• spread	• stress	• request	• suitable
• unable	• unusual	• tonight	• suit	• researcher	• survey
• urban	• video	• variety	• tiny	• shock	• taste
• usual	• weekend	• vary	• tool	• trust	• topic
• wage	• wild	• visitor	• toy	• truth	• volume
• west	• wood	• wonderful	• traditional	• unfortunately	• writer

The words in **bold** are covered in Reading One in each unit.

The words that are not in bold are covered primarily and systematically in the online worksheets and appear in subsequent readings where appropriate.

Textbook Introduction

NGSL Target Words

Deep Exploitation

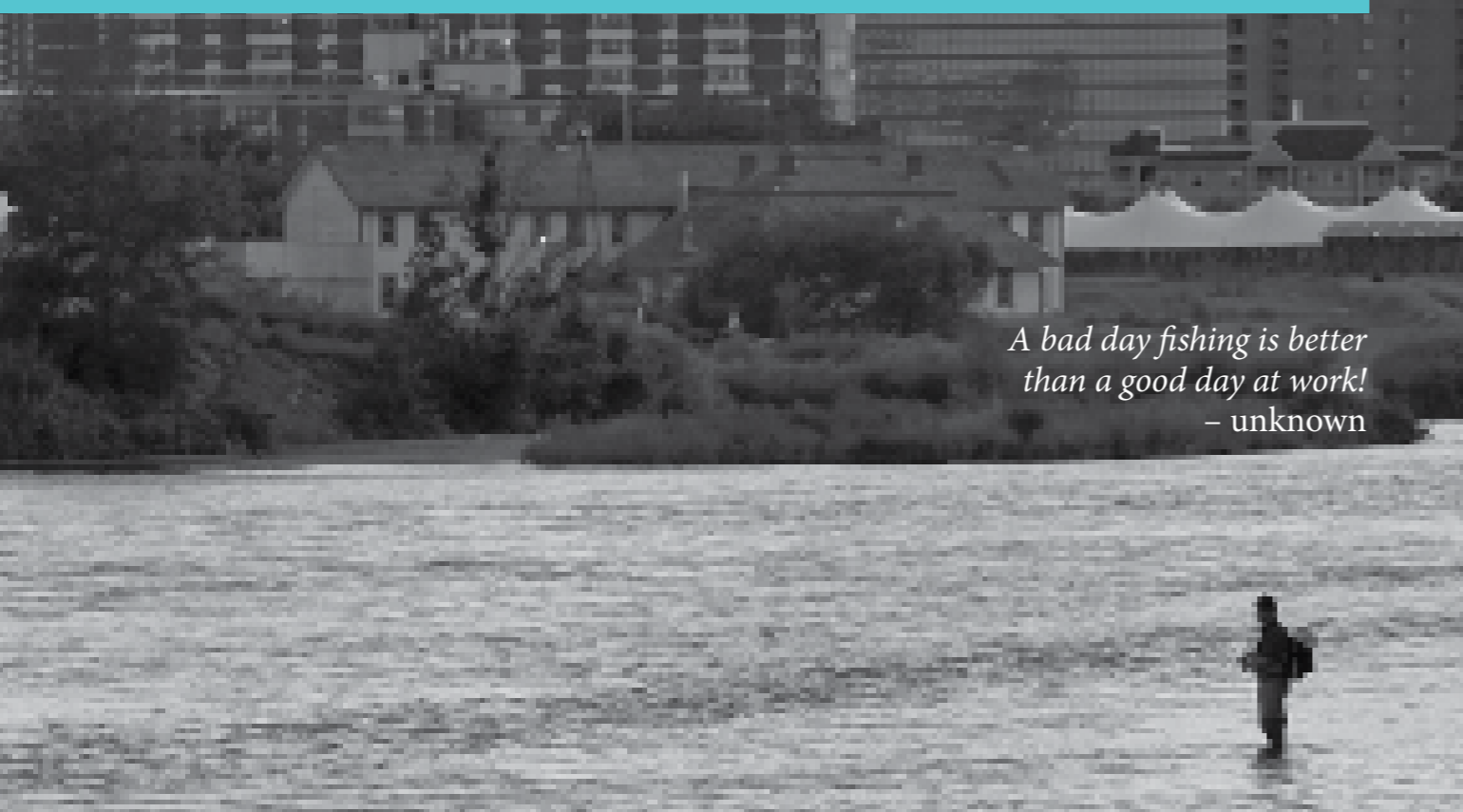
The NGSL Target Words

1. The words in this table are the words that students are to learn.
2. These bands of the NGSL are (based on frequency)
 Level 1: up to 565 words
 Level 2: 566 — 1130
 Level 3: 1131 — 1700
 Level 4: 1701 — 2260
 Level 5: 2261 — 2800
3. These words are in the 3rd band of the NGSL. That is, we assume that students will know good parts of the Level 1 and 2 band. But, need to study more intensively in the Level 3 band.
4. For more information, please see the NGSL website:

<http://www.newgeneralservicelist.org/>

You can find other teacher tools, including apps and flashcard sets and other lists on this website.

Thank God I'm a Country Boy!



A bad day fishing is better than a good day at work!
- unknown

1 TALK ABOUT IT!

Work with a partner and discuss the questions below.

1. Who is this man? Where is he? What is he doing? What is he thinking?
2. What are some popular things to do in the city? What are some popular things to do in the country? Make a list below.
3. How would you describe life in the city? How would you describe life in the country?
4. What do you think the above quote means? Do you agree?

	Life in the country	Life in the city
Things to do	<i>skiing, . . .</i>	<i>shopping, . . .</i>
Description	<i>peaceful, . . .</i>	<i>convenient, . . .</i>

Unit 1

Thank God I'm a Country Boy

Topics

- City life vs. country life
- Tourism in the country

Vocabulary

- see page 10
- adverbs

Listening

- Intonation of questions

Speaking

- Partner Interview
- Power-point Presentations
 - describing urban/ rural life
 - comparing urban/ rural life

Light Exploitation

Talk About It

(4 minutes)

1. Have students get in pairs, and have them turn to page 9.
2. Draw student attention to the picture and the Talk About It discussion questions.
3. Have students write down answers in their book. Draw student attention to the table on page 9. Have students fill in the table.
4. As students are working, write the following on the blackboard:
 1. a.
b.
c.
 2. City Country
 3. City Country

- Note: There is no place to write the answers for question 1 in the textbook, so they can write their answers under the picture.
5. Have students compare their answers with another pair of students.
 6. Board up (write on the board) some answers.

Deep Exploitation

Warm-Up: Lesson Leadin (Pre-Textbook Actvty)

(8 minutes)

Dictation (see Introduction Page 3): (8 minutes)

1. Tell students to take out a piece of paper, and write down the numbers 1 to 6.
2. Dictate the following.
 1. *I like to hiking.*
 2. *I like living near a convenience store.*
 3. *There are so many different part-time jobs to choose from!*
 4. *I like living in a big house.*
 5. *I love all the fresh, clean air.*
 6. *I like going to the movies!*
7. Have students check their sentences with a partner. And while students are checking their answers, write the following on the board:

Life in the country Life in the city
8. Have students put these sentences into the correct category. Go over answers.
9. Turn student attention to the textbook and do as per "Light Exploitation" instructions. (4 minutes)

READING 1: Country Life or City Life

Scan for the following NGSL words in the reading and underline them.

TARGET WORDS

- | | | |
|-----------------|--------------|----------|
| • abandon | • crop | • nearby |
| • accommodation | • debt | • remark |
| • breathe | • exhibition | • rural |
| ✓ county | • frequently | • steal |
| • criminal | • landscape | • urban |

My friend Bill moved from the city to Huron County, a rural area in Canada about 120 kilometers west of Toronto. Bill is an artist working for a magazine, and I met him last week at an exhibition of his paintings. We went to a nearby restaurant to chat, and I asked Bill about his move. Bill remarked that there are several advantages to living in the country. First, the cost of accommodation is generally much lower. Bill's wage is not high and to pay his apartment rent in the city he went into debt. Second, criminals stole some of Bill's paintings last year, and he frequently hears the sound of police cars. He thinks country life is safer than urban life. Finally, Bill loves the landscape around his new home. He frequently paints farm workers and their crops. He loves to breathe the clean air and is happy to abandon city life.

Questions

Answer the questions about the article. Then check your answers with other students.

- What does Bill do?
He is an artist working on a magazine.
- Bill gives 2 main reasons for moving to the country. What are they?
The cost of accommodation is much lower. The country is safer.
- Bill suggests a third reason. What is it?
The landscape is good.
- Why did Bill go into debt?
Because his wages were not high and it was difficult to pay the rent to his apartment.

Culture Note

“Thank God I’m a Country Boy” is a song recorded and made famous by John Denver, reaching number 1 on the country charts in May, 1974. This song is still quite popular even today. This song tells us how great life in the country is. Do you know any songs that talk about the good points about rural life in your country?



Light Exploitation

Reading 1 - Pre Reading (4-5 minutes)

- As per instructions in the book. Have students scan through the article, looking for and underlining the NGSL target words.
- After 3 minutes, either have students give each other the answers, or put them on the projector.

Reading 1 - Reading (4-5 minutes)

- As per instructions in the book. Have students read through the article again and answer the questions below.
- After 3 minutes, either have students give each other the answers, or put them on the projector.

Reading 1 - Post-Reading Optional Extension (4-5 minutes)

- Put students in groups of 2 or 3.
- Have them do rock-paper-scissor. The *loser* then has to summarize, speaking, the article in one minute.
- After 90 seconds. The teacher should give an example summary.
- Have students do rock-paper-scissor again, and again the loser summarizes the article in 1 minute.

NOTE: This is a difficult activity, and it's often a little beyond the students' abilities, so make sure, as the teacher, to give clear example summaries in Part 3 above. The reason for doing Part 2 before Part 3 is by deep-ending the students, the students get a chance to notice what they CAN'T do, that is, it's an attention raising activity that often results in students paying greater attention to the teacher's example summary.

NOTE: If you do it this way, it's possible to have the same person summarizing twice. So, you could have them take turns if you like.

Culture Note (5 minutes)

- Have students read the Culture Note.
- As students are reading, write the following on the blackboard:
 - Who wrote "Thank God I'm a Country Boy"?
 - When did it reach number 1?
 - What is it about?
- Try and elicit answers from the class orally. Or get volunteers to write answers on the board.

Deep Exploitation

Reading 1

- Do as per instructions in *Light Exploitation*.

Extension 1 (Comprehension) (10+ minutes)

- Have students take out a piece of paper.
- Tell them to write down the numbers 1 to 8.
- Dictate the following:
 - What country is Huron County in?
 - How far is Huron County from Toronto?
 - What is an exhibition?
 - Did Bill have enough money to pay rent in the city?
 - Who stole some of Bill's paintings?
 - What does Bill like to paint in the country?
 - Does Bill miss the city?
 - What does abandon mean?
- Have students work with a partner and check these sentences. Dictate any needed sentences again.
- Put these sentences on the board or on a projector.
- Have the students answer each question in a full sentence.

Extension 2 (Springboard) (10+ minutes)

- Have students take out a piece of paper.
- Tell them to write down the numbers 1 to 5.
- Dictate the following:
 - In your opinion, what are three things that make city life better than country life?
 - In your opinion, what are three things that make country life better than country life?
 - What are three things you like about the town you grew up in?
 - What is the best place in your country to raise children in? Why?
 - If you could live anywhere for one year for free, where would you live? Why?
- Have students work in pairs and check these sentences. Dictate again as needed.
- Have students in groups or pairs discuss these questions.

Culture Note Extension (10+ minutes)

- Do as per instructions in *Light Exploitation*.
- Have students work in groups, and make a list of songs in their own culture that describe life in the city.
- Share these lists with the class as a whole.
- Only for high level groups: Ask groups to chose a song and explain what the lyrics are in English.

2 DICTATION

Listen to the audio and write down what you hear in the space below.



Track 1

1. Do you like living in your city?
2. Is there anything famous in your hometown?
3. Are there many stores or restaurants near your home?
4. Are there many parks near your home?
5. Do you think it's better to raise a family in a country, or in a city?

WORD PARTS

~ly

Adverbs often have the suffix ~ly. For example:

- The cost of accommodation is **generally** much lower.
- He **frequently** paints farm workers and their crops.

Work with a partner. Many adjectives can be made into adverbs by adding -ly at the end. Look at the following NGSL words. Which words can take ~ly at the end? Write the ~ly word in the blank or make an "X". Then compare your answers with a partner.

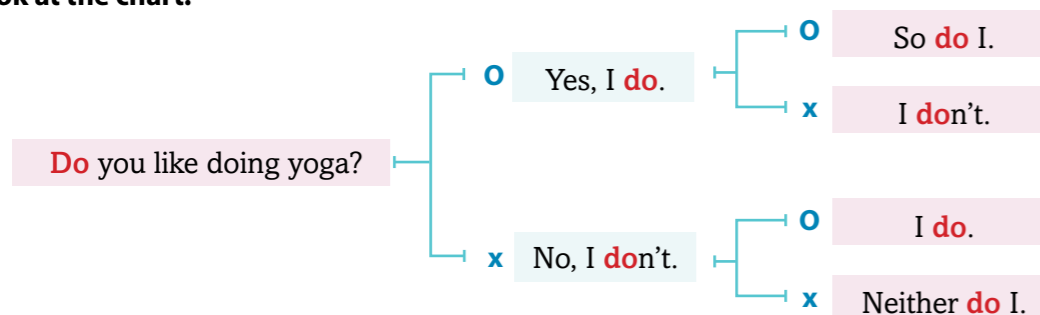
plainly	<input type="checkbox"/>	perfectly	<input type="checkbox"/>
steal	<input checked="" type="checkbox"/>	unable	<input checked="" type="checkbox"/>
debt	<input checked="" type="checkbox"/>	age	<input checked="" type="checkbox"/>
religion	<input checked="" type="checkbox"/>	thinly	<input type="checkbox"/>
gratefully	<input type="checkbox"/>	immediately	<input type="checkbox"/>



3 SPEAKING: Scaffolded Discussion

TOPIC: What do you do when you have free time?

Look at the chart.



Light Exploitation

Deep Exploitation

Dictation (6 minutes)

1. As per instructions in the book.
 1. Do you like living in your city?
 2. Is there anything famous in your hometown?
 3. Are there many stores or restaurants near your home?
 4. Are there many parks near your home?
 5. Do you think it is better to raise a family in the country or in the city?
2. Have students check their sentences in pairs.
3. Play again if necessary. Go over the answers.

Word Parts (5 minutes)

1. As per instructions in the book. Go over the grammar point. Demonstrate..
2. Have students fill in the boxes.
3. Have students check their answers in pairs.
4. Put answers on the blackboard / projector or the Document Camera.

Speaking: Scaffolded Discussion (4 minutes)

1. Draw students' attention to the topic question "What do you do when you have free time?"
2. Look at the flow chart and draw their attention to how to respond to an answer if you agree or not. ie... Do you like doing yoga? -> Yes, I do. -> So do I.

Continued next page

Look at the table below and put an **O** next to the things you like doing, and an **X** next to the things you don't like. Now, ask your partner questions. (See the chart on page 11.)

Activity	You	Your Partner
Hiking		
Fishing		
Window shopping		
Eating out		
Going for coffee or tea		
Doing yoga		
Picking wild mushrooms		
Collecting insects		
Watching movies		
Doing chores		

Work with a partner, and study the chart below.

Where		do you	go	fishing?
When			do	yoga
Why		do you	like	window shopping
What kind of	movies	do you	watch?	

Using the information in the table, make similar questions to ask your partner.

ex. *Where do you go hiking?*

1. Obviously many kinds of question are possible, but for example:

2. *Where do you do window shopping?*

3. *When do you do yoga?*

4. *Why do you like going to museums?*

5. *What kind of insects do you collect?*

Now, ask a partner these questions.

Light Exploitation

Speaking: Scaffolded Discussion (cont.) (15 minutes)

- As per instructions, have students fill in the chart for themselves.
- Have students get in pairs and ask each other the questions according to the dialogue pattern on p.11 and fill in the chart accordingly.
- While students are talking, draw the grammar substitution table on the board.
- Demonstrate forming follow-up questions for the students.
- Have students write down 5 follow up questions for their partners.
- Have students ask their partners these questions again PLUS the follow up questions. That is, try to have students have a conversation based on each question.

Deep Exploitation

Class Melee style (25 minutes)

- See Instructions Pages 6 and 7
- Instead of doing this activity with 1 partner, as in the textbook. Do it as a Question Box Melee having multiple partners. (Please see Introduction Page 4 and 5 for details on doing this.)
- Students can chose to ask the questions in the textbook, OR, you could allow them to write their own questions.
- Try to encourage mini-conversations. (if you can)

4 VIDEO LISTENING

LISTENING 1

Watch the Video Lecture and answer the following questions.

- What is the population of the greater Tokyo area?
 - 13 million
 - 30 million
 - 39 million
 - 33 million
- What does Aizhan say about the trains in Tokyo?
 - They're safe.
 - They're clean.
 - You usually don't need to wait.
 - They're not so expensive.
- What does Aizhan say about her hometown?
 - The view is very good.
 - The food is really good.
 - It's quite crowded.
 - The subways and trains are clean.
- What does Aizhan say about jobs in Tokyo?
 - They are easy to get.
 - The wages are good.
 - There are many jobs.
 - She wants to get a job in fashion.



Link to Video



LISTENING 2

Turn to page 62. Watch the video again, and read the scripts. Fill in the missing words.

LISTENING 3

Work in groups, discuss the following.

- What are some positive things about Aizhan's hometown?
- What are some negative things about Aizhan's hometown?
- What are some good reasons to live in a rural area?
- What are some good reasons to live in an urban area?

5 DISCUSSION QUESTIONS FOR DICTATION

Discuss the questions that you wrote down for the dictation, (2. Dictation, page 11). But, ask an extra *wh* question, for example, *why, what, when, and so on.*

READING 2: Agritourism

Read the following.

When looking at South Korea from a distance, most people see a safe, modern, and beautiful country with a very strong economy. But look a little closer and you might see that most of the economic success is in big urban areas like Seoul and Busan, and that small, rural towns and villages in the countryside are having a much more difficult time. Many young people have moved to the big cities to look for better jobs and a more comfortable life. As a result, many rural towns have fewer people and weakening economies.

Over the years, local governments have tried many ways to strengthen their local

Light Exploitation

Video Pre-Listening (15 minutes)

- Put the following words on the board:
 - unable • subway • accommodation
 - rent • karaoke • expensive
 - rarely • crowded • amazing
 - farm • medicine • Kazakhstan
 - coffee • fun • surround
- Tell students that you will explain the meaning of three of these words. Ask students to write their answers down.
 - This means many people in a small place; many people together.
 - This is a country in central Asia. It's between Russia and China.
 - The means to be around something; to circle something; to be on all sides of something.
- You can give the answers as you go along: crowded, Kazakhstan, surround.
- Ask students to get into groups of two or three. Have them take turns explaining the meaning of each word.
- After everyone is finished, if you can show the students where Kazakhstan is on a projector.

Video Listening (15 minutes)

Listening 1

- Have students watch the video and answer questions.
- Have students check their answers in pairs.
- Go over the answers.

Listening 2

- Have students watch the video and complete the script on page 62
- Have students check their answers in pairs.
- Go over the answers.

Listening 3

- Put students into groups. Have groups discuss the questions.
- While students are discussing, write the discussion questions on the board.
- Go over answers as a class.

Discussion Questions for Dictation

- Write the following on the blackboard. (Or any of the Dictation questions from p 11.)

- Do you like living in your city?

Elicit possible follow up questions. (What do you like about it? etc.)

- Put students into small groups. Have them discuss the questions from p.11.
- Go over responses as a class.

Reading 2

SEE NEXT PAGE

Deep Exploitation

Video Listening (10 minutes)

- First, do as per instructions in *Light Exploitation*.

Literature Circles Extension (30 minutes)

(see Introduction page 4 and 5. Read this BEFORE doing this in class. *Some prep necessary.*)

- Before class copy out the *Literature Circles Cue Cards on page 124 at the back of this Teacher's Guide*. And cut the sheets of paper up, so you have cue cards for the *Leader, Summarizer, the Detail Master* and the *Vocabular Master*.
- Next, put students in groups of 4.
- Have students choose their own roles. (rock, paper, scissors etc can be used). Note: Let students choose their own roles as in following classes this will be important.
- Hand out the Cue Cards to each student. Have them work on their cards and prepare for the class discussion. Give the students 5 minutes to do this.
- During this time, circulate and be available to answer any questions.
- After 5 minutes ask the Leader to begin.
- Continue as outlined on Introduction Pages 4 and 5.

Dictation Extensions Activities

- See page 125 at the back of this teacher's guide.

Extensions

See instructions on next page.

economies. However, with so many young people abandoning small towns for a better life in the big cities, many towns have started to go into debt. Until recently, many small towns weren't sure what to do. However, recently, *agritourism*, a new kind of ecotourism, is helping many local economies to grow.

Agritourism is still quite new. However, it has been growing in popularity. There are now over 850 Green Tourism Villages around South Korea. One of these places is Yesan county which is on the west side of South Korea. Visitors can visit farms and learn about growing and looking after many different kinds of crops. In Yesan county, farms grow apples, pears, blueberries, and sweet potatoes.

There are also many events that are held throughout the year. One of these is the Yesan Market Festival. At this festival, there are many exhibitions where visitors can learn about rural life. For example, visitors can learn about the local culture. There is also a photography exhibition where visitors can see beautiful pictures taken by local artists. There are also activities for people who like doing things instead of watching things. For example, in one exhibition visitors can try making noodles. In another exhibition, visitors can learn how to do traditional dances while listening to traditional local music. In yet another exhibition, visitors can make their own traditional paper lantern. People of all ages can enjoy the Yesan Market Festival, so it is perfect for families.

In addition to the Market Festival, there are also many other festivals that are held in Yesan county. For example, there is an Apple Festival where visitors can try making their own apple pie or apple jam. If you like wine, you can even try some apple wine. There is also a Cultural Festival where visitors can learn about the local history, enjoy playing traditional games, and enjoy trying traditional foods.

Yesan county is a rural area, but accommodations are quite easy to find. There are many campgrounds for people who like camping. There are clean, modern city hotels and even beautiful hot springs resorts with baths and pools. So, if you have the chance, why not visit Yesan county and learn about traditional life in South Korea?

Questions

Answer the questions about the article. Then check your answers with other students.

- According to the author, why do young people move to big cities?
Young people move to big cities to look for better jobs and more comfortable life.
- Why is the Yesan Market Festival perfect for families?
Because people of all ages can enjoy it.
- How is agritourism helping rural towns?
Agritourism is growing the economies of rural towns by bringing in many visitors.
- Where can tourists stay if they visit Yesan county?
If you visit Yesan county, you can say in campgrounds, modern city hotels or beautiful hot spring resorts.

Light Exploitation	Deep Exploitation
<p>Reading 2 - Pre Reading (7-8 minutes)</p> <p>1. Put the following on the blackboard: <i>Korea</i> <i>Agritourism</i> <i>Festivals</i> <i>modern</i> <i>farms</i> <i>dancing</i></p> <p>NOTE: You will likely have to explain agritourism.</p> <p>2. Tell students to write down 3 more words for each category. Give them 2 minutes for this.</p> <p>3. Ask students to come up to the board and write down their words.</p> <p>4. Go over the words that the students have written.</p> <p>Reading 2 - Reading (7-8 minutes)</p> <p>1. As per instructions in the book. Have students read through the article and answer the questions below.</p> <p>2. After 3 minutes, either have students give each other the answers, or put them on the projector.</p> <p>Reading 2 - Post-Reading Optional Extension (4-5 minutes)</p> <p>1. Put students in groups of 2 or 3.</p> <p>2. Have them do rock-paper-scissor. The <i>loser</i> then has to summarize, speaking, the article in one minute.</p> <p>3. After 90 seconds. The teacher should give an example summary.</p> <p>4. Have students do rock-paper-scissor again, and again the loser summarizes the article in 1 minute.</p> <p>NOTE: This is a difficult activity, and it's often a little beyond the students' abilities, so make sure, as the teacher, to give clear example summaries in Part 3 above. The reason for doing Part 2 before Part 3 is by deep-ending the students, the students get a chance to notice what they CAN'T do, that is, it's an attention raising activity that often results in students paying greater attention to the teacher's example summary.</p> <p>NOTE: If you do it this way, it's possible to have the same person summarizing twice. So, you could have them take turns if you like.</p> <p>NOTE: If you do this <i>Post-Reading Extension</i>, then you probably should NOT do any of the <i>Deep Exploitation</i> activities.</p>	<p>Dictation Extension 1 (Comprehension) (10+ minutes)</p> <p>1. Have students take out a piece of paper.</p> <p>2. Tell them to write down the numbers 1 to 8.</p> <p>3. Dictate the following:</p> <ol style="list-style-type: none"> <i>Why have rural towns in South Korea started to go into debt?</i> <i>How many Green Tourism Villages are there in South Korea?</i> <i>What can people do if they visit Yesan county?</i> <i>What fruits and vegetables are grown in Yesan county?</i> <i>What can people do at the exhibitions at the Yesan Market Festival?</i> <i>What are some of the products at the Apple Festival?</i> <i>What can visitors learn at the Cultural Festival?</i> <i>Where can people stay in Yesan county?</i> <p>4. Have students work with a partner and check these sentences. Dictate any needed sentences again.</p> <p>5. Put these sentences on the board or on a projector.</p> <p>6. Have the students answer each question in a full sentence.</p> <p>Dictation Extension 2 (Springboard) (10+ minutes)</p> <p>1. Have students take out a piece of paper.</p> <p>2. Tell them to write down the numbers 1 to 5.</p> <p>3. Dictate the following:</p> <ol style="list-style-type: none"> <i>What are some famous festivals in your country? What happens there?</i> <i>Do you like going to festivals? What festivals have you been to?</i> <i>What rural areas have you been to? Where? When?</i> <i>Do you like traveling to rural areas? Why or why not?</i> <i>What is rural life like in your country?</i> <p>4. Have students work in pairs and check these sentences. Dictate again as needed.</p> <p>5. Have students in groups or pairs discuss these questions.</p> <p>Paired Comprehension Checks (10 minutes)</p> <p>1. See Introduction Page 7.</p> <p>Literature Circles Extension (30+ minutes) (see Introduction page 4 and 5. Read this BEFORE doing this in class. Some prep necessary.)</p> <ol style="list-style-type: none"> See Introduction Pages 4 and 5. Also see page 13n Before class, prepare the Literature Circles Cue Cards on page 126 at the back of this Teacher's Guide. Next, put students in groups of 4. Have students choose their own roles. (rock, paper, scissors etc can be used). Hand out the Cue Cards. Continue as outlined on Introduction Pages 4 and 5.



Track 2

6 FORM-FOCUSED DICTATION

Listen to the audio and write down what you hear in the space below.

1. Do you live in a city?
2. Where do you live?
3. How long does it take to get to school?
4. How do you usually get to school?
5. Is your home near the station?

After you have written the questions, listen again carefully and draw the intonation pattern on the questions.

Do you like swimming?

Where do you go on the weekends?

1. The intonation in *yes/no questions* goes _____ at the end of the question.
2. The intonation in *wh questions* goes _____ at the end of the question.

7 WHOSE OPINION

Read the following. Who probably made the statements below? Write their names.

‘Paul prefers living in the country, but Sally likes city life best.’

- Sally I wish I didn't have to wait two hours for a bus.
Paul I love how we can see stars at night.
Paul I'm so glad we moved here. My hay fever is much better.
Paul I'm happy that I can buy such a nice, big house.
Sally Let's eat out tonight! We're so lucky to have so many restaurants to choose from.
Sally I hate living here! There's nothing to do.
Paul I couldn't sleep last night because the neighbors were playing music until 4 a.m.
Paul I wish I didn't have to wear a mask when I go jogging.
Sally I can walk to my dance class then go for a swim before walking home.
Sally What a wonderful variety of food and culture there is on our street.

Light Exploitation

Deep Exploitation

Form-Focused Dictation (8 minutes)

1. As per instructions in the book.
 1. Do you live in the city?
 2. Where do you live?
 3. How long does it take to get to school?
 4. How do you usually get to school?
 5. Is your home near the station?
2. Have students check their sentences in pairs.
3. Write the following on the board.

*Do you like swimming?
Where do you go on the weekends?*
4. Model each sentence and demonstrate the rising or falling intonation.
5. Play the recording again and have students mark the rising or falling intonation.
6. Have students check their answers in pairs.
7. Put answers on the blackboard / projector / document camera.

Whose Opinion? (5 minutes)

1. Write the following on the board.

Paul prefers living in the country, but Sally likes city life the best.
2. Ask students basic questions to confirm their understanding.
 - a. Who probably doesn't like large groups of people?
 - b. Who probably likes buying food from local farmers? etc...
3. Have students write the appropriate name next to the statements.
3. Have students compare their answers.
4. Put answers on the blackboard / projector or the Document Camera.

8 POWERPOINT PRESENTATION: Country Life vs City Life

Goal: Make a presentation on rural or urban lifestyles.

Directions:

1. Work in groups of 3 or 4.
2. Discuss which you like better: city life or country life (circle one).
3. Make a list of reasons and examples for the one you like better.

Reasons	Examples
1	1
2	2
3	3

4. Look at the sample Powerpoint slides below and then make your own.
 - a) Write the text first.
 - b) Then add pictures from the internet or draw yourself.
5. Practice presenting your slides in English, write down notes if needed.
6. Present your Powerpoint presentation to the rest of the class.

Example

City life is convenient but dirty...



City life is crowded and stressful...



In the country, we can relax!



In the country, everyone is friendly!

Your Group PPT

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9 VOCABULARY WORKSHEETS

Please scan in the following QR Codes to access the worksheets and the Quizlet Vocabulary stacks.



Worksheet 1A



Worksheet 1B

Light Exploitation

Powerpoint Presentation

(20+ minutes)

1. Put students into groups of 3 or 4.
2. As per instructions, have groups discuss the topic and list reasons and examples for why.
4. Using the example slides as a model, have students plan and design their own slides in the book.
5. Using class time, or assigning it for homework, have students create their slides and rehearse their presentation.
6. Have groups present their Powerpoint presentation to other groups.

NOTE: Whole class presentations can result in somewhat reduced *time-on-task*. If possible, arrange things so students are either presenting or listening.

Deep Exploitation

Are You Crazy?



Our hobbies all have some sort of secret attraction which other people can't understand.

- C.S. Lewis

- C. S. Lewis (1898 - 1963) was a British writer. He wrote *The Chronicles of Narnia*.

1 TALK ABOUT IT!

Work with a partner and discuss the questions below.

1. What are some of your hobbies?
2. Do your friends or family members think that your hobby is interesting?
3. Do you agree with the C.S. Lewis quote above? Can you think of some examples?
4. What do you think the above quote means? Do you agree?
5. Some hobbies are common. Other hobbies are unusual or even dangerous. Make a list of hobbies in the table below.

Common Hobbies	Unusual or Dangerous Hobbies

Unit 2

Are You Crazy?

Topics

- Personal Hobbies
- Unusual Hobbies

Vocabulary

- see page 18
- gerunds vs adjectives

Listening

- The schwa sound

Speaking

- Hobby survey
- Poster Presentations
 - describing urban/ rural life
 - comparing urban/ rural life

Light Exploitation

Talk About It

(4 minutes)

1. Have students get in pairs, and have them turn to page 17.
2. Draw student attention to the picture and the Talk About It discussion questions.
3. Have students write down a list of common and unusual hobbies in their books.
4. Have students compare their answers with another pair of students.
5. Go over their answers orally or put them on the blackboard.

Deep Exploitation

Warm-Up: Lesson Leadin (Pre-Textbook Actvty)

(8 minutes)

1. Write the following on the blackboard: Team Games, Individual Games, Popular Hobbies, Dangerous Hobbies, Quiet Hobbies

And write an example under each heading. (Look at the example at the bottom of this page.)

2. Put students in pairs. On a piece of paper, have them write out three things for each category. Give them about 2 minutes.
3. Then ask all students to come to the blackboard and write 1 thing each on the blackboard.
4. When students have finished, correct spelling, go over the list, make comments etc.
5. Then, have students open the textbook and do as per instructions in *Light Exploitation*.

Team Games	Individual Activities	Popular Hobbies	Dangerous Hobbies	Quiet Hobbies
soccer	bike riding	video games	scuba diving	stamp collecting

READING 1 : Extreme Ironing

Scan for the following NGSL words in the reading and underline them.

TARGET WORDS

- bore
- climb
- creative
- crowd
- cope
- ✓ dish
- funny
- household
- impossible
- otherwise
- participate
- relative
- smile
- tire
- unusual

Do you hate doing housework? Do you find it difficult to cope? Does the idea of spending a large part of your free time washing dishes, vacuuming the house or washing and ironing clothes make you feel bored and tired? If so, why not try the unusual sport of *extreme ironing*?

Ironing does not need to be a mindless, boring activity that you force yourself to do while watching TV or listening to music. It can be fun, exciting, and filled with adventure. Sound impossible? Read on...

According to Wikipedia, extreme ironing was invented in the 1980s when a man named Tony Hiam noticed that one of his relatives would iron his clothes, even when camping outdoors in a tent. Tony thought this was unnecessary and kind of funny, so he decided to show this to others by ironing in unusual places such as on mountaintops and in crowded airports.

It has now taken off as a sport and even has organizations such as *Extreme Ironing International* and international events such as the *Extreme Ironing World Championship* held in Germany. People have now done extreme ironing underwater, in Antarctica, in a canoe, while climbing a wall, while skiing and snowboarding, while running a marathon, and even while parachuting!

All it takes to participate is a sense of adventure, some creativity, and a bit of humor. People around the world have figured out a way to smile, laugh, and be excited by an otherwise boring household chore. Give it a try — your life will never be the same!



Questions

Answer the questions about the article. Then check your answers with other students.

1. How did Tony come up with the idea of extreme ironing?
Seeing one of his relatives iron when camping outdoors in a tent.
2. How many different, unusual, or funny places to iron are mentioned in the article?
 14 8 11 5
3. According to the writer, what do you need in order to try extreme ironing?
In order to do extreme ironing you need a sense of adventure, some creativity and a bit of humor.
4. In paragraph 4, what do you think *taken off* means?
It means to become successful or more popular.

Light Exploitation

Reading 1 - Pre Reading (4-5 minutes)

1. As per instructions in the book. Have students scan through the article, looking for and underlining the NGSL target words.
2. After 3 minutes, either have students give each other the answers, or put them on the projector.

Reading 1 - Reading (4-5 minutes)

1. As per instructions in the book. Have students read through the article again and answer the questions below.
2. After 3 minutes, either have students give each other the answers, or put them on the projector.

Reading 1 - Post-Reading Optional Extension

(4-5 minutes)

1. Put students in groups of 2 or 3.
2. Have them do rock-paper-scissor. The *loser* then has to summarize, speaking, the article in one minute.
3. After 90 seconds. The teacher should give an example summary.
4. Have students do rock-paper-scissor again, and again the loser summarizes the article in 1 minute.

NOTE: This is a difficult activity, and it's often a little beyond the students' abilities, so make sure, as the teacher, to give clear example summaries in Part 3 above. The reason for doing Part 2 before Part 3, is by deep-ending the students, the students get a chance to notice what they CAN'T do, that is, it's an attention raising activity that often results in students paying greater attention to the teacher's example summary.

NOTE: If you do it this way, it's possible to have the same person summarizing twice. So, you could have them take turns if you like.

Deep Exploitation

Dictation Extension 1 (Comprehension) (10+ minutes)
 1. See page 127 at the back of this Teacher's Manual.

Paired Comprehension Checks (10 minutes)
 1. See Introduction Pages 5.

Literature Circles Extension (30+ minutes)
 (see Introduction page 4 and 5. Read this BEFORE doing this in class. Some prep necessary.)

1. Before class, prepare the Literature Circles Cue Cards on page 128 at the back of this Teacher's Guide.
2. Next, put students in groups of 4.
3. Have students choose their own roles. (rock, paper, scissors etc can be used).
BUT: If they've done this before, tell them to chose a role that have not yet done.
4. Hand out the Cue Cards to each student. Have them work on their cards and prepare for the class discussion. Give the students 5 minutes to do this.
5. Continue as outlined on Introduction Pages 4 and 5.

Culture Note

Can you guess what the most popular hobby in the USA is? With so many extreme sports on TV, YouTube, and in the movies, you might be surprised to find that the most popular hobby is actually fishing. Fishing is one of the most popular hobbies in many other countries around the world. In fact, none of the top 5 hobbies in the USA are either dangerous or very active. Here are the rest: (2) Reading (3) Stamp Collecting (4) Listening to Music (5) Bird Watching. Do you know what the top 5 most popular hobbies in your country are?



2 DICTATION

Listen to the audio and write down what you hear in the space below.



Track 3

1. What do you like to do in your free time?
2. How often do you go out with your friends?
3. What do you usually do after school?
4. What were your hobbies when you were younger?
5. Are there any hobbies, sports or activities that you would like to try?

WORD PARTS

~ing

Words that end with ~ing can be verbs, nouns, adjectives, or gerunds.

STEP ONE: Work with a partner. In the following sentences, underline the “~ing” words.

1. Does the idea of spending a large part of your free time cleaning dishes, vacuuming the house, or washing and ironing clothes make you feel bored and tired?
2. Ironing does not need to be a mindless, boring activity that you force yourself to do while watching TV or listening to music.

When you finish, check your answer with your teacher.

Light Exploitation

Culture Note (5 minutes)

1. Have students read the Culture Note.
2. As students are reading, write the following on the blackboard:
 - a. What are the most popular hobbies in the USA?
 - b. What is bird watching?
 - c. What is stamp collecting?
3. Elicit answers from the class orally. Or get volunteers to write answers on the board.

Dictation (5 minutes)

1. As per instructions in the book.
 1. What do you like to do in your free time?
 2. How often do you go out with your friends?
 3. What do you usually do after school?
 4. What were your hobbies when you were younger?
 5. Are there any hobbies, sports or activities that you would like to try?
2. Have students check their sentences in pairs.
3. Go over the answers orally or put answers on the blackboard / projector or the Document Camera..

Word Parts (10 minutes)

1. As per instructions in the book. Go over the grammar point. Demonstrate.

Step One

2. Have students complete the exercises.
3. Have students check their sentences in pairs.
4. Go over the answers orally or put answers on the blackboard / projector or the Document Camera.

Continued next page.

Deep Exploitation

Culture Note Extension (15 minutes)

1. Do as per *Light Exploitation*.
 1. Board up:
 - a. What are the most popular hobbies in your country?
 - b. What are the most popular hobbies among children?
 - c. What are the most popular hobbies among teenagers?
 - d. What are the most popular hobbies for older people?
 - e. What are some unusual hobbies that people in your country do?

2. Have students research these questions by doing a class melee and having students ask and answer questions.

NOTE: You could formalize this with an A4 piece of paper. (See Introduction Pages 6 and 7), or you could try it as a simple melee. Likely having it formalized will work better.

NOTE: Don't do this class melee if you're going to do a class melee in the following Scaffolded Discussion section on textbook pages 20 and 21 in the same class.

STEP TWO: Work with a partner. Look at the following NGSL words and decide which of the words can take -ing at the end. Write these words in the second column. The first three have been done.

bore	<i>boring</i>
clean	<i>cleaning</i>
dish	X
tire	<i>tiring</i>
climb	<i>climbing</i>
extreme	X
wash	<i>washing</i>
fun	X
camp	<i>camping</i>

Now fill in the blanks using the words in the second column. If there are two blanks in a sentence, the same word goes in.

- It takes me two hours to get to work. The long train ride is really tiring.
- I haven't gone climbing for a long time. I've probably lost my climbing skills.
- I like washing my clothes, but don't like ironing them.
- His talks are really boring. They always make me sleepy.
- I love the outdoors, and I love camping. I prefer lakes to mountains.
- Mary can't stand having a dirty house. cleaning is almost like a hobby, and she has lots of cleaning tools.

STEP THREE: Look at the above sentences. Which -ing words are adjectives?

3 SPEAKING: Scaffolded Discussion

First, look at the following.

Asking Follow-up Questions

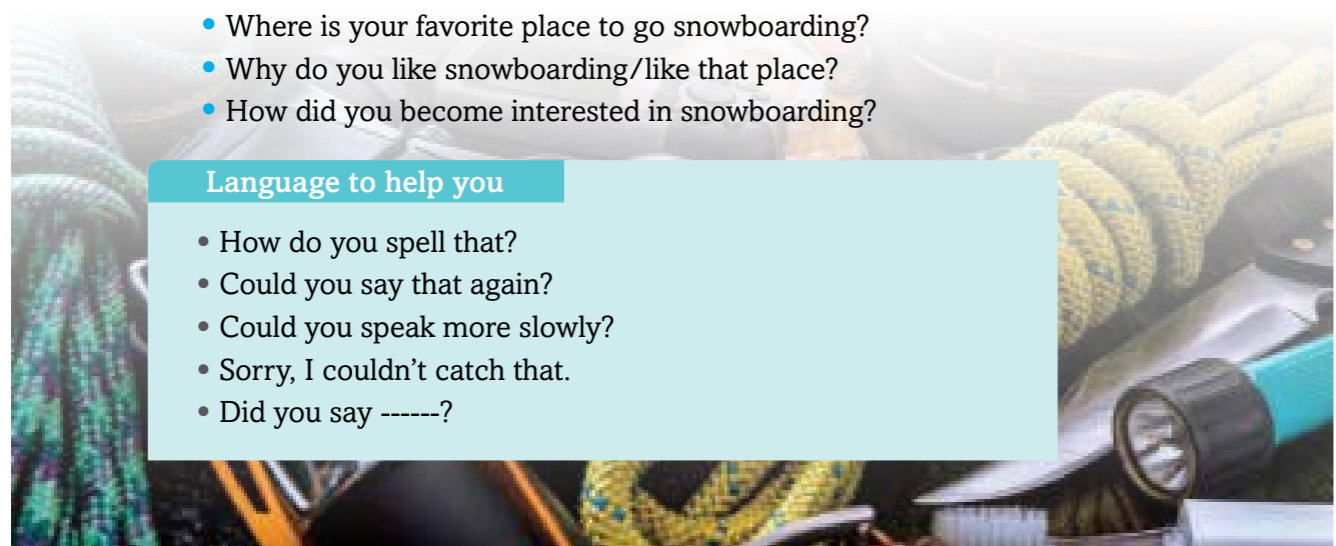
A: Do you like snowboarding?

B: Yes, I do.

- A: →
- When did you start?
 - When is the last time you went?
 - Where is your favorite place to go snowboarding?
 - Why do you like snowboarding/like that place?
 - How did you become interested in snowboarding?

Language to help you

- How do you spell that?
- Could you say that again?
- Could you speak more slowly?
- Sorry, I couldn't catch that.
- Did you say -----?



Light Exploitation

Deep Exploitation

Word Parts (cont.)

Step Two

- Have students complete the chart.
- Have students check their sentences in pairs.
- Go over the answers.

Step Three

- Have students complete the exercises.
- Have students check their sentences in pairs.
- Go over the answers.

Speaking: Scaffolded Discussion (20 minutes)

- Write the Following on the blackboard

- Wh
- Wh
- Wh
- Wh
- Wh
- H

- Elicit the 5W 1H question words from students.
- Have students read the questions in the book. Rehearse as a class.

Continued on next page

Rules

- Ask everyone in the class questions until you find someone who likes the following activities.
- Write down their name. Ask if you don't know how to spell it.
- Ask "Wh follow-up questions" to find out more information. Fill in at least 1 blank for each person.
- Lastly, try to find someone who does something unusual. In (6), ask *What's the most unusual hobby you've tried?*

	What? (activity)	Who? (name)	When?	Where?	Why?	How?
1	snowboarding					
2	playing video games					
3	magic					
4	playing chess					
5	hiking or camping					
	Most unusual hobby					
6						

4 VIDEO LISTENING

LISTENING 1

Watch the Video Lecture and answer the following questions.

1. What does Tanek like about living in Hawaii?
 - a. The weather is great.
 - b. the ocean**
 - c. There are many tourists.
 - d. the beach
2. Why does Tanek like bodyboarding?
 - a. It's fun and he likes the lifestyle.**
 - b. He's good at it.
 - c. It's not too expensive.
 - d. He loves to swim.
3. According to Tanek, how can you get good at bodyboarding?
 - a. You need to take lessons.
 - b. You should study a lot.
 - c. You need to practice many times.**
 - d. You should learn from your friends.

LISTENING 2

Turn to page 62. Watch the video again, and read the scripts. Fill in the missing words.

LISTENING 3

Work in groups. Discuss the following.

1. What do you like to do in your spare time? Why do you like doing this?
2. Do you or any of your friends have any unusual hobbies? For example?
3. What are some popular sports in your country? Why are they popular?
4. What are some popular hobbies in your country? Why are they popular?



Link to Video

Light Exploitation

Speaking: Scaffolded Discussion (cont.) (4 minutes)

Survey

1. Have students read the instructions. Confirm that they understand what to do.
2. Have all students stand up and complete the survey.
3. As a class, decide upon the most unusual hobby in the class.

Video Pre-Listening

(15 minutes)

1. Put the following words on the board:
 - brother • wave • bodyboarding
 - school • impossible • coast
 - scared • tourist • dangerous
 - amazing • surfing • Hawaii
 - shop • unusual • comfortable
2. Tell students that you will explain the meaning of three of these words. Ask students to write their answers down.
 1. *This means feeling relaxed, feeling good, enjoyable and so on.*
 2. *This is sport that you do in the sea. You standing on a board that is moving.*
 3. *The means to being afraid, feeling that you might be hurt, feeling worried, having fear.*
3. You can give the answers as you go along: comfortable, surfing, scared.
4. Ask students to get into groups of two or three. Have them take turns explaining the meaning of each word.
5. After everyone is finished, if you can show the students where Hawaii is on a projector.

Video Listening

(15 minutes)

Listening 1

1. Have students watch the video and answer questions.
2. Have students check their answers in pairs.
3. Go over the answers.

Listening 2

1. Have students watch the video and complete the script on page 62
2. Have students check their answers in pairs.
3. Go over the answers.

Listening 3

1. Put students into groups. Have groups discuss the questions.
2. While students are discussing, write the discussion questions on the board.
3. Go over answers as a class.

Deep Exploitation

Video Listening

(15 minutes)

1. As per instructions in *Light Exploitation*.

Literature Circles Extension

(30 minutes)

(see Introduction page 4 and 5. Read this BEFORE doing this in class. Some prep necessary.)

1. Before class copy out the *Literature Circles Cue Cards on page 129 at the back of this Teacher's Guide*. And cut the sheets of paper up, so you have cue cards for the *Leader*, *Summarizer*, the *Detail Master* and the *Vocabular Master*.
2. Next, put students in groups of 4.
3. Have students choose their own roles. (rock, paper, scissors etc can be used). Note: Let students choose their own roles as in following classes this will be important.
4. Hand out the Cue Cards to each student. Have them work on their cards and prepare for the class discussion. Give the students 5 minutes to do this.
5. During this time, circulate and be available to answer any questions.
6. After 5 minutes ask the Leader to begin.
7. Continue as outlined on Introduction Pages 4 and 5.

5 DISCUSSION QUESTIONS FOR DICTATION

Discuss the questions that you wrote down for the dictation, (2. Dictation, page 19). Try to ask follow-up questions.

READING 2: Hobbies

Read the following.

What are your hobbies? This is a frequent question we ask when we want to get to know someone. The answers can be quite varied. Most hobbies involve doing things (like playing sports), making things (like cooking), or collecting things (like stamps or baseball cards). Some hobbies, such as watching movies or listening to music, are very common. Others are more unusual. Have you ever heard of *pigeon racing*? People who participate in this hobby raise pigeons to race against each other. Another hobby that uses animals is *competitive duck herding*. People who do these hobbies spend a lot of time taking care of their animals.

Have you heard about *cosplaying*? For this hobby, people dress up in handmade costumes as their favorite comic book or movie character. They are most often seen at *Comic Cons*, which are large meetings where fans can see some of their favorite actors and creators. Cosplay is also found in another hobby, *LARPing*, or Live Action Role Playing. You can spend the weekend dressed up in a costume, playing a character in a game. An even stranger hobby is *yarn bombing*, where people make funny clothes from wool for trees and other unusual things. If you see a lamp post with a sweater, you've seen yarn bombing. Some people even take their hobbies with them when they go traveling. *Toy voyaging* started when people took their friends' or neighbors' garden gnomes with them on their travels. They then send back fun pictures and postcards of the gnome at tourist sites all around the world. At the end of the trip, the gnome is returned to its place in the garden.



In this way, we can see people combining different hobbies to make something unique. However, many of these hobbies can be dangerous. For example, one of the more unusual hobbies is *extreme ironing*, where people combine the boring task of ironing clothes with an extreme sport like rock climbing or skydiving. They take pictures of themselves ironing a shirt while hanging from a cliff or jumping from a plane. By themselves, these hobbies are dangerous, as more than 20 people die each year rock climbing in the United States alone. When we combine these activities with another activity, the risks increase. Other hobbies require special skills or knowledge. One such hobby is rock collecting, where you try to collect different kinds of rocks. However, rocks are sometimes dangerous. Some rocks contain poison, so you need special equipment and knowledge to handle these rocks. It is much more dangerous than collecting stamps.



Light Exploitation

Discussion Questions for Dictation

1. Write the following on the blackboard. (Or any of the Dictation questions from p 19.)
What do you like to do in your free time?
2. Elicit possible follow up questions. (Why do you enjoy it? etc.)
3. Put students into small groups. Have them take turns answering the questions from p.19.
4. Go over responses as a class.

Reading 2 - Pre Reading (7-8 minutes)

1. Have the students look at the two pictures. And put the following on the board.
Picture 1: Toy Voyaging garden gnome *Picture 2: Rock Collecting expensive*
2. Tell students to write three more key words or expression for each picture. Give them 2 minutes.
3. Ask students to come up to the board and write down their words.
4. Go over the words that the students have written.

Reading 2 - Reading (7-8 minutes)

1. As per instructions in the book. Have students read through the article and answer the questions below.
2. After 3 minutes, either have students give each other the answers, or put them on the projector.

Reading 2 - Post-Reading Optional Extension (4-5 minutes)

1. Put students in groups of 2 or 3.
2. Have them do rock-paper-scissor. The *loser* then has to summarize, speaking, the article in one minute.
3. After 90 seconds. The teacher should give an example summary.
4. Have students do rock-paper-scissor again, and again the loser summarizes the article in 1 minute.

NOTE: If you do this Post-Reading Extension, then you probably shouldn't do any of the Deep Exploitation activities.

Deep Exploitation

Extension 1 (Comprehension) (10+ minutes)
SEE PAGE 130

Extension 2 (Springboard) (10+ minutes)
SEE PAGE 130

Literature Circles Extension (30 minutes)
(see Introduction page 4 and 5. Read this BEFORE doing this in class. Some prep necessary.)

1. Before class copy out the *Literature Circles Cue Cards on page 131 at the back of this Teacher's Guide*. And cut the sheets of paper up, so you have cue cards for the *Leader*, *Summarizer*, the *Detail Master* and the *Vocabulary Master*.
2. Next, put students in groups of 4.
3. Have students choose their own roles. (rock, paper, scissors etc can be used). Note: Let students choose their own roles as in following classes this will be important.
4. Hand out the Cue Cards to each student. Have them work on their cards and prepare for the class discussion. Give the students 5 minutes to do this.
5. During this time, circulate and be available to answer any questions.
6. After 5 minutes ask the Leader to begin.
7. Continue as outlined on Introduction Pages 4 and 5.

Questions

Answer the questions about the article. Then check your answers with other students.

1. The author suggests that hobbies can be described in three ways using “~ing things.” What are they?

The author describes “doing things”, “making things” or “collecting things”.

2. What do people do while LARPing?

People also do *cosplay* while LARPing.

3. What hobby can people do while traveling?

Toy voyaging is something you can do while travelling.

4. How could extreme ironing be considered dangerous? Explain.

When combining extreme sports and ironing, the risks increase.

6 FORM-FOCUSED DICTATION

Listen to the audio and write down what you hear in the space below.



Track 4

1. Most of my friends like to play video games.
2. Some of my friends like to play sports.
3. I would like to learn how to play the guitar.
4. When I was young I played a lot of tennis.
5. I don't know how to ski, but I want to learn.

➔ In English, some sounds are stressed and some are not. For example, the word “banana” has three parts (syllables) as follows: bəˌnæˌnə. The middle sound /næ/ is stressed. The vowels in the first and third sounds are unstressed (the “a” in /ba/ and /na/), and the sound becomes a schwa (ə).

Try to find the unstressed vowels (schwa) in the sentences you just wrote down and circle them.

7 WHOSE OPINION?

Read the following. Who probably made the statements below? Write their names.

Nina likes to try new and exciting things. She likes to stand out. Her friend Enzo is quiet. He likes to do normal things. He doesn't take risks. He likes collecting stamps.

- Enzo I love aquariums. I love looking at the penguins!
- Nina I just got my motorcycle licence. I can't wait to buy a motorcycle.
- Enzo You ride the roller coaster. I'll stay down here and take pictures.
- Enzo My English is not good enough yet to travel abroad.
- Nina I want to try bodyboarding!! It looks like fun!
- Enzo Skydiving? Are you joking? No way! Not a chance! Never!

Light Exploitation

Deep Exploitation

Form-Focused Dictation

(7 minutes)

1. As per instructions in the book, play the dictation and have students write what they hear.

1. *Do you live in the city?*
2. *Where do you live?*
3. *How long does it take to get to school?*
4. *How do you usually get to school?*
5. *Is your home near the station?*

2. Have students check their sentences in pairs.
3. Demonstrate the schwa using the example given of "banana".
4. Play the recording again and have students circle the schwas that they hear.
5. Have students check their answers in pairs.
6. Go over the answers.

Whose Opinion?

(4 minutes)

1. Write the following on the board.

Nina likes to try new and exciting things. Enzo is quiet and likes to do normal things.

2. Ask students basic questions to confirm their understanding.
 - a. Which of them would probably enjoy going to a coffeeshop to read?
 - b. Which of them would probably enjoy going to dance club on the weekend?
 etc.
3. Have students write the appropriate name next to the statements.
4. Have students compare their answers.
5. Put answers on the blackboard / projector or the Document Camera.

8 POSTER SESSION: Unusual Hobbies

Goal: Research about an interesting or unusual hobby, present on this hobby in English in order to teach others about it (and perhaps to convince them to try it).

Directions:

1. Work in groups of 3 or 4, choose an unusual hobby, and do research individually.
2. In class, share the information with each other and work together to make a poster to explain about the hobby to your classmates.
3. Work together to write a 2-3 minute presentation.
4. Present your poster to the rest of the class.

Detailed directions on how to do this, as well as a sample poster, can be found on page 60.



The poster should include:

- the name of the hobby (correctly capitalized)
- a description of the hobby
- tools and things you need to do the hobby
- a short history of the hobby, including key people
- pictures showing the hobby or interesting parts of the hobby
- only the good points about the hobby
- why someone might enjoy the hobby

9 VOCABULARY WORKSHEETS

Please scan in the following QR Codes to access the worksheets and the Quizlet Vocabulary stacks.



Worksheet 2A



Worksheet 2B

Light Exploitation

Poster Session (25 minutes)

1. Put students into groups of 3 or 4.
2. As per instructions, have groups discuss and choose a topic.
3. Assigning it for homework, have students research their topic.
4. In class, have groups share their research and create a poster to use as a visual prompt. (Direct them to more detailed directions on p. 60.)
5. In class, have groups present the poster to the class.

OR

Poster Session - Homework + Group Work (90 minutes)

Homework

1. Assign a 3 minute poster presentation as homework.

Tell students in the previous lesson that they have to prepare a small mini-poster on an A4 piece of paper. However, this poster preparation time should not be more than 5 minutes. Tell students that the posters must be simple. They can be simple photographs, pictures, even stick figures if necessary. The poster prep time should be kept to a minimum so students can focus on the language needed to present the information on the poster. I tell students that the poster prep should be 5 minutes and the presentation prep should be 15 minutes.

In Class

1. In class, divide the class into groups of 3, as follows:

Student A: presenter (3 minutes)
 Student B: the questioner (listen and then ask questions for 1 minute)
 Student C: the summarizer (listen and then summarize the presentation in 1 minute)

2. Have the class perform their roles. Each session is five minutes long and runs as follows:

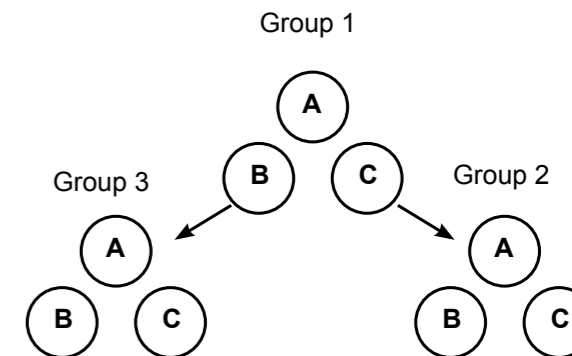
0:00 - 3:00 - Student A presents
 3:00 - 4:00 - Student B asks Student A questions
 4:00 - 5:00 - Student C 1 minute summary

NOTE: It is usually a good idea to have a stopwatch up on a projector so students can strictly monitor the time. The role of time is important, so make sure students abide by it.

3. Once students have finished, the students keep their roles, but change groups. Students move as follows:

Deep Exploitation

Student A - does not move
 Student B - moves to the next group up (anti-clockwise etc.)
 Student C - move to the next group down (clockwise etc.)



4. Students repeat the process, so each student has three or four turns.
5. Students change roles: B becomes A, A becomes C, C becomes B, then repeat four times.
6. Students change roles again, and repeat four times.

My Favorite Foods



*One cannot
Think well,
Love well,
Sleep well,
If one has not
Dined well...*

- Virginia Woolf

- Virginia Woolf (1882 - 1941) was an English writer. She is considered to be one of the most important writers of the 20th century.

1 TALK ABOUT IT!

Work with a partner. Fill in the table and discuss the questions below.

1. What is your favorite thing to eat for lunch? How about dinner? Why? Fill in the table below.
2. How do you feel when you eat that meal?
3. How do you feel when you haven't eaten for a long time?
4. What do you think the above quote means? Do you agree?

	You	Partner
Favorite Lunch?		
Why?		
Favorite Dinner?		
Why?		

Unit 3

My Favorite Foods

Topics

- A global look at foods
- Cross-cultural comparisons

Vocabulary

- see page 26
- adjectives with -ed or -ing

Listening

- Consonant-vowel linking

Speaking

- SNS Role-play
- Poster Presentations
 - describing dishes
 - describing recipes

Light Exploitation

Deep Exploitation

Warm-Up: Lesson Lead-in (Pre-Textbook Activity)

(8 minutes)

1. Have students take out a paper and write down the numbers 1 to 5.
2. Dictate **LIKE** the following. (That is, choose YOUR OWN sentences where 3 are true and 3 are false.)
 1. I usually like to have coffee with my lunch.
 2. In the winter, I often have soup with my lunch.
 3. In the summer, it's hot so I don't usually eat lunch.
 4. My favorite sandwich is a tuna sandwich.
 5. I usually go to MacDonaldis for lunch.
 6. I try to eat a healthy lunch.
3. Have students check their sentences in pairs.
4. Go over the answers (and phonology if you like).
5. Have students look at the sentences again. Three of these sentences are true, and three are false. Decide which is which.
6. Go over answers.

Talk About It

(5 minutes)

1. Have students get in pairs, and have them turn to page 23.
2. Quickly write the following on the blackboard:

	Favorite Lunch	Feeling
you	soup	happy and warm
partner		

3. Draw student attention to the blackboard.
4. Ask 1 or 2 students: What's your favorite lunch? How do you feel when you eat it? (modeling the questions)
5. Draw student attention to the table on page 23. Have students ask and answer questions, and fill in the table.
6. Have students compare their answers with another pair of students

READING 1 : Food Around the World

Scan for the following NGSL words in the reading and underline them.

TARGET WORDS

- basis
- complicated
- diet
- global
- horse
- imported
- nobody
- origin
- prevent
- reflect
- religion
- religious
- restaurant
- spread
- ✓ vary

Food is an important part of culture. What people consider to be food varies from country to country. For example, in the West, people usually do not eat insects. On the other hand, in Africa and parts of Asia, insects form an important part of the diet. Horse meat is eaten in China, France, and Italy, but only rarely eaten in English-speaking countries.

There are many reasons why people avoid eating certain foods.

Religion is a common reason. Most people know that Jewish people avoid pork and shellfish, and Hindus do not eat beef, because cows are god-like. However, religious rules on diet are very complicated.

Many religious books, for example the Bible, have detailed rules about what can and cannot be eaten. Nobody knows the origin of these rules, but perhaps they have some basis in the experience of

people long ago. For example, shellfish sometimes contain poisons that can make people sick.

Until recently, food culture was often associated with a particular region or ethnic group. However, with globalization the world is getting smaller. Nothing can prevent the world's cultures from mixing together. Fish and chips is no longer the most popular take-out food in England. It is now *tikka masala*, a chicken dish from India. In the same way, we can see sushi restaurants in almost every large city around the world.

Moreover, the English language reflects the variety of foods that have been imported from other countries. *Tikka, masala*, and *sushi* are now English words. There are many more food words that show the spread of cultures around the world. Can you think of some?



Questions

Answer the questions about the article. Then check your answers with other students.

1. In which parts of the world do people eat insects?
People eat insects in Africa and parts of Asia.
2. What is a food that Hindus do not eat?
Hindus do not eat beef.
3. What is a popular take-out food in England?
Tikka masala is a popular take-out food in England.
4. Today, food cultures are no longer always associated with ethnic groups or regions. Why?
Because of globalization and immigration food cultures are not always associated with ethnic groups.

Light Exploitation

Reading 1 - Pre Reading

(4-5 minutes)

1. As per instructions in the book. Have students scan through the article, looking for and underlining the NGSL target words.
2. After 3 minutes, either have students give each other the answers, or put them on the projector.

Reading 1 - Reading

(4-5 minutes)

1. As per instructions in the book. Have students read through the article again and answer the questions below.
2. After 3 minutes, either have students give each other the answers, or put them on the projector.

Reading 1 - Post-Reading Optional Extension

(4-5 minutes)

1. Put students in groups of 2 or 3.
2. Have them do rock-paper-scissor. The *loser* then has to summarize, speaking, the article in one minute.
3. After 90 seconds. The teacher should give an example summary.
4. Have students do rock-paper-scissor again, and again the loser summarizes the article in 1 minute.

NOTE: This is a difficult activity, and it's often a little beyond the students' abilities, so make sure, as the teacher, to give clear example summaries in Part 3 above. The reason for doing Part 2 before Part 3 is by deep-ending the students, the students get a chance to notice what they CAN'T do, that is, it's an attention raising activity that often results in students paying greater attention to the teacher's example summary.

NOTE: If you do it this way, it's possible to have the same person summarizing twice. So, you could have them take turns if you like.

Deep Exploitation

Dictation Extension Activities Unit 3 - Reading 1 (Comprehension)

(10+ minutes)

1. Have students take out a piece of paper.
2. Tell them to write down the numbers 1 to 8.
3. Dictate the following:
 1. *What is an important part of the diet in Africa and parts of Asia?*
 2. *According to the reading, where do people eat horse meat?*
 3. *What do Jewish people avoid eating?*
 4. *Why don't Hindus eat beef?*
 5. *What may be the origin of religious rules for eating?*
 6. *What is making the world get smaller?*
 7. *What used to be the most popular take-out food in England?*
 8. *What is tikka masala made from?*

NOTE: Feel free to change, add, subtract as you like.

4. Have students work with a partner and check these sentences. Dictate any needed sentences again.
5. Put these sentences on the board or on a projector.
6. Have the students answer each question in a full sentence.

Extension 2 (Springboard)

(10+ minutes)

1. Have students take out a piece of paper.
2. Tell them to write down the numbers 1 to 5.
3. Dictate the following:
 1. *What is the most popular take-out food in your country?*
 2. *What is a food that you would never eat? Why not?*
 3. *What is the strangest food that you've ever eaten? Would you eat it again?*
 4. *What is one food you can not live without? Why?*
 5. *What kind of food do you really like?*
3. Have students work in pairs and check these sentences. Dictate again as needed.
4. Have students in groups or pairs discuss these questions.

OPTION: These questions could be done with a *Question Box Melee* style.

Culture Note

Although food keeps us alive, it can also give us comfort. Foods that remind us of home, or give us emotional comfort are called *comfort foods*. They are usually easy to make, and remind us of our childhood. And these comfort foods can vary dramatically from country to country. In China, for example, rice porridge with egg is a common comfort food. In Canada, people often reach for macaroni and cheese, which is called *mac 'n cheese!* In Poland, boiled dumplings called *pierogies* are a favorite comfort food. In the U.K., people often have *beans on toast*. What are your favorite comfort foods?



2 DICTATION

Listen to the audio and write down what you hear in the space below.



Track 5

1. What are some of your favorite foods?
2. What is simple dish you like and how do you make it?
3. What sort of food would you like to learn how to cook?
4. How often do you go out to eat?
5. Do you and your friends like to eat spicy foods?

WORD PARTS

-ing and -ed

-ing and -ed are common word endings in English that are used to describe people, things, or situations.

STEP ONE: Underline each -ing and -ed word in the sentences below.

1. Insects on a restaurant menu is surprising.
2. Mabeline was surprised to see insects on the menu.
3. The waiter was confused by the customer's request.
4. The customer's request was confusing.
5. The movie was boring.
6. Terry was bored by the movie.
7. The TV series was exciting.
8. Viewers were excited.

Light Exploitation

Culture Note (5 minutes)

1. Have students read the Culture Note.
2. As students are reading, write the following on the blackboard:
 - a. What are "comfort foods"?
 - b. What are the examples given? China? Canada? Poland? The UK?
 - c. What are comfort foods in your country? (Japan)
 - d. Do you have a comfort food?
3. Try and elicit answers from the class orally.

Dictation (8 minutes)

1. As per instructions in the book.
 1. What are some of your favorite foods?
 2. What's a simple dish that you like and how do you make it?
 3. What sort of food would you like to learn how to cook?
 4. How often do you go out to eat?
 5. Do you and your friends like to eat spicy foods?
2. Have students check their answers in pairs.

Word Parts 1 (10 minutes)

1. As per instructions in the book. Go over the grammar point. Demonstrate.

Step One

1. As per instructions in the book.
2. Have students check their sentences in pairs.
3. Go over the answers.

Continued on next page.

Deep Exploitation

Culture Note Class Melee Extension (12 minutes)

1. Write the following on the board:
 - What are the most popular comfort foods for people in this class?
 - When do people eat these foods?
 - How do you make them?
2. Tell students to ask at least 5 people these questions.
3. Get into groups, and report your answers to the group.

NOTE: You could formalize this with an A4 piece of paper. (See Introduction Pages 6 and 7), or you could try it as a simple melee. Likely having it formalized will work better.

STEP TWO: Add -ing or -ed endings to the following verbs to fit the sentences.

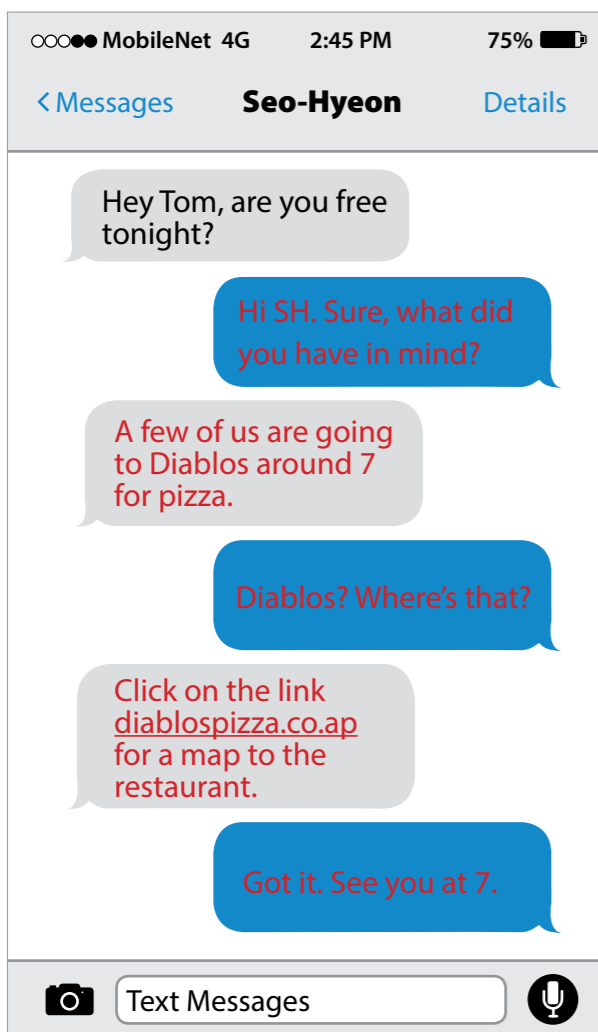
1. **confuse:** The explanation was confusing, and listeners were confused.
2. **bore:** Readers were bored by the boring book.
3. **annoy:** I was annoyed by my annoying neighbors.
4. **embarrass:** Jimmy posted an embarrassing picture of me on Instagram. I was very embarrassed.
5. **excite:** I am an exciting person. People are excited to meet me.

STEP THREE: Circle the ending that matches the explanation of the form:

- often used to describe the characteristics of someone or something: -ing -ed
- describe feelings: -ing -ed

3 SPEAKING: Scaffolded Discussion

STEP ONE: Seo-Hyeon (SH) wants to invite Tom to join her and some friends for pizza. Put the scrambled texts on the right in the correct order.



- Got it. See you at 7.
- Click on the link diablospizza.co.ap for a map to the restaurant.
- Hi SH. Sure, what did you have in mind?
- Diablos? Where's that?
- A few of us are going to Diablos around 7 for pizza.

Light Exploitation

Deep Exploitation

Step Two

1. Have students complete the sentences.
2. Have students check their sentences in pairs.
3. Go over the answers.

Step Three

1. Have students complete the exercises.
2. Have students check their sentences in pairs.
3. Go over the answers.

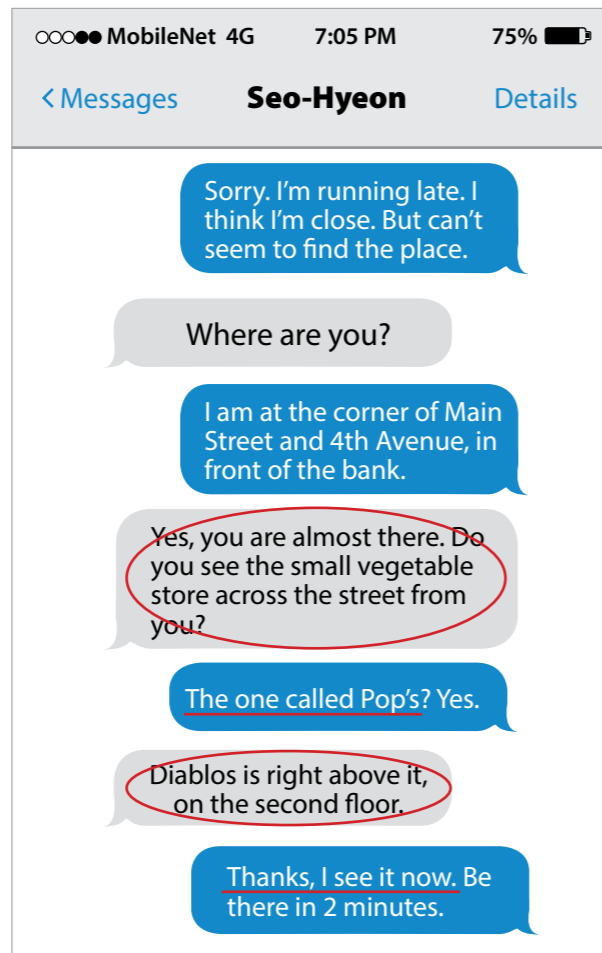
SNS Role Play

Step One

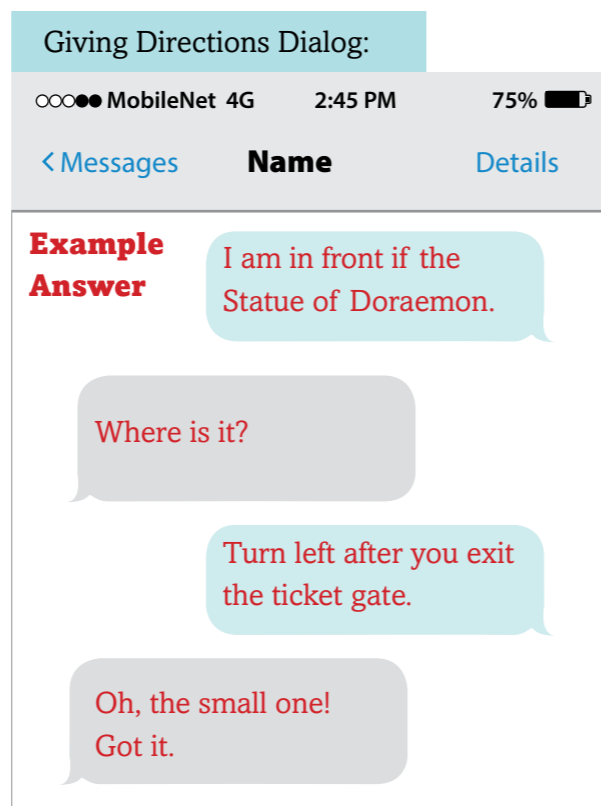
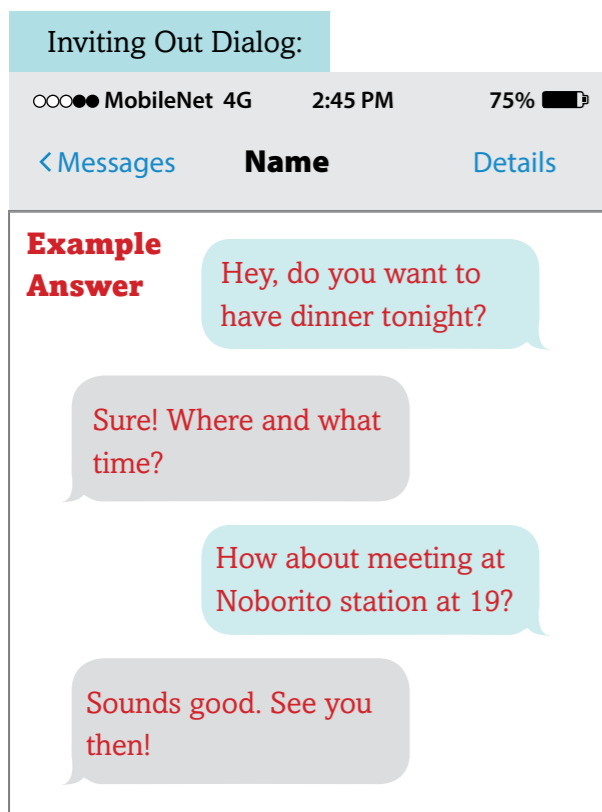
1. As per instructions in the book. (Make sure to point out that blue and grey messages match.) If necessary, supply first answer.

Continued on next page.

STEP TWO: Tom has gotten lost on the way to the restaurant. SH helps him find the way. Circle the words and phrases SH uses to help Tom. Underline the words and phrases Tom uses to let SH know he understands.



STEP THREE: Work with a partner. Create your own 2-screen dialog for inviting someone out and giving directions.



Light Exploitation

Deep Exploitation

SNS Role Play (cont.)

Step Two

1. As per instructions in the book.
2. Have students check their answers in pairs.
3. Go over the answers orally or put answers on the blackboard.

Step Three

1. As per instructions in the book, students write dialogs. Use steps one and two as models as necessary.

STEP FOUR: Now, act it out with your partner.

STEP FIVE: Try to improve the parts that don't work, then exchange dialogs with another pair and try to role-play their dialog.

4 VIDEO LISTENING

LISTENING 1

Watch the video and answer the questions below.

- What are the main flavors in the Creme Brulee?
 - orange and vanilla
 - heavy cream and molasses
 - vanilla and burnt sugar
 - eggs and butter
- Listen to the video and put the following sentences in the right sequence.

<u>4</u> a. Put it in the refrigerator.	<u>2</u> b. Separate egg yolks from whites.
<u>3</u> c. Bake for 45 minutes.	<u>1</u> d. Heat the oven to 150 degrees.
<u>5</u> e. Put some white sugar on the top.	



Link to Video

LISTENING 2

Turn to page 63. Watch the video again, and read the script. Fill in the missing words.

LISTENING 3

Work in groups, discuss the following.

- What is your favorite dessert, and how do you make it?
- Do you or any of your friends like to bake? Why or why not?
- What are some popular foods in your country? Why are they popular?
- What are some popular desserts in your country? Why are they popular?

5 DISCUSSION QUESTIONS FOR DICTATION

Discuss the questions that you wrote down for the dictation, (2. Dictation, page 27). Try to ask follow-up questions.

Light Exploitation

Step Four

- As per instructions, students practice together.

Step Five

- As per instructions, students refine their own dialogs.
- Students then find a new partner and practice again.

Video Pre-Listening

(15 minutes)

- Put the following words on the board (or projector):

• vanilla	• tray	• milk
• egg	• sugar	• dessert
• oven	• bowl	• wonderful
• pan	• to mix	• to import
• cup	• fridge	• to cool
- Tell students that you will explain the meaning of three of these words. Ask students to write their answers down.
 - This means to make the temperature go down, to make something less hot.*
 - This means to put two or more things together.*
 - We use this to cook. We put food in this and make it hot. For example, we use this to make soup.*
- You can give the answers as you go along: to cool, to mix, pan.
- Ask students to get into groups of two or three. Have them take turns explaining the meaning of each word.
- After everyone is finished, if you can show the students where France, England and Spain are on a projector.

Video Listening

(15 minutes)

Listening 1

- Have students watch the video and answer questions.
- Have students check their answers in pairs.
- Go over the answers.

Listening 2

- Have students watch the video and complete the script on page 63
- Have students check their answers in pairs.
- Go over the answers.

Listening 3

- Put students into groups. Have groups discuss the questions.
- While students are discussing, write the discussion questions on the board.
- Go over answers as a class.

Discussion Questions for Dictation

- Put students into small groups. Have them discuss the questions from p.27.
- Go over responses as a class.

Deep Exploitation

Video Listening

(15 minutes)

- As per instructions in *Light Exploitation*.

Literature Circles Extension

(30 minutes)

(see Introduction page 4 and 5. Read this BEFORE doing this in class. Some prep necessary.)

- Before class copy out the *Literature Circles Cue Cards* on page 129 at the back of this *Teacher's Guide*. And cut the sheets of paper up, so you have cue cards for the *Leader*, *Summarizer*, the *Detail Master* and the *Vocabulary Master*.
- Next, put students in groups of 4.
- Have students choose their own roles. (rock, paper, scissors etc can be used). Note: Let students choose their own roles as in following classes this will be important.
- Hand out the Cue Cards to each student. Have them work on their cards and prepare for the class discussion. Give the students 5 minutes to do this.
- During this time, circulate and be available to answer any questions.
- After 5 minutes ask the Leader to begin.
- Continue as outlined on Introduction Pages 4 and 5.

READING 2: The Columbian Exchange

Read the following.

Imagine traveling back in time to Europe at the end of the fifteenth century. You're hungry after traveling for more than 500 hundred years in a time machine, so you go to a restaurant. You order spaghetti with tomato sauce. The waiter is confused. It seems that there are no tomatoes. In fact, neither the waiter nor the cook has even heard of tomatoes. Well, how about some french fries? Same problem – this restaurant hasn't heard of potatoes either. Corn? Sorry. You shake your head and order dessert instead: vanilla ice cream. Seems like you are out of luck again. There is no vanilla. Well, how about chocolate? Sorry, no chocolate either. The list goes on: avocado, blueberries, cashew nuts, peppers, pumpkin, peanuts, and zucchini. Even the Christmas turkey is absent.

This great variety of foods was unavailable in Europe until, beginning with Christopher Columbus in 1492, European visitors arrived at the coasts of North and South America and returned with what were, at the time, rare, imported food items. But it wasn't just food. Tobacco, rubber, cotton, and chewing gum all had their origins in the New World.

At first, potatoes and tomatoes did not become part of the diet, and nobody ate them. People thought that if they ate them, they would become sick. Tomatoes were grown as a decoration in gardens. But by the 1800s, tomatoes became important in Italian cooking, and potatoes became an important food in many countries. In fact, these new foods were one reason why the European population began to grow.

This exchange between America and Europe was not just one way. Europe also exported plants and animals to America. Imported plants were bananas, barley, broccoli, and coffee. Imported animals were horses, cows, pigs, bees, and rabbits.

Unfortunately, this exchange did not lead to population growth. Diseases such as cholera and influenza also spread from Europe to America. Local people soon became sick. They had no defense against these diseases. Researchers estimate that millions of victims died and this population decrease led to massive cultural collapse.

Every year in October, Americans celebrate *Columbus Day* with parades and special events. In many states it is a holiday. However, in some parts of the United States it is no longer a holiday, because more people are becoming aware of the damage that these diseases from Europe caused to the original Americans.



Light Exploitation

Reading 2 - Pre Reading

(7-8 minutes)

1. Tell students to close their books, take out a piece of paper, and write down the numbers 1 to 4.
2. Tell them to listen and write down four sentences. Then dictate the following:
 1. Many foods came from South America to Europe.
 2. Many foods from Europe were imported into South America.
 3. In addition to food, many diseases came to South America from Europe.
 4. Bananas came from South America.
3. Have students check these sentences with a partner.
4. Have students to open their books and look at the picture on page 31. Then tell them, one of the sentences is false. Which one is it? (number 4)

Reading 2 - Reading

(7-8 minutes)

1. As per instructions in the book. Have students read through the article and answer the questions below.
2. After 5 minutes or so, either have students give each other the answers, or put them on the projector.

Deep Exploitation

Extension 1 (Comprehension)

(10+ minutes)

SEE PAGE 130

Extension 2 (Springboard)

(10+ minutes)

SEE PAGE 130

Literature Circles Extension

(30 minutes)

(see Introduction page 4 and 5. Read this BEFORE doing this in class. Some prep necessary.)

1. Before class copy out the Literature Circles Cue Cards on page 131 at the back of this Teacher's Guide. And cut the sheets of paper up, so you have cue cards for the Leader, Summarizer, the Detail Master and the Vocabulary Master.
2. Next, put students in groups of 4.
3. Have students choose their own roles. (rock, paper, scissors etc can be used). Note: Let students choose their own roles as in following classes this will be important.
4. Hand out the Cue Cards to each student. Have them work on their cards and prepare for the class discussion. Give the students 5 minutes to do this.
5. During this time, circulate and be available to answer any questions.
6. After 5 minutes ask the Leader to begin.
7. Continue as outlined on Introduction Pages 4 and 5.

Questions

Answer the questions about the article. Then check your answers with other students.

- In the first paragraph, why was the waiter confused?
Because he didn't know what tomatoes are.
- In the second paragraph, what does the *New World* mean?
North and South America.
- What happened in 1492?
Christopher Columbus arrived at the coasts of North and South America.
- Why do some people not celebrate *Columbus Day*?
Because they are aware of the damage that the disease from Europe caused to the original Americans.
- Look at the table below. Which foods came from Europe to the Americas? Which foods came from the Americas to Europe? Write a check (✓) in the correct column.

America to Europe		Europe to America
✓	avocados	
	barley	✓
✓	blueberries	
	broccoli	✓
✓	cashew nuts	
✓	chocolate	
✓	peanuts	
✓	peppers	
✓	potatoes	
✓	pumpkin	
✓	tomatoes	
✓	pineapples	
✓	vanilla	
✓	zucchini	

Bonus Question: Circle the items which are shown on the map, but not mentioned in the reading.

Light Exploitation

Deep Exploitation

Reading 2 - Post-Reading Optional Extension

(4-5 minutes)

- Put students in groups of 2 or 3.
- Have them do rock-paper-scissor. The *loser* then has to summarize, speaking, the article in one minute.
- After 90 seconds. The teacher should give an example summary.
- Have students do rock-paper-scissor again, and again the loser summarizes the article in 1 minute.

NOTE: If you do this Post-Reading Extension, then you probably shouldn't do any of the Deep Exploitation activities.



Track 6

6 FORM-FOCUSED DICTATION

Listen to the audio and write down what you hear in the space below.

1. Food is an important part of culture.
2. Believe it or not, potatoes come from South America.
3. She usually has a piece of toast and a cup of coffee for breakfast.
4. Many people in Asia have rice in the morning.
5. I don't really like onions or broccoli.

→ Sometimes words can link together. For example:

I have an idea. ▶▶▶ I ha va nidea.

This happens when a word ends with a consonant, and the next word starts with a vowel.

Look at your sentences above. Listen again. Draw a line under the words that link together.

7 WHOSE OPINION?

Read the following conversation. Who probably made the statements below? Write their names.

Aria is a Hindu from India and avoids red meat, Maria is a vegetarian from Spain and eats no meat, dairy, eggs, or honey, and Sandy is from the UK and likes traditional British food.

- Sandy: I'm having a barbecue on Saturday, and you're all invited.
Aria : I'll bring some chicken because eating steak is against my religion.
Maria : I don't eat hamburgers either. I'll bring a bean salad and some tofu.
 Sandy: Tofu? Okay. I'm not a big fan. But other people might like it.
Maria : I can also bring some gazpacho, which is a cold tomato soup. I have a great recipe.
Aria : That sounds wonderful. And, if you're making gazpacho, I can make a nice chicken butter curry.
 Sandy: That all sounds great! And I'll prepare lots of snacks and drinks.

8 POSTER SESSION: Foods from other countries

Goal: Research a dish from another country. What is in it? How do you make it? Make a poster. Use the space on the next page to plan your poster.

Directions:

1. Work in groups of 3 or 4. Explain why the dish is popular.
2. Explain how to make it.
3. Work together to write a 2-3 minute presentation.
4. Presenter: Put up the posters on the walls, make your presentation, and answer questions.
Audience: Read the poster, listen to the presentation, and ask questions.

Light Exploitation

Form-Focused Dictation (5-7 minutes)

1. As per instructions in the book, play the dictation and have students write what they hear.
1. *Food is an important part of culture.*
2. *Believe it or not, potatoes come from South America.*
3. *She usually has a piece of toast and a cup of coffee for breakfast.*
4. *Many people in Asia have rice in the morning.*
5. *I don't really like onions or broccoli.*
2. Have students check their sentences in pairs.
3. Write the following on the board.
I have an idea. --> I ha va nidea.
4. Model the sentence enunciating each word unnaturally, and then model it at a natural speed with the words linked.
5. Play the recording again and have students draw lines to link the words with linked sounds.
6. Have students check their answers in pairs.
7. Go over the answers.

Whose Opinion? (5 minutes)

1. Write the following on the board.
Sandy is from the UK and likes traditional British food. Aria does not eat red meat. Maria is a vegetarian.
2. Ask students basic questions to confirm their understanding.
 - a. Which of them would probably eat a hamburger?
 - b. Which of them would not eat an omelette?
etc.
3. Have students write the appropriate name next to the statements.
4. Have students compare their answers
5. Put answers on the blackboard / projector or the Document Camera.

Poster Session (30+ minutes)

This is Project Work. So you could do this in groups as per instructions in the textbook, OR, you could assign this as an individual research project that is done as homework, and presented the following week in class.

1. Put students into groups of 3 or 4.
2. As per instructions, have groups discuss and choose a topic.
3. Assigning it for homework, have students research their topic.

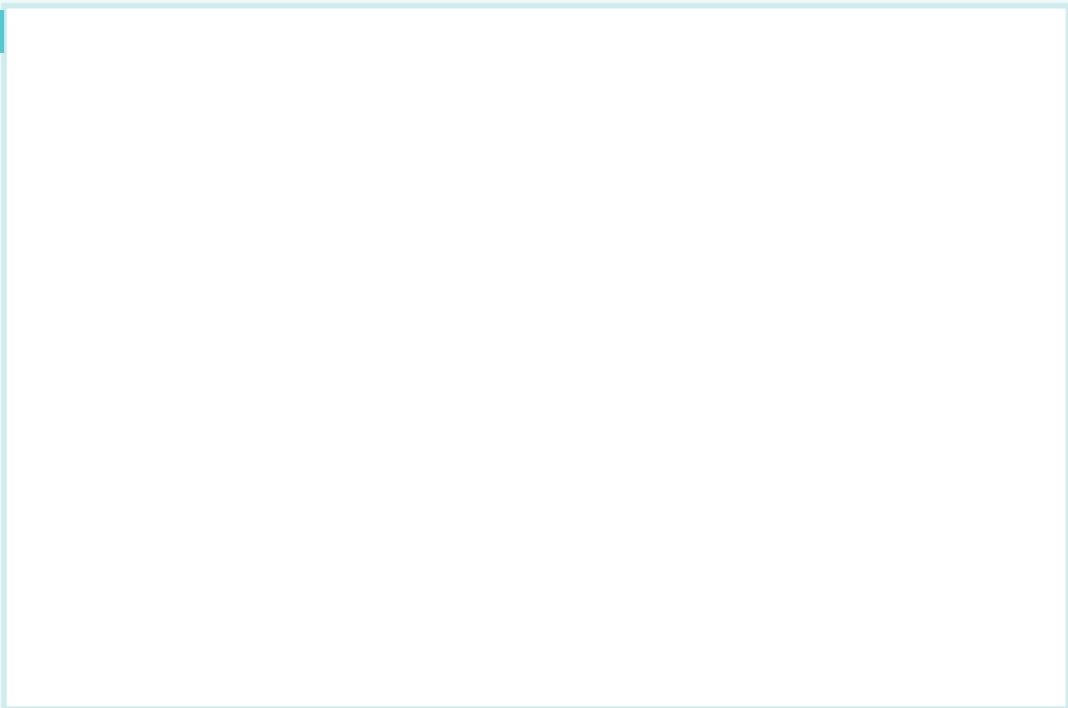
Continued on next page.

Deep Exploitation

Poster Session (60+ minutes)

See page 47 of the Teacher's Book for doing this as individual homework, followed by class group presentations.

Your Poster



The poster should include:

- the name of the dish
- the ingredients
- why you chose it
- how you make it



Giving your Presentation

- Speak slowly and clearly.
- Don't just read (you can use notes, but not the whole document).
- Look up and make eye contact.
- Give good reasons for your opinions.

9 VOCABULARY WORKSHEETS

Please scan in the following QR Codes to access the worksheets and the Quizlet Vocabulary stacks.



Worksheet 3A



Worksheet 3B

Light Exploitation

Deep Exploitation

Poster Session (cont.)

4. In class, have groups share their research and create a poster to use as a visual prompt. Direct student attention to the textbook notes on what a poster should include and tips on giving a presentation. (Also, for reference, it may be good to review notes on poster presentations on p.60)
5. In class, have groups present the poster to the class. (It may be worthwhile to require audience questions in some manner.

Shop 'Til You Drop

A bargain ain't a bargain unless it's something you need!

- Sidney Carroll

Sidney Carroll (May 25, 1913 – November 3, 1988) was a well known writer for American TV and movies.

1 TALK ABOUT IT!

Work with a partner and discuss the questions below.

1. Why do you think the women in the picture are happy?
2. Do you often buy things when they are on sale? Give some examples.
3. What do you think the above quote means? Have you ever experienced this?
4. Are you, or any of your friends, interested in fashion? Do you think being fashionable is important?

Culture Note

Haggle is a verb which means to ask for a lower price. In some countries, the price is the price. So, you shouldn't haggle. In other countries, it is normal to haggle! But, how do you haggle? Well, that depends on the country. In Thailand, you can ask for a 30% discount. But, normally, you will not get a bigger discount than that. In Egypt, you can ask for a 50% discount. But you may or may not get that price. In Thailand, remember to smile. It is important to haggle in a friendly way. However, in Egypt you should not smile. You should look serious. Of course, don't be angry, just be polite but serious. Lastly, you don't haggle when you are buying food. When you buy food, the price is the price. How about your culture?



Unit 4

Shop 'Til You Drop

Topics

- Stores and products
- Advertising

Vocabulary

- see page 36
- adjectives with -y

Listening

- stress and weak vowels

Speaking

- Pair discussion
- Promotional Presentations
 - Describe a store's products
 - Advertise its appeal

Light Exploitation

Talk About It

(5 minutes)

1. Have students get in pairs, and have them turn to page 35.
2. Draw student attention to the picture and the Talk About It discussion questions.
3. Have students compare their answers with another pair of students.
4. Go over their answers orally or put the on the blackboard.

Culture Note

(5 minutes)

1. Have students read the Culture Note.
2. As students are reading, write the following on the blackboard:
 - a. What does "haggle" mean?
 - b. What countries are examples of haggling?
 - c. Can you haggle in your own country? (Japan)
 - d. Do you think it is OK to haggle? Why or why not?
3. Try and elicit answers from the class orally.

Culture Note Extension

(10 minutes)

1. Write the following on the board.
 - a. What supermarket is popular in your city?
 - b. What convenience store is popular in your city?
 - c. What shopping website is popular in your city?
 - d. Is price important when you buy something?
2. Ask students to ask 5 people these questions and make a note of their answers.
3. When they finish, have them get in groups and report their answers.
4. You can then go over the answers as a class.

Deep Exploitation

Warm-Up: Lesson Lead-in (Pre-Textbook Activity)

(10 minutes)

1. Write the following on the blackboard:
Convenience Store, Department Store, Online.
And write an example under each heading. (Look at the example at the bottom of this page.)
2. Put students in pairs. On a piece of paper, have them write out three things for each category. Students should write down...
 - things that they buy at convenience stores
 - things that they buy at department stores
 - things that they buy at online

Give them about 2 minutes.
3. Then ask all students to come to the blackboard and write 1 thing each on the blackboard.
4. When students have finished, correct spelling, go over the list, make comments etc.
5. Then, have students open the textbook and do as per instructions in *Light Exploitation*.

Convenience Store Department Store Online

a cup of coffee shoes socks

READING 1 : Sassy Suzy's Morning Blog

Scan for the following NGSL words in the reading and underline them.

TARGET WORDS

- | | | |
|------------|------------|---------------|
| ✓ cool | • clothes | • shoe |
| • brand | • helpful | • traditional |
| • easily | • attached | • tiny |
| • mountain | • cash | • pair |
| • normally | • online | • lady |

Not too long ago, I was walking the streets downtown, thinking of ways to kill time before heading home. For me, this often involves checking out used clothing and charity stores. A quick search on Google Maps led me to a cool little store called *Chicagos*, hidden away on a tiny street behind a big Nike store on the hill.

The store is filled to overflowing with amazing used clothes and items, categorized by brand and style, which is really helpful in making finding things easier. Though there are lots of traditional brands such as *Nike*, *Adidas* and *Levis*, you just as easily might find a *Christian Dior* dress, or some *Armani* jeans with the tags still attached.

On the day I was there, *Chicagos* was having a mega sale, and when I say mega, I mean that in one part of the store, everything was being sold for \$10 and in another part of the store everything was \$30. I saw a lady carrying a mountain of clothes to the cash register that was so large I had to try not to laugh!

I found a very cute pair of gently-used *Gucci* low-top sneakers for only \$30. I love the simple design, which shows the *Gucci* logo on pink canvas. I changed the ugly shoelaces to cute white ones I found at a dollar shop. I checked online and found that these shoes normally cost more than 10 times the price I paid. So, I felt very lucky!



Questions

Answer the questions about the article. Then check your answers with other students.

- In paragraph 1, what do you think *kill time* means?
To kill time means to do something to make you busy.
- Where is *Chicagos*? Write down its exact location.
Chicagos is on a tiny street behind a big Nike store on the hill.
- When she was in the store, she almost started to laugh. Why?
Because a lady was carrying a mountain of clothes.
- How much did she save on her shoes by shopping at the store?
a. around \$300 b. around \$30 **c. around \$270** d. around \$31

Light Exploitation

Reading 1 - Pre Reading (4-5 minutes)

- As per instructions in the book. Have students scan through the article, looking for and underlining the NGSL target words.
- After 3 minutes, either have students give each other the answers, or put them on the projector.

Reading 1 - Reading (4-5 minutes)

- As per instructions in the book. Have students read through the article again and answer the questions below.
- After 3 minutes, either have students give each other the answers, or put them on the projector.

Reading 1 - Post-Reading Optional Extension (4-5 minutes)

- Put students in groups of 2 or 3.
- Have them do rock-paper-scissor. The *loser* then has to summarize, speaking, the article in one minute.
- After 90 seconds. The teacher should give an example summary.
- Have students do rock-paper-scissor again, and again the loser summarizes the article in 1 minute.

NOTE: This is a difficult activity, and it's often a little beyond the students' abilities, so make sure, as the teacher, to give clear example summaries in Part 3 above. The reason for doing Part 2 before Part 3 is by deep-ending the students, the students get a chance to notice what they CAN'T do, that is, it's an attention raising activity that often results in students paying greater attention to the teacher's example summary.

NOTE: If you do it this way, it's possible to have the same person summarizing twice. So, you could have them take turns if you like.

Deep Exploitation

Dictation Extension Activities Unit 3 - Reading 1 (Comprehension) (10+ minutes)

- Have students take out a piece of paper.
- Tell them to write down the numbers 1 to 8.
- Dictate the following:
 - What does the author do often to kill time?
 - Where did the author first read about *Chicagos*?
 - What do they sell at *Chicagos*?
 - What are some brands that the author mentions?
 - What did the author buy at the mega-sale?
 - Where did the author buy shoelaces?
 - What color were the shoelaces?
 - How much more expensive were the shoes online?

NOTE: Feel free to change, add, subtract as you like.

- Have students work with a partner and check these sentences. Dictate any needed sentences again.
- Put these sentences on the board or on a projector.
- Have the students answer each question in a full sentence.

Extension 2 (Springboard) (10+ minutes)

- Have students take out a piece of paper.
- Tell them to write down the numbers 1 to 5.
- Dictate the following:
 - Do you enjoy shopping? Why or why not?
 - Is there a brand of clothing that you like? Why?
 - Do you ever go shopping at used clothes stores? Why or why not?
 - Where do you usually go shopping? Why?
 - Do you like to go shopping with a friend? Why or why not?
- Have students work in pairs and check these sentences. Dictate again as needed.
- Have students in groups or pairs discuss these questions.

OPTION: These questions could be done with a *Question Box Melee* style.



Track 7

2 DICTATION

Listen to the audio and write down what you hear in the space below.

1. How often do you look at shopping websites?
2. What is the most popular online shopping website in your country?
3. Do you prefer shopping in stores or shopping online?
4. What are some problems with shopping for clothes online?
5. Where is a good place to go window shopping?

WORD PARTS

~y

Adjectives often have the suffix ~y. For example: *funny, dirty, easy*

STEP ONE: In the following sentences, underline the adjectives. The first one is done for you.

1. These shoes normally cost more than 10 times the price I paid so I felt very lucky!
2. The road to Dinah's house is very bumpy.
3. The weather was foggy, so we couldn't see the mountains.
4. Pete lives in a hilly part of town.
5. That looks like a tasty piece of key lime pie.

All the above adjectives come from nouns. For example, *luck* → **lucky**
 You can make a comparative. → He is **luckier** than me.
 Or a superlative form. → He is **the luckiest** man that I know.

STEP TWO: Look at the adjectives in **STEP ONE** and fill in the following table. When you finish, add adjectives and nouns of your own. (Number 6 to 10 are some sample answers.)

	Noun	Adjective	Comparative	Superlative
1.	luck	lucky	luckier	the luckiest
2.	bump	bumpy	bumpier	the bumpiest
3.	fog	foggy	foggier	the foggiest
4.	hill	hilly	hillier	the hilliest
5.	taste	tasty	tastier	the tastiest
6.	rain	rainy	rainier	the rainiest
7.	cloud	cloudy	cloudier	the cloudiest
8.	wind	windy	windier	the windiest
9.	smoke	smoky	smokier	the smokiest
10.	cream	creamy	creamier	the creamiest

Note that not all adjectives that end in ~y come from nouns. For example, the target-word adjective *tiny* does not come from the noun *tin*.

Light Exploitation

Dictation

(8 minutes)

1. As per instructions in the book.
 1. *How often do you look at shopping websites?*
 2. *What is the most popular online shopping website in your country?*
 3. *Do you prefer shopping in stores or shopping online?*
 4. *What are some problems with shopping for clothes online?*
 5. *Where is a good place to go window shopping?*
2. Have students check their answers in pairs.

Word Parts 1

(8 minutes)

Step One

1. As per instructions in the book.
2. Have students check their sentences in pairs.
3. Go over the answers.
4. Explain the grammar point. Give examples to show nouns becoming adjectives. ie.
 sun --> sunny
 rain --> rainy
5. Remind them that in comparative and superlative cases, the -y is replaced by -ier or -iest respectively

Step Two

1. As per instructions in the book, start with the words from the example sentences.
 2. Have students check their sentences in pairs.
 3. Put the answers up on the blackboard.
 4. Continue with students filling in words they know.
- Note: There may be cases like "tiny" where there is no noun. Also some students might think of "friend" as a noun, but it ends in "ly".

Deep Exploitation

3 SPEAKING: Scaffolded Discussion

Work with a partner.

Student A: First, read the review on page 61. Then, ask and answer the questions in Step Two.

Student B: First, read the review on page 66. Then, ask and answer the questions in Step Two.

4 VIDEO LISTENING

LISTENING 1

Watch the video and answer the questions below.

- What is the main topic of this video?
 - dollar stores
 - people like shopping
 - online shopping
 - it's fun to buy things that are cheap
- How many *Dollarama* stores are there across Canada?
 - 15,000
 - 50,000
 - 3,000
 - 1,000
- Why are dollar stores popular?
 - They are cheap.
 - They are convenient.
 - They sell cool things.
 - There are many of them.
- Why does the video say that dollar stores are dangerous?
 - You might buy too much.
 - The quality of their goods is low.
 - You might waste time.
 - They sell dangerous things.



Link to Video

LISTENING 2

Turn to page 63. Watch the video again, and read the script. Fill in the missing words.

LISTENING 3

Work in groups, discuss the following.

- Do you often shop at dollar stores? Why or why not?
- What do dollar stores in your town sell?
- Why are dollar stores popular in your country?
- Do you prefer going to stores or shopping online? Why?
- Do you think stores will one day disappear? Why or why not?



5 DISCUSSION QUESTIONS FOR DICTATION

Discuss the questions that you wrote down for the dictation, (2. Dictation, page 37). Try to ask follow-up questions.

Light Exploitation

Speaking: Scaffolded Discussion (15 minutes)
1. Introduce the idea of internet reviews.

Step One

- As per instructions in the book students read.

Step Two

- As per instructions in the book, students answer questions about each other's product.

Step Three

- As per instructions in the book, students discuss each other's products.
- Go over answers as a class.

Video Listening (15 minutes)

Pre-Listening

- As per previous units. Choose some words to highlight and write them on the board.
- Put students in groups, and have them take turns defining each word to their partners.
- Go over the answers.

Listening 1

- As per instructions in the book.
- Have students check their answers in pairs.
- Go over the answers.

Listening 2

- Have students watch the video and complete the script on page 63
- Have students check their answers in pairs.
- Go over the answers.

Listening 3

- Put students into groups. Have groups discuss the questions.
- While students are discussing, write the discussion questions on the board.
- Go over answers as a class.

Discussion Questions for Dictation

- Write the following on the blackboard. (Or any of the Dictation questions from p 37.)

How often do you look at shopping websites?

Elicit possible follow up questions. (Do you usually buy anything? etc.)

- Put students into small groups. Have them discuss the questions from p.37.
- Go over responses as a class.

Deep Exploitation

Literature Circles Extension (30 minutes)

Assuming that by now students are now accustomed to the format of Literature Circles. From this point on, have students prepare their own roles.

- Put students in groups of four and have them select their own roles.
- Tell students that you will give them 5 minutes to prepare their roles.

Leaders: Read through the scripts at the back of the book and prepare questions to ask both the Detail Master and the Vocabulary Master.

Summarizer: Go through the scripts at the back of the book and prepare a summary of the video.

Detail Master: Go through the scripts at the back of the book and circle pertinent facts: when, what, where, how much, how often, why and so on.

Vocabulary Master: Go through the scripts at the back of the book and circle key vocabulary items, and think of how to define these words.

- One way to time the 5 minutes is to play a five minute song quietly in the background. Another way is to use a stopwatch. There are online stopwatch sites that you can use.
- After 5 minutes, have the leaders begin and continue doing the activity as per the instructions on Pages 4 and 5.

READING 2: The Mosquito Machine

Read the following.

You all know about the Nobel Prize. Actually, we should say prizes because there are, in fact, five of them. Prizes are given for physics, chemistry, literature, medicine, and peace. Perhaps you have not heard of the Ig Nobel Prizes. These are prizes given for unusual “achievements” in each of the sciences of the true Nobel Prizes. It might sound strange, but Ig Nobel Prizes are won when the research shows little or no practical value. For example, a recent Ig Nobel award in physics was for research that demonstrated that, on icy sidewalks in winter, people slip and fall less often if they wear socks on the outside of their shoes. Another was research into the effect of shouting while driving.

In 2006, Howard Stapleton won the Ig Nobel Peace Prize for a teenager repellent. This was a machine that produces a high-frequency sound that only young people can hear. Stapleton later marketed the machine as *The Mosquito*, and it has been successfully used at shopping malls and other convenience stores.

It seems that teenagers find shopping malls to be an attractive place to gather. It seems also that older people avoid places where noisy teenagers gather. Shopping malls want to attract older customers who spend much more money than teenagers. *The Mosquito* sends out high-frequency sound waves at a high volume that teenagers find unpleasant. This causes them to move away. Older people cannot hear the sound and are not bothered by it.

Humans can hear sounds between 20 - 20,000 hertz (Hz), but from about the age of 18, we begin to lose the ability to hear higher sounds. An average 40-year-old has difficulty hearing sounds above 14,000 Hz. *The Mosquito* uses this knowledge and makes loud sounds above 18,000 Hz hoping that teenagers will leave the area and sales will improve.

Many people are against *The Mosquito*. They believe it takes away the rights of teenagers, and some cities have banned its use. Some shopping malls have tried to achieve the same result using a different method, playing classical music instead of high-frequency noise. This also seems to be effective. With Mozart as background music, teenagers move away.

In a strange twist, a teenager used a similar strategy to develop a smartphone app that helps teens to send messages to each other in class without the teacher knowing. The ring tone is a sound that the teacher cannot hear.

Questions

Answer the questions about the article. Then check your answers with other students.

1. What is the difference between Nobel Prizes and Ig Nobel Prizes?

Ig Nobel Prizes are given to research which shows little or no practical value.

2. What does The Mosquito do?

It sends out unpleasant sound for teenagers.

3. Why do shopping malls prefer older customers rather than teenagers?

Because older customers spend much more money than teenagers.

4. Why have some cities banned The Mosquito?

Because moving teenagers away is taking away their rights.

5. When shopping malls play classical music, what do teenagers do?

They move away.

Light Exploitation

Reading 2 - Pre Reading

(7-8 minutes)

1. Put the following on the board:

<u>Places</u>	<u>Pluses/Minuses</u>
fast food shops	+ safe - other people uncomfortable
parks	+
shopping malls	+
_____	+
_____	-
_____	+
_____	-

3. Put students in pairs or groups, and ask them to think about places where young people hang out. AND, write down some good points and bad points. Also have them add a couple more places.
4. Have some students put their answers up on the board.
5. Go over these answers.

Reading 2 - Reading

(7-8 minutes)

1. As per instructions in the book. Have students read through the article and answer the questions below.
2. After 5 minutes or so, either have students give each other the answers, or put them on the projector.

Reading 1 - Post-Reading Optional Extension

(4-5 minutes)

1. Put students in groups of 2 or 3.
2. Have them do rock-paper-scissor. The loser then has to summarize, speaking, the article in one minute.
3. After 90 seconds. The teacher should give an example summary.
4. Have students do rock-paper-scissor again, and again the loser summarizes the article in 1 minute.

NOTE: This is a difficult activity, and it's often a little beyond the students' abilities, so make sure, as the teacher, to give clear example summaries in Part 3 above.

Deep Exploitation

Dictation Extension Activities Unit 3 - Reading 1 (Comprehension)

(10+ minutes)

1. Have students take out a piece of paper.
2. Tell them to write down the numbers 1 to 8.
3. Dictate the following:
 1. What are Nobel prizes given for?
 2. What are Ig Nobel prizes given for?
 3. When did Howard Stapleton win the Ig Nobel prize?
 4. What does "The Mosquito" produce?
 5. Why do store and shopping malls want to repel teenagers?
 6. What is the range of sounds that humans can hear?
 7. What is the frequency of sounds that the Mosquito produces?
 8. Why are many people against using the Mosquito?

NOTE: Feel free to change, add, subtract as you like.
4. Have students work with a partner and check these sentences. Dictate any needed sentences again.
5. Put these sentences on the board or on a projector.
6. Have the students answer each question in a full sentence.

Extension 2 (Springboard)

(10+ minutes)

1. Have students take out a piece of paper.
2. Tell them to write down the numbers 1 to 5.
3. Dictate the following:
 1. Where do young people like to get together with their friends?
 2. Do you think stores should keep out people who are not going to buy anything?
 3. Is it okay to spend a long time in a coffee shop if you only order one cup of coffee?
 4. What kind of music do you think would keep out customers older than 40?
 5. What kind of music do you think would keep out young people?
3. Have students work in pairs and check these sentences. Dictate again as needed.
4. Have students in groups or pairs discuss these questions.

OPTION: These questions could be done with a Question Box Melee style.



Track 8

6 FORM-FOCUSED DICTATION

Listen to the audio and write down what you hear in the space below.

1. She likes to go to the mall to go shopping.
2. I bought a pair of dress shoes at the store on Sunday.
3. He likes to do a lot of researches before he buys anything.
4. I try not to spend too much money.
5. I do most of my shopping online.

➔ In English, some sounds are stressed and some are not. Unstressed sounds can become weak. See page 23.

Try to find the weak vowels (schwa) in the sentences you just wrote down and circle them.

7 WHOSE OPINION?

Read the following. Who probably made the statements below? Write their names.

Helmut loves shopping. He likes fashion and buys high-quality goods. Elsa likes to buy recycled clothes and she uses a sewing machine to make them more fashionable.

- Elisa 1. I can use the wool in this sweater to make a scarf.
- Helmut 2. My father is so uncool! He always wears a traditional old-fashioned suit.
- Elisa 3. You can easily attach accessories to old clothes to make them look cool.
- Helmut 4. I don't really have enough cash, but I have to buy that Armani jacket.
- Helmut 5. I don't really like going to crowded sales, but I just have to go!

8 PROMOTIONAL PRESENTATION: Advertisement - the best place to shop

Goal: Gather information about a favorite store and work together with others to create a simple English advertisement for a store that you like.

Directions:

1. Work in pairs or in groups of 3 or 4. Discuss your favorite places to go shopping. Look at information and online advertisements for each store.
2. As a group, choose the store that is the most interesting. Then work together to make an advertisement in English for the store.
3. Work together to write a promotional presentation for the store.

Light Exploitation

Form-Focused Dictation (4 minutes)

1. As per instructions in the book, play the dictation and have students write what they hear.
 1. *She likes to go to the mall to go shopping.*
 2. *I bought a pair of dress shoes at the store on Sunday.*
 3. *He likes to do a lot of research before he buys anything.*
 4. *I try not to spend too much money.*
 5. *I do most of my shopping online.*
2. Have students check their sentences in pairs.
3. Go over the answers or put them up on the blackboard.
4. Play the recording again and have students circle the schwas that they hear.
5. Have students check their answers in pairs.
6. Go over the answers.

Whose Opinion? (5 minutes)

1. Write the following on the board.

Helmut loves shopping. Else likes to buy recycled clothes.
2. Ask students basic questions to confirm their understanding.
 - a. Which of them probably spends more money on clothes?
 - etc.
3. Have students write the appropriate name next to the statements.
4. Have students compare their answers
5. Put answers on the blackboard / projector or the Document Camera.

Poster Session (30+ minutes)

1. Put students into pairs or groups of 3 or 4.
2. As per instructions, have groups discuss and choose a topic.
3. In class, or assigning it for homework, have students make an advertisement their topic. (Use p. 41 as a model.)
4. In class, or assigning it for homework, have groups create and rehearse a promotional presentation.
5. As per instructions, have groups give presentations and have the class choose the best store.

Continued on next page.

Deep Exploitation

4. Practice your promotional presentation.
5. In class, present your promotional presentation and your advertisement in groups.
6. Students should vote on the best one!



Option—Make a Video:

1. Work in pairs or in groups of 3 or 4. Discuss your favorite places to go shopping. Look at information and online advertisements for each store.
2. As a group, choose the store that is the most interesting, and then work together to write a promotional presentation for the store.
3. Practice your promotional presentation.
4. Use your smartphone and make a video. Be creative. You can interview a classmate about why the store is great!
5. In class, present your videos to the class in groups.
6. Students should vote on the best one!



Light Exploitation	Deep Exploitation
<p>Promotional Video (optional presentation)</p> <p>Rather than creating an in class presentation, students create promotional videos and/ or commercials instead.</p> <p>As with presentations above, groups must present their videos to the class and the class must vote upon the best video.</p>	

9 VOCABULARY WORKSHEETS

Please scan in the following QR Codes to access the worksheets and the Quizlet Vocabulary stacks.



Worksheet 4A

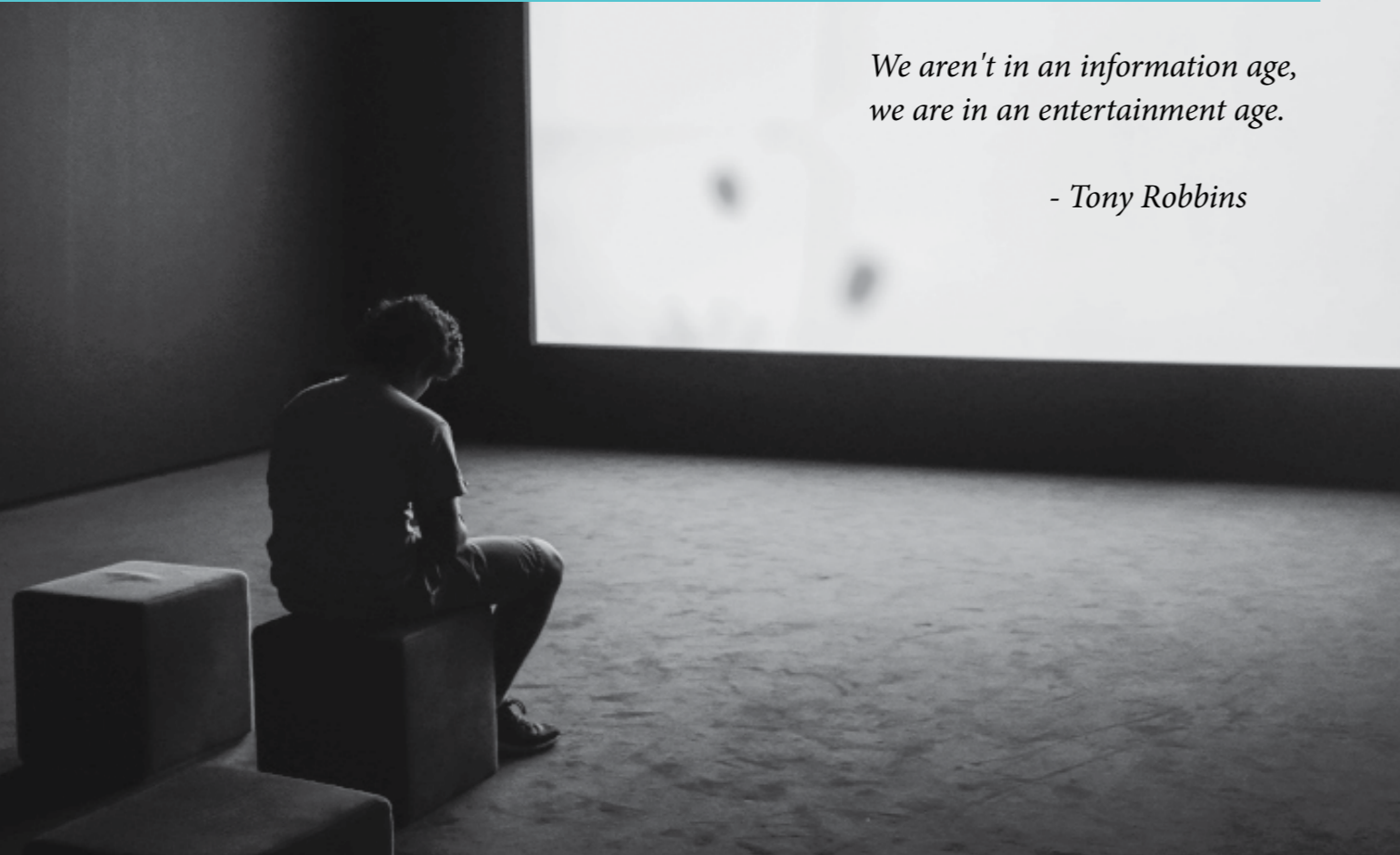


Worksheet 4B

The Entertainment Age

*We aren't in an information age,
we are in an entertainment age.*

- Tony Robbins



- Tony Robbins (1960 -) is a well-known American writer.

1 TALK ABOUT IT!

Work with a partner and discuss the questions below.

1. How many hours per week do you watch TV (including on your phone)?
2. What are the best places (channels, internet sites, etc.) to find entertaining TV and other kinds of videos?
3. How (and where) do you get most of your information about daily events?
4. What do you think the above quote means? Do you agree?



Unit 5

The Entertainment Age

Topics

- Entertainment
- Fake News

Vocabulary

- see page 44
- adjectives with -ful

Listening

- disappearing sounds

Speaking

- TV Survey
- Poster Session
 - Survey class about media
 - Present findings via poster

Light Exploitation

Talk About It

(4 minutes)

1. Have students get in pairs, and have them turn to page 43.
2. Draw student attention to the picture and the Talk About It discussion questions.
3. Have students compare their answers with another pair of students.
4. Go over their answers orally or put the on the blackboard.

Deep Exploitation

Warm-Up: Lesson Lead-in (Pre-Textbook Activity)

(10 minutes)

1. Write the following on the blackboard:
TV Shows, Music, YouTube Channels.
And write an example under each heading. (Look at the example at the bottom of this page.)
2. Put students in pairs. On a piece of paper, have them write out three things for each category. In this case, have them write out some TV shows that they watch, music that they listen to, and YouTube Channels that they watch. Give them about 2 minutes.
3. Then ask all students to come to the blackboard and write 1 thing each on the blackboard.
4. When students have finished, correct spelling, go over the list, make comments etc.
5. Then, have students open the textbook and do as per instructions in *Light Exploitation*.

TV Shows	Music	YouTube Channels
baseball games	Beyonce	history channel

READING 1: The Rise of “Fake” News

Scan for the following NGSL words in the reading and underline them.

TARGET WORDS

- fake
- truth
- shock
- reaction
- feed
- channel
- appeal
- calm
- ✓ newspaper
- negative
- trust
- critical
- emotion
- perspective
- primarily

Do you believe the news you watch or read? In the past, most people got their information from news shows on major TV networks, newspapers, and radio channels. They trusted that the information was being presented to them in a useful and helpful way. They accepted, without question, that it was the truth.

But in recent years, many of these sources of information have become biased, telling only one side of the story, sometimes even reporting what is called fake news. If people believe the fake news, this can have many negative effects for the people and their country.

One way to fight this is by trying to develop your critical thinking skills. A fake news story often reports events in a shocking way. Often, it is designed to appeal to your emotions. So, it is important that your reaction to the story be calm and critical. First of all, ask yourself *why* the story was written. Is it primarily to make you think from a certain perspective? Many fake news stories are designed to feed our fears and biases. They try to make you think a certain way. Be careful. Use your common sense. If a story sounds unbelievable, it probably is.

Another way is to check and see who else is reporting the news story. Large, well-respected news sources such as *Reuters*, *AP*, and *BBC* must check their facts. They must make sure that their news stories are true. It is therefore helpful to compare new stories and see how they are being reported in different places. Then, you can decide whether or not the story is true.



Questions

Answer the questions about the article. Then check your answers with other students.

1. How has the way people get information changed from the past to now?
In the past people believed their news sources. Today, we need to think critically.
2. What are some negative effects of *fake news*?
Fake news can feed our fear and biases.
3. How does *fake news* get your attention?
It reports events in a shocking way to appeal to our emotions.
4. What advice does the author give about how to get information?
The author say that we should be critical. We should check the news source and compare news stories with other sources.

Light Exploitation

Reading 1 - Pre Reading (4-5 minutes)

1. As per instructions in the book. Have students scan through the article, looking for and underlining the NGSL target words.
2. After 3 minutes, either have students give each other the answers, or put them on the projector.

Reading 1 - Reading (4-5 minutes)

1. As per instructions in the book. Have students read through the article again and answer the questions below.
2. After 3 minutes, either have students give each other the answers, or put them on the projector.

Reading 1 - Post-Reading Optional Extension (4-5 minutes)

1. Put students in groups of 2 or 3.
2. Have them do rock-paper-scissor. The *loser* then has to summarize, speaking, the article in one minute.
3. After 90 seconds. The teacher should give an example summary.
4. Have students do rock-paper-scissor again, and again the loser summarizes the article in 1 minute.

NOTE: This is a difficult activity, and it's often a little beyond the students' abilities, so make sure, as the teacher, to give clear example summaries in Part 3 above. The reason for doing Part 2 before Part, is by deep-ending the students, the students get a chance to notice what they CAN'T do, that is, it's an attention raising activity that often results in students paying greater attention to the teacher's example summary.

NOTE: If you do it this way, it's possible to have the same person summarizing twice. So, you could have them take turns if you like.

Deep Exploitation

2 DICTATION

Listen to the audio and write down what you hear in the space below.



Track 9

1. What kind of music do you like to listen to?
2. Who are some of your favorite singers, actors, writers or comedians?
3. What is your favorite movie and why do you like it?
4. Who are some of the big pop stars in your country and why are they famous?
5. What are some popular movies in your country and why are they popular?

WORD PARTS

~ful

We can add the suffix ~ful to singular or uncountable nouns in order to create adjectives that express being full of something. For example:

- It is therefore **helpful** to compare news sources.
- Be **careful**. Use your common sense.

STEP ONE: Here are some adjectives which commonly take this ~ful suffix. Try to guess the meanings. Chose the best word to complete each sentence.

- | | | |
|----------|------------|------------|
| colorful | meaningful | hopeful |
| painful | powerful | thoughtful |

1. It was a difficult test, but we are all hopeful that we passed.
2. She is a very thoughtful young woman. She always thinks about other people.
3. He is interested in fashion and always wears colorful clothes.
4. I don't just want money. I want to get a meaningful job and make the world a better place.
5. When she became Prime Minister, she became very powerful.
6. Losing the game was a very painful experience. But it did make us all practice harder.

STEP TWO: Use these and some other ~ful words to make your own sentences.

E.g.: I didn't study for my driver's test, and I failed. It was a painful lesson.

- Sample answers: Our new puppy is very playful.
- This tool is very useful.
- Her dress is beautiful.

Light Exploitation

Dictation (5 minutes)

1. As per instructions in the book.
 1. *What kind of music you like to listen to?*
 2. *Who are some of your favorite singers, actors, writers, or comedians?*
 3. *What's your favorite movie and why do you like it?*
 4. *Who are some of the big pop stars in your country and why are they famous?*
 5. *What are some popular movies in your country and why are they popular?*
2. Have students check their sentences in pairs.
3. Go over the answers.

Word Parts (10 minutes)

1. As per instructions in the book. Go over the grammar point.
Note: Words like *help*, *care*, *hope* and *use* have the same spelling for both noun and verb.

Step One

1. As per instructions in the book students, have students fill in the sentence blanks.
2. Have students check their answers in pairs.
3. Put answers on the blackboard / projector or the Document Camera.

Step Two

1. As per instructions in the book, students write sentences.
2. Go over answers given, or put the up on the blackboard.

Note: other -ful adjectives include:

- harmful*
- useful*
- tasteful*

Deep Exploitation

3 SPEAKING: Scaffolded Discussion

First, look at the following.

Asking Follow-up Questions

- Do you watch news shows?
- When do you usually watch them?
 - What is your favorite news show?
 - Why do you like the show?
 - Who is your favorite news caster?

Language to help you

- How do you spell that?
- Could you say that again?
- Could you speak more slowly?
- Sorry, I couldn't catch that.
- Did you say -----?

Second, what kinds of videos or shows do your classmates watch online or on TV? Ask your classmates.

Rules

- Ask everyone in the class questions until you find someone who watches the following kinds of videos or shows.
- Write down their name. Ask if you don't know how to spell it.
- Ask "Wh follow-up questions" to find out more information. Fill in at least 1 blank for each person.

	What? (activity)	Who? (name)	When?	Where?	Why?	How?
1	News shows					
2	Sports programs					
3	Cooking and eating shows					
4	People playing video games					
5	Documentaries					
6	How-to videos					

Light Exploitation

Deep Exploitation

Speaking: Scaffolded Discussion

(20+ minutes)

1. Review the idea of follow-up questions from Unit 2 (on p.20- 21)

2. Have students read the instructions. Confirm that they understand what to do.
3. Have all students stand up and complete the survey.

4 VIDEO LISTENING

LISTENING 1

Watch the Video Lecture and answer the following questions.

- How many subscribers, (registered users), are on Eric's channel?
 - 761,953
 - 76,053
 - 716,903
 - 716,563
- How long has Eric been making videos?
 - 3 years
 - 5 years
 - 8 years
 - 10 years
- What are the characteristics of an EricSurf6 video?
 - They're positive and fun.
 - They're good for people of all ages.
 - They're a little crazy and different.
 - You always learn something.



Link to Video

LISTENING 2

Turn to page 64. Watch the video again, and read the scripts. Fill in the missing words.

LISTENING 3

Work in groups. Discuss the following.

- Do you have any favorite websites? What are they? Why do you like them?
- Do you have any favorite YouTube videos? What are they? Why do you like them?
- Do you have any favorite TV shows? What are they? Why do you like them?
- What are some popular TV shows and YouTube videos in your country? Why are they popular?

5 DISCUSSION QUESTIONS FOR DICTATION

Discuss the questions that you wrote down for the dictation, (2. Dictation, page 45). Try to ask follow-up questions.

READING 2: The Age of Entertainment

Read the following.

News and entertainment were once separated. Until the second half of the 20th century, most people got their news through newspapers or radio and were entertained by cinema, concerts, or the theater. Radio also provided entertainment, but it was clearly separated from the news. One surprising exception was Orson Welles' famous science fiction radio broadcast of the H.G. Wells story *War of the Worlds*. Some listeners thought it was a news report of an invasion of aliens from Mars and panicked. But for the most part, the difference between news and entertainment was clear.

Following World War II, television began to be available to most people in the developed world and this too became an important news source. In America, three major networks broadcasted a 30-minute, nightly news program that many families sat down to watch out of

Light Exploitation

Video Listening (15+ minutes)

Pre-Listening

- As per previous units. Choose some words to highlight and write them on the board.
- Put students in groups, and have them take turns defining each word to their partners.
- Go over the answers.

Video Listening

Listening 1

- As per instructions in the book.
- Have students check their answers in pairs.
- Go over the answers.

Listening 2

- Have students watch the video and complete the script on page 64
- Have students check their answers in pairs.
- Go over the answers.

Listening 3

- Put students into groups. Have groups discuss the questions.
- While students are discussing, write the discussion questions on the board.
- Go over answers as a class.

Discussion Questions for Dictation

- Write the following on the blackboard. (Or any of the Dictation questions from p 45.)

What kind of music you like to listen to?

Elicit possible follow up questions. (What do you like about it? etc.)

- Put students into small groups. Have them discuss the questions from p.45.
- Go over responses as a class.

Reading 2 (4 minutes)

Next page

Deep Exploitation

Literature Circles Extension (30 minutes)

Assuming that by now students are now accustomed to the format of Literature Circles. From this point on, have students prepare their own roles.

- Put students in groups of four and have them select their own roles.
- Tell students that you will give them 5 minutes to prepare their roles.

Leaders: Read through the scripts at the back of the book and prepare questions to ask both the Detail Master and the Vocabulary Master.

Summarizer: Go through the scripts at the back of the book and prepare a summary of the video.

Detail Master: Go through the scripts at the back of the book and circle pertinent facts: when, what, where, how much, how often, why and so on.

Vocabulary Master: Go through the scripts at the back of the book and circle key vocabulary items, and think of how to define these words.

- One way to time the 5 minutes is to play a five minute song quietly in the background. Another way is to use a stopwatch. There are online stopwatch sites that you can use.
- After 5 minutes, have the leaders begin and continue doing the activity as per the instructions on Pages 4 and 5.

habit. In the same period, those families also received a newspaper delivered to the house each morning.

With the spread of cable television in the 1980s, the number of channels that people could watch increased from just a few to more than one hundred. At the same time, the number of newspaper readers began to decline. This trend continued with the spread of the internet beginning in the late 1990s. Today, unlike in previous generations, we have an almost limitless choice of what to watch. Children have grown up without a newspaper in the house, and without a habit of sitting around the family television every evening. Facebook, Twitter, and YouTube have replaced traditional newspapers and TV networks for most young people.

These changes in the way we consume media have also changed the content of that media. Naturally, people enjoy being entertained. If media content is not entertaining, people will quickly shift to something that is. The internet and social media make this shift easy and immediate. In addition, we have become used to jumping from website to website, and our ability to concentrate has perhaps declined.

Traditional TV networks are aware of this competition from new media and in order to compete, they realize that they have to entertain their audiences. Even the news has to be entertaining. People who are used to new media are not interested in long, complex news stories. They want short, entertaining pieces that explain things in a simple way. The news becomes full of violence and gossip, and our complex world becomes simplified. It is no surprise that news programs begin with dramatic theme music. We have truly entered the age of entertainment.



Questions

Answer the questions about the article. Then check your answers with other students.

1. Why did people panic when listening to Orson Welles' radio drama?
Because they thought it was a news report of an invasion of aliens from Mars.
2. After World War II, how did most Americans get their news?
After World War II, most Americans got their news from three major networks and newspapers.
3. What cause does the author suggest for the decline in the number of newspaper readers?
The increasing number of TV channels / the spread of the internet / near limitless choices.
4. How has TV news changed over the last 60 years?
It has become entertaining and simple. It has become full of violence and gossip.
5. Why do many news programs begin with dramatic theme music?
To entertain the viewers.

Light Exploitation

Deep Exploitation

Reading 2 - Pre Reading (7-8 minutes)

1. Put the following on the board:

<u>TV/Online Show</u>	--> <u>Description</u>
TV News	- informative
	-
Dramas	-
	-
Sports	-
	-
Documentary	-
	-

3. Put students in pairs, and ask them to write words to describe each kind of show.
4. Have some students put their answers up on the board.
5. Go over these answers.

Reading 2 - Reading (7-8 minutes)

1. As per instructions in the book. Have students read through the article and answer the questions below.
2. After 5 minutes or so, either have students give each other the answers, or put them on the projector.

Reading 1 - Post-Reading Optional Extension
(4-5 minutes)

1. Put students in groups of 2 or 3.
2. Have them do rock-paper-scissor. The *loser* then has to summarize, speaking, the article in one minute.
3. After 90 seconds. The teacher should give an example summary.
4. Have students do rock-paper-scissor again, and again the loser summarizes the article in 1 minute.

NOTE: This is a difficult activity, and it's often a little beyond the students' abilities, so make sure, as the teacher, to give clear example summaries in Part 3 above.

Culture Note

According to a study that looked at media use in ten countries, 45% of people under 24 years of age get their news from their smartphones, 39% of people aged 25 to 34 get their news from their smartphones, while 19% of people over 35 years of age get their news from their smartphones. In contrast, 30% of people over 35 get their news from TV, 22% of people aged 25 to 34 get their news from TV, and 19% of people under 24 get their news from TV. In addition, younger people are more likely to get their news from social media. Where do young people in your country usually get their news?



6 FORM-FOCUSED DICTATION

Listen to the audio and write down what you hear in the space below.

1. I told her it was a great movie.
2. Can you tell him that I don't really like jazz?
3. I really don't know what my favorite movie is.
4. I prefer to watch movies at home.
5. I'm not sure but I don't think she likes classical music.



➔ In English, some consonant sounds can disappear. Often /t/ sounds (last night ➔ las' night'), /h/ sounds (tell him ➔ tell 'im), and /th/ sounds (tell them ➔ tell 'em) can disappear.

Try to find the disappearing sounds in the sentences that you just wrote down and circle them.

7 WHOSE OPINION?

Read the following. Who probably made the statements below? Write their names.

Sarah believes in science. Alex gets most of his information from the internet.

- Alex I think the government is lying about UFOs. It is hiding the truth.
Sarah Life outside of our own Earth is, of course, possible.
Alex Some people say that the Earth is flat. I don't know. It might be true. I don't know.
Alex Doctors just want to make money. That's why they always give us medicine.
Sarah According to science, climate change is a real threat to our way of life.
Alex I don't think smoking causes cancer.

Light Exploitation

Culture Note (5 minutes)

1. Have students read the Culture Note.
2. As students are reading, write the following on the blackboard:
 - a. What are the three age groups in the survey?
 - b. Which age group gets their news mainly from the TV?
 - c. According to the survey, where are 18 year-olds most likely to get their news from?
 - d. Where do you usually get your news from?
3. Try and elicit answers from the class orally.

Form-Focused Dictation (5 minutes)

1. As per instructions in the book, play the dictation and have students write what they hear.
 1. I told her it was a great movie!!
 2. Can you tell him that I don't really like jazz?
 3. I really don't know what my favorite movie is!
 4. I prefer to watch movies at home.
 5. I'm not sure, but I don't think she likes classical music.
2. Have students check their sentences in pairs.
3. Go over the answers or put them up on the blackboard.
4. Play the recording again and have students circle the sounds that disappear.
5. Have students check their answers in pairs.
6. Go over the answers.

Whose Opinion? (5 minutes)

1. As per instructions in the book, have students read the descriptions if Sarah and Alex.
2. Ask students basic questions to confirm their understanding.
 - a. Who is more likely to want proof and research before believing something?
 - b. Who is more likely to doubt what they learned in school?
3. Have students write the appropriate name next to the statements.
4. Have students compare their answers
5. Put answers on the blackboard / projector or the Document Camera.

Deep Exploitation

Culture Note Extension (15 minutes)

1. Do as per *Light Exploitation*.
 1. Board up:
 - a. What websites do you read for the news?
 - b. What websites do you use for study?
 - c. What websites do you use for entertainment?
 - d. What are the most popular websites for young people?
2. Have students research these questions by doing a class meleé and having students ask and answer questions.

NOTE: You could formalize this with an A4 piece of paper. (See Introduction Pages 6 and 7), or you could try it as a simple meleé. Likely having it formalized will work better.

8 POSTER SESSION: Student Survey and Podcast on Entertainment

Goal: To gather information from other students about what they watch, read, and listen to, and then to organize and present this information to others in a clear and interesting way.

Directions:

1. Work in pairs or groups of 3 or 4.
2. Choose a topic related to how students get their entertainment. Here are some ideas:
 - ▶ what TV shows students watch
 - ▶ how students get news (TV, newspaper, internet...)
 - ▶ how students get their entertainment (streaming, cable, DVD...)
 - ▶ what students read (specific magazines, websites, books...)
3. Make a simple survey to ask many of your classmates about that topic.
4. Give the survey.
5. For homework, or in class, analyze the results.
6. For homework, or in class, work together to make a simple poster and write a 2-minute script to present the results.
7. In class, get into groups of *Presenters* and *Listeners*. Present your poster.
8. After a few minutes, switch roles.

The poster should include:

- a title which summarizes your topic
- a copy of the questions in your survey
- graphs that present your results
- some bullet points with key/interesting findings



9. After your presentation, for homework, make a podcast.
10. Use the script that you used in your poster presentation. Make changes if you need to. Record your presentation as a podcast.
11. In class, get into groups. Play your podcast to the group.
12. Vote on the best podcast and play it to the whole class.

9 VOCABULARY WORKSHEETS

Please scan in the following QR Codes to access the worksheets and the Quizlet Vocabulary stacks.



Worksheet 5A



Worksheet 5B

Light Exploitation

- Poster Session* (30+ minutes)
1. Put students into pairs or groups of 3 or 4.
 2. As per instructions, have groups discuss and choose a topic.
 3. As per instructions, groups create a survey.
 4. As per instructions, students administer the survey in class. (Or they can survey students outside of class for homework.)
 5. As per instructions, students analyze the results and make a poster. (Make sure to point out the poster guidelines on this page.)
 6. As per instructions, have students give a presentation of their results in small groups.
 7. As follow-up homework, have students record themselves giving a podcast version of their poster presentation (with revisions from feedback).
 8. In class, play the podcasts and have the class vote on the best.

Deep Exploitation

Personality Types

The things that we love tell us what we are.

- Thomas Aquinas



- Thomas Aquinas (1225 – 1274) was an Italian philosopher and priest.

1 TALK ABOUT IT!

Work with a partner and discuss the questions below.

1. What kinds of places (quiet, modern, exciting, urban, rural, etc.) do you like the most? Why?
2. What kinds of food do you like the most? Do you like many kinds of food, or do you like simple food? Why?
3. What kind of people do you like talking to? Why?
4. What kind of activities do you like doing in your free time? Why?
5. What do you think the above quote means? Do you agree?

Unit 6

Personality Types

Topics

- Different personalities
- Beliefs about personality

Vocabulary

- see page 52
- prefix -un

Listening

- stress and weak vowels

Speaking

- Discussion
- Research Presentation
 - Interview about personality
 - Compare results to astrology

Light Exploitation

Talk About It

(5 minutes)

1. Have students get in pairs, and have them turn to page 51.
2. Draw student attention to the picture and the Talk About It discussion questions.
3. Have students compare their answers with another pair of students.
4. Go over their answers orally or put the on the blackboard.

Deep Exploitation

Warm-Up: Lesson Lead-in (Pre-Textbook Activity)

(8 minutes)

1. Think of four famous people that the students will all know and write their names on the blackboard. They can be famous sport stars, famous musicians, politicians etc. But they need to be people that almost everyone knows. Look at the example below.
2. Put students in groups and have them write down 3 or 4 words describing each persons.
3. Go over these lists with the class.

Shohei Ohtani Tamori Miyazaki Hayao Utada Hikaru

athletic funny artistic creative

NOTE: Feel free to choose any people. The above is just an example (and is probably a little dated).

READING 1 : Astrology and Personality

Scan for the following NGSL words in the reading and underline them.

TARGET WORDS

- ✓ belief
- birth
- confidence
- employer
- hire
- leadership
- marriage
- personality
- predict
- proud
- refuse
- scientific
- scientist
- somehow
- suitable

Astrology is a belief that the position of the moon, planets, and stars at the time of a person's birth somehow affects their personality. Although there is no scientific basis for it, many people around the world believe in astrology. In astrology, we all have an astrological *sign*. Some people believe that our sign affects our personality, and our sign is based on the time and date of our birth. There are often 12 different signs. So, there are twelve different personality types. For example, in western astrology, people born between July 23 and August 22 have the astrological sign *Leo*. These people are said to be proud, full of confidence, and good at leadership. On the other hand, they are sometimes not aware of the feelings of others and hurt them. But, is this true?

In many countries, people read daily or weekly horoscopes printed in newspapers. Horoscopes predict what will happen to people that day or that week based on their astrological sign. Surprisingly, many horoscopes appear to come true. However, scientists say this is because horoscopes usually contain only general information. So, people naturally confirm this information after events have happened.



For most people, astrology doesn't cause any problems, but sometimes it can have a negative effect on people's lives. Sometimes, employers refuse to hire workers because astrologers tell them that the worker's personality is not suitable. In some countries, an astrologer is often consulted before marriage to see if a couple's personalities fit.

It is hard to see how the time of a person's birth could affect their personality, yet people have believed in astrology for thousands of years. It seems that astrology will be with us for many years to come.

Questions

Answer the questions about the article. Then check your answers with other students.

1. What are astrological *signs*?
Something we all have based on the time and date of our birth in Astrology.
2. Look at paragraph 2. According to the article, why do horoscopes appear to come true?
This is because because horoscopes usually contain only general information.
3. According to the article, what are the negative effects of astrology?
Employers refuse to hire workers; some couples may break up.
4. Does the author think that astrology will disappear?
No, because the author says at the end of the article, "it seems that astrology will be with us for many years to come".

Light Exploitation

Reading 1 - Pre Reading (4-5 minutes)

1. As per instructions in the book. Have students scan through the article, looking for and underlining the NGSL target words.
2. After 3 minutes, either have students give each other the answers, or put them on the projector.

Reading 1 - Reading (4-5 minutes)

1. As per instructions in the book. Have students read through the article again and answer the questions below.
2. After 3 minutes, either have students give each other the answers, or put them on the projector.

Reading 1 - Post-Reading Optional Extension (4-5 minutes)

1. Put students in groups of 2 or 3.
2. Have them do rock-paper-scissor. The *loser* then has to summarize, speaking, the article in one minute.
3. After 90 seconds. The teacher should give an example summary.
4. Have students do rock-paper-scissor again, and again the loser summarizes the article in 1 minute.

NOTE: This is a difficult activity, and it's often a little beyond the students' abilities, so make sure, as the teacher, to give clear example summaries in Part 3 above. The reason for doing Part 2 before Part, is by deep-ending the students, the students get a chance to notice what they CAN'T do, that is, it's an attention raising activity that often results in students paying greater attention to the teacher's example summary.

NOTE: If you do it this way, it's possible to have the same person summarizing twice. So, you could have them take turns if you like.

Deep Exploitation

Culture Note

Most people don't really believe in astrology or horoscopes. However, some people do. And these beliefs are global. That is, people in many different countries believe in some sort of astrological system. According to research, the country with the most *Google searches* about astrology is India! Some people in India take astrology very seriously! And close behind India is China. And following China is Sri Lanka. How about people in your country?



2 DICTATION

Listen to the audio and write down what you hear in the space below.

1. What kind of people make good nurses?
2. What kind of people make the best managers?
3. What sort of people become scientists?
4. What kind of people become artists?
5. What kind of people are the best students?



Track 11

WORD PARTS

un~

You probably know that the prefix *un~* placed before an adjective or adverb can create a new adjective or adverb with the opposite meaning of the original.

For example:

- A belief in astrology is **unscientific**.
- Astrology promotes **uncritical** thinking.
- It's **uncommon** to find a good partner based on astrology.

Light Exploitation

Culture Note (10 minutes)

1. Have students read the Culture Note.
2. As students are reading, write the following on the blackboard:
 - a. What country searches Google the most about astrology?
 - b. How about the second and third most?
 - c. Is astrology popular in your country? (Japan)
 - d. Do you follow astrology? Anyone in your family?
3. Elicit answers from the class orally. Or get volunteers to write answers on the board.

Dictation (10 minutes)

1. As per instructions in the book.
 1. What kind of people make good nurses?
 2. What kind of people make the best managers?
 3. What kind of people become scientists?
 4. What kind of people become artists?
 5. What kind of people are the best students?
2. Have students check their sentences in pairs.
3. Go over the answers orally or put answers on the blackboard / projector or the Document Camera..

Word Parts (10 minutes)

1. As per instructions in the book. Go over the grammar point. Demonstrate.

Continued next page.

Deep Exploitation

Culture Note Extension (15 minutes)

1. Do as per *Light Exploitation*.
2. Board up:
 - a. Do young people believe in horoscopes?
 - b. Do people today believe that your blood type affects your personality?
 - c. Do people today believe that black cats are bad luck?
3. Have students research these questions by doing a class meleé and having students ask and answer questions.

NOTE: You could formalize this with an A4 piece of paper. (See Introduction Pages 6 and 7), or you could try it as a simple meleé. Likely having it formalized will work better.

NOTE: With higher level classes you could try to elicit some questions to research from the class.

Dictation (5 minutes)

1. Do as per *Light Exploitation*.
2. Dictation the following single sentence:

She works in an old office.
3. Repeat it a few times.
4. Board up:

She works in an old office.
5. Point out the liaison, (the consonant-vowel linking) and have the students listen again, and mark out all the instances of liaison.

STEP ONE: Add *un-* to the following adjectives and adverbs, then fill in the blanks in the following sentences. Use each word only once.

able	happy	usually
aware	luckily	attractive

1. Every evening, Ron goes home by train, but unusually, on that day he took a taxi.
2. Nancy was unaware that she had left her phone at home.
3. Priya's father was very unhappy when she dropped out of school.
4. I am so embarrassed that after 6 months of piano lessons, I am still unable to play.
5. Gino forgot his umbrella and unluckily, it poured with rain.
6. Yours is the most unattractive dog I have ever seen.

STEP TWO: Use these and some other *un~* words to make your own sentences.

E.g.: I was a little unhappy because I didn't do well on the test.

Sample answers: I felt uneasy about my test because I hadn't studied.

His room at home was always untidy.

3 SPEAKING: Scaffolded Discussion

Part One: Read the horoscope below.

- Aquarius:** (January 20 - February 18) You got up today knowing you had to do something important. Today is a new day. Let it be yours!
- Pisces:** (February 19 - March 20) If you feel worried about the future, just do your best to do the right thing. You will always win if you keep trying.
- Aries:** (March 21 - April 19) The stars say that an old friend is thinking about you. He or she will soon become important in your life again.
- Taurus:** (April 20 - May 20) If you worry about the future, it's time to stop worrying. Just relax and remember that you can't control everything.
- Gemini:** (May 21 - June 20) If you have any big plans coming up, don't worry about what to do - you've already made up your mind, there's no reason to wait.
- Cancer:** (June 21 - July 22) It may be smart to think about an old friend. They will give you some ideas that you hadn't thought about.
- Leo:** (July 23 - August 22) Not everything that happens will be good. Maybe today is the day to finally take action in your life.

Light Exploitation

Deep Exploitation

Word Parts (cont.)

Step One

1. Have students complete the sentences.
2. Have students check their sentences in pairs.
3. Go over the answers.

Step Three

2. Have students make their own sentences.
3. Have students check their sentences in pairs.
4. Go over student answers.

Speaking: Scaffolded Discussion (15 minutes)

Part One

1. As per instructions in the book, have students read.

Continued on next page

Virgo: (August 23 - September 22) All signs point to the fact that you will reach a great achievement. Own this day.

Libra: (September 23 - October 22) Try out a few dishes at that new restaurant you've been considering. Ask a friend to go with you.

Scorpio: (October 23 - November 21) The stars say that you should avoid men or women of the sign Leo. Seek out something that appeals to you and keep it for yourself.

Sagittarius: (November 22 - December 21) If you're thinking about buying something expensive, then this may be a good time to do it. Don't have second thoughts.

Capricorn: (December 22 - January 19) You will meet someone who needs your help. You don't know it yet, but that person will be important in your life.

Part Two: According to the horoscope, answer the questions below.

1. Who should buy a computer today? Sagittarius
2. There's a new Thai restaurant in town. Who should go tonight? Libra
3. There's a test today. Who might do really well on it? Virgo
4. You have a big report to write, but you haven't started. Who should start today? Leo
5. Who should get in touch with an old friend on social media? Cancer

Part Three: Get into pairs or groups of three or four. Discuss the questions below.

1. Do you agree about all your answers to Part Two?
2. Do you think this horoscope is right for you? Why or why not?
3. Which of these horoscopes might be true of basically anyone? Why do you think so?

4 VIDEO LISTENING

LISTENING 1

Watch the Video Lecture and complete the following sentences.

1. When you have self-confidence, your achievements bring you happiness because . . .
 - a. you believe more in your own abilities.
 - b. you are happy to have luck.
 - c. you don't fear that you will fail.
 - d. you always have clear goals.
2. You can get self-confidence by . . .
 - a. believing in yourself.
 - b. exercising, cleaning your room and preparing.
 - c. exercising, eating well and resting.
 - d. working with others in a positive way.
3. According to the lecture, if you clean your room, you will . . .
 - a. make it a daily habit.
 - b. improve your mental health.
 - c. feel more in control.
 - d. feel more responsible.



Link to Video

Light Exploitation	Deep Exploitation
<p><i>Speaking: Scaffolded Discussion (cont.)</i></p> <p>Part Two</p> <ol style="list-style-type: none"> 1. As per instructions in the book students answer the questions. (Who means "which zodiac sign".) 2. Have students check their answers in pairs. <p>Part Three</p> <ol style="list-style-type: none"> 1. As per instructions in the book, students discuss the questions. 2. Go over answers as a class. <p>Video Listening (15+ minutes)</p> <p>Pre-Listening</p> <ol style="list-style-type: none"> 1. As per previous units. Choose some words to highlight and write them on the board. 2. Put students in groups, and have them take turns defining each word to their partners. 3. Go over the answers. <p>Video Listening</p> <p>Listening 1</p> <ol style="list-style-type: none"> 1. As per instructions in the book. 2. Have students check their answers in pairs. 3. Go over the answers. 	<p>Literature Circles Extension (30+ minutes)</p> <p>Assuming that by now students are now accustomed to the format of Literature Circles. From this point on, have students prepare their own roles.</p> <ol style="list-style-type: none"> 1. Put students in groups of four and have them select their own roles. 2. Tell students that you will give them 5 minutes to prepare their roles. <p>Leaders: Read through the scripts at the back of the book and prepare questions to ask both the Detail Master and the Vocabulary Master.</p> <p>Summarizer: Go through the scripts at the back of the book and prepare a summary of the video.</p> <p>Detail Master: Go through the scripts at the back of the book and circle pertinent facts: when, what, where, how much, how often, why and so on.</p> <p>Vocabulary Master: Go through the scripts at the back of the book and circle key vocabulary items, and think of how to define these words.</p> <ol style="list-style-type: none"> 3. One way to time the 5 minutes is to play a five minute song quietly in the background. Another way is to use a stopwatch. There are online stopwatch sites that you can use. 4. After 5 minutes, have the leaders begin and continue doing the activity as per the instructions on Pages 4 and 5.

LISTENING 2

Turn to page 65. Watch the video again, and read the scripts. Fill in the missing words.

LISTENING 3

Work in groups. Discuss the following.

1. Do you agree with what the lecturer says? Why or why not?
2. Do you do any of the things that the lecturer recommends? Why or why not?
3. Do you think exercise is important to lead a healthy life? Why or why not?
4. Do you think having a clean home is important? Why or why not? Do you work hard to keep your home clean? Why or why not?

5 DISCUSSION QUESTIONS FOR DICTATION

Discuss the questions that you wrote down for the dictation, (2. Dictation, page 53). Try to ask follow-up questions.

READING 2: Personal Differences

Read the following.

It seems obvious when we are around a large group of people that people are different. They have very different personalities. Some are happy to be by themselves. Others want to be the center of attention. Some are open to new experiences, while others prefer to live in a traditional way.

Some of the first theories of personality were based on dates of birth. Western astrology, which began about 4,000 years ago in Mesopotamia, was based on when you were born during a year. For example, a person born between June 21st and July 22 is supposed to be highly creative, someone you can trust, but also someone who can get angry. Chinese astrology is based on a 12-year cycle. For example, a person born in 2003 is supposed to be calm and gentle. But what about a person born near the beginning of July 2003? Are they calm and gentle or do they often get angry?

Using science, researchers developed new ideas in an attempt to help us understand ourselves. One of the first things they did was to collect data on a large number of randomly selected people. The second thing they did was to use math to analyze the data. A scientist named Sir Francis Galton was one of the first to use this new method of analysis with intelligence. His ideas were developed by other researchers and became the basis of the IQ test.

Galton was also interested in personality. He thought that with enough data, he could see key personality characteristics. This could then be used to make simple personality tests. His ideas are the basis for much of modern research into personality, and lead to the development of the *Five-Factor Model*. This model suggests that there are five main

Light Exploitation

Video Listening (cont.)

Listening 2

1. Have students watch the video and complete the script on page 64
2. Have students check their answers in pairs.
3. Go over the answers.

Listening 3

1. Put students into groups. Have groups discuss the questions.
2. While students are discussing, write the discussion questions on the board.
3. Go over answers as a class.

Discussion Questions for Dictation

1. Write the following on the blackboard. (Or any of the Dictation questions from p 53.)

What kind of people make good nurses?

2. Elicit possible follow up questions. (Why do you think so? etc.)
3. Put students into small groups. Have them discuss the questions from p.53.
4. Go over responses as a class.

Reading 2 - Pre Reading

(7-8 minutes)

1. Put something LIKE following on the board but use your OWN information:

<u>People</u>	-->	<u>Description</u>
my friend Chris		- kind, thoughtful
my friend Gary		- adventurous, friendly
my friend Cam		- funny, wild

3. Have students write the names of three people on a piece of paper, and then write 1 or 2 words to describe each person.
4. Have students get in pairs or groups and describe their people to the group.

Reading 2 - Reading

(7-8 minutes)

1. As per instructions in the book. Have students read through the article and answer the questions below.
2. After 5 minutes or so, either have students give each other the answers, or put them on the projector.

Deep Exploitation

Reading 1 - Post-Reading Optional Extension

(5 minutes)

1. Put students in groups of 2 or 3.
2. Have them do rock-paper-scissor. The *loser* then has to summarize, speaking, the article in one minute.
3. After 90 seconds. The teacher should give an example summary.
4. Have students do rock-paper-scissor again, and again the loser summarizes the article in 1 minute.

NOTE: This is a difficult activity, and it's often a little beyond the students' abilities, so make sure, as the teacher, to give clear example summaries in Part 3 above.

personality characteristics, and that people tend to have one or two characteristics which are much stronger than the others. Tests based on this model measure how much the person 1) is open to new experiences, 2) is organized, 3) is shy, 4) thinks about other people, and 5) is confident. The personality test is quite easy to take. You look at sentence like *I talk to a lot of different people at parties* and rate it on a scale from *Very Much Agree* to *Very Much Disagree*. The FFM is often used in science research. There are many research papers showing how well it works. It has been used to predict certain behaviors such as political beliefs and work performance. The methods may be different, but we are just as interested in understanding personality as the people who lived thousands of years ago.

Questions

Answer the questions about the article. Then check your answers with other students.

1. For a person born on July 10, 2003, can both the Chinese and Western astrologies be correct? Explain your answer. No, they can't. According to Western astrology, people born in July can get angry. According to Chinese astrology, people born in 2003 are calm and gentle.
2. Which is older, astrology or scientific research? Astrology is older. Astrology began 4,000 years ago in Mesopotamia. Scientific research began in modern times.
3. What are two things that scientists do to do good research? Scientists collected data that was random and used math to analyze the data.
4. What areas was Galton interested in? Galton as interested in personality.
5. What are the five personality features? The five personality features are (1) being open to new experiences, (2) being organized, (3) being shy, (4) being sympathetic, and (5) being confident.

6 FORM-FOCUSED DICTATION



Track 12

Listen to the audio and write down what you hear in the space below.

1. He is kind and honest and he always works hard.
2. I don't like to study with a group of people.
3. She's really outgoing and she makes friends easily.
4. He is shy when he's in a group but otherwise he is very friendly.
5. Most of my friends like to stay home and play video games.

➔ In English, some sounds are stressed and some are not. Unstressed sounds can become weak. See pages 23 and 40.

Try to find the weak vowels (schwa) in the sentences you just wrote down and circle them.

Light Exploitation

Deep Exploitation

Form-Focused Dictation

(8 minutes)

1. As per instructions in the book, play the dictation and have students write what they hear.
 1. *I told her it was a great movie!!*
 2. *Can you tell him that I don't really like jazz?*
 3. *I really don't know what my favorite movie is!*
 4. *I prefer to watch movies at home.*
 5. *I'm not sure, but I don't think she likes classical music.*
2. Have students check their sentences in pairs.
3. Go over the answers or put them up on the blackboard.
4. Play the recording again and have students circle the schwas that they hear.
5. Have students check their answers in pairs.
6. Go over the answers.

7 WHOSE OPINION?

Read the following. Who probably made the statements below? Write their names.

Marie is very quiet, calm, and thoughtful. She likes to think carefully. Kevin is friendly, open to new experiences, and gets excited quite easily.

- Kevin Hey, do you want to try skydiving? It sounds like fun!
- Marie The homework was a little difficult. But I thought about it carefully, and I could do it.
- Marie The bus is late again. Oh well, it can't be helped.
- Kevin There's a big party downtown this weekend! I love being in big crowds!! It's exciting!
- Kevin I hate this homework assignment! It's way too difficult. I don't understand.
- Marie I prefer to go out with a few friends, rather than a big group.

8 RESEARCH PRESENTATION: Researching Astrology

Goal: Make a personality test.

STEP ONE: Make a questionnaire.

1. Work with a partner. You need to find out about people's personalities.
2. Look online at some personality questionnaires. Do an internet search for *personality questionnaire*.
3. Look at the various questions that you can ask.
4. With a partner, design your own questionnaire. Write the questions in the questionnaire below.

Example questions:

- a. Are you more emotional or scientific?
- b. Do you make fast decisions or do you take your time?
- c. Do you think you are short-tempered or patient?

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

Light Exploitation

Whose Opinion? (8 minutes)

1. Write the following on the board.

Marie is quiet and thoughtful. Kevin is friendly and gets excited easily.
2. Ask students basic questions to confirm their understanding.
 - a. Which of them is more likely to study all weekend?
 - b. Which of them is more likely to make last minute plans?
 - etc.
3. Have students write the appropriate name next to the statements.
4. Have students compare their answers
5. Put answers on the blackboard / projector or the Document Camera.

Poster Session (30+ minutes)

- Step One*
1. Put students into pairs
 2. As per instructions, have pairs research and create personality questionnaires. In class or assigned as homework.

Continued on next page.

Deep Exploitation

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

STEP TWO: Ask a partner questions.

1. Work with a different partner.
2. Ask your partner questions. Write their answers down.

STEP THREE: Find out what astrological sign they are closest to.

1. Turn to page 67. Look at the *Chinese Astrology Chart*.
2. Decide what sign they are most like.
3. Next, compare your answer with your partner's actual astrological sign. Does it match?

STEP FOUR: Ask 2 more people these questions and again, compare your answers.

1. Ask 2 more people these questions.
2. Compare their answers with the *Chinese Astrology Chart*.
3. Do you think that the *Chinese Astrology Chart* is accurate and realistic?

STEP FIVE: Make a short presentation about the *Chinese Astrology Chart*.

1. Work in groups of 3 or 4.
2. Did your research match the *Chinese Astrology Chart*? Do you think this chart is scientific? Do you believe it? Why or why not?
3. Tell your group your opinions about this chart.

9 VOCABULARY WORKSHEETS

Please scan in the following QR Codes to access the worksheets and the Quizlet Vocabulary stacks



Worksheet 6A



Worksheet 6B

Light Exploitation

Poster Session (cont.)

Step Two - Four

1. As per instructions in the book, assign students a new partner.
2. New partners interview each other with their questions.
3. Compare answers to actual astrological sign
4. Repeat the process with two more partners. (Students should question three in total.)
5. Have students compare results to Chinese Astrology Chart (p.67)

Step Five

1. Make groups of three or four.
2. Students make a short presentation comparing their questionnaire research and Chinese Astrology.

Deep Exploitation

Doing Poster Presentations

What is a Poster Presentation?

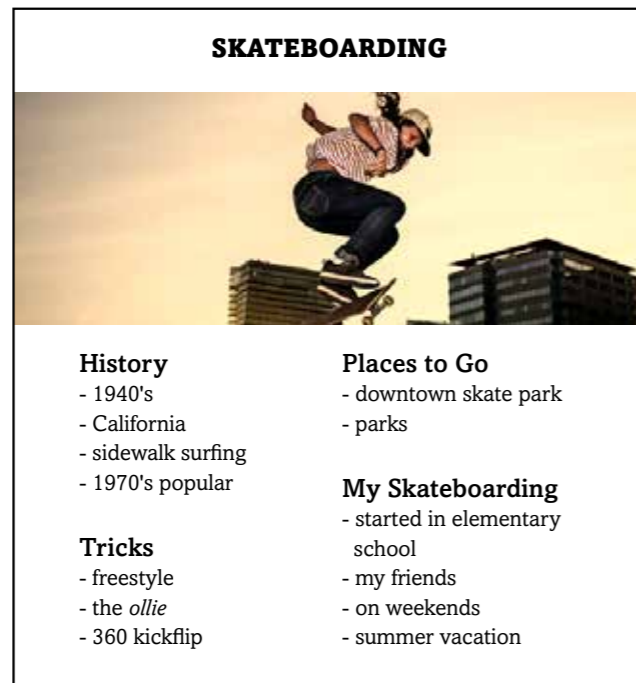
Poster presentations have become a common way to present information at conferences. Recently they are becoming a popular way for students to practice English while sharing interesting information with each other.

Usually, a big room is used and several posters are placed on display at the same time. Each presenter stands with their poster for 10-15 minutes.

Poster Presentation Guidelines:

The following are some suggestions about what a poster should contain:

- a large piece of paper (for example, an A3 sheet)
- photos
- charts
- key information using short phrases, NOT full sentences
- large fonts and even larger title fonts (should be easy to read from a distance)
- not too crowded (add extra open spaces here and there)



How do you give a Poster Presentation?

First, get in groups. Some students should put their posters on the wall. Other students listen.

1. The presenter should give a short 2-3 minute presentation.
2. Other students should listen and ask questions.
3. Try to relax. Poster sessions are about learning something new and having fun.

Video Scripts

Unit 1

Hi, my name is Aizhan. And I'm from Kazakhstan. However, now I live in Tokyo. And this is my Tokyo. Tokyo is a big city. In fact, it is the **largest** (1) urban area in the world. There are nearly 39 million people living in the **greater** (2) Tokyo area. It's crowded, but I love it. Life in Tokyo is very convenient. It is easy to get around, because there are so many trains and buses. During the rush **hour** (3), the trains come every 3 minutes, so you rarely have to wait. And Tokyo is also very **safe** (4). So, for me, Tokyo is amazing. However, I do sometimes miss Kazakhstan. I'm from a small **rural** (5) town, outside of Almaty. Most people don't know too much about Kazakhstan. But Almaty is the largest **city** (6) in Kazakhstan. It used to be the capital of Kazakhstan, but not any more. And I'm from a small town outside the city. So, I grew up surrounded by farms. I grew up on a **farm** (7). And there were many other farms nearby. So, of course my town doesn't have any trains or subways. But the **landscape** (8) in my hometown is amazing. There are beautiful tall mountains, and I love looking at the **mountains** (9) standing tall above all the farms. It's nice and quiet in my hometown. Which is completely **different** (10) from Tokyo. Tokyo is a busy city. And it's exciting. But, it's also quite expensive. The rents in Tokyo are quite high. That is, accommodation in Tokyo is quite expensive. Much **higher** (11) than in Kazakhstan. And medicine is also expensive in Tokyo. In Kazakhstan, medicine is quite cheap. However, in Tokyo, although it's expensive, the **wage** (12) are also quite high. So, it's okay. And Tokyo is fun. I love it here. I'm a student. So, on usual days I'm busy studying. But sometimes I like to go **out** (13) and meet my friends. I often meet my friends for coffee. We go shopping quite a bit. Tokyo is a fashion **center** (14) and there are so many stores in Tokyo. I usually don't buy too much. But it's **fun** (15) to look. Also, my friends and I like to sing. So, we often go out to karaoke. The trains stop running around 1 in the **morning** (16). So, sometimes, if we're out late, we will stay at a karaoke place all night, singing until the early morning. There are so many **things** (17) to do, and so many places to see. You can never get **bored** (18) of life in Tokyo. My hometown is small. So, when I'm back home, I'm unable to do all these things. So, that's why I love my life in Tokyo.

Unit 2

Hi, I'm Tanek, and I live in Hawaii. One **great** (1) thing about living in Hawaii is the waves! And what do I **mean** (2)? I mean this! Bodyboarding. Not surfing. Bodyboarding. Why do I like bodyboarding? You're closer to the **wave** (3). You're inside the wave. You can feel its power. And you use your **body** (4) to control where you're going. It's just you, your board and the wave. When you're riding a wave, you feel amazing. There's no better feeling. I grew up near the **coast** (5). So, it was always easy to go bodyboarding. At first, I used to go out on the **weekends** (6) with my brother. Then, it became my life. Now I work at a bodyboarding **shop** (7). And when I'm not there or studying at school, I'm in the **water** (8). I often ride waves with friends. It's always great fun. And sometimes you meet **new** (9) people. So, it's not just bodyboarding alone. It's the lifestyle. The people I've met, the places I've been. These experiences have made me who I am today. Bodyboarding has also taught me to be comfortable, when I'm not comfortable, that is. It's **helped** (10) me to be comfortable with being uncomfortable. Bodyboarding can be scary. And it can be dangerous. But **learning** (11) to be comfortable when you're scared can help you to get better. It's best to get **away** (12) from the crowds. Sometimes there are too many tourists.

Then, you need to get away. Less people means more waves. Like anything else, **getting** (13) better at bodyboarding can be a struggle, but you do it again and again and again. And you can get better. At **first** (14) you might see waves that look impossible. Check this one out. That was wild. They call it **riding** (15) the pocket. It's unusual because at times you don't know if you are going to wipe out, or make it through. One **thing** (16) that makes bodyboarding unique is what you can do in the **air** (17). Once you're in the air, you can be as creative as you like. Check out these videos. If you live near the **coast** (18), why not give it a try?

Unit 3

Hi everyone. My name is Maurice and **today** (1), I'm going to show you how to make one of the best desserts in the world. So, what are we going to make? Creme Brulee! A dish imported from France. Although some say its **origin** (2) is from England or Spain. I promise. You are going to love the **sweet** (3) taste of vanilla and crisp burnt sugar. So, first, let's wash our hands. (5) **Turn** (4) on the oven to 150 degrees. And get everything together. You will need 3 **eggs** (5). But we're only going to use the **yellow** (6) part called the yolk. So, you will need 3 egg yolks, 250 ml of milk, 150 ml of whipping cream, 1 vanilla pod, **white** (7) sugar, measuring cup, a bowl, a whisk, small pan and deep tray. You're also going to **need** (8) 6 oven-proof dishes. But they can be teacups. So, first we're going to put the **sugar** (9) in a bowl. And separate the egg yolks from the egg whites. Now, you mix your egg yolks and sugar **together** (10). Mix them until they're nice and creamy. Like this. Now, we're going to take **cream** (11), and milk. And put it in a pan. And add the vanilla bean. And you can put these right on the stove. When it's simmering, take it off the **heat** (12). And add it to your eggs and sugar. But make sure you mix them very **slowly** (13). Once it's mixed together, put it in the measuring cup. So, it's easier to pour it in the oven-proof dishes. **Like** (14) that. Just like this. And now, it's **ready** (15) to go in the oven. Forty-five minutes later, and they can come out of the oven. Here they are. We're going to let them **cool** (16) for half an hour. And then we're going to **make** (17) the burnt sugar topping. Now, we can take them out of the fridge. They're cooled down enough, so you can spread the sugar on top. And **using** (18) the blowtorch, we're going to burn it. There you go! And that's it. Let's give it a try. Look at its nice burnt sugar top. It looks wonderful. And it tastes wonderful, too. Forget the **diet** (19). I'm going to try this. You want to try this, too.

Unit 4

Online shopping is very **popular** (1), and sales at online stores continue to grow. Every year, more and more people buy things online. But, there is another kind of store that is also very popular, and sales at these stores have also been growing. And, what are these stores? Dollar stores! Dollar stores are stores that sell things very **cheaply** (2). They are called dollar stores because often, they sell things for just one dollar. And **because** (3) they are so cheap, they are very popular. And you can buy so many different things at a dollar store. You can buy tools and equipment for your home or **garden** (4). You can buy helpful things that you need for work or for school. Or you can buy food, candy or drinks. You can also buy clothes and sometimes even **shoes** (5). And if you don't have much cash, don't worry, because everything is so cheap, you can easily buy one or two things at the dollar store. In today's modern world, people normally do a lot of their shopping online. That's because shopping online is so **convenient** (6). But, because of the price, because there are some many things to choose from, people also like to go shopping at the dollar store. Online shopping may be convenient, but the **best** (7) prices are at the dollar store. And that's why they are so popular all over the world. In the United States, *Dollar Tree* is the largest chain with over

.....15,000.....⁽⁸⁾ stores. In Canada *Dollarama* is the most popular chain with over 1,000 stores all across thecountry.....⁽⁹⁾. In Japan, *Daiso* is the largest chain. And there are over 3,000 stores around Japan. And *Daiso* has also opened up stores in other countries around Asia. In China, *Miniso* is the largestchain.....⁽¹⁰⁾ of dollar stores. And like *Daiso*, it too has opened up stores in many other countries around the world. There are now *Miniso* stores inmany.....⁽¹¹⁾ countries around Asia, including Cambodia, Thailand, Vietnam and Singapore. There arealso.....⁽¹²⁾ stores in India and Nepal. In South America, they've opened stores in Brazil and Argentina, and in Europe they've opened stores in Spain, Germany and Italy. Inaddition.....⁽¹³⁾ to these large chains, many countries around the world have their own dollar stores. So, yes, online shopping is convenient, but people still like to goout.....⁽¹⁴⁾ and buy things at the dollar store. Because, if you go to the store, and look around sometimes you can find things that you didn't know you wanted! Which perhaps makes them a littledangerous.....⁽¹⁵⁾!!

Unit 5

M: Hi, my name is Mai. Andtoday.....⁽¹⁾, I'm sitting here with Eric Berg, a well known YouTube celebrity. Hi Eric. Thank you very much for coming today.

E: Hi Mai, it'snice.....⁽²⁾ to be here.

M: So, you've got over 760,000 registered viewers on your channel. Is that right?

E: Yes, let's see. I've got 761,953 registered users on mychannel.....⁽³⁾, or subscribers.

M: Hmm. That's amazing. Did you think that you would get this kind ofreaction.....⁽⁴⁾ when you started making videos?

E: No. I was just having fun. I didn't think I'd get this kind of reaction at all.

M: So how many views do you now have?

E: It's a shock, but my videos on *YouTube* have just reached 400 million views. Shall wecelebrate.....⁽⁵⁾?

M: 400 million!! That's amazing. That's truly amazing! So, what do you think is theappeal.....⁽⁶⁾? Why do so many people like your videos?

E: Well, the truth is I don't know. Maybe it's because I've been making videos for over 10 years and I have made many different kinds of videos.

M: Well, let's have a look at one.May.....⁽⁷⁾ we?

E: Yeah. Sure, go ahead. Push play.

E: On my way to work, but first I've got to check the surf. I'll pull into this little beach park right here. Yeah just a quick look at thewaves.....⁽⁸⁾. What's this? Sunset skydiving? Skydiving? Skydiving in Hawaii? We can do this before work.

I: Welcome back.

E: Yeah buddy!

I: Did you havefun.....⁽⁹⁾?

E: Oh! Best time of my life! Ever! Goodness! Why did I wait so long to do this?

M: I like that. That's funny. I loved the banana!!

E: Thanks.

M: What are some of thecharacteristics.....⁽¹⁰⁾ of an *EricSurf6* video? That is, what makes an *EricSurf6* video an *EricSurf6*?

E: What are the characteristics? I would say being positive, having fun, and doing it with passion.

M: When did you first becomeaware.....⁽¹¹⁾ that many people were watching your videos?

E: When I uploaded my *Pencil Trick* video. It's anexplanation.....⁽¹²⁾ video of how to do the *Pencil Trick*. Ta-dum!

M: That's amazing! How much research do you do before you make a video?

E: Research? Ha ha, none!

M: Do your viewers sometimes send yourequests.....⁽¹³⁾?

E: Yes, they often send meal ideas of what to eat for my *Eric Meal Time* videos.

M: Have you ever experienced anythingnegative.....⁽¹⁴⁾ from this?

E: Yes, because I make food videos, unfortunately I often eat too much and gainweight.....⁽¹⁵⁾.

Unit 6

Self-confidence is the confidence that you have in your own abilities. If you have self-confidence, you believe that you have anability.....⁽¹⁾ to do something well. And scientists say that having self-confidence can help you achieve your goals. That is, self-confidence can help you to be more successful. According to scientists, self-confidence can help you to be happier. When you have self-confidence, yourachievements.....⁽²⁾ can bring you more happiness. That is, when you have self-confidence, you have a belief that your abilitiessomehow.....⁽³⁾ helped you to be successful. When you have less self-confidence you might think that your achievements were just luck. So, self-confidence gives you morepride.....⁽⁴⁾. In addition, scientific research has shown that children with more self-confidence do better in school. And, as I said earlier, children with self-confidence are often happier, and therefore they enjoy better mentalhealth.....⁽⁵⁾. So, in short, self-confidence is important. So, our next question is, how do we get self-confidence? That is, how do we get self-confidence, if we don't have it, and also, how do we keep self-confidence, if we do have self-confidence? Well, the truth is, there are many things we can do in ourdaily.....⁽⁶⁾ life to help develop our self-confidence. The first thing we can do is exercise. Now, I know, exercise seems to be on every list. Do you want physical health? Exercise. Do you want mental health? Exercise. Yes, yes. I know, health experts do talk a lot about exercise. But, why? Why do health experts always talk about exercise? Because itworks.....⁽⁷⁾. It's true. Exercise does help with health AND yes, it also helps you feel more in control. Exercise helps people to feel better about themselves. And yes, exercise can help you feel more self-confident. Really! Try to do a suitableamount.....⁽⁸⁾. Don't do too much. And you can start by walking. If you haven't been doing too much exercise, walking is enough. And, if you like, you can do moreactive.....⁽⁹⁾ exercise. So, for health and self-confidence, make exercise a dailyhabit.....⁽¹⁰⁾. Next, clean your room. And clean your desk. Again, if your room is clean, and if your desk is clean, you feel more in control. And if you feel in control, you feel more confident. So, take the time to clean your room, and take the time to clean your desk at least once a week. I know, I know. Maybe Isound.....⁽¹¹⁾ like your mother!! But mum was right! So, find the time to clean your room and clean your desk. Okay, those two were the easy ones. The next one might take some time. But, it's important. So, my last piece ofadvice.....⁽¹²⁾ is "Be prepared". Be prepared. What does this mean? Well, it means to be prepared for your next task. So, this means practice and study. If you have a test, you need to be prepared. That is, you need to study. And, you need to study asuitable.....⁽¹³⁾ amount. So, give yourself time to study. Start studying right away. Don't wait. And if you want to play a sport, or play an instrument, or, speak a foreign language, again you need to practice. And you need topractice.....⁽¹⁴⁾ a suitable amount. You don't have to be perfect. I'll say that again, you don't have to be perfect. But, you should be prepared. Now, of course there are many other things you can do to help your self-confidence, but if follow these threepractices.....⁽¹⁵⁾, you'll feel better about yourself.

Summarizer (Unit 1 Video)

1. Complete the summary using the words below.

- ◆ about ◆ rural ◆ busy ◆ student ◆ wages
◆ farm ◆ tall ◆ than ◆ crowded ◆ stay

This video is _____ Aizhan. Aizhan lives in Tokyo but she is from Kazakhstan. She likes Tokyo. Tokyo is _____ but convenient. There are many trains and buses. Aizhan is from a small _____ town outside of Almaty. She grew up on a _____. She likes the landscape. There are beautiful _____ mountains. Her hometown is quiet. This is different from Tokyo. Tokyo is _____ and exciting. But it's expensive. The rents are quite high. Also medicine is more expensive in Tokyo _____ in Almaty. But the _____ are also quite high. So, it's okay. Aizhan is a _____, so she usually studies. But sometimes she meets her friends. They go out for coffee, go window shopping, or go out to Karaoke. Sometimes they _____ out all night.

2. Practice saying the summary inside your head, without looking at these notes.

Detail Master (Unit 1 Video)

1. Look at the scripts on page 62. Answer the questions.

1. What is the population of the greater Tokyo area?
.....
2. Where is Aizhan from?
.....
3. What is the current capital of Kazakhstan? Do you know?
.....
4. Can you describe the view of Aizhan's hometown?
.....
5. The rents in Tokyo are high, but Aizhan doesn't mind. Why not?
.....
6. What time do the trains stop running in Tokyo?
.....
7. What is expensive in Tokyo but cheap in Kazakhstan?
.....

Leader (Unit 1 Video)

1. Complete the questions using the words below.

- ◆ many ◆ the ◆ when ◆ does ◆ is
◆ often ◆ of ◆ mean ◆ job ◆ in

1. How _____ people live in the greater Tokyo area?
2. According to Aizhan, how _____ do trains come during rush hour.
3. What is _____ largest city in Kazakhstan?
4. _____ Almaty the capital _____ Kazakhstan?
5. _____ do the trains stop running in Tokyo?
6. What _____ *greater* _____?
7. What is Aizhan's _____?
8. What is expensive _____ Tokyo

2. Write down three more questions.

1. _____?
2. _____?
3. _____?

Vocabulary Master (Unit 1 Video)

1. Look at the answers below. What are the questions?

1. Q: *What does "greater" mean _____?*
A: This means the area of a city PLUS the areas just outside the city.
2. Q: _____?
A: This adjective describes life in the countryside, it describes things in the countryside.
3. Q: _____?
A: This is something that you take when you are sick. It will make you feel better.
- Q: _____?
4. A: This is an adjective that describes many people in a small place.

2. Look at the scripts on page 62. Choose 3 words. Write a meaning (definition) for these words on the back of this piece of paper.

Dictation Extension Activities - Unit 1 Video

Dictation Extension Activities Unit 1 - Video (Comprehension)

(10+ minutes)

1. Have students take out a piece of paper.
2. Tell them to write down the numbers 1 to 8.
3. Dictate the following:
 1. How many people live in the greater Tokyo area?
 2. How often do trains come during rush hour in Tokyo?
 3. What is the largest city in Kazakhstan?
 4. What can you see in the landscape at Aizhan's hometown?
 5. What are two things that are more expensive in Tokyo than in Kazakhstan?
 6. What does Aizhan do on usual days?
 7. What does Aizhan mention Tokyo as being a center of?
 8. What time do trains stop running in Tokyo?

NOTE: Feel free to change, add, subtract as you like.

4. Have students work with a partner and check these sentences. Dictate any needed sentences again.
5. Put these sentences on the board or on a projector.
6. Have the students answer each question in a full sentence.

Extension 2 (Springboard)

(10+ minutes)

1. Have students take out a piece of paper.
2. Tell them to write down the numbers 1 to 5.
3. Dictate the following:
 1. Do you like your hometown? Why or why not?
 2. What is your hometown most famous for?
 3. Is it easy to travel around your hometown? Why or why not?
 4. What do you enjoy doing with your friends in your free time?
 5. Do you want to live somewhere else after you graduate? Why or why not?
3. Have students work in pairs and check these sentences. Dictate again as needed.
4. Have students in groups or pairs discuss these questions.

Summarizer (Unit 1 Reading 2)

1. Complete the summary using the words below.

- ◆events ◆debt ◆traditional ◆countryside
- ◆county ◆strong ◆rural ◆agritourism

Many people think that South Korea has a _____ economy. However, the _____ is not so strong. Many small towns have started to go into _____. However, _____ is helping _____ economies to grow. One example is Yesan _____. The county holds many _____ throughout the year, for example, the Yesan Market Festival, the Apple Festival and the Cultural Festival. Yesan county is rural but accommodations are quite easy to find. So, if you have the chance why not visit and learn about Korean _____ life

2. Practice saying the summary inside your head without looking at these notes.

Detail Master (Unit 1 Reading 2)

1. Look at the scripts. Answer the questions.

1. Which Korean cities are very successful?

2. Why do young people move to the cities?

3. What are local governments trying to do?

4. How many agritourism villages are there in Korea?

5. Name three things visitors can do at the *Yesan Market Festival*:

2. Read the article again.

Leader (Unit 1 Reading 2)

1. Complete the questions using the words below.

- ◆helping ◆fruits ◆stable ◆artists ◆why
- ◆families ◆see ◆centers ◆resorts ◆many

1. What do people _____ when they look at South Korea from a distance?
2. _____ do many young people move to the big cities?
3. How is *agritourism* _____ many local economies?
4. How _____ Green Tourism Villages are there in South Korea?
5. What kind of _____ do farms grow in Yesan county?
6. Who are the local _____ whose photographs are on exhibition?
7. Why is the Yesan Market Festival perfect for _____?
8. What kinds of hotels and _____ can people stay at in Yesan county?

2. Write down three more questions.

1. _____?
2. _____?
3. _____?

Vocabulary Master (Unit 1 Reading 2)

1. Look at the answers below. What are the questions?

1. Q: What does "from a distance" mean _____?
A: This expression means *in general, without too much detail, from a long way away.*
2. Q: _____?
A: This is a fruit. It is small, round, and blue.
3. Q: _____?
A: This adjective means *new, up-to-date.*
4. Q: _____?
A: This is a natural pool with hot water.

2. Look at the article on pages 13 and 14. Choose 3 words. Write a meaning (definition) for these words on the back of this piece of paper.

Dictation Extension Activities - Unit 2 Reading 1

Dictation Extension Activities Unit 2 - Reading 1 (Comprehension)

(10+ minutes)

1. Have students take out a piece of paper.
2. Tell them to write down the numbers 1 to 8.
3. Dictate the following:
 1. *What are the three examples of housework in the reading?*
 2. *When was extreme ironing invented?*
 3. *Who invented extreme ironing?*
 4. *How did the inventor come up with the idea for extreme ironing?*
 5. *Where were the first places the inventor did extreme ironing?*
 6. *What is the name of an international extreme ironing event?*
 7. *Where is it held?*
 8. *What are some examples of extreme ironing?*

NOTE: Feel free to change, add, subtract as you like.

4. Have students work with a partner and check these sentences. Dictate any needed sentences again.
5. Put these sentences on the board or on a projector.
6. Have the students answer each question in a full sentence.

Extension 2 (Springboard)

(10+ minutes)

1. Have students take out a piece of paper.
2. Tell them to write down the numbers 1 to 5.
3. Dictate the following:
 1. *What are some sports or activities that you would like to try? Why?*
 2. *Would you like to try skydiving? Why or why not?*
 3. *Do you like hiking? Why or why not?*
 4. *Would you like to try and climb some very high mountains? Why or why not?*
 5. *Did you like your physical education class in junior high school? Why or why not? What did you do?*
3. Have students work in pairs and check these sentences. Dictate again as needed.
4. Have students in groups or pairs discuss these questions.

OPTION: These questions could be done with a *Question Box Melee* style.

Summarizer (Unit 2 Reading 1)

1. Complete the summary using the words below.

- ◆ relatives ◆ taken ◆ unusual ◆ housework ◆ creativity ◆ even ◆ funny ◆ invented

If you don't like doing _____, maybe you could try the _____ sport of extreme ironing. Extreme ironing was _____ in 1980. Tony Hiam, the inventor, noticed that one of his _____ liked to iron his clothes _____ while camping. He thought it was _____. So he started ironing in unusual places. It was now _____ off as a sport. There are now organizations and international events. All you need is a sense of adventure, some _____ and a bit of humor.

2. Practice saying the summary inside your head without looking at these notes.

Leader (Unit 2 Reading 1)

1. Complete the questions using the words below.

- ◆ name ◆ who ◆ tent ◆ mean ◆ why ◆ need

- 1. _____ invented extreme ironing?
2. What do you _____ to participate?
3. What is the _____ of an extreme ironing organization?
4. _____ was extreme ironing invented?
5. What does housework _____?
6. What does _____ mean?

2. Write down four more questions.

- 1. _____?
2. _____?
3. _____?
4. _____?

Summarizer (Unit 2 Video)

1. Complete the summary using the words below.

- ◆ Tanek ◆ power ◆ coast ◆ store ◆ hobby ◆ being ◆ rides ◆ more ◆ not ◆ feel

_____ is from Hawaii. And his _____ is bodyboarding. He likes it, because you can feel the _____ of the wave, and you _____ amazing. Tanek grew up near the _____. So, it was easy to go bodyboarding. Today, he is either at school, at the bodyboarding _____ where he works, or in the water. He often _____ waves with his friends. Bodyboarding can be dangerous, so it's important to feel comfortable with _____ uncomfortable. He said that practice is important. That is, the _____ you do it, the better you get. So, why _____ give it a try!

2. Practice saying the summary inside your head without looking at these notes.

Leader (Unit 2 Video)

1. Complete the questions using the words below.

- ◆ Where ◆ What ◆ about ◆ inside ◆ feel ◆ first ◆ mean ◆ according

- 1. Who did he _____ go bodyboarding with?
2. _____ does he work?
3. _____ does tourist mean?
4. What does he say _____ practice?
5. What does scared mean?
6. _____ to Tanek, how do you _____ when you're _____ a wave?

2. Write down three more questions.

- 1. _____?
2. _____?
3. _____?

Detail Master (Unit 2 Reading 1)

1. Look at the article. Answer the questions.

- 1. What are some examples of housework?
2. What is extreme ironing?
3. When was extreme ironing invented?
4. What is the name of an extreme ironing event?
5. What are some examples of how people do extreme ironing?

2. Read the article again.

Vocabulary Master (Unit 2 Reading 1)

1. Look at the answers below. What are the questions?

- 1. Q: What does wash mean?
A: This means to make something clean.
2. Q: _____?
A: This is a place where people sleep when they go camping.
3. Q: _____?
A: For example, your cousin, your uncle, your aunt and on on.
4. Q: _____?
A: This is the feeling you have when you are completely NOT interested in something.
5. Q: _____?
A: This adjective describes many people in a small area.

2. Look at the article on page 18. Choose 3 words. Write a meaning (definition) for these words on the back of this piece of paper.

Detail Master (Unit 2 Video)

1. Look at the scripts. Answer the questions.

- 1. What does Tanek say about practice?
2. What does Tanek say about feeling uncomfortable?
3. Why is it easy for Tanek to go bodyboarding?
4. If Tanek is not at work, where could you find him?
5. What does Tanek say about being in the air?

2. Read the script on page 62 again.

Vocabulary Master (Unit 2 Video)

1. Look at the answers below. What are the questions?

- 1. Q: What does wipe out mean?
A: This expression means to fall or have a big crash when you are riding something
2. Q: _____?
A: This adjective means great, wonderful.
3. Q: _____?
A: This adjective means really enjoyable.
4. Q: _____?
A: This is the opposite of outside.

2. Look at the scripts on page 62. Choose 3 words. Write a meaning (definition) for these words on the back of this piece of paper.

Dictation Extension Activities Unit 2 - Reading 1 (Comprehension)

(10+ minutes)

1. Have students take out a piece of paper.
2. Tell them to write down the numbers 1 to 8.
3. Dictate the following:

1. According to the article, what are some things that people collect?
2. According to the article, what is an example of a "very common" hobby?
3. What is the name of the large event where fans meet actors and creators?
4. What does LARP stand for?
5. What do people doing yarn bombing make clothes from?
6. What do people doing toy voyaging take pictures of?
7. How many people die each year rock climbing?
8. Why are some rocks dangerous?

NOTE: Feel free to make up and dictate your own dictation questions. These are all just examples.

4. Have students work with a partner and check these sentences. Dictate any needed sentences again.
5. Put these sentences on the board or on a projector.
6. Have the students answer each question in a full sentence.

Extension 2 (Springboard)

(10+ minutes)

1. Have students take out a piece of paper.
2. Tell them to write down the numbers 1 to 5.
3. Dictate the following:
 1. Would you like to try LARPing? Why or why not?
 2. Would you like to attend an event like Comic Cons? Why or why not?
 3. Are there any places, or events in your country that are like Comic Cons? Can you describe it?
 4. Can you think of any other hobbies, like duck herding, that you do with animals? What?
 5. What are some things that people like to collect?
3. Have students work in pairs and check these sentences. Dictate again as needed.
4. Have students in groups or pairs discuss these questions.

OPTION: These questions could be done with a *Question Box Melee* style.

Summarizer (Unit 2 Reading 2)

1. Complete the summary using the words below.

- ◆ lastly ◆ be ◆ others ◆ some
- ◆ result ◆ like ◆ involve ◆ different

People have many _____ kinds of hobbies. Some hobbies _____ doing things. Others involve collecting things. Some hobbies are common. _____ are more unusual, for example cosplaying. Other examples are LARPing, yarn bombing and toy voyaging. _____, some hobbies can be dangerous, _____ extreme ironing. _____ hobbies require special skills or knowledge. And as a _____, even simple hobbies like rock collecting can sometimes _____ dangerous.

2. Practice saying the summary inside your head, without looking at these notes.

Detail Master (Unit 2 Reading 2)

1. Look at the scripts. Answer the questions.

1. What does LARP mean?
.....
2. What is yarn bombing?
.....
3. What do toy voyagers do with garden gnomes?
.....
4. Why can rock collecting be dangerous?
.....
5. What are some examples of some unusual hobbies?
.....
.....
.....

2. Read the article again.

Leader (Unit 2 Reading 2)

1. Complete the questions using the words below.

- ◆ What ◆ hobby
- ◆ year ◆ stand

1. How many people die each _____ rock climbing in the United States?
2. Which _____ can be more dangerous: rock collecting or stamp collecting? Why?
3. What does LARP _____ for?
4. _____ is cosplaying?

2. Write down five more questions.

1. _____?
2. _____?
3. _____?
4. _____?
5. _____?

Vocabulary Master (Unit 2 Reading 2)

1. Look at the answers below. What are the questions?

1. Q: *What is wool* _____?
A: This is the soft, thick hair from a sheep. It is used to make clothes.
2. Q: _____?
A: These are small imaginary men. They often have a hat.
3. Q: _____?
A: If you eat or drink this, this can kill you or make you very sick.
4. Q: _____?
A: This is a grey bird that often lives in cities and towns.

2. Look at the article on page 22. Choose 3 words. Write a meaning (definition) for these words on the back of this piece of paper.

Summarizer (Unit 3 Video)

1. Complete the summary using the words below.

- ◆ Spain ◆ yolks ◆ burnt ◆ cool ◆ ingredients
- ◆ bake ◆ sugar ◆ Europe ◆ spread ◆ golden

Crème Brulee is a dessert from _____, but people don't know where it comes from, exactly. Some people say France, but others say England or _____. It is made from egg _____, milk, whipping cream, vanilla, and _____. After mixing the _____ together, you _____ it in the oven for forty-five minutes and let them _____ down for thirty minutes. The final step is making the _____ sugar topping. _____ some sugar on the top of the dessert, and then burn it using a blowtorch until the color is _____ brown. And that's it!

2. Practice saying the summary inside your head, without looking at these notes.

Detail Master (Unit 3 Video)

1. Look at the scripts. Answer the questions.

1. Where is Crème Brulee from?

2. What part of the egg do you use?

3. How hot should the oven be?

4. What tool do you use to make the burnt sugar top?

5. Name three ingredients needed for the recipe:

2. Read the scripts again.

Leader (Unit 3 Video)

1. Complete the questions using the words below.

- ◆ flavor ◆ color
- ◆ instead ◆ many

1. What _____ are the yolks of an _____?
2. How _____ milliliters of milk do you need?
3. What can you use _____ of oven-proof dishes?
4. What gives Crème Brulee its unique _____?

2. Write down five more questions.

1. _____?
2. _____?
3. _____?
4. _____?
5. _____?

Vocabulary Master (Unit 3 Video)

1. Look at the answers below. What are the questions?

1. Q: *What does "imported" mean _____?*
A: This term means something that came from another country.
2. Q: _____?
A: This noun means the place that something first started.
3. Q: _____?
A: It is a tool used for mixing.
4. Q: _____?
A: This means something that is safe to use in the oven.

2. Look at the scripts on page 63. Choose 3 words. Write a meaning (definition) for these words on the back of this piece of paper.

Dictation Extension Activities - Unit 3 Reading 2

Dictation Extension Activities Unit 2 - Reading 1 (Comprehension)

(10+ minutes)

1. Have students take out a piece of paper.
2. Tell them to write down the numbers 1 to 8.
3. Dictate the following:

1. *When did Christopher Columbus travel to the Americas?*
2. *What are 5 foods that came from the Americas?*
3. *At first, why did people grow tomatoes?*
4. *When did Italians first start cooking with tomatoes?*
5. *What plants came to the Americas from Europe?*
6. *What animals came to the Americas from Europe?*
7. *What diseases came to the Americas from Europe?*
8. *How many people in the Americas died from diseases from Europe?*

NOTE: Feel free to make up and dictate your own dictation questions. These are all just examples.

4. Have students work with a partner and check these sentences. Dictate any needed sentences again.
5. Put these sentences on the board or on a projector.
6. Have the students answer each question in a full sentence.

Extension 2 (Springboard)

(10+ minutes)

1. Have students take out a piece of paper.
2. Tell them to write down the numbers 1 to 5.
3. Dictate the following:

1. *Which of the foods listed in the reading do you often eat?*
2. *What popular foods in your country came from another country?*
3. *What are some international foods that you like to eat?*
4. *What are some dishes that you can make?*
5. *What are some sweet foods that you really like?*

3. Have students work in pairs and check these sentences. Dictate again as needed.
4. Have students in groups or pairs discuss these questions.

OPTION: These questions could be done with a *Question Box Melee* style.

Summarizer (Unit 3 Reading 2)

1. Complete the summary using the words below.

- ◆ result ◆ exchange ◆ for ◆ unfortunately
- ◆ reasons ◆ foods ◆ died ◆ potatoes

Christopher Columbus went to the Americas in 1492. As a _____, trade in plants and animals between Europe and the Americas also began. This trade is called the Columbian _____. Today, many important foods in Europe, _____ example tomatoes and _____, are actually from the Americas. And these foods were one of the _____ that the European population began to grow. Also, many _____ that are now popular in the Americas are from Europe. However, _____, this trade also brought many diseases to the Americas. Local populations became sick and many people _____.

2. Practice saying the summary inside your head.

Detail Master (Unit 3 Reading 2)

1. Look at the article. Answer the questions.

1. How did Europeans use tomatoes at first?

2. Why did cultures collapse in the Americas?

3. When did tomatoes become an important part of Italy's food culture?

4. Why could you NOT get French Fries in France around 500 years ago?

5. Name three types of animals that the Americas imported from Europe:

2. Read the article again.

Leader (Unit 3 Reading 2)

1. Complete the questions using the words below.

- ◆ cholera ◆ longer
- ◆ starting ◆ years

1. How many _____ are in a century?
2. What is _____?
3. Why is Columbus Day no _____ a holiday in some parts of the United States?
4. Why did many people in the Americas get sick, starting around 500 years ago?

2. Write down five more questions.

1. _____?
2. _____?
3. _____?
4. _____?
5. _____?

Vocabulary Master (Unit 3 Reading 2)

1. Look at the answers below. What are the questions?

1. Q: *What does confused mean* _____?
A: This adjective means to not understand something.
2. Q: _____?
A: This is an insect. This animal makes honey.
3. Q: _____?
A: This is a plant. It is used to make cigarettes.
4. Q: _____?
A: This is the place where people grow flowers, or also vegetables.

2. Look at the article on page 31. Choose 3 words. Write a meaning (definition) for these words on the back of this piece of paper.

Dictation Extension Activities - Unit 2 Reading 2

Dictation Extension Activities Unit 2 - Reading 1 (Comprehension)

(10+ minutes)

1. Have students take out a piece of paper.
2. Tell them to write down the numbers 1 to 8.
3. Dictate the following:
 1. According to the article, what are some things that people collect?
 2. According to the article, what is an example of a "very common" hobby?
 3. What is the name of the large event where fans meet actors and creators?
 4. What does LARP stand for?
 5. What do people doing yarn bombing make clothes from?
 6. What do people doing toy voyaging take pictures of?
 7. How many people die each year rock climbing?
 8. Why are some rocks dangerous?

NOTE: Feel free to make up and dictate your own dictation questions. These are all just examples.

4. Have students work with a partner and check these sentences. Dictate any needed sentences again.
5. Put these sentences on the board or on a projector.
6. Have the students answer each question in a full sentence.

Extension 2 (Springboard)

(10+ minutes)

1. Have students take out a piece of paper.
2. Tell them to write down the numbers 1 to 5.
3. Dictate the following:
 1. Would you like to try LARPing? Why or why not?
 2. Would you like to attend an event like Comic Cons? Why or why not?
 3. Are there any places, or events in your country that are like Comic Cons? Can you describe it?
 4. Can you think of any other hobbies, like duck herding, that you do with animals? What?
 5. What are some things that people like to collect?
3. Have students work in pairs and check these sentences. Dictate again as needed.
4. Have students in groups or pairs discuss these questions.

OPTION: These questions could be done with a Question Box Melee style.

