

Background Note

UNIT OPENER pages 120–121

The picture shows a nighttime view of Petronas Towers in Kuala Lumpur, Malaysia. With 88 floors, these towers are the tallest twin towers in the world and are a landmark in Kuala Lumpur. The towers were designed by Argentine architect César Pelli and construction began in 1993. The buildings house both office and retail space.

Multilevel Option 1

UNIT QUESTION page 121

1. Have students list three special places and activities in Activity A.
2. Have students discuss their answers to the questions with a partner.
3. Call on volunteers to share their ideas with the class. Ask questions: *What is your favorite place? Why? Who has the same favorite place? What is your favorite activity? Who likes the same activity?*

MULTILEVEL OPTION

Group lower-level students to brainstorm a list of places and activities. Write the ideas on the board. Have higher-level students write sentences to answer the questions.

Expansion Activity 1

UNIT QUESTION page 121

1. Introduce the Unit Question: *Where do you want to travel?* Ask related information questions or questions about personal experiences: *What do you like about your local area, town, or city? What kinds of things are there for tourists to do? Why else might they visit your local area, town, or city?* Remind students to draw on their answers from Activity A.
2. Label four pieces of poster paper (*City, Beach, Mountains, Countryside*) and place them in the corners of the room.
3. Ask students to read and consider the Unit Question for a moment and then stand in the corner next to the poster that best represents their answer to the question.
4. Direct the groups in each corner to talk among themselves about the reasons for their answer. Tell them to choose a note-taker to record the answers on the poster paper.
5. Call on volunteers from each corner to share their opinions with the class.
6. Leave the posters up for students to refer back to at the end of the unit.

Background Note

LISTENING 1 page 123

Ubud is a city in the middle of the Indonesian island of Bali. Its origins date back to the 8th century. During the early part of the 20th century, it was under Dutch colonial control. It is known today for its cultural activities.

Bruges is a beautiful city in Belgium, known not only for its chocolate, but also for its canals and lace. It dates back a couple of thousand years to the time of the Romans.

Students may not be aware that New York city is often referred to informally as “the Big Apple.”

Multilevel Option 2

LISTENING 1: Travel Talk

A. VOCABULARY pages 123–124

1. Direct students to read the sentences and circle *a* or *b*.
2. Have students compare their answers with a partner.
3. Go over the answers with the class.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Have higher-level students complete the activity individually and then compare their answers with a partner. Tell the pairs to write an additional sample sentence for each word. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the words rather than on grammatical issues.

Background Note

LISTENING 2 page 129

The popularity of solo traveling is increasing, especially among women. According to recent surveys, the number of women who are traveling alone has almost doubled in the past few years, and solo travelers now make up 17% of the total number of travelers.

Multilevel Option 3

LISTENING 2: Traveling Alone

A. VOCABULARY page 129

1. Direct students to read the sentences and write the underlined word next to the correct definition.
2. Have students compare their answers with a partner.
3. Go over the answers with the class.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate sentences: *I feel nervous when I go to a party where I don't know anyone. / I don't like vanilla ice cream and I don't like strawberry ice cream either. / There are many advantages to learning English. One is that you can get a job more easily.* Allow students to use a dictionary if necessary. Have higher-level students complete the activity individually and then compare their answers with a partner. Tell the pairs to write an additional sample sentence for each word. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the words rather than on grammatical issues.

Expansion Activity 2

WORK WITH THE VIDEO pages 132–133

1. After students have completed Activities A–C on pages 132 and 133, tell them they are going to plan an itinerary for guests who are visiting the city or area where they live or study at the moment.
2. Tell them, *Imagine that your friend from a different country wants to visit you next week. Your friend only has one day to spend here. Where will you take him/her?*
3. Put students into groups and give them a piece of paper. Have them plan a day of local activities.
4. Come together as a class and have a representative from each group read the itinerary with the class. Vote on the most exciting and interesting day.

Vocabulary Skill Note

BUILDING VOCABULARY: Using the dictionary: word families page 134

1. Have students read the information about using the dictionary to look up word families.
2. Check comprehension: *What is a word family? What can word families include? What noun is in the same word family as the verb correct? What is the noun form of the verb locate?*

Skill Note

Point out that most suffixes, or endings, tell you what part of speech a word is. For example, *-ion* or *-tion* added to a verb usually makes it a noun. To make an adverb from most adjectives, students can add *-ly*. Suggest students keep a list of common endings, or suffixes, that will help them recognize or create word families.

Expansion Activity 3

B. APPLY page 135

1. Direct students' attention to the photos and ask: *Who do you see in the first picture? What is his job? What do you see in the second picture?*
2. Have students write the part of speech of words a–h.
3. Go over the answers with the class.

4. Have students complete the sentences individually.
5. Have students compare their answers with a partner.
6. Go over the answers with the class.

21ST CENTURY SKILLS EXPANSION

Dictionary skills are vital both in the classroom and in professional settings. A non-native speaker studying or working in an English-speaking environment will often need to rely on a dictionary, both for written and oral communication. Learning how to take full advantage of a dictionary will help students become more independent learners. Help students achieve this independence by emphasizing the dictionary skills they have learned throughout the course and how these skills can assist them both academically and professionally.

Grammar Note

PAST OF BE; SIMPLE PAST AFFIRMATIVE STATEMENTS pages 136–137

1. Have students read the information about the past of *be*.
2. Elicit or provide additional example sentences: *I wasn't in class yesterday. We were at the beach last week. She was tired last night.* Ask questions: *Were you at the beach last month? Was your favorite TV show on last night? What are some expressions that show past time?*
3. Check comprehension by asking questions: *What form of be do we use with he, she, or it in the past? What form do we use with I? What form do we use with the other pronouns? What is the contraction of were not?*
4. Have students read the information about simple past affirmative statements.
5. Check comprehension by asking questions: *How do we form the simple past for regular verbs? Does the form change with different subjects?*

Skill Note

Unit 8 covers the simple past of irregular verbs. In this unit, students will only focus on *be* and regular verbs. Students often have trouble with regular verbs ending in *-y*. Refer students to p. 137 for spelling rules. Stress that the *y* only changes to *i* after a consonant.

Multilevel Option 4

A. APPLY page 137

1. Direct students' attention to the first item. Elicit the correct order and write it on the board (*Where were you yesterday?*). Point out that they have to write the correct form of *be*.
2. Have students write the questions individually.
3. Have students compare their answers with a partner.
4. Go over the answers with the class.
5. Have students take turns asking and answering the questions in pairs.

MULTILEVEL OPTION

Pair lower-level students to ask and answer the questions orally. Have higher-level students write their answers in complete sentences. Ask volunteers to write the sentences on the board.

Multilevel Option 5

C. CREATE page 138

1. Direct students to complete the sentences individually.
2. Have students read their sentences to a partner.
3. Elicit answers from the class.

MULTILEVEL OPTION

Group lower-level students and provide models on the board. Put higher-level students in pairs to listen to their partner's sentences and rewrite them using *he* or *she*.

Unit Assignment Rubrics

Unit 7 Global Studies

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Give a presentation about where you want to travel.*

20 points = Presentation element was completely successful (at least 90% of the time).

15 points = Presentation element was mostly successful (at least 70% of the time).

10 points = Presentation element was partially successful (at least 50% of the time).

0 points = Presentation element was not successful.

Give a Presentation	20 points	15 points	10 points	0 points
Student's information was clear.				
Student used vocabulary from this unit.				
Student used the past tense correctly.				
Student pronounced past tense verbs with <i>-ed</i> correctly.				
Students were able to ask open questions.				

Total points: _____

Comments: