

## Unit Overview

### Introduction to the unit

The title of this unit—*Frontiers*—summarizes the main themes: explorers and exploration both current and historic, famous explorers throughout history, space exploration, exploration or frontiers of the mind through a discussion of important inventions, and giving well-organized and engaging presentations about important inventions.

In **Lesson 3.1**, the idea of exploration is reflected in the following activities: completing sentences, describing what makes a successful explorer, a listening activity about some surprising facts about the Earth, and a discussion prioritizing different areas of possible exploration. In **Lesson 3.2**, the following exercises demonstrate the theme of frontiers and exploration: completing a matching activity with facts about famous historic explorers, reading about three particularly famous explorers, and using gerunds and infinitives to talk about exploration and explorers. In **Lesson 3.3**, students will learn more about writing paragraphs with strong topic sentences and using *so* and *such* to emphasize particular points. In **Lesson 3.4**, students will watch a video and will then practice different types of interruption strategies and the language used to resume speaking after being interrupted. In the *Real-World English Strategies*, teachers will help students practice interrupting appropriately, resuming talking after being interrupted, and marking change of topics. Finally, in **Lesson 3.5**, the exercises summarize what students have learned about the theme of frontiers and exploration and have them practice giving presentations on important inventions.

## Lessons

### 3.1 End of the Road?

**Listening Skill** Recognizing rephrasing in a talk

**Grammar in Context** Verbs + *to* infinitive or *-ing* form

- Recognize rephrasing signal words
- Learn which verbs can use either verb + *to* or verb + *-ing* form without any change in meaning
- Learn about the meaning change some verbs have when using verb + *to* rather than verb + *-ing* form
- Vocabulary related to exploration (Oxford 3000)

### 3.2 Who Went Where?

**Reading Skill** Working out meaning from context

**Vocabulary Development** Suffixes for nouns

**Grammar in Context** Verbs + *-ing* form or verbs + *to* infinitive

- Use context to guess the meaning of unfamiliar words
- Use suffixes to make nouns
- Learn which verbs take only verb + *-ing* or verb + *to* form
- Vocabulary related to pioneers (Oxford 3000)

### 3.3 Inner or Outer Space?

**Writing Skill** Writing paragraphs and topic sentences

**Grammar in Context** *so* and *such*

- Write topic sentences that show the paragraph organization and signal the paragraph main idea
- Use *so* and *such* to emphasize what things are like

### 3.4 Excuse Me...

**Real-World English** Interrupting and resuming

- Use appropriate interrupting language
- Signal a need to interrupt or ask a question appropriately
- Learn phrases to indicate it is your turn to speak again

### 3.5 Moving On

**Speaking** Giving a presentation

**Pronunciation Skill** Shifting stress in suffix words

- Organize a presentation well
- Create clear and engaging presentation introductions
- Use signpost phrases to help listeners follow your presentation
- Practice pronunciation of suffix words

## Resources

**Class Audio** CD 1, Tracks 19–26

**Workbook** Unit 3, pages 15–21

**Oxford Readers Correlations**

Treasure Island (9780194657419)

**Teacher's Resource Center**

Assessments: Unit test, Progress test

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

## Unit Opener

### Student Book page 27

The unit opener photo shows an older man on a long-distance train, gazing out a window. The reason it appears to be a long-distance train is that there are compartments and the man is standing in the train hallway, perhaps because he's been on the train for a while and wants a change of position. The photograph relates to the unit theme and subsequent exercises because it focuses on the feeling of travel and exploration.

### Photographer

#### Gianni Cipriano

Gianni Cipriano (b. 1983) is a Sicilian-born independent photographer based in Napoli, Italy. His work focuses on contemporary social, political, and economic issues. Gianni regularly works for *The New York Times* and has been documenting the ongoing upheaval in Italian politics for *L'Espresso* weekly magazine since 2013. His editorial work has also appeared in *TIME*, *Wired*, *The Wall Street Journal*, *Le Monde Magazine*, *The Guardian Weekend Magazine*, *MSNBC.com*, *Io Donna*, *Ventiquattro*, *IL*, *Courrier International*, *Vanity Fair*, and *Esquire*, among others. After studying aerospace engineering and architecture, he graduated from the Documentary Photography and Photojournalism Program at the International Center of Photography in New York in 2008. He has received recognition and awards from Picture of the Year International (POYI), American Photography, New York Photo Awards, International Photography Awards, and the Ian Parry Scholarship. Gianni's work has been showcased in group exhibitions in venues such as the Rencontres d'Arles, FOLI Lima Biennale of Photography, MOPLA, and Lumix Festival for Young Photojournalism.

### Unit Snapshot

- 1 For question 1, ask students if they know the location and height of Mount Everest.
- 2 For question 2, ask students when and why a woman would need to travel the world as a man.
- 3 For question 3, check students' comprehension of *lenses* and *printing presses*. Ask students how they are related.

### Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the image, provide words and phrases to help them as necessary, for example, *gazing out a train window*, *train hallway*, *compartments on a train*, *crossing new frontiers*. Ask specific questions about the picture: *How old do you think the man is? Where is he standing? Does he look like he's in a rush or stressed? What is happening in the picture? Why is he doing this?*
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Gianni Cipriano answers these questions from his perspective. Play the video for students as many times as needed to check comprehension and discuss any vocabulary items.

- 3 Encourage students to discuss their opinions of the importance of travel, and ask students to share their own travel experiences. Ask students to imagine going someplace very few people have been. Elicit what those places might be and what traveling to them might feel like.

### Answers

Students' answers will vary. Sample answers include:  
People go to new places because they are curious about them.  
Humans have explored all parts of the Earth including the ocean and also space.  
People feel excited and curious when they cross a frontier, especially if they don't know that much about it.

### ▶ Video Script

In this photo, a person is looking out of the window at the Sicilian landscape from the Trinacria train. The Trinacria express is a historical train from Palermo to Milan. People immigrated, historically, from the South to the North for economic reasons. And after Italy's unification 150 years ago, industries and businesses were moved to the North, and contributed to the development of that region. This train was discontinued because it could no longer compete with the low-cost airlines that offer lower rates and faster trips. People go to new places for a variety of reasons: to work, to study, to learn, relax, challenge themselves, or simply to discover something new. Travel is the ideal way to test yourself. It pushes people to their limits and gets them outside of their comfort zone. People discover how resourceful they are when they're exposed to new places, people, and experiences. People also travel to learn something new and expand their perspectives. They want to experience something unfamiliar and leave with new skills or knowledge. Traveling helps open your mind and you will realize that there's no other way to live life. Meeting people from other places will show you that your world view isn't the same as everyone else's.

I think the answer to this question depends on the reason why someone is crossing a frontier. One can feel relief if he or she crosses a border for humanitarian reasons, such as fleeing a war or persecution. Or one can feel hope if he or she crosses a border to look for new economic opportunities. One can feel grateful if crossing a border means being invited and welcomed by a community or a nation. Or one can feel enthusiastic if crossing a border means traveling in order to challenge yourself and discover something new. One can feel despair if crossing a border means being forced to return to the place you once escaped.

### Exercise 1

- 1 Ask students to think about the difference between *travel* and *exploration*. Ask a few volunteers to share examples of both to illustrate the difference. Provide brief explanations and examples if students are unsure.
- 2 Have students work independently to think about their answers to the questions and to make a list of possible benefits and problems of exploration. Circulate to help with vocabulary or to answer individual questions as needed.
- 3 Postpone going over answers until after Exercise 2.

## Exercise 2

- 1 Put students in pairs to compare their preferences and answers. Tell students to give reasons for their answers.
- 2 Have volunteers share places they would like to go and examples of benefits and problems. Write the ideas on the board, creating two lists. As students share, correct any pronunciation errors as needed.

### Answers

Students' answers will vary. Sample answers include:

- 1 I would go to... because I love...
- 2 Some benefits: finding new places, new resources, new cultures, nature.  
The explorer benefits most, from the experience and excitement of exploration.
- 3 Some problems: It can result in new diseases being exported back, in cultures and nature being lost or exploited.

## Real-World Goal

By the end of this unit, students will be able to visit somewhere they have never been before because they will have discussed their and others' experiences with travel and exploration, given engaging presentations, and interrupted presenters when they have questions.

## Lesson 3.1 End of the Road?

Student Book pages 28 – 29

### Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson, and ask what *the end of the road* might mean in this case, eliciting traveling beyond an established route or even a part of the Earth where no roads exist. Ask a few volunteers to share their ideas. Provide a brief explanation and examples if students are unsure. Ask students what they think the lesson will be about.
- 2 Put students in pairs or small groups to discuss the questions.
- 3 Ask students to volunteer their responses to the questions. Write the qualities or traits they call out for good explorers on the board. Ask if any of the students consider themselves good explorers.

### Answers

Students' answers will vary. Sample answers include:  
Good explorers are brave, curious, physically fit, sociable, patient, independent; have a good sense of direction, etc.

### Exercise 2 WHAT'S YOUR ANGLE?

- 1 Direct students to think about their own individual skills and whether any of them would make them into good explorers, given the opportunity. Have them refer to the list you wrote on the board in Exercise 1.
- 2 Have students discuss their ideas in pairs or small groups.
- 3 Have volunteers call out any new traits or skills they came up with that aren't already on the board, and add them to your list.

### Answers

Students' answers will vary. Sample answers include:  
I have a very good sense of direction, which would be helpful on an exploration team.

## Exercise 3 VOCABULARY

- 1 Read the words aloud, and have students repeat with the correct pronunciation. Check students' comprehension of *set off*.
- 2 Have students work independently to complete the exercise.
- 3 If there are any words or phrases that didn't come up in the previous exercises, add them to your list on the board of characteristics of good explorers.

### Answers

- |           |              |            |               |
|-----------|--------------|------------|---------------|
| 1 set off | 3 survive    | 5 quit     | 7 independent |
| 2 explore | 4 keep going | 6 flexible | 8 practical   |

### Oxford 3000 words

independent explore quit practical  
survive set off keep going

## Exercise 4 INTERACT

- 1 Have students compare the descriptions from Exercise 3 with the previously mentioned descriptions they called out for Exercises 1 and 2.
- 2 Have students discuss their answers in pairs.
- 3 Call on volunteers to share their answers with the class.

### Answers

Students' answers will vary. Sample answers include:  
I agree that explorers need to... and that explorers should be... and that it's important for explorers to...

## Exercise 5 INTEGRATE

- 1 Read the instructions with students. Tell students you will first be playing the audio all the way through and they should just listen without making any notes.
- 2 Play the audio. After it is over, ask students to share what they heard with a partner.
- 3 Have volunteers share what they remember. Then tell them you will be playing it again, but this time they should make a note of any skills or qualities they hear.
- 4 Replay the audio. Put students in small groups to compare their notes.
- 5 If needed, replay the audio so students can check their notes and fill in what they missed.

### Answers

The skills and qualities mentioned are: know how to survive and not quit; be aware of your surroundings, be a leader, independent, flexible, practical.

### Audio Script

#### CD 1, Track 19

Thank you... thank you, it's great to be here.  
So, would you make a good explorer? Do you want to find out about the world, push back frontiers, discover new places? If so, I would say you need to be able to truthfully answer yes to these three questions.  
One. Can you really make a commitment? By that I mean, can you make a decision to do something and stick to it when

everything—and I mean everything—is going wrong? Do you have the right attitude to get through the really bad times without quitting? Yes? OK...

Two. Are you truly aware of your surroundings at all times? In other words, do you love to take in everything—and again, I mean everything—that is going on around you, rather than just keeping going, looking ahead at where you are going... or down at your phone? Yes? Do you really stop to look?

Three. Are you a leader? Do you like to be in control when there is danger—or to put it another way, when decisions have to be made quickly, are you the strong independent person to turn to? Or if you aren't, are you the perfect team member, a person who can take orders instantly, follow procedures to the letter, improve your technique in any given practical skill as needed? Yes?

## Listening Skill

### Recognizing rephrasing in a talk

#### GO ONLINE

- 1 Check students' comprehension of *rephrasing*. Ask students when speakers need to rephrase (when they think they are not being understood or when they want to give more information).
- 2 Direct students to read the information in the Listening Skill box. Have students read the example sentences starting with *Would you make ...* to each other. Point out to students that the second sentence is a rephrasing, or more detailed explanation, of the first.
- 3 Have students read the signal phrases.

#### Extra Practice

- 1 Have students practice saying the example sentences in the box starting with *Would you make ...* with the rephrasing signals in the box.
- 2 Have students think of something they know how to do or know about that others might not, e.g., fix a bicycle tire, make a local dish, play an instrument, dance, practice a martial art, etc. Tell students to think of something in the skill area they have that has a technical term in it, for example, a specific tool or name of a dance step or yoga position.
- 3 Put them in small groups to tell each other a little about their skill area. Tell them to use the rephrasing signals to help explain.

### Exercise 6 IDENTIFY

- 1 Point out that the exercise requires a three-way match. Have students first match the traits in the left column to the rephrasings in the right column. Then have them choose the rephrasing signal.
- 2 Put students in pairs to take turns reading their completed matches. Note that the rephrasing signals could work for any of the pairings.
- 3 Replay the audio for students to check their answers.

#### Answers

- 1 make a commitment / by that I mean / make a decision ... stick to it ... get through the really bad times
- 2 be aware of your surroundings / in other words / take in everything ... going on around you ... rather than just... looking ahead
- 3 be in control / to put it another way / the person to turn to ...

### CD 1, Track 19

### Exercise 7 INTEGRATE

- 1 Have students read the key facts. Tell them to call out what kind of information they will be listening for to complete the key facts, eliciting amounts.
- 2 Instruct students to make some guesses in order to predict the answers. Have volunteers call out their estimates, and write the ranges on the board.
- 3 Play the audio while students fill in the correct amounts.
- 4 Put students in pairs to compare answers. Replay the audio to go over the answers as a class. Tell students to raise their hands when they hear an amount mentioned, and stop the audio to go over the correct amount.
- 5 Compare the correct amounts with the student estimates on the board.

#### Answers

1 10%	3 95%	5 € 4 billion
2 70%	4 25 million years	

#### Audio script

##### CD 1, Track 20

If you answered yes to all three questions, you might—just might—have a chance as an explorer. But what is there left to explore? Haven't we been everywhere? Well, if it is important to you to be the first ... did you know that we have discovered only 10 percent of the world's caves? Or that the ocean covers more than 70 percent of the Earth's surface, yet 95 percent remains unexplored? Did you know that under Antarctic ice there is undiscovered life that might have been there for up to 25 million years? However, in my view, we need to stop worrying about being the first to go somewhere. Many explorers have been so busy with being the first that they forgot to look and learn about where they were. And maybe the term exploration itself needs redefining ... It is not only about going outward; we can also go inward. More than €4 billion is spent each year on brain research in Europe alone, and yet, in the area of the mind, we still don't even know how much we don't know ... The main point is that people will continue exploring forever, inward and outward ... It's in our nature as humans. But, as explorers of all types, we should remember to leave the place as we find it ... Leave nothing there and take only knowledge away.

## Grammar in Context

### Verbs + to infinitive or -ing form

#### GO ONLINE

- 1 Elicit from students verbs that are followed by *to* infinitive and *-ing*, and write them on the board—for example, *go on*, *continue*, *try*, and *quit*. Point out that many verbs can be followed by either with no change such as *continue* and *try*. Use another example from the board to point out that with some verbs, the meaning changes such as with *go on* and *quit*.
- 2 Direct students to read the first paragraph in the box. Check students' comprehension of *can't stand*. Ask students to make sentences of their own with the verbs that can take either form.
- 3 Direct students to read the second paragraph and the following examples in the box. Illustrate the meaning difference in the two sentences with *stop* by acting them out.
- 4 For additional practice, see Grammar focus on page 161 in the Student Book.

### Extra Practice

- 1 Put students in pairs to make pairs of sentences with *forget* and pairs of sentences with *remember*, one sentence for each verb with *to* and one with a verb + *-ing*, illustrating the different meanings conveyed by the different forms.
- 2 Have volunteers of pairs write their two sentences on the board. Then have them rephrase one of them while the rest of the class says which sentence the rephrasing is about. Point out that students can use the rephrasing signals from the Listening Skill box to show the meaning differences between the two sentences in each pair. For example, they could say, *I forgot to call my friend. By that I mean, I didn't call my friend because I forgot to do it, versus I forgot calling my friend. That is, I didn't remember that I had called my friend until just now when you reminded me.*
- 3 Write the following verbs on the board: *regret, try, go on, and quit*. Have students repeat steps 1 and 2 for these verbs as well.

### Exercise 8 IDENTIFY

- 1 Have students work in pairs to complete the activity. If there is a difference in meaning, have them explain the difference to one another by using the rephrasing signal words learned in the Listening Skill box.
- 2 Go over the answers as a class.

#### Answers

- 1 He stopped because he wanted to talk. / He no longer talks to me.
- 2 She met them but can't remember doing so. / She missed her appointment with them.
- 3 No difference
- 4 He remembered that he had been there before. / He didn't forget that he needed to go there.
- 5 No difference

### Exercise 9 INTEGRATE

- 1 Read the instructions with students. Tell students to note that one of the items could be either answer but that they need to listen to see which form was used.
- 2 Have students choose the correct verb form independently.
- 3 Play the audio for students to check their answers.

#### Answers

- 1 worrying    2 to look / learn    3 exploring    4 to leave

#### Audio script

##### CD 1, Track 21

- 1 ...we need to stop worrying about being the first to go somewhere.
- 2 ...they forgot to look and learn about where they were.
- 3 ...people will continue exploring forever, inward and outward...
- 4 ...we should remember to leave the place as we find it...

### Exercise 10 WHAT'S YOUR ANGLE?

- 1 Put students in pairs to talk about what they see in each photo.
- 2 Have students discuss the questions in their pairs.

#### Answers

- Students' answers will vary. Sample answers include:
- 1 We should continue exploring DNA so we can better understand what genes may be related to cancer.
  - 2 We should definitely stop exploring artificial intelligence because it raises many ethical questions.
  - 3 We should start to explore the human mind so we can better understand people's responses to stress.

### Exercise 11 INTERACT

- 1 Put pairs together with other pairs to form groups to share their ideas.
- 2 Have groups call out the top two areas for each answer while you write them on the board.
- 3 As a class, have volunteers share what they learned from each other.

#### Answers

- Students' answers will vary. Sample answers include:  
The top two areas for question number 1 in our group were...

## Lesson 3.2 Who Went Where?

Student Book pages 30 – 32

### Exercise 1 ACTIVATE

- 1 Ask students to call out names of famous explorers with their nationalities and approximate dates of exploration while you write them on the board.
- 2 Direct students to look at the photos of the explorers and say which ones they have heard of before. Note which are on the board.
- 3 Have students read the instructions and work independently to list the nationalities, birth and death dates, and areas of exploration under each photo.
- 4 Put students in pairs to compare their answers. Have volunteers call out the answers they think are correct. Do not indicate which answers are correct at this point. Let students know that they will be reading for the correct answers in the next activity.

#### Answers

- 1 Amy Johnson—1903–1941—British—air
- 2 Jacques Cousteau—1910–1997—French—sea
- 3 Matthew Henson—1866–1955—American—the Arctic
- 4 Yuri Gagarin—1934–1968—Soviet—space
- 5 Tenzing Norgay—1914–1986—Nepalese—mountains
- 6 Gertrude Bell—1868–1926—English—desert

### Exercise 2 IDENTIFY

- 1 Put students in pairs to complete the exercise.
- 2 Tell students to try to discuss the possible meaning of the bolded words they are unfamiliar with.
- 3 Go over meanings of the bold words and then the answers as a class.

#### Answers

- |                      |                    |
|----------------------|--------------------|
| a 2 Jacques Cousteau | d 6 Gertrude Bell  |
| b 1 Amy Johnson      | e 3 Matthew Henson |
| c 4 Yuri Gargarin    | f 5 Tenzing Norgay |

## Reading Skill

### Working out meaning from context

#### GO ONLINE

- 1 Direct students to read the first paragraph in the Reading Skill box. Check students' comprehension of *context*.
- 2 Have students read the second paragraph. Point out that this paragraph explains what the term *context* means.
- 3 Have students read the sentence starting with *He was a pioneer...* Point out that the underlined words are context for the word *pioneer*.
- 3 Have students read the third paragraph and the sentence that follows. Ask students what they think *aviate* might mean, eliciting *to fly*.
- 4 Ask students what happens to their reading comprehension when they stop to check words in a dictionary. Have them read the remaining paragraph.

### Extra Practice

- 1 Write the word *cruller* on the board, and tell students it is a word only people in a certain area of the United States use. Tell them you are going to add context to help them understand what the word means. Tell them to write their guess on a piece of paper as soon as they think they know with the letter of the added information.
  - a I tried a cruller this morning.
  - b I had it instead of my usual breakfast.
  - c I bought it at the bakery.
  - d It was delicious but a little more expensive than my usual donut.
  - e It was easier than a donut to dunk into my coffee though.
  - f Tomorrow, I think I'll just get my usual donut instead.
- 2 Elicit from students that a cruller is like a donut but with a different shape that makes it easier to dunk in coffee.
- 3 Put students in pairs to think of a word the other pairs won't know and then to create context clues for the word in the same way you modeled.
- 4 Put pairs into groups of four to try to guess the meaning of each other's words from the context.

### Exercise 3 EXPAND

- 1 Have students review their guesses about the bold words in Exercise 2 and then compare them to dictionary definitions.
- 2 Point out that many of the words will have more than one definition. Put students in pairs to review the definitions and choose the one that fits the meaning of the term in the sentence in Exercise 2.
- 3 Go over the dictionary definitions as a class. Ask students to say if their guesses were close enough in meaning to understand the sentence or if there were any that they needed the dictionary definition for.

#### Answers

Students' answers will vary. Sample answers include:  
In my dictionary I found various definitions of orbit, but the one that works for this meaning is...

### Exercise 4 WHAT'S YOUR ANGLE?

- 1 Have students think about the question. Tell them to think about their reasons for their choice.
- 2 Put students in pairs or small groups to share their responses. Direct students to ask each other questions about their choices, e.g., *How would you feel about the cold?*
- 3 Call on volunteers to share their responses and the reasons for their choices with the class.

#### Answers

Students' answers will vary. Sample answers include:  
If I could have been one of these explorers, I would like to have been Jacques Cousteau because I am very interested in oceans and I think sea life is amazing. Also, it's an area of the world that we will probably never finish exploring. There will always be new things to find.

### Exercise 5 INTEGRATE

- 1 Tell students they are going to skim the article at the bottom of the page. Ask them how to skim, writing the steps on the board, e.g., read the introduction quickly, and then read the first and last sentence of each paragraph quickly.
- 2 Tell students you are going to give them a limited amount of time, e.g., 30 to 60 seconds, to skim the reading. Remind them that skimming and reading carefully are very different.
- 3 Have students skim the reading in the amount of time you decide. Then have them look up from the reading or close their books and get into pairs to tell each other what they remember from their skim.
- 4 Have students work independently to answer the two questions.
- 5 Go over their answers as a class.

#### Answers

Students' answers will vary. Sample answers include:  
1 Female explorers  
2 Being a female explorer was harder because society thought exploring was only for men.

### Exercise 6 APPLY

- 1 Read the words in the box aloud, having the students repeat them after you with the correct pronunciation.
- 2 Put students in pairs to complete the activity.
- 3 Go over the answers as a class.

#### Answers

Students' answers will vary. Sample answers include:  
*Fascinating* is an adjective which means very interesting. It describes the word stories. The topic of the paragraph is interest in women's accomplishments, and so that helps to understand what *fascinating* means. Key words that helped me are ...

### Oxford 3000 words

recognition	illness	membership	possibility
explanation	confidence	personalities	contribution
movement	commitment	independence	achievement
willingness	organization	attraction	

## Exercise 7 EXPAND

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare the words they chose and the meaning they came up with.
- 3 Have volunteers share their words and the meanings with the class.

### Answers

Students' answers will vary. Sample answers include:  
I didn't know what *deserve* meant here, but after looking at the context, I guessed it meant that the women explorers earned this recognition by the things they did.

## Exercise 8 INTEGRATE

OXFORD REFERENCE

- 1 Give students time to read the questions. Tell them to make some guesses as to the possible answers from their initial skim in Exercise 5. Check students' comprehension of *women's movement*, *ignored*, and *factors*.
- 2 Suggest that students read the complete article before attempting to answer the questions. Point out that answering the questions as they read might make it harder for them to comprehend.
- 3 Have students complete the activity independently.
- 4 Put students in pairs or small groups to check their answers.
- 5 Go over the answers as a class.

### Answers

Students' answers will vary. Sample answers include:

- 1 People have become interested in women explorers.
- 2 Raised interest in women's accomplishments.
- 3 That they were willing to face danger, and they faced discrimination.
- 4 They couldn't join explorers groups or speak about their exploits, and they couldn't get sponsorship.
- 5 They had strong personalities, they were intelligent and practical, usually middle-aged or older, unmarried, rich, and educated.
- 6 Female achievements were even greater than male ones given the difficulties they had to overcome.

## Vocabulary Development

### Suffixes for nouns

#### GO ONLINE

- 1 Direct students to read the information in the Vocabulary Development box.
- 2 Go over the examples. Have students repeat after you with the correct stress and pronunciation.

### Extra Practice

- 1 Ask students to find the verbs or adjectives related to the nouns in the Vocabulary Development box (*explore*, *personal*, *achieve*, *confide*, *member*, *willing*).
- 2 Point out that sometimes the meaning changes and sometimes it is very similar. Put students in pairs to discuss which nouns have similar meanings to their adjective or verb and which are a little different.
- 3 Have pairs choose one of the nouns listed in the Vocabulary Development box. Then have them find other nouns with that same suffix.
- 4 As a class, have students say other forms of the same word or of other words whose nouns use that suffix

while other students guess what suffix it is they looked up. For example, for *exploration*, they could say *explore*, *register*, *prepare*, *hesitate*.

## Exercise 9 IDENTIFY

- 1 Have students complete the exercise independently.
- 2 Put students in pairs or small groups to compare their answers.
- 3 Go over the answers as a class.

### Answers

- 1 exploration, recognition, explanation, inspiration, organization, attraction, obligations, complications, contributions—mainly added to verbs
- 2 achievements, movement, accomplishments, commitment—mainly added to verbs
- 3 willingness, illness, greatness—mainly added to adjectives
- 4 confidence, independence—mainly added to adjectives
- 5 personalities, possibility—mainly added to adjectives
- 6 membership, sponsorship—mainly added to other nouns

## Exercise 10 BUILD

- 1 Go over the words in the boxes to check students' comprehension.
- 2 Direct students to think about the meaning of the word needed in each blank before figuring out the word form needed.
- 3 Have students complete the exercise independently.
- 4 Put students in pairs or small groups to compare their answers.
- 5 Go over the answers as a class. Discuss what part of the sentence told them what word form they needed.

### Answers

- |                   |              |
|-------------------|--------------|
| 1 encouragement   | 4 security   |
| 2 contribution(s) | 5 friendship |
| 3 differences     | 6 happiness  |

## Exercise 11 WHAT'S YOUR ANGLE?

- 1 Have students read the sentences in Exercise 10 and check the ones they agree with. Tell students to be ready to explain their reasons.
- 2 Put students in pairs or small groups to discuss their answers. Alternatively, ask students to prepare a one-minute talk on the one sentence they most agree with. Tell students to think of examples that explain their point. For big classes, divide the class into large groups, and have students present to their group.

### Answers

Students' answers will vary. Sample answers include:  
I agree with sentence 1 because everyone needs encouragement and support, especially for hard things. For example, I want to be a great singer, and sometimes I feel like giving up because I don't think I'm good enough, but the encouragement I get from my friends and family helps me to continue.

## Grammar in Context

### Verbs + *-ing* form and verbs + *to* infinitive

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.

- Remind students that in the previous Grammar in Context box, they looked at verbs that can be followed by both *-ing* and the *to* infinitive. Ask them to call out what they needed to remember about those verbs (that sometimes the form following the verb changed the meaning of the sentence).
- Ask students how these verbs are different (they can only be followed by one form or the other, not both). Point out that the rules given can be difficult to remember and that sometimes it's easier to try to memorize common verb phrase combinations.
- For additional practice, see Grammar focus on page 161 in the Student Book.

### Extra Practice

- Write the following column headings on the board: *Verb + to infinitive*, *Verb + -ing*, and *Both*.
- Have students close their books. Then call out verbs from the two lists, and have students call out which type of verb they are.
- List each verb under the correct heading.
- Have students work independently to write a true and false sentence about themselves with two verbs from each category. Tell them to put a blank and then the verb that follows in parentheses. For example, *I \_\_\_\_\_ living in cities over living in the country. I \_\_\_\_\_ getting up early.*
- Have students exchange papers and put the verbs in the correct form. Then have them write true or false after each sentence.
- Have students give their papers back to the original writer to see which ones they got correct.

### Exercise 12 INTEGRATE

- Have students work independently to complete the exercise.
- Put students in pairs to compare answers before calling on individuals to read their answers for the class.

#### Answers

- |             |           |
|-------------|-----------|
| 1 to do     | 4 being   |
| 2 to travel | 5 to know |
| 3 being     | 6 to live |

### Exercise 13 IDENTIFY

- Have students work independently to read the sentences and make the corrections where necessary.
- Put students in pairs to take turns reading their sentences to their partners to check their answers.

#### Answers

- I really enjoy visiting new countries.
- Correct
- I hope to visit every continent in my lifetime.
- I avoid going to crowded travel destinations.
- Correct
- I'm planning to go on an unusual trip soon.

### Exercise 14 WHAT'S YOUR ANGLE?

- Have students reread the sentences in Exercise 13 and circle the numbers of the ones that are true for them.
- Put students in pairs to share their sentences and explain their answers. Direct partners to ask each other questions

about their partner's choices. Circulate to help with vocabulary as needed.

- Have volunteers share one sentence that is true for them, giving an explanation as to why.

#### Answers

Students' answers will vary. Sample answers include:  
Sentences 1 and 4 are most true for me. I love visiting new places, but I can't stand being places where a lot of tourists go. I think those places aren't really authentic because they have changed to fit what the tourists expect and will pay for.

## Lesson 3.3 Inner or Outer Space?

Student Book pages 33 – 35

### Exercise 1 ACTIVATE

- Have students look at the photo and the title of the lesson. Ask students which type of space the photo depicts. Have students guess what *inner space* might refer to, eliciting something to do with people's mental or emotional states.
- Put students in pairs to complete the chart.
- Have pairs share their pros and cons with the class while you write them on the board.

#### Answers

Students' answers will vary. Sample answers include:  
Pros: increases knowledge, gives people hope for the future, we might find something there that helps us solve problems on Earth  
Cons: expensive, puts stuff in space that shouldn't be there, dangerous

### Exercise 2 WHAT'S YOUR ANGLE?

- Direct students to use the list of pros and cons on the board to form opinions of their own. Tell them to think of the importance of each of the items on the list. Tell them also to think about what people who disagree with them might think and how they might defend their own opinions.
- Put students in groups to explain their views to one another.
- Tell students to get into groups or pairs with the students whose opinions are the closest to their own.
- Have volunteers tell the class what their group's opinions are.

#### Answers

Students' answers will vary. Sample answers include:  
Pro: Our group is pro space exploration. We think it is an important thing to continue because ...  
Con: Our group is against exploring space because we think that ...

### Exercise 3 INTEGRATE

- Tell students to make a mental note of the opinions presented in the essay while they read.



- 2 Give students time to read the first paragraph. Ask students what words the writer uses instead of *pros* and *cons*.
- 3 Direct students to read the rest of the essay.
- 4 Put students in pairs or small groups to say what ideas they found that were the same as theirs from Exercise 1.

### Answers

Students' answers will vary. Sample answers include:  
The essay had some of the pros we mentioned such as ... and some of the cons we mentioned such as ...

## Writing Skill

### Writing paragraphs and topic sentences

#### GO ONLINE

- 1 Elicit from students what they already know about topic sentences. Write the qualities they call out on the board.
- 2 Have students read the information in the Writing Skill box. Ask students to compare the information in the box with the information on the board. Is there anything there that is not on the board?

### Extra Practice

- 1 Write the following two statements on the board.
  - a The government is saying it cannot give any more money for space exploration although there is still a lot of interest.*
  - b Interest in and funding for space exploration are coming from the private sector rather than the government these days.*
- 2 Tell students the sentences on the board are both topic sentences for a paragraph about the government stopping funding for space exploration and private industry taking over. Put them in pairs to discuss which one they think is better and why.
- 3 Have pairs write a few sentences that might follow the topic sentence they chose.
- 4 Project or prepare a handout of students' paragraph beginnings to see how they are different in focus, noting that the ones that chose sentence *a* should be focusing on what the government is saying while the ones that chose sentence *b* should be focusing on how private industry is taking over.

### Exercise 4 IDENTIFY

- 1 Have students reread the essay and underline the topic sentence in each paragraph.
- 2 Put students in pairs to compare their answers. If they disagree, have them find evidence for their choice in the Writing Skill box.

### Answers

Paragraph 1: Although it is more than four decades since the last manned moon landing, mankind has not stopped exploring space.

Paragraph 2: Starting with the benefits, there are several general advantages.

Paragraph 3: However, space travel also has significant disadvantages, especially financial ones.

Paragraph 4: In conclusion, I feel there should be more discussion on the question of space exploration because it is so expensive and uses too many resources.

### Exercise 5 EXPAND

- 1 Have students look at the photos and call out what they see.
- 2 Direct students to work individually to complete the exercise.
- 3 Put students in pairs or small groups to compare their lists.
- 4 Call on volunteers to share their answers.

### Answers

Paragraph 2:

- space exploration helps to improve technology, which eventually reaches consumers on Earth
- humans are designed to explore
- space is the ultimate place
- the discovery of new resources in space/possible discovery of a new place for humans to live

Paragraph 3:

- uses money that should be spent on problems like climate change, poverty, and disease
- environmental cost both on Earth and in space - rocket fuel, use of expensive and rare materials, litter in space

### Exercise 6 WHAT'S YOUR ANGLE?

- 1 Direct students to think about the pros and cons list they created in Exercise 1, the opinions they expressed in Exercise 3, and the information they noted in Exercise 5.
- 2 Have students review the essay to see if their own opinions have changed at all.
- 3 Put students in pairs or small groups to discuss whether their opinions have changed. Remind students to give reasons for their answers.

### Answers

Students' answers will vary. Sample answers include:  
My thoughts have changed a little because I hadn't really thought about ... before I read this article.  
Reading this article hasn't changed any of my ideas because ...

## Grammar in Context

### so and such

#### GO ONLINE

- 1 Write *so* and *such* on the board. Have students make simple sentences with the two words.
- 2 Have volunteers call out their simple sentences while you write the correct ones on the board under the appropriate word.
- 3 Ask students if they can come up with the rules or patterns for using *so* and *such*.
- 4 Direct students to read the information in the Grammar in Context box.
- 5 For additional practice, see Grammar focus on page 161 in the Student Book.

### Extra Practice

- 1 Put the following two sentence frames on the board:  
*Last night's homework was so ... that I had to ...*  
*The students in my ESL class last year were such ... that we ...*
- 2 Put students in pairs to complete the sentences.
- 3 Have pairs call out their sentences.

- 4 Have pairs write similar sentence frames on one side of a piece of paper, and have them complete them on the other side of the paper.
- 5 Join pairs together and have them exchange their sentence frames with each other to complete them. Then have them compare their sentences with the ones they originally wrote.
- 6 As pairs finish, have some write their sentences on the board for all to review and correct, if needed.

### Exercise 7 IDENTIFY

- 1 Have students work independently to complete the exercise.
- 2 Call on individuals to read the answers aloud.

#### Answers

such a strong argument  
so expensive

### Exercise 8 INTERACT

- 1 Have students complete the exercise independently. Suggest that they refer to the Grammar in Context box to help them.
- 2 Put students in pairs to compare answers before going over the answers as a class. Review with students the reasons for each answer, e.g., that *negative* is an adjective and therefore must follow *so*.

#### Answers

1 so	3 so	5 such
2 such an	4 such a	6 such an

### Exercise 9 INTEGRATE

- 1 Put students in pairs to compare sentence 1 and the new sentence with *so*. Have students talk about the necessary changes.
- 2 Have pairs call out the changes that were made.
- 3 Have students work independently to complete the exercise.
- 4 Go over the answers as a class.

#### Answers

- 1 The program is so expensive that some people think it should be shut down.
- 2 The university had such interest in his research that they decided to hire him.
- 3 His discoveries had such value that many study his contributions today.
- 4 Your argument in favor of space exploration is so strong.
- 5 Her perspective on the issue is so unique.

### Exercise 10 WHAT'S YOUR ANGLE?

- 1 Direct students to reread the statements in Exercise 8 and write *A* (agree) or *D* (disagree) next to each one.
- 2 Put students in groups to discuss the statements they agree with. Remind them to give reasons for their answers.

#### Answers

Students' answers will vary. Sample answers include:  
I agree with sentence 2. We have so many problems here that we could use that money on instead. What do you think?

### Exercise 11 PREPARE

- 1 Direct students to look at the photo at the bottom of the page. Ask students what these satellite antennas are looking/listening for. Then ask them if they think this is a good use of funding.
- 2 Read the instructions aloud. Then read the topics in the box, stopping to check students' comprehension of each one.
- 3 Point out that all the topics require further research and that all the research requires money. Direct students to choose one of the topics to write an essay about. Remind them that they will be writing about the pros and cons of funding further research and putting their own opinion into the conclusion.
- 4 Have students write their notes independently.

### Exercise 12 WRITE

Direct students to write their essays independently while you circulate to offer assistance with vocabulary and paragraph structure.

### Exercise 13 IMPROVE

- 1 Explain that students are going to review another student's paper. Have students read the bulleted items listed.
- 2 Put students in pairs. Have them exchange papers. Tell them to read each other's papers all the way through before reviewing for the bulleted items.
- 3 Allow time for partners to explain their feedback to each other.
- 4 Allow time for your students to revise their essays according to the feedback they received.

### Exercise 14 SHARE

- 1 Put students in groups of six to eight, and have them sit in a circle. Tell them to pass their essays in a circle for students to read and note which ones had ideas they hadn't thought of before.
- 2 Alternatively, have students thumbtack or tape their essays to the walls so they can walk around the room reading the essays and noting down which ones had new ideas for them.
- 3 Provide time for students to let the student authors know which new ideas they noted down.

## Lesson 3.4 Excuse Me ...

Student Book pages 36 – 37

### Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Ask them to discuss the questions with a partner.
- 2 Call on volunteers to share their ideas with the class.

#### Answers

Students' answers will vary. Sample answers include:  
Picture 1—classroom; lecture/talk, more formal, with expected behavior from both speaker and audience; speaker and audience, more distance between people  
Picture 2—informal casual setting (on the way somewhere else); group of people together, just talking; friends

## ▶ Exercise 2 IDENTIFY

- 1 Play the video, and have students work independently to complete the exercise.
- 2 Go over answers as a class.
- 3 Play the video again, and have students raise their hands each time they see someone interrupt. Stop the video to elicit the language used.

### Answers

Students' answers will vary. Sample answers include:  
Interrupting each other by breaking into the conversation.

## ▶ English For Real Video Unit 3

### Exercise 3 ASSESS

- 1 Put students in pairs or small groups to say what they think Max's interruption will be like.
- 2 Have volunteers share their answers. Remind students to give reasons for their answers.

### Answers

Students' answers will vary. Sample answers include:  
I think he will say ...

## ▶ Exercise 4 ANALYZE

- 1 Remind students to watch and listen for Max's interruption.
- 2 Play the video.
- 3 Have volunteers call out their answers.

### Answers

Students' answers will vary. Sample answers include:  
In a more formal / polite way because of the academic speaker–audience setting and distance in the relationship. Max, for example, says "excuse me," prefaces his question ("Could I ask a question?"), and then uses an indirect question form ("I was wondering if ...").

## ▶ English For Real Video Unit 3

### Real-World English

#### Interruption and resuming

- 1 Read the information in the box aloud, modeling the intonation of the more polite versus the more informal ways of interrupting. Have students repeat after you.
- 2 Ask students to say what the differences are.
- 3 Read the phrases used for resuming speech after being interrupted, modeling correct intonation. Have students repeat after you.

#### Extra Practice

- 1 Put students in pairs to write two four- to six-line dialogues that include interruptions and speech resumptions. Direct them to write one formal dialogue and one informal one.
- 2 Have pairs choose their two dialogue situations first. Then have them start writing. Circulate while students work on their dialogues to help with vocabulary or ideas as needed.
- 3 Tell students to call you over when they are finished writing to check their work. Then have them practice performing their dialogues.

- 4 Have volunteer pairs perform their dialogues for the class, while the students listening call out *formal* or *informal*.

### Real-World English Strategies

Interrupting in a second language can be difficult because cultures differ regarding when it is and when it isn't appropriate to interrupt. Nevertheless, sometimes we have to do it.

First, discuss with your students when it is and when it is not acceptable to interrupt in their home language/culture, or other languages and cultures they know. Have students take a few minutes to fill out the table below, reflecting on their own experiences and also examples from the video:

Not OK to interrupt	OK to interrupt politely/formally	OK to interrupt less formally	OK to interrupt casually
Children when adults are speaking			

Next, add more useful expressions to the ones listed in the chapter. Be sure to also list some expression for rude interruptions, e.g., *Will you let me say something?*, *Can't you shut up for a minute?*

Remind your students to refer to these expressions when they are creating role plays in Exercise 6 and Exercise 7. For further expansion, ask a few students to "behave inappropriately" in their dialogs in Exercises 6 and 7, and then discuss the other students' reactions to these role plays.

## ▶ Exercise 5 IDENTIFY

- 1 Look at the chart with students. Confirm that they understand how to complete it.
- 2 Let students know you will play the video more than once if needed.
- 3 Play the video while students take notes. If needed, replay the video. For some classes, you may want to stop and start to give students time to complete their charts.
- 4 Put students in pairs or small groups to compare the notes they took.
- 5 Have volunteers call out their answers.

### Answers

Students' answers will vary. Sample answers include:  
Interrupting: "Excuse me for interrupting." / "Could I ask In the classroom:

a question?" / raising hand and standing up

Resuming: "Now, going back to the way the brain ..."

Outside the classroom:

Interrupting: Max, Andy, and Kevin just interrupt each other either by completing each other sentences or responding to them: "Space! Yeah." / "Yeah, right?" Phil is more polite: "Can I interrupt here?" / "Guys?"

Resuming: "But as I was saying, ... " / "Where was I?"

## Video Script

### English For Real Video Unit 3

#### Scene 1

- Dr. Bronson Exploration! As well as going out into outer space, we can also go inwards to...
- Max Excuse me for interrupting. Could I ask a question?
- Dr. Bronson Of course, uh, go ahead.
- Max Well, I was wondering if maybe we should pay more attention to our Earth instead of exploring space?
- Dr. Bronson That's a very good point. But I'm talking about inward exploration ... the way the brain ...

#### Scene 2

- Andy Well, that wasn't what I expected.
- Max Yeah, I know what you mean. I thought the whole thing was about ...
- Kevin Modern-day exploration! Right! I thought he was going to talk about ...
- Max Space! Yeah. But, as I was saying, some of it just didn't make sense. I mean ...
- Andy Yeah, right? What was all that about the brain and looking inward?
- Kevin Where was I? Oh. Space travel! And every time someone asked a question about space, he kept talking about the brain!
- Phil Oh, can I just interrupt here? Guys? Um, the title of the lecture was "Inner Space Exploration!" And that was Dr. Bronson not Branson!
- Kevin/ Andy Huh? / No wonder!
- Max Oops, wrong man!

### Exercise 6 INTEGRATE

- Put the students in pairs to complete the exercise while you circulate to help with vocabulary and phrasing. If needed, suggest students refer back to the phrases in the Real-World English box.
- Play the audio for the students to check their rewrites. Replay, stopping after each one so students can compare their rewrites to the ones on the audio.

#### Answers

Students' answers will vary. Sample answers include:

- Excuse me for interrupting, but what time does it actually start? / I wonder if I could ask a question. What time does it actually start?
- I'm sorry to interrupt, but are you saying we can finish early? Excuse me for interrupting, but is it correct that we can finish early?
- Excuse me for saying so, but I don't think that's right. / I'm sorry to interrupt, but I don't think that's right.
- I'm sorry to interrupt, but I have something relevant to say here. / Excuse me for interrupting, but I have something to say about this.

#### Audio script

##### CD1, Track 22

- Excuse me for interrupting, but what time does it actually start?
- I'm sorry to interrupt, but are you saying we can finish early?
- Excuse me for saying so, but I don't think that's right.
- I'm sorry to interrupt, but I have something relevant to say here.

### Exercise 7 INTERACT

- Put students in groups of three. Have them read the two situations and choose which one they want to role-play. Then have them decide which roles to play (A, B, or C).
- Direct students to discuss what they want to say first while you circulate to help with vocabulary and phrasing.
- Tell students to role-play their chosen situation and then to discuss what worked well.

- Have students exchange roles and redo the role play using what worked well from the first time.

#### Answers

Students' answers will vary. Sample answers include:  
Situation 1: Students B and C are chatting about the documentary they saw. Student A comes in and says, "Hey guys, we're meeting John and Marcy for pizza tonight. We need to get going."  
Situation 2: Students A and B are chatting about last night's party. Student C walks up and says, "Sorry, but I think we should get in line. The movie starts in 10 minutes, you know."

### Exercise 8 INTERACT

- Put students in pairs to role-play the new situations.
- Direct the students to read the situations, and elicit from them how they differ from the situations in Exercise 7 (these are more formal).
- Direct the pairs to choose the situation they want to role-play and then to discuss what they will say while you circulate to help with vocabulary and phrasing.
- Have students role-play their situation while you circulate to listen.

#### Answers

Students' answers will vary. Sample answers include:  
Situation 3: Student A starts talking about the topic the students chose. Student B interrupts to ask a question and says, "Excuse me for the interruption, but could I ask a question?" Then student A answers the question and resumes speaking by saying, "Anyway, as I was saying."  
Situation 4: Student A starts talking about work matters and student B interrupts by saying, "I'm sorry to interrupt, but when you said ... did you mean?" Student A answers student B's question and resumes speaking by saying, "Going back to what I was talking about ..."

### Exercise 9 ANALYZE

- Keep students in the same pairs as Exercise 8. Direct them to discuss their role plays and say what worked well and what didn't.
- Have students exchange roles and redo their role plays using their own feedback from step 1 to improve what they say.
- Have volunteer pairs redo their role plays for the class.

### Exercise 10 WHAT'S YOUR ANGLE?

- Give students a moment to think about a time when they wanted to interrupt but didn't for one reason or another.
- Put students in pairs or small groups to share their memories of their experiences.

#### Answers

Students' answers will vary. Sample answers include:  
I wanted to interrupt the lecturer in World History 101, but I didn't because there were so many students there and I was sure I was going to make a mistake with my English.

## Lesson 3.5 Moving On

Student Book page 38

### Exercise 1 ACTIVATE

- 1 Check students' comprehension of the inventions in the box.
- 2 Put students in pairs or small groups to talk about the inventions and the benefits each one has led to in current times.
- 3 Have volunteers share something that came up in their discussions about each invention. If desired, have students rate the inventions in terms of usefulness in their own opinions.

#### Answers

Students' answers will vary. Sample answers include:  
I've never used a compass, but compasses led to GPS and satellite navigation that we all use in our cars or on our phones now.

### Exercise 2 ASSESS

Check students' comprehension of centuries and which years they refer to. Have students complete the activity independently.

#### Answers

the compass: 11th century  
the printing press: 15th century  
the airplane: 20th century  
the Internet: 20th century  
the telephone: 19th century  
the corrective eye lens: 13th century  
paper money: 10th century  
the mechanical clock: 14th century

### Exercise 3 INTERACT

- 1 Put students in small groups to share their ideas about the importance of each invention. Ask students to give reasons for their decisions. Remind them to defend their choices with reasons.
- 2 Direct students to try to come to a consensus about their top three most important inventions.
- 3 Have groups share their top three inventions while you tally the choices on the board.

#### Answers

Students' answers will vary. Sample answers include:  
We think corrective eye lenses, ..., and ... are the three most important inventions. We chose corrective eye lenses because without them, we wouldn't be able to read as we got older, so printing presses, clocks, money, and compasses would be useless to us.

### Exercise 4 IDENTIFY

- 1 Direct students to listen for the invention the presenter is going to focus on.
- 2 Play the audio all the way through.
- 3 Ask students to call out the invention and write it on the board. You can also ask students if they heard the other inventions the speaker mentions and write those on the board as well.

- 4 Ask students to say which group chose corrective eye lenses as one of their top choices.

#### Answer

corrective eye lenses

#### Audio Script

##### CD 1, Track 23

Today I'm going to talk about discoveries—this will be an exploration of important inventions that have pushed back the frontiers of human knowledge. Now, I know you're already thinking, well, that's the Internet, the phone, or the airplane... You're all focused on the here and now, or at least the past 100 years. Am I right? Well, I'm not talking about any of those things. Instead, I'm traveling back more than 700 years to the invention of the corrective eye lens. First, I'll tell you exactly why this has been one of the most important discoveries of our time. Then I'll outline just how this came to be invented. Finally, we will look at what other inventions were influenced by this—that is, the recognition of the importance of this item. There will be time for questions at the end.

### Speaking

#### Giving a presentation

##### GO ONLINE

- 1 Direct students to read the information in the Speaking box.
- 2 Ask students how well-organized presentation introductions are like good topic sentences, pointing out that topic sentences show your paragraph organization and clear presentation introductions with signpost phrases show the organization of your presentation.
- 3 Read the phrases in the Speaking box, and have students repeat after you with correct intonation.

#### Extra Practice

- 1 Put the following phrases on the board:  
*a Moving on to ...*  
*b In addition ...*  
*c So, first of all ...*  
*d Then I'll point out ...*  
*e First, I'll explain ...*  
*f Please save your questions for ...*  
*g Finally, I'll illustrate why ...*  
*h Today I'm going to talk about ...*  
*i Secondly ...*
- 2 Tell students to put them in the order they should appear in a presentation (g, d, c, f, e, b, h, a).
- 3 Put students in small groups to create a presentation skeleton using all of the sentence starters.
- 4 Write onto small pieces of paper enough topics for each group to have one. Put them into a hat, coffee mug, or paper bag, and have one student from each group select one. You can choose topics your students will be interested in or choose from the following list:  
video game addiction, exercise addiction, the K-pop music phenomenon, face recognition technology, unusual pets, money transfer apps like Venmo, online dating, clowns, circuses, the benefits of talking to plants, vegan diets, wearable technology like Fitbits, home assistants like Alexa and Google, etc.
- 5 Have groups use the sentence starters to create their presentation skeleton.
- 6 Ask a volunteer from each group to share their presentation skeleton with the class.

## Exercise 5 INTEGRATE

- 1 Tell students they are going to listen to the presentation introduction again. This time, direct them to listen to the sentences that show the organization of the presentation and to make notes on what they hear.
- 2 Play the audio, and have students take notes. Direct students to make their notes into a type of outline for the presentation showing the order of topics as they will appear.
- 3 Put students in pairs or small groups to compare their notes / outlines.
- 4 Postpone going over answers until after Exercise 6.

### CD 1, Track 23

## Exercise 6 ASSESS

- 1 Tell students they are going to listen to the opening parts of each section of the presentation to check their answers.
- 2 Play the audio and have students take notes on the opening sentences for each section.
- 3 Have students compare their new notes with the notes they took in Exercise 5.
- 4 Put students in pairs or small groups to compare their notes.

### Answers

Students' answers will vary. Sample answers include:

- introduction
- how has the eye lens been so important
- it has increased our collective IQ
- about the history
- what other inventions it influenced
- questions

### Audio Script

#### CD 1, Track 24

Finally, we will look at what other inventions were influenced by this—that is, the recognition of the importance of this item. There will be time for questions at the end. So, first of all, the question is: how has the eye lens been so important for humans? Well, to put it simply, by helping many people to read—well, people with eyesight problems, of course—the simple lens gave us the possibility of raising the level of human intelligence. It has increased our collective IQ. So, let's look in more detail at this... Moving on to the history of this invention, it all started in Italy, sometime between 1268 and 1289... In this final part, I would like to look at other developments dependent on this first invention. For example, we have the... We have five minutes for questions. If we don't get through them all, I'm happy to see you after the session.

## Exercise 7 IDENTIFY

- 1 Tell students they are going to listen to the opening parts of each section of the presentation again to note the actual words and phrases used.
- 2 Play the audio, and have students complete the opening phrase for each section.
- 3 Put students in pairs or small groups to compare their notes.
- 4 Have volunteers call out their answers. Check comprehension as a class.

### Answers

- 1 So, first of all, the question is how ...
- 2 Moving on to the history of ...
- 3 In this final part, I would like to look at ...
- 4 We have five minutes for questions...

### CD 1, Track 24

## Pronunciation Skill

### Shifting stress in suffix words

#### GO ONLINE

- 1 Have students read the information in the box.
- 2 Read the examples, and have students call out where the stress is.
- 3 Direct students to think of more noun / adjective or noun / verb combinations. Have them look them up in an English to English dictionary or on an English to English dictionary app on their phones to discover the correct stress. Have them look up a nouns that they know are also adjectives or verbs, and note the stress in the noun form, and then look up the corresponding adjective and note the stress.
- 4 Put students in groups to share the noun / adjective or noun / verb combinations they found and to teach each other about the correct stress in each one.

### More to Say...

**Focus:** Working in pairs, students practice shifting the stress in suffix words.

**Grouping Strategy:** Pairs

**Activity Time:** 15 minutes

#### Ready,

- 1 Prepare a list of 15 to 25 words that take the suffixes *-tion, -ity, -ment, -ness, -ship, and -ence*.
- 2 Make a handout that contains these words alphabetically in a word bank and two categories titled: *the stress stays the same* and *the stress moves*.
- 3 Make enough copies of the handout for each pair of students.

#### Set...

- 1 Put students into pairs.
- 2 Give each pair a handout.

#### Go!

- 1 Have the students work together to determine which suffix (*-tion, -ity, ment, -ness, -ship, or -ence*) goes with the base word.
- 2 Instruct them to write the word with the suffix in the correct category, either *the stress stays the same* or *the stress moves*. For instance, the word *happy* would take the suffix *happiness* and would be written in the *the stress stays the same* category.
- 3 Circulate and assist students as necessary.
- 4 Check the answers as a class.

#### Keep going!

- 1 Have the students select 10 words from the list that they think are important and that they want to be able to pronounce correctly.

- 2 For homework, have students record themselves reading the words and instruct them to send the recording to you along with a list of the words in an email.
- 3 Listen to the recording and correct the errors on the text. If time permits, record messages with the corrections and send it back to the students.

### Exercise 8 IDENTIFY

- 1 Give students a moment to look over the verb / noun and adjective / noun pairs before they listen. Direct them to write a stress mark over the syllable they think is stressed in pencil.
- 2 Play the audio, and have students work independently to check their stress markings and correct them where necessary.
- 3 Call on volunteers to read the word pairs with the correct stress. Then read the word pairs yourself, having the students repeat after you with the correct stress.

#### Answers

- |                  |                |
|------------------|----------------|
| 1 disappointment | 4 application  |
| 2 availability   | 5 relationship |
| 3 difference     | 6 laziness     |

### CD 1, Track 25

### Exercise 9 INTERACT

- 1 Have students read the sentences and add appropriate suffixes independently.
- 2 Put them in pairs or small groups to check their suffixes. Then have them take turns saying the nouns to each other to determine where the stress is.
- 3 Play the audio for students to check their suffixes.
- 4 Have volunteers call out the nouns with their correct suffixes. If necessary, correct their stress and have the class repeat after you.
- 5 Replay the audio, stopping after each extract to have students repeat the extract with the correct word and syllable stress.

#### Answers

- 1 I would like to look at other developments ...
- 2 ... the simple lens gave us the possibility ...
- 3 ... of raising the level of human intelligence ...
- 4 ... the recognition of the importance of this item ...
- 5 ... this will be an exploration of important inventions ...

### CD 1, Track 26

### Exercise 10 PREPARE

- 1 Elicit the inventions students have discussed in this unit, and write a list on the board. Ask if there are any others students want to add to the list.
- 2 Direct students to choose one to present on. If desired, put students in pairs or groups to talk about the reasons for their choices.
- 3 Have students brainstorm a list of reasons for their choices on paper while you circulate to assist with vocabulary and ideas as needed.

### Exercise 11 DEVELOP

- 1 Put students in pairs to help each other organize their presentation. Pair students with students who have chosen a different invention, unless you choose to have students present together.
- 2 Direct students to take turns telling each other about their invention and their reasons for choosing that invention and brainstorming a possible order of topics to present.
- 3 Have students write an outline of their presentation while you circulate to offer assistance as needed.

### Exercise 12 IMPROVE

- 1 If possible, give students time, or take them to a lab, to create a slide presentation for their presentation.
- 2 Elicit from the students good delivery tips and write them on the board, e.g., *have notes on notecards always look up at your audience while you are talking, if you need to refer to your notes, stop talking, look at your notes, look up and start talking again, talk to the person at the back of the room, speak loudly and clearly.*
- 3 Put students in pairs to take turns practicing their presentations. Tell partners to think of questions they can ask their partner and to make notes on the presentation organization and the delivery.
- 4 Have students take turns practicing their presentations in pairs. Direct students to ask a few questions about the presentation and then to give their partner feedback before exchanging roles.

### Exercise 13 SHARE

- 1 Have students take turns giving their presentations to the class or, if your class is larger, to a large group. Circulate between the groups to make sure students ask questions at the end.

### Exercise 14 WHAT'S YOUR ANGLE?

- 1 Have students think about whether their minds have been changed by any of the presentations.
- 2 Put students in groups to discuss their thoughts. Remind them to give reasons for their answers.

#### Answers

Students' answers will vary. Sample answers include: Actually, my ideas about ... have changed. I never realized how important that was / how much that influenced so many things that came after it.

## Unit 3 Review

Student Book page 149

### Vocabulary

#### Exercise 1

##### Answers

- |               |                |               |
|---------------|----------------|---------------|
| 1 recognition | 3 intelligence | 5 friendship  |
| 2 commitment  | 4 happiness    | 6 personality |

#### Exercise 2

##### Answers

- |            |              |               |
|------------|--------------|---------------|
| 1 explore  | 3 keep going | 5 independent |
| 2 flexible | 4 survive    | 6 quit        |

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

### Grammar

#### Exercise 3

##### Answers

- |            |            |                   |
|------------|------------|-------------------|
| 1 to enjoy | 2 spending | 3 to congratulate |
|------------|------------|-------------------|

#### Exercise 4

##### Answers

Students' answers will vary. Sample answers include:  
I think ... is important for exploration. That's because it is so ...  
Also, it is such a ...

#### Exercise 5

##### Answers

- |                      |                          |
|----------------------|--------------------------|
| 1 leaving            | 5 getting                |
| 2 seeing / to see    | 6 having                 |
| 3 planning / to plan | 7 to believe / believing |
| 4 to keep            |                          |

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

### Discussion Point

#### Exercise 6

OXFORD REFERENCE

- 1 Ask students to raise their hands if they like poetry. Have volunteers call out some favorite poets. Ask if anyone knows anything about T.S. Eliot, noting on the board any information the students share.
- 2 Ask students if they read any poetry in their own languages, and if so, who it is they read.
- 3 Put students in small groups to talk about poetry and how it expresses meaning differently from prose.
- 4 Have volunteers share what they discussed, eliciting that poetry often expresses meaning through creating visual images in readers' minds.
- 5 Tell students you are going to read the poem aloud while they listen and read at the same time. Direct them to make a visual picture in their minds of the images he

depicts with his words. Then have individual students read the poem aloud.

- 6 Put students back into their groups to discuss the meaning of the poem. To do that, tell them to put the meaning of the poem into their own words. Then, have them discuss whether they agree with it.
- 7 Have volunteers share their group's interpretation of the poem.

##### Answers

Students' answers will vary. Sample answers include:  
The poem is about the need to explore new places and new things, but the purpose of exploration is to see what we already know in a new way.

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

### Zoom In

#### Exercise 7

- 1 Conduct Task 1 as a walk-around activity. Have students walk around the classroom talking to different partners. Tell them to tell each new partner about the discovery that they are particularly interested in. Explain that they can improve on their description if they hear something from another student that they can use. Call time after ten minutes or after each student has talked to several partners.
- 2 For Task 2, put students into groups to take turns sharing their photos. Direct students to talk about the place, and give reasons for wanting to explore it. Tell students when they are listening, to think of a question to ask the speaker.
- 3 For Task 3, have students write a list of the pros and cons of exploring their chosen place independently. Circulate to help with vocabulary as needed.

##### Answers

Students' answers will vary. Sample answers include:

- 1 I read about the discovery of black holes in space. I'm particularly interested in that because I think it will be useful for ...
- 2 This is a photo of the Bermuda Triangle in the Atlantic Ocean. It's a very mysterious place where many ships have disappeared and ...
- 3 Pros: see a beautiful ocean place, see the place where all these mysteries have happened, possibly solve the mystery of the Bermuda Triangle, ...  
Cons: disappear like all the other ships have, never return, expensive, dangerous

#### Exercise 8

- 1 Tell students to think about how they did on each of the tasks in Exercise 7 and to check the appropriate box.
- 2 Remind them that they can review the online activities for any skills they need more practice with.

##### Answers

Students' answers will vary.