

Advanced

# WORLD PASS

*Expanding English Fluency*

**环球英语教程 5**

**课堂活动**

## Teacher's Resource Book



**Susan Stempleski**  
Nancy Douglas • James R. Morgan  
Kristin L. Johannsen

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## 前言

我国大学英语教学,从20世纪80年代初开始教学改革以来已经取得了举世瞩目的长足进步,与改革初期相比,我国大学生的英语能力有了显著提高,这一点已经成为人们的共识。自1984年教育部颁布第一部《大学英语教学大纲》,我国已经编写出版了多套适用于不同层次的大学英语教材,在教材编写方面也取得了丰富的经验。在这样的背景下,上海外语教育出版社决定引进Thomson/Heinle的World Link和World Pass系列教材,整合成《环球英语教程》出版,我想一定有引“他山之玉”的意思,这不但因为我国的英语学习者人数众多,层次不同、要求不同,多一种教材就多一种选择,而且这样做有利于借鉴和吸收国外的教学理论和方法,为我所用,有利于我国英语教学界博采众长,编写出更能适合我国国情、更有利于培养学生实际运用英语能力的教材。

英语教学的任务是培养学生实际运用语言的能力,这关键在于搞好课堂教学,而课堂教学是围绕着教材进行的,因此一套好的教材又是提高教学质量的关键。

我认为一套好的教材既要便于组织课堂教学,又要有利于学生进行课堂外的自主学习。这样的教材至少应具备以下特点:

- 1.教材要为学生提供具有丰富内涵和现实意义的语言文本和语言环境,激发他们的学习动力和潜力,强化英语运用能力。因此教材最好围绕一定的题材来编写、来组织教学。题材的选择要注意知识性、新颖性、趣味性、信息性和真实性,使学生感到所学的语言贴近自己的学习和生活,有现实感和现代感,能满足当前的和未来的交际需要。题材和体裁要多样化,使学生有机会接触不同样式的规范英语,甚至录音材料最好也能包括不同的口音。

- 2.大学生有强烈的交际愿望,他们的思维已经高度发展,天文地理、人文历史,具体的、抽象的,什么都想谈,但是缺乏必要的语言手段。英语课程的任务就是围绕某一题材组织语言教学,让学生掌握相关的表达手段。语言的使用受题材的制约,编写教材时要围绕题材精心选择语言材料,不但要注意词语的常用性,还要注意词语的搭配,注意预构成语块的用法,以便帮助学生在语境中学习词语,学到地道的英语。

- 3.正确处理“输入”和“输出”的关系。英语教学不但要培养领会能力,使学生能够以英语为工具获取专业所需的信息,还要培养综合的英语表达能力,使学生能够适应日益频繁的国际交往的需要,这已成为当前和今后一个时期英语教学的重点和发展方向,教材应能体现这一方向。

- 4.培养语言产出能力要由浅入深、循序渐进。可以先学习样本对话和范文,

然后进行仿说、仿写，再逐步过渡到运用已经掌握的语言表达手段作个性化的表达，所谓个性化是指能够举一反三，运用学到的语言手段表达自己的看法和感情，谈论自己周围的生活环境及与自己有关的事情等，在运用语言的过程中使所掌握的语言内化。

5. 语言的本质特征之一是交互性，要达到有效交际的目的，教材不但要帮助学生掌握词语的意义和用法，还要教学生会话策略，让学生掌握语言的交际功能，学会得体地使用英语；此外，教材应设计多种形式的、生动的练习方式，通过两人对话、小组讨论、角色扮演等在学生之间进行交流，将学与用结合起来。

6. 英语是可以学好的，英语又不是轻易可以学好的，因此教材要注意语言现象的复现率，使学生能在多次循环的过程中学习语言、发展语言能力。

7. 注意课内与课外的结合。语言学习重点是培养技能，包括听说读写各个方面的技能，这就需要操练、需要反复练习。在课堂教学中要充分体现“教师指导”的作用，但是课堂里的时间有限，何况目前一般班级都比较大，学生很难得到全面操练的机会，因此教材还要做到有利于学生课外的“自主学习”，为此，教材应配有现代化的多媒体材料，为学生提供包括磁带、录像、网络等丰富的学习资源，提供真实的语言环境，让学生在课外也有机会接触和使用英语；当然，最好还能配备自测手段，为学生提供诊断性的反馈信息，帮助学生了解自己学习中的长处和短处，改进学习方法。

8. 教材是课堂教学的核心，课堂教学是通过教师来组织的，一套好的教材应当配有好的教师用书。教师用书除了讨论教材的编写原则、教学法指导思想外，最好能起到“教案”的作用，让教师不但知道“教什么”，而且知道“怎么教”，以便教师能根据班级的具体情况用好教材，帮助学生学到地道的英语。

总之，一套好的教材要便于教师组织教学，还要能激发学生学习的积极性，逐步建立起学好英语的信心并掌握正确的学习英语的方法。

《环球英语教程》跨度比较大，从初学者到中、高级英语学习者，使用者应当根据学生的具体情况选择使用，这一点应当注意。

从初步分析来看，《环球英语教程》在以上几个方面做得是比较好的，但是是否真正适合我国国情、适合我国大学生学习英语的特点，还需要经过我国外语教学实践的检验。

杨惠中

2006年3月

## 前言

我在大学教英语至今已有二十几个年头了。先是在国内教了十几年，之后去国外深造又在美国大学教了八年，最近又回国从事英语教学改革。反反复复，接触并使用了許多英语教材，但总感到每一套教材都有遗憾之处。就引进教材而言，由于编者针对的对象并非中国学生，因此不论是从题材的选择、文化的比较，还是从课堂活动的种类及合理性上，都或多或少地带有不足。

最近，将由上海外语教育出版社从 Thomson/Heinle 引进出版的《环球英语教程》系列教材（该系列教材整合 World Link 与 World Pass 两套教材而成）引起了我的兴趣。尽管从编写的体系、内容的选择、配套练习还有版面的设计上，该系列教材与国内流行的其它教材有相似之处，但这套教材的四大特色使之与众不同。

首先，这套教材不仅在强调英语综合能力训练的基础上将学习英语的四会能力（听、说、读、写）很好结合起来，更重要的是它还同时将语法与词汇的学习贯穿始终，并不失时机地配以有声发音训练。像这种在掌握知识中培养能力，在提高能力中巩固知识的特点正是目前市面上大多数英语教材想做却没有做到家的。

其次，《环球英语教程》系列教材的篇章结构新颖合理。本套书的每个单元都由 A、B 两课组成。其中 A 课主要是介绍每一单元的主题和所涉及到的基本语言点；而 B 课则是对 A 课的加深。两相对比，A 课主要针对听、说技能进行训练；B 课则更多针对读、写技能。这种布局不仅脉络清晰，使每次课的教学重点更突出，而且将学习英语的四会技能融会贯通，面面俱到，从而使学习者在单项和综合能力上面都得到提高，将英语的学与用真正地结合起来，达到最佳的学习效果。

第三，衡量一套教材的好坏，从很大程度上取决于该教材是否给教师带来方便并留有空间和余地。《环球英语教程》系列教材的一个很显而易见的特点就是采用了测评题库 Exam View Pro® 的设计软件。该软件可以帮助教师更快捷地选择合理的试题，并由软件迅速完成批改任务，同时提供即时评估。这种方式极大地方便了教师，而且增加了测试的信度和效度。不仅如此，为了使教师们可以更深入地理解各单元的教学内容，《环球英语教程》还增加了“教学辅导”视频，其中的教学示范为教师们提供了可供参考和仿效的模拟课堂教学。

第四，《环球英语教程》的前四册 World Link 系列的主要服务对象是从初级到中高级的成人英语学习者，因此比较适用于各类专科学校，如：高职高专、二类院校专外、成人教育、语言学校和各种外国语学校等。本套教材除了为英语

学习者创造了深入理解本国文化的机会以外，更为英语学习者们提供了许多了解世界各地文化风情的机会。尽管本套教材的课程设计是建立在以美国文化为背景的基础之上，但通过课本和录像，学员们同样可以和世界各个角落的人用英语交流、沟通。这一出发点体现了英语是全球性语言的特色。作为 World Link 的延伸教材，两册的 World Pass 适合于重点大学使用，它在保留了 World Link 的几大特色的基础上更着重强调对学生在实际生活中的语言应用能力的培养。为了提高学习者的英语流利程度，World Pass 精心打造了动态的词汇学习方法及练习，实用的语法训练，生动有趣的听、说题目，以及写作活动。在完成本套教程的学习后，相信学习者在英语基本功和运用能力上都会得到很大的提高。

总而言之，《环球英语教程》是一套生动、有效的英语系列教材，它提供了真实的语言环境、丰富的学习资源（包括磁带、录像和网络）、生动的词汇、精炼的语法、全球化的观点和人性化的练习，因而它无疑是教师及英语学习者们的又一选择。当然，学好英语绝非一日之功，要真正地使一套教材发挥其作用，先进的教学设备、优良的师资条件、合理的课程设置、浓厚的英语学习氛围以及学生本身对英语的热忱等，都是确保学好英语的关键因素。在此，我祝愿所有的英语学习者都能学有所成！

刘 骏

二零零五年冬于汕头

# World Pass

## Introduction to the Series

### **Objectives and Approach**

*World Pass* is a core series for young adult/adult learners of English in upper-intermediate through advanced levels. The main goal of this two-level series is to help increase fluency: the ability to say what you want in more than one way, and to communicate ideas clearly, confidently, and easily.

To help students increase fluency, *World Pass* focuses on dynamic vocabulary building, essential grammar, and listening, speaking, and writing activities that emphasize the language people need for real world communication.

Features of *World Pass* that emphasize the development of oral and written fluency include the following:

**Vocabulary Focus** sections: present topic-related vocabulary along with opportunities to practice using new words and expressions in a variety of ways.

**Listening** sections: provide opportunities to improve listening comprehension through active practice with a variety of materials, such as interviews, news reports, and discussions.

**Language Focus** sections: focus on essential grammar points and provide opportunities for fluency practice through a variety of exercises.

**Speaking** sections: each of these sections presents a specific skill or strategy and outlines a communicative activity to help develop fluency.

**Writing** sections: provide instruction and practice with different kinds of writing, such as business and personal letters, summarizing information, and persuasive writing.

**Communication** sections: consolidate and review the language material presented in the unit. The communication tasks vary greatly and focus on meaningful speaking activities such as games, presentations, interviews, and discussions.

**Expansion Pages:** these pages are designed for students who wish to study vocabulary on their own and to do additional self-study practice.

### **Course Length**

The *World Pass* series is designed to cater to a number of teaching situations, for courses ranging from 60 to 120 hours of instruction. The *Lesson Planning Guides* in each unit of the Teacher's Editions and *Pacing Guides* allow teachers and program coordinators to easily tailor the course to their own number of classroom hours and teaching objectives.

### **Resources for Students**

The *World Pass* series approaches the issue of English language instruction by catering to the needs of both students and teachers. For students, *World Pass* provides the following materials:

**Student Book:** The Student Book contains twelve core units, each of which is divided into *Lesson A* and *Lesson B*. Lesson A introduces the general language for the universal topic covered in the unit. Lesson B builds upon the general language introduced in Lesson A, and provides the reading and writing practice for the unit. Review units appear after every third unit, and actively engage students in utilizing the language learned.

**Workbook:** The workbook provides additional practice through a variety of exercises, consolidating language work in several skill areas.

**Audio Program:** The audio program contains all of the listening, speaking and pronunciation activities, as well as the reading passages from each unit.



**CNN Video on DVD:** The CNN® Video on DVD contains short 2-3 minute authentic news clips that reinforce the theme/topic of each unit of *World Pass*. Clips are designed to strengthen students' global understanding, build interest, and act as a springboard for further language practice. Teaching suggestions are provided in the Teacher's Edition.

**Student Web Site:** The *World Pass* web site offers self-grading vocabulary, grammar and reading practice to students, in addition to regularly changing content that links students' learning to the outside world.

### **Resources for Teachers**

The *World Pass* series also offers unprecedented support to teachers for everything, including lesson planning, implementation, and assessment.

**Teacher's Edition:** In addition to page-by-page teacher's notes, answer keys, and audio scripts, the Teacher's Edition provides the following additional features:

- Photocopiable *Lesson Planning Guides*, which allow teachers to easily plan, implement and monitor the materials they use for each unit
- *Professional Development Pages* by Dr. Andy Curtis, a world-renowned leader in the field of professional development in ELT, which provide exercises for teachers to reflect on and expand their own teaching abilities
- Photocopiable *CNN Video* worksheets
- *Key Points* summaries of language points students need to master in the newly-presented structure
- *Word Banks* supplemental vocabulary
- *Extra!* directions for optional activities for additional communicative practice
- *Culture Notes* support for EFL teachers in explaining various aspects of topics presented in the Student Books
- *Teacher Tips* containing a brief description of new teaching ideas
- Additional activities for the *Warm Up*, *Ask & Answer*, and *Reading* sections

**Teacher's Resource Book:** The photocopiable activities in the Teacher's Resource Books expand and reinforce the language learned in the Student Books, and include information gap activities, group activities, games, puzzles, interview worksheets, and so on.

**Exam View Pro® Assessment Program:** This powerful test generating software allows teachers to create, customize, and correct quizzes quickly and easily.

**Teacher Web Site:** The *World Pass* web site provides additional resources for teachers which help them link their students' learning to the outside world.

### **Unit Format**

Each unit consists of two lessons: Lesson A introduces the topic and contains the most essential language for each unit; Lesson B expands on the language introduced in Lesson A. Though both lessons contain practice in some of the same skills, Lesson A has a greater focus on listening and speaking; reading and writing activities appear only in Lesson B. Review units appear after every third unit of the book.

#### *Lesson A*

**Vocabulary Focus** section dynamically introduces 8-12 vocabulary items in the context of a short reading passage. Vocabulary introduced in *World Pass* is frequently recycled throughout the lesson and in the accompanying components.

**Listening** section teaches strategies for use in real-life situations. Every situation is contextualized, and students are set a specific task before they listen. Students work at least twice with every passage, the first time to find

general information, and the second time for more specific details. A follow-up discussion allows students to personalize the information they have just heard.

In the **Language Focus** section of each Lesson A, certain language points are presented and practiced in two ways: some are presented through guided-discovery methods that challenge students to employ critical thinking at the presentation stage of the exercise; for other language points, the traditional approach of presenting a rule and then practicing it is more appropriate.

**Speaking** section presents functions and expressions used by native speakers for everyday communication. Students not only practice a variety of ways to express a concept, but gain familiarity with expressions that are appropriate for formal and informal settings as well. At this level, students are ready to develop sociolinguistic competence and tailor their language to the situation.

### *Lesson B*

Lesson B of every unit opens with a couple of warm-up questions to give students a chance to think about and discuss the topic they are going to read about. The next section prepares students for the vocabulary and concepts they will encounter in the reading, which also serves to introduce the theme of Lesson B. Generally, students complete meaning-based pair work or group work activities to get themselves to start thinking about the topic of the reading, and then they work with a set of vocabulary items on the unit theme, which they will meet again in the reading.

Sections that are specific to Lesson B are the:

**Reading** section, which takes the form of high interest topics in a variety of genres, and includes pre-, during, and post-reading activities. Readings are set in a real-world context, and have a variety of formats such as articles and web pages. Through a variety of activities, the reading strand develops various reading skills, including skimming, scanning, predicting, summarizing, and critical thinking.

**Writing** section, which reinforces the structures, vocabulary, and expressions students have practiced in Lesson A. Emphasis is given to developing paragraph structure, centred on the topic sentence with supporting details. A wide array of genres and paragraph types are included. For each activity, a full or partial model is provided.

**Communication** section, at the end of Lesson B, which contains two activities that tie together the vocabulary, structures, and content of the lesson in a step-by-step, interactive task. This provides a natural review of the material covered, while challenging students to extend its use in new situations.

Two **Expansion Pages** follow each unit, and build upon the vocabulary taught in Lesson A and Lesson B. They contain work with collocations, synonyms and antonyms, prefixes and suffixes, and other groupings of words related to the unit theme. There is also further practice with items from the unit reading. The expansion pages are designed for independent study outside of class, and can be assigned as homework or used as optional enrichment activities.

### *Review Unit*

**Review Units** appear after every third unit of the book. These units have different formats throughout the book, to add variety and consolidate material from the preceding units. They contain the following sections:

**Language Check:** written activities that check students' mastery of structures presented in the units.

**Vocabulary Check:** written activities that assess students' usage of the target vocabulary from the three units.

**Now You're Talking!:** to give students opportunities to review and consolidate the speaking and communication functions of the previous three units.

### **Message from the Authors**

It has been our pleasure to create the materials for the *World Pass* series. We hope that this course will provide a wealth of teaching and learning opportunities for both teachers and students of English. We wish you the best of luck in your experience using English, both inside and outside of the classroom.

Susan Stempleski  
Nancy Douglas  
Kristin L. Johannsen  
James R. Morgan  
Andy Curtis

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**Susan Stempleski**

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# Introduction

This Teacher's Resource Book has been designed to provide support for the material in the *World Pass* Advanced Student Book, although it can be used to supplement any course. It contains photocopiable classroom activities that build on and recycle key language structures and vocabulary from *World Pass* Advanced Student Book, as well as helping students to develop oral fluency. This resource allows the teacher to vary the pace and mood of the class and bring some fun into the lesson.

## Organization and content

There are two photocopiable activities for each unit of *World Pass* Advanced Student Book, i.e., one activity for each unit lesson (A and B). Each activity is a full-page photocopiable worksheet, together with a page of comprehensive teaching notes. Activity types include:

- pair work activities, such as information gap tasks and role plays
- small group tasks (usually involving 3–5 students), such as cooperative games and interviews
- whole class activities, such as discussions and surveys

In addition, there are crosswords that review key vocabulary covered every three units.

The Teacher's Notes on the page facing each activity provide the following information:

*Interaction* explains whether the activity requires pair work, group work, or whole class involvement. Often these can be adapted to suit your needs.

*Time* 15–20 minutes is the average but this time can be adapted according to your schedule.

*Objective* explains the communicative purpose of the activity.

*Activity Language* describes the target language for the activity. You may wish to first model this language by writing it on the board and having students practice the pronunciation and word and sentence stress.

*Preparation* explains how many copies you need to photocopy and indicates if the teacher needs to cut out cards.

*Procedure* gives step-by-step instructions on how to set up and carry out the activity.

*Sample Conversation* gives an example of the language students should be producing during the activity.

*Follow Up* provides ideas for related language games and tasks. These can be used if there is time for a further activity, or for students who complete the main activity very quickly, or as a way to review the target language at a later date.

## When to use the activities

Activities can be used as additional practice for the language points taught in the Student Book. For example, activity 4B on page 20 of this book, *What's Wrong?*, allows the students to practice the collocations they learned in section 4B of the Student Book in a new context. Alternatively, activities can be used at the beginning of the lesson to review previously learned language points or even a few days later when the class is working through the next unit of the Student Book. The teacher could also use the activities as a fun way to bring a class to closure when there is enough class time remaining. In all of these cases, the activity can serve as a useful diagnostic tool to determine how well students have internalized the language and which language areas need more work.

The crosswords can be used as quiet class review activities or else they can be assigned for homework.

## How to use the activities

The success of the activities depends on appropriate classroom management. Some considerations are:

*Managing the resources:*

- Some of the activities have cards that need to be cut out. These can be recycled. The teacher can collect the cutouts at the end of each class, or, for more permanent versions, paste the cards onto cardboard and laminate them. It's useful to keep the cards in an envelope labeled with the unit number and activity name.

*Managing the students:*

- It's better to demonstrate the format of each activity rather than explain it. Students will understand better from seeing the teacher or other students modeling the activity.
- Provide a clear time limit at the start, and give a time warning near the end, e.g., *You have two minutes left!*

*Managing the learning:*

- It's helpful if the teacher can walk around the class helping with vocabulary while students are preparing for the activity.
- During the activity, the teacher can note any common errors and review them at the end of the activity or at the beginning of the next class.
- The activity ideas in the *Follow Up* section of the Teacher's Notes can be used for further practice if necessary.

# World Pass Advanced

Worksheet	Objective	Activity Language	Time	Preparation
Unit 1A: So and Such 6	To practice agreeing with someone using <i>so</i> and <i>such</i>	<i>Yes, she's such a good actor; I agree; It's so expensive; Me, too; There's so much violence.</i>	15–20 minutes	Photocopying Cutting
Unit 1B: TV Schedule 8	To practice arranging a TV schedule	<i>reality show; talk show; documentary; sports show; news bulletin; game show; cult sci-fi series; time slot; target audience</i>	15–20 minutes	Photocopying
Unit 2A: Vacation Disasters 10	To talk about bad vacations and give advice	<i>You should have . . . ; I would have . . . ; That must have been . . . ; You could have . . . , then you would have . . .</i>	15–20 minutes	Photocopying Cutting
Unit 2B: Journey Around the World 12	To play a game practicing collocations with <i>tour, trip, journey, travel, voyage, ride, and outing</i>	<i>Do you ever get travel sickness?; Have you ever been on a backpacking trip?; Would you ever follow a pop group on a tour?; When was the last time you made a wasted journey?</i>	20–30 minutes	Photocopying
Unit 3A: Hope and Wish Concentration 14	To play a game practicing expressions with <i>hope</i> and <i>wish</i>	<i>I wish my friend were here now; I wish you would hurry up; I hope you know what you're doing; I hope everything is going OK.</i>	15–20 minutes	Photocopying Cutting
Unit 3B: Education Qualities 16	To discuss qualities of a good education	<i>A good . . . should be/have . . . ; What about . . . ? Isn't that important?; I don't think . . . is as important as . . . ; etc. Positive qualities: kind; patient; engaging; challenging; fair; varied</i>	15–20 minutes	Photocopying
Unit 4A: Conditional Scramble 18	To unscramble expressions with unreal conditionals	<i>I wouldn't do that if I were you; If it were up to me, I'd let you borrow it; If you had listened to me, none of this would have happened; If you happen to see him, tell him to call me.</i>	15–20 minutes	Photocopying
Unit 4B: What's Wrong? 20	To practice using appropriate collocations for vocabulary connected with conflict	<i>argue; brawl; confront; combat; dispute; fight; threat; intimidate</i>	15–20 minutes	Photocopying Cutting
Unit 5A: Police Report 22	To complete a written report by interviewing a classmate	<i>Reduced adverb clauses: Wanting to finish his report, Mr. Smith stayed late at the office; After leaving work at 8:00, he went to the parking garage to get his car; etc.</i>	20–30 minutes	Photocopying Cutting
Unit 5B: Girls and Boys 24	To discuss differences between men and women	<i>Boys tend to . . . ; Girls often . . . ; Boys are more likely to . . . ; Generally, girls . . .</i>	20–30 minutes	Photocopying
Unit 6A: Gossip 26	To ask other members of the class for information to complete a chart	<i>Andy admitted that . . . ; Bianca said that . . . ; Carlos told me that . . . ; Danni announced that . . . ; Hyun Joo convinced me to . . .</i>	10–15 minutes	Photocopying Cutting
Unit 6B: Guess Who? 28	To play a game identifying famous people	<i>Is this person known for . . . ?; Is this person famous for . . . ?; Is this person influential?</i>	15–20 minutes	Photocopying Cutting
Unit 7A: A Very Bad Day 30	To tell and listen to a story	<i>Get passives: get stolen; get arrested; get run over; get my nails done</i>	15–20 minutes	Photocopying

# Scope and Sequence

Worksheet	Objective	Activity Language	Time	Preparation
<b>Unit 7B:</b> Choose the Family 32	To discuss and choose people to make up a TV family based on personalities	<i>sets a good example for others; conscientious; gets on everyone's nerves; a bit tactless</i>	20–25 minutes	Photocopying
<b>Unit 8A:</b> Phrasal Verb Snakes and Ladders 34	To play a game practicing phrasal verbs	<i>show up; run into; call in; make up; clear up; give up, etc.</i>	20–30 minutes	Photocopying
<b>Unit 8B:</b> Moods 36	To ask and talk about moods and feelings	<i>What puts you in a good mood?; What kind of music do you listen to when you're in a bad mood?; What colors cheer you up?</i>	15–20 minutes	Photocopying
<b>Unit 9A:</b> What's My Job? 38	To play a game describing and guessing jobs	<i>This is someone whose job is ...; This is someone who works ...; This is someone whom people ...; This is a job which involves ...; This is a job which ... shouldn't do.</i>	20–30 minutes	Photocopying Cutting
<b>Unit 9B:</b> Don't Do It! 40	To role-play persuading other people not to change their appearance	<i>get my stomach pierced; get a tattoo; It could lead to an infection; It'll make you look strange; You'll regret it when you're older.</i>	15–20 minutes	Photocopying Cutting
<b>Unit 10A:</b> Shopping 42	To interview classmates about shopping habits	<i>independent store; chain store; hunt for/find bargains; spend time window-shopping; go on a shopping spree; used items; haggle; designer labels; brand names</i>	15–20 minutes	Photocopying
<b>Unit 10B:</b> Who Am I? 44	To make guesses about someone based on their possessions	<i>This person is definitely ... because of the ...; I think this person is probably ...; There's a ..., so he might be a ...; The ... makes me think this person is/likes ...</i>	15–25 minutes	Photocopying
<b>Unit 11A:</b> What I Really Need Is ... 46	To have short conversations based on sentence starters	<i>What I'd really like to see in real life is ...; What I don't like about ... is ...; Where I'd really like to live is ...; What really annoys me is when people ...</i>	15–20 minutes	Photocopying Cutting
<b>Unit 11B:</b> Art Walk 48	To play a game talking about and practicing vocabulary related to art	<i>verb + noun collocations connected with art: paint/hang a painting; put up/erect/unveil a statue; go to/visit a museum</i>	20–30 minutes	Photocopying
<b>Unit 12A:</b> Future Match 50	To discuss statements about the future	<i>I'm going to be spending my next vacation doing this; I'm doing this tonight, but I'll be free later; Hopefully, by this time next year, I'll have finished this; I wasn't planning on doing this, but if I have any free time, I might.</i>	20–25 minutes	Photocopying Cutting
<b>Unit 12B:</b> This Future Earth 52	To create a scenario for a sci-fi movie set in the future	<i>There has been a major ecological disaster; Humans live in caves; The Earth is ruled by super-intelligent computers; The climate is a lot colder.</i>	20–30 minutes	Photocopying
Crossword: Review of Units 1–3		54		
Crossword: Review of Units 4–6		55		
Crossword: Review of Units 7–9		56		
Crossword: Review of Units 10–12		57		
Crossword: Review of Units 1–12		58		

## Interaction

Pair work

## Time

15–20 minutes

## Objective

To practice agreeing with someone using *so* and *such*

## Activity Language

*Yes, she's such a good actor; I agree; It's so expensive; Me, too; There's so much violence.*

## Preparation

Make one copy of the activity on page 7 for each pair of students. Cut the activity page in half as indicated.

## Procedure

- 1 Remind students of how *so* is used with an adjective, adverb, or determiner + noun; and *such* is used with adjective + noun. Explain that we sometimes use these structures to emphasize something when we are agreeing with an opinion. Write the following on the board as an example:  
*I really liked the last Star Wars movie.*  
*Yeah, I agree. It was such a/an ... /It was so ...*  
 Ask the class for two ways to complete the second sentence: one using *such a/an*, and the other using *so*. For example: *It was such a well-written story; The special effects were so good.*
- 2 Put students in pairs. Give one student in each pair a copy of the A half of the activity, and the other student a copy of the B half. Explain the task as follows:
  - a Student A reads the sentences 1–5. Student B responds to each one by agreeing and then following up with a *so* or *such a/an* statement.

- b Student B then reads sentences 6–10 and Student A responds using *so* or *such a/an*.
- c Both Student A and Student B then think about how they can complete five more sentences by adding their own information. Remind them that it should be connected with the topic of movies.
- d Students then take turns saying and responding to their sentences. Encourage students to keep the conversation going.
- 3 For extra practice, have students exchange papers and repeat the first part of the activity.

## Sample Conversation

- A: I prefer to see movies on the big screen.  
 B: Me too. The experience is so much better. Have you ever seen a film on an IMAX screen?  
 A: I saw one about Antarctica once. It was amazing.

## Follow Up

- 1 Ask students to write five opinion statements on a piece of paper. For example: *I think the beach is the best place to go on vacation.* Go around and help as necessary.
- 2 Have students circulate and speak to five different people. They should tell each person one of their opinions.
- 3 Ask students to reply to the opinions they hear with *so* or *such a/an* statements.