

朗文英语

Teacher's Edition

2

WorldView

走遍世界



朗文英语走遍世界

教师用书

WORLD VIEW

2

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WorldView

An introduction to the course

by Michael Rost

Welcome to *WorldView*, a four-level English course for adults and young adults. *WorldView* builds fluency by letting students explore and talk about a wide range of compelling topics presented from an international perspective. *Worldview's* trademark two-page lesson design, with clear and attainable language goals, ensures that students feel a sense of accomplishment and increased self-confidence in every class.

WorldView's approach to language learning follows a simple and proven M.A.P.:

- ☆ Motivate learning through stimulating content and achievable learning goals
- ☆ Anchor language production with strong, focused language presentations
- ☆ Personalize learning through engaging and communicative speaking activities

Course components

- **Student Book with Student Audio CD**
- The **Student Book** contains 28, four-page units, seven Review Units (one after every four units), four World of Music Units, Information for pair and group work, a Vocabulary list, and a Grammar reference section.
- The **Student Audio CD** includes tracks for all pronunciation exercises and listening extracts (or reading extracts, in selected units) in the *Student Book*. The **Student Audio CD** can be used with the *Student Book* for self-study and also coordinates with the *Workbook* listening and pronunciation exercises.
- The interleaved **Teacher's Edition** provides step-by-step procedures and exercise answer keys for each activity in the *Student Book* as well as a wealth of teacher support: unit Warm-ups, Optional Activities, Extensions, Culture Notes, Background Information, Teaching Tips, Wrap-ups, and extensive Language Notes. In addition, the *Teacher's Edition* includes a Course Orientation Guide, Audio Scripts, and the *Workbook* Answer Key.
- The **Workbook** has 28, three-page units that correspond to each of the *Student Book* units. The *Workbook* provides abundant review and practice activities for vocabulary, grammar, listening, and pronunciation (listening and pronunciation exercises are done in conjunction with the *Student Audio CD*). In addition, the *Workbook* includes self-quizzes after every four units. A Learning Strategies section at the beginning of the *Workbook* helps students to be active learners.
- The **Class Audio Program** is available in either CD or cassette format and contains all the recorded material for in-class use.

- The **Teacher's Resource Book** (with **Testing Audio CD** and **TestGen Software**) has three sections of reproducible material: extra communication activities for in-class use, model writing passages for each *Student Book* writing assignment, and a complete testing program: seven quizzes and two tests, along with scoring guides and answer keys. Also included are an audio CD and an easy-to-use TestGen software CD for customizing the tests.
- For each level of the course, the **WorldView Video** presents seven, five-minute authentic video segments connected to *Student Book* topics. Notes to the Teacher are available in the *Video* package, and Student Activity Sheets can be downloaded from the *WorldView* Companion Website.
- The **WorldView Companion Website** (www.longman.com/worldview) provides a variety of teaching support and includes Video Activity Sheets and supplemental reading material.

Unit contents

Each of the 28 units in *WorldView* has seven closely linked sections:

- **Getting started:** a communicative opening exercise that introduces target vocabulary
- **Listening/Reading:** a functional conversation or thematic passage that introduces target grammar
- **Grammar focus:** an exercise sequence that allows students to focus on the grammar point that has been introduced in the reading and listening extracts and to solidify their learning
- **Pronunciation:** stress, rhythm, and intonation practice based on the target vocabulary and grammar
- **Speaking:** an interactive speaking task focused on student production of target vocabulary, grammar, and functional language
- **Writing:** a personalized writing activity that stimulates student production of target vocabulary and grammar
- **Conversation to go:** a concise reminder of the functional language introduced in each unit

Course length

With its flexible format and course components, *WorldView* responds to a variety of course needs. *WorldView* is suitable for 70 to 90 hours of classroom instruction. Each unit can be easily expanded by using bonus activities from the *Teacher's Edition*, reproducible activities available in the *Teacher's Resource Book*, linked lessons from the *WorldView Video* program, and supplementary reading assignments in the *WorldView* Companion Website.

The *WorldView Student Book with Student Audio CD* and the *Workbook* are also available in split editions.

Teaching Principles in *WorldView*

WorldView approaches language learning from a belief in three fundamental principles: motivate, anchor, and personalize.



Motivate

Motivate learning through stimulating content and achievable learning goals

At all levels of proficiency, language students learn better when they are given stimulating content and activities. The topics chosen for *WorldView* are international in scope, compelling, and engaging, and the activities designed around them promote student participation and active learning.

Each unit in *WorldView* is made up of 2, two-page lessons that set clear, achievable goals. By working through short, goal-oriented activities—for vocabulary, listening, reading, grammar, pronunciation, speaking, and writing—students feel both a sense of accomplishment and increased self-confidence.

Anchor

Anchor language production with strong, focused language presentations of vocabulary and grammar

Anchoring knowledge—planting it firmly—is the basis for systematic progress in language learning. *WorldView* features a strong vocabulary and grammar syllabus that anchors each unit.

Vocabulary is presented in various formats in the *Getting started* section of each unit, allowing students to gain mastery of specific lexical sets. Students interact with the new words in a series of activities before they encounter them in reading or listening texts.

Grammar is introduced in the listening and reading texts so that students are first exposed to the grammar receptively. Students are then given examples of the target structure to study, with their attention directed to specific aspects of the language. They then complete grammar charts, which allows them to focus on the way the language works. Once they have worked with the grammar examples and charts, students use the grammar in structured exercises to help the new grammar concepts take root.

Personalize

Personalize learning through engaging and communicative speaking and writing activities

In every *WorldView* unit, the central goal is fluent self-expression. This goal is achieved through a careful sequence of activities, each building toward personalized speaking and writing tasks.

Personalization is the basis for making language learning memorable—and enjoyable. *WorldView* provides opportunities for students to personalize what they learn throughout the unit: *Getting started* elicits students' ideas; the *Reading* and *Listening* sections draw out students' views and opinions; and the *Speaking* and *Writing* sections allow students to express their own thoughts, plans, preferences, and experiences.

The *WorldView* Teaching Plan

Teaching from *WorldView* is easy because each unit of the *Student Book* is based on a carefully planned flow of activities. Each four-page unit is designed as a complete instructional cycle that focuses on all key language areas—vocabulary, grammar, and pronunciation—and links the skills of listening, speaking, reading, and writing in an integrated, reinforcing fashion. Within each unit are two lessons: Lesson A builds comprehension, and Lesson B builds fluency.

The two lessons include the following:

- **Getting started:** Designed to get students interacting from the start, this opening activity introduces and contextualizes the target vocabulary of the unit. Vocabulary sets are always semantically related and include useful expressions and collocations. *Getting started* allows you to check what students already know and to teach words and phrases that may not be familiar. As students learn the meaning and pronunciation of the words and expressions, engaging follow-up activities encourage them to use and extend their new vocabulary.
- **Listening or Reading:** This section presents a realistic listening extract—conversations, interviews, talk shows, etc.—or an authentically based reading passage, such as a magazine article, an ad, or a website—that is related to the unit theme. Each high-interest listening or reading passage incorporates the target vocabulary and models the grammar in context. In keeping with principles of authenticity, the listening extracts are recorded at natural speed and the reading selections contain idiomatic expressions beyond the students' production capacity. Students are not expected to understand every word of the passages; rather, students are given multiple opportunities to work with the same passage for different purposes, which serves to deepen their comprehension skills and their confidence in dealing with authentic language.

- **Grammar focus:** In this pivotal section of the unit, students work with practical examples of the target structures—all previously featured in the Reading or Listening extracts—and notice the rules for themselves. Students get actively involved in grammar discovery, an approach that anchors their learning of the language. Once students have formulated the grammar rules, they use the target grammar in contextualized practice exercises. An enhanced Grammar Reference section for each unit is included at the back of the book so students have full grammar paradigms and explanations at their fingertips.
- **Pronunciation:** Brief pronunciation activities in every unit target word and sentence stress, rhythm, intonation, linking, and problematic sounds through clear, contextualized examples based on the target vocabulary or grammar of the unit. The pronunciation activity prepares the students for the upcoming speaking activity by providing useful models for communication.
- **Speaking:** This interactive task builds upon the Listening or Reading theme and incorporates the target vocabulary, grammar, and pronunciation, giving students the opportunity to use this language creatively to build fluency. Students are encouraged to share opinions, exchange information about themselves, and discuss ideas with their classmates.
- **Writing:** The final activity in each unit encourages further personal expression by students, who are directed to write about their own ideas and experiences in a guided, communicative assignment. This activity, which may be done in class or as homework, encourages personalized writing that can be shared with the class as an idea exchange, and be used by the teacher as evidence of the students' control of targeted grammar and vocabulary.
- **Conversation to go:** A brief conversation to remind students of the key communicative function and grammar appears at the end of each unit. Students can act out the conversation, or extend it to create their own "conversations to go."

Review Units

Review Units appear after every four units to help both students and teachers to revisit key presentations. Review Units incorporate an audio model (found in the *Class Audio Program*) to give students another opportunity to use the language of each unit in a productive, engaging speaking activity. The Review Units can be used as reinforcement or for an assessment of students' progress.

World of Music Units

Four World of Music units in each *Student Book* build a stimulating class activity around a popular song, using music from the past few decades. Structured as selective listening activities, the World of Music units encourage students to activate vocabulary and grammar before they listen, and conclude with a sing-along option (contained in the *Class Audio Program*).

Teaching Tips

You will find a range of Teaching Tips in this *Teacher's Edition* to give you specific suggestions for adding learning value to individual activities in the *WorldView Student Book*. The specific tips revolve around the following general teaching principles: **keep your class active, extend your students' learning strategies, make it easy for students to participate, and help students with specific skills**. These principles are demonstrated below, with general suggestions that can be implemented throughout the *WorldView* course.

- **Keep your class active**
 - Make sure students participate actively. The key is finding the right balance between "teacher-fronted" instruction and "student-centered" instruction. In communicative classes, it is important to direct your instruction time toward brief demonstrations and explanations, support for tasks, and feedback. Aim to maximize the time that students use the language.
 - Vary the groups. Most activities call for students to work with a partner or in a small group. Try various groupings of students. Working with new partners can often inject new energy into the class and help the class develop a larger sense of community. Particularly if you have students of mixed levels, it will be important to try different groupings so that students have an opportunity to work with partners of differing levels.
 - When possible, offer students alternate ways of doing an activity. You will find suggestions in the unit notes in this *Teacher's Edition* as well as on the *WorldView* companion website.
- **Extend students' learning**
 - Look for opportunities to introduce learning strategies. (You can consult the list of strategies at the beginning of the *WorldView Workbook*, or look through the Teaching Tips in the *Teacher's Edition*.) Take advantage of the times in class—for example, when a student needs to ask a clarification question—to call students' attention to a particular strategy. If you introduce and reinforce learning strategies on a regular basis, you will encourage learning beyond the classroom.
 - Provide at-home assignments for students. Giving sufficient homework is important to reinforce in-class learning. Homework can easily be assigned from the *Workbook*, and additional homework ideas are given in the *Teacher's Edition*. Spend just a short time in each class checking homework, having students work in pairs and small groups to compare answers. Take notice of how students have done, and provide brief mini-lessons to address any common errors.
 - Monitor your students' progress and provide feedback to them, verbally and through regular quizzes and tests.

- **Make it easy for students to participate in class**

- Aim to create a comfortable environment in the classroom. You want your students to feel relaxed enough to talk to you and to each other in English. Students who feel relaxed will be more likely to take risks in their language learning and will gain confidence more rapidly.
- Insure that each student has an opportunity to contribute ideas, opinions, and experiences in every class meeting. One way to do so is by fully utilizing the steps in activities that encourage comparing ideas and sharing answers, as well as by having students work in pairs and small groups.
- Let the students do the talking. In communicative classes, it is important that students have ample time to talk, to each other in pairs and small groups, and to the whole class. Don't be too eager to correct. Generally, it is best to respond to meaning first in communication activities. Let the students know when you understand their ideas and when you don't. When they know you are interested in their ideas and not just their English ability, they will become more relaxed.
- Keep your classroom activities in English. Although it is natural for you and your students to use their first language from time to time, aim to keep all classroom activities in English, including your instructions. Teach clarification expressions (such as "Could you say that again?") and information questions ("Whose turn is it now?") that will help your students stay in English. Make agreements with the students about when their first language can be used in class. The consistent use of English in the classroom will eventually make the classroom more comfortable for your students.

- **Help students with specific skills**

Although most students will make progress through the use of models, participation in classroom activities, and feedback on their classwork and homework, many students will need specific help with one or more skills.

- **Help students become better listeners**

The recordings in *WorldView* are at natural speed, and students need to be reassured that they can do the listening activities successfully without understanding every word. Listening ability develops gradually by having students work with the same listening material in a number of ways. The listening exercises in *WorldView* use both "bottom up" and "top down" methods. *Bottom-up processing* refers to hearing the exact words and grammatical structures that the speaker uses, even if these are reduced or ellipted. Bottom-up activities include dictation (full dictation or cloze dictation), pre-teaching of vocabulary and structures used in a listening extract, and targeted listening for a specific item. *Top-down processing* refers to using expectations in order to infer what the speaker means, even if the speaker's message is incomplete or unclear. Top-down activities include selective listening for given information, answering questions (and guessing unknown answers), and summarizing.

Another listening skill that students need to develop is interactive listening, which is the ability to understand live conversation, give feedback, ask for clarification, and respond in real time. This aspect of listening can improve dramatically through the guided interaction tasks (like information gaps) provided in *WorldView*, especially if supplemented with instruction on how to give feedback (such as using comprehension signals like "Oh" and "Um-hmm") and ask clarification questions (such as "What do you mean?").

- **Help students improve their pronunciation**

Pronunciation is an important skill and most students can make and sustain improvements in their pronunciation with a concerted effort. Most students can improve their pronunciation both on a segmental level (the individual sounds of words) and on a suprasegmental level (the overriding rhythm and intonation of a whole utterance).

The majority of pronunciation exercises in *WorldView* focus on the suprasegmentals because this is the area of pronunciation that most influences communication. Encourage your students to work through these lessons carefully and to practice with the *WorldView Student Audio CD*.

In addition, provide focused feedback to students. When you really don't understand a student because of a pronunciation problem, ask him or her to repeat it so you do understand—and then point out the pronunciation issue for him or her to work on in the future. (For individual sounds of words, see the Pronunciation table on page 169.) Focused feedback helps students identify a small number of pronunciation points that will truly boost their speaking ability.

- **Help students develop fluency**

Most students want to become fluent speakers of English, the essence of which is staying focused and assuring that their communicative goal is reached. As students begin to accomplish communicative goals, they will begin to speak more smoothly and effortlessly.

There are three specific ways of developing fluency in communication tasks, all of which have been incorporated into *WorldView*. The first way is *pre-task planning*. This means having an overview of the communication task in advance, knowing how the procedures work, and what the outcome will be. This kind of planning allows for an internal rehearsal of the communication process, which generally improves fluency. The second way is to *preview vocabulary* that is needed in the task. Knowing what vocabulary to use in advance is like having stepping stones through the task, and this obviously increases the smoothness of the communication. The third way to improve fluency is *authentic repetition*. Communicative tasks that involve real personal information and ideas can be done again with new partners, without a feeling of mechanical repetition. Having students repeat tasks with new partners, or recycling tasks later in the course, or using parallel tasks (as is done in the *WorldView Review Units*) will all help students gain genuine fluency.

- **Help students become better writers**

The most direct way to help students become better writers is to give them ample opportunities for extended, communicative writing. In addition to helping learners consolidate their learning of grammar and vocabulary, writing provides an avenue for creativity and self-expression that many learners value.

A few simple guidelines can help your class get the most out of writing tasks:

Have students write multiple drafts and revisions of an assignment whenever possible. In the first draft of an assignment, encourage them to write freely and not worry about mistakes. Give at least one round of feedback before students produce the "final product."

Use models of the completed writing assignment (from the *Teacher's Resource Book*) to provide your students with a "macrostructure" for their work.

Models can motivate students to raise their expectations and provide guidance for homework assignments.

Give feedback on content as well as form. Because students are writing for a communicative purpose, it is important to let them know what they have communicated to their audience.

Be selective when offering corrections. For most writing assignments, you will not want to correct every error. Concentrate on those that get in the way of communication.

Present a simple "key" or code for corrections (like *v* for vocabulary problem, *t* for verb tense problem). This will enable you to respond more quickly to students' writing.

Have your students keep all their written work and create a portfolio. Review the students' portfolio at the end of the course. This will build confidence for your students and give you a sense of satisfaction as well!

If time allows, have students share their writing in class with a partner. Partners can give feedback on specific aspects of the writing—for example, on the content, the organization, or the choice of words.

- **Correcting errors**

In both meaning-focused and form-focused activities, students will make errors, and many errors will seem to persist. Your attitude and approach to feedback and error correction should be related to the purpose of the activity and what you think your students are ready to learn.

One error-correction method is to note commonly occurring errors in the class and give a short presentation for the whole class at the end of an activity. For instance, you may note frequent errors in verb tenses during one speaking activity, and provide a short review of the problematic points before going on to the next activity. This focused feedback, provided at regular times during the flow of classroom activities, seems to be more effective for most learners than simply being corrected for every grammatical error they make.

Another method that works well is *recasting* an utterance that has contained an error. For instance, a student may say, "Yesterday, I don't come to class," and you recast it as, "Oh, you didn't come to class yesterday?"

In this process, it is important for the student to "notice" the error and then restate the correct utterance, as in, "Right. I didn't come to class yesterday." This process is effective because the student has the opportunity to self-correct an error that is still in short-term memory.

When students notice and recast their own errors, they are more likely to remember the correction. For instance, you might ask students to look at their own writing assignment and circle all uses of a particular tense and then to rewrite any parts with errors that they notice. Or you may ask students to make their own audio recording of a short conversation or speech and then transcribe exactly what they said in one column and make grammatical improvements in another column.

How to Get the Most From This Teacher's Edition

In each of the interleaved units of this *Teacher's Edition*, you'll find notes for how to proceed with each exercise, as well as answer keys, if appropriate. You will also find the following types of teaching ideas and information:

(Lesson A) Warm-up: a brief activity to get the students involved in the topic of the unit at its outset

(Lesson B) Warm-up: a brief activity recommended for when time has passed between doing Lesson A and B. Since Lesson B begins with the *Grammar focus* section, and the grammar has been modeled in the Listening or Reading done in Lesson A, this activity involves playing the audio for the Listening (or Reading, which has been recorded for this purpose), so that students can hear the grammar in context before they begin their work on the grammar.

Vocabulary Preview: a brief, optional activity that allows you to pre-teach the vocabulary students will interact with in the Getting started section of the unit

Extension: an additional activity for students to do after they've finished a student book activity, as time allows

Option: an alternative way you can have students do a particular activity

FYI: information that you may find useful but that is *not* intended for the students to know

Culture Note: information that will help students understand the cultural context of the language or content

Background Information: factual information about people, places, and events that you may want students to know

Language Note: information for students about how English works, including information about the grammar, functions, pronunciation, and similar topics.

Teaching Tip: a tactic that will help students get the most out of an activity, such as specific conversation management strategies, listening strategies, reading strategies, and so on.

Note: additional information that doesn't fit into any other category


Follow-up: an activity based on what you find when you are circulating and noticing how students are doing on specific tasks


Wrap-up: a whole-class activity that brings closure to a pair or group activity


Cross-references

The unit notes also provide cross-references to the following:

 *Teacher's Resource Book*, Reproducible Activities

 *Teacher's Resource Book*, Writing models

 *Workbook* practice material for homework*

 *Workbook* self-quizzes

● Companion Website, www.longman.com/worldview, supplementary reading material

 Video

Note: If you are not using the *Workbook*, an additional homework assignment is suggested for students to do with the *Student Audio CD*.

At the back of the *Teacher's Edition*, we've included the **Audioscripts** for the *Student Book* (Class Audio Program) and the audio scripts for the *Workbook* (Student Audio CD). The **Answer Key to the Workbook exercises** follows the audioscripts.

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It's the weekend!

OBJECTIVES

Students will:

- activate vocabulary related to weekend leisure activities
- do listening, speaking, and writing tasks related to how often activities are done
- focus on using the simple present and adverbs of frequency
- practice rhythm in English sentences, with stress only on the important words

WARM-UP: WHAT'S YOUR WEEKEND LIKE?

Groups of 3. Students share ideas for ways to describe weekends.

- Books closed. Tell students that this unit is about weekend leisure activities.
- Write on the board: *What's your weekend like?* Give an example or two about your weekend: *Sometimes my weekend is relaxing. Sometimes my weekend is fun and exciting.*
- Divide the class into groups of 3. Set a time limit of 2 minutes. Each student in the group must say at least one sentence about his or her weekend.
- After 2 minutes, call on a few students to tell the rest of the class about one of their partner's weekends. (For example, *Sometimes Luci's weekend is busy and tiring.*)

Getting started

Exercise 1

- Tell students to look at the photos.
- Point to each picture and ask students what the people are doing. Elicit as many details as possible.

Answer key

Picture A: They're going to the movies.

Picture B: They're going to/They're at the beach.

Picture C: They're exercising/doing yoga/working out.

OPTION: VOCABULARY PREVIEW

- Tell students to think about activities they do on weekends. Write the phrase *go to the ____* on the board, and elicit from students words related to weekend activities that can complete the verb phrase, (movies, beach, park, gym)
- Then ask: *What do you do for dinner on Friday nights?* (go out for dinner, cook at home, get takeout)
- Ask about other things they do on the weekend.
Ask: *What do you do on weekends if you don't go out?* (sleep late, watch TV, stay home)

Exercise 2

- Explain the task: Students will complete the sentences with the verb phrases in the boxes. Go over the first sentence and the example.
- Set a time limit of 3 minutes. While students are working, walk around the room, helping as needed.
- Have students work in pairs to compare answers.
- Go over the answers with the class.

Answer key

1. go to the beach; go for a walk; go out for dinner
2. sleep late; go to the gym; stay home; watch TV
3. work late; get takeout; go to the movies

EXTENSION

- Have students create a three-by-three grid for a Bingo board.
- In each of the nine squares, have them write down a verb phrase from Exercise 2 in random order.
- Tell the class they are going to check off each of the activities on the grid as you read them aloud. The first student to check off three squares in a row calls out "Bingo!"

Exercise 3

LANGUAGE NOTE

You may want to point out the time expressions with *on* in Exercise 2. Explain that when we talk about activities we do regularly, we can use either the plural or the singular form of the day of the week or part of the day with *on* and *in*. For example, we can say *On Saturdays/On Saturday, I go to the movies; I sleep late on Sunday mornings/on Sunday morning; In the afternoons/In the afternoon, we go to the beach.*


- Tell students to think of activities they like to do on weekends. Model the task, using the example in the book or providing your own.
- Pair students and set a time limit of 2 minutes. Remind students to use the verb phrases in Exercise 2 as well as their own ideas.
- Walk around the room, helping as needed.
- After 2 minutes, call on a few students to tell the class what they like to do on weekends.

Listening

Teaching Tip! Listening for different purposes

There are different strategies to use when listening, depending on your purpose. Remind students that Exercise 4 requires them to listen only to get the main, or general, idea of the interviews. Exercise 5, on the other hand, requires them to listen for details.

Exercise 4

- Explain the task: Students will listen to a radio host talk to two people. As students listen, they will match two of the photos on pages 2 and 3 with the speakers.
-  Play the audio.
- Go over the answers with the class.


Answer key

Speaker 1 (Male): A speaker who lives in the city.

Exercise 5

LANGUAGE NOTE

There are three different pronunciations of the third person *-s/-es* endings: /s/, /z/, and /əz/. In the verbs in Exercise 5, the ending should be pronounced as an extra syllable /əz/ only in the word *watches*. In the other verbs, the ending should be pronounced as /s/ in *gets*, *cooks*, *meets* or /z/ in *stays*, *goes*.

- Explain the task: Students will underline one of the two choices in bold as they listen to the radio program again.
- Before playing the audio again, have students read the sentences in Exercise 5 and predict the answers. Reading the sentences before listening again will help students focus their listening.
- If necessary, write the first sentence on the board and have a volunteer come up to underline the verb that he or she thinks is correct.
-  Play the audio again.
- Have students work in pairs to compare their answers.
- Go over the answers with the class.

Answer key

- | | |
|-----------------------|-----------------|
| 1. cooks | 4. to the beach |
| 2. meets friends | 5. beach |
| 3. goes to the movies | |

EXTENSION

Pair students. Have the pairs discuss whose weekends are similar to theirs, Yuka's or Marcelo's.



- Please go to www.longman.com/worldview for additional in-class model conversation practice and supplementary reading practice.

Pronunciation

LANGUAGE NOTE

Every language has its own rhythm, or beat. In English, some syllables are longer and stronger and other syllables are short and weak.


Exercise 6

- Tell students they are going to listen to some sentences. Ask them to listen to the rhythm.
-  Play the audio. Highlight the rhythm by tapping out the strong beats.
-  Play the audio again and have students look at the sentences. Tell students that the words and syllables in red are pronounced longer and stronger, or are stressed.
- Point out, or elicit, that some of the words are pronounced longer than others but that each sentence has the same number of stressed syllables.
- Ask students what kinds of words are stressed in the sentences. (adverbs, verbs, nouns, and *wh*-words)

Teaching Tip! Using visuals as reminders

Many students do not pronounce the vowels in stressed syllables long enough. To encourage them to do so, use visual reminders. For example, stretch a rubber band or write the word on the board and make the stressed vowel extra wide. Also remind students to slow down when they speak.


Exercise 7

- Tell students they are going to practice saying the sentences with the correct rhythm.
-  Play the audio, stopping or pausing after each sentence and having students repeat chorally.
- Ask individual students to repeat. Check their pronunciation.
- If students have difficulty, break the sentences down into smaller parts, starting at the end of the sentence and gradually adding parts until the whole sentence is built up again. Model the pronunciation and have students repeat after you. Tap out the beat to reinforce the rhythm. (For example, on *Saturday-work on Saturday-I never work on Saturday.*)

EXTENSION

Pair students. Have them practice the sentences.

HOMEWORK

-  Assign *Workbook* page 12, Vocabulary Exercises 1 and 2; page 14, Listening Exercises 5 and 6; and page 14, Pronunciation Exercises 7 and 8.


Grammar focus

LANGUAGE NOTES

- Adverbs of frequency indicate how often something happens. They are often used with the simple present tense to describe routines and habits. For example, *I usually go to the gym on Friday evenings.*
- Adverbs of frequency usually come after the verb be and before other verbs. For example, *I'm never hungry in the morning. I always eat lunch at noon.*
- *How often* is a question phrase that is used to ask about frequency. For example, *How often do you go to the gym?*

WARM-UP

Note: Skip this warm-up if you're doing this lesson (Lesson B) during the same class period as Lesson A.

- Books closed. Tell students they are going to listen again to the radio program they heard in the Listening section.
- On the board, write some of the activities that Yuka and Marcelo do: *work late, get takeout, go to the movies; sleep late, go to the beach, go out for lunch.* Tell students to copy the phrases.
- Explain the task: Students will listen for the phrases in the conversation and will write down the words the speakers use to say how often they do the activities.
-  Play the audio for Lesson A, Listening, Exercise 4. (It models the grammar of the unit.)
- Point to the activities on the board. Tell students to call out the word Yuka and Marcelo used to say how often they do each activity. Write the words on the board. (Answers: *usually, usually, usually; usually, always, sometimes*)

Exercise 1

- Read the adverbs of frequency aloud and have students repeat after each word.
- Tell students to write each adverb that corresponds to the percentage of time on the scale. If necessary, cue students by asking, *What word means that you do an activity 100 percent of the time? (always)*
- Have students compare their answers with a partner's.
- Go over the answers with the class.

Answer key

100%	always
75%	usually
50%	often
25%	sometimes
0%	never

Exercise 2

- Have students look at the examples and study the bold-faced words. Tell them to pay attention to the order of the verbs and frequency adverbs in the sentences. Ask students to call out the verb in each sentence. Make sure they can identify the base form of the verbs. (*work, go, be*)
- Tell students to notice the order of the bold-faced words.

Exercise 3

- Have students study the examples again.
- Tell them to circle the correct word in each rule.
- Have students compare their answers with a partner's.
- Go over the answers with the class.
- Ask a few questions to elicit the key points about the grammar: *What adverb do we use when we do something every day? (always) What's the opposite of that adverb? (never) Do adverbs of frequency come before or after be? (after) Do they usually come before or after other verbs? (before)*

Answer key

after (the verb) before (all other verbs)

Teaching Tip! Reviewing grammar

Review the simple present forms of regular and irregular verbs: the verbs used with the third person singular pronouns (*he, she, it*) always end in *-s* or *-es*.

Exercise 4

- Before beginning Exercise 4, answer any questions students might have. You may also refer the class to the Grammar Reference for Unit 1 on page 143.
- Ask students to look at item 1. Read the example conversation aloud, pointing out the adverb of frequency (*often*) and the verb (*works*).
- Explain the task: Students will write a verb and an adverb to complete each sentence. Remind students to use the context to figure out which verb correctly completes each sentence.
- Have students complete the exercise individually. Set a time limit of 5 minutes. Walk around the room, helping as needed.
- Have students compare their answers with a partner's.
- Go over the answers with the class.

Answer key

1. A. often wash	A. often get
B. always work	B. sometimes get
2. B. usually go	A. never stay
C. usually stay	C. sometimes wash

Exercise 5

Students pair up to read the conversations in Exercise 4.

Speaking

NOTE

In activities where students first work individually and then join classmates to work in pairs or groups, it is often helpful to quickly explain the various steps students will be following. Students will be better motivated to concentrate on their individual work if they know they will be working later in pairs or small groups. Then, as students begin each new step, give more detailed guidance to make sure everyone understands what to do next.

Exercise 6

This exercise provides practice with adverbs of frequency, the simple present, and the vocabulary from the unit. It prepares students to do Exercises 7 and 8.

- Explain the task: Students work individually to write sentences about their weekend activities. Point out the example and read it aloud.
- Set a time limit of 5 minutes for students to write their sentences. Remind them to use all the adverbs of frequency from Exercise 1. Walk around the room, helping as needed.
- Have students share their sentences in pairs.
- Ask a few students to share their sentences with the class.

Exercise 7

- Divide the class into groups of 3.
- Explain the task: Each of the three students in the group will add one activity to the first column of the survey form. They can use any of the ideas from their sentences in Exercise 6. Set a time limit of 2 minutes.

Exercise 8

- **Groups of 3.** Have students continue to work with the same group.
- Explain the next part of the task: Students will take turns talking about their weekend activities. In each of their statements, they should use an adverb of frequency to describe how often they do the activity; then they should add a sentence or two with more information. All three group members will put a check mark in the survey under the appropriate adverb of frequency.
- Copy the survey on the board. Ask two volunteers to come up to the front to demonstrate the activity, using the example in the book.
- Encourage students to ask their partners questions to find out more about their activities. If necessary, brainstorm ideas for additional information and write a few examples on the board. (For example, *What's your favorite restaurant? Who do you usually go out with?*)
- Set a time limit of 10 minutes for students to talk about their activities. Walk around the room, helping as needed.

Exercise 9

- **Groups of 3.** Have students stay in their groups. Tell them to decide who in the group has the busiest weekend and who has the most relaxing weekend. Set a time limit of 2 minutes for the discussion.
- After 2 minutes, call on a few students to tell the class who in their group has the busiest weekend and who has the most relaxing weekend. Encourage them to give some details to support their answers.

TRB For additional interactive grammar practice, have students do the reproducible activity for this unit in the *Teacher's Resource Book*.

Writing

Exercise 10

- Assign the writing task for class work or homework.
- Explain the task: Students will write a paragraph about a perfect weekend, using adverbs of frequency and vocabulary from the unit.
- Brainstorm ideas for the perfect weekend and write them on the board.
- **TRB** Optionally, give students a copy of the writing model (see the *Teacher's Resource Book*, Writing Models). Ask them to read the model and notice the vocabulary and grammar from the unit.
- If students don't have the model, write the following on the board:
My weekends are always great! I never work on the weekend, and I only do what I like. On Saturdays, I always get up early.
- Have a student read the sentences aloud. Answer any questions students might have.
- Walk around to make sure everyone understands the task.

For suggestions on how to give feedback on writing, see page 6 of this *Teacher's Edition*.

CONVERSATION TO GO

At the end of class, call on two students to role-play the conversation.

HOMEWORK

- Assign *Workbook* page 13, Grammar Exercises 3 and 4, and page 14, Pronunciation Exercises 7 and 8.
- If students do not have the *WorldView Workbook*, assign listening homework from the Student CD. Write on the board:

Track 2

Write one thing that Yuka *never* does and one thing that Marcelo and his wife *always* do.

- Tell students to listen to the audio and write the answer to the question. Have them bring their answer to the next class.

(Answers: Yuka *never* stays home/cooks. Marcelo and his wife *always* go for a walk on the beach.)

Excuses, excuses

OBJECTIVES

Students will:

- activate vocabulary related to parts of the body, illnesses, and injuries
- do listening, speaking, and writing tasks related to health problems, apologizing, and making excuses
- focus on using the conjunctions *and*, *but*, and *so* to talk about minor illnesses and injuries
- practice using intonation to stress the most important words in a sentence

WARM-UP: I MISSED IT!

Groups of 3. Students take turns telling each other about a time they missed something important.

- Tell students that this unit is about health problems and making excuses. Ask the class to give examples of situations where people often make excuses (for example, *coming late to school/work*, *after an absence from school/work*).
- Explain that the unit title, "Excuses, excuses," is a phrase people use when they think they hear too many excuses about why something is not done.
- Divide the class into groups of 3 and set a time limit of 3 minutes. Explain the task: Each student in the group must say what event or activity he or she missed and why he or she missed it. Clarify the task by giving an example about yourself. (For example, *Last week, I missed a party because I was sick.*)
- After 3 minutes, call on a few students to share with the class some excuses they heard.

Getting started



OPTION: VOCABULARY PREVIEW

Have students work in pairs and explain to each other the meaning of each word in Exercise 1.

Exercise 1

- Explain the task: Students will use the words in the box to label the parts of the body. Go over the example.
- Set a time limit of 3 minutes. While students are working, walk around the room, helping as needed.
- Tell students they will check their answers in the next activity.

Exercise 2

- Explain the task: Students will listen to the audio. As they listen, they will check their answers in Exercise 1. Then they will listen again and repeat.
-  Play the audio. Encourage students to correct any wrong answers.
-  Play the audio again and have students listen and repeat.

Answer key

- | | | | |
|---------|---------|------------|------------|
| 1. eye | 4. hand | 7. mouth | 10. throat |
| 2. arm | 5. head | 8. stomach | 11. foot |
| 3. back | 6. nose | 9. ear | 12. leg |

EXTENSION

To make sure students have mastered the vocabulary, review the words. Call out the name of a body part and have students point to it. For example, say, *Where's your arm?* Have students touch or point to their arm. Do the same for all twelve body parts learned in Exercise 1.

LANGUAGE NOTES

- There is more than one way to express complaints about most medical problems. For example, *My back hurts*, *I have a backache*, *I have a sore back*, and *My back is sore* all have the same meaning.
- Some expressions are used only with certain body parts. For example, only *back*, *ear*, *head*, *stomach*, and *tooth* are combined with *-ache* to create a new noun that names a specific medical problem (*backache*, *earache*, *headache*, *stomachache*, *toothache*). For other parts of the body, a common structure is *have + article (a/an) + adjective + noun*. (For example, *She has a sore arm*.)

Exercise 3

- Explain the task: Students read each sentence and look at the pictures. Then they decide which of the people is making the complaint. Go over the example.
- Set a time limit of 3 minutes. Walk around the room, helping as needed.
- After 3 minutes, have students work in pairs to compare their answers.
- Go over the answers with the class.

Answer key

- | | | | |
|------|------|------|------|
| 1. B | 3. A | 5. B | 7. C |
| 2. C | 4. B | 6. A | 8. C |

Exercise 4


- **Pairs.** Explain the task: Partners will take turns acting out an illness or injury and guessing the problem.
- Model the activity with a volunteer, using the example. Put your hand on your throat and make an expression of pain. Then gesture for the student to say what your problem is (*Oh, you have a sore throat!*).
- Pair students and set a time limit of 10 minutes. Walk around the room, helping as needed.

Listening

CULTURE NOTE

Most companies in the United States allow their employees a limited number of "sick days" each year, usually between eight and ten days. Sick days are paid days that employees can take off due to illness. Sick days are becoming more and more expensive for employers, and some companies in the United States are trying to reduce the number of sick days employees take. Some pay their employees for sick days not taken, while others offer bonuses for perfect attendance. Some companies are taking a different approach and are including attendance records as part of performance reviews, while others are firing people who take too many sick days.


Exercise 5

- Ask students to look at the picture. Point out that they are going to hear a conversation between the two people. Have them make some predictions about the situation by asking questions such as *Who do you think this is? Where is he? Who do you think he's talking to? What do you think he's saying?*
- Explain the task: Students listen to the audio and number Tony's excuses in the order they hear them. Go over the example.
-  Play the audio.
- Go over the answers with the class. If time allows, play the audio one more time so that students can confirm their answers.

LANGUAGE NOTE

Point out that the phrase *I'm afraid* in this context doesn't express fear; it is a way to soften the information—usually bad or unwelcome news—that follows it. Give one or two examples where the phrase *I'm afraid* might be used to preface bad news. (For example, *I'm afraid our teacher isn't well.*)


Exercise 6

- Tell students to look at the apologies and sympathetic responses. Explain that we usually say something reassuring or sympathetic when someone apologizes and makes an excuse. Ask students for other responses to excuses they know. (For example, *It's all right*, or *It doesn't matter*.)
- Explain the task: Students will listen for each of Tony's apologies and Roger's corresponding responses. They will write the letter of the correct response next to each apology.
-  Play the audio.
- Have students work in pairs to compare their answers.
- Go over the answers in class.

Exercise 7

- Tell students they will practice apologizing and making excuses in this exercise.
- Prepare students for the activity by spending a few minutes brainstorming situations in which people might apologize and make excuses. Write some of the ideas on the board.
- Explain the task: Students will take turns apologizing and making excuses.
- Go over the example. Point out that there are three parts to the sentences: a phrase of apology, an explanation, and an excuse.
- Pair students and set a time limit of 5 minutes. Walk around the room, helping as needed.
- After 5 minutes, call on a few pairs to present one or two of their apologies and excuses to the class.
- Please go to www.longman.com/worldview for additional in-class model conversation and supplementary reading practice.

HOMEWORK

-  Assign *Workbook* page 15, Vocabulary Exercises 1 and 2, and page 17, Listening Exercises 5 and 6.


Grammar focus

LANGUAGE NOTES

- The linking words, or the conjunctions, *and*, *but*, and *so* are often used to join words or complete sentences.
- Each of these three linking words has a different meaning: *and* indicates that what follows is a similar idea; *but* adds a different idea; *so* precedes a result of something.

WARM-UP

Note: Skip this warm-up if you're doing this lesson (Lesson B) during the same class period as Lesson A.

- Books closed. Tell students they are going to listen again to the conversation they heard in the Listening section.
- Write these sentences on the board: *I'm really sorry, _____ I'm not feeling very well. I have a fever, _____ I can't come to work today. I have a bad cough, _____ my throat is very sore.* Tell students to copy the sentences.
- Write *but*, *and*, and *so* on the board next to the sentences.
- Explain the task: Students will listen for the sentences on the board and complete them with *but*, *and*, or *so*.
-  Play the audio for Lesson A, Listening, Exercise 5. (It models the grammar of the unit.)
- Point to the sentences and words on the board. Tell students to call out the linking word they heard in each sentence. Write the words in the blanks.

Exercise 1

- Have students read the three examples and study the bold-faced words. Point out that each example is actually made up of two sentences joined by linking words. Have students say out loud the two sentences in each example.
- Ask students to think about the type of information added after *but*, *and*, and *so* in each example.

Exercise 2

- Have students study the examples again.
- Tell students to write the linking words to complete the rules in the chart.
- Have students compare their answers with a partner.
- Go over the answers with the class.
- Ask these questions to clarify the use of each linking word:
Which linking word adds similar information? (*and*)
Which linking word shows the result of something? (*so*)
Which word adds different, or contrasting, information? (*but*)

Answer key

and but so

Exercise 3



- Before beginning Exercise 3, answer any questions students may have. You may also want to refer the class to the Grammar Reference for Unit 2 on page 143.
- Ask students to look at the example. Ask: *What happened to her?* (She hurt her arm.) *What's the result of that?* (She can't use the computer.) Point out that the linking word *so* in parentheses shows a result of the first.
- Have students complete the exercise individually. Set a time limit of 8 minutes.
- Go over the answers with the class.

Answer key


1. She hurt her arm, so she can't use the computer.
2. I have a cough, but I don't have a sore throat.
3. My father hurt his back, and my brother hurt his leg.
4. I have a stomachache, so I'm going to stay home.
5. She doesn't have a fever, but she feels sick.
6. He has a headache, so I gave him some aspirin.

Pronunciation

Exercise 4

- Tell students they are going to listen to some sentences. Explain that the word in red (or the word with the syllable in red) is the most important word in that part of the sentence.
-  Play the audio. Ask students to notice the way the voice goes up on the words in red and then goes down. Point out that the way the voice rises and falls in pitch when speaking is called intonation.
- As you play the audio, move your hand up and down to show how the intonation goes up and then falls. Your hand should drop lower at the end of the sentence than at the end of the first clause.
-  Play the audio again. Stop the audio after the first clause (*I'm sorry,*). Ask if the sentence sounded finished. Repeat this process with the second clause (*but I have a cold*). Do the same with the second sentence.
- Point out that the voice goes down to a low note at the end of the sentence but doesn't go down to a low note at the end of the first part of the sentence.

Exercise 5

- Tell students they are going to practice English intonation.
-  Play the audio.
- Ask students to repeat each item chorally. Have them repeat the first half of each sentence first and then each whole sentence.
- Ask a few individual students to repeat the sentences. Check their intonation. Make sure the voice goes up on the important word and then falls at the end.