

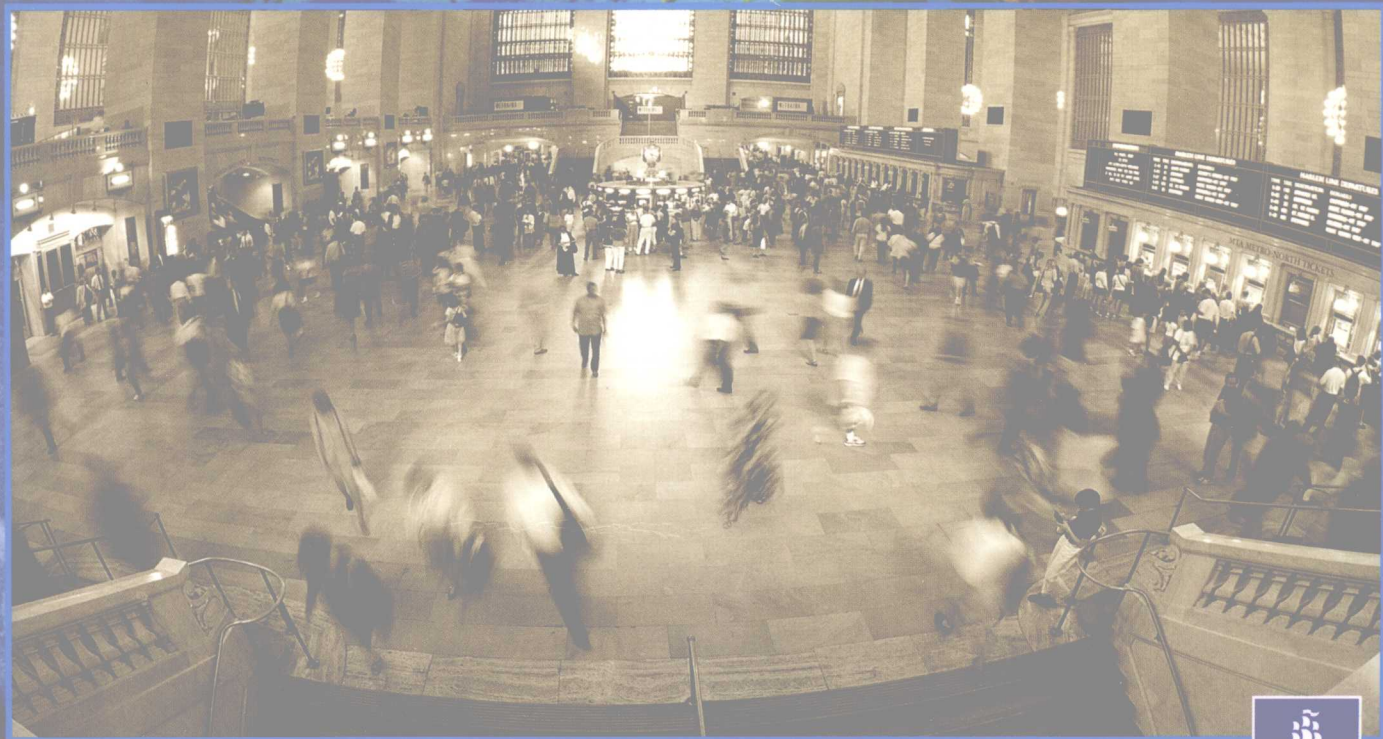
朗文英语

Teacher's Edition

3

WorldView

走遍世界



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朗文英语走遍世界

WORLD VIEW

教师用书

3

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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.

We would like to thank and officially acknowledge Sharon Goldstein for all her consulting, writing, and editorial work on the pronunciation exercises in the *Student Books* and *Teacher's Editions*.

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Contents

Introduction	2	Unit 17	Willpower	77
Teaching Notes		Unit 18	Wave of the future	81
		Unit 19	Made in the U.S.A.	85
		Unit 20	At the movies	89
Unit 1	Nice to see you again	1	Review 5	93
Unit 2	Why women iron	5	World of Music 3	95
Unit 3	Living in luxury	9		
Unit 4	Allergic reactions	13	Unit 21	How polite are you?
Review 1		17	Unit 22	The art of crime
World of Music 1		19	Unit 23	A balanced life
			Unit 24	Digital age
Unit 5	A typical day	21	Review 6	113
Unit 6	It's absolutely true!	25		
Unit 7	Eating out	29	Unit 25	Arranged marriages
Unit 8	It's a deal!	33	Unit 26	Money matters
Review 2		37	Unit 27	Less is more
			Unit 28	Celebrate
Unit 9	The river	39	Review7	131
Unit 10	On the other hand	43	World of Music 4	133
Unit 11	Trading spaces	47		
Unit 12	A soccer fan's website	51	Student Book Audioscript	135
Review 3		55	Workbook Audioscript	153
World of Music 2		57	Workbook Answer Key	159
			Pronunciation Table	169
Unit 13	Green card	59		
Unit 14	What's that noise?	63		
Unit 15	Mumbai Soap	67		
Unit 16	The message behind the ad	71		
Review 4		75		

Nice to see you again

OBJECTIVES

Students will:

- activate vocabulary related to greetings and small talk
- use the present continuous for extended present
- practice English rhythm, putting stress on only the important words in sentences

LANGUAGE NOTES

- Greetings can be very informal (*Hey, What's up?*), informal (*Hi, how are you doing?*), or more formal (*Hello, how are you?*). More formal expressions are generally used when meeting someone for the first time, when meeting older people, or in business situations.)
- Make sure students use *nice to meet you* when meeting someone for the first time, and not *nice to see you*, which is used between people who already know each other.

WARM-UP: GREETINGS

- Write the following on the board: *to greet someone*. Elicit from students different ways to say hello in English. (*Hey. Hi. How's it going? Hey, what's up? Hello. Hi, how are you doing? Hello, how are you?*)
- Ask students to identify which of the greetings on the board are used when you already know someone (*Hey. Hi. How's it going? Hey, what's up?*) and which are used when you first meet someone (*Hello, how are you?*).
- Set a time limit of 3 minutes. Have students walk around the room and greet as many people as they can. Students should also introduce themselves if they are meeting someone for the first time.

Getting started

OPTION: VOCABULARY PREVIEW

- Have students study the words and phrases in Exercise 1.
- Form groups of 3. Explain the task: Students brainstorm the meaning of the words and phrases. Set a time limit of 4 minutes. Walk around the room, helping as needed.
- Call on students for their definitions.
- Go over any vocabulary or topics that students don't understand.

Exercise 1

- Ask students to look at the topics in the box. Explain that when we meet someone for the first time, we usually try to pick something to talk about that will get a conversation started easily. Ask students what they usually talk about when they first meet someone.

- Pair students. Explain the task: Students decide which of the topics are appropriate for small talk with someone they have just met. Explain that the topics of conversation for small talk vary culturally.
- Set a time limit of 5 minutes. While students are working, walk around the room, helping as needed.
- Have pairs work in small groups to check their answers.
- Go over the answers with the class. Discuss their reasons for deciding a topic was inappropriate.

Answer key

Appropriate topic: the weather

Exercise 2

- Ask students to look at the conversation functions in the box. Explain these are the of parts of a conversation.
- Pair students. Explain the task: Students decide the conversation functions. Go over the first sentence.
- Set a time limit of 3 minutes. Walk around the room, helping as needed.
- Go over the answers with the class.

Answer key

1. introducing b
2. ending a conversation c
3. complimenting c
4. greeting a
5. making conversation (small talk) d

Exercise 3

- Pair students. Explain the task: Students decide the best response for each sentence. Go over the example.
- Set a time limit of 3 minutes. Walk around the room, helping as needed.
- Do not go over the answers until after Exercise 4.

Exercise 4

- Play the audio for students to check their answers.
- Play the audio again: Students listen and repeat.
- Go over the answers with the class.

Answer key

1. Hi. Nice to meet you.
2. OK, thanks. Bye!
3. Thanks! I'm glad you enjoyed it.
4. Great. How about you?
5. Yeah! I'm so glad it stopped raining!

EXTENSION

Form pairs. Have students role-play the conversations from Exercise 2.

Listening

Teaching Tip Making predictions

Asking students to make predictions is a useful way to preteach vocabulary, grammar, or concepts. Guide students to rely on context clues in photographs or text as a basis for their predictions.

Exercise 5

- Have students look at the photograph. Ask questions such as *Where are they? What are they doing? Do you think they know each other?*
- Pair students. Explain the task: Students read the topics in the box and predict which three topics Sue, Bernardo, and Tom will talk about.
- Go over the answers with the class.

Answer key

If students think the people in the photo know each other from before, they might talk about the weather, job or school, or his or her appearance.

If students think the people in the photo are meeting for the first time, they might talk about the weather, job or school, why they're there.

Exercise 6

- Explain the task; Students listen to the conversation and check (✓) the topics Sue, Bernardo, and Tom talk about.
- Play the audio.
- Have pairs check their answers.
- Play the audio one more time so that students can confirm their answers.
- Go over the answers with the class. Ask them if their predictions were correct.

Answer key

his or her appearance (Tom's, Sue's)
the weather (in California)
jobs (Tom's, Sue's)
school (Sue's)

Exercise 7

- Have students read the sentences before listening to focus on what to listen for.
- Play the audio again. Tell students to listen for the answers, and to decide if each statement is true or false.
- Have students work in pairs to check their answers.
- Play the audio again, if needed, so that students can confirm their answers.
- Go over the answers with the class. Ask students how they knew which phrases or sentences were false.

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

HOMEWORK

- For homework, assign *Workbook* page 12, Vocabulary Exercises 1, 2, and 3, and page 14, Listening Exercises 6 and 7.


Grammar focus

LANGUAGE NOTES

- The present continuous, also known as the present progressive, can be used to talk about what is happening right now (*She is reading a book*) or an extended, temporary situation (*He is working in London this year*).
- The simple present is used to talk about what generally happens (*She [usually] spends too much money*) or general truths (*Water freezes at 0°C*).
- Non-action verbs aren't usually used in the present continuous. These include emotions such as *love* or *like*; perceptions, such as *feel*, *hear*, *taste*, *look*, and *seem*; and mental states such as *remember* and *know*.

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 to the conversation between Sue, Bernardo, and Tom that they heard in the Listening section.
- Write the following questions on the board, and ask students to listen and decide which ones they hear:
What are you doing in San Diego? How are you doing? Are you still working in New York? Are you still working as a project manager?
-  Play the audio for Lesson A, Exercise 3.
- Ask students which questions they heard, (*the first two*)
- Ask: *Where is Sue working now?* Elicit: *She is working at West Coast Advertising.*

Exercise 1

- Have students look at the examples and study the boldfaced words.
- Ask students to focus on the first two examples.
- Elicit from students that the first sentence uses the present continuous, and the second uses the simple present.
- Ask students to look at the next two examples. Elicit from students that the sentences use the present continuous and the simple present, respectively.

Teaching Tip! Non-action verbs

Write on the board *do* and *visit* in one column, and *seem* and *love* in another column. Elicit from students the difference between the columns (*do* and *visit* are "action" verbs—they imply some movement; *seem* and *love* are "non-action" verbs). Read these words to the class and have them tell you which column they go in: *run, like, want, work, study, have*. (action—*run, work, study*; non-action—*like, want, have*)

Exercise 2

- Have students study the examples again.
- Tell them to underline the information that completes the rules about the present continuous.
- Have students check their answers with a partner.
- Go over the answers with the class.
- Refer students to Grammar Reference page 143, as needed.

Answer key

temporary not usually

Exercise 3



- Ask students to look at the sentences. Explain the task: Students underline the correct form of the verb in each sentence. Go over the first sentence.
- Set a time limit of 5 minutes. Walk around the room, helping as needed.
- Have students work in pairs to check their answers.
- Go over the answers with the class. Call on different students to read each sentence aloud.

Answer key


- | | |
|-----------------------|--------------------------|
| 1. am doing | 5. seem; 'm not sleeping |
| 2. are taking; see | 6. is living |
| 3. am studying; have | 7. 're taking; want |
| 4. is thinking; likes | 8. is looking; spends |

Pronunciation

Exercise 4

- Explain that in English, some syllables are longer and stronger and other syllables are shorter and weaker.
-  Play the audio. Ask students to listen to the rhythm. You can highlight the rhythm by tapping out the strong beats.
- Tell students that important words in a sentence are stressed. These words are longer and clearer.
-  Play the audio again. Ask students to notice the important words, shown in red.
- If your students all speak the same language, you can compare its rhythm with the rhythm of English, especially if all syllables tend to be about the same length in the students' language.

Exercise 5

-  Have students listen to the audio for Exercise 4. Stop the audio after each line and have students repeat it chorally.
- Tap out the beat to reinforce the rhythm of the sentences (see below). Encourage students to make stressed vowels long.
 How are you doing?
 Great! What about you?
 So, how do you like California?
 It's great. I love the weather here.
 It was good to see you again.
 Why don't you give me a call?
- Ask a few individual pairs of students to say the questions and answers and check their pronunciation.

Speaking

Teaching Tip! Asking follow-up questions

Encourage students to keep the conversation going by asking follow-up questions. Model exchanges: A: *I'm living in an apartment.* B: *Where?* // A: *I'm looking for a teaching job.* B: *What do you want to teach?*


Exercise 6

- Pair students. Tell them they are at a party. Student A's name is Pat; Student B's name is Alex. Explain that they haven't seen each other for a long time. They talk about what is happening in their lives.
- Tell Student A to turn to page 136 and Student B to turn to page 138. They should not look at each other's cues. They will take turns asking and answering questions about their lives. Give the students a minute to go over the information.
- With a student, model the greeting. Take Alex's part.
 Pat: *I haven't seen you in a long time. How are you?*
 Alex: *I'm fine, thanks, really busy! I'm acting in a play right now.*

- Elicit ideas on questions Pat might ask. Examples include: *Where? What's the name of the play?*
- Set a time limit of 10 minutes for the students to complete the conversation. Walk around, helping with vocabulary as needed.


WRAP-UP

Call on students to share with the class what they learned about their partners.

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

Writing

Exercise 7




- Assign the writing task for class work or homework. Before students start the letter, ask them to first think about what's happening and write simple notes. Prompt them with questions such as *Where are you working? What are you doing for fun? Where are you living?*
-  Optionally, give students a copy of the model of a letter (see the *Teacher's Resource Book*, Writing Models). Ask them to read the model and notice the different parts of the letter and the punctuation used.
- If students don't have the model, write the first few sentences of the letter on the board. Make sure they understand the organization and punctuation.
 Dear Tracy,
 I'm sorry I haven't written sooner, but I've been really busy. I'm on vacation this week so ...
- If the assignment is done in class, ask several volunteers to read their letters to the class.

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

CONVERSATION TO GO

- As the students leave class, have them read the dialogue.
- Tell students that *hang out* (or just *hang*) means to spend time somewhere or with someone.

HOMEWORK

-  Assign *Workbook* page 16, Grammar Exercises 3 and 4, and page 17, 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
 Why does Sue have to leave?
-  Tell students to listen to the audio and write their answer. Have them bring it to the next class. (*She has to meet her mother.*)

Why women iron

OBJECTIVES

Students will:

- activate vocabulary related to describing character and behavioral traits
- use comparative adjectives and *as ... as*
- practice listening for and saying the weak forms of the words *as* and *than*

WARM-UP: WHO DRIVES WELL?

- Tell students this unit is about character traits and some differences between men and women. Elicit ideas from students about what the unit title means. If necessary, explain that *iron* is a verb here, and pantomime *ironing clothes*.
- Pair students. Ask students to think about common beliefs about men and women. Give a few prompts such as *drive*, *cook*, *play soccer*, *decorate a house* ... and have students say things such as *M/W drive well*, *W/M don't*; *M/W are usually good soccer players*; *W/M like to cook*.
- Set a time limit of 2 minutes. Tell students to think of as many differences as possible, and not debate the ideas now. Remind students to listen carefully because they may have to report to the class what their partner says. Walk around the room, helping with vocabulary as needed.
- Call on a few students to report about what their partners said.

Getting started

OPTION: VOCABULARY PREVIEW

- Write these descriptions (but not the answers, in parentheses) on the board: *like to talk* (talkative); *work well with others* (cooperative); *are very forceful* (aggressive); *determined to win* (competitive); *show their feelings* (emotional); *make a lot of noise* (noisy); *put a lot of effort into their work* (hardworking); *not organized* (messy).
- Pair students. Ask them to match the descriptions with the adjectives in the box.
- Set a time limit of 3 minutes. Tell students to match the easy definitions first (*talkative*, *noisy*). Walk around the room, helping as needed.
- Call on a few pairs to report on their work.
- Go over the answers with the class.

Exercise 1

- Pair students. Ask them to look at the words in the box. Explain the task: Students complete the sentences. Go over the first sentence.
- Set a time limit of 3 minutes. Walk around the room, helping as needed.

Exercise 2

- Play the audio for students to check their answers.
- Go over the answers with the class.
- Play the audio again, as needed.

Answer key

- | | |
|----------------|----------------|
| 1. hardworking | 5. competitive |
| 2. messy | 6. aggressive |
| 3. talkative | 7. noisy |
| 4. cooperative | 8. emotional |

Exercise 3

- Pair students. Have them look at the photographs. Explain the task: Students use adjectives from Exercise 1 to describe the people in the photographs. Encourage students to give reasons for the adjectives they choose, and to use any other vocabulary they know as well.
- Set a time limit of 5 minutes. Walk around the room, helping as needed.
- Have pairs form small groups. Set a time limit of 2 minutes to exchange their ideas.
- Go over the answers with the class. Check that they understand the words by asking them to say why they chose them (e.g., *I think the girls are competitive because they are playing hard*).

Answer key

Answers may vary; encourage students to give reasons. Students might say that the soccer players are *hardworking*, *cooperative*, *aggressive*, and *competitive*, and that the family is *talkative*, *hardworking*, *messy*, and *cooperative*.

EXTENSION

- Form groups of 3. Have students take turns saying which of the adjectives in the box applies to them.
- Set a time limit of 3 minutes. Encourage students to qualify their statements if they need to (e.g., *I'm very competitive when I play sports, because I like winning. But I'm not competitive in my personal life*). Tell students to ask and answer follow-up questions, and to pay attention to what other students say because they may have to report back to the class.
- If time allows, call on a few students to report about what other students have said (e.g., *Jonathan is very competitive when he plays sports, but not in his personal life*).

Reading

Teaching Tip! Controversial topics

The topic of this unit might provoke some debate about gender roles and appropriate behavior. The purpose here is to teach students vocabulary needed to describe behavior, not to promote a particular point of view. To ensure that everyone is comfortable contributing to the discussion, it is important that the teacher not be seen as taking one side or the other. That is why it's important to ask students to give reasons for their adjective choices.

Exercise 4

- Pair students. Have them look at the chart. Explain the task: Students decide which of the adjectives from Exercise 1 usually describe men or women, and write the adjectives in the chart. Emphasize that this is a discussion and that there are NO correct answers.
- Set a time limit of 3 minutes. Walk around the room, helping as needed.
- Ask several pairs to share their answers with the class. Give students the prompt *We think (men) are ... because ...*

Answer key

Answers can vary, but may include:

Men: aggressive, competitive, messy, noisy, hardworking

Women: cooperative, emotional, hardworking, talkative, noisy

Teaching Tip! Encouraging students to read for a specific purpose

Good readers use different approaches to reading depending on their purpose for reading a particular passage or text. In this exercise, encourage students to focus on one question: *Do the authors of the book agree with you?* Tell students to keep the adjectives from Exercise 4 in mind as they read the article. Encourage students to take brief notes as they read.

Exercise 5

- Verify that students understand that a book review is a critique (opinion) or an analysis of a book. They are often found in newspapers or on bookstore websites. Find out if students ever read book reviews, and if so, where.
- Explain the task: Students read the book review and decide if the authors of the book being reviewed agree with their answers to Exercise 4. Read aloud the title, *Why Men Don't Iron*, and briefly elicit ideas about what the book might be about.
- Set a time limit of 5 minutes for students to read the review.
- Ask students if the authors of the book agree with them. Have them explain why.

Teaching Tip! Reading for specific information

When reading to find specific information, students should scan for key words that are related to the information they need. Have students read the questions before they read the article again. By pre-reading the questions, students will activate words and ideas that will help them focus on the important information in the text.

Exercise 6

- Pair students. Explain the task: Students reread the book review, and discuss the questions in the book. Encourage students to underline important information or take notes as they read.
- Set a time limit of 5 minutes for students to read the review and answer the questions. Remind them to answer questions 1-3 according to the information in the book review, not their opinions.

Answer key

1. Some differences include: boys are usually messier, more competitive, and noisier than girls; girls are often better students, more hardworking, and more talkative than boys.
2. Many people believe that society teaches these differences. The Moirs believe that men and women are born with these differences.
3. Many people think modern men should cook, take care of the children, be more cooperative, and be less aggressive.
4. Answers will vary.

Exercise 7

- Have pairs form small groups to compare answers and share ideas.
- Ask students to present their answers to the class. Remind students to give reasons.
- Check to see if there is any vocabulary students don't understand.

EXTENSION

- Form groups of 3. Set a time limit of 4 minutes. Explain the task: Students pick two activities that either men or women did not do in the past, but are doing now. Students should describe how and analyze why the roles and attitudes surrounding these activities have changed.
- Have a few groups share one of the specific activities and analysis with the class.

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

HOMEWORK

- 📄 For homework, assign *Workbook* page 15, Vocabulary Exercises 1 and 2, and page 17, Listening Exercises 5 and 6.

Grammar focus

LANGUAGE NOTES

- The comparative form is used to show the differences or similarities between people, places, or things.
- One way to form the comparative is to add *-er*. Spelling may change: *thin/thinner; lazy/lazier*.
- Most adjectives with two or more syllables form comparatives with *more* or *less*: *more exciting, less dangerous*.
- As ... as can show both similarities and differences: *He is as tall as his brother./ He isn't as tall as his sister.*

WARM-UP

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

- Tell students they are going to listen to the book review of *Why Men Don't Iron* that they read in the Reading section.
- On the board, make a chart with three columns. At the top of the left-hand column write *-er*. At the top of the middle column write *more ... than* and *less ... than*. At the top of the right-hand column write *irregular*. Ask students to copy the chart. Tell students to listen for adjectives used to describe boys and girls and fill in their charts.
- 🎧 Students listen to the review.
- Ask students which adjectives they heard (*messier, more competitive, better, more hardworking, more talkative, noisier, stronger, more cooperative, less aggressive, neater, more emotional*). Write the adjectives in the chart on the board.

Exercise 1

- Have students look at the examples and study the boldfaced words.
- Ask students to focus on the first pair of sentences. Point out that the meaning of the two sentences is the same. Elicit how the grammar is different: the order is reversed and the negative is used in the *as ... as* form.
- Ask students to look at the rest of the sentences. Help with vocabulary if needed.

Exercise 2

- Have students study the examples again.
- Explain the task in the first part of this exercise. Students complete the rules in the box.
- Have students check answers in pairs.
- Go over the answers with the class.
- Point out the **note** in the chart on the irregular comparatives *good/better than* and *bad/worse than*.
- Refer students to Grammar Reference page 143, as needed.

Answer key

c a b

Exercise 3

- Explain the task. Students will rewrite the sentences so that they have the same meaning. Go over the first sentence.
- Have students complete the exercise individually. Set a time limit of 5–8 minutes.
- Have students work in pairs to check their answers.
- Go over the answers with the class.

Answer key

1. messier than women
2. as fast as boys
3. more noisy than girls
4. more talkative than men
5. more emotional than men
6. taller than women
7. as hardworking as girls
8. as good as boys at soccer

Teaching Tip! Keeping students involved

An important part of classroom management is keeping students involved in class activities. One way to do this is to say the sentence *before* calling on a student.

Pronunciation

Exercise 4

- Explain that some words in English, such as comparatives, have a strong pronunciation and a weak one. Tell them the weak pronunciation is more common.
- Ask students to look at the examples for Lesson B, Exercise 1 and listen to the audio.
- 🎧 Play the audio and have students listen. Ask them to notice the weak pronunciation of *as* and *than*.
- You can also contrast the strong and weak pronunciations of *as* and *than* words by saying each word, first by itself and then in a sentence.

Exercise 5

- 🎧 Play the audio. Stop the audio after each line and have students repeat it chorally.
- Ask a few individual students to repeat to check their pronunciation.
- Encourage students to link the words together in the comparative phrases and to stress the adjective; for example: *as strong as* /ə/, *stronger than* /ə/.
- Students may have difficulty with the /ð/ sound in *than*. You can demonstrate the position of the tongue between the upper and lower teeth, lightly touching the top teeth.

Exercise 6

- Explain the task: One student chooses a sentence in Exercise 3 and says it. The other student says the sentence that has the same meaning.
- Pair students. Set a time limit of 2–3 minutes.
- Walk around the room, helping as needed.