

朗文英语

Teacher's  
Resource Book

4

# WorldView

走遍世界



# 朗文英语走遍世界

教师资源手册

WORLD VIEW

4

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# Introduction

The *WorldView 4 Teacher's Resource Book* (TRB) contains three main resources for the course, to be used according to the needs of your class.

- **Reproducible Activities**, which provide classroom extensions for reinforcing grammar and building fluency.
- **Writing Models**, which accompany the Writing section of each unit.
- **Testing Package**, which assesses students' progress and achievement in the course. The package includes seven quizzes and two tests, a Testing Audio CD, and TestGen software CD.

For your convenience, the pages in this TRB are perforated to facilitate photocopying. You may wish to hole-punch these pages and organize them in a binder. Be sure to consult the *Teacher's Edition* and the Companion Website at [www.longman.com/worldview](http://www.longman.com/worldview) for detailed classroom teaching notes and additional resources for the course.

## Reproducible Activities

For each main unit in the *Student Book*, you will find a one-page reproducible activity in this TRB. The activity provides extra fluency work for the unit, incorporating key grammar points, vocabulary items, and functions.

Step-by-step instructions for the activity appear on the facing page of the activity. These instructions include:

- **Objective(s)**—the goal(s) of the activity
- **Materials**—the materials you need to do the activity
- **Time**—the approximate amount of time it will take the class to do the basic activity (on average, 30 minutes)
- **Preparation**—the steps for getting the class ready for the activity
- **Procedure**—the specific steps for doing the activity
- **Extension**—ways of extending the activity if time allows
- **Answer key**—when appropriate

## Reproducible Writing Models

For the writing activities in each unit of the *WorldView 4 Student Book* (the last exercise in each of the main units), you will find a writing model in this TRB. The model presents a clear, achievable example of the writing assignment, incorporating target grammar and vocabulary items from the unit.

Before the students write their first draft of the writing assignment, you can make copies of the writing model and distribute them to the class, or make a transparency and project it on an overhead projector, or write the model out on the board. Go over the model with your students, highlighting key grammatical structures and vocabulary you wish the students to use in their own writing. Point out any aspects of good writing that students should notice (for example, that each paragraph has a topic sentence, that a paragraph focuses on one main idea, and that transition words are used to connect ideas between sentences and paragraphs).

## Reproducible Testing Package

The *WorldView 4* Testing Package in this TRB includes seven quizzes and two tests, a Testing Audio CD, which can be found at the back of this TRB, audioscripts, and answer keys.

All items on the quizzes and tests are scored objectively so that numeric grades can be easily assigned. When you use the *WorldView* Testing Package to check your students' progress, it is important to consider other forms of evaluation as well, for example, attendance, participation, and homework.

You will also find the TestGen software CD at the back of this TRB. This CD contains the testbanks for both *WorldView 3* and *4*. TestGen allows you to customize tests by shortening, adding, or rearranging content. You will find basic information about installing and using the TestGen software on page 6. In addition, information about TestGen is available on the Companion Website at [www.longman.com/worldview](http://www.longman.com/worldview).

## WorldView Quizzes

The quizzes help you assess students' progress in the skills presented and practiced in the *Student Book*. There is one quiz for every four *Student Book* units. We suggest that you administer a quiz after each Review Unit, which also comes after every four *Student Book* units.

Each quiz has 33 items, with each item worth 3 points. A quiz can receive a score from 1 to 100; that is, the minimum score is 1 point if a student does not answer any questions correctly.

Section	Number of items/section	Number of points/item	Total points/section
Listening	3	3	9
Pronunciation	3	3	9
Vocabulary	12	3	36
Grammar	12	3	36
Reading	3	3	9

### Before administering a quiz

- Make copies of the quiz. Each quiz is 3–4 pages long.
- Set up the CD player with the Testing Audio CD, found at the back of this TRB.
- Check the track list on the inside back cover for which tracks you will need to play.

### Suggestions for administering a quiz

- Let students know how much time they will have to work on the quiz; in general, allow 25–35 minutes per quiz.
- Encourage students to guess if they are not sure about an answer.
- Give the Listening and Pronunciation sections first. Tell students you will play each recording twice.

### Scoring a quiz

- You may want to use the reproducible scoring charts on page ix. Two have been provided.
- See the example below. Each item is worth 3 points. Add up the number of incorrect answers and multiply by 3. Subtract this number from 100. This gives you the student's final quiz score.

Name:	Jose Ortega			Quiz #	4
Section	Number incorrect	×	Value of each item	=	Points to subtract
Listening	1	×	3	=	3
Pronunciation	1	×	3	=	3
Vocabulary	1	×	3	=	3
Grammar	2	×	3	=	6
Reading	1	×	3	=	3
TOTAL SCORE: 100–18=82					

## WorldView Tests

The tests allow you to evaluate students' achievement after every fourteen units. Each test contains 75 items, with a total possible score of 100 points.

Section	Number of items/section	Number of points/item	Total points/section
Listening	10	3	30
Vocabulary	30	1	30
Grammar	30	1	30
Reading	5	2	10

The objectives within each section/skill category are based on the unit objectives in the *Student Book*. The tests were created so that students who have actively studied the material in the *Student Book* should score at least 80%.

### Before administering a test

- Make copies of the test. Alternatively, see TRB page 6 for information on using TestGen to print the tests or to create and print customized tests.
- Set up the CD player with the Testing Audio CD, found at the back of this TRB.
- Check the track list on the inside back cover for which tracks you will need to play.

### Suggestions for administering a test

- Let students know how much time they will have to work on the test; in general, allow 45–55 minutes per test.
- Encourage students to guess if they are not sure about an answer.
- Give the Listening section first. Tell students you will play each recording twice.

### Scoring a test

- You may want to use the reproducible scoring charts on page 7. Two have been provided.
- See the example below. Add up the number of incorrect answers in each section. Multiply by the point amount assigned to that section. Subtract this number from 100. This gives you the student's final test score.

Name:	Jose Ortega			Test #	A
Section	Number incorrect	×	Value of each item	=	Points to subtract
Listening	3	×	3	=	9
Vocabulary	4	×	1	=	4
Grammar	3	×	1	=	3
Reading	2	×	2	=	4
TOTAL SCORE: 100–20=80					

## WorldView and TestGen

### What is TestGen?

TestGen is a powerful, easy-to-use software program that generates tests. The TestGen CD at the back of this TRB contains the testbanks for *WorldView 3* and *WorldView 4*. Instructions on how to install it are on page 6.

You can easily use TestGen to

- print the prepared *WorldView 4* tests or
- customize those tests by rearranging questions, editing existing questions, or adding your own questions.

Note: The audioscripts for the tests are available at the back of this TRB.

### How are the *WorldView* test items labeled?

Each *WorldView* test item is labeled in the software by skill, objective, and difficulty level to enable customization of tests, as well as to provide information about the material covered. You can easily access information about these labels once you are in the TestGen software.

#### • Skills

The skills tested are listening, vocabulary, grammar, and reading. The listening items are offered in the original exercise and question order, which follows the order of the Testing Audio CD.

#### • Objectives

The objectives within each skill category are based on the unit objectives in the *Student Book*.

#### • Difficulty Level: Distribution

The *WorldView* tests were created with the following breakdown/distribution of difficulty levels. These difficulty levels are assigned relative to the level of the *Student Book*. You might want to keep this balance in mind as you customize the tests using the TestGen software.

80%	Difficulty Level 1	Average
10%	Difficulty Level 2	Challenging
10%	Difficulty Level 3	Difficult

## How are the levels of difficulty defined for each skill?

### Listening and Reading

#### Difficulty Level 1—Features

Students are required to do **most or all** of the following:

- Answer questions about concrete details.
- Locate information in one section of the text, usually at the beginning or end of the text.
- Select a response from options given.

Items assigned a difficulty level of 1 cover information that is explicitly stated. The distractors include few or no synonyms.

#### Difficulty Level 2—Features

Students are required to do **one or more** of the following:

- Answer main idea or inference questions.
- Locate information in the middle of the text.
- Integrate information from two or more parts of the text.
- Supply a response (e.g., in an error correction).

Items assigned a difficulty level of 2 cover information that may be implicitly stated. The distractors require greater discrimination because they may include synonyms, have a semantic relation to the correct answer, or match the context.

#### Difficulty Level 3—Features

Students are required to do **most or all** of the following:

- Answer main idea or inference questions.
- Locate information in the middle of the text.
- Integrate information from two or more parts of the text.
- Supply a response (e.g., in an error correction).

Items assigned a difficulty level of 3 usually cover information that is implicitly stated. The distractors require greater discrimination because they usually include synonyms, have a semantic relation to the correct answer, or match the context.

## Vocabulary

Difficulty Level 1—Features
<p>Students are required to do <b>one or both</b> of the following:</p> <ul style="list-style-type: none"> <li>• Select a response from a list of given choices.</li> <li>• Show comprehension of the target vocabulary word in the context of an item type similar to the item type used to practice the target word in the <i>Student Book</i>.</li> </ul> <p>Items assigned a difficulty level of 1 test target words that are frequently used in the <i>Student Book</i> and in everyday communication. The distractors include few or no synonyms.</p>
Difficulty Level 2—Features
<p>Students are required to do <b>at least one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Supply a response (e.g., by filling in blanks).</li> <li>• Show ability to use the target vocabulary word in the context of an item type different from the item type used to practice the target word in the <i>Student Book</i>.</li> </ul> <p>Items assigned a difficulty level of 2 test lower-frequency target words in the <i>Student Book</i>. The distractors may include synonyms, have a semantic relation to the correct answer, or match the context.</p>
Difficulty Level 3—Features
<p>Students are required to do <b>one or both</b> of the following:</p> <ul style="list-style-type: none"> <li>• Supply a response (e.g., by filling in blanks).</li> <li>• Show ability to use the target vocabulary word in the context of an item type different from the item type used to practice the target word in the <i>Student Book</i>.</li> </ul> <p>Items assigned a difficulty level of 3 test lowest-frequency target words in the <i>Student Book</i>. The distractors usually include synonyms, have a semantic relation to the correct answer, or match the context.</p>


## Grammar

Difficulty Level 1—Features
<p>Students are required to do <b>one or both</b> of the following:</p> <ul style="list-style-type: none"> <li>• Select a response from a list of given choices.</li> <li>• Show comprehension of the target structure in the context of an item type similar to the item type used to practice the structure in the <i>Student Book</i>.</li> </ul> <p>Items assigned a difficulty level of 1 test the simplest structures taught in the <i>Student Book</i>. The distractors include few or no synonyms.</p>
Difficulty Level 2—Features
<p>Students are required to do <b>at least one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Supply a response (e.g., by filling in blanks) or write complete sentences.</li> <li>• Show ability to use the target structure in the context of an item type different from the item type used to practice the structure in the <i>Student Book</i>.</li> </ul> <p>Items assigned a difficulty level of 2 test more complex structures taught in the <i>Student Book</i>. The distractors may include synonyms, have a semantic relation to the correct answer, or match the context.</p>
Difficulty Level 3—Features
<p>Students are required to do <b>one or both</b> of the following:</p> <ul style="list-style-type: none"> <li>• Supply a response (e.g., by filling in blanks) or write complete sentences.</li> <li>• Show ability to use the target structure in the context of an item type different from the item type used to practice the structure in the <i>Student Book</i>.</li> </ul> <p>Items assigned a difficulty level of 3 test the most advanced structures taught in the <i>Student Book</i>. The distractors may include synonyms, have a semantic relation to the correct answer, or match the context.</p>



## Installing TestGen

### Windows® Computers

- Insert the TestGen CD into your computer's CD drive.
- Open **My Computer**. Then double-click on the CD drive, illustrated by the  symbol.
- Double-click on "tgsetup.exe."
- Follow the directions on the screen to complete the installation. Once the installation is complete, the program will begin automatically.

### Macintosh® Computers

- Insert the TestGen CD into your computer's CD drive.
- Double-click on "TestGen\_Installer."
- Follow the directions on the screen to complete the installation. Once the installation is complete, the program will begin automatically.

The installation instructions above are for computers that *do not* have TestGen installed already. If your computer already has TestGen installed, see the *User's Guide* on the TestGen CD.

This CD has been confirmed to work on many computer configurations around the world. However, there may be some local operating systems that do not support TestGen.

## Creating Tests

If you do *not* wish to customize a test, you may either photocopy one of the tests found in this TRB or follow these steps to print out a test and answer key from the TestGen software:

- When the *Start a New Test* box appears, select the paper test option. When the *TestGen Wizard* box appears, click *No*. A new test will appear on the right side of the screen. Highlight the test you want to use in the Testbank on the left side of the screen and drag it over to the new test.
- Before you print out the test, click on *Display question details* (the magnifying glass icon) and click on *Descriptors*. Then deselect the *Answer Blanks* check box. Next, click on *Questions* and deselect the *Include question type headers* check box. Then click *OK*. This will allow you to print out the test the way it appears in the Testbank.
- Be sure to use the answer key that prints out with the test.

If you *do* wish to customize tests:

- Create the tests manually. This is the recommended method. Refer to page 4 of the *Quick Guide* for instructions. It is not recommended that you combine test items from different levels of *WorldView*.

- Use the TestGen Wizard. If you choose this option, the test questions will appear in random order. To retain the sequence chosen for the printed tests, you will need to sort the questions. Refer to page 10 of the *TestGen Quick Guide* for instructions on using the Wizard and retaining question sequence.

The *Quick Guide* can be found on the TestGen CD in the same location as the installation file.

It explains how to get started and how to use TestGen's essential tools and features. It also includes answers to many frequently asked questions. To view the *Quick Guide*, Adobe® Acrobat® Reader® is required. This free software can be installed from the Internet at the following address:  
<http://www.adobe.com/products/acrobat/main.html>.

## Product Support

The *User's Guide* can be found on the TestGen CD in the "Resources" folder (see "TG5UserGuide.pdf"). It provides detailed instructions about how to use all of TestGen's tools and features. Once TestGen has been installed, the *User's Guide* is also available by clicking "Help" in the TestGen menu at the top of the screen. To view the *User's Guide*, Adobe® Acrobat® Reader® is required. This free software can be installed from the Internet at the following address:  
<http://www.adobe.com/products/acrobat/main.html>.

For further technical assistance:

- Call Pearson's toll-free product support line:  
1-800-677-6337 (Monday to Friday, 09:00 to 18:00, New York time).
- Send an email to [media.support@pearsoned.com](mailto:media.support@pearsoned.com).
- Fill out the web form at  
<http://247.pearsoned.com/mediaform.html>.

Our technical staff will need to know certain things about your system in order to help us solve your problems more quickly and efficiently. If possible, please be at your computer when you call for support. You should have the following information ready:

- product title and product ISBN
- computer make and model
- RAM available
- hard disk space available
- graphics card type
- printer make and model (if applicable)
- detailed description of the problem, including the exact wording of any error messages

## Scoring Charts for Quizzes and Tests

Note: See page 3 for examples and scoring instructions.

Name: _____ Quiz # _____				
Section	Number incorrect	Value of each item	x	Points to subtract
Listening		3	x	=
Pronunciation		3	x	=
Vocabulary		3	x	=
Grammar		3	x	=
Reading		3	x	=
TOTAL SCORE: 100- =				

Name: _____ Quiz # _____				
Section	Number incorrect	Value of each item	x	Points to subtract
Listening		3	x	=
Pronunciation		3	x	=
Vocabulary		3	x	=
Grammar		3	x	=
Reading		3	x	=
TOTAL SCORE: 100- =				

Name: _____ Quiz # _____				
Section	Number incorrect	Value of each item	x	Points to subtract
Listening		3	x	=
Vocabulary		1	x	=
Grammar		1	x	=
Reading		2	x	=
TOTAL SCORE: 100- =				

Name: _____ Quiz # _____				
Section	Number incorrect	Value of each item	x	Points to subtract
Listening		3	x	=
Vocabulary		1	x	=
Grammar		1	x	=
Reading		2	x	=
TOTAL SCORE: 100- =				

# Changes

**Vocabulary** Words related to lifestyles

**Grammar** Present perfect with *yet/not yet, already, just*

**Speaking** Describing recent life changes

## Objective

To practice using the present perfect with *yet, already, and just* in the context of describing how success and fame have changed lives

## Materials

One role card (A, B, C, or D) per student

## Time

25–30 minutes

## Preparation

Photocopy and cut up one worksheet per four students.

## Fame

### Procedure

1. Divide the class into groups of 4. Tell students in each group to discuss and write down the advantages and disadvantages of being famous. Set a time limit of 3 minutes.
2. Call on various groups to report to the class the results of their discussion. Ask: *What is the biggest advantage and the biggest disadvantage of being famous?*
3. Hold up the role cards for students to see. Explain that they will be getting one role card each. Point out the two sets of information on the role cards: (1) the first part gives information about what they do, (2) the second part, the bulleted items at the bottom, are the vocabulary items that the students are going to use in the interview. Point out the words *just, already, and not yet* on the role cards. Tell them that they should use these words during the interview.
4. Remind students that before they begin the role-play, they should first read the information about their profession and choose a name for themselves. Then, using the vocabulary at the bottom of the role card, they should write some notes about:
  - what they've just done
  - what they've already done
  - what they haven't done yet
5. Give each student a role card. Allow them 3 to 5 minutes to write notes.
6. After 5 minutes, brainstorm typical questions that a famous person might get asked in a radio interview. For example, *Has fame/success changed your life?* The radio interviewer should try to ask follow-up questions. For example, *How have fame and success changed your life?*
7. Pair students. Explain the task: Students are going to play the role of someone who has recently become famous. They are going to take part in a radio interview.
8. Assign the roles on the worksheet: Student A is the celebrity. Student B the interviewer. Set a time limit of 3 minutes for the role-play. After 3 minutes, have the pairs switch roles.
9. Have students change partners two more times so that each student has had a chance to interview three other students.
10. To conclude the activity, ask students to tell you which of the four people they interviewed they think has the best lifestyle, taking into account the advantages and disadvantages of being famous.

# Unit I: Fame

Role card A	Role card B
<p>You're a best-selling writer. A year ago you were a teacher and a part-time writer. Then recently, one of your books was made into a film.</p>	<p>You're a professional soccer player. A year ago you were only an amateur. Now you're the youngest player ever to play for your country. You're seventeen years old.</p>
<p>What's your name? _____</p>	<p>What's your name? _____</p>
<p>JUST</p>	<p>JUST</p>
<p>ALREADY</p>	<p>ALREADY</p>
<p>NOT YET</p>	<p>NOT YET</p>
<ul style="list-style-type: none"> <li>• move to a new house</li> <li>• make a lot of money</li> <li>• give up job</li> <li>• sign a new contract with publisher</li> <li>• start writing a new book</li> <li>• have job offers in Hollywood</li> </ul>	<ul style="list-style-type: none"> <li>• buy new house for parents</li> <li>• get a girlfriend/boyfriend who's famous</li> <li>• sign a new contract with team</li> <li>• buy a Ferrari</li> <li>• spend a lot of money</li> <li>• do some commercials for TV</li> </ul>
Role card C	Role card D
<p>You won a competition to be a member of a pop group. Two months ago you were working in a restaurant. Now you're a pop star. You're eighteen years old.</p>	<p>Three months ago you were an assistant sales clerk. Then you took part in a TV reality show that was very popular. Now you're a TV celebrity.</p>
<p>What's your name? _____</p>	<p>What's your name? _____</p>
<p>JUST</p>	<p>JUST</p>
<p>ALREADY</p>	<p>ALREADY</p>
<p>NOT YET</p>	<p>NOT YET</p>
<ul style="list-style-type: none"> <li>• move out of parents' house</li> <li>• take a vacation</li> <li>• record a new single</li> <li>• lose contact with old friends</li> <li>• meet other famous pop stars</li> <li>• receive marriage offers from fans</li> </ul>	<ul style="list-style-type: none"> <li>• be on several TV talk shows</li> <li>• give up old job</li> <li>• decide what to do</li> <li>• do some fashion modeling</li> <li>• have a lot of job offers</li> <li>• take a course in hosting a TV talk show</li> </ul>



## Australia

Vocabulary Travel items  
 Grammar Future real conditional  
 Speaking Making suggestions

## Objectives

To practice using the future real conditional in the context of providing travel information  
 To give students guided practice in writing a travel guide

## Materials

One worksheet per student

## Time

25–30 minutes

## Preparation

Photocopy one worksheet for each student.

## Explore Canada

## Procedure

1. Tell students that they are going to enter a travel guide writing competition. Write the following headings on the board:
 

a. <i>Getting There</i>	d. <i>Travel Facts</i>
b. <i>When to Go</i>	e. <i>Traveling Around</i>
c. <i>Activities</i>	f. <i>Money and Costs</i>

Elicit from students what kind of information they would expect to find under each heading.
2. Divide the class into groups of 3 or 4. Explain the task: Students will read the information about Canada and will decide which heading each piece of information is connected to (see possible answers in Answer key below).
3. Hand out copies of the worksheet. Preteach or review *accommodation*, *plains*, and *desert*. Tell students to read each piece of information carefully. Set a time limit of 5 minutes for students to categorize the notes by heading. Remind students that some items can go in more than one heading.
4. Explain the next task:
  - Students use the information to write part of the introduction section of a guidebook to Canada. They first decide the order of their headings and write them in the spaces provided on the worksheet.
  - They then decide who in their group is going to write each section. Explain that the information is in note form, so they have to expand it. Remind them to use conditionals. Write this example on the board:  
 Note form: *Like seafood? Go to Old Town. Seafood restaurants.*  
 Expanded form: *If you like seafood, go to Old Town. There are a lot of seafood restaurants there.*
5. Remind students to write their first draft on a piece of paper, not on the worksheet. Set a time limit of 10 minutes.
6. Go over the rough drafts with students. Then have them complete the worksheet, using the corrected drafts.
7. Tell the groups to exchange worksheets and read each other's travel guides. Have students vote on the best travel guide.

## Answer key

## Possible answers

a. *Getting There*: 1, 9  
 b. *When to Go*: 3, 4, 5, 6  
 c. *Activities*: 4, 13, 14, 15

d. *Travel Facts*: 2, 7, 8  
 e. *Traveling Around*: 2, 11, 12  
 f. *Money and Costs*: 10

# Unit 2: Explore Canada

## TRAVEL WRITING COMPETITION

*Win the chance to become a travel writer for Lonely Globe Travel Guides!*

1. Not from USA or Europe? Need a visa.
2. Six time zones.
3. Spring, summer, autumn—good for touring.
4. Want to ski? Come in winter/spring.
5. Want to visit far north? Come July/August.
6. Spring/autumn cheaper. Some attractions closed.
7. Capital city: Ottawa.
8. Population: 31,281,000.
9. Want to fly direct? Get flights to main cities—  
Vancouver, Toronto, Montreal.
10. Cheap accommodation + eat in cafés =  
U.S. \$ 40/day. Motels + sometimes eat in  
restaurants = U.S. \$75/day.
11. Not in a rush? Travel around by land—more  
interesting. Best way = hire car.
12. Only a short time? Fly between cities.
13. Like adventure sports? Go to National Parks.
14. Looking for great skiing? Go to Ontario, Quebec,  
Alberta, and around Whistler in British Columbia.
15. Like beach activities? Go to Nova Scotia.

### Explore Canada



Situated north of the U.S. between the Atlantic and the Pacific Oceans, Canada is the world's second largest country. It extends 7,700 km. east to west and 4,600 km. north to south. Canada has rivers, lakes, mountains, plains, and even a small desert. It has a mixture of French and British traditions as well as traditions brought from Asia, Latin America, and Europe.


# What's cooking?

Vocabulary Cooking terms and ingredients

Grammar Count/non-count nouns and quantifiers

Speaking Describing how to make a dish

## Objective

To practice count/non-count nouns and cooking terms

## Materials

One Worksheet A or Worksheet B per group of three/four students

## Time

Approximately 30 minutes

## Preparation

Photocopy and cut Worksheets A and B so that each group of 3 or 4 has one worksheet.

## Cooking challenge

### Procedure

1. As an introduction, ask students to tell you the most interesting dish they have ever eaten. Ask: *Did you eat the dish in a restaurant, or did you cook it yourself? What was in the dish?*
2. Tell students that they will create a three-course meal (three dishes) from the ingredients on the worksheet you will hand out to them.
3. Divide the class into groups of 3 or 4. Distribute the worksheets so that some groups have Worksheet A and some have Worksheet B. (If a group is less proficient at cooking, give this group Worksheet A, which is less challenging.)
4. Have students read the ingredients on their worksheets. Explain that they have to use all the main ingredients in the three dishes. Point out that they can also use any of the ingredients in the pantry and refrigerator in addition to the main ingredients.
5. Preteach/review *pantry, herbs, spices, lb.* (abbreviation for pound), *clove of garlic, avocado, breadcrumbs, raspberries, cream, pineapple.*
6. Set a time limit of 15 minutes for the groups to create their meal.
7. (Optional) With more able classes, and if time allows, tell students they may talk to another group and exchange one main ingredient after their preliminary discussion.
8. Have students work together to produce their three dishes, including detailed instructions on making each dish. If you need to reduce the time needed for the activity, cut the number of dishes to two. Encourage students to use their imaginations to create really bizarre dishes—the end results don't have to be edible!
9. Pair students. Make sure you put students who did Worksheet A together with students who did Worksheet B. Have the students in each pair take turns describing their menus and how to make the dishes.

### Extension

*Writing:* In groups or individually as homework, have students write out the instructions as a recipe. Remind them to include the list of ingredients for each dish. Show the format of a recipe from a recipe book if needed.

# Unit 3: Cooking challenge

## Worksheet A



### *A three-course meal in fifteen minutes!*

Ingredients in the pantry/refrigerator:  
herbs, spices, oil, sugar, eggs, rice,  
milk, flour, butter



#### **Your main ingredients:**

1 medium chicken

1 bunch grapes

1/2 lb. mushrooms

2 bananas

2 lemons

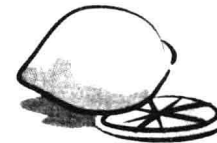
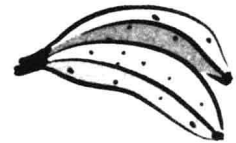
1 lb. cheese

3 cloves garlic

2 onions

4 carrots

+ 1 extra ingredient of your choice



## Worksheet A



### *A three-course meal in fifteen minutes!*

Ingredients in the pantry/refrigerator:  
herbs, spices, oil, sugar, eggs, rice,  
milk, flour, butter



#### **Your main ingredients:**

1 lb. shrimp

1 large avocado

1 head lettuce

2 lemons

1/2 lb. breadcrumbs

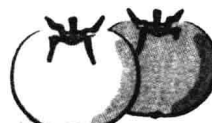
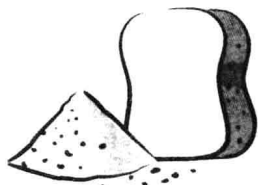
1 lb. raspberries

1 cup cream

1 pineapple

4 tomatoes

+ 1 extra ingredient of your choice





# Toys of the future

Vocabulary Toys and games

Grammar Modals: *will, may, might, could* for prediction and speculation

Speaking Making predictions

## Objective

To practice asking and responding to questions about probabilities in the future

## Materials

One worksheet per student

## Time

25 minutes

## Preparation

Photocopy one worksheet for each student.

## The future of technology

### Procedure

1. As an introduction, tell the class some of your predictions about the future of technology. Write them on the board, for example:

*I think toys might move by themselves in the future.*

*I am certain that we won't have self-driving cars twenty-five years from now.*

Ask students if they agree with your predictions/opinions.

2. Hand out the worksheet. Preteach *wireless, self-destruct, and virtual*.
3. Have students read the statements and decide whether they agree or disagree with each one. Tell them to think about their reasons for agreeing or disagreeing. Set a time limit of 5 minutes for students to think about their opinions.
4. After 5 minutes, explain the task: Students will walk around the room, asking questions to find out who agrees with each statement. They should ask only one question per student. The student answering the question must say whether he or she agrees or disagrees with the statement and should give a reason. If the respondent says *yes*, the student asking the question should write the person's name on the line and note down the reason. If the respondent says *no*, the student must move on to another person. The first person to have a name for every statement is the winner.
5. After someone has won, the game can continue. The winner must still answer other students' questions.
6. While students are doing the activity, walk around the room, helping as needed.
7. Stop the game after 10 minutes. Call on a few students to report to the class their classmates' opinions about the predictions.
8. Choose one or two of the statements that generated the most discussion or controversy, and have a class discussion.