

朗文英语

Teacher's Edition

4

WorldView

走遍世界



朗文英语走遍世界

WORLD VIEW

教师用书

4

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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 exploring a wide range of compelling topics presented from an international perspective. A 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 MAP:

- 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 (two in each half of the book); Information for Pair and Group Work; a Vocabulary list; and a Grammar Reference section.

The Student Audio CD includes tracks for all pronunciation and listening exercises in the *Student Book*. The Student Audio CD can be used with the *Student Book* for self-study and coordinates with the *Workbook* listening and pronunciation exercises.
- For each activity in the *Student Book*, the interleaved **Teacher's Edition** provides step-by-step procedures and exercise answer keys 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, full audio scripts, and the *Workbook* answer key.
- **The Workbook** has 28 four-page units that correspond to each of the *Student Book* units. Used in conjunction with the Student Audio CD, the *Workbook* provides abundant review and practice activities for Vocabulary, Grammar, Listening, Pronunciation, and Reading, along with 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 for use with the quizzes and tests 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, including Video Activity Sheets and supplemental vocabulary 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:** an authentic-sounding conversation, radio interview, narration, etc., that introduces target grammar
- **Reading:** a magazine article, book excerpt, questionnaire, etc., that introduces target grammar
- **Grammar focus:** an exercise sequence that allows students to focus on the new grammar point 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 grammar and functional language introduced in the unit

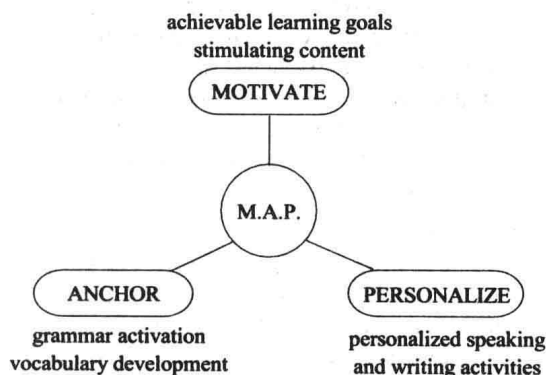
Course length

With its flexible format and course components, *WorldView* responds to a variety of course needs, and 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 vocabulary 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:** This section presents realistic listening extracts—conversations, interviews, talk shows, etc.—related to the unit theme. Each high-interest listening 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. Rather than being expected to understand every word of the passages, students are given multiple opportunities to listen to the same passage for different purposes, which will deepen their listening comprehension skills and their confidence in dealing with authentic language.
- **Reading:** This section presents authentically based reading passages—a magazine article, ad, website, etc.—thematically related to the unit. Like the listening extracts, each reading passage incorporates the target vocabulary and models the grammar in context. In order to simulate the students' experience with actual reading material, the reading selections also contain idiomatic expressions beyond their production capacity. Students are given various tasks that require them to work with the same passage for different purposes, which will enhance their comprehension skills and increase their confidence when they are reading authentic material.

- **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 classroom 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 184.) 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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Changes

OBJECTIVES

Students will:

- activate vocabulary related to lifestyles
- focus on using the present perfect with *yet*, *already*, *just* to describe lifestyles
- practice falling and rising intonation to ask and answer questions

Teaching Tip! Reviewing introductions

- As this is the first class, it is a good opportunity to review introductions and greetings. Before students begin their group work, have them do brief introductions.
- Ask students to walk around the room and introduce themselves to at least 5 people.

WARM-UP: RELAXING

- Tell students that the unit is about how you live your life (lifestyles).
- Ask students to think about what kinds of stress they experience and how they deal with the stress.
- Form groups of 3. Ask students to make a list of ways to reduce stress. They should include things they actually do as well as ideas they have.
- Call on various groups to say one or two ideas. Make a list on the board.
- Go over any vocabulary students don't understand.

Getting started

OPTION: VOCABULARY PREVIEW

- Say the following definitions and call on individual students to match the word from the box in Exercise 1 that each describes: *a lot of things scattered in a messy way* (clutter); *the amount and how fast something is done* (productivity); *a nervous and anxious feeling* (tension); *being satisfied but not very excited* (contentment); *calmness and quiet* (tranquility); *feelings of worry that keep someone from relaxing* (stress); *ability to be active without being tired* (energy).
- Go over any vocabulary that students don't understand.

Exercise 1

- Ask students to look at the words in the box. Explain the task: Students decide which of these things they have in their life right now. Tell students to check (✓) the things they have.
- Use the first word in the box as an example. Ask *Who has clutter at home or work?*

- Set a time limit of 3 minutes. While students are working, walk around the room, and provide help as needed.
- Call on various students to report their answers to the class.
- Go over any vocabulary students don't understand.

Exercise 2

- Pair students. Explain the task: Students answer the questions about the things in Exercise 1. Give an example: *What would you like to have more of? I would like to have more energy.* Point out that *of* is dropped in the response.
- Set a time limit of 6 minutes. Walk around the room and provide help as needed.
- Call on students to report their answers to the class.

Exercise 3

- Pair students. Explain the task: Students write the adjective form for the nouns in Exercise 1. Go over the example.
- Set a time limit of 3 minutes. Walk around the room and provide help as needed.
- Do not go over the answers with the class until they have completed Exercise 4.

Exercise 4

- Play the audio for students to check their answers to Exercise 3.
- Play the audio again and ask students to listen and repeat.
- Answer any questions students have.

Answer key

clutter / cluttered	productivity / productive
contentment / content	stress / stressful
energy / energetic	success / successful
good health / healthy	tension / tense
good luck / lucky	tranquility / tranquil
happiness / happy	wealth / wealthy

EXTENSION

Have students look at the words in Exercise 1 and give examples using the adjective forms. For example, *My office is always cluttered. Bill Gates is a wealthy businessman. My lucky wife won \$1,000 in the Lotto.*

Reading

FYI

Feng Shui, translated from Chinese as "wind water" is a philosophy based on the interconnection between one's physical surroundings and one's personal life. Altering the "chi" or energy in a room by changing the color, the furniture, the light, and so on can cause immediate positive changes in someone's career, wealth, health, and success, according to followers.

Teaching Tip! Pre-reading the questions

Asking students to pre-read the questions is a useful way to help students develop their reading skills. Reading the questions first helps to focus their reading.

Exercise 5

- Have students look at the picture in the Feng Shui article.
- Invite any students who have heard about or are familiar with Feng Shui to share with the class what they know about it.

Exercise 6

- Explain the task: Students read the article and answer the questions. Before students begin, have them read the questions. Remind students to read the article quickly just to answer the questions.
- Go over the answers with the class.

Answer key

1. exercise, drink water when you get up, clean up your workplace/home
2. We should avoid gray.

Exercise 7



- Pair students. Explain the task: Students discuss the questions. Encourage students to give specific examples of how they could include Feng Shui in their lives.
- Set a time limit of 5 minutes. Walk around and provide help as needed.
- Call on pairs to share their ideas with the class.
- Ask for suggestions on how the classroom might be changed using Feng Shui.

EXTENSION

Have students read the article quickly to find examples of the adjectives from Exercise 3. (*energetic, lucky, wealthy, tranquil, stressful, tense*)

Listening



Exercise 8

- Explain the task: Students listen to the interview and check (✓) the advice that Bill has followed.
-  Play the audio.
- Have students turn to a classmate and compare answers.
-  Play the audio again, if needed, so that students can confirm their answers.
- Go over the answers with the class.

Answer key

take up a sport, clean up your workplace everyday, don't wear gray clothes

Exercise 9


- Have students read the statements to focus them on what to listen for.
-  Play the audio again. Tell students to listen for the answers, and decide if each statement is true or false.
- Have students turn to a classmate and compare answers.
-  Play the audio again, if needed, so that students can confirm their answers.
- Go over the answers with the class. Ask students to say which phrases or words helped them.

Answer key


1. F (His life hasn't changed much.)
2. T
3. F (He doesn't believe they have brought him any luck yet.)

EXTENSION

Ask students to predict whether Bill will continue to try Feng Shui based on his responses in the interview.

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

HOMEWORK

-  For homework, assign *Workbook* page 12, Vocabulary Exercises 1 and 2; page 14, Listening Exercises 5 and 6; and page 15, Reading Exercises 9–12.

Grammar focus

LANGUAGE NOTES

- The present perfect with the adverbs *already*, *just*, and *yet* is used to talk about recent actions.
- The use of *just* with the present perfect emphasizes that the event was very recent. (*She has just read the book.*)
- The use of *already* with the present perfect emphasizes that the event is completed. (*She has already read the book.*)
- *Not yet* emphasizes that the action isn't completed, but is expected to be in the future. (*She hasn't read the book yet, but she plans to read it this weekend.*)
- *Already* is used at the end of a sentence to emphasize that the event happened sooner than expected. (*She's finished the book already? She just started it yesterday.*)
- Typical learner difficulties include using *yet* in affirmative statements (*She's read it yet*), and *already* in negative statements (*She hasn't already read it.*).

Exercise 2

- Have students study the examples again.
- Tell students to write *yet*, *already*, or *just* to complete the rules in the chart.
- Have students turn to a classmate and compare answers.
- Go over the answers with the class.

Answer key

yet, just, already, yet, Just, Yet, Already

Exercise 3

- Ask students to look at the sentences. Explain the task: Students write sentences in the present perfect using the cues plus *yet*, *already*, and *just* as appropriate. Remind students to make any necessary changes. Go over the example. Elicit that *She's* or *She has* are both correct.
- Set a time limit of 5 minutes. Walk around the room and provide help as needed.
- Have students turn to a classmate and compare answers.
- Go over the answers with the class. Call on different students to read each sentence aloud.

Answer key

1. She has/She's just started training for the marathon.
2. She has/She's already done her homework.
3. Have you been outside yet?
4. My neighbor has just redecorated his living room.
5. I haven't decided yet.
6. I've just finished reading a book on Feng Shui.
7. He has left already.
8. I've seen it already.
9. Have you had lunch yet?
10. I've just found a job.

EXTENSION

Pair students. Have them say two things that they have done (*already*, *just*) or plan to do (*yet*) this week.

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 interview with Bill Costa that they heard in the Listening section.
- Write the following questions on the board, and ask students to listen for his answers: *Has Feng Shui changed Bill's life yet? What has Bill just started doing? What did Bill already own?*
- Play the audio for Lesson A, Exercise 8.
- Ask students the answers. Write them on the board. (*Feng Shui hasn't changed Bill's life yet. He has just started running. He already owned a couple of gold fish.*) Underline *yet*, *just*, *already*.

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 examples use the present perfect with *yet* to express that the action has not happened, or to inquire if it has.
- Ask students to look at the next three examples. Elicit from students that the sentences use the present perfect and that they use *already* and *just* to show that the action has happened.

Pronunciation


LANGUAGE NOTES

- Intonation is the way the voice rises and falls in pitch when speaking. The pitch starts to change on the focus word, jumping up or down to highlight this word, and then either rises or falls until the end of the sentence.
- *Yes/No* questions often end with rising intonation. The voice changes pitch on the focus word (or the stressed syllable of this word, if it has more than one syllable), and then rises until the end of the question.
- *Wh-* questions and statements typically end with falling intonation. The voice jumps up on the focus word, and then falls to a low note at the end of the sentence.

Exercise 4

- Make sure students understand that intonation is like the melody of a language.
- Explain that the word in red is called the *focus word*. The focus word highlights important or new information.
-  Play the audio. Ask students to notice the way the focus word stands out and the way the voice goes up or down at the end of each question.
- Elicit that for *Wh-* questions the voice jumps up on the focus word and then falls. And that *Yes/No* questions end with rising intonation.

Exercise 5

-  Play the audio. Have students repeat each question. If necessary, use gestures to show how the intonation dips down and then rises or jumps up and then falls to a low note.
- Ask a few pairs of students to repeat the questions and check their intonation.
- Ask students to notice what kind of words are focus words. Elicit that the focus words are nouns and verbs. Adverbs of time such as *yet*, *already*, and *just* are not usually focus words. Even if they include a noun (*every morning*), expressions of time are not usually focus words unless the information about time is especially important in the sentence.

Speaking

Exercise 6

- Explain the task: Students work alone to make notes on recent life changes and changes they plan to make. Hold up your book and point to the two columns in the chart: **Already done** and **Not done yet**. Go over the examples. Tell students to use this chart to organize their notes.
- To help students get started, point out the different categories of changes. For each category, elicit an example: home (new apartment); work (changed jobs); family (got married); leisure activities (started a new hobby); personal appearance (got a haircut).
- Set a time limit of 4 minutes for the students to complete their charts. Walk around, helping with vocabulary as needed.

Exercise 7

- Create groups of 4. Explain the task: Students take turns talking about changes in their own lives. With a student partner, model the example in the book. Point out how C asks a follow-up question to keep the conversation going (*And how often do you go?*).
- You may want to elicit ideas on other follow-up questions that could be used here. *What's the name of the gym? Do you feel better? When do you go?*
- Set a time limit of 8 minutes. Remind students to ask at least two follow-up questions before taking turns. Walk around and provide help as needed.

WRAP-UP

Call on students to share with the class one thing they learned about a partner.

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

Writing

Exercise 8




- Assign the writing task for class work or homework.
- Ask students to write a list of recent changes in their lives. Remind them to include things they have already done as well as things they might have planned but haven't done yet.
- **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 starter sentences on the board: *Sorry I haven't written—I've been so busy. I've accepted the job I told you about and I've already changed things around the reception desk using Feng Shui ...*

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

CONVERSATION TO GO

- Before students leave class, have them read the short dialogue at the bottom of the page.
- Ask them to consider why both speakers use *yet*. (*The mother thinks they should already be all unpacked. The daughter is emphasizing they haven't even started.*)

HOMEWORK

-  Assign *Workbook* page 13, Grammar Exercises 3 and 4, and pages 14–15, 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
Has he bought any fish yet?
•  Tell students to listen to the audio and write their answer to the question. Have them bring it to the next class. (*He already had some fish.*)

Australia

OBJECTIVES

Students will:

- activate vocabulary related to travel items
- focus on using the real conditional to make suggestions about travel
- practice stress in compound nouns

WARM-UP: TRAVEL

- Ask students to think about a place they'd like to travel to, but never have. Provide a personal example (*I'd love to go to the Canadian Rockies*).
- Call on various students to tell the class where they'd like to travel to.

Getting started

OPTION: VOCABULARY PREVIEW

- Books closed. Elicit a few examples of items you need to take when you go camping. Also ask *What do you need if it rains?* (*an umbrella, a raincoat*).
- Ask students to write down at least five things they should take with them when they go camping.
- Pair students. Set a time limit of 2 minutes. Have students compare what they take.
- Call on students to say one or two items from their lists and why they would take them. Write a list on the board.

LANGUAGE NOTE

The word *gear* (a set of things collected together especially for a specific purpose) is used here with *rain* to refer to such things as an umbrella, a rain jacket, a raincoat, a poncho, a rain hat, etc. The word *kit* (a box of objects needed for a particular purpose) is used here with *first-aid* to refer to such things as bandages, tape, gauze, antibacterial cleaner, and scissors.

Exercise 1

- Focus attention on the photos of the travel items. Ask students to think about things they would take on a camping trip.
- Pair students. Explain the task: Students match the words on the left with the words on the right to make compound nouns.
- Go over the first example, *first-aid kit*. Review the meaning of *first aid* (the treatment to be given by an ordinary person to someone hurt in an accident or suddenly taken ill).
- Set a time limit of 4 minutes. While students are working, walk around the room and provide help as needed.
- Call on students to report their answers to the class.

Answer key

- | | |
|----------------------------|------------------------|
| 1. first-aid <u>kit</u> | 5. rain <u>gear</u> |
| 2. hiking <u>boots</u> | 6. sleeping <u>bag</u> |
| 3. insect <u>repellent</u> | 7. travel <u>guide</u> |
| 4. money <u>belt</u> | 8. water <u>bottle</u> |

Exercise 2

- Explain the task: Students look at the pictures of the travel items and label them with the words in Exercise 1. Point out that three items make up the *rain gear*.
- Set a time limit of 4 minutes. Walk around the room and provide help as needed.
- Go over the answers with the class.

Answer key

- | | |
|------------------------|---------------------|
| A 5 (rain gear) | E 2 (hiking boots) |
| B 7 (travel guide) | F 1 (first aid kit) |
| C 3 (insect repellent) | G 8 (water bottle) |
| D 6 (sleeping bag) | H 4 (money belt) |

Pronunciation

LANGUAGE NOTES

- Compound nouns are pronounced as if they were a single word, even if they are written as two (or more) words. They have a single main stress, usually on the first word in the compound: *water bottle*. There is often a lighter stress on the second word, but for the sake of simplicity, only syllables with a main stress are called stressed in this book.
- Note the difference in stress between compound nouns and ordinary noun phrases: a *water bottle* vs. a *plastic bottle*.

Exercise 3

- Play the audio. Students listen to the location of the stress in the compound nouns, (*the first word*)

Exercise 4

- Play the audio and ask students to repeat the words.
- Ask a few individual students to repeat, and check their pronunciation.
- If necessary, remind students to make the stressed syllables longer than other syllables.

Exercise 5



- Pair students. Explain the task: Students discuss which travel items in Exercise 1 they would take on the trips.
- Set a time limit of 5 minutes. Walk around and encourage students to use the correct stress. Then ask for answers.

Listening

Teaching Tip! Give ample time for predictions

When students make predictions about what they are going to hear, they have an opportunity to activate vocabulary they know associated with the topic. Giving ample time for this step allows them to consider what they know and what they would like to know.

Exercise 6

- Tell students that Jeff is packing for a weekend camping trip. Ask them to predict what he will pack and other camping vocabulary they might hear. Elicit ideas and write them on the board.
- Explain the task: Students listen to Jeff's conversation with his roommate and check the pictures of the things Jeff is taking.
-  Play the audio.
- Have students turn to a classmate and compare answers.
-  Play the audio again, if needed, so that students can confirm their answers.
- Go over the answers with the class.

Answer key

sleeping bag, hiking boots, insect repellent, rain gear, sunscreen

Reading

BACKGROUND INFORMATION

The Australian Outback makes up a large portion of Australia. It is characterized by immense desert plains of red sand, white salt pans (natural salt lakes), colorful gorges, and unusual monoliths. The city of Darwin serves as the gateway to Kakadu National Park, a unique and precious place because of the many birds and mammals that live there. The park, known for its wetlands, takes its name from the Aboriginal people who lived in that area, the Gagudju people.

Exercise 7

- Have students look at the picture. Elicit from students what they know about Australia and the Australian Outback. Provide information as needed.
- Ask students to read and answer the questions.
- Have students turn to a classmate and compare answers.
- Go over their answers with the class.

Teaching Tip! Reading for specific information

Asking students to pre-read the questions is a useful way to help them develop the skill of reading for specific information. Guide students to read the questions first and predict the answers. This will help them focus on reading to find specific information. Encourage them not to read every word.

Exercise 8

- Explain the task: Students read the article and answer the questions. Before students begin, have them read the questions. Remind students to read quickly just to answer the questions.
- Walk around and provide help as needed.
- Do not go over the answers with the class yet.

Answer key

1. The best way to travel is by plane or car.
2. The best time to visit is April to June and October to November.
3. crocodiles, kangaroos, dingoes, snakes
4. canoeing, riding camels, walking/hiking, camping
5. dangerous snakes, very hot sun

Exercise 9


- Pair students. Ask them to compare their answers to Exercise 8.
- Go over the answers with the class.

EXTENSION

Pair students. Ask students to discuss what they would choose to do if they traveled to the Australian Outback.

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

HOMEWORK

-  For homework, assign *Workbook* page 16, Vocabulary Exercises 1 and 2; page 18, Listening Exercises 4 and 5; and page 19, Reading Exercises 8–11.

Grammar focus

LANGUAGE NOTES

- Use the real conditional (or first conditional) to talk about what will happen under certain conditions. (*If you return the sweater within two weeks, you'll get a refund.*)
- The real conditional is also used to give suggestions or advice (*If you study harder, you'll get a good grade*) and warning about future possibilities (*If you don't study harder, you might not pass the exam.*)
- There are two clauses, the *if* clause and the result clause. Use the simple present in the *if* clause. Use the future with *will* or *going to* in the result clause. (*If you make a reservation early, you'll get a good seat.*)
- A comma is used when the *if* clause comes before the result clause. (*If you make a reservation early, you'll get a good seat.*)
- *Unless* means *if not*: *Unless you like cold weather, avoid Canada in winter. / If you don't like cold weather, avoid Canada in winter.*

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 Jeff and his roommate that they heard in the Listening section.
- Write the following on the board, and tell students they will have to complete the sentences: *If you're going hiking, ... and I won't need rain gear ...*
- Play the audio for Lesson A, Exercise 6.
- Call on a student to read each answer aloud. Write the sentence endings on the board. (*you'll need insect repellent; unless the weather changes drastically*).
- Underline *If*, the comma between the clauses, and *unless*.

Exercise 1

- Have students look at the examples and study the boldfaced words.
- For the first four examples, ask students to identify the *if* clause and the result clause.
- Elicit from students that there is a comma between the clauses when the *if* clause comes first. When the *if* clause is second, as in the first example, there is no comma.
- Ask students to look at the last example. Elicit from students that the sentence uses *unless*. Elicit from them how to restate the same ideas using *if*. (*If you don't like extremely hot weather, avoid December and January.*)

Exercise 2

- Have students study the examples again.
- Tell students to use the examples to work out the rules for the real conditional. Ask them to write the correct information to complete the rules in the box.
- Have students check their answers with a partner.
- Go over the answers with the class.

Answer key

if, if, result

Exercise 3

- Ask students to look at the sentences. Explain the task: First students match the phrases to make conditional sentences. Then they write the sentences. Remind students to use *if* and *unless* where appropriate.
- Go over the example. Point out that there is no comma because the *if* clause comes second.
- Set a time limit of 8 minutes. While students are working, walk around the room, helping as needed.
- Have students turn to a classmate and compare answers
- Go over the answers with the class. Call on different students to read each sentence aloud.

Answer key

- f. Take a water bottle if you want safe drinking water.
- d. You'll need to wear boots if you go hiking.
- h. You may see fantastic sunrises if you get up early.
- g. You'll need to take rain gear unless you go in the dry season.
- c. Find a tour company offering adventure sports if you want to go canoeing.
- b. You'll need to use sunscreen if you don't want to get sunburned.
- a. You may not get tickets for the flights unless you make reservations in advance.
- e. You will get lost unless you use a very good map.

EXTENSION

Pair students. Have them switch the order of the clauses in Exercise 3; for example, *If you want safe drinking water, take a water bottle*. Elicit or point out that the comma is necessary.