▶ Workbook p. 18, Section 4

Pronunciation: connected speech – final consonant sound to first vowel sound (p. 37)

A 🎧 1.13

- See the Student's Book page for the **audioscript**.
- Direct the students' attention to the instructions and the pronunciation table for the phrasal verbs.
- Play the audio once and ask the students to tell you what happens to the final consonant sound of the first word in each case (it links to the next vowel sound).
- Play the audio again and pause it after each phrasal verb for the students to repeat. Model and correct as necessary.

B 🎧 1.14

- See the Student's Book page for the **audioscript**.
- Ask the students to read the sentences and underline the words they think might be linked together in connected speech. Have them check whether the first word ends in a consonant sound and the second word begins with a vowel sound. Remind them that more than two words might be linked together.
- Play the audio once. Have the students work in pairs to practise pronouncing the sentences. Play the audio again, and encourage them to check their pronunciation.

Extra: homework

Have students write their own sentences with at least five of the phrasal verbs in Ex. A. In the next lesson, have them read their sentences to a partner, who checks for correct pronunciation and correct use of the phrasal verbs.

Grammar: negative structures with *think, suppose,* etc. (p. 38)

Lead-in
Ask the students if they think their attitudes toward digital privacy have changed recently. Ask them about their friends' attitudes compared with their own.

A 🎧 1.15

- See the Student's Book page for the **audioscript**.
- Have the students read the question. Ask them to listen to the conversation to find the difference between Roberta and Susan's attitudes toward privacy.
- Play the audio and have students listen and read along. Then invite a student to give the answer. Ask the rest of the class if they agree and/or if they would like to add anything to the answer.

Answer

Susan shares a lot of personal information on social networking sites, while Roberta doesn't like to give out a lot of personal information online, but prefers to keep it private.

NOTICE!

- Direct the students' attention to the *Notice!* box.
- Have them find and circle the six different opinion verbs in the conversation. Ask them which verbs also have meanings apart from feelings or opinions.

Answer

Verbs with other meanings apart from feelings or opinions are *think, feel, expect, guess, suppose, imagine.*

B

Form & Function

- Ask the students to read the conversation again, paying attention to the opinion verbs.
- Direct the students' attention to the underlined sentence in the conversation and ask them to complete the rule. Elicit the answer from a volunteer. **Highlight** that it is the first verb, rather than the second verb, that is made negative. Reinforce the structure *I don't feel that everybody needs …* instead of *I feel that everybody doesn't need …*
- Ask the students to complete both tables with examples from the conversation and check answers with the class.
- After checking the answers, point out the fact that *suppose* has two different forms in the second table because it can form the negative in two ways (*I suppose not./I don't suppose so.*). Also explain that *feel* is an exception and cannot be used in negative short answers, either with *so* or *not*.

Answers

1 I don't feel that everyone needs to know …
2 I didn't think there was anyone who wasn't on Facebook!
3 I guess I shouldn't post about everything …
4 I don't suppose many people actually think about …
5 I don't expect I'm the only person …
6 I don't imagine so.
7 I guess not.

Alternative

Have the students cover the conversation in Ex. A. Ask them to read the information about negative structures in the grammar tables and predict the correct form of the negative for item 1. Then have them check their answer by looking back at the conversation. Repeat this process for items 2 to 7.

C

- Explain that negative short answers are most likely to be used in conversation. Direct the students' attention to the four mini-conversations, and ask them to complete the responses using the prompts in brackets. Remind them to refer to the grammar table in Ex. B if necessary.
- Check answers with the class.

Answers

1 ... suspect not. I hope (that) identity theft doesn't/won't increase.
2 ... don't think so. I don't believe (that) opinions stay ...
3 ... hope not. I don't imagine (that) people will give up ...
4 ... guess not. I don't feel (that) it helps ...

Extra: grammar practice

Put the students in small groups. Ask them to take turns asking the questions in Ex. C, going quickly around the group. Have those answering respond using short answers with other verbs from the grammar table (*guess, suspect, assume, think, imagine, suppose)*. Encourage the students to add their own questions to the activity.

D

- Put the students in pairs. Have them ask each other the questions in Ex. C and answer them with their own opinions. Encourage the students to listen carefully to their partner's responses and to ask follow-up questions to prompt their partner to explain their opinion fully.
- To conclude, invite the students to report to the whole class the most interesting or unusual opinions they discussed.

▶ Workbook pp. 18–19, Section 5

Speaking: participating in a group discussion (p. 39)

Lead-in

Ask the students to list the features of a good group discussion (*a clear purpose to the discussion, previous knowledge of the topic, feeling comfortable, good guidance,* etc). Elicit their best and worst experiences of participating in group discussions. Ask them to identify examples of helpful and unhelpful types of behaviour during group discussions. Write the most important factors on the board. Ask the students to read the information in the skills panel. Elicit the four reasons for using specific phrases to manage a discussion (*to keep the discussion moving, to interrupt politely, to focus on relevant points, to invite contributions,* etc).

A 🎧 1.16

- See p. 124 for the **audioscript**.
- Explain that the students are going to listen to a group discussing privacy. Ask them to put a tick next to any of the five points they hear mentioned. Play the audio once. Then invite volunteers to share their answers with the class.

Answers

Points mentioned:
1 I don't want anyone to invade my privacy.
2 I share more information online than my parents.
4 Different cultures view privacy differently.
5 Opinions about privacy depend on people's experiences.

B

- Explain that the students are going to listen to the discussion again. Tell them that this time they are going to listen specifically for phrases that the people use to manage the discussion. Tell them to listen to the audio to complete the discussion-management phrases. **Highlight** that the discussion-management phrases are categorised into three main functions: *starting, finishing and keeping the discussion moving, interrupting politely* and *inviting contributions*.
- Play the audio once, and have the students fill in the gaps. Put them in pairs to compare their answers. Play the audio again if necessary. Check answers with the class.

Answers

Starting, finishing and keeping the discussion moving:
1 begin
2 move on
3 So
Interrupting politely:
4 Sorry
Inviting contributions:
5 add

Alternative

Put the students in groups and write the three discussion-management categories on the board. Ask the class to suggest phrases that could be used to perform each function and write them on the board. Play the audio, and have the students listen for the phrases given or additional phrases to add to each category. Have them write down the phrases they hear. Finally, have them check their discussion-management phrases against those in the Student's Book and complete the ones given there.

C

• Put the students in small groups to discuss the three points. Remind them to use the phrases in Ex. B to manage the discussion. Have three volunteers read the model conversation between Students A, B, and C to demonstrate how the conversation might begin.
• Circulate and help as needed while the groups are working. Prompt them to use relevant phrases as the discussion progresses (e.g. if somebody seems to be dominating or monopolising the discussion, point out the *interrupting politely* phrases to another group member). Encourage the students to discuss all three points.
• To conclude, extend the discussion to the whole class. Ask each group to share an interesting or unexpected conclusion from their discussion.

Extra: homework

Have the students listen to a radio interview or watch a TV interview in English and identify the discussion-management phrases used by the interviewer. Ask them to make notes and present a brief report in the next class.

▶ Workbook p. 19, Section 6

LifeSkills: protecting digital privacy (p. 40)

Step 1: Understand the potential threats to digital privacy. (Ex. A, Ex. B, Ex. C)
Step 2: Think about practical steps to take to increase digital security. (Ex. B, Ex. C, Ex. D, Ex. E)
Step 3: Institute digital security measures in your everyday online routines. (Ex. E)

Lead-in

Read the target skill aloud and invite the students to tell you what they think *protecting digital privacy* means. Ask the students if they or anyone they know has had any negative experiences related to digital privacy issues. To start, you could recount an experience of your own, real or invented, (*your credit card information was stolen when you made an online purchase, and the thief ran up a large amount of credit card debt.*) Then **highlight** the three-step strategy to develop the skill of *protecting digital privacy*.

A

• Have the students read the instructions and then make a list of all the online services and accounts they use regularly. Refer them to the pieces of information in Ex. A and ask them to tick the boxes of items that an identity thief could potentially find online. Ask them to consider all the information about themselves that they have put online or that can be found online in other places.

B

• Put the students in pairs. Ask them to compare their answers to Ex. A, and then use these to imagine what might happen if any online information got into the wrong hands. Refer them to the example of attracting spam to their email address, and then have them make a list of their own ideas. Allow time for discussion before inviting the pairs to share their lists with the class.

C

• Ask the students to stay in their pairs from Ex. B, and read the instructions. Have them decide on their roles: Student A and Student B. Ask them both to read the whole article, with Student A reading the paragraphs Your Software and Your Browser more carefully, and Student B focusing more on the paragraphs Your Email, Secure Payments and Privacy Policies.
• Circulate while they read and help with any vocabulary required (keystroke: *a single action of pressing a key on a keyboard*; to disable: *to stop a machine or system from working properly*; to configure: *to arrange the parts of something, especially computer software, so that it works in the way you want it to*; padlock: *a portable lock that has a D-shaped bar on top that moves when you open the lock with a key, typically fixed to bicycles and suitcases for security*).
• Have the students cover the text and paraphrase the basic advice in their paragraphs to their partner. They can elaborate on the information or add their own examples and anecdotes if they wish.

Possible answers

Software and browsers:
You should use good anti-virus, anti-spyware and firewall software to protect your computer from viruses that let hackers get hold of your personal information. You should also configure your browser so that it doesn't allow websites, adverts, or anything else that you don't want.
Email, secure payments and privacy policies
You should have different email addresses for your personal mail and for online shopping. That way, you won't get spam in your personal email. When you buy something online, look for the padlock symbol because it means that it's a secure site. Make sure that websites have a privacy policy. They have to explain how they will use your data. It's better not to use a site if it doesn't have a privacy policy.

Extra: note-taking

As one partner paraphrases the advice in their paragraphs, have the other student take notes. Then ask them to change roles (speaker/listener). Then have the students compare their notes with the original text and look for any differences or omissions. Ask the students to provide feedback to their partner about what they noticed.

D
- Put the students in groups and ask them to read the online forum question. Elicit what advice the person wants (*tips on making up effective passwords*). Have them discuss what advice to give the writer and to note the key points. Encourage them to bring their personal knowledge and experience to this task.
- Direct the students' attention to the examples in the *How to say it* box, and encourage them to use the expressions in their discussion.
- Allow time for the discussion. Then invite each group to tell you one of their tips while you write it on the board. Continue until there are no more original ideas remaining. At the end, have students vote on the best idea presented.

Possible answers

Change passwords on a regular basis. Change your passwords at least every 90 days to reduce the chance that a computer criminal can gain access to your computer or online accounts. Don't use the same password across multiple sites.

E
- Rearrange the groups so that different students are working together. Ask them to review the entire lesson and decide which three pieces of advice they would give to a friend who was concerned about online privacy. Encourage the students to think about frequency of the problem occurring, seriousness of the consequences and ease of prevention when prioritising advice.
- Allow time for the discussion and then ask the groups to share their ideas with the class. Choose one or two students to oversee the creation of a class list of advice. If possible, have the students present their combined advice in a printed list of tips and notes or on a webpage.

F
- Discuss the questions with the whole class. Ask the students to say what they feel are the most useful points they learnt from this skill and how the information they obtained might be useful in the domain of **Self and Society**, either now or in the future.
- Have the students work in pairs to discuss the two questions and share any changes that they personally intend to make to their online habits to safeguard their privacy. Extend the discussion with the whole class, and make a list of answers to item 2 on the board.

REFLECT
- Ask the students to read the *Reflect* question.
- Elicit ways to protect digital privacy (*changing passwords to professional email accounts regularly*, *avoiding talking about colleagues or confidential work on social media sites*, *protecting company data from theft by following company procedures for data handling*, *not saving essays or assignments on school computers*, etc).
- Give the students time to think about different situations in the domains of **Work and Career** and **Study and Learning** where the skill of knowing how to *protect digital privacy* would be useful.

- Elicit the following ideas: *handling confidential material at work, working on class projects in which students are exchanging documents or chatting in forums, applying for jobs posted online in public forums*, etc.

RESEARCH
- Explain the task and make sure the students understand what they have to do.
- Suggest some websites that list common types of cyber crimes, such as *Norton* and *Computer Weekly*. Also suggest that, as an alternative, students talk with people they know who have been victims of cyber crimes.
- Ask the students to take turns presenting their example of an internet scam or another example of cyber crime to the whole class. Have them explain where they found the information and how they came to know about it. Encourage the class to ask questions and make comments after each presentation.

Language wrap-up (p. 42)

For notes on how to approach the exercises in the Language wrap-up section, please refer to page 9.

1 Vocabulary
- Ask the students to read the whole paragraph for general understanding before filling in the gaps with the words or phrases from the box. Remind them that each gap is worth one point.
- Check answers with the class.

2 Grammar
A
- Ask the students to read the question-answer pairs or statements first. Have them silently recall the grammar rule for forming negative structures with these verbs. Then ask them to complete the exercise by choosing the correct option for each item. After checking answers with the class, remind the students of the grammar rule if necessary.

B
- Have the students look at the mixed-up words in each sentence. Point out that the sentences are not complete and that they will need to add other words to each sentence to make it grammatically correct. Then have them complete the exercise by writing out each sentence as fully as possible. Accept all viable options for each sentence as long as all the given words are used in a logical way and are in keeping with the theme of the unit.
- Check the answers with the class. Point out that all the sentences can be written with object complements. Have the students identify the object complements in their completed sentences.

Writing workshop: writing a for-and-against essay (p. 43)

Lead-in
Explain to the students that in this workshop they are going to practise writing an essay that argues both *for* and *against* an issue.

A
- Explain the instructions to the students. Then focus the students' attention on the two parts of the essay question. The first part asks the writer to express a clear opinion that is either *for* social media (i.e. to argue that social media has primarily positive effects on society) or *against* it (i.e. to argue that social media has primarily negative effects on society). The second part of the question asks the reader to give reasons for this opinion.
- Ask the students to read the essay and decide whether the writer is *for* or *against* social media.

Answer
The writer seems to be against social media. The writer emphasises that the use of social media has many disadvantages, such as spending more time communicating with electronic devices than in person, putting a lot of personal information in cyberspace and doing fewer physical activities.

B
- Ask the students to read the essay again, paying attention to how it is structured.
- Have the students work individually to identify the topic sentence in Paragraph 1. (*However, the fact that many people use social media does not mean that it is a positive development for society.*) Remind the students that a topic sentence contains the main idea of the paragraph.
- Ask them next to identify the topic sentence in Paragraph 2. (*Of course, there are good arguments in favour of social media.*) Then have the students note how many points the writer gives in favour of social media. ((1) *People can find old friends.* (2) *It is easy to stay in touch with family and friends.* (3) *You can stay close to family and friends by sharing photos and videos.*)
- Elicit ideas from the class about why arguments *in favour of* social media are in an essay which is *against* it. Explain that this makes the overall argument seem objective: the writer is aware of the benefits of social media, but is still against it for what he or she considers more important reasons. Have the students identify the topic sentence in Paragraph 3. (*However, there are a number of problems with social media.*) Point out that the topic sentence in this paragraph is in line with the writer's main argument. Ask the students to identify each point that highlights a negative aspect of using social media. ((1) *People spend more time communicating with electronic devices than in person.* (2) *People put an enormous amount of information online, which can lead to data theft or blackmail.* (3) *People spend less time doing physical activities, which contributes to obesity.*)

- Then ask the students to identify the general statement of the writer's opinion in Paragraph 4. (*To summarise, although using social media allows us to communicate easily, it has many disadvantages.*)
- Discuss with the class whether the writer's essay was persuasive or convincing enough to discourage the students from using social media.

Answers
The main idea of the whole essay: Social media is an important part of people's lives, but it may not be a positive development for society.
Paragraph 2:
Topic sentence: Of course, there are good arguments in favour of social media. Points that support it: (1) People can find old friends. (2) It is easy to stay in touch with family and friends. (3) You can stay close to family and friends by sharing photos and videos.
Paragraph 3:
Topic sentence: However, there are a number of problems with social media. Points that support it: (1) People spend more time communicating with electronic devices than in person. (2) People put an enormous amount of information online, which can lead to data theft or blackmail. (3) People spend less time doing physical activities, which contributes to obesity.
Paragraph 4: To summarise, although using social media allows us to communicate easily, it has many disadvantages.

C
- Ask the students to read the essay question first. Explain the question if necessary, and answer any questions the students may have.
- Have the students work individually to make notes on the main idea of the essay and the points they will include in it according to the guidelines in Ex. C. Point out that by doing this, they are actually creating an essay outline which will provide a basic logical structure for the points in their essay.
- Put the students in pairs to compare their notes and offer constructive comments on each other's work. Encourage them to revise their notes based on the feedback they receive.

D
- Encourage the students to use their notes to help them draft their essays. Remind them to write about 250 words. Circulate and help as needed. When the students finish writing, put them in groups of four to review each other's work and offer tips on revision. Remind each group to offer guidance on the quality of the points, the structure of the essay and the language used.
- Ask the students to work individually to revise their essays based on the peer feedback they have received.

How are you doing?
- Ask the students to read the statements and tick the ones they believe are true.
- Ask them to discuss their essay with a partner and identify things they could improve on next time.

▶ Workbook pp. 20–21, SkillsStudio